CHAPTER FOUR

THE ANALYSIS

4.1 INTRODUCTION

The foregoing chapters lead to the conclusion that a general theory of the interaction of language and social life must encompass the multiple relations between linguistic meaning and social meaning. The language relations within a particular community or personal repertoire of communicators are an empirical problem, calling for a mode of description that is partly ethnographic and partly linguistic, conceiving ways of writing [or speaking] as aspects among the community's set of symbolic forms (Hymes, 1977: 31). In this context, social and grammatical structures can be firmly established as objects of qualitative inquiry. Any consideration of qualitative analysis in the study of human life establishes a domain of study that carries a methodology that is at once rigorous and didactic in terms methodological lessons to be learnt. These lessons are those of validity, in the sense of structure, and validity, in the sense of function.

For an analyst to make a decision on a worthy communicative function, necessitates delving into the communicative repertoire of a community, for this is essential to any consideration of style. Considering style inevitably involves a consideration of styles. In this way, a student is considered not as having grammatical ability only, but also a writing repertoire. And in this study, the writing repertoire is considered to exist in both Mother Tongue and the second language (English). The principle of functional relevance raises questions of differences in the occasion of use by which the styles in

the students' repertoires can be described as contrasting or converging and the dimensions underlying the differences or similarities come into focus. The analyst thus inevitably becomes engaged in a study of second language that is inseparable from a study of social life in which quantitative differences are inseparable from qualitative effects. This is when the study becomes multi-disciplinary because it involves anthropological or psychology or even sociological components. This sort of study of language is important for it is concerned with language use not only in the community but also at secondary and tertiary levels of education.

Research into questions of application of knowledge is fundamental as practical needs and theoretical challenges coincide. Therefore, this chapter amplifies the mode of investigation for this research project. A description of qualitative research as well as the rationale for the case study design follows. The chapter also includes brief discussion on discourse analysis; the participants; the methods of data collection and data analysis; and the presentation of the results of the analysis.

4. 2 QUALITATIVE RESEARCH

Qualitative research has grown out of different disciplines, such as anthropology, sociology and psychology (Ertmer in Leedy, 1997: 156). Researchers (Bogdan & Biklen, 1982; McMillan & Schumacher, 1993; Mouton & Prozesky, 2001 and As de Vos, Strydom, Fouche & Delport,

2002) agree that qualitative research is based on a premise that views reality as being multifaceted and interactive while the shared social experiences are continuously being interpreted by individuals. McMillan and Schumacher (1993: 373) underscore the fact that in qualitative research

> …most descriptions and interpretations are conveyed in words rather than numbers, although numerical data may be used to elaborate the findings identified in a qualitative analysis.

These theorists go on to amplify this statement by noting that qualitative research is concerned with understanding the phenomena in question. And this understanding is acquired by analyzing the many contexts of the participants, and by narrating the participants' meanings for the situations and events, including participants' meanings, feelings, beliefs and ideals. Mouton (2001: 270) summarizes the key features of qualitative research as:

1) Research conducted in the natural setting of social actors;

2) Research that focuses on process rather than outcome;

3) Research that puts emphasis on the actor's perspective (the "insider" or "emic" view);

4) Research, the primary aim of which is in-depth descriptions and understanding of actions and events;

5) Research, the main concern of which is to understand social action in terms of its specific context (idiographic motive) rather than attempting to generalize to some theoretical population;

6) Research that is often inductive in approach, resulting in the generation of new hypotheses and theories.

Qualitative research acknowledges that there are multiple ways of interpreting the different phenomena of the world, and the qualitative research paradigm focuses on discovering the different types of meaning. It is therefore considered effective for studying attitudes and behaviours that are best understood within their natural settings, for instance, texts as written by the students who are the object of the research within their social setting (the learning environment), and data as collected through sustained contact with students where they normally spend their academic time. In this mode of research, the data collected has been analyzed inductively through the abstractions that have been built from the particulars that have been gathered.

One of the advantages of qualitative research is that data analysis can be carried out through document analysis. Therefore, qualitative research has been found to be appropriate as it facilitates firstly, the description of deductions made from the conceptual and theoretical framework (Chapter Two) and those from the literature reviewed (Chapter Three). Secondly, it allows for the description of students' linguistic behaviour in the context of their texts; thirdly, it enables deductions to be made from the first language questions; fourthly, it incorporates the presentation and description of the

results from the two questionnaires for the sociocultural learning context; and finally, it permits a presentation of an intervention strategy. Thus, the study has been discovery oriented (qualitative) and grounded in practice (empirical). And in this instance, the qualitative research method has been complemented by the case study design that is the subject of the next sub-section.

4. 3 CASE STUDY

The case study is one of the more common qualitative designs (Ertmer in Leedy, 1997: 156). As the design has been used in both L1 and L2 writing and reading processes, it was found to be appropriate for the examination of the written interactions of selected Univen students. Cresswell (1994: 12) states that case studies are a type of qualitative research in which the researcher

> …explores a single entity or phenomenon ("the case") bounded by time, an activity (a programme, event, process, institution or social group) and collects detailed information by using a variety of data collection methods during a sustained period of time.

Johnson (1992: 83) argues for the flexibility of the case study methodology as it can be formulated to suit the purpose of a given study; and she adds that case studies are most often primarily qualitative, although they could involve the quantification of some information. One of the key points that Johnson makes, that is relevant to the present research project, is the fact that 'they [case studies] are usually primarily naturalistic, relying on the

collection of naturally occurring data'. In addition, various procedures can be used to elicit data and she adds that 'case studies are usually descriptive in that they describe phenomena, or they may go beyond description to contextual or cultural interpretation'(ibid.). A crucial approach that has served for rigor in this particular case study is the use of multiple sources of data for triangulation purposes.

Thus, from Johnson's (1992), McMillan and Schumacher's (1993), Cresswell (1994), and Mouton's (2001) pronouncements, deductions can be made that human actions are strongly influenced by the settings in which they occur, and the interaction of the unit of study with its context is a significant part of the investigation. Mouton (2001: 281) states that 'case studies take multiple perspectives into account and attempt to understand the influences of multilevel social systems on subjects' perspectives and behaviours'. The unit of analysis in case study research is always likely to be affected by factors in the environment in which the person is embedded, and this is why the researcher has to describe the sociocultural context in detail. This description helps in the understanding of the links to the abstractions drawn from the students' responses. The role of conceptualization in a case study research like this one was crucial as the building of the framework is anchored in a combination of the conceptual and theoretical framework to literature reviewed and the researcher's experience. Almost any phenomenon can be examined by means of a case

study method. The cases in a case study can be defined in terms of people. Others have defined "cases" in terms of entire communities. What is important, is the study of the phenomenon of each "case" in the natural context.

Therefore, a case study was deemed suitable for the present research project and was conducted in order to shed light on the phenomenon of the sociocultural influences in selected second language writing efforts of Univen students. Gall, Borg and Gall (1996: 549) state that researchers generally do case studies to produce detailed descriptions of a phenomenon and to evaluate it so as to facilitate the development of possible explanations for it. In this connection, the researcher has typically spent an extended period of time on site with the research participants, watching students (learners) in their own territory and interacting with them on their own terms (Gall *et al.*, 1996: 547). In this way, the researcher has become personally involved with the people and the phenomenon being studied, which involvement has been integral to the methodology. The next sub-section expands on methodology, adopted for the study.

4. 4 METHODOLOGY

Any method of research is a way to investigate some particular domain. In this case, the domain is language-in-use at Univen in the sociocultural context of the Vhembe District. The theory is about the nature of language-

in-use and it is also about "method" of research. A method is, basically, sets of "thinking devices". As such, method and theory cannot be separated. Gee (1999: 40) has identified tools of inquiry with which to study discourse in Discourses (that is, written texts in a sociocultural context and this means the investigation is about language, culture, and institutions). The tool for this study is discourse analysis which is based in language studies.

4.4.1 Discourse Analysis

There is an inbuilt connection between "meaning" and communication, for before any words that are put together can be recognized as language or communication, they have to embody meaning. Thus meaning becomes or seems to be the most central feature of language. The concept of "to mean" may be understood in a variety of ways that are, nevertheless, related, but how they are related becomes complex and controversial. Since this thesis is on the realization of meaning during writing interaction, the narrative examines the notion of linguistic meaning as it relates to discourse analysis. In this regard, Gee (2005: 52) starts with the "word" level as the point of entry for the discussion of meaning. The assertion that words have meaning sounds simple and straightforward enough. However, words are not objects that can have properties of their own.

The most important point to note is that, according to Gee (2005: 53) meanings of words in actual usage, are not general, but that they have

different meanings in different contexts and that they are integrally linked to and vary across varied social and cultural groupings. Therefore meaningful communication between participants occurs because there is some agreement at some level as to what a particular word means in a particular context. Thus a discourse analyst can engage meaning at a general level of correlations between form (structural) and function (meaning) in language. Linguists use "form" to designate structural aspects of language: such as nouns and verbs, types of phrases, such as noun phrases and so on; types of clauses, such as independent and dependent clauses. And they use the word "function" for the sorts of meanings a given form can perform (communicate), or the sorts of interactional work (purposes) it can accomplish (Gee, 2005: 54). Specific structures or forms in a language are used as tools to carry out certain functions, that is, to express certain meanings or to accomplish certain purposes. This is referred to as the form-function analysis.

Discourse analysis (henceforth referred to as DA) usually focuses on the language (semiotic) aspect but all the aspects in the situation network are integrally intertwined. Gumperz (1986) has stated that any piece of written language is composed of a set of grammatical cues or clues that help writers/readers (in negotiating and collaborating with others in an interaction) to build the six things that are mentioned below as these things are interlinked "representations", that is "re-presents". Utterances are made

up of cues or clues so as to move back and forth between language and context (situations), not signals of fixed or decontextualized meanings. These cues or clues are part and parcel of "grammar one" and "grammar two"(Gee, 1999: 85; 2005: 98) and people are either interpreters on the scene or are analysts in the six building tasks listed below that are also the components of any given situation:

1. Significance: how and what different things mean, because language is used build significance in certain ways

2. World building, that is, using cues or clues to assemble situated meanings about what is here and now (taken as) present and absent, or concrete and abstract, "real" and "unreal," probable, possible, and impossible.

3. Activity building, that is, using cues or clues to assemble situated meanings about what activity or activities are going on, composed of what specific actions.

4. Socioculturally-situated identity and relationship building, using cues or clues to assemble situated meanings about what identities and relationships are relevant to the interaction, with their concomitant attitudes, values, ways of feeling, ways of knowing and behaving, as well as ways of acting and interacting.

5. Political building, that is, using cues or clues to construct the nature and relevance of various "social goods," such as status and power, and anything else taken as a "social good" here and now (for

example, beauty, humour, verbalness, specialist knowledge, a fancy car and so on).

6. Connection building, that is, using cues or clues to make assumptions about how the past and future of an interaction, verbally and non-verbally, are connected to the present moment and to each other – after all, interactions always have some degree of continuous coherence (Gee, 1999: 86).

Different grammatical devices contribute differently to the above six tasks and many devices contribute to more than one at the same time. The six tasks are the work that is done with language so as to construct or construe a situation in certain ways and not in other ways. Cues or clues in language use help in assembling specific situated meanings through which the six building tasks are accomplished. As a consequence, these situated meanings activate certain cultural models, and not others. The social languages, situated meanings, and cultural models allow individuals to enact and recognize different Discourses at work and every human being has control of an array of social languages (Discourses) and is able to switch among them when the situations demand it. Very often social languages demand a mixing (or hybridization) of uses in complex ways for specific purposes and this mixing is due to the fact that social languages are not "pure" as different social languages use grammar in different ways as a resource for the six building tasks above.

Gee (2005: 38) gives the example of a young woman who talks to her parents and then to her boyfriend on the same subject in two different social languages. In doing this, Gee is giving an illustration of how social languages can be varied depending on the context, participants and the relationship(s) shared. To parents, one might say "well when I thought about it, I don't know, it seemed to me that Gregory should be the most offensive", and when talking to a boyfriend one might say "what an ass that guy was, you know, her boyfriend".

As illustrated by the cues and clues to the two sets of listeners, what the speaker says is in two different social languages. When talking to one's parents, the patterning of speech could be that of a preliminary clause that shows that the speaker has been reflective about the whole subject ("when I thought about it"); the patterning is also coupled with mitigators ("I don't know," …"seemed to me"); complex subordinating syntax (when-clause, it seems that construction). In addition, the repeated reference to self (I, me) act as a careful claimer/knower. According to Gee (1999), the social language here is shrouded in cues for deference, respect, school-based learning, reflection, attention to knowledge and claims. When it comes to talking to the boyfriend, the same person starts with an exclamation ("what an ass") which is a mark of informal vocabulary (ass, guy); in fact, this could be taken as vulgar language in certain circles. The speaker also establishes attention to the hearer ("you know"). Moreover, in the social

language to a boyfriend, there is a move towards solidarity, informality, participatory communicative attention to same values and a focus on the social world and not the self. And all this is conveyed through the cues and clues of grammar two.

The fact is, DA is based on the details of writing that are deemed relevant in the situation and that are relevant to the arguments the analyst is attempting to make. Judgment of relevance (what is included and what is not) are ultimately theoretical judgments, that are based on the analyst's theories of how language, situations, and interactions work in general and in the specific situation being analyzed (Gee, 2005: 56). The basic fact is that language is a tool that is used for a number of different purposes (and not just one), as such specific structures or forms in language are used to carry out certain functions (that is, to express certain meanings or accomplish certain purposes). A distinction can be made between form and function for language just as much as it can be made for any implement that one uses in particular situations. All approaches to DA, in their consideration of form, extend beyond grammatical structures to consider structures or patterns across sentences (Gee 2005: 55). For example, subject position (a form) in **a declarative sentence** is a **grammatical** structure that expresses the **topic** (a function) of the sentence, which names the entity about which a claim is being made and in terms of which the claim should be disputed. A **conjunction** or **conjunctive phrase,** such

as "but" or "on the other hand", which can begin a second sentence is a form that can set up a **contrast** (a function) in meaning between two topics. There are also conjunctive adverbs, such as then, "thus", "therefore", "nevertheless", "hence", "although", "furthermore", "moreover", " however" and so on.

In addition, the meanings with which forms are correlated are rather general (meanings, such as "assertion", "taken for granted information," contrast, and so on). In reality, they represent only the *meaning potential* or *meaning range* of a form or structure. In this analysis, grammatical and cross-sentence patterns are taken into consideration. Furthermore, discourse analysis can also be referred to as the analysis of language as it is used to enact activities, perspectives and identities. DA seeks to balance talk about the mind, talk about interaction and activities, and talk about society and institutions. In effect, the minds, bodies, interactions, social groups, and institutions all have to be in a cauldron together.

In DA, situated meanings do not simply reside in individual minds; they are often negotiated between and among people in and through communicative social interaction (Edwards & Potter, 1992). Cultural models embody explanations that are always relative to the standards of the group and it is this fact that makes a lot of sense for the sociocultural influence as these cultural models are not, in absolute terms, stored in any

one person's head. They are distributed across the different sorts of "expertise" and viewpoints found in the group (Hutchins, 1995; Shore, 1996). To drive the concept of cultural models home, Gee (1999) pertinently likens them to a plot of a story or pieces of a puzzle that different people have different bits to and the different bits can potentially be shared in order to mutually develop the "big picture". The cultural models are also linked to one another in complex ways for the creation of greater and even greater storylines. Such linked networks of cultural models help organize the thinking and social practices of sociocultural groups.

It follows, therefore, that there is mutual reciprocity between language and "reality". Language simultaneously reflects reality (that is, the way things are) and constructs (construes) it to be a certain way. This is the reason for the human mind's inclination towards working well with relevant situations, practices and experiences. Although "reciprocity" can as well be used for this property of language, the more accurate term is "reflexivity" (in the sense of language and context being likened to two mirrors facing each other as they constantly and endlessly reflect their own images back and forth between each other). Language, then, always simultaneously reflects and constructs the situation or context in which it is used and discourse analysis recognizes the significance of social and physical context as well as, most significantly, the role of prior texts in constituting meaning. The

socio-historical forces shape written texts and these forces manifest themselves consistently in the writing of second language learners. This is why Slembrouck (in Mouton, 2001: 495) describes discourse analysis as being: (1) concerned with language use beyond the boundaries of a sentence or utterance; (2) concerned with the interrelationships between language and society; and (3) as concerned with the interactive or dialogue properties of everyday communication. The above outlined elements, render DA relevant to the evaluation of students' writing in a sociocultural context.

4. 4. 2 Participants

The participants were students registered in the undergraduate and postgraduate degree programmes of Univen, namely: 2003 First Year students **(English S1-S5)**; 2003 Second Year students (**English S6-S10**); 2003 Third Year students (**English S11- S15**); 2005 Foundation students **(English S16-S30)**; 2005 Honours (**English S31-S35**); and 2005 Honours (**Geography G1-G10**). Altogether forty-five students participated in the study covering all the levels from foundation to the honours programme. The rationale for this inclusiveness is that: the foundation year responses represented the overall proficiency of final phase high school students at the point of entering university. The 2003 first year to honours year responses illustrate the progression trend in English as a subject. The honours prompt is different when considered through its surface structure

but the underlying rationale is discursive writing which is the same as the prompt for the other three levels. The Geography honours responses act as a control sample since these are in another discipline, but also serve to monitor and evaluate discursive writing ability in English. As far as this study is concerned, Geography is representative of the other content disciplines, the responses of which serve to illustrate competence and performance in a discipline other than English.

The texts from the English Department were all administered as assignments to be handed in after two weeks as part of continuous assessment. The researcher administered the prompts to the English foundation year, first year and honours students. The second and third year prompts were given to colleagues who were normally involved with those students. This was to facilitate the normal run of activities and not cause undue anxiety among the students. The Geography honours responses were obtained directly from the examinations section. There was no sampling involved with either the English department honours sample or the Geography department honours sample, because the five and ten cases, respectively, constituted whole classes of students in this category; and so they all inevitably became participants.

For the 2003 participants as has already been pointed out, the number of students in the second and third year levels was very low as each level had

only five students. The numbers were low because this was the group that formed the sample English major. As a result, the figure became a determining factor in the number of participants to be included in the sample from the first year level. There were fifty students in the first year level and every tenth response was included from this group of students to match with the number from the second and third year groups. Thus, five from each level made a total of fifteen responses for close analysis.

4. 4. 3 Sample collection

Data gathered from the African Languages Department was in the form of Mother Tongue examination questions whereas from the geography and English departments, the data was in the form of sample essays (texts). Mother Tongue essays have not been included because it would have entailed translation into English which could distort the information. Therefore, the examination questions have been considered sufficient for the purposes of this research project. The main goal of including the Mother Tongue questions was to establish the transfer of skills from Mother Tongue to English in terms of the kind of questions featuring.

The total sample texts were the written products of the Univen students from the Departments of English and Geography, as already noted. The thirty-five (S1-S35) texts from the Department of English were written as part of continuous assessment, as already pointed out above. The forty-five

responses in all were considered to be sufficient for the purpose of the study as both the qualitative research and case study design can cover a case, a phenomenon or an event (as noted earlier in this chapter). In addition, the researcher has been involved with Univen students for more than seven years prompted her not to over-extend the sample. Given the idiosyncratic nature of the writing of the students, a larger sample would not have made any significant difference to the results.

The ten texts from the Department of Geography (written in an Honours examination of 2005) were from the students who were in second year in 2003 and therefore have a link to the other sample texts in terms of the relevance of the period covered. The examination setting at this level is perceived as an instance where students demonstrate their overall accumulated competence and performance, because of the level at which they are operating and the fact that it is an examination setting, it is regarded as crucial to their lives and this sample group were, therefore, considered to be performing at their best. The student text samples featured as case study samples on writing for a hands-on document analysis and afforded a window to the sociocultural influence on writing. This type of communication in English should be seen in its real terms of facilitating interaction across a wide range of disciplines at Univen and facilitating communication in a variety of other situations too.

Since the study was both empirical and exploratory, the other device and procedure for collecting data entailed a close discernment of the conceptual and theoretical framework; literature reviewed; and document analysis. Univen Mother Tongue (L1) examination questions were included to establish crucial links to the sociocultural learning context in terms of the kind of questions posed and the proportion of discursive questions featuring in the examinations in order to facilitate deductions on the relevant skills transfer to second language writing.

4. 4. 4 Data Analysis

In the analysis, an attempt was made to establish the connection between form and function of Gee (1999, 2005) in discourse in conjunction with Hinkel's (1999: 94) objectivity and credibility markers to establish the students' levels of engagement in response to the prompts. Among the approaches for analysing case study data, given by Gall *et al.*, (as cited by Ertmer, 1997: 158), interpretational analysis was found to be relevant to this research project because it is about examining the data for constructs and patterns that can be used to describe and explain the phenomenon studied. Interpretation has been complemented by reflective analysis, because of its relevance to the current study as reflection refers to using intuition and judgment in portraying and evaluating the object of the study. Therefore, the study is foregrounded in knowledge production in research. The review phase gives credence to abstractions that are drawn from

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personal experience as well as from the document analysis of student essays and Mother Tongue questions.

4. 4. 4. 1 Evaluation and criteria

To facilitate the analysis of students' outputs, criteria consistent with the linguistic model underlying the writing package prompts were applied. At this level, the essence of successful writing lies in identifying the topic for the introduction for the English Department texts and for those from the Geography Department as well as the development of the texts and cohesion. These conditions require considerations of the use of objectivity and credibility conventions. A student writer's linguistic and rhetorical skills manifest through the way s/he organizes his/her text through the use of metadiscourse features. These features are the interpersonal resources that a writer uses to organize a discourse or his/her stance towards his/her content. Thus logical connectives, such as "however", "therefore" and the like; sequencing items, such as "first", "then", "next" and so on; and hedges like "might", "possibly" and "perhaps" are all part of the array of devices that are considered useful in processing written pieces. Since academic writing is interactive and rhetorical in nature, the writing can be seen to function in a way that offers a representation of the writer him/herself. In this way, the writing is a window to the sociocultural nature of influence, as already mentioned. The metadiscourse parameters to assist with the drawing of conclusions for the essays are shown in Table 4.1 below.

Hinkel's (1999) objectivity and credibility markers contribute to the conceptual and theoretical framework for data analysis in this research project.

Table 4. 1: Metadiscourse features and their purpose

CATEGORY   FUNCTION **Textual Features** *Connectives***: show the organization of text** ("however", "In the first place", "as mentioned", "speaking of", "although", "as a result") *Elaboration/ explanation***: rephrase to ensure clarity of expression** ("for example", "for instance', "such as", "e.g.", "i.e.".) *Illocutionary markers***: identify the purpose of the sentence or paragraph to follow** *Validity markers***: encode writer's certainty about the truth of the content** ("in fact", "definitely", "it is clear that".)
Interpersonal Features *Narrators***: provide the source of ideas and facts** ("according to", …"says") *Attitude markers***: convey writer's feelings about content** ("unfortunately", "to agree", "surprisingly"). *Commentaries***: address and engage reader more directly** ("consider", "note that", "you can see that").

Therefore, in order to establish the students' level of engagement in the activity of writing, their use of rhetorical objectivity devices and syntactic and referential markers was investigated. In this study, the devices and markers of objectivity and credibility that were employed were based on the presentation of discursive information for both Geography and English texts. The one group of rhetorical devices and constructs were identified

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as: contradictions (and juxtapositions); and general rules (and generalizations). The other group were the syntactic and referential markers: that is, concessives (clauses and phrases); and amplifiers/emphatics. In other words, the rhetorical devices and constructs of Hinkel (1999) together with Intaraprawat and Steffenson's (1995) and Vande Kopple's (1997) features background the analysis.

The presentation of the results is carried out in two phases. The first phase is the tabular presentations of the results, while the second is the narrative discussion phase. The tabular presentation entailed the counting of the number of words each essay carried and a total was established. This was followed by the counting of occurrences of each of the rhetorical markers and syntactic and referential markers that appeared in the essays; and the total number of the markers per group was also established. To ascertain the percentage of usage of these markers, the computation was done which translated into, for example, for conjunctive relations 71/4177 =1.699% and then the same was done for the other occurrences. These were translated as medians. The computations were repeated separately for each of the rhetorical objectivity devices and syntactic markers for the sample essays.

