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**SOUTH AFRICAN BUSINESS-
NEWS INTERVIEW TALK: ITS
TYPICALITY AND IMPLICATIONS
FOR MATERIALS DESIGN IN THE
DOMAIN OF ESP**

Susan Iris Brokensha

SOUTH AFRICAN BUSINESS- NEWS INTERVIEW TALK: ITS TYPICALITY AND IMPLICATIONS FOR MATERIALS DESIGN IN THE DOMAIN OF ESP

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**A thesis submitted to meet the requirements for the degree of
Philosophiae Doctor in the Faculty of the Humanities
(Department of English) at the University of the Orange Free
State, Bloemfontein.**

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VOLUME I

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Abbreviations used in the text:

CA:	Conversation Analysis
CDA:	Critical Discourse Analysis
CLA:	Critical Language Awareness
DA:	Discourse Analysis
EALP:	English for Academic Legal Purposes
EAP:	English for Academic Purposes
ELT:	English Language Teaching
ESL:	English as a Second Language
ESP:	English for Specific Purposes
F:	Facilitator
IR:	Interviewer
IE:	Interviewee
I-R-F:	Initiation-Response-Feedback
LSP:	Language for Specific Purposes
NQF:	National Qualifications Framework
OBE:	Outcomes-based education
PSA:	Present situation analysis
Ss:	Students
TSA:	Target situation analysis
ZPD:	Zone of proximal development

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CHAPTER 1

INTRODUCTION

1.1 Research problem and aims

One of the consequences of the shift in emphasis from a transmission-based mode of teaching to outcomes-based education (OBE) in South Africa is that language practitioners (facilitators and materials designers) in the field of English for Specific Purposes (ESP) are currently faced with the challenge of equipping learners with the knowledge and language skills they need to function effectively in a variety of institutional settings such as courtrooms, the business sector, and the medical field (Cf. Wessels and Van den Berg, 1998: 2). The focus of this research study falls on one such institutional setting, the business-news interview, the applied linguistic aim being to design both communicative and meta-communicative language activities for South African news interviewer trainees in this field.

In view of the fact that ESP is a specialised field, arriving at the point where they are able to design teaching materials for a particular group of learners "requires advanced preparation" on the part of language practitioners (Bhatia, 1993: 193). The researcher therefore argues that, in order to achieve the applied linguistic aim of this study, it is necessary to perform a target-centred needs analysis – or what Dudley-Evans and St John (1998: 58) refer to as a target situation analysis (TSA) – of the news interview setting. In the context of ESP, a target situation analysis may be defined as a needs analysis that is "concerned with establishing...a target profile of language skills which sets down the actual activities that the participants have to carry out" in the target environment (Dudley-Evans and St John, 1998: 57-58):

For example, a businessman or –woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features – discursual, functional, structural, lexical – which are commonly used in the situations identified (Hutchinson and Waters, 1987: 55).

A detailed needs analysis cannot be omitted by language practitioners who intend to design materials for news interviewer trainees. As Dudley-Evans and St John (1998: 122) point out, although needs analysis is not “unique to language teaching”, it is nevertheless “the corner stone of ESP and leads to a very focused course”.

Various qualitative methods may be employed when it comes to collecting data for a needs analysis. Practitioners may, for instance, gather data by means of questionnaires and surveys, observations, case studies, or structured interviews (Dudley-Evans and St John, 1998: 132; Cf. Jordan, 1997: 28-38). However, these methods are rejected as adequate data-collection methods, since they tend to provide the researcher with subjective impressions of the particular phenomena under investigation (Cf. Richards and Lockhart, 1994: 11).

In this study, the researcher posits that the findings of discourse studies of authentic samples of news interview talk may be used in order to generate teaching materials for prospective news interviewers in the field of business. As will become clear in subsequent chapters, authentic samples of spoken discourse are regarded as being “invaluable for learning about real... content” in a particular target environment (Dudley-Evans and St John, 1998: 136; Cf. Lynch and Anderson, 1991: 99).

Since Conversation Analysis (CA) has played an influential role in the study of interaction in institutional settings (Cf. Harris, 1991: 78; Drew and Heritage, 1992: 39; Psathas, 1995: 54), the discourse results of CA studies of news interview talk are exploited with a view to pinpointing the skills and knowledge news

interviewers commonly employ in the news interview situation. Specifically, the role of the interviewer in initiating, managing, and terminating news interview talk is described in terms of the Conversation Analytic frameworks devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991).