4. 5 PRESENTATION OF THE RESULTS

The presentation of the results is done in parts consisting of **4.5.1** (Mother Tongue examination questions QS1-23 – Appendix C); **4.5.2** (foundation, first, second, third, and Honours sample essays S1-S35 – Appendix D); **4.5.3** (Geography essays G1-10 – Appendix E); The intervention strategy that has come out as a result of all the activities in this research project is presented in appendix F. The presentation of results of 4. 5.1; 4. 5. 2 and 4. 5. 3 is given both in tabular and narrative discussion format. It was felt that these types of data are well disposed to both modes of presentation. A large number of the essays did not contain all the types. The results are presented in the tables below. In cases where the reported median is 0.00, this means that at least 99% of the essays on the topic did not have a particular objectivity marker. The L1 questions (QS1-23) have been condensed into a summarized table that illustrates the type of questions and this is complemented by narrative discussion. The analysis informs the sociocultural interpretation of Chapter Five that acts as a preface to the conclusion, strategy and recommendations of Chapter Six.

4. 5. 1 Mother Tongue questions

This section is organized around Univen Mother Tongue examination questions. The examination questions (QS1-QS23). In Table 4.5.1 above, are from Northern Sotho, Tshivenda and Xitsonga which are the Mother Tongues that form the Mathivha Institute for African Languages at the

University of Venda. Although there are three Mother Tongues represented here, in reality Tshivenda is the dominant language in communication in and around the university as well as in the Vhembe District as a whole. The questions have been included to facilitate the drawing of sociocultural explanations, that is, to establish the link for academic skills transfer to second language learning in general as the response papers are written by L1 candidates. However, the Mother Tongue responses to these questions have not been included in the study as this would have entailed translations and interpretations of responses from the three Mother Tongues into English which are beyond the scope of this research. Besides, translations would have resulted in some distortions of information of one kind or another. As such examination questions were considered sufficient for the purposes of this research.

Table 4. 2: Mother Tongue questions

Type of questions	Question numbers
What (recall)	1,20,21
What (give & list)	2,3,4,7,8,12,14,16
What (recall & apply)	6,9,10
Discuss (recall & reproduce)	11,13,15,17
Agree or Disagree (recall & give one-sided support	22,23
What (recall & write notes)	5
What (recall & explain)	18,19

4. 5. 2 Sample essays (English Department)

The second sample consisted of students' essays presented as Appendix D (S1-35). The essays were from first year (S1-S5), second year (S6-S10), third year (S11-S15), Foundation (S16-S30), and Honours (S31-35). The prompts for the English Department essays were adopted from Berrill (1990), because these were considered especially topical issues that were deemed culturally and socially appropriate to the Vhembe District and relevant for individual introspection. Every individual has a certain perspective about the issues contained in the prompts and therefore one expected to elicit personal opinions that are not necessarily derived from books. It was anticipated, however, that if the ideas came from sources other than the students' own, then the ideas would have been incorporated to reinforce what the students felt about the issues.

These prompts were given as part of continuous assessment work in line with the normal standard practices of Univen. Therefore, the students were given ample time in which to prepare and write their responses to the best of their abilities. The implication was that the students had time to discuss and consult with whomever they pleased in order to come up with the best responses they could offer. The sample essays were responses to the prompts: **1)** *In your opinion, should parents be able to control the lives of their children (13-21 years old?):* S1-S30; **2)** *In your opinion, is it better to complete one's higher education in South Africa or overseas?* S31-S35.

Tables: 4. 3(a), 1-10; 4. 3(b) B 11-20; 4. 3(c) C 21-30; and **4. 3(d), 31-35**

that follow, show the performance of the students in the use of the features

mentioned.

Table 4. 3(a): Sample essays A 1-10 (1st and 2nd year English)

SCRIPTS	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TOTAL	Median
No. of words	**528**	**502**	**533**	**466**	**377**	**439**	**297**	**377**	**400**	**258**	**4177**	
Devices												
Conjunctive relations	15	6	5	4	10	10	7	7	5	2	71	1.699
Elaborations	2	1	-	-	3	-	2	1	-	-	9	0.023
Narrators	1	-	2	-	-	-	-	-	-	-	3	0.071
Attitude markers	-	1	-	-	-	-	-	-	-	-	1	0.023
Hedges	-	-	1	-	-	-	-	-	-	-	1	0.023
Commentaries	-	-	-	-	-	-	-	1	1	-	2	0.047
Validity markers	-	3	-	-	1	-	-	-	-	-	4	0.095
Amplifiers	-	-	-	-	-	-	-	-	-	-	0	
Proverbs	2	-	-	1	-	-	-	-	-	1	4	0.095
General rules	6	2	1	2	-	-	-	1	-	1	13	0.311
You/your/yours	-	2	-	6		15	-	-	-	1	24	0.574
Should, can, would, will, shall, may, might, can	17	11	8	8	13	5	10	11	2	7	91	2.178
They, them, themselves, theirs	18	26	54	45	19	17	17	20	38	10	263	6.296
We, our, us, ourselves	6	11	-	-	3	-	-	1	-	-	33	0.790
I, me, mine, my, myself	1	3	2	2	1	2	2	-	-	-	16	0.383
He/she, him/herself, his/hers	2	-	-	-	-	6	12	-	-	7	29	0.694
It, there	-	-	-	-	-	-	-	-	-	-	-	
Analogues	-	-	-	-	-	-	-	-	-	-	-	

Table 4. 3(b): Sample essays B 11-20 (3rd and Foundation year English)

SCRIPTS	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	TOTAL	Median
No. of words	**271**	**331**	**433**	**638**	**503**	**382**	**424**	**356**	**440**	**392**	**4176**	
Devices												
Conjunctive relations	3	4	7	5	5	6	10	2	2	4	48	1.149
Elaborations	-	-	-	1	1	-	-	-	1	-	3	0.071
Narrators	-	-	-	-	1	-	1	-	-	-	2	0.047
Attitude markers	-	-	-	-	-	-	-	-	-	-	0	0.023
Hedges	1	-	-	2	-	-	-	-	7	-	10	0.039
Commentaries	-	-	-	-	-	-	-	-	-	-	0	0.047
Validity markers	-	-	1	-	-	1	2	2	-	-	6	0.0143
Amplifiers	-	-	-	-	1	1	-	-	-	-	2	0.047
Proverbs	-	-	-	-	-	1	-	-	1	3	5	0.119
General rules	2	2	2	3	4	2	2	3	1	1	22	0.526
You/your/yours	14	-	-	10	-	2	-	-	-	6	32	0.766
Should, can, would, will, shall, may, might, can	12	9	7	17	11	19	22	9	25	9	140	3.352
They, them, themselves, theirs	26	29	24	56	40	44	35	22	29	19	324	7.758
We, our, us, ourselves	-	-	-	-	-	-	5	4	3	27	39	0.933
I, me, mine, my, myself	2	2	-	2	1	-	-	1	8	-	15	0.3859
He/she, him/herself, his/hers	-	-	4	-	-	-	-	-	-	4	8	0.191
It, there	-	-	-	-	-	-	-	-	-	-	-	
Analogues	-	-	-	-	-	-	-	-	-	-	-	

Table 4. 3©: Sample essays C S21-S30 (Foundation year English contd.)

SCRIPTS	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	Total	Median
No. of words	**418**	**344**	**236**	**525**	**364**	**519**	**204**	**562**	**323**	**503**	**3998**	
Devices												
Conjunctive relations	3	2	2	11	4	4	3	4	3	4	40	1.00
Elaborations	-	2	-	3	-	-	1	-	-	1	7	0.175
Narrators	-	-	-	1	-	-	1	-	-	-	2	0.o5
Attitude markers	-	-	-	-	-	-	-	-	-	-	0	0
Hedges	-	-	-	1	-	-	-	1	-	-	2	0,05
Commentaries	-	-	-	-	-	-	-	-	-	-	0	0
Validity markers	-	-	-	2	-	-	-	-	-	-	2	0.05
Amplifiers	-	-	-	1	-	-	-	-	-	-	1	0.02
Proverbs	1	-	-	-	-	-	-	-	-	1	2	0.05
General rules	2	4	-	1	-	-	-	3	4	-	14	0.35
You/your/yours	9	-	3	-	11	1	4	1	1	1	41	1.025
Should, can, would, will, shall, may, might, can	15	10	8	19	8	14	5	15	12	24	130	3.251
They, them, themselves, theirs	28	37	19	24	20	42	12	58	12	43	295	7.378
We, our, us, ourselves	-	-	10	3	-	-	9	1	30	3	56	1.405
I, me, mine, my, myself	-	-	-	4	-	2	1	2	4	-	13	0.325
He/she, him/herself, his/hers	-	-	-	4	-	-	1	2	4	-	11	0.325
It, there	-	-	-	-	-	-	-	-	-	-	0	0
Analogues	-	-	-	-	-	-	-	-	-	-	0	0

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Table 4. 3(d): Sample essays D S31-S35 (Honours level English)

SCRIPTS	S31	S32	S33	S34	S35	TOTALS 21-35	MEDIAN
No. of words	463	404	337	240	460	5902	
Devices							
Conjunctive relations	13	6	3	4	9	53	0.898
Elaborations	3	1	-	-	1	12	0.203
Narrators	2	-	-	-	-	4	0.067
Attitude markers	-	-	2	-	2	4	0.067
Hedges	3	-	1	-	-	6	0.101
Commentaries	-	-	-	-	-	0	0
Validity markers	1	-	-	-	-	3	0.050
Amplifiers	1	-	-	-	-	2	0.033
Proverbs	-	-	-	-	-	1	0.016
General rules	-	-	-	-	-	16	0.271
You/your/yours	-	5	6	16	-	58	0.982
Should, can, would, will, shall, may, might, can	5	2	6	4	2	149	2.524
They, them, themselves, theirs	-	-	4	8	3	310	5.252
We, our, us, ourselves	-	-	1	-	-	56	0.948
I, me, mine, my, myself	2	1	3	-	-	17	0.288
He/she, him/herself, his/hers	-	-	-	-	-	11	0.18
It, there	3	-	-	-	1	4	0.06
Analogues	-	-	-	-	-	0	0.0

4. 5. 3 Sample essays (Geography Department)

The third data were sample examination essays from the Geography Department and they were responses to the prompt: *Discuss the role Indigenous Knowledge Systems (IKS) may play in our understanding of Environmental Conservation. (*Geography Honours G1-G10). To respond to the topic mentioned above, the essence of successful writing lies essentially in the overall *structure* of the students' sequences (texts), their

development and *cohesion*, and whether or not the texts were written in *appropriate* tense for the intended purpose. Therefore, from the prompt question, in addition to considering the use of discourse devices, texts progression criteria was also formulated to facilitate the evaluation of individual scripts (G1-10). **Tables 4. 4(a)** and **4. 4(b)** which follow, illustrate the performance of the students according to the overall text progression criteria and their use of rhetorical devices, respectively.

Table 4. 4(a): essay progression according to criteria G1-G10 (Honours level Geography))

Estab. criteria	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Topic Intro.	Yes definition of key term	Yes definition of key term	Yes definition of key term	Yes, definition of key term	Yes, though not so focused	Yes, not so focused	No Topic Intro.	No topic Intro.	Yes	Not approp.
Text develop & correct verb forms	No	Yes	No	No	No	No	No	No	No	No
Text Cohesion	No	Yes	Pam	Pam	No	No	No	Pam	No	No
Text concluded	No	Yes	No	No	Yes	No	No	Yes	No	Yes

KEY:

G1 = Students' responses 1-10

No = Did not meet criteria

Yes = Met criteria

Pam = Partially met criteria

Table 4. 4(b): Sample essays (use of devices) G1-G10 (honours level geography)

SCRIPTS	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	TOTAL	Median
No. of words	508	735	510	390	445	499	569	531	560	602	5349	
DEVICES												
Conjunctive relations	9	14	14	7	3	7	9	15	10	13	101	1.888
Elaborations	-	5	-	4	3	6	-	4	4	4	42	0.785
Narrators	-	1	2	-	-	-	2	-	1	-	6	0.112
Attitude markers	-	-	-	-	-	-	-	-	-	-	-	
Hedges	-	-	-	-	-	-	-	1	-	-	1	0.018
Commentaries	-	-	-	-	-	-	-	-	-	-	-	
Validity markers	-	-	-	-	-	-	-	-	-	-	-	
Amplifiers	-	2	-	-	1	1	1	-	-	5	10	0.186
Proverbs	-	-	-	-	-	-	-	-	-	-	-	
General rules	-	-	-	-	-	-	-	-	-	-	-	
You	-	11	1	-	-	2	-	-	4	-	18	0.336
Should, can, would, will, shall, may, might, can	5	22	3	3	5	24	18	7	11	12	98	1.832
They, them, themselves, theirs	13	33	6	4	5	7	14	11	12	21	105	1.962
We, our, us, ourselves	-	14	-	5	5	13	1	2	2	-	42	0.785
I, me, mine, my, myself	-	-	1	-	-	-	-	-	-	-	1	0.018
He/she, him/herself, his/hers	-	1	1	-	-	2	2	-	2	-	8	0.149
It, there	-	-	-	-	-	-	-	-	-	-	-	
Analogues	-	-	-	-	-	-	-	-	-	-	-	

4. 6 DISCUSSION OF THE RESULTS

The narrative discussion is intended to complement and enrich the tabular

presentation in 4. 5 above by citing examples from the sample essays to

illustrate abstractions and deductions made. The narrative discussion follows the sequencing above.

4.6.1 Mother Tongue questions

Table 4. 2 above on Mother Tongue examination questions show that argument does not feature sufficiently in the first languages to facilitate the transfer of the skill to English, the second or third language. Out of a total of twenty-three questions, only two questions are argument based and both are one-sided arguments from the Xitsonga examination paper. They are repeated here for ease of reference: QS22. Xirungulwana xa 'vusiwana i vuloyi' xi fambelana swinene ni xivuriso lexi nge "A yi hleteri xa munghana" Pfumela kumbe u kaneta [The short story 'Poetry is witchcraft' is so much related to the proverb 'A chicken does not take care of a friend's']. Kanela [Critically support or disagree with this ideology]; and QS23. Xirungulwana xa 'noyi u hava muhlovo' xi kombisa hilaha swi nonohaka hakona ku va munhu a enela hi leswi a nga na swona. Pfumela kumbe u kaneta [The short story 'A witch has no colour' creates an ideology that a human being is not satisfied with what he has]. Kanela [In a discussion, critically agree or disagree]. Both questions are literature based, which required the candidates to remember the plot and storyline of the said books which encourages knowledge-telling instead of knowledge-transforming (Bereiter & Scardamalia, (1987).

The majority of the questions in the Mother Tongue papers (QS1-QS21) demand responses that hinge on knowledge-telling (that is remembering, memorizing, recognizing, identifying and recalling information). For instance, 'Show with suitable examples, which language groups have influenced Tshivenda dialects', or 'Giving Tshivenda examples, briefly discuss Theta Theory as employed in Tshivenda'. Other examples include 'Hlamusela hi vuenti them ra vuhundzuluxo. Seketela nhlamulo ya wena hi ku tshaha vatsari van wana' [Give a detailed explanation of the concept of translation] or 'Xana mpimanyiso wa tindzimi i yini?' [What is historical comparative linguistics?] and 'What was the aim of the missionaries in Africa?' Or 'Give four publications by John Bennie' or 'Give three methods of language classification based on linguistic facts'. All this entails knowledge-retelling as opposed to knowledge transforming.

Another aspect is the historical appeal of some questions, such as 'what was the aim of the missionaries in Africa?' This mode of questioning reinforces narrative writing that is consistently evident throughout the educational system. Moreover, even the two argument questions in the Mother Tongue papers are an illustration of the sociocultural influences of the learning environment. Questions (22 and 23) are steeped in the sociocultural influence of leaning towards works of Literature study and it has been recognized that literary works do not employ discursive devices to convey information. It means the learners have to remember the poem

as well as the storyline plot in addition to the meanings of the proverbs. The proverbs just like any other proverb are so steeped in old wisdom and analogies that they can only reinforce narrative mode of writing. The background to all this is the encouragement of rote learning.

As pointed out earlier, discursive (analysis and evaluation) question types that entail understanding and transforming knowledge rather than merely reproducing it involve the transformation of knowledge as opposed to reproducing information. Argument questions encourage students to reason academically and to make decisions about issues. In fact, argument interactions can resolve controversies or differences of opinion and in this way contribute to knowledge in general. They also involve a more considered use of the target language. Writing essays, (especially as part of university education) is more beneficial than responding to questions that entail remembering discrete details that are not woven into exploratory knowledge links. This is because the deductive mode of questioning facilitates opportunities for exploring and elaborating on possible interpretations whereas the reproductive mode of questioning seems to concentrate on the ability to identify, remember and regurgitate information. For instance, 'Give four publications of John Bennie' and 'Give three methods of language classification based on linguistic facts', Thus the sociocultural leaning towards writing that describes how the world is has such a hold on the writing of the learners that it will take a lot of effort and

planning to establish some semblance of balance in the teaching and learning of different genres in general. When the questions' central aims are highlighted in terms of individual gist for each question, there are more "give" and "what" type questions than those demanding discussion or formation of opinions.

4. 6. 2 Sample essays

Tables 4. 3(a); 4. 3(b); 4. 3(c); 4. 3(d); 4. 4(a) and **4. 4(b),** give an illustration of the extent to which the students were able to use the resources of the English Language. Overall, the results point to the fact that the use of metadiscourse and/or objectivity and credibility devices in the sample texts is negligible. This could mean that students are not fully aware of them, because they are not taught how to make use of this resource in their writing or it could even be that they do not exist in their culture or both.

The discussion starts with the features employed in the essays, it is significant that even proverbs and sayings do not feature prominently in the essays as the medians for the groupings are: **0.095 against 4177 words; 0.119 against 4176 words; 0.016 against 5902 words; and 0.00 for 5349 words**. This is surprising considering that sayings and proverbs are quite pervasive in traditional societies, such as the one represented in this study. Although the credibility of sayings/proverbs in general might depend on the

topics and how the students incorporate them into their texts, Smoke (1992: 198) argues that the citing of external sources such as proverbs to enhance one's stand on an issue is considered a valid enough strategy for second language students because it is another way of buttressing one's position in the common and old wisdom.

The direct personal appeals of "you" and imperatives were not that conspicuous on average, although there were some individual texts that had used quite a sizable number. In terms of taking them at the sociocultural contextual level, this is how they fared: **0.574 against 4177 words; 0.766 against 4176 words; 0.982 against 5902 words; and 0.0 against 5349 words.** Swales and Feak (1994) point out that imperatives and addressing the reader directly should be discouraged in general for they argue that students should engage their readers through the presentation of objective facts that will in turn render the facts credible.

According to pedagogic requirement, a writer's argument should be presented as balanced by setting up opposing positions through making a statement and then confuting it. In other words, the writer should give both the pros and cons of an issue in order for his/her stand to be credible and concessive clauses (Jacobs, 1995) or conjunctive relations, can be employed to accomplish the balancing of the argument or discussion. As depicted on the tables, the medians for conjunctive relations are: **1.699**

against 4177 words; 1.149 against 4176 words; 0.898 against 5902 words; and 1.888 against 5349 words. Thus students use of these elements to cater for connections between ideas and for contradictions and juxtapositions is noticeable enough though not as good as one would have expected. The sample texts are mostly sentence-level contradictions and did not elaborate on the reasons, for example S2: 'First of all the word 'control' itself takes us back to the dark-old-days of apartheid and torture and just because of those days, I don't think that anybody in South Africa deserves that punishment again'. Leki (1995): 262) urges students to: 'set aside one section of your paper to honestly discuss arguments against your position.' This may be difficult for people whose culture is steeped in secrecy of "not revealing oneself" on issues, as such, it may be that students perceive elaboration of the counter-argument to their own as self-defeating, especially so when the writer has to elaborate the counter-side. S/he could expose her/his stand in the process of balancing the argument which would not augur well for him/her.

The strategy in striving for objectivity and credibility is the application of general rules. This did not happen as can be seen from the medians: **0.311 against 4177 words; 0.526 against 4176 words; 0.271 against 5902; and 0.0 against 5349 words.** This is anomalous for students who are generalisation-prone. Large scope generalization could enhance the cultural system of not "revealing" oneself and, hence, could find expression

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in the projection of generalized claims (that apply to everybody). This in a way could act as a personal absolution for the individual while claiming communal responsibility. As the use of general rules did not feature that much, it could mean they are not aware of their use for the generalisation of claims is present, but is not necessarily marked by the use of general rules.

Another English language resource that was not employed at all in the sample texts is analogy. Analogies act as explication devices and these students are not particularly good at clarifying issues. The assumption is that everything has to be taken for granted, because they are back grounding their information in "the everybody knows" sort of understanding. But this type of explication can only be handled by second language students who have reached a threshold of literacy sophistication both in English and Mother Tongue. Leki (1995) notes that the issues that are being brought out for comparison have to be similar in 'important' ways. The median for analogies is **0.00 against a total of 14,255 words**. In addition, the occurrence of non-referential "it**"** was quite insignificant and the same applies to the existential **"there"**. Amplifiers, elaborations, narrators and validity markers all show a negligible presence. This is not surprising as these have to show certainty and a degree of conviction as well as a way of getting away from the collectivist tendencies of generalisations which would lead to individualised uptakes on the issues.

However, the use of some of the personal pronouns as well as that of some modal verbs make interesting reading for the median gauge. For example, the third person plural "they**"** and its related forms netted **6.296 against 4177 words; 7.758 against 4176 words; 5.252 against 5902 words; and 1.962 against 5349 words.** This could have been attributable to the topics set for discussion. The first person plural "we**"** and its related forms seem to follow right behind "they**"** as illustrated by the medians: **0.790 against 4177 words; 0.933 against 4176 words; 0.948 against 5902 words; and 0.785 against 5349 words.** "We**"** and "us**"** can be used to stress solidarity with the reader. Atkinson (1991) states that "we**"** and "us" carry a mark of formality in contrast to "I" and "me". In fact, Johnson (1995) states that "we" in contrast to "they" may serve to construct group identification in formal discourse and may be used to create group boundaries. This could be relevant to this sample group as charting out boundaries for group membership is an attractive attribute. Students seem to be aware of the fact that the first person singular pronoun "I" diminishes the objective tone in writing, hence it did not feature that much; on those occasions where it features, it is as a point of entry to establish viewpoints; it could also be that the collective stance does not leave room for first person usage.

When attention is turned to the modals, however, the median rating is noticeable as these have featured quite significantly. This could be

because of the functions that they perform. Their medians were: **2.178 against 4177 words; 3.352 against 4176 words; 2.524 against 5902 words; and 1.832 against 5349 words.** Biber (1988) divides modals into three functional classes: (1) permission, possibility and ability (2) obligation and necessity, and (3) volition and/or prediction. Smoke (1992) and Raimes (1992) state that, in composition writing, the line between the meanings of the modals of possibility, necessity, and prediction is often unclear as the use of these modals is attributable to culture. It is possible that the students are not aware of the different functions of the various categories of modals as the following sample shows: S33:

> Overseas countries are well developed and there are lots of facilities that can be used to encourage higher education. Students who are doing higher education Overseas in well developed countries are better because they will also accumulate higher developed education through highly skilled teacher but are obviously not compared because they are vary, found in different place, developing and developed.

> When you are doing higher education in Overseas you will be meeting many different people from different countries who have different cultures, values and beliefs and they will also be using different languages. Here you have the …

The analysis of the data under review suggests that learning strategies have contributed towards students generating the classes of sentences. It is recognized that the development of an essay has to do with the order in which ideas are linked together and the way that they get expressed in different paragraphs. It is also important to note that adequate detail is needed in all the paragraphs as part of organizational development. If one fails to expand the main idea of the individual paragraphs, then one fails to

convince the readers that the discussion (argument) is coherent, understandable and sound. And the students who are represented by their essays have failed in this respect. A good paragraph has unity of purpose, which is achieved by the clear expression of the paragraph's main idea (topic sentence). In any essay writing including argument (subjective writing), all the individual paragraphs together with their sentences should strive to achieve a unity of purpose, that of supporting the topic sentence or thesis statement, which expresses the writer's attitude to the main idea.

The students' structure of the texts is not satisfactory and appropriate for the various levels. The Honours sample texts that have sign-posted their essays through sub-headings in order to guide the reader through the argument are not accomplishing that purpose. They have managed to render the reading disjointed. For example G8:

> …Indigenous knowledge systems looked at five key concepts as a way of conserving the environment.
> 1. Through Agriculture
> for agriculture to be sustainable, the indigenous people used different techniques. The indigenous people used waste products from the animals as fertilizer, these fertilizers does not contain any chemicals that can harm the soil. They also practiced shifting cultivation. In this case, the indigenous people used to cultivate a particular place for a certain period of time. After that specific period they leave the place to rest and gain its original state. They will then come back to that place a long period of time.
> Indigenous people also practiced pastoralisation, in this case, the farmers used to move from one grazingland to another with their herds. They spent a particular period at a certain place and move to the other place. They leave the place to rest and gain its original state. Shifting cultivation and pastoralisation was done in order to prevent environmental threats such as soil erosion that leads to land degradation.

2. Health Purpose
The indigenous people used to conserve some of the plant species for health purposes. Some of those plant species were a cure for certain diseases. For example, Aloe was conserved because it was known as the cure for various diseases. Mutavhasindi also conserved for health reasons.
3. Food Production
Some of the wild trees were conserved because they produced wild fruits that could serve as the source of food when hunger strikes. People were not allowed to cut those trees because they are of great importance…

The rest of the essay continues in this manner. There are others written in the same way (G1, G3, G5) in appendix E. Students at this level were expected to have reached the fourth stage in the development of interlanguage systems. This is the stage that Brown (1993: 212) calls 'the stabilization stage'. In this stage, 'the learner has relatively few errors and has mastered the system to the point that fluency and intended meanings are not problematic'. The students were expected to manifest more consistency in the responses they gave. Contrary to this, the students proficiency levels in English seem to be a problem in general for the construction of both individual sentences and the connections between them is quite idiosyncratic as they are marked by grammatical blemishes. They seem to have internalized certain rules that govern the use of the language, but are only vaguely aware of how to apply them in their written tasks.

It is noteworthy that one of the longest argument essays in the first batch consisting of 528 words (S1) is among the most successful ones:

Yes, in my opinion parents should be able to control the lives of their children aged between 13 and 20 years of age. Parents are custodians of children. They are the people who brought these children to this world in the first place. Therefore, for parents, this custodianship is a God-given right. For this reason, they have the right to control the lives of their children because they know right from wrong. Also they have the best interests of their children at heart. Thus, the choices that these parents make for their children will almost always be the right ones.

Controlling children's lives requires experience and love. In these two respects, parents are the best equipped to do this. Through years of experience and watching other people raise their children, parents are the best people that children can trust their lives with. The other option is for children to put their trust in their friends. Needless to say, friends are often friends when things are going right. One quote rightly put is: 'when days are dark, friends are few'. Parents are therefore dependable at all times.

Most psychologists believe how a child is raised will determine the kind of adult that the child will become. Controlling a child is part of raising a child. This is so because we live…

Whereas the shortest one consisting of 204 words (S27) features among

the not so successful arguments:

Some of our parents can build us a better future if children give them their responsibility. Parent also want the best for their children. According to the word of God the bible tells us that children must obey their parent rules so that they can live a long and happy life.

I remember the story of those two brothers from the bible one brother asked his father to give him his belonging because he had no one to look after him he misused all the property that his parent gave him. He suffered until he went back to his parent and asked them to forgive him, it shows us that children cannot control their lives.

Children has the right to make decision in some issue for an example to choose their career and so many other things but our parent has more power to our lives as long as we live under their roof they have to control us. The word of God says respect your father and your mother and you will live a long time in the land I am giving you.

Let our parent control their children's live for a brighter future and they have more experience in life than children.

Among the Geography texts (G2 – 735 words) is the most successful essay:

> Indigenous knowledge is the knowledge used by our ancestors in order to serve society. Indigenous means the origin. It is the origin of plant and animal species. Biodiversity knowledge system means epistemology and ontology. This is the idea about knowledge. How knowledge is invented or created, how it is used or misused.
> Every society has a way of conserving nature. And also a way of passing knowledge from one generation to the next. This passing of knowledge from generation to generation can be done through language.
> According to Herbert Vilakazi in his journal (2000), the knowledge that we have as Africans is as important as that knowledge for the Western. The only idea is that when those people…

Whereas (G4 - 390 words) is the shortest and one of the most unsuccessful in this group:

> The indigenous knowledge system and the conservation of the environment are having the relationship. The indigenous knowledge can be defined as the knowledge that is used by the particular group of people and this knowledge is found in a particular area. The indigenous knowledge system is the knowledge that is originally found in the particular area and this knowledge are used by the people that live in that particular area. Different culture have different knowledge and these knowledge is normally passed from one generation to the other generation by mouth…

This tallies with Intaraprawat and Steffensen's (1995) findings that good essays are longer and are better structured than the shorter poor ones. However, this does not mean that long essays are always substantive and successful. There are other facets that contribute to the essays being considered successful because the essays are reader-friendly in terms of topic development, establishing a viewpoint, using the resources of the English language, such as rhetorical devices, proper tense use and unity of purpose of the various paragraphs.

When it comes to stating the topic (**Tables 4. 3(a) (b) and (c)** show that (40%) of the sample essays have a thesis statement of the expected type, that is, an explicit viewpoint stating the position that the writers are taking. And 46% have explicitly drawn conclusions from their discussions. All the Geography texts have a defining introduction and 80% of the texts have a conclusion. The Geography students seem to have recognized that the crux of the matter for their discussion depended on the introduction so as to establish an understanding with their reader.

The sample essays are at an elementary and intermediate expository level as there are claims throughout the essays, such as 'controlling a child is part of raising a child' (S1) and 'when days are dark, friends are few' (S1) but data to support the claims is lacking. Thus the student has not attempted to weave in an argument through supporting examples (data) from either his/her or friends' life experiences so as to give the text credibility. With first hand experiences missing, the warrants are also conspicuously absent. It is significant that all the essays remain dominantly at the level of generalizations and that the learners do not cite particular instances of either disagreement or agreement between themselves and their parents. Even in the response of S11, who is a parent and has teenage children of his own does not cite actual examples of personal

conflict with his children. The closest he comes to writing about the situation is:

> Having two kids who are now in their teens, I can see that this is the most frustrating period of all the stages to both parents and children. As a parent, you need to be vigilant to make them follow what you think is right for them. If you slacken in your control and guidance, they can quickly see it and continue with their wayward dealings. Constant control and guidance could make them walk in the right direction, thus, giving them more confidence.

Once more, the above is at the generalized expository level. The only personal tone is the first line and after that the argument reverts to the impersonal generalized view. Another example is S2

> What I would like parents to do though is to show their teenage children the right path because yes, it is very essential for parents to monitor the lives of their teenagers but not control them'.

The writer could have given examples of the areas in which parents could show the right path as well as how the parents could monitor without overt control.

Sample essays from the English Department Honours group are equally unsuccessful in argument presentation. There are no examples to support their viewpoints. Some essays have even gone off tangent. For example S35:

> A comparison of standards of education between Overseas countries and South Africa has become a hotly debated topic in recent years. This is partly necessitated by South Africa's transition to democracy and the ever-increasing question of South Africa's skills levels and its preparedness to address its new challenges. Education is a universally important phenomenon both locally and abroad. It plays a crucial role in equipping countries to adequately address unique challenges faced by them. The impact of such

> education is largely determined by the levels of development of the various countries. Regardless of this act, education remains important in helping countries sustain and in some instances improve their respective lot.
>
> Any comparison of education between Overseas and South Africa education is not complete without taking into account the various stages at which those countries are in development.
>
> The education of third world countries is largely development oriented whereas that of first world countries is mainly focused on industry and technology. South Africa is situated between the two extremes and can best be described as a second world countries since it displays elements of both first and third world countries.

The above examples serve as expository writing with neither data nor warrants. The fact that the reader-friendly essays lack the vital ingredients for argument writing is telling; the less proficient essays all reflect the same flaws.

Essays (S1 - S5) are among the essays that have a logic which makes easy reading. In essays S1-S5, there is an attempt to guide the reader through the discussions by including signposts such as, "therefore", "for this reason", "thus", "first", "in my opinion", "it is", "the more", "I think" and so on. In contrast, there is a noticeable reduction in density of metadiscourse features in essays S11 – S20 and S21 - S35. It is also noteworthy that the Geography students represented by their essays (see appendix E) have only used lexical words as cohesive markers. This leads to the assumption that the ability to use the resources of the English language, such as connective relations, is attributable to some students in the sample and not all. The absence of overt cohesive elements is

indicative of a problem area just as much as the absence of covert cohesion is.

The conclusion is that the students represented by their responses in the sample essays, did not make full use of metadiscourse features; and some of those who made an attempt to use them, either limited the number and scope or used these features incorrectly. For example S6: first and paramount.

Intaraprawat and Steffensen (1995) found that connectives were the most prominent metadiscourse expressions used by second language university students and this is consistent with the present study. Generally speaking, learners hardly used elaboration and/or explanation of ideas in these essays and this accounts for the essays' lack of data and warrants. This can be seen for instance in S10:

> The behaviour of a teenager is most complicated. It needs a closer look and parent's guidance. The teenager stage is one of the stages in which youths these days are failing to behave themselves. Parents are also failing to control the person in this stage of maturity. His behaviour needs parents' intervention. Therefore, parents should control the life of a teenager.

Validity markers which comprise emphatics and hedges did not feature in the essays. In the majority of these essays, the students were partially able to acknowledge the existence of opposing arguments, although not as

obviously stated as one would have liked to see. However, S1 does come close to doing this:

> The other option is for children to put their trust in their friends. Needless to say, friends are often friends when things are going right. One quote rightly put is: "when days are dark, friends are few". Parents are therefore dependable at all times.

S/he does not amplify what s/he means in order to strengthen the argument for parents being more dependable and in control of their children's lives. The line of argument would have made interesting reading if the learner had given pertinent examples to validate the connection to the saying quoted.

While the majority of essays somehow anticipated opposing positions, the students failed to deal with opposing views directly. An example of a learner's ability to recognize an alternative viewpoint is illustrated in S5 'as much as parents should control their children, this should not in any way mean oppression of the children'. The student acknowledges parental control but s/he does not validate the link to oppression and devotes no time to explaining why the argument should not be balanced. S12 says: …'most parents tend to confuse control and guidance. They use control and think that they are guiding their children.' S/he does not explain what she means but moves on to another point, again not supported. Another student writes 'parents should control their children's lives but to a certain extent'. S/he also does not amplify what 'to a certain extent' means.

A small number of students demonstrated the ability to recognize the validity of opposing arguments and an even smaller minority were able to sustain this recognition throughout the essay. One student began with the statement, 'Yes, in my opinion parents should be able to control the lives of their children aged between 13 and 20 year' (S1). He/she proceeded to pinpoint the outline of the merits of the one side of the debate, concluding with this opinion that 'Control forms an important part of parenting. Children must be controlled, even if this means using the cane'. The learner presented one viewpoint which can be interpreted in terms of the collectivist culture in the sense that issues are perceived as given; and, everyone should take it that way as there cannot be a contrary viewpoint. This tendency derives from the high levels of subjectivity as students attempt to reconcile their own identity and viewpoint with that of readers who hold an alternative opinion or range of views.

Some sample essays from the Geography Honours show the same flaws and tendencies, for example G4 'The indigenous knowledge system and the conservation of the environment are having the relationship' and G6: 'he can just get in and endanger himself because the place would not be supposed to be visit first timer should look at Funduzi Lake under his/her waist, not all people are subject to enter Funduzi'; G10: 'passing it to another generation through mouth . .. the soil cannot easily being eroded by water'.

Features, such as attitude markers and commentaries, allow the writer to express personal opinion regarding the content of the text while at the same time addressing one's reader directly. Of course, these forms of reader awareness did not feature at all. Some students did elicit reader attention through the use of 'in my opinion'. The learners' failure to employ commentaries effectively may reflect an assumption that readers already share their views, thus obviating the necessity to draw attention to the collective nature of the socioculture. Since attitude markers and commentaries 'convey the writer's intention and function to increase the acceptability of the text' (Intaraprawat & Steffensen, 1995: 259).

The above description of student performance leads to certain conclusions. First, evidence across the essays suggests that performance in essay writing needs a lot of attention. Secondly, it is important to state that the characteristics of proficient writing are always constant. That is, narrative writing is always narrative writing, descriptive writing is always descriptive and argument writing is always an argument, with the same generic features, irrespective of the level or sophistication with which the writer handles the genre, just as a report is always a report and so on. In other words, one expects a level of engagement that is beginning to show the build up of skills and abilities from intermediate to Honours levels of academic development.

There is a noticeable difference in the quality of the sample essays between the first year (S1-S5) and the other sample essays (S6-S35) second year, third year, foundation and Honours. This difference in performance runs contrary to expectations and well established norms that state that notable improvement in writing ability is often associated with upper levels (more mature in age and further advanced in the second language developmental stage) rather than lower levels. In this sample, first year essays (S1-S5) are better structured; the content is more judiciously chosen; and the responses are longer in terms of word density and they are generally more reader-friendly. In contrast, all the hallmarks of poor writing seem to be characteristic of the second, third and even Honours levels. These are poorly organized and fraught with idiosyncratic blemishes in language use, such as S6: 'a child will be a responsible parent at his own parenthood for he has grown up being taught morality his parents when controlling him from doing bad', and S15: 'many parents are good to can control their children's lives but they are also erroneous as all people are'.

There are examples of other extremely idiosyncratic essays, such as S32, S34, G4, G6 and G10 to mention just a few. One hastens to point out that, ideally speaking, one expected the sample essays from the foundation group (S16-S30) to be the worst but their performance is at par with the unsuccessful ones. University is not the place for the establishment of

basic general writing skills. University education is for constructing and producing knowledge as well as sharpening abilities and skills for a meaningful contribution to the world of knowledge.

The low performance in discursive writing generally could be attributable to the lack of a developed schema for this genre; and social interaction should be considered as the primary means of heightening discursive reasoning in context. Discussions can and do expose students to other perspectives, which can result in motivating students in formulating and making their own ideas public. The institutional and personal challenge, therefore, is learning how to change and learning how to organize and act. Part of the change must be vested in the teachers/facilitators who should be required to create situations in the class/lecture halls in which ideas are challenged in peer group interactions. This interaction may lead to the enhancement of cognitive and social competencies that can be applied elsewhere by students.

Furthermore, the general ideas in the majority of the essays are added randomly, as they form in the learners' minds, without proper links either to the preceding paragraph or sentence. What could pass as topic sentences are scattered throughout the essays instead of being used to mark the argument of succeeding paragraphs. The students do not select their evidence very well while at the same time the evidence that they do include

is not interpreted. Learners' performance in discursive discourse is at the exposition level. This is because the exposition substitutes for the argument.

4. 7 CONCLUSIONS AND IMPLICATIONS

The results of this study illustrate that the employment of elaborations, hedges, amplifiers, narrators, attitude markers and so on was negligible. It is imperative that these learners be provided with guided practice on how to render their writing acceptable to their readers through the use of rhetorical devices. This is to make them aware of the importance of the role these elements play in convincing the reader. It is hoped that as the community and educational institutions become hybridized, communication patterns will slowly begin to be hybrid too.

It is worth noting that the Vhembe District in general is slowly being affected by the state of flux that the rest of the country is experiencing as there is a lot of movement of different language groups (including those from outside the borders of this country) that prompts a more accommodative stance towards English language use than before. This in itself is a positive sign for facilitators of English, for it means scaffolding can take place among learners since the knowledge pool (in terms of linguistic dexterity) generally is anticipated to become heterogeneous. This augurs well for second language abilities and skills. It is of vital importance that

students learn how to stake out a position and then prove that it is the right position for a person to hold, for through differences of opinion, human knowledge develops. In this sense, the more students improve their skills at crafting a discursive essay, the better they become at making choices, reasoning, thinking critically and weighing evidence.

The general lack of elicitation of reader awareness revealed that the majority of essays reflected a collectivist orientation, because the low level reader awareness could emanate from the belief that everyone else shares the same opinion. It has been found that identifying the level of reader awareness apparent in students' essays at a micro level is useful for the purposes of both teaching and assessing argument writing in English. Learners should be made aware of what constitutes reader awareness and how to demonstrate it in their writing. The observed strategy of direct instruction of metalinguistic features to students could partly serve the purpose for learning their use if learners are enabled to understand the rationale for using such markers. The learners can only understand or appreciate the rationale if the markers are continuously presented in context instead of being provided with lists of cohesive elements to memorize and use. This process must be accompanied by the provision of linguistic strategies through contextualized use of modelling, through class exercises, which allow students to identify a range of these features in

samples of writing, and through written feedback that directly addresses this linguistic aspect of students' discursive writing.

The final analysis of the data from Mother Tongue, sample essays, the questionnaire responses and the discoveries of the exploration of theory and practice form the basis for the interpretations that are presented in Chapter Five of this research project, which in turn informs the intervention strategy (appendix F) envisaged in the conclusion and recommendations. The discussion now moves to interpretation.

CHAPTER FIVE

INTERPRETATION

5 SOCIOCULTURAL INFLUENCES ON WRITING

Chapter Four outlined the procedure followed in conducting the research, as well as the presentation and analysis of the data. This chapter discusses the findings, using socioculture as a reference point. Rosaldo (1984), Hall (1999), Gee (1992, 1999, 2005) and Hinkel (1999) astutely consider learners' immediate and broader social contexts as being valuable in appreciating and understanding both the level and type of engagement that a learner brings to bear on writing tasks in general. This chapter incorporates nuances from all the data collected to inform the interpretation.

5.1 SOCIOLIZATION

What the researchers in the sociocultural arena have emphasized is the fact that learners have perceptions, abilities and dispositions that have been developed through previous interactions with previous contexts, and that these interactions could be internal in the learner or external (such as in the socialization in the home, the community and in the academic settings). In addition, learners' individual factors interact with the broad social context as well as the more circumscribed academic context and both these contexts may promote, encourage or inhibit learners' writing efforts, in general, and argument writing, in particular. It is noteworthy that the academic context becomes a consistent validating instrument for learners in whatever sociocultural direction the learning process takes

them. Since sociocultural theory is premised on the human condition being interpreted at the social, cultural and historical levels, rhetorical invention is not viewed as a completely private act of an individual, thus, the necessity of placing the sample texts in terms of the identity of the writers and the context of the written samples. Only by treating data as situated in these two respects could the patterning be discerned.

The students who are represented in the sample essays for this study expressed themselves in a way that reflects their total communicative competence in terms of knowledge of the world structures and strategic structures within the writing mode. This in a way confirms Atwell's (1998) perception that writing is as much a social process as an isolated intellectual activity since rhetorical invention is often a collaborative process. Rhetorical invention is said to build on a foundation of knowledge accumulated from previous generations and in argument writing. Therefore, the one who is arguing reflects what s/he is; and what s/he writes and what s/he is are judged according to the virtues valued by a particular group of people. The way a society views language determines the way rhetorical invention gets defined and used in writing.

Through examining Mother Tongue questions, responses to three writing prompts and the sociocultural questionnaire responses from a sociolinguistic perspective, there is ample evidence for the ways in which

learners are influenced by the sociocultural context in which they live and learn. The interrelationship between the learners' stage of cognitive and socio-emotional development and their capacity to write lucid texts and/or construct arguments create a conflict that contributes to the engagements that manifest through the type of writing. For within this set of interrelationships, one can discern the power of interconnecting pathways as the students' sense of self, as writers, is influenced by the values of collectivism, weak uncertainty avoidance, combined with a restricted code orientation, which contribute to a communication style that does not elaborate on meaning.

5. 2 RESTRICTED CODE

Bernstein's (1986) concepts of "elaborated code" and "restricted code" are an attempt to explain how a particular people's distribution of power and their principles of control exert themselves and find expression through different modes of communication. The different modes of communicating carry the cultures of different social classes and that of the educational institutions and as a result reproduce unequal educational advantages. The theory behind the concepts of elaborated and restricted codes sanctions that the networks of social relationships in which individuals are embedded act selectively on the production of meaning and, as a result, upon choices within the common linguistic resources. As the origins of these codes are found in different community structures, they get channelled through crucial

socializing contexts, instructional and regulative, which are responsible for orienting children (learners) differently to the roles, meanings and values of the instructional institution (school and university). In other words, in a South African context, the apartheid system set up a different education system for the non -white learners so as to reinforce the restricted mode of communicating which was suited to the ideas and ideals of the rulers for the oppressed majority whose position was that of receiving and acting on instructions without meaningful interaction between them.

Furthermore, when the culture raises the "we" above the "I", as seen in Chapter One, then the restricted code emerges as it is the controller and transmitter of culture. The type of social solidarity realized through the people's restricted code orientation points toward mechanical solidarity, because the use of the restricted code creates social solidarity at the expense of both written and verbal elaboration of the individual experience. It follows from this, therefore, that as the form of communication reinforces the form of social relation, there is no need for the creation of texts that uniquely fit the intentions of the students as their restricted code orientation does not give rise to a differentiated "I" as has been realised from the sample texts. What the restricted code has done is to remove the need to elaborate meanings and logical continuity in the organization of the writing. Hence students who are represented by their sample texts in the study have difficulty in switching from the restricted code background form of

communicating to the elaborated form of communicating. The restricted code arises, because the meanings that the students need to convey are particular to and unnecessarily embedded in the Vhembe District; and there is no need to make these meanings specific and explicit. This is because the need has been reduced by the foregrounding of shared understandings, values and identifications.

In contrast, an elaborated code is best facilitated by the culture or subculture that emphasizes "I" over the "we"; and this is what gives rise to the fact that the intention of the individual writer cannot be taken for granted by either him/herself, or the other writers. This is the reason behind individuals with an elaborated code orientation being pushed towards elaboration of meaning while ensuring both explicitness and specificity. But the restricted code background presupposes a generalized "other" which dictates no elaboration, as has been illustrated by the sample texts. The type of solidarity realized through elaborated codes points toward organic solidarity (as cited by Bernstein ,1986: 465).

In addition, the range of alternatives that a role system makes available to individuals for the written or oral realization of meanings may be considered open or closed. A closed system has a reduced range of alternatives for the realization of meaning and when the range of alternatives is substantively low, this results in meanings that are more

communal or collective with the syntactic and vocabulary selections that are limited; and this facilitates a restricted code. This has also been the experience with the sample essays quoted from Chapter Four. The flip side of this closed role system is the code that allows different ways of interacting with both written or oral meanings. It manifests a tendency towards more individualized meaning. The facilitation of individualized meaning results in the syntactic and vocabulary selection being flexible and, in this open role system, new meanings are encouraged. However, in the closed type role system of the Vhembe area, written or verbal meanings tend to be assigned and as a result, individuals, such as students, get into the meaning system that they have found already in existence and end up leaving it relatively undisturbed as there is no motivation for adventure with explanations.

The end result of the nuances of the role systems is that an open role system induces motivation for adventure in the patterning of discourse, which results in the extension of meanings from individual efforts. The closed role system such as that of the Vhembe District, does not necessarily induce the impetus towards exploration in discourse in order to create novel meanings. This explains the reason for the people of the area saying, "it has always been like that," in response to the question "why is it like this?". This explains why there is no effort to explain the reasons for codified behaviour. When the role system is closed, individuals do not learn

to cope with ambiguity and isolation in the creation of both written and oral meaning, as they have been denied such learning and, as a result, they learn to create written or oral meanings in unambiguous and communalized social contexts which, in turn, contribute to their weak uncertainty avoidance stance. This is one of the reasons behind Univen students experiencing considerable tension and role conflict when they have to attempt to change their role systems and individualize the basis of their syntactic and vocabulary selections in order to be more accommodative of an open role system (Bernstein, 1986: 479). The point to underscore here is that what becomes a source of strain for the students, is precisely what the students have to learn to do when they are socialized into an open role system, for example at the university. All this illustrates the causal connection between role systems, communication codes, and the realization of varied networks of meaning and relevance.