Since these CA models are described in detail in Chapter 2, the researcher will simply point out here that Clayman's (1991: 48-75) study revolves around an analysis of the opening sequence of news interview discourse, while the study carried out by Heritage and Greatbatch (1991: 93-137) provides researchers with a detailed description of the formal organisation of the news interview turn-taking system. Clayman (1992: 163-198) also identifies the strategies interviewers employ to maintain an appearance of neutrality during the course of the news interview.

Clearly, however, before the findings recorded by these CA analysts can be exploited for materials design in the South African context, their typicality has to be established. In order to establish typicality, a corpus of South African business-news interview talk is analysed in terms of the models devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991). If the discourse findings of these researchers are verified in the analysis of South African lingual data, the researcher postulates that the analysis represents a target-centred needs analysis which may form the basis for materials design (Cf. Jordan, 1997: 25).

Obviously, needs analysis and materials design are not the only phases the ESP practitioner is required to complete. On the contrary, and as this research study aims to demonstrate, once the materials have been written, it is necessary to implement them in the language classroom and to conduct a critical-reflective analysis of the interactional patterns reflected in them in order to determine whether these patterns simulate news interview talk. If they do not, the practitioner should recycle through the phases with a view to modifying or

discarding his or her materials. The position advocated here is one favoured by a number of researchers, and that is that a needs analysis, materials design, implementation, and the analysis of the materials themselves “are not separate, linearly-related activities...” (Dudley-Evans and St John, 1998: 121). Rather, “they represent phases which overlap and are interdependent” (Dudley-Evans and St John, 1998: 121), enabling the language practitioner to improve the materials devised in the materials design phase (Cf. Richards and Lockhart, 1994: 4).

The justification for conducting such a study is twofold. First, several analysts working in the field of news interview talk have pointed out that news interviewers consistently adhere to the institutionalised language practices and constraints that govern the management of topical agendas within the news interview turn-taking system (e.g. Clayman, 1991; Harris, 1991; Greatbatch, 1992). Yet, their findings have not been translated into ESP materials for prospective news interviewers. As Chapter 2 will show, a number of discourse-based studies of other institutional or professional settings have proved to be useful in generating teaching materials in the domain of ESP.

An additional reason why this study may be regarded as valid is that, as the researcher aims to show, the discourse features of the language activities that will be devised in the materials design phase reflect most of the specific outcomes set out in the National Qualifications Framework (NQF).

1.1.1 Language learning needs

At this stage, it should be noted that, as Hutchinson and Waters (1987: 63) have pointed out, needs analysis “is a complex process, involving much more than simply looking at what the learners will have to do in the target situation”. In addition to conducting a target situation analysis, needs analysis also requires

that the ESP practitioner take learners' language learning needs into account. According to Dudley-Evans and St John (1998: 125), a language learning needs analysis involves exploring "effective ways of learning the skills and language" characteristic of a given target environment. Thus, for instance, if the environment requires that learners make use of their speaking and listening skills, then the practitioner should structure activities around pair- and group-work in order to promote these macro-skills. In Chapter 5, a closer look is taken at the most effective ways of developing the skills and areas of knowledge prospective news interviewers will be required to utilise in the news interview situation.

1.1.2 The ESP practitioner as materials designer

In light of the above discussion, it is clear that the researcher is adopting a position whereby the ESP practitioner is regarded not only as a language facilitator, but also as a materials designer. It is interesting to note that a review of the literature has revealed that researchers are divided over the issue as to whether language practitioners should in fact devise their own materials. Hutchinson and Waters (1987: 125), for example, have argued that, since materials writing is a time-consuming process, it "is best regarded as the last resort, when all other possibilities have been exhausted". Another problem cited is the "[fear] of lack of credibility with students" on the part of language practitioners (Jordan, 1997: 269). However, following Block (1991) and Dudley-Evans and St John (1998), the researcher contends that, although materials design is a demanding activity, ESP practitioners should be encouraged to develop materials for their learners. Dudley-Evans and St John (1998: 14) remark that valid reasons for advocating such a view lie therein that "[it] is rarely possible to use a particular textbook without the need for supplementary material...", while "sometimes no really suitable published material exists for certain of the identified needs". Block (1991) identifies contextualisation and the

ability of practitioners to provide their learners with up-to-the-minute materials as additional advantages.