5. 3   DIVISION OF LABOUR AND THE CENTRAL VALUE SYSTEM

The format of the division of labour and the character of the central value system in a society have an impact on communication codes. This impact is brought about through the way those factors affect the culture and role systems of the major socializing agencies, such as the family and the educational institutions. As the dimensions and complexity of the division of labour change, they, in turn, influence the nature of the occupational roles

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of individuals and their linguistic bases, because the modes of the elaborated code are affected by the movement of economics from goods to service types. This is slowly happening in the Vhembe District just as it is happening in the rest of the country, although to varying degrees. The shift from goods to a service economy within the Vhembe District will promote the development of person mode of communication in an elaborated code. This captures the dimensions that were raised in Chapters Two and Three by Gibbons *et al.*, (1994), and Gee, (2005) that the change in the economic, social and political landscape of a country may begin to dictate the terms of interaction. The dominant character of the move towards a pluralistic society in South Africa is likely to produce strong orientations toward the person mode of an elaborated code even in the Vhembe area. Whereas the monolithic society has tended to strengthen the orientation toward the object mode of communication as persons have been treated as objects both during the apartheid days and simultaneously during the Homeland rule.

What underlies the difficulty to change from restricted code to the elaborated code, has been the fact that once a restricted linguistic code has been learnt, it constrains the individual's perception of her/his social role and that of her/his interlocutor's, just as lexical structures constrain the individual's perception of features in the physical environment. Pronouncements on the nature of the division of labour and the character

of the central value system connects this section to the nuances of Chapter Two on the theoretical underpinnings of literacy.

5. 4 ROLE SYSTEM AND COMMUNICATION

Bernstein (1986: 484) underscores the fact that when the examination of the relationship between role systems and communication codes is carried out, it is important to look at the nature of the role system of the community and the procedures for social control as this is premised on the interrelationships between role systems, forms of social control, and linguistic orientations. There are two types of role systems that have been postulated. These are position- oriented and person-oriented systems. In positional families/communities, decision-making is invested in the members' formal status (that is, father, mother, grandfather/mother, age of child, or sex of child), and in such families/ communities, the separation of roles is clear cut. The positional families/communities give rise to weak or closed communication systems. But in the person-oriented communities/families, the range of decisions, modifications, and judgments is a function of the psychological qualities of the person rather than a function of the formal status. As a result, person-oriented families give rise to a strong or "open" communication system.

In position-oriented communities, such as the context of this research, decision making and judgments are accepted as a function of the status of

the member rather than a quality of the person. This is part of the strong power distance phenomenon of the society under discussion. In other words, the socialization in this positional-oriented community is less likely to facilitate the verbal elaboration of individual differences just as much as it is less likely to lead to the verbal elaboration of individual differences or to the elaboration of judgments and their bases and consequences for the socialization tends to be unilateral as it does not encourage the verbal exploration of individual intentions and motives. This results in the individual learner joining the system and learning to respond to the status quo that s/he has found, as this is quite evident in the Vhembe District and at Univen. The student assimilates a communalized role of person-oriented communities and the range of choices that is inherent in the roles is relatively restrictive. The result is that, the communication system reduces the degree of individual selection from possible alternatives (Bernstein, 1986: 484). The individuals are less likely to learn to cope with problems of role ambiguity and ambivalence as there are no subjects to be raised as objects of special perceptual activity and control.

5. 5 SOCIAL CONTROL AND CLOSED SYSTEMS

It is clear, from the preceding sections, that the two role system types have important socializing and linguistic consequences in the forms of social control they exert on individuals in a given context. When a role system is person- oriented, it is a relatively unstable system for it is consistently in the

process of internalizing and accommodating the verbally realized but different interactions, qualifications, and motives of its members. The tension that arises out of the situation is a function of the characteristics of the role system which engender special forms of arbitration, reconciliation, and explanation. The tensions are managed in terms of relative power which inheres in the respective statuses only as a last resort, as social control is based upon linguistically elaborated meanings rather than upon power.

In the Vhembe area, the status quo has a bearing on the lack of potential instability that is always present in the person-oriented communities. This is because social control is effected either through power or through the referring of unbecoming behaviour to the universal or particular norms which regulate the status. The other aspect in this positional community is that the modes of social control depend less upon individually created and elaborated verbal meanings (as already pointed out above), and as a result, there is less need to sensitize the child (student) toward, and promote the early development of, elaborated forms of oral or writing modes. In the position-oriented Vhembe District, social control is realized through less elaborated verbal means, which are less oriented to the person, but more oriented toward the formal status of the regulated (person). That is, the individual is not sensitized towards actively promoting his/her language development so that s/he can apply the preferred modes

of control. The underlying significance of sections 5.2.1 to 5.2.6 above is that they form the core of the inevitable challenges in education of moving from traditional society to preparation for a role in a more cosmopolitan sociocultural environment.

5. 6 LTERACY AND CULTURE

Another pertinent dimension that is relevant to the interpretation of the prevailing mode of progression and expression in the sample texts of the students comes from Ballard and Clancy. Ballard and Clancy (1991: 23), in their discussion of the impact of cultural and intellectual traditions on literacy, contend that a culture's attitude towards knowledge can be rated accordingly from placing a value on conserving knowledge to placing a value on extending knowledge. They state that cultures that emphasize conserving knowledge promote reproductive approaches to learning, and they emphasize strategies, such as memorizing and imitation; and on the whole they deal with questions of *what,* as can be seen from the Mother Tongue questions in Chapter Four. In addition, the pervasive rote learning coupled with the rigid expository teaching style that prevails in the Vhembe District, as already pointed out in Chapter One of this thesis, places the area in the knowledge conservation category. Ballard and Clancy (1991) contend that the different approaches to learning find synergy in different basic attitudes to knowledge and instruction in society. It is the cultural attitude to knowledge that has an impact on the assumptions about the

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development of a written text, in general, and argument, in particular. The social practices that surround argument writing in a culture, such as the Vhembe District, reflect a value of conserving rather than extending knowledge, as the sample texts testify.

5. 7 THE USE OF ENGLISH FOR MOTHER TONGUE EDUCATION

Another sociocultural influence stems from the approach of using another language (English) for a Mother Tongue (Tshivenda or Northern Sotho) examination paper. The fact that these low proficient learners in English, who are still in the early stages of academic development, are bombarded with questions in English for Mother Tongue academic development, defeats the idea of progressive educational development. This aggravates the learners' inability to learn academic writing skills and it also makes a mockery of referring to these examination papers as Northern Sotho or Tshivenda examinations. What this means is that, these learners effectively have no language in which they are strong enough to bolster their academic efforts and achievements, because they are neither anchored by the English language nor their Mother Tongue. The questions should have been completely in the Mother Tongue as was the case in the Xitsonga examination paper. The only exception could be for an odd translation question from English to Mother Tongue and not the other way round (from Mother Tongue to English). The purpose of this type of question would be

to boost the interpretation and translation skills of those who would like to embark on a career in the translation or in the fields of the media. In this way, Mother Tongue would boost general academic development in addition to achieving Mother Tongue education.

The anomaly of having questions in English for Northern Sotho and Tshivenda examination papers is a reflection of the socioculture of the learning context and how specialization in the Mother Tongues has been implemented. Most Mother Tongue academic staff confirmed the fact that they completed their own studies through the medium of English except for a few Mother Tongue examples included here and there. Moreover, they were supervised by non-speakers and non-writers of these languages, who could therefore only supervise them through the medium of English. The question that comes to mind here is how these facilitators of Mother Tongue can effectively impart academic knowledge proficiency in the Mother Tongue when they themselves are not privy to that knowledge or those skills. This study argues that facilitators, who have not had an all embracing formal training in these languages, cannot effectively facilitate academic proficiency in them (although this is not central to the argument).

The problems that emerge through the Mother Tongue questions are thus a symptom of the socioculture of the learning environment. At least at the university level of education, Mother Tongue should have been used to

anchor students academically in the skills, discourses and abilities that are vital for academic success, in general, and in English as a second language, in particular. This could be accomplished through a sizeable number of discursive questions for instance. In this way, there would be academic skills transfer from Mother Tongue to English. And, because of the ambiguity of educating learners in English for Mother Tongue education, the graduates may be labelled "half-baked" for they have mastered neither language academically. This results in their being linguistically and academically deficient. This is borne out by the following response to a colleague's concern (*quoted with permission*) with students' writing errors in English at Univen:

> If learners at school level are not educated properly in respect of their FIRST language, that is where the problem starts regarding second, or third languages.

In fact, the whole issue of using English for Mother Tongue education is absurd.

It can be deduced from personal experiences of other faculty staff that learners' difficulties are not limited to writing in English only; they also have problems in Mother Tongue writing and information processing as well. This is because these learners have been involved in preparing for and responding to recall questions already commented on (such as 'Give four publications by John Bennie' or 'Give three methods of language classification based on linguistic facts'). This kind of questioning leads to

learners being more inclined to remembering and regurgitating information and not applying knowledge in relevant contexts.

The literacy practices that are embodied in L1 questions of this project focus on transfer of information, correct repetitions and full retention rather than critical engagement with the content. And, based on the fact that learners have to be academically proficient enough in the Mother Tongue to benefit from the transfer of academic skills, this eliminates them as facilitators in the Mother Tongues Departments have often remarked on the dismal academic performance of the students.

In this connection, researchers, such as Mohan and Lo (1985) and Edelsky (1991, 1995) have pointed out that writers transfer writing abilities and strategies from the Mother Tongue to the second language. That is, learners who lack Mother Tongue strategies tend to display a similar lack of strategies and knowledge for writing in English. This is the interruption of cognitive development in the First Language, which could have a negative impact on academic achievement in both the First and Second Languages. When an academic skill is tackled systematically in two or more departments in an institution, this results in scaffolding of students' learning, which is an advantage for all concerned. There is irony in the situation where Mother Tongue subject questions are put in English in addition to being totally immersed in English as a second language in the

other disciplines, they encounter English again even in their Mother Tongue when they are supposed to be developing academic proficiency in the Mother Tongue.

Most of the essays contain ideas at the level of generalized description. The reticence for a personalized view on issues is culturally determined and it is socially enforced in the educational systems. Everything is explained in general terms with no effort to exemplify things or situations from either own experience or that of others. And, yet, the sample texts could have been made more objective and credible by personalized examples and experiences (data and warrants). The non-engagement on an interpersonal level is an indication of collectivist tendencies in writing. The explanation for this phenomenon is captured by Fowler's (1979: 24) statement that, 'People (at least in the same culture) organize their experience of the world in common ways, and the patterns they rely upon are the same and there is enough evidence of this from the sample texts'.

5. 8 SUMMARY AND CONCLUSION

The traditionally collectivist culture of the area has implications for the development of self and identity. The Univen student faces the difficulty of creating and defining a 'new' identity appropriate for use in second language writing in which the skill of individualized thinking is highly valued (Rodby, 1990). The identity struggle of the students is heightened by

feelings of insecurity brought about by the challenges of the transformation process in the country as a whole and the fast changing academic landscape where the frontiers of learning have to be pushed even further. Paradoxically, a point that should be noted is that, at a time of social fragmentation and economic change, the desire for stable values is most intensely felt by a whole society and more so by learners with a collectivist orientation, who are grappling for anchor and validation. For the Vhembe District learners, writing in English generally becomes essentially a social act with new conventions to be learnt and new literacy skills to be acquired. But the learner (Rubin, 1998: 57) 'lacks adequately differentiated audience constructs, lacks inference rules for selecting constructs, and lacks a rich body of cues from which to draw social inferences'. This is exacerbated by the fact that the learner often has a limited vocabulary and is unfamiliar with the rhetorical structures of the English language.

From the sample responses in this project and from various personal encounters and experiences with the writing efforts of these learners, there is disconcerting evidence in some cases that students can and have moved from one level to the next, for example, first year to second, second to third year, and then Honours levels despite being unsuccessful in composition work, in general, and in argument writing specifically. The evidence speaks for itself from the second, third and even honours' essays that have been presented in this study.

There is a tacit understanding among university staff that the learners will forge new channels of communication with their reader, yet the challenges of keeping these channels open seem to be problematic. This results in a mismatch between learners' performance and staff expectations. The teachers in the intermediate levels not fully aware of the resources of the English language, since it is likely that they were not made aware of them either in school or in teacher training. For instance, many teachers still assume that (narrative) writing, which describes how the world is, continues to be the main goal of writing practice, instead of giving practice in writing that explores how the world works. Writing that explores how the world works is most useful as it has the largest implications for the students' present and later lives.

In conclusion, this study incorporates significant claims of present theory and research in language development. That is, language is learned in context through dealing with problems in which one is immersed in society, because language forms are acquired through the service of various functions which language performs. These functions are incorporated by users of any language into genres (Martin, 1997). And following Mohan's (1986) theoretical work on the relationships between language use and thinking processes, it can be argued that useful academic habits of thinking should be exercised in the class/lecture hall in order for learners to be

successful in the selected language genre of argument writing. In this connection, the learner's environment should form part of the schema to be utilized, because apart from it making academic sense, the learner remains rooted in, and not alienated from, his/her own culture. One could also add that discursive writing is easiest when handled in the context of content-based units of English language learning. Vygotsky, (1987) states, efficacious pedagogy has to be a judicious marriage between immersion in a community of practice and an illustrative focusing and scaffolding from 'more advanced peers' A judicious marriage of a sort is the subject of the closing chapter of this study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6. 1 INTRODUCTION

In South Africa in general and specifically in the Vhembe District, the sphere of commitment to change is to redress those communicative resources that have been used to maintain subordination. Changing these situations requires facilitators to engage with the flexibility and boundary crossing required of academics working in applied areas of literacy and communication where, writing is regarded as a way of preparing for economic, civic or social roles. And in these roles, writing goes beyond the limits of rudimentary writing training. This is the reason for Widdowson's (1984) stance that writing is not an end in itself. A student, both in school and at university, has to go through a series of social experiences to successfully imbue in him/her to openly question opinions, ideas, issues and texts. It is through taking on ideas and trying them out, debating them, patterning them, analyzing and synthesizing them, supporting them with evidence from the environment and working them into the texture of one's understanding that students effectively learn how to construct their own texts for whatever purposes, including arguments, and they also acquire knowledge in the process.

Bakhtin's (1981, 1986) sociohistorical concept of voice, interaction and understanding provides a basis for perceiving how personal learning and identity formation occur in the connection between local, in-the-moment interactions of students and historical, over time, crucial discourse activities

of the collective. Identity construction, which is seen as the positioning of the student writer in current social and cultural relationships by means of discourse moves, can occur by way of learners' writings as it is those writings that students feel comfortable to use in the class/lecture room that will influence the voices they will employ during the writing tasks in that particular class and in others too.

As already argued, Bakhtin's (1981, 1986) notions of voice and dialogue tie identity building to knowledge building, for he conceives of knowledge as being historically constructed and ideological. The writing becomes the textual or linguistic manifestation of students' voices, and the writing takes on meaning when students, as writers, engage in dialogue with one another. Within these dialogues, in the exercise of voice through writing, the student writers bring new understanding or knowledge into existence. The importance of the quality of the experience of learning the skill of expressing one's opinion and backing it up with reasoned logic for academic development cannot be overemphasized, especially when this experience is linked to the Vygotskian perspective of ZPD [zone of proximal development] and also to scaffolding in the languages in contact. One has to give voice to the opinion one has, otherwise it remains confused and unformed. Students cannot effectively master subject area content without using argument to negotiate and construct meaning. As evidenced through the samples of the Foundation, first, second, third and

Honour's levels, the weak uncertainty avoidance stance ties in with restricted code orientation, influence the communicative style of the students.

It makes academic sense, therefore, that thinking skills developed through the English language lesson should contribute to furthering the students learning in other disciplines even though disciplinary conventions may be somewhat distinct from one another. For instance, the ability to organize a detailed argument to persuade readers that contextualised learning material for low English proficient students is the right thing to do; or that environmental degradation is the result of Africans embracing western values, because conservation was quite effective through the Indigenous Knowledge Systems (IKS). In other words, activities and tasks that are set should become the everyday conduits through which social and cultural institutions affect students' experiences and enhance development.

At the most basic level, according to Wells (1986: 20), sentences take on meaning for a learner in relation to the situations in which they are used. And the effectiveness of these sentences (as a resource) depends on the range of purposes to which the student discovers they may be put from his/her experience of interaction with the environment. This discovery could come through texts in his/her writing tasks and as a reader of texts in a class setting. This is reiterated by Whiting (1980), Rogoff (1982), Weisner

(1984), and Tharp & Galimore (1988), who add that everyday activities incorporate opportunities for learning and development through joint production, apprenticeship, and other forms of mediated social learning that are embedded in goal-directed interactions. And of vital importance is the quality of these interactions.

To capacitate learners to be effective in their writing, facilitators at all levels have to take advantage of opportunities for learners' writing to effect social change and to serve and save their society. In this way, the uses to which learners put their literacy become an important asset for solving problems or addressing concerns. The ability and inclination to have more than one perception on an issue comes from interacting with others who hold/have different perceptions on the particular issue. Moreover, writing essays promotes active learning; it gives students opportunities to make connections, to hypothesize, to compile an inventory of their current knowledge and ultimately to make useful mistakes. Useful mistakes are those embraced errors that are recognized, as these can lead to learning and better understanding and performance, because effective action requires the understanding of the physical and the social world or the schema for argument on which one seeks to act. Since an argument schema in particular is abstract, it is transferable to a variety of situations and this is what facilitates dexterity in language use. When students

possess the argument schema, they are able to use these skills in different communicative modes and, as a result, the skills become "portable".

Facilitators have to be made aware of the role First Language reading and writing abilities play in developing second language literacy skills, and also to the role that reading ability in second language plays in the development of second language writing skills. That is, the handling of reading and writing is crucial to academic development. Thus, Gee's (2000: 8) arguments have powerful implications for the conclusion, strategy and recommendations that are envisaged for this research project. He states that:

> The sociocultural view of literacy demands that we see [writing] as not one thing, but many: many different socioculturally situated [writing] practices. It demands that we see meaning in the world and in texts as situated in learners' experiences, experiences which, if they are to be useful, must give rise to midlevel meanings through which learners can recognize and act on the world in specific ways. At the same time, these experiences must be normed and scaffolded by masters and more advanced peers within a discourse, and such norming and scaffolding must lead to apprentices to build the "right" sorts of situated meanings based on shared experiences and shared cultural models. Minus the presence of masters of the Discourse, such norming and scaffolding is impossible. Such "sharing" is always, of course, ripe with ideological and power effects, and it leads us always to ask of any school-based Discourse, "In what sense is this Discourse 'authentic' that is, how and where does it relate to Discourses outside school (e.g., science, work, communities)?" In the end, "to read" ["to write"] is to be able to actively assemble situated meanings in one or more specific "literate" Discourses. There is no reading [writing] in general, at least none that leads to thought and action in the world.

And this is why this study makes the major claim of present day theory and research in language development that language is learned in context

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through dealing with problems of the world, in general, as well as those of one's own society, in particular.

6. 2 CONCLUSION

The sociocultural influences of the Vhembe District may well pertain to other rural areas. If this is the case, then, Vhembe District may be seen as exemplary rather than definitive. The communal ethos; the significance of shared identifications; shared values and expectations and restricted code orientation underpin the sociocultural learning context of the Vhembe District. The pedagogical stance of the discussion about situated meanings and cultural models is that any efficacious pedagogy must be a judicious mixture of immersion in a community of practice and overt focusing and scaffolding from 'masters' or 'more advanced peers' (Vygotsky, 1987).

The integration of language and content provides a substantive basis for language learning because, in the absence of content and authentic communication, language learning serves as an abstraction, which is devoid of conceptual or communicative substance. This, in turn, can result in the learning being empty (shallow). The integration creates a learning environment that is discourse-rich, because of all the texts that are brought into the learning situation through meaningful tasks of writing and reading. When language interacts with context in the learning situation, there is a systematic planning of language instruction along with content instruction

that in turn entrenches the relationship between language and other aspects of life, in general, and human development, in particular.

Moreover, the content subject matter represents declarative knowledge (propositional knowledge), while the language component is geared towards teaching procedural knowledge which students need to master in order to use language as a tool for learning. English is experienced as a means to some other non-linguistic end, and not in the commonly accepted perspective, simply as an end in itself'. Moreover, contextualized language teaching and learning are self-justified by being peopled by lived experiences and familiar life schemas, especially for low proficient English language Vhembe District students. This means that the topics should be familiar to the students to begin with through collaboration with content facilitators on issues of civic, political, environmental or educational interest. To sum up, **Table 6.1** is the culmination of the considerations in all the chapters.

Table 6.1 Scaffolding and collaborative-apprenticeship learning & teaching based on content schemas and reading & writing (adapted from Snow, M. & Brinton, D. [eds], 1997).

COMMUNICATIVE	CONTENT/LIFE EXPERIENCE-BASED	GENRE-FOCUSED TASKS
Language resource immersed in life experience contexts	Immersion in a transdisciplinary problem environment	Writing and reading: argumentation/persuasion, exposition
Purposeful collaboration for language and content in context	Facilitated exploration	Academic thinking processes entwined with writing

The learning environment should be made vibrant so that it strives to make the languages accessible, relevant and applicable to the real life situation and to the needs of the learner. Freire (1985: 10) states that literacy is intrinsically linked to political and cultural factors and that literacy is supposed to develop students' critical presence in the real world. The operational definition of literacy that this research project embraces comes from Well's e*t al.*, (1981: 261) fourth level literacy that allows learners 'to employ symbolically-mediated skills of abstraction and reasoning in structuring and solving the various problems they confront in their everyday lives'. It is argued that the degree to which learners acquire the highest levels of literacy is related to 'the extent to which the continued use of these skills is encouraged outside the school context'. And these skills can find expression outside the school/university environment if they are

relevant to the needs of the learners and the community. From the above, it can be seen that discourse and context mutually constitute each other. This augments the view that runs throughout this research project that, when writing is seen as being social, it has significant practical implications for the teaching of writing generally.

Writing is located in ongoing social life. For this research project, "ongoing social life" invokes a double-pronged meaning. That is, English needs to be learnt and made use of as a tool for development. This stems from Stiglitz's (2000: 10) argument on knowledge for development. He rightly asserts that it is through the local selection, assimilation, and adaptation of knowledge that the local experts make knowledge their own. It is also a matter of the "local actors" being open to outside knowledge in a way that reaffirms their autonomy. It is only by remaining on one's feet from an intellectual point of view that "local actors" may contribute to knowledge while remaining within their own context. This means that the local actors should continuously scan globally, while reinventing locally. At this point the discussion leads into the envisaged intervention strategy (appendix F) .

6. 3 INTERVENTION STRATEGY

For the intervention strategy that is envisaged, at least at the initial and intermediate levels of second language writing, part of the answer stems

from Halliday's key question (1978: 215), which is quite pertinent at this stage:

> To the extent that the school is a new culture into which the child [the learner] has been socialized …is the actual pattern of language use in the daily life of the school [university] adequate to the socializing task? If it is not - what can be done to remedy this situation?

Pragmatic interaction is developed through two specific processes (Tulviste, 1991; Wertch, 1991; Hall, 1999; and Gee, 2005). That is, through 'guided discovery' with more experienced participants and through the conscious, systematic study in which students mindfully abstract, reflect upon, and speculate upon the patterns of use. Engaging in social action with people who are more expert is an important 'cultural amplifier' necessary for the development of cognitive processes (Rogoff, 1990). On the relationship between consciousness and the learning of another language, Hall (1999: 141) states that simple exposure to English is not enough, because the focus is mainly on the acquisition of linguistic forms. For students to acquire the pragmatic knowledge, which includes the learning of patterns of language organization, such as that involved in interaction of discursive writing is 'a pedagogy that focuses the learners' attention in ways that help them take notice of co-occurring features of context and the relevant linguistic resources', and this at the heart of the rationale for the strategy (appendix F) of integrating reading and writing with content.

In this approach, students are accorded opportunities in an array of semi-structured and recurring activities about issues which include noting repeated themes and patterns, making claims and providing warrants for them, resolving inconsistencies, and providing possible interpretations. Hall (1999: 142) suggests that the following skills will enhance the development of interactional competence: (1) "notice" a particular linguistic resource and its function, (2) reflect on its interactional meaning (its use by a particular interactant, its particular placement in a sequence of discourse in an interaction, the consequences emerging from its varied use, and so on), (3) formulate and test hypotheses about its conventional uses, interpretations, and consequences of use, (4) develop knowledge that is both domains (that is, practice-specific and domain-general), and (5) develop alternative uses of the resources that may lead to the realization of the learners' individual goal within the larger practice.

Intervention strategies must take cognizance of the influence of Mother Tongue life and cultural experience in order to enhance the construction of knowledge even further. From the perspective of immersion in authentic communication, one has to bring in the relationship of writing and reading processes from a constructivist perspective (as spelt out in Chapter Three of this study). The integration of reading and writing is taken as the interaction of the mind and text. Conscious language learning and natural comprehensible input (content-based) provide different types of knowledge through reading instruction and this can be made use of through transfer to

writing instruction. The approach is concerned with providing information about texts for particular purposes, and making it available at the point of need within the context of real goal directed language use. The Examination of imbedded models in reading is useful in the sense that it clarifies the structure while, at the same time, that explicit structure is providing a framework for guided practice in the genre before free writing is embarked on. After that, the topics learners write about must be designed and sequenced in such a way that the facilitator knows exactly what the learning goals are. Students should be given a choice of topics so that they can write about something they know from experience. After all, even excellent writers do not write about something about which they either have no specific knowledge or have not researched.

By using actual content materials in language classes to demonstrate discursive moves, the language interaction offered in the content areas fosters academic English development in the learner, which, in turn, promotes understanding of the content areas. As students reinforce and further their world knowledge or knowledge of other disciplines through the English language, community support is ensured in the form of collaboration between content area and language facilitators as students need to be given support of various sorts within the limited circumstances of the learning/teaching environment.

The combination of content, local knowledge, reading and writing plus collaboration from facilitators of Mother Tongues embodies an experiential multiplicity that acts as a resource for the enlargement of the students' world. Collaboration has an inbuilt rationalization for communicating and constructing knowledge across individuals, which takes account of the bridge between individual and social action. In other words, collaboration allows for the merging of horizons that may result in an enrichment of individual learner perspectives.

Collaborative effort can serve as a catalyst for individual transformation and this is in line with the various elements that have been discussed in this research project. The accumulated knowledge point to the ability of the socioculture to support individual learning, although it is recognized that individuals do the thinking, desiring and purposing. In the collaborative milieu, pedagogy facilitates dialogue among staff; between staff and students; and between students and students. Collaborative learning is given a boost by the fact that it tends to favour those groups that are already united by virtue of sociocultural backgrounds (Young, 1986: 13) or within a homogeneous group that is defined by similar attributes which are revamped by the fact that cooperative group activity is 'influenced by the cultural repertoires of students more strongly than any other setting' (Tharp & Galimore, 1989: 184). In this context, sense can be arrived at collaboratively. Hall (in Hinkel, 1999: 142) endorses this view and astutely

points out that 'availability of multiple sources of information enhances knowledge construction as understanding finds coherence among pieces of information'. In such a context, a university of diverse disciplines can become a catalyst for knowledge building, and a community of knowledge users for sociocultural knowledge provides the basis for message interpretation

It should be noted at this stage that the real challenge for education is to embrace and not necessarily just to tolerate conflict because conversion is not the goal of a liberal education. It is understanding with reasoning coupled with self-transformation that are the goals. In Mode 2 knowledge production, there is attention allotted to the problem area, and preference is given to collaborative performance rather than an individual's performance. Gibbons *et al.* (1994: 43) state that the greater the ability to master a language the more attention has to be paid to the context in which communication is occurring. It is also important to note that students' writing is shaped through the sociolinguistic discourse practices of the class of the speech communities in which they live. It is, therefore, socially constructed and maintained. It follows, then, that the writing can be socially reconstructed and transformed. The underlying principle is that class discourse practices are responsible for remaking as well as making learners into literate performers.

The identity that the English language facilitators of learning should strive to model for the learners should be one that embraces a kaleidoscopic notion of the self. In the kaleidoscopic notion, students are encouraged to exploit English for their own purposes, that is, as a vehicle for their socioculture in total, as Rodby (1990) notes and is stated in Chapter Three of this study. The accessibility of various discourse communities contributes to the enrichment of one's worldview. This is enhanced by Bakhtin's (1986: 7) perspective on interaction being most beneficial when it is most heterogeneous, that is, when it crosses cultural boundaries. It is the dialectical encounter with an "other" (which could be a person or an idea) and a reflexive engagement with self that makes it beneficial for the student. It is seen as the social construction of meaning, which goes beyond a set of skills to include the potential for uncovering new views of the world and the ability to change.

6. 4 RECOMMENDATIONS

The premise that this study has taken is that to optimize learning, language learning should accrue from interactions between the learners and their environment. Environment, in this instance, represents academic content areas, and everything else that constitutes the learners' lived experiences, including topical issues that take centre stage in the media, provided these are within their level of understanding and appreciation. The environment facilitates the task of mastering the techniques of discursive writing by

providing the evidence that the learner requires, because teacher scaffolding is partly based on the visual context afforded by existing schemas of the natural environment in which the learners are. The significance of teaching language using available schema is that the student has two types of resources available to him/her. The first is the textual sphere, which consists of the authoritative texts and genres of the classroom. The second is the contextual sphere, which is the knowledge about life in the community, the school/university, the class/lecture hall and in ongoing social interactions; and academic achievement needs to push through the two resources..

Crowhurst (1990: 357) notes that facilitator intervention should consist of providing opportunities to practise contextually relevant writing topics of interest and relevance to the learners and giving instruction to students when they are ready to profit from it. Therefore, the following ideas form the skeleton of the recommendations;

- Teacher training needs to continue at in-service as well as initial levels. Teachers need to be technically competent, that is able to teach in the second language with ease. They also need to keep abreast with the latest research into the language concerning techniques and the like and society.
- Only students who show remarkable interest in and aptitude for the English language generally should be allowed and encouraged to

specialize in the language in order to become future specialists/facilitators of English. And specialization here means taking language courses right through their university training, with specialization commencing from second year right through to an Honours degree and so on.

- It is recommended that further research on the sociocultural context of discursive writing be carried out by other researchers in both content subjects and the languages, as well as in other sociocultural contexts to facilitate comparative studies.

- Language learning requires collaboration among all staff. In this connection, facilitators should work as teams to enable students to make academic progress while learning English. Links to content areas encourage learners to make connections to language and content in the two contexts, that is, to foster collaborative-apprenticeship learning. In this way, the learner is able to draw from two types of knowledge reservoirs: the textual sphere, which consists of texts and class genres; and the contextual sphere, which is the knowledge about life in the community, the university and ongoing social interactions. What should be underscored, is the fact that planning must take into account the fact that teachers in the Vhembe high schools are often not so proficient in English.

- A consultation committee should be instituted with surrounding schools to map out strategies for language development. In this

respect, the focus is beyond the language-learning domain to education in general. This is one aspect that is not covered in the present study, but which could well provide an area for further research.

- Facilitators of content subjects should be encouraged to lay down explicit recommendations on English language matters to be incorporated into their assessment schemes as a way of moving towards transdisciplinarity and fostering all round academic proficiency in the learners.

- Topics should be chosen in consultation with the students. In other words, facilitators of English language should select issues/topics that students feel very strongly about. These should emanate from their contexts.

- Students should be encouraged to direct their discursive writing to their teachers, classmates, parents, principals and others in their community such as government representatives.

- Students should not only be required to write, but also to read persuasive/argumentative writing. This will facilitate the acquisition of appropriate linguistic forms and structures of argument.

- When integrating such readings into the general curriculum of the learning process, discussion of such readings should cover content, structure and the rhetorical features employed. The mutual inclusiveness of seeing language as both a system and resource is

enforced. However, the effectiveness of seeing language as a resource can only be realized through the range of purposes to which the learner puts its use from his/her experience of interaction.

In closing, this study embraces the view that education involves change, and this change process ties education to knowledge. Stiglitz (2000: 10) notes that the transformative power of knowledge in education and, in the light of knowledge being public and also transformative, it is incumbent upon the knowledge institutions to enhance the abilities of the students to tap into the reservoir of global knowledge. This is because the uniqueness of every society requires the localization of global knowledge and this is applicable to Vhembe District. The fact that local knowledge takes account of the specifics of place, people and time, means local actors have to take an active role through its knowledge institutions in the local learning process.

APPENDICES

APPENDIX A
Academic Staff Sociocultural Questionnaire

1 Do you believe students in the Vhembe district have experienced serious deficiencies in their Language education?

Explain what the deficiencies are?

_____

_____

_____

2 If there are deficiencies, are these attributable to:

2. 1 Limited academic skills in the Mother Tongue

2. 2 Second language acquisition

2. 3 Resistance to interaction in the English Language

2. 4 All of the above

2. 5 Any other, please specify Explain:

_____

_____

_____

3 Do you think the society in the Vhembe district discourages transparency?

3.1 How does this affect the expression of opinion?

Explain:

_____

_____

_____

3. 2 Do you think the above has an effect on the students' ability to express personal opinion?

Explain:

_____

_____

_____

3. 3 Would the above have a bearing on students' ability to argue on issues in writing? If so Explain:

_____

_____

_____

3. 4 Do you think the above impacts on the students' ability to express themselves without fear of censure?

Explain:

_____

_____

4 Do you think students believe that the printed word enshrines/ represents absolute truth which cannot be contested?

Explain:

_____

_____

_____

5 Are there gender differences in the way male and female students express their opinions? Explain

_____

_____

_____

6 Please add any information that you think will add value to the knowledge of the sociocultural learning context of our students.

_____

_____

_____

APPENDIX B
Student Sociocultural Questionnaire

1. Where is your home (where you live)?_____

2. What languages do you speak?_____

When? _____ 2 With whom?_____

3. Which high school do you come from?_____ in _____District.

4. Were you taught in English all the time? No/Yes_____

5. If not, which other language was used?_____.

B. Answer Yes or No against the statements that follow:

6. When using English, I feel:

6.1 Not so sure in conversation Yes/No ___

6.2 Confident in writing Yes/No____

7. Learning the basics of the English sentence structure at university is

a) necessary. Yes/No_____
b) not necessary. Yes/No_____
c) it is important. Yes/No ____
**C   Mark with an in the appropriate column below according to
whether you agree with the statements or not using the following key:**
    [(**AL= always, S= sometimes, R=rarely**]

8. When I meet people that I do not know I:

	AL	SM	R
a) avoid conversation	___	____	___
b) tend to use my MT	___	____	____

9. When I meet people who need help and they speak English I:

	AL	SM	R

a) avoid them   ___   ____   ___

b) tend to speak to them in my MT   ___   ____   _____

c) cooperate and use
English   ____   ____   ____

	AL	S	R
10. Do you ever talk on the telephone in English?	____	____	____

11. Do you wish you used English quite often?   YES   NO
                                                  ____   _____

a) If Yes,
Why?_____

b) If No, why
not?_____

APPENDIX C

Mother Tongue Questions

Northern Sotho Language Questions

Q1. *What was the aim of the missionaries in Africa?*

Q2. *Give four publications by John Bennie.*

Q3. *Give three methods of language classification based on linguistic facts.*

Q4. *Give and explain different stages in the evolution of a language.*

Q5. *Write short notes on the thematic meaning of sentences in Northern Sotho.*

Q6. *The applied verbal extension could bring into a word various nuances of meaning. With four suitable Northern Sotho examples, illustrate these.*

Q7. *Give a brief discussion of Carl Meinhof's contribution to the development of Bantu Linguistics under the following: His short background history; The contents of Das Tshi – Venda; The contents of Die Bedeutung des Sotho fur die; The contents of Grundriss einer Lautlehre der Bantusprachen: The contents of Der Koranadialekt der Hottentitischen.*

Tshivenda Language Questions.

Q8. Historically, the way of writing words differs from the way we speak. Discuss this statement giving appropriate examples in Tshivenda.

9. *With suitable examples show how gender (males and females) could be referred to in Tshivenda.*

Q10. *Show with suitable examples, which language groups have influenced Tshivenda dialects.*

Q11. *Lombard et al. (1985) put it vividly that extensions occur between the verbal root and the ending. Discuss how these extensions (only five) may affect meaning in Tshivenda lexical items.*

Q12. *Leech (1981) distinguishes four major types of oppositions. Name and discuss each one of them giving Tshivenda examples.*

Q13. *Discuss the content, scope and delimitation of the field of study in syntax.*

Q14. *Giving Tshivenda examples briefly discuss Theta Theory as employed in Tshivenda.*

Q15. *Discuss how you could classify verbs in Tshivenda.*

Xitsonga Language Questions

Most of the Xitsonga questions were in Xitsonga and translations had to be sought from the department for each individual question. For the sake of uniformity with the other two first languages, it was considered convenient to put the English versions first for ease of reference.

Q16. *[Give a detailed explanation of the concept translation. To support your answer, quote from relevant authors].Hlamusela hi vuenti theme ra vuhundzuluxo. Seketela nhlamulo ya wena hi ku tshaha vatsari van wana*

Q17. *[Discuss your understanding of "languages of use in parliament". With extracts from some authors support your discussion].Kanela (discuss) leswi*

u twisisaka swona hi "language(s) of use in parliament". Nkanelo wa wena wu fanele wu seketeriwa hi mintshaho ya vatsari van wana.

Q18*. [Explain the concept "code switching" under the following headings: Metalinguistic function; Directive function; Referential function]. Hlamusela theme ra "code switching" ehansi ka tinhlokomhaka leti landzelaka: Metalinguistic function; Directive function; Referential function.*

Q19*. [Explain three types of language planning].*

Hlamusela tinxaka tinharhu ta "language planning"

Q20*. [What is historical comparative linguistics]?*

Xana mpimanyiso wa tindzimi i yini

Q21*. [What is genetic classification, Discuss.]? Xana maavelo ya jenetiki hi wahi Kanela*

Q22*. [The short story "Poetry is witchcraft" is so much related to the proverb "chicken does not take care of a friend's"]. [Critically support or disagree with this ideology].Xirungulwana xa "vusiwana i vuloyi" xi fambelana swinene ni xivuriso lexi nge "A yi hleteri xa munghana" Pfumela kumbe u kaneta Kanela*

Q23*. [The short story "A witch has no colour" creates an ideology that a human being is not satisfied with what he has]. [In a discussion critically agree or agree].*

Xirungulwana xa "noyi u hava muhlovo" xi kombisa hilaha swi nonohaka hakona ku va munhu a enela hi leswi a nga na swona. Pfumela kumbe u kaneta Kanela

APPENDIX D
Sample argument essays (English Department)

PROMPT
Should parents be able to control the lives of their children (13-21years old)

S1
Yes, in my opinion parents should be able to control the lives of their children aged between 13 and 20 years of age. Parents are custodians of children. They are the people who brought these children to this world in the first place. Therefore, for parents, this custodianship is a God-given right. For this reason, they have the right to control the lives of their children because they know right from wrong. Also they have the best interests of their children at heart. Thus, the choices that these parents make for their children will almost always be the right ones.

Controlling children's lives requires experience and love. In these two respects, parents are the best equipped to do this. Through years of experience and watching other people raise their children, parents are the best people that children can trust their lives with. The other option is for children to put their trust in their friends. Needless to say, friends are often friends when things are going right. One quote rightly put is: 'when days are dark, friends are few'. Parents are therefore dependable at all times.

Most psychologists believe how a child is raised will determine the kind of adult that the child will become. Controlling a child is part of raising a child. This is so because we live in a world where there are several forms of control. We are controlled how fast we can drive a car; we are controlled where we can build a house; where we can fish and do other things. In other words, our lives are controlled. Therefore, the sooner a child learns this, the better.

Children often like to assign blame when things go wrong; they often blame one person or another. Society also attributes the way an adult behaves to the way in which s/he was raised. Therefore, responsible parenting is a must. Secondly in the long run, both the parent and child will benefit because the parent is a citizen in this world, they can differentiate right from wrong. Children must be told, for example, when to come home and which friends to play with. They can also be advised which sport to play, which career would be good for them and so on. Through proper control, the child soon realizes these truths because s/he is not born with this knowledge.

Some people associate control with abuse. Control can sometimes be abuse. However, many parents are caring individuals who would kill to protect their children. Therefore, the argument that control equals abuse does not hold water. Control is what teaches the child to be a disciplined, responsible member of society. Even when control means using the cane

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once in a while, this is not bad, as long as it is not excessive. The English have a saying, "spare the rod and spoil the child." Children who are not controlled think the world out there is uncontrolled, that one can do as one pleases. When children grow up with this attitude, often they learn the truth when it is too late. Control forms an important part of parenting. Children must be controlled, even if this means using the cane.
528

S2
First of all the word 'control' itself takes us back to the dark-old-days of apartheid and torture and just because of those days, I don't think that anybody in South Africa deserves that punishment again. Controlling a human being is like punishing a human being and that is bad enough. What I would like parents to do though is to show their teenage children the right path because yes, it is very essential for parents to monitor the lives of their teenagers but not control them.
In my opinion good and caring parents are the ones who not only love but also respect their teenage children enough to guide them on everything from academics down to sex. It is best for parents to counsel their children before they even put their foot wrong so that those children know whom to blame when things are not going their way. And children on the other hand, have to help their parents help them because obviously for progress sake, parents and children have to meet halfway.
The more parents guide their teenage children in the right way and not control their lives, the more civilized and independent these children will become and that is exactly what our continent (Africa) needs right now. Children who are not free make a lot of idiotic errors because they live a one sided life, life of being afraid of making mistakes, perfect life and they can't progress in life because they don't do something but not to do something (sic) and time is very limited for people like that. Controlling parents are taking two steps backwards as they cannot be with their children every minute, for instance when they pass their O'levels and go to universities or colleges, the pathetic job of controlling will be wasted. It is better for parents to stop the old and boring controlling job and start talking sense to their teenagers before it is too late.
The relationship between parents and their children must not be like that of a policeman and a dangerous criminal where there is always that tension and hatred. It must be healthy and interesting and neither of the two should be afraid to approach the other because good and fruitful communication is the only way out.
Our country needs responsible and reliable leaders in future and as children, we learn leadership qualities from the people close to us and more especially our parents and I don't think we must learn the control qualities from them because they are too smart for that. And also it is quite useless to control what you will not control for life and it is best to advise because advice is there for good.

We know as teenagers that our parents love us, yes, you care about us very much but controlling is just not an alternative but good communication and understanding between us is the way. Good parents will always advise their children and not control them because controlling is bad and wrong.
502

S3

I think that parents should be able to control their children's lives especially those of 13-20 years. A teenager's life is the most complicated one especially nowadays. They face challenges that lead them sometimes into making wrong decisions. They are not aware of what is happening out there and they are afraid to face the world alone. They may think that they know a lot but the truth is they do not know anything and there is still a lot ahead of them. They cannot tackle every problem they meet alone without the help of their parents.

Children of 13-20 years are irresponsible and do not use their minds properly. They just think that life is all about having fun and being happy all the time. Whenever they come across a little problem they just wish they were dead or even think that everybody hates them. If their parents are around them and able to share with them their experiences everything can be easier and manageable.

Moreover, children believe that if our parents do not allow us to go to the bash, parties, and other enjoyable places is because they do not love us. I think it is because they know how stupid we can be sometimes. They know that we are influenced by anything. We do not understand the difference between good and evil. When something looks good we don't look at where it originates from and the outcome of it. We just go with the flow.

Children think that parents control us too much but I think parents are just protecting us from the evil things the world can lead us into. We have the problem of teenage pregnancy. I think for a child to fall pregnant when she is still very young is determined by her parents. They should teach their children about this stage of life and tell them everything they will come across, from erection to masturbation, sex and every single detail because they have been there. They should also know their children's whereabouts, who they are dating and their real friends.

We also have the case of alcohol and drug abuse. This situation is getting worse everyday. Young people throw themselves into danger by doing drugs and alcohol abuse, which result in crime. This is because parents are not involved in their children's lives. They neglect them. According to Keith and Sylvia, neglected and brutalized children grow up unbalanced and need only minor frustration. I think this happens because of lack of communication between children and their parents. Parents do not realize their children are living in a cruel world outside their home. They do not even care what they do. I think teenage pregnancy and drug abuse are the major problems that occur due to parents' ignorance.

Parents should be there for their children at this stage physically and emotionally. They should have time to communicate with them. They

should give them their own space and let them express their thoughts. They should not always scold their children because it makes them become even more intoxicated (sic). Crosson-Tower (1999) concludes that parental interest in the child means that parents and children give each other positive reinforcement.
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S4

In my opinion parents have a responsibility towards the lives of their children irrespective of their age. Parents should control their children's lives as long as they are staying with them. I believe that children between the ages (13-20 years) need support in everything they do from their parents. It is the duty of each and every parent who care and love the future and life of his/her children to control their lives.

Turning thirteen to twenty years does not mean you are old enough to be able to make your own decisions without the assistance from your parents. Children between these ages cannot take good decisions alone. They need to be taught and advised about the reality of life by their parents. They should control the lives of their children so that they cannot suffer the consequences in their future life. In most cases children delude themselves and their parents on what they don't know and what they do know.

It is a very good time or stage that parents must be realistic with their children about the facts and reality of life in general. Children between these ages are going through various changes in their bodies and life. This is the appropriate time for parents to control the lives their children because at this stage children can get wrong information about these changes in their bodies from their friends. All these make children to get confused and frustrated. As a caring and loving parent, they should sit down and discuss sexual related issues with their children before they get lost.

As we all know charity begins at home. Parents have an obligation to control and teach their children how to behave well so that they have good manners and respect other people and their lives. Failure to do or play this role, the children will get out of hand. It is quite sad when one notices children who are behaving badly especially at school or church. Once people notice that, they conclude that parents failed to take control of their children's lives.

Finally to control your children's lives does not mean you don't love them. It shows that you really love and care about their lives and their future. Parents have the responsibility to control their children's lives as long as they are staying with them so that they cannot get frustrated. Children at this stage are still young. They do not think ahead, they need full support from their parents all the time. They need help from parents when they need to take decisions of their future life and everything they might decide or do. Parents must cherish their children all the time.
446

S5

We are living in an era of profound changes. Where there is no clear distinction between parents and children. Children want to rule over their parents. Certainly this is wrong. Parents need to control their children. This is the norm and culture of our society.

As much as parents should control their children, this should not in any way mean oppression of the children. Parents need to establish a good relationship between them and their children. It is crucial for parents to control their children because they have a certain experience of life. This does not mean parents should dictate every term in the family but rather the views of children should also be afforded a hearing.

This means there should be a clear understanding between parents and children. There should be mutual respect. For instance, parents should not decide for children which career to pursue in life because the future belongs to the children with lots of opportunities but the final decision lies with the children.

In the same vein children should respect the rules and regulations of their parents. They should not disrespect the rules and regulations of their parents in the name of freedom. These days children misuse their rights to the point of literally dancing on top of their parents' heads. For instance, they do girlfriend and boyfriend stuff when it only suits them, not considering what their parents are saying. This is the reason most of the teenagers are vulnerable to the pandemic and communicable diseases such as HIV/AIDS and other sexually transmitted diseases (STDs).

This does not only damage the lives of the children but also kills the morals of our society. To avoid this social degradation, parents need to take control of their children, after all that is the reason human beings are parenting animals. At some stage in life children would reach adulthood stage and this is the duty of parents through good parenting to lead them to that stage.

In conclusion, I should say that a good society is made of mutual respect and understanding between children and their parents. So, parents should control their children taking into consideration the views of the children. This establishes a good relationship and a sense of respect between parents and children
377

S6

First and paramount one has to understand the role of a parent and child respectively. A parent is a mother/father who gave birth to a baby and is bringing up and caring about that baby. Being a child means you are still young and not fully developed or grown up. Hence, you need your parental guidance and control, for you to grow up and be a respected person in a society.