1.1.3 The ESP practitioner as classroom researcher

In order to design materials for their learners, it is important for ESP practitioners to see themselves as classroom researchers. A number of researchers, notably Gebhard, Gaitan and Oprandy (1990: 16), Phillipson (1992: 260), and Widdowson, (1993: 263-264), have focused attention on the fact that, since language facilitators have traditionally been cast in a dependent role when it comes to classroom research, they are primarily seen as consumers of research findings. What is problematic about this dependent role is that it keeps the responsibility for decision-making solely in the hands of the curriculum and syllabus designer, thus preventing practitioners from assuming responsibility for what goes on in their own classrooms. In line with the position favoured by Widdowson (1993: 263), the researcher contends that practitioners should be encouraged to utilise research findings in the field of ESP and to conduct their own research in the classroom. As Dudley-Evans and St John (1998: 15) point out:

ESP practitioners need to be aware of and in touch with [ESP] research. Those carrying out a needs analysis, designing a course, or writing teaching materials need to be able to incorporate the findings of the research... An ESP practitioner has to go beyond the first stage of Needs Analysis – Target Situation Analysis (TSA) which identifies key target events, skills and texts – to observe as far as possible the situations in which students use the identified skills, and analyse samples of the identified texts. As part of this process, ESP [practitioners] generally need to be able to carry out research to understand the discourse of the texts that students use.

As this study will show, the researcher does indeed go beyond a target situation analysis, not only implementing one of the activities designed on the basis of this

analysis in the classroom, but also engaging in a critical-reflective analysis of the activity in order to determine whether or not it simulates news interview discourse.

1.2 Methodological orientation

Since the beginning of 1999, both audio and video recordings have been made of South African business-news interviews which air on SAfm and on a South African satellite channel known as Summit Television. Specifically, recordings have been made of SAfm's Appleton Market Update and Summit Television's Face-to-Face and TechnoLogic. The researcher has spent approximately 450 hours transcribing the lingual data on a turn-by-turn basis. These transcriptions are available for perusal in one of the appendices to this study (see Appendix i).

Adopting the principles of qualitative research which will be outlined later on, and following the specific phases of a critical reflection model devised in Chapter 2, the interactional patterns in the corpus of South African data will be scanned in a preliminary analysis in terms of the Conversation Analytic frameworks identified in section 1.1. To validate the conclusions reached in this initial stage, an exhaustive analysis will then be made of the full corpus of lingual data. Finally, the researcher will collect additional data and recycle through the data to further validate the discourse findings (Seliger and Shohamy, 1989: 121-124; Clayman, 1992: 198).

Based on this analysis, which represents Phase 1 of the critical reflection model, the researcher will embark on Phase 2, which is the materials design phase. In Phase 3, one of the activities devised in the previous phase will be carried out by students registered for the one-year Business English course at the University of the Orange Free State. In Phases 4 and 5, this activity will be recorded and analysed in order to determine whether it replicates South African news interview

discourse. If, based on the analysis, it is clear that changes have to be made, the researcher will enter into Phase 6 and then recycle through all the phases. Embarking on cycles of critical reflection is particularly important when it comes to materials design in the domain of ESP, since practitioners must be able to prove the validity of their materials in a systematic way (Dudley-Evans and St John, 1998: 129).

It should be noted that a Conversation Analytic perspective has been adopted in this study because it provides valuable insights into the nature of discourse in the news interview. As Sacks (1984: 21) contends, Conversation Analysis "describes methods persons use in doing social life...[and shows] the detailed ways in which actual, naturally occurring social activities are subjectable to formal description" (Cf. Psathas, 1990: 17; Schegloff, 1992: 104-105). The researcher has deliberately selected three CA models, because as Bailey and Nunan (1996: 3) point out, multiple data sets "permit data triangulation" (Cf. Jankowski and Wester, 1991: 63). Furthermore, CA is a useful tool language practitioners can employ when it comes to analysing classroom interaction (Cf. Kinginger, 1994: 30-31; Van Lier, 1996: 5).

As will be discussed in greater detail in Chapters 2 and 3, the researcher has also selected CA as a research tool above coding schemes because the latter tend to compel researchers "[to determine] in advance what will be investigated", thus placing the validity of their findings in question (Bailey and Nunan, 1996: 281). This view is supported by a number of researchers, including Gebhard et al. (1990: 118-119), Larsen-Freeman (1991: 123), and Psathas (1995: 67).

This does not, however, mean that other models of analysis could not be equally appropriate for achieving the aims of this study. Indeed, it would be a mistake to argue that Conversation Analysis is the only suitable research tool for language practitioners to employ. This point of view is in line with that advocated by Green (1995: 1) who states that researchers should not "fractionate the field of

pragmatics research into warring camps of paranoid cults, each believing that they have found the One True Way to investigate questions of language use”.

1.3 The focus of the study

It is important to bear in mind that the focus of this research study is on the **institutionalised** discourse of the news interview setting, rather than on issues of power, gender, ethnicity, or age. Although a detailed study of the ideological dimension of news interview talk is important, the news interview turn-taking system itself cannot be ignored. As Heritage and Greatbatch (1991: 131) put it:

...although observance of...turn-taking provisions is...not the only means by which the business of the news interview may be properly conducted, it is nonetheless the “default” means. News interview turn-taking procedures form the [centrepiece] of an array of associated practices through which this outcome is achieved.

1.4 An outline of each chapter

In the chapter that follows (Chapter 2), a review is made of current discourse studies of professional settings in the domain of ESP/LSP (Language for Specific Purposes) with a view to contextualising the research hypothesis outlined at the beginning of this chapter. Following this review, the researcher focuses specifically on the news interview setting, arguing a case as to why Conversation Analysis is regarded as being the most suitable research tool for analysing the interactional patterns reflected in news interviews. The features of the CA models devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991) are then described in detail. The researcher concludes Chapter 2 with a brief discussion of the implications of the Conversation Analytic approach for materials design in the field of ESP.

In Chapter 3, the focus falls on the methodological procedure adopted in this research study. Particular attention is paid to the way in which the lingual data for this study has been selected and analysed, while the transcription conventions and abbreviations that will be used in the excerpts of data are identified. Thereafter, the methodological perspective of Conversation Analysis is examined and the CA frameworks that will be employed in the analysis of South African business-news interview talk are summarised. Finally, the various phases that the remainder of the study will cover are summarised in a flow-chart (see Figure 8).

Chapter 4 revolves around the analysis of the corpus of South African business-news interview talk with a view to determining whether or not the patterns of discourse in it replicate those identified by Clayman (1991; 1992) and Heritage and Greatbatch (1991). The analysis is carried out in such a way that it focuses on the opening sequence, the middle, and the closing segment of the news interview.

On the basis of the findings of this analysis, language activities for news interviewer trainees are designed in Chapter 5. The way in which these activities are structured will not only reflect the specific outcomes of outcomes-based education, but will also be consistent with current developments in English Language Teaching (ELT). To be specific, these activities will reflect the principles of the multidimensional curriculum schemes as outlined by Allen (1987), Littlewood (1992a), and Van Lier (1996).

In Chapter 6, one of the activities designed in the previous chapter is implemented in the classroom, and a critical-reflective analysis is made of this activity with a view to improving it.

Finally, Chapter 7 considers future areas of research in the domain of ESP. Particular attention is paid to issues such as alternative models of news interview talk, joint ventures between the language practitioner and a specialist informant in the field of news interview talk, and learner assessment in the field of ESP.

CHAPTER 2

LITERATURE STUDY

2.1 Introduction

As noted in Chapter 1, the researcher posits that the findings of a discourse-based study of interaction in a professional (institutional) setting, such as the news interview, may be used by language practitioners in the domain of ESP (English for Specific Purposes) to design teaching materials for prospective South African news interviewers in the field of business. Of course, this is not a unique premise; a number of researchers, notably, Hutchinson and Waters (1987: 34), Pettinari (1990: 269), Swales (1991: 108), Bhatia (1993: 5), and Biber, Conrad and Reppen (1996: 125), have focused attention on the importance of using the insights gained from discourse studies of professional contexts to design teaching materials and activities for learners in specialist fields. In this chapter, a brief survey is made of the most recent applications of discourse studies of institutional settings to ESP. Thereafter, close attention is paid to the institutional discourse of the news interview, as well as to the research tools considered most suitable for analysing its features. Finally, the implications of a discourse-based study of news interview talk for the training of news interviewers are considered.