Parental guidance and control helps the child to have good personality, behaviour and respect in a society. Children who are raised by the firm

hand of their parents are usually identified the first time you speak to that child. Moreover, the street kids, thieves, drug addicts and most criminals are suffering the consequences of lacking control of their parents.

A parent gives life to his\her child. By so saying, I mean he\she teaches a good way of living to his\her child so that it will be useful in the entire life of that child. By the time the child is grown up and mature enough, he\she starts applying what he\she is taught by his/her parents. Being mature and grown up, I mean when one is at least above 21 and no longer depends on parents for most things, one can now stand on ones own. S/he can even initiate a family and be a parent.

However, parents give direction to their children, for they cannot be there to lead them in their parent hood. Then, this is the time a child takes that direction when he is still under the control of his parents.

It is not that when parents control their children they do not give them freedom. They do but the freedom must be accompanied by responsibility. Parents are accountable and responsible for their children's freedom at the time the children are between 13 and 20.

When you are at this age, this is the time you get more advise from your parents. They teach you what is right from wrong. This is the time you realize how much they love you. This is the time they tell you about lofty goals so that you make correct choices and good decisions to achieve your goals. This is the time they teach you about being kind and gracious. They teach about being moral in life you can have a better future.

In the light of all the above, a child will be a responsible parent at his own parenthood for he has grown up being taught morality his parents when controlling him from doing bad. Then yes, parents must control their children's life between 13 and 20.

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S7

Parents do not have the right to control their children's life. Everybody on earth is an individual and no one should expect someone to live exactly like him/her. Yes, it is true parents should be responsible for their children's lives, but there is no way they can control them.

The role of the parents is to give guidance and not to control their children's lives. For example a child after matric decides to follow a career in Media Studies at university level, and parents force him/ her to study Bcom., because the parents are controlling this child, s/he ends up with no choice. The child takes Bcom and ends up failing miserably because s/he is not good in Maths and Accounting but because parents are controlling him/her, the child ends up with no choice but to follow the stream that they want because after all, they are the ones who are going to pay the fees. That child takes Bcom. Degree and fails miserably. Parents will not stand it. They will say many bad things and accuse him/her of not studying but forget that he did not want Bcom because s/he knows that s/he is poor in Maths.

What I am trying to show is that if parents control their children's lives, they must be careful of the consequences and usually they are not good at all. If parents are controlling their children's lives they must be careful and they must be aware of the pressure and hard time they are giving their children. Not everything in the child's life should be controlled by parents unless the child is misbehaving like for example if a is changing men, parents should give her advice and show her the right way because controlling her will just make matters worse.
297

S8

Children are also human beings and they also have the right to decide what they think is best for them. Children are also entitled to the right to self-determination, and parents should at least try to provide the best guidance they can afford, but not to control. Children must not be denied the right to decide for themselves.
Controlling your child's life has a negative impact on the child. Children who are told what to do tend to develop dependency syndrome, low self-confidence and low self esteem. They may not be able to make important personal decisions, for example, choosing a partner. It is, however, very important that parents respect the child's right to self-determination and not violet that right. It is, however, true that parents should at least try to give their child the best they can but they must know where and when to interfere with the child's life.
If one can look at the high rate of suicide amongst children it is often caused by the parents 'interference' into their child's life. Gone are those when parents has to decide for their children. It's time that parents allow their children to exercise their constitutional rights to self-determination. Previously parents where turned with the responsibility of controlling their children's lives this was common particularly from the African perspective. One may argue that it has really helped those children to be respectful and yes it is true but the question becomes, were they respectful or just doing what they were told to do? We are now living in a democratic world where there are lots of challenges to be faced and children have not acquired basic skills of decision-making, particularly from their childhood to be able to face the challenges.
This world requires someone who is independent in term of decision making, someone who believes in himself and someone who is determined to face whatever challenges in life. There are a number of student in almost all institutions of higher learning who are studying for degrees, which they never dreamed of but just doing what they were told and most of them are never successful. Parents should do their children a favour by not interfering into the children's lives but provide adequate guidance instead of controlling.
377

S9

Children are born and they learn to be under the control of their parents. They learn that their parents are what made them. When the children grow they expect their parents to respect them and stop controlling them but when it comes to parents it does not matter how old a child is but they still consider them to be children.

Looking at today's lifestyle, if parents stop controlling their children between 13 and 20 years, these children will grow up not knowing what is right or wrong. They grow up knowing that whatever they do if they are not affected it is right thing to do.

Parents are the ones that made us what we are and the way they do their things can determine us to become good parents in the future. It is not easy to control children at this kind of age because they go through stages of growing but parents try their best to do a perfect job.

Children between the age of 13 and 20 years go through many obstacles in their lives due to the stage of growth. And they tend to listen to their friends (peer group pressure) more than their parents which in the end, most of them their lives become unbearable in a way that some turn to become parents at an early age. Some decide to run away from home because they are ashamed of themselves. Some commit suicide due to life becoming too much to bear. And some become infected with HIV/AIDS or other diseases but in the end they think back to what their parents were trying to do for them and for some it is too late to go back to the their parents.

Children who are under the control of their parents gain more knowledge of what is right or wrong and yet it does not mean that they follow those rules, they become aware of what life holds. The duty of the parents is to control children who fall under the mentioned age group because they are still legally under their parents' control.

Most children that are under their parents' control turn out to be more responsible and can handle most of the experiences in life. It is the parents' duty to control their children at this age and in the end the control from parents turn these children to become good human beings.
400

S10

The behaviour of a teenager is most complicated. It needs a closer look and parent's guidance. The teenager stage is one of the stages in which youths these days are failing to behave themselves. Parents are also failing to control the person in this stage of maturity. His behaviour needs parents' intervention. Therefore, parents should control the life of a teenager.

Children at the age of between 13 and 20 need to be treated in a manner that they will be responsible for all actions they take. Only parents can control how they act and how they react towards serious situations. The high parental guidance they get, the more motivated they become. A child is taught to be responsible at home. Because charity begins at home.

A teenager needs to be controlled, he/she does not need to be independent. As long as he/she is still under parental care, that is what they deserve. Teenagers need parental back up as to how to decide, react and solve problems. Teenagers always cry over their careless decisions. No independence for teenagers if parents do not want to end up regretting. As long as he/she is a child under the parents' house, he/she deserves to be controlled.
The deeds of today determine the behaviour of tomorrow. The tomorrow man/woman is being built now, and tomorrow he/she will be a parent. The parents' race is to build today's youth to be tomorrow's parents. What he/she is today determines what he/she will be tomorrow. So, parents take care of your children and control them.
258

S11
I think parents have the right to show the way and lead their children to what they think is right and for their moral good. Children who are between the ages of thirteen and twenty are in a turbulent and overlapping stage. They are shading away their childhood, on the other hand, and entering adulthood on the other. This stage brings with it confusion if parents do not vigilantly give guidance and control to their children. It is the time for teenagers to have friends mostly of the opposite sex. Without controlling them, children would become vulnerable in accepting bad behaviours from their peers, thinking that it is the appropriate way of doing things.
Having two kids who are now in their teens, I can see that this is the most frustrating period of all the stages to both parents and children. As a parent, you need to be vigilant to make them follow what you think is right for them. If you slacken in your control and guidance, they can quickly see it and continue with their wayward dealings. Constant control and guidance could make them walk in the right direction, thus, giving them more confidence.
However, the control and guidance should not be very strict as these would make them rebellious. They must see that their parents are doing all what they can to make their world for the best. They must see that there are giving all what they think is right in preparation for their forthcoming adult world.
The control that parents should impose on their children should be for the benefit of their children not for the satisfaction of their (parents') whims.
277

S12
Parents play a vital role in their children's lives because they teach them everything about life, responsibility, decision-making but this doesn't mean that they always have to take decisions or control them.
Most parents tend to confuse control and guidance. They use control and think that they are guiding their children. What they do not understand is

that things are changing and children want to explore and sometimes discover things on their own.

There are advantages and disadvantages of control when it comes to children. If children are given freedom they tend to use it in a wrong way especially when parents do not show any interest in their affairs more especially teenagers because if there's no control from parents they may come back home late, associate themselves with people who are not good examples in their lives. People who always give them good advice if parents do not have control in their children's lives they might even think that they are not loved and they may even feel rejected because I believe that a concerned mother is a good mother. Children who grow up in families where they are given freedom and parents do not interfere in their matters often result in being drug abuse victims from peer pressure, crime and also teenage pregnancy.

Control is good when used in the right way. Parents must guide and sometimes control their children but also let them make their own decisions and discover what and how life is like. Parents and children who talk to one another when having problems often have a good relationship and parents sometimes trust and believe them to make their own decisions and control is used in the right and correct or proper way.

In conclusion, I can say that control is needed between parents and children but has to be exercised in the right way. Parents have to understand that children will not remain children forever. They sometimes in life have to make their own decisions.
331

S13

Parents are children before they become parents themselves. For them to play good parental roles in their children's lives, they have to go through different developmental stages where responsibility plays a huge role. Eventually, as our parents go through these developing stages of maturity, independence as well comes into the picture along with other important key factors.

As much as parents were children before, children themselves will eventually become parents with good parental duties to deliver and with good intentions only, but control is not a key factor in achieving that. The fact of the matter is that no human life on earth would want their lives controlled by anybody, including parents.

Parents have the right to overreact and worry where the lives of their children are concerned without being controlling. Over-protection is normal in all kinds of relationships, but control causes a drift in a relationship. Controlling parents don't achieve the goal of building their children properly, but instead destroy them totally and causes eternal emotional, mental and psychological scars.

Parents only wish and want the best for their children and that can be achieved through guidance and teaching children responsibility and

independence. At a later stage in life, children will get to understand the reason their parents brought them up in that manner and thereby put all the teaching into practice.

A child needs to know where s/he is going and what s/he wants in life on their own without parents attempting to drive them into what they would want them to do or be. Children need to know that life is not a bed of roses and that it is the survivor of the fittest and the only way to know that for sure, is for them to experience hardships on their own. Children need to be cautioned and guided, but not controlled because an independent child is capable of looking at oneself through tough times and learn with time that though times never last, but tough people do.

It is like sending a child off to university and wanting to control them financially by dictating how children spend their money. Those children never learn how to handle their own finances even at a late stage in life. Controlling parents are doing great job of turning their own children into low self-esteemed, discouraged, sad, incompetent and irresponsible people. Parents have all the right to love care, educate, guide, protect and give them rules and regulations, but certainly not to control and run their lives. Everyone is free to express how he or she want to live his or her lives.

433

S14

I do not think that parents should control the lives of their children because those children are also human beings. If a parent takes full control of the life of his/her child he denies the child the time to practice responsibility. What parents must do is to give their children advice on how to be a responsible person in life. A person of between 13 to 20 years is no longer regarded as a child as he/she is about to reach adulthood. So parents must not control their lives.

If parents want their children to follow their footsteps, They must teach them to behave well, not to control their lives. Parents must be the first people to guide their children so that they may not go out and get bad ideas from their schoolmates. If one is between 13 and 20, that person is able to differentiate between good and bad and so if parents can show their children the way in an acceptable manner, their children will be law abiding people but if they control the lives of their children, those children will go out seeking happiness and pleasure in an incorrect way.

A child who grows up in a family where parents control the lives of their children starts to think that the parents do not trust them, so they have to do naughty things so that they may not trust them for real. Children are able to differentiate between love and harshness.

I don't think that controlling the life of your child is a way of showing love or care, but you need your child to fear you and not respect you. Parents who love their children do not control their lives but when the child reaches some stages of growth such as puberty and adolescence, they start equipping them for life. Parents have to tell their children that because you

are 13 now you are becoming a young man so you don't have to behave like a child any more, you have to move from childish things and start behaving like person who is about to reach adulthood. The parents must also tell the child that they are not giving him a license to street behavior, but he must go according to their wish.

Most children whose parents control their lives end up being useless people in life because it is hard to stay with people who control your life. Parents who control the lives of their children think they are teaching them to live according to their wish but those children feel like they are in a prison of some kind as they do not have control on themselves.

Children who grew up in families where parents control their lives seem to have problems at school because they don't stop thinking of their situation at home. Some parents even tell their children not to have friends or select friends for them. These kinds of parents usually select children of their family friends to be their children's friends instead of telling them to choose good friends so that they may not encounter problems in their friendship.

Some children whose parents control their lives end up as teenage mothers and fathers because they think that doing that is one way of making the parents aware that controlling their lives hurt them. Some children become drug users because they think that drugs keep their minds away from their parents.

If children from this kind of families get a chance to be alone, where the parents are not around they do something, which a person who is fresh minded can never do. These children happen to do naughty things because they do not get a chance to think for themselves because of harsh parents who think that they want to build their children by controlling their lives.

638

S15

Parents should control their children's lives, but to a certain extent. Parents could be either bad or good depending on how they live. Many parents are good to can control their children's lives but they are also erroneous as all people are. Parents are duty bound to nurture and groom their children up to a certain stage whereby children have their own responsibilities and wills. Children have their rights to choose partners, institutions of higher learning, clothes and some few others, but not all of them as parents are there to check the wrongs.

Children are products of a family institution that is entirely governed by parents. Therefore, children are there to be equipped with norms and values of the society in which they live. Parents should with all cost see to it that their children are not a disgrace to society. Parents should make sure that children are all at home at a certain time to protect them from bad things which lurk in the dark, like getting involved in gangs and mugging people.

Parents play a pivotal role in their children's lives. Orphans and street kids are doomed to failure in everything that they could think of doing for the betterment of their lives due to lack of parental care. They tend to lead bad lives like robbing people and car hijacking in order to fend for themselves. If their parents were alive they would have given them good advice and nurture them accordingly and be better people. The escalation of teenage pregnancy is also caused by lack of parental advice. Children prefer reserved parents to talkative parents. They do not want to be ruled off from what they have engaged themselves in, for example hanging around with boys and doing all sorts of things at a tender age. If parents do not stop them from doing all those bad things, they tend to be unruly and end up pregnant by students who do not work that could also jilt them. Parents are there to control their children until they are married and start their own families.

Parents do have some facets of life where they know that they should not control their children. The issues of choosing marriage partners, universities and degrees they want to pursue and some sensitive issues as well. Parents also have control on the kind of clothes children should put on because it is their money which buy for them. Indecent clothes, which leave their children like whores, cannot do them good. Parents prefer all good to their children to bad things.

In conclusion, I would emphasise that parents should have at least ninety percent control over their children. They are there to build and not to destroy. They are there to teach and not to learn. Children are there to learn and obey. A rebellious child is a thorn to the parents, cancer in the flesh or virus in the blood. Children of this caliber are doomed to death as the bible speaks it out.

503

S16

The period when children are between the ages of 13-20 years is the adolescent stage. During this stage children do not want to be told what to do, they tend to do what they think is right and decide to ignore what everybody else says. Parents should exercise a degree of control and not control their children's lives entirely.

Parents should not control their children because once they do, they become too dependant on their parents and they fail to make decisions by themselves. It is true that you may lead a horse to the water but you won't force it to drink. The same applies to adolescents, you can show them what to do but they choose to do what they are told is wrong. Teenagers would rather learn from their mistakes.

When parents control their children's lives, the children end up being rebellious and going out of their way to go against their parent's will. Parents usually want to "run" their children's lives because they want what is best for their children. They think that by controlling children's lives their

children will respect them, but in actual fact their children will be afraid of them.

Parents should ease up during this stage. Adolescents do not want parents who shout and scream everytime they do something wrong. Neither do they want parents who ground them or give them beatings anytime they are late. They would rather have parents who communicate with them; establish the problem and find a solution peacefully. Parents should try to understand their children as they also passed the same stages. Parents should also try to understand that times are changing and influences are becoming more each day. Parents should try to examine the relationships between their children and the other children and should try to offer advice and support.

Parents should not control their children's lives, they should have control in their children's lives. Parents should not dictate to their children as to what to do with their lives, they should rather show them the right way. When correcting children, parents should show/tell children their mistake and should suggest a better way of doing things.

When parents become overprotective, the more their children want to escape their grip. "Being overprotective is just as bad as being underprotective".

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S17

Parents should not control the lives of their children but they should guide, advise, teach them to respect and communicate. That will enable children to open up to their parents. I believe parent is another word for love, respect and responsibility.

These days things have changed, there are dangerous things that teenagers are involved in. But parents should not control their children as they will confuse their children. They should tell them the consequences of the dangerous games they are playing.

There is no bond between the controlling parents and their children and as a result children will not disclose or ask questions about their experiences. That is why we have the highest rate of Aids infected teenagers.

Research shows that approximately 90% of teenage pregnancy and drug abuse are controlled children. As they do things without responsibility because their parents never taught them. These children only behave themselves in the presence of their parents. Children must not do good things because of the threat they get from their parents. They have to be able to identify good things from the bad ones. They have to learn to choose things that will also give them confidence in what they do.

Responsibility is something which is indestructible and parents must strive to show that to their children. Then we can have responsible teenagers who stick to their words and plans.

Children have to be taught how to maintain their dignity. As Africans believe that it takes a real parent to raise a child.

It's the parent's duty to maintain their relationship with their children by means of communication. Then children will be able to share secrets and experiences with their parents and they will learn to trust and believe in each other.

By giving children freedom of speech, we can fight the endemic disease, drugs as well as alcohol. There are some children who really need help and to be guided.

We have also to bear in mind that children were not allowed to discuss anything with their parents in the past. But these days things have changed. There must be communication between the parents and the children.

Parents should learn to be polite and friendly when they talk to their children even when there is a problem. That will enable children to tell the truth before they are asked and they will maintain a good relationship.

Children must learn from the best and if parents display love, respect and responsibility so will the children. Then we can have responsible future leaders in our country.

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S18

In the past parents controlled each and every activity that took place in the lives of their children. Due to historical background and traditional rules, teenagers did not have any problems following the rules.

In the materialistic world we live in, it is necessary that parents control the lives of their children. Our daily life is based on acquiring material things which leads teenagers into bad behaviour end they end up being criminals.

It is important for parents to know the feelings and needs of their children. This will lead to a very good relationship between them. They must have a good approach when trying to solve a problem because teenagers don't understand or don't want to accept the mistakes they do.

Due to disagreements in families, most children run away from home. They end up as street kids because most parents tend to abuse their children when they break the rules and they don't try to look at the problem and try possible solutions.

Parents need to be taught about the stages which teenagers undergo in their lives. This will give both the parents and the children a broad mind of how to solve their problems and maintain a good relationship between them.

Children also need financial support from their parents, without money they wont be able to go to school and will be illiterate for the rest of their lives. In the society we live in, we need educated people or people need to be educated in order to survive.

Without financial support from parents, children end up begging for food or eat out of dustbins in the streets. This leads to a corrupt society because

those street kids start stealing in order to survive. Parents need to provide for their children for as long as they are young and unemployed.

Children who grow under parental guidance have a brighter future and can improve the economic standard of their families and poverty is reduced. Therefore I think that should parents be given a chance by their children to control their lives, there would be less number of street kids and crime in our society.

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S19

I think parents are very important in the lives of their children. So I think parents must be able to control their children's lives because they have experience in as far as life is concerned.

I think parents must be able to control their children, because children need support in order to grow properly and parents are the only ones who can give children full support. So, if parents are not able to control their children, children will receive less support and motivation because support and motivation are very important to the lives of children, so parents must be able to control their children. Children cannot live properly without support and motivation from parents. Parents are more important to the lives of their children as far as support and motivation are concerned.

Parents must be able to control the lives of their children, because they must discipline their children. Parents are also important in disciplining. Children need discipline, so if they aren't able to be controlled by their parents where will they get discipline. For instance, we can compare two children, one who is controlled by his/her parents and one who is not controlled by his/her parents, we will find that the one who is controlled by his/her parents will be more disciplined than that one who is not controlled. And if children could be given a chance to be independent, our tomorrow nation will lack discipline.

I also think that parents must be able to control their children because parents have experience in as far as life is concerned. So they (parents) must teach their children what life is all about and they have to teach them to differentiate between what is good and what is wrong. Parents have to warn their children about all bad things they experienced, so that children are aware. Children can grow much better if they are controlled by their parents because they will be able to gain some experiences on how to live a better life from their parents. Because experience is said to be the best teacher , parents will teach their children much better by using their experiences.

I also think parents must be able to control their children because children need to be guided and advised. Children need good guidance and advice in order to be successful. So parents are good at guiding and advising. I think parents are the first people whom we can say that they give children good guidances and advices, I think there is no parent who can give his/her

children bad guidances and advices. So I think parents should control the lives of their children.
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S20

Life is a long journey and it is sometimes unfair. There are lots of splinters, nails and pins which will stab you in your way of life, so you have to get someone to help you through and take them out and there are also the long, darkest tunnel in life you will need someone especially your parents to help you get out and walk in the light.

Many children often get lost because they claim to know what is right and wrong while they are less experienced. Some of them end up being gangsters, streetkids and even thugs. But under the control of parents teens might not become the thugs because parents act as our centre pivots and they also sharpen our future and by so doing they become our role models, our inspiration. And through the parents' control we are also taught to be responsible enough about our lives when grown and become responsible parents.

As we know that failure is the womb and we have to be willing to fail, our parents help us to overcome always failing and lead us to greener pastures. Through the control of our parents on our lives we are able to notice ourselves easily because they are supportive and enlightening on our lives. Those teens who end up being gangsters and thugs they had never allowed their parents to control them, they never respect, they never let them lead them and show them the light. Now teens are able to pursue their studies and become responsible caring and loving mothers and fathers. As we know that charity begins at home we have to obey our parents. We have to allow them to control our lives they have the experience on what is happening in this global world.

As we know that for a cub to catch prey it has to be taught and shown by its mother how to catch we also have to appreciate the love, support and the control our parents are providing on the days of our lives. There is no bird that can fly with one wing, it needs both the two wings to make it and feed itself in order to survive. So let us let the parents control our lives so that we are able to get out of the dark tunnels and go to greener pastures.
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S21

Yes, parents should be able to control the lives of their children from the age of 13 to 20 years. If parents want the lives of their children to be successful, they must control them so that those children end up having a bright future and be respected by other people.

Most of the children when they reach the age of 13 to 20 years, there are lots of challenges or problems that they come across. For instance boys when they reach the age thirteen, some start smoking dagga, drinking beer, walking around at night. Sometimes they become gangsters. At

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sometime they carry guns and knives. When walking around at night, these boys you will find them stealing other people's property.

It is important for parents to get involved in the lives of their children so that they are able to teach them what is good or important in life.

If you want your children to be intelligent at school you must always be involved in their lives. Parents must be influential in the lives of their children to avoid misunderstandings between a child and a parent

Challenges or problems that girls from the age of thirteen to twenty find themselves are such that as a parent you must be able to teach them how to behave themselves as girls. Another thing you must not allow them to take their own responsibility of taking care of themselves because that will lead them to become prostitutes and some will end up being raped.

Girls are to become mothers of tomorrow, by that do not allow them to walk around at night because you will find that those girls are going to enjoy themselves at the beerhalls. This is not the responsibility of the child but is for you as a parent to prevent such things by controlling your children even if it is tough.

Boys and girls like to get involved in relationships only to find that when time goes on he/she does not know how to handle problems with the partner and that will result in lack of concentration at school, some of them end up commiting suicide because there no one to help them.

Parents must control the lives of their children. Parents must not allow them to be independent, even if a child don't want to be controlled, parents must just do it because at the end your children will thank you when they start to realize the good thing in life than the bad things.

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S22

Parents are not supposed to control the lives of their children instead they have to guide them to follow the right track of life. These days many children go out of the parents' hands because of strict control from their parents. Children who are being controlled when they go to tertiary institutions e. g. universities they start to live their own lives and to control themselves.

If children don't have enough guidance in life at home, they start behaving like fools or cowards and they abuse drugs, alcohol and even come up with wrong ideas such as thinking of raping and stealing. Children who receive proper guidance at home have no problem of facing the world on their own

because they know what life is all about and expectations in the society and they also know how to guide their fellow students at school.

Parents are not supposed to control the lives of their children because children who are being controlled know only the rigid rule, they are not flexible, they stick to what they have been told by their parents and which is wrong especially to the teenagers of this day. Parents must leave their children to explore the world on their own, they must only intervene if they see that they are taking a wrong track. Parents are there for guidance and take care of their teenagers only not to control them. Both parents and children must build good relationships not to be a ghost of someone.