2.2 An overview of discourse-based studies in the field of ESP

The fact that the results of discourse studies of professional settings "have been extensively utilized in language teaching and still provide the main source of strength for ESP theory and practice" (Bhatia, 1993: 5) is borne out by numerous researchers. Hutchinson and Waters (1987: 34), for example, point out that in

the health sciences, a pioneer study conducted by Candlin, Leather and Bruton (1976) has proved to be influential in sensitising learners to the various stages in doctor-patient interaction (Cf. Bhatia, 1993: 4; Jordan, 1997: 230). Other researchers too have focused on clinical discourse. Wodak (1997), for instance, examines verbal and non-verbal strategies in an outpatients' ward, while Ainsworth-Vaughn (1998) identifies the verbal strategies employed in doctor-patient talk. Although the studies conducted by Wodak (1997) and Ainsworth-Vaughn (1998) are not specifically motivated by ESP teaching, each includes a discussion of the implications of studying clinical discourse for the training of doctors.

Insights from discourse studies have also been exploited in the legal field. Indeed, Swales (1991: 105) cites a number of applied discourse studies designed to develop the legal communicative competence of non-native speakers. Tsitsa (1990), for example, examines lexical choices in French civil law, while Howe (1990) "analyses the structure of the 'problem question', a typical writing task for law students in which they simulate the thinking of a lawyer advising a client" (Swales, 1991: 105). In a later study, Howe (1993) identifies the language problems commonly encountered by law students and concludes that many of them experience difficulties with, for instance, technical vocabulary and tenses. Bhatia (1993: 174-181) focuses on how the ESP practitioner can utilise legal cases in the law classroom, and in a more recent study, King (1999) analyses law reports and discusses how they can be used in the teaching of English for Academic Legal Purposes (EALP).

A number of researchers, including Jordan (1990) and Dudley-Evans and Henderson (1990), have focused their attention on the field of economics. Specifically, Jordan (1990) has examined the use of quotations in economics articles, while Dudley-Evans and Henderson (1990) have analysed the structure of introductions in economics articles.

In addition to discourse studies in the fields of medicine, law, and economics, ESP-type analyses have also been carried out in other institutional settings, most notably, in business meetings (Williams, 1988; Morris, 1995) and in the field of newspaper writing (Bhatia, 1993: 157-174). Williams (1988: 53) examines the discourse used by native speakers of English in business meetings and warns against "[working] on educated guesswork or hunches when writing dialogues and transactions for coursebooks..." (Cf. Swales, 1990: 70), while Morris (1995) focuses primarily on the politeness strategies used by participants in business meetings, and discusses the implications of his findings for learners in the Business English classroom. In the field of newspaper writing, Bhatia (1993: 157) suggests that "[the] language of newspapers is a rich source of linguistic data which can be exploited for ESP/ESL courses" (Cf. Jordan, 1997: 246). Bhatia (1993: 173) further argues that, in selecting newspapers for language teaching, it is important for practitioners to sensitise learners to the fact that they contain a large number of genres such as editorials, reviews, headlines, and news reports.

The discourse studies listed above clearly belong to that branch of discourse analysis which is concerned with application because they "have been motivated by an applied concern with language teaching, particularly for the teaching of ESP" (Bhatia, 1993: 4). Many discourse studies, however, are not motivated by an applied linguistic concern and are theoretical in orientation (Cf. Swales, 1991: 104; Bhatia, 1993: 4). In fact, Gunnarsson, Linell and Nordberg (1997) point out that most studies of professional contexts have little relevance for the teaching of ESP. These kinds of studies include analyses of interaction in institutional settings such as courtrooms (Atkinson, 1992; Drew, 1992), clinicians' offices (Maynard, 1992), emergency dispatch centres (Zimmerman, 1992; Whalen, 1994), and finally, news interviews (Heritage and Greatbatch, 1991; Clayman, 1992), which are the focus of this research study.

As noted in the previous chapter, a review of the literature has revealed that, while several researchers have analysed the formal organisation of news interviews (e.g. Heritage and Greatbatch, 1991; Clayman, 1991; Harris, 1991), language practitioners involved in the training of learners in this specialist field have not exploited their findings in actual