Parents must play the good role for their teenagers because they are the leaders of tomorrow who need to know what is going on out there, so parents must not interfere of what their children needs to do, all they can do is to give them good ideas and help them with what they cannot cope with and always advise them about what is good and what is not good. Parents have to give their children a great chance to face the world alone this would help them when their parents are gone or dead.

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S23

If there is one thing that really makes us feel our humanity, it's the relationship with our parents, the love and support that they give us. Our families mould our early lives but sometimes we must stand up and do things for ourselves.

Children may have the same age or equal physically, but this does not mean they are both mature enough to be independent. Children are different, some become mature at a very young age and others take a long time before they reach their maturity. Parents must give their children freedom depending on their maturity.

Decision is the sign of responsibility. Youth are ignoring the fact of being responsible for their actions. Some expect their parents to solve their problems and there are others who are standing up and facing their problems. There is no way we can allow parents to give freedom to those who are failing to make choices.

Employment is playing a major part in our lives. Children must be able to support themselves before they become independent. Children are facing a major problem of unemployment today. Parents must give their children independence when they have jobs.

Parents are helping their children financially and emotionally, children must understand and appreciate that children before they become independent they must be able to support themselves. No matter how grown up you are, when it comes to your parents you are still a child.

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S24

Many parents face challenges of raising their children. They try hard to conquer this moral dilemma of whether they should exercise control or not over their children, especially teenagers, whereas others have tried and accepted defeat.

Parents always do their best to equip their youngsters , they also expect their children to see how they (parents0 desire the golden gleam shines brighter on their little ones before their time as teenagers.

Defining parental control

Quoting Diana Baurnid (1968, 1971) demonstrating on parental control or authority as it is sometimes called, there are clear differences between three parental styles; the first one being the authoritative parenting which is high in both demandingness and responsiveness, another is called authoritarian parenting which is also high in demandness but low in responsiveness, lastly, we also have what we call permissive parenting which is low in demanding but high in responsiveness.

I strongly support the demonstration as given by the psychologists Dione Baurid. It is clear and perhaps in my own view it is rather practical than theoretical knowledge of understanding the psychology of adolescence. I also think parents should control the children only under certain circumstances. Naturally speaking almost every human being – wise or foolish grow lacking the ability or capacity to act and react on certain matters, so parents should be there to guide and teach and to some children this might be viewed as ways of controlling. For example a teen-boy and girl of thirteen years cannot sign marriage contract without the acknowledgement of their parents though the law may permit such contract but parents should be involved and if they criticize it with a reasonable doubt it should be considered though might seem controlling the children's lives.

I am of the opinion that parental control should exist but to undermine the children as to dictate to them without reasons. In other words it should be fair and just caring in our mind that it is of course reasonable and not completely limiting. The root must emerge from the foundation of love and concern and above all this it should be reasonable. Their concern, not that it should be only tactful but should show the real concern and responsibility that is normal and acceptable to the social (perhaps also social conditions) norms of life. For example all best guidance should be given to help teenagers overcome the problems and every aspect ; like relationships, dating and teaches them the moral orientation.

Sometimes children might choose a life of their own because rebellious undisciplined or change to anything else which goes opposite with normal life. But many parents and children who long to have good family. Parents should learn to share their feelings towards each other as parents and children rather than exercising the spirit of authority to control.

Yes, in my opinion parents has the right to be able to control the lives of their children who are 13-22 years because they have to be shown or taught what live is all about so that they do not have to rush into things that

can destroy their lives or their tomorrows and become suffering their whole life.

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S25

Yes each and every parent should be able to intervene in their children's lives because person of 13 years does not even know how life is about when you do not have any guidance in your site, so that parents have to sit down with their children because they are still under parental guidance and they do not have rights to do things without noticed their parents. Parents can even control the live of a person of 22 years, even if he/she is matured because she has the right to be a family man or wife and have children. But parents has the task of noticing this child from being a good person in life who is going to be respected one day because parental guidance is the main thing that need to be done in every child even if has become over 21 years, parents are needed in the other side to show the right way or direction how to deal with something like problems, sickness which are known by elders, so that they need to be on the other side helping their children's lives because they are still not having knowledge about what is going to happen in their lives in the mid 30s to 40s. parents should be able to control the lives of their children because many young people are infected by dangerous diseases which they do not even know because parents does not like to sit down and talk to their children about something which is not good. Things like having sex with elder people while you are still under age. Those who are 21 years and above have to be taught how to protect yourself from being pregnant while you are still not have achieved something good in your future and they have to be able to control their children's lives by teaching them or giving them information about bad things that occurs while you are under the influence of alcohol and drugs and hanging up with people who does not even care about their future. Parents should be able to control the lives of their children by giving them

information about how to manage yourself when you become a household name or member so that you can manage your family in good condition without vandalizing up things.
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S26

Contribution of parents in the lives of their children gives the children direction of life. If parents can just sit down and watch what is going on in their children, they won't benefit anything, the results of all this will be heartbreaks in parents. At the age of 13 and 20 is were the children starts to do many things as peer groups.

In a circumstances where children are grouping themselves in most groups they learn to control themselves and they do need an adult to can calm them even though they are doing wrong things. In peer groups you may find that they start to use drugs and alcohol together with crime.

If parents can be close to their children, guiding them, showing them the beauty of life. Those children grow up having knowledge of life, even though they are in the age were they will be forced to do many things as to prove they are clever to peer group, those children wont lose direction because they know what live really mean in their lives. Communication between parents and children is essential.

Sometimes children thoughts maybe their parents does not love them because parents are living their lives and not saying anything in the lives of their children. Some of the children are street kids and criminals because of a distance which was between them and parents. Lack of communication may lead children to have wrong thoughts because children need love, care and guidance from their parents.

Parents must really contribute in the lives of their children because children cannot stand by their own doing good things. For now the whole world is wondering about crime and aids. These things are connected with young

people especially between the ages of 13 and 20, crime is committed by children who does not go to school when everyone is too far from them.

Some young people are victims of aids because of lack of knowledge. Parents are having a duty to talk to their children about sex. Parents who do not talk to their children about sex need to consider whether they would rather bury them. Ignorance is the enemy that must be defeated. Some parents make a big deal about talking to children about sex and some say it is against their culture.

Loving parents give their children sexual education in a normal and even fun way, it protects children from sexual predators and Hiv. How can a child tell his parents he/she is being sexually molested if the family has never spoken about sex? Parents who talk to their children about what life is they create friendship between them and children.

Parents must not just rush children to school and expect the teachers to teach their children everything in life, there will be some things that parents will need to be helped with teachers to help their children, teachers teaches children in school and parents teaches their children in the home. Some parents expect teachers to take responsibility in their lives of their children but lovely parents helps their children to understand what life really mean.
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S27

Some of our parents can build us a better future if children give them their responsibility. Parent also want the best for their children. According to the word of God the bible tells us that children must obey their parent rules so that they can live a long and happy life.

I remember the story of those two brothers from the bible one brother asked his father to give him his belonging because he had no one to look after him he misused all the property that his parent gave him. He suffered until he went back to his parent and asked them to forgive him, it shows us that children cannot control their lives.

Children has the right to make decision in some issue for an example to choose their career and so many other things but our parent has more power to our lives as long as we live under their roof they have to control us. The word of God says respect your father and your mother and you will live a long time in the land I am giving you.

Let our parent control their children's live for a brighter future and they have more experience in life than children.

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S28

These days we find that children under the age of 12-20 years have to be controlled as they are living under pressure at fast world.

Children have to be controlled because some of them live the life they don't want to live but because they sees others doing things they think that they have to do that. They think that it is the way of living real life. They do things under pressure so that the groups of friends they are living with cannot take them as fools.

Because some teenagers don't want to be called fools by their peers they put their life at risk. Others put themselves at risk by smoking because they see their friends smoking dagga, drugs or even cigarettes they started thinking that it is better for them to smoke too. They think that those who are smoking are enjoying themselves. They think that those are living life which is enjoyable, life which is good and desirable. Then their parents have to settle down and tell their children that there is nothing enjoyable in smoking.

Some teenagers when they reached the age of 13 or 14 they started thinking that it is their time to have sex. They think that it is their time to enjoy themselves by having sex. When a boy reaches the age of 14 he think that he have to prove that he is a man by having sex with a girl. They think that girls can let them down if they don't have sex. When a girl

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reached a stage of adolescence she thinks that she is capable of having a boyfriend now and she have a right to have sex as it is her time.

Some teenagers have sexually transmitted diseases because they are having sex when they still young and when they are infected they are afraid of telling their parents what is happening in their bodies as they think that their parents will beat them. So parents have to sit down and talk about sex life with their children tell them the advantages and disadvantages of having sex when you are still young.

Parents have to control their children when they are still young like when they are at the age of 5-10 years. They have to tell them rules of the house like time at which they have to come back home. They have to know what will be done if they get home late and this will make parents to be able to control their children even when they are teenagers I mean when they are 13-20 years.

I think that parents have to have a good friendship with their children so that they will be able to control them because these days life is too fast.
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S29

Youth is a person in a development period from the age of 12 up until 22. it is a transitional period of consideration of biological, cognitive and social changes. Parents play an important role in this world. They try their level best in order to see us having bright future.

Youth are people who grow up with a dream of achieving a goal and high hopes. And if our parents are not controlling us we won't be able to achieve our goals and our dreams will never come true. If our parents were not here to control us we will be living dirty lives and no one will ever respect us. Our parents must control our lifes so that we must be able to face the world. They are helping us from doing crime , evil doings etc and we as children when the age of13-20 we tell ourselves that now I am old enough I can do anything I want at any time and I have the rights to do so. And when

our parents are trying to help we tell them that this is our time but when we are having problems or when things are difficult we run to them for help.

God made our parents so that they must take care of us. A child must respect his/her parents it doesn't matter you are a father or mother now. Our parents are still respecting our grandmothers. So why we as children copy from what our parents are doing in life. Our parents are going to be happy seeing us suffering and not having good life. Parents should be able to control the lifes of their children and they don't they will be no respect in this world and life will be useless for children. Children will not be able to face the challenges of this world being alone. All they need is their parent's care, love, guidance and etc.

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S30

Parents must play a very vital role in their families more especially for their children. They should give them support and teach them how to live real life because it is their duty. Children between the age of 13-20 are still under the control of their parents.

These days children are the victims of rape. So to defeat this enemy rape, parents should control the life of their children because rights have limits they should talk about sex with them does not destroy them or mislead but drive them to the real life. Parents who don't talk to their children about it they have to change their mind. Loving parents give their children information about sex in normal way. How can a child told his or her parents that he/she is sexually abused whereas their parents has never spoken about sex.

Parents should control life of their children in a right way not by beating them when they did something wrong. They have to remember that words are stronger than stick. Most of children who always being controlled by stick they never change their life so if a child made a mistake you have to sit down with him and talk to him.

Some culture allows children to be punished to make them stronger. A loving beating gives child strength it is necessary to make sure that discipline is taught in a correct way. They said for an example if a thief commit crime and left unpunished then what will stop him from doing that again. The same applies to children if they do something wrong and left unpunished they will continue doing that. Children must be punished but for the right reason.

Parents should control the life of their children between the age of 13-19 (teenagers). These days these are victims of Aids because of lack of advice from their parents. Parents should love their children and talk with them about sex and the consequences of it. Most of the teenagers they thinks that they grow enough and they did not need the support from their parents. That is why teenage pregnancy develops. She think that she will have child support grant not knowing that it will not support that child forever and some misuse that money they increase poverty. So as to say parent should play important role on the life of their children , educate them we must teach our children about real life.

Children expect to get love and the tender care from her parents. Some children become street kids because of a lack of guidance. Teachers have to control children also because they are parents they have to give better education. We have to know that education is the key to a better future. An uneducated child add to the growing number of criminals. Parents have to tell their children about Hiv and Aids and STD to decrease the spread of this diseases. They will end up having successful children who will take care of them one day.

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Honours Sample essays (English Department)

PROMPT
In your opinion, is it better to finish higher education in South Africa or Overseas?
S31

As a South African I prefer to do my higher education in South Africa. Education is gaining new knowledge in different areas of life. Education is the key to a successful life.

It is better to do higher education in South Africa as a South African, because most of the knowledge that is acquired in tertiary institutions has to be put into practice after completing a diploma or degree.

It is wise to do practicals in the place where one intends to work and live so that it becomes easy to get used to the place and work. It takes a person who can afford to study overseas. Most South Africans are poor and it is not easy for them to afford to study overseas. Unless sponsored by companies which takes mostly the intelligent students to get scholarships to overseas. Such an opportunity is not for everyone who wishes but the chosen few.

Some people say studying overseas gives you a chance to mix with people of different countries, I agree with the idea. It is good for a person to be familiar with different cultures of different people. But South Africa is a multi cultural society. It' population is made up of people from different cultures and communities. For example many students even at primary and secondary schools get to mix with students from different cultures and

communities at an early age. And even at tertiary level there are many institutions or universities that are made up of students from different communities and cultures.

For instance, universities such as the University of Cape Tow, Wits University and Rau are just a few of the places where you have students who are black, white, Indian, coloureds from many African countries, from Europe etc. even at our institution, Univen, we have a bit of that mix even if there are no white students. So whether you are studying overseas or in South Africa you will meet all these people and learn to work and live with them.

Some can say it is wise to study overseas maybe because the standard of education might be higher, but we must consider the fact that there is a possibility of one to acquire knowledge overseas but is unable to use it in South Africa. Technology in South Africa is not the same with the technology Overseas.

The most important issue is not the place where knowledge or education was acquired but education itself is important. It can be a challenge to travel and get to know places while studying but one can be educated without going Overseas. It is better to study where there is access to practice in the field of study and where it might be easy to use that knowledge in a better way.

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S32

It is better to do your education in Overseas simply because overseas educational system is more advanced and helpful as compared to South African education.

The Overseas education involves a lot of practicals and technological skills, which is more important for human survival and existence. For instance in Japan and China in a tender young age of three you are taught how to manage and budget money which proves to be more helpful and important. Overseas education in terms of teaching people in the younger age the way of surviving through innovation and wisdom. That reflects the vital part that Overseas education plays which also towards economic viability and as such the hardships of life and escalation of a serious global problem (unemployment) will be curbed. Inspite of education that one would have from Overseas one can produce machines equipment which can be helpful in making finished goods from South African wealth (gold) which South Africa supply approximately 48% in the world. Due to lack of proper skills no one can make something worthwhile. The best way of gaining skills is through studying Overseas.

South African education deals more about theories than practical things like studying about olden personalities e. g Aristotle, Socrates rather than putting more stress on life beneficiary skills on how to implement those those theories to make something more important. The journalism for instance in Univen specifically as South African higher learning institution more theoretical than practice which proves ineffectiveness of South African education. This ideas emanates the research and observations I have made as a student of journalism. These hinders South African citizens to possess important, necessary skills as compared to Overseas countries which gives Overseas based education more values as compared and contrasted against South African education. The Overseas based education can help South Africa as one the third world state to improve and maybe to match or even to surpass those superpowers like United States of America (USA) which will also dispel the notion that if you

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leave your native country, you lose everything including patriotism, loyalty and pride. Because you gain skills from Overseas education, and plough back to benefit your own country (SA) which really proves that the idea of studying Overseas is helpful especially when you started your lower education in South Africa. Because the culture will still be within you. Then when combined both lower South African and higher education becomes more effective.

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S33

Doing the higher education in Overseas is better than doing it in South Africa. The person can come back more sophisticated and highly educated as the standard of learning is not on the same level.

Overseas countries are well developed and there are lots of facilities that can be used to encourage higher education. Students who are doing higher education Overseas in well developed countries are better because they will also accumulate higher developed education through highly skilled teacher but are obviously not compared because they are vary, found in different place, developing and developed.

When you are doing higher education in Overseas you will be meeting many different people from different countries who have different cultures, values and beliefs and they will also be using different languages. Here you have the advantage of learning of learning other foreign languages and you also be able to identify cultures and you will know that this people are from this culture, they believe in this and that and by knowing that you will be building your status quo.

The standard of learning and teaching overseas is higher than the standard of learning in South Africa. Overseas teachers are obviously highly qualified as they are also found in highly developed countries cause to my point of view I think development in a country is also determined by the standard of education or rate of successful people in the particular country.

Doing higher education Overseas also benefit South Africa as a whole because those student if they are employed there Overseas they come home rich with foreign money which strengthen our economy.

The person who is doing higher education Overseas brings back new unknown well products in our attention so that South Africa will benefit from the production of new products.

Higher education Overseas is also better in the issue of technology. Technology in Overseas countries is developed so students who are doing higher education there could be familiar with technological products and sometime have the ability to create something technological.

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S34

It is good to do your higher education Overseas. First you will broaden your mind by traveling to that place and you can see the difference between the countries South Africa and Overseas.

When you study Overseas and you finish your degree you have good chance to get a job Overseas countries most of them are well developed and the standard of education is very high.

When you get your education from Overseas and you come back to South Africa you get any job so easy. The employer from South Africa they don't look at your qualifications they want to know first where are you coming from or where you studied your education.

In South Africa people who are educated they are not working because of lack of jobs. But foreigners are the ones who holds jobs in this country because of their best higher education. Because they are coming from Overseas.

Because of that most of people who are from Overseas are not educated they fake their wrong qualifications and come to South Africa and they know that they are going to get a job.

You can find that a person is a lecturer but he passed only standard 9 because of that South Africans they don't want to employ South Africans

they want those from Overseas. So it is good to do your higher education Overseas because you will get more experience and many chances to get work.

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S35

A comparison of standards of education between Overseas countries and South Africa has become a hotly debated topic in recent years. This is partly necessitated by South Africa's transition to democracy and the ever-increasing question of South Africa's skills levels and its preparedness to address its new challenges.

Education is a universally important phenomenon both locally and abroad. It plays a crucial role in equipping countries to adequately address unique challenges faced by them. The impact of such education is largely determined by the levels of development of the various countries. Regardless of this act, education remains important in helping countries sustain and in some instances improve their respective lot.

Any comparison of education between Overseas and South Africa education is not complete without taking into account the various stages at which those countries are in development.

The education of third world countries is largely development oriented whereas that of first world countries is mainly focused on industry and technology. South Africa is situated between the two extremes and can best be described as a second world countries since it displays elements of both first and third world countries.

Taken from a development perspective, South Africa's education appears to be best suited for local circumstances and as such preferable over Overseas education. However, when industrial and technological considerations become an imperative, the education of Overseas countries such as Japan and the United States of America take the lead.

This situation doesn't make any type of education lesser than another. The main considerations should be whether it is relevant to prevailing local

circumstances and whether it meets the educational demands of a specific country at any given time.

It is arguable that South Africa currently needs both kinds of education. This will ensure that it meets demands placed upon it in terms of development, industry and technology.

In order to achieve the above objectives, South Africa has to nurture its own home grown development –oriented education system and import industry and technology education from Overseas countries. The two sets brought together help advance South Africa as a country and are, in a sense, complementary to each other.

This emphasizes the point that instead of merely stating the advantages of the local education system with those of the Overseas education system, and the disadvantages of both an approach is adopted according to which both systems of education are compared in an integrated manner taking into account both their weak and strong points respectively.

It is a fact that comparatively speaking, a perception has been created that Overseas education ranks over and above South Africa education. Although this is partly true, it doesn't go the whole way in that it stops short of acknowledging the contribution of South Africa's own development education system.

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APPENDIX E
Geography Honours Sample essays

PROMPT

Discuss the role of Indigenous Knowledge Systems (IKS) may play in our understanding of Environmental Conservation.

G1

Indigenous knowledge system is regarded as the way in which the indigenous people use to conserve the environment. It was therefore seen as derived science.

Through culture and belief the indigenous people have adopted strategies which they would to conserve the environment.

The environment was conserved through agriculture, health care, food production, education and also conservation.

Agriculture

The indigenous people used to spend most of their time in the field. This has also made them to come up with strategies for conserving the environment.

Through shift cultivation the indigenous people tend to realize that the soil is no longer fertile and this has made them to move to other area.

Such movement have made or allowed the unfertile soil to gain its state for the soil to become fertile like the way in which it was before.

The indigenous people also have another strategy of conserving the environment and it is called pastoralism.

Pastoralism are those people who used to have lots of livestock. They did not want them to feed from one area for a long time because such an area might not be having enough food after a long time.

They also have to move from one point to another (from point A to B). this has also allowed the pastors to be back to its original state as they will be moving from one point to another.

Health care

The indigenous people have also found vegetations which are not supposed to be disturbed for any other purpose rather than for health care. Plant species such as Aloe vera was not supposed to be disturbed because it was used for medical purposes. Aloe vera was used for pimples even today people practice that that strategy.

Food Production

In the past indigenous people used to feed themselves on wild fruits. So these have made them to avoid cutting trees which provides them with food for survival.

Plant species such as the fig tree it was not suppose to be cut down because it provide them with food.

The same applies to Morula tree. It was one of those fruit trees which was used for many purposes. Its fruits was used as a source food and it was also used for making traditional morula beer.

Education

Through culture and beliefs of the indigenous, their means of conservation have been existing to date. This have become as a part of education because it have merged with our great grand father's and even today such practices still exists.

Through inheritance education have been spread from generation to generation

Environmental Conservation

The indigenous people have come up with strategies of conserving the environment for decades. This means that conservation was practiced long time ago before it even become as a subject which is introduced at higher institutions today and at the school level.

Environment need to be conserved for future generations. Besides for future generation human beings and environment interact. Both depend on each other for survival. Human beings cannot live without vegetation and vegetation also depend on human beings.

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G2

Indigenous knowledge is the knowledge used by our ancestors in order to serve society. Indigenous means the origin. It is the origin of plant and animal species. Biodiversity knowledge system means epistemology and ontology. This is the idea about knowledge. How knowledge is invented or created, how it is used or misused.

Every society has a way of conserving nature. And also a way of passing knowledge from one generation to the next. This passing of knowledge from generation to generation can be done through language.

According to Herbert Vilakazi in his journal (2000), the knowledge that we have as Africans is as important as that knowledge for the Western. The only idea is that when those people came to Africa, they rob us. They took our knowledge for granted. They never took into consideration, they labeled our knowledge as evil and theirs as Christianity. If the African knowledge was not that important, we would not be alive because they would have destroyed everything including plants suitable for medicine and the like.

In our tradition (the Venda tradition) there are some procedures that are used in order to maintain the environment. For example in agriculture. The pastoralism herd their animals in a certain area, when they realize that that area is no longer having food for their livestock, they shift to another area. In some cases, they used to divide the area into subareas/stratus. They may divide it into four areas for example. They will herd their flock in point A, when they see that point A is no longer productive they move to point B, then point C and point D. when they finish point D, they know that the first

point will have generated again. They move to point A and do the same. By so doing their flock never starved because of shortage of food.

Indigenous people were very much intelligent when they go for wild animals, they don't kill the young ones and the pregnant ones. They take it as taboo. They say that the young animals have got no enough good meat. By so doing, those animals were protected and give birth to another ones.

Indigenous people had some rituals or beliefs which they use to protect valuable or important places. For example, Tshipise, Sagole Spar, Nwanedi reserve etc. they say that it is taboo to go there. If you go there something bad may happen to you or you may even die. And by so doing the area remain protected.

Some plants that are good for medical purposes were also conserved. For example, Mutavhasindi. They say that if you want to go there you should go there at night , without clothes and you should be a clan to a certain family. If you are not a member of that family, you were totally rejected to that place. By so doing the Mutavhasindi remained protected even today.

Indigenous people use wood for fuel purpose because they know that people may cut all the plants even those that provide food for them, they say that A is not all plant that are fit for fire. People are not allowed to cut the Morula plant (as an example0 for wood purpose, especially when this plant is not dead. If you are found that you chop it you may be caught even today. This knowledge helped a lot because those plants are still available even today.

In our understanding of environmental conservation today, we should know that we are not the ones who developed the idea of conservation. This environment has been conserved long ago by our ancestors. If it were not conserved, some of the species would have been extinct by now. Our ancestors be appreciated for what they have done. If we look today areas like Mphephu resort, Mutavhasindi, Tshipise and the like are now valuable than before. They are now for tourism purposes.

Plants like Aloe (tshikhopha) are still used for medical purposes even today. The language used by our ancestors to pass these knowledge from generation to generation should not be overtaken. They have to be rewarded or appreciated for what they have done.

What I can conclude is that without indigenous knowledge system, we would have been extinct or die, we would suffer without plants for medical purposes. Some of the animals like elephants, zebras would be extinct as even indigenous knowledge is still important even today.

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G3

Indigenous knowledge systems (I.K.S.) was described as knowledge indigenous people or other defined society which evolved over time hence drawn from generation to generation through process of communication.

Indigenous knowledge system was used by Warren as a synonym of local experience where he define it as unique to a particular culture. To be indigenous according to Mathias Mundy, a knowledge should be active component of culture hence bestowed used and communicated by member of that culture.

In contrast to correlation of tradition as I already said, indigenous knowledge system is dynamic rather than being static meaning that it is subjected to constant changes through indigenous experimentation. Local people generate new knowledge every day by observing their environment hence test new knowledge through errors and experience. They also include new technologies in their knowledge systems.

Indigenous knowledge system as related to agriculture and conservation of biodiversity it contain wide range of local experience in natural resources used and management techniques.

Shift cultivation

Shift cultivation is an indigenous practice that help to mitigate and reduce possibility for an environmental degradation. Cultivating from block A in

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1991 and shift to block B in 1992 provide chance for block A to recover, this strategy work in a sustainable manner to the environment.

Incomplete clearing of vegetation.

Clearing vegetation but leave stump and tall trees helps the root systems to adhere to soil during rainfall. This reduce potential for erosion. Even shallow ploughing which is now known as minimum trilloge is crucial as well.

Slush and burn

Slush and burn proved to be useful as a indigenous practice because on forest zone many plant proved to be in a state of continuous adaptation. Burning process helps in enriching soil fertility rather than burying green composts. Many species proved to be enriched by exchange of gene from their relative weeds because of this burning process.

Taboos

Taboos is also used as indigenous practice for managing biodiversity. Other places are not allowed to be harvested as they are regarded holly place or as contain spiritual items. If you kill a black wild cat, you will not have children in future and your family member will die one by one. Because of this allegations; black cat was conserved.

Indigenous knowledge system adopted to a wide range of local condition hence provide abundant of food supply while on the other side mitigate potential for disease, diseases and pest problems. If make use of wide range of species and world race which vary in the reaction against pest and disease problem. It produce sustainable utilization of natural resource through experience of farmer who did not depend on scientific information and market.

Indigenous knowledge systems have been available up to this recent outsiders but more information were ignored for a number of reasons. It was criticized that during colonial era, Africans had little knowledge to impart and their indigenous practice were too primitive hence were against

Western and Asian techniques. Indigenous practice like slush and burn were criticized of being destroying forest and soil fertility hence was responsible for environmental degradation.

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G4

The indigenous knowledge system and the conservation of the environment are having the relationship. The indigenous knowledge can be defined as the knowledge that is used by the particular group of people and this knowledge is found in a particular area. The indigenous knowledge system is the knowledge that is originally found in the particular area and this knowledge are used by the people that live in that particular area. Different culture have different knowledge and these knowledge is normally passed from one generation to the other generation by mouth.

The indigenous knowledge played a role in the understanding of environmental conservation. The use of the indigenous knowledge help in the understanding of the environment and the problems that human can cause in the environment and as a result of this the indigenous knowledge help to reduce the environmental problem such as overexploitation of resources by human beings.

Because of the indigenous knowledge people were using the indigenous system in maintaining and conserving the environment and this was proven useful. Indigenous knowledge and the environmental conservation should not be separated, this is because the indigenous knowledge system help or assist in the conservation of environments e.g. Indigenous knowledge system use the taboos as another technique of conserving the environment. By using these taboos, people are not allowed to use or exploit the natural resources of the particular area. This is done by formulating certain taboo which on the other hand, put some constrain to the people in using the natural resources. E.g. people are not allowed to go to certain areas that particular group of people believed that the spirits of their ancestors are found at that particular area e.g. mountains. As a result

of this that particular environment is being conserved or protected. This means that the problems of the depletion of natural resources in that area cannot be experienced.

The indigenous people used to practice their agricultural activities and they preferred to use the organic waste from their animals as manure and this help to protect the nutrients in the soil and also provide the environment for the micro fauna. This means that the nutrients from the soil is maintained by the use of the indigenous knowledge system.

Environmental conservation is influenced by the indigenous knowledge because the indigenous knowledge help in the people's understanding of the environment.

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G5

Indigenous knowledge is important in the conservation of the environment. Indigenous people have knowledge on how to preserve the environment even though they were not using scientific and written down laws. It was based on agriculture, health care, conservation and food.

Agriculture

Culturally, there were areas that were restricted from cultivation, areas like steep slopes. People were not allowed to grow their plants their. Fields and places for grazing were put to rest for certain periods, allowing those places to regain natural vegetation.

Food

Trees which bears fruits were not allowed to be used as wood or to be cut down. It was a taboo. By so doing , they preserved food from these trees, for example, baobab tree, morula. That is why we still have these kinds of trees in our areas.

Healthcare

Trees and plants that are used as medicine are not allowed to be used as wood for fire or to be cut down. If you are found cutting those trees and you are not a sangoma, you would be charged. For example, an aloe plant.

Conservation

Some of the areas were conserved. Areas like Funduzi – not everybody was allowed to go there. These preserved the natural vegetation around the area. There are geographical and environmental ways of preserving natural environment. Geographical is divided into aquatic and terrestrial.

Aquatic – plants and animals in water are protected or conserved. For example, introduction of seasonal fishing, if fishing is to be done throughout the year, then all fish in the river or specific dam will be extinct. Funduzi – people are restricted to go there, only specific people are allowed to go to that place, so vegetation around the area and aquatic animals are protected.

Terrestrial – not everybody is allowed to go to Thengwe and cut Mutavhasindi. It is the Mutavhasindi people who are allowed to cut it during the night and being naked. That is why Mutavhasindi is still protected.

People need to protect and preserve environment because we depend on environment for protection, food and others. Vegetated environment controls good climatic condition. Vegetated area will be cool. Deserted areas are too hot. Bad impact on the environment brings bad results back to us. We must protect the environment in order to enjoy the benefit of good and conserved environment.

Knowledge and understanding about the environment and how to conserve it is passed from generation to generation through cultural education. Parents pass the knowledge to their own children. Children pass knowledge to grand children. Environmental conservation is bound to cultural, belief and language of specific people. Every society have ways have ways of caring for nature, these ways are passed from generation to generation.

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G6

Indigenous knowledge can be defined as the indigenous knowledge that indigenous people have gained from their ancestors. It can be defined as

derived science which pass from one generation to the next generation within the particular culture of a specific geographical area. It plays an important role in the understanding of an environment.

Indigenous knowledge can be discussed based on the following. They are the basis of Agriculture, Food, Health and also Education.

Agriculture

Indigenous knowledge can help us in our understanding of environmental conservation because it will give us knowledge of better and conserving agricultural activities, such as cultivation.

Shift method of cultivation

When using this shifting method of cultivation, it will be making the previous cultivated area to gain like before. And by so doing biodiversity is conserved. Even the species will get some shelter, species such as rat, hare.

Method of cultivation will also be in horizontal shape so as to avoid erosion, denuding our environment. By so doing the fertile soil layer would be kept for a long period. Unlike replacing the fertile area with fertilizer which is a chemical and harm the soil forever.

Pasteurisation

This means that indigenous knowledge will make us to conserve our environment by dividing our camps into small suitable camps for our livestock. They will be grazing in the camp for one month and the next month they move to the next camp instead of keeping our livestock in one area for a long period.

Sacred places

Indigenous knowledge will make people to understand that not all people are subject to enter in the secret place at any time without the consent or permission of the indigenous people or king in a particular tradition. Example, not all people are allowed to enter Funduzi lake the way they like. There are some indigenous laws that they/one should follow e. g. first timer should look at Funduzi lake under his/her waist. You don't look at it directly

*at your first time. Hence trees next to that lake are regarded wholly [sic].
Indigenous knowledge will help us understand our environmental
conservation with respect of medication.*

Health

*With medication – some trees in Venda are used for medical purposes.
When somebody is ill, such a person can get a portion of such a tree and
get healed. Example, Mutavhasindi tree it is used for men's health. For that
matter that would mean that indigenous knowledge is very much important.
If someone do not know such place and tree, he can just get in and
endanger himself because the place would not be supposed to be visited
by any one.*

*This means that by conserving those trees, big animals such as baboons,
will have shelter.*

*Fruit – some trees are conserved for fruits, by so doing it will help people
with fresh air in the atmosphere. Example, trees such as "Munambelo",
Muzwilu will help us with good fruits and wild animals will get food from
them and that would be the way of conserving our species.*

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G7

*Indigenous knowledge is the knowledge of indigenous people. That is the
knowledge of the particular people originated in that particular place. The
indigenous knowledge is being inherited from generation to generation
through time.*

*Indigenous knowledge has been used over many years to solve the
environmental problems and other associated problems. Vilakazi Herbert in
his journal of 2002 has discussed how African indigenous knowledge has
helped in conserving the biodiversity or the environment as a whole. He
had shown that the Western culture had changed the way of thinking of
Africans and they look down upon their knowledge. Vilakazi (2002) has
said that even before the Western people come to our country indigenous
people still had their own ways of conserving nature.*

If one can take a look at the way the lakes, like lake Funduzi has been conserved by indigenous people, one can be able to understand environmental conservation. The indigenous people has protected that lake and there are some taboos which makes people not to go near the lake or exploit the resources near or at the lake.

The indigenous people used to practice shifting cultivation which helped to conserve the environment. By practicing shifting cultivation it means that they were cultivating at a particular place and after some years they will go and start cultivating at the other place. This type of cultivation helped because the other place which has been cultivated was given time to regain its ecological state. It was able to regain its power again before it could be cultivated again.

By knowing the kind of knowledge one may understand that land does not need to be cultivated over and over again because it can lose its ecological state completely. The use of fertilizers has degraded the quality of land if people would have practiced shifting cultivation the land would be in its good quality.

Through indigenous knowledge the indigenous people have protected the species like the Mutavhasindi. This type of species are known for their healing powers and other uses. The indigenous people has protected these species so as to conserve them. This implies that these type of species can be utilized by the present as well as the future generation.

These species has been protected so that people may not exploit these species as they wish. For people to exploit these species they have to first ask permission from the chief and there is a way in which they are exploited.

Environmental conservation has been practiced even by the indigenous people. In the past when people needed to cultivate, they did not just cultivate anywhere but they had to get permission from the chief and he will show them where to cultivate. People were not cultivating on the ecological fragile areas like river valleys. The chief will show people where to cultivate

and when to cultivate. The chiefs had knowledge of environmental conservation and knew that if people cultivated on the ecological fragile environments, they would experience some environmental damage or problems.

By understanding the indigenous knowledge system, one can get a clear picture of how the nature was conserved and there were no side effects. Indigenous knowledge is very important and should be practiced presently to conserve the natural environment.

When one needs to understand environmental conservation, the way indigenous people conserve the environment needs to be taken into consideration. The Western way of conserving the environment usually has side effects.

569

G8

Indigenous knowledge refers to the knowledge that the indigenous people has inherited from their ancestors. On the other hand, the indigenous knowledge systems refer to the tools that the indigenous people use to conserve nature and their well-being. Indigenous knowledge systems looked at five key concepts as a way of conserving the environment.

1. Through Agriculture

for agriculture to be sustainable, the indigenous people used different techniques. The indigenous people used waste products from the animals as fertilizer, these fertilizers does not contain any chemicals that can harm the soil. They also practiced shifting cultivation. In this case, the indigenous people used to cultivate a particular place for a certain period of time. After that specific period they leave the place to rest and gain its original state. They will then come back to that place a long period of time.

Indigenous people also practiced pastoralisation, in this case, the farmers used to move from one grazingland to another with their herds. They spent a particular period at a certain place and move to the other place. They leave the place to rest and gain its original state. Shifting cultivation and

pastoralisation was done in order to prevent environmental threats such as soil erosion that leads to land degradation.

2. Health Purpose

The indigenous people used to conserve some of the plant species for health purposes. Some of those plant species were a cure for certain diseases. For example, Aloe was conserved because it was known as the cure for various diseases. Mutavhasindi also conserved for health reasons.

3. Food Production

Some of the wild trees were conserved because they produced wild fruits that could serve as the source of food when hunger strikes. People were not allowed to cut those trees because they are of great importance.

4. Education

In order to sustain the indigenous knowledge, the indigenous people were able to teach the younger generation. Therefore the knowledge was passed from generation to generation.

5 Environmental Conservation

The natural environment was also conserved through the use of indigenous knowledge systems. The indigenous people had their own cultural beliefs and also uses taboos to conserve the natural environment. For example in aquatic environment, there was a season that people go fishing also people were not allowed to pick up water from the hot springs e.g. Mphephu resort hot springs.

In another aquatic environment, for example, lake Funduzi was also conserved using taboos, no one had access to the lake, people had to ask permission first from the ancestors and also people were not allowed to pick water from the lake.

An example of a terrestrial environment will be the conservation of Mutavhasindi. Not all the people had access to that particular plant species. A particular clan had access to it and only males. It was also a taboo to pick up even a leaf from it. Therefore it was also conserved through beliefs and taboos.

Indigenous knowledge systems could still be useful if applied in the modern world. Maybe some of the diseases could be cured through use of indigenous systems. We could also have a sustainable natural environment if we consider beliefs and taboos that the indigenous people had.

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G9

Indigenous knowledge system can be defined as the knowledge that people acquire from their ancestors and pass this knowledge from generation to generation. It's a people's derived science. Indigenous knowledge system is influenced by culture, tradition and values of a specific culture. By using indigenous knowledge there was conservation of agriculture, food, health and also aquatic and terrestrial ecosystem.

Agriculture – Indigenous people used to cultivate rotationally. For example shifting cultivation. People used to cultivate a one place maybe for five years continuously. After five years they then change to another area where it is fertile. By doing so, the first area will go back to its fertile state. By doing so they are conserving the soil.

Those who were hunters know that there are certain animals that according to some culture were not supposed to be killed. For example female animals and young animals were not supposed to be killed as this could bring bad luck to a community. By doing so they were conserving lots of animal species.

Pasteurization was also a way of conserving the environment. The farmers used to change where their animals graze after a particular period. This promote the conservation of grass and trees.

Other fruits and herbs were not allowed to be eaten as a result of this indigenous people were conserving trees. Some other trees were not supposed to be cut down. They inherited from their ancestors that cutting those tree for wood purposes is a taboo.

There are local examples here in Limpopo. In Nzhelele area there is a lake called lake Funduzi. This lake was believed to be belonging to the

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Tshiavha clan. People were not allowed to go there except the Tshiavha clan. Even the tshiavha was not suppose to go there any time. They only goes when there were rituals such as ancestors worship when they were praying for something. That lake was very rich with water, trees around, animals outside and inside water and also grass and fertile soil. It was conserved by believing in the taboos. People that if you can just go there, the ancestors will be angry with you. They can injure you, bring bad luck to your family and even kill you. Indigenous knowledge here played a major role of conserving the environment. They believed that the lake had supernatural powers.

Another example is that at Thengwe area there is a tree that has been conserved. The tree is called Mutavhasindi. This tree is believed that it belongs to the Mutavhasindi clan. People were and are still not allowed to go there and exploit the trees. It is even not allowed to pick only its leaves. That tree has medical values. Only traditional healers can exploit it. It is believed that those who are allowed access to that tree they must go there at night being naked. Through taboos that tree has been conserved and also the forest around is conserved because there is a fence around. The tree has medicinal value. Through indigenous knowledge the spot has become a tourist attraction area.

Herbert Vilakazi in his journal encourages the African indigenous knowledge should be taken seriously. He said that it is time now that we goes back to our roots. Indigenous knowledge can be used continuously to conserve the environment. The future generation could have some choice of resources as the present one.

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G10

indigenous knowledge system is the knowledge of indigenous of indigenous people. This knowledge is not the knowledge that any one can find in the books or any other documents, the indigenous people were passing it to another generation through mouth.

Indigenous knowledge systems were not taken into consideration. But it was seen that the inclusion of indigenous knowledge in the environmental conservation can yield positive results in the sense that there will be a suitable environment which the future generation can have the same choice of which the present generation has.

As population is growing at an alarming rate, it also increases pressure on the environment. Most activities that people practice out more pressure on the physical environment, those activities can lead to irreversible impact such as flooding, desertification and degradation.

The indigenous people have their own ways of protecting the environment. For example when they practice agriculture (intensive agriculture) they plant trees around the agricultural plot as a way for preserving their crops from the wind. By doing so these trees hold the soil so that the soil cannot easily being eroded by water during heavy rainfall and irrigation. They were also not using fertilizers and pesticides to improve agricultural productivity. They were using the waste of cattle and goods to make the soil to be more productive. By doing that they minimize the chances of land pollution

Indigenous people were not using machinery to clear out vegetation, instead they were using manpower or labour power for clearing vegetation by doing so they were also minimizing chances of environmental destruction. In terms of ploughing in the highland they used terraces to protect the soil from erosion during heavy rain, they used stones to protect that erosion.

Shifting cultivation was most important method of cultivation. This type of method involves the shifting of cultivation from one area to another. They were doing this to avoid the so called unproductivity of soil. If for example the area were cultivated last year (2004) they skip one year or two years sothat the area will regenerate. They used to move from one plot to another in different years. This method nowadays is called crop rotation.

Another method used to conserve the environment is pastoral nomadism. In this method people were moving from one area to another together with

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their cattle or any other domestic animals. They may go to an area where there is enough grazing and build their shelter to stay there temporarily until the cattle graze all over the particular area. When there is no longer enough grazing, they can travel for a long distance until they find another place with enough grazing and also build their shelter with sticks and grass. This processes conserves the environment because when they left the area, the grazing will also regenerate.

Indigenous knowledge system also play a role in understanding of environmental conservation because there are also some trees which the indigenous people used for healing especially by traditional healers. For example there is a tree in Mutare area. That tree is called a big tree. People are not allowed to use that tree only the traditional doctors are allowed to use it but in a sustainable manner.

There are also some lakes around Limpopo Province which are used for taboo. Ordinary people are not allowed to swim of to use the water from those lakes. Examples are lake Funduzi.

Having seen the knowledge that indigenous people have, one can judge that this knowledge is most important for environmental conservation. By tapping indigenous knowledge systems we can have a sustainable environment that can meet future generations.

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Appendix F
INTERVENTION STRATEGY

In order to assist students to develop the ability to express themselves in argument writing, the strategy "reading – analyzing – writing" is recommended. As pointed out in the preceding chapters, linking reading to writing is deemed to be effective, because reading facilitates the acquisition of information, experience and knowledge. When students are helped to recognize logical thinking in what they read, it is envisaged that they would be able to use the knowledge to organize and develop ideas in their own writing.

The text below is used as an initial sample text for practical application.

The conviction of Ntelamo Zileng'i

In 1996 Ntelamo Zileng'i was convicted of killing her baby Kaiko while camping quite close to the Thate Vondo Sacred Forest in the Vhembe District of Limpopo Province. In my opinion, Ntelamo should not have been convicted for Kaiko's murder as there is a lot of conflicting evidence.
Firstly, there is the issue of the blood found in the car. It was alleged that it was baby's blood. However, the methods used to identify the blood were later found to be unreliable and the blood could have come from an adult.
Another piece of conflicting evidence concerns the wild dog. Ntelamo claimed that Kaiko was taken by a wild dog. Some of the other holiday campers said that they did not see any wild dog, but there were several who confirmed Ntelamo's story, and who stated that they heard a wild dog's cry just before Kaiko disappeared.
And finally there is the matter of the baby's romper which was later found with holes in it. The prosecution maintained that the holes could only have been made by a pair of nail scissors. These scissors were the ones the prosecution claimed Ntelamo used to murder her baby. The defence on the other hand demonstrated that the holes could just as easily have been made by a wild dog's teeth.

In the light of the conflicting evidence, I believe that it was wrong to convict Ntelamo Zileng'i without definite proof of her guilt.

Suggested Procedure

The procedure to be followed falls into two stages, namely: Language Input and Writing Practice. One of the key points that must be kept in mind when searching for materials is to choose appropriate sample materials that are

both of interest and of informational value to the learners. The interest and information value are supposed to motivate the learners into reading and writing. In addition, the materials should be well-constructed so that they illustrate principles of good organization.

First stage: The language input

The text entitled 'The conviction of Ntelamo Zileng'I' is used as a sample to show what an argument essay can be like and also to introduce some of the cohesive elements used, the overall organization, and the methods for developing the main idea. The students are asked to read the input very carefully. Then they are asked to analyze the organization and content.

In analyzing a given paragraph, the students are assisted in recognizing (a) the topic sentence, (b) the supporting details, (c) the development, and (d) the techniques of support. For example, the following questions could help the students in eliciting the required information:
1. Underline the topic sentence and circle the key words that express the main idea of the text.
2. Find the statement that expresses the viewpoint.
3. Find the supporting details and the paragraph pattern.
4. Note the important elements of the text.
5. Note the concluding statement.

From the sample text above, the students may come up with the following:

1. Ntelamo Zileng'i was convicted of killing her baby while…

2. Thesis statement: *should not have been convicted for Kaiko's murder as there is a lot of conflicting evidence.*
3. Supporting details based on evidence: first (argument point 1 + counter argument); another (argument point 2 + counter; and finally (argument point 3 + counter).
4. Introduction; Development; and Conclusion.
5. Conclusion: Restatement of viewpoint: In the light of…

In analyzing the text, the students have to be enabled to know how each part contributes to the whole (structure). Then the students are helped to analyze the various components: i) the overall organization and paragraph structure, ii) the topic statement or controlling idea and supporting details, iii) devices used to ensure coherence, iv) the methods of development, and v) the function of each paragraph.

The rationale behind this activity is to develop students' discourse competence receptively and assist them in acquiring the sense of organization. The conscious analysis of the models that the students are given enables them to outline and write their own arguments more effectively.

The second stage: Writing Practice

With the knowledge gained from the comprehensible input, students should be ready to write their own tentative arguments. This stage has a built-in process for the students, namely: : Brainstorming = Writing = Revision.

Brainstorming
When students are assigned a topic from among those they had already suggested, they are divided into groups of four or five for discussion. They discuss freely while putting down words, facts and ideas that are connected to the topic. Once this part is over, they move to individual work with their notes. The students could be given topical issues like:
1. In your opinion, should the courts be lenient or hard on those shoplifting offenders?
2. Write an essay in which you argue either for or against the idea that the state should look after old people.
3. In your opinion, should the laws and churches enforce mandatory HIV and AIDS testing before any man and woman can get married?

Writing
After the brainstorming session, the students can now begin to organize their ideas armed with the notes from their discussions. They first formulate a topic statement, a sentence containing the main viewpoint with more than one support which reflects the structure of the argument. Then they expand the thesis statement into several topic sentences that could begin each body paragraph of the argument.
The following questions could act as the guidelines for the students as they revise their arguments:
1. Does your argument have three parts; introduction, development, and conclusion?
2. Does your thesis statement clearly indicate your viewpoint about the topic?
3. What supports (evidence) have you provided for your thesis statement?
4. Has your argument included a logical counter-argument?
5. Has your conclusion been arrived at logically through the argument?
6. Are your sentence structures grammatically correct including punctuation.

Peer Evaluation

After the individual writing session, the students swap their argument essays. They read, analyze and evaluate one another's work on content, organization and language using the checklist given below.

Checklist for peer-evaluation:

Locate the essay's thesis statement and the topic sentence of each body paragraph. Make a distinction between relevant and irrelevant information, and underline irrelevancies. Make some suggestions on a piece of paper for improvement.

This approach is not the only one that can be adopted in a reading, writing content-based strategy. It is one of many, but facilitators may choose what best meets the needs of their learners. This approach creates room for cooperation with content facilitators at the appropriate time.

This is for initial argument writing. For specialists in English, some introduction to discursive analysis could be accompanied by a sophisticated text,

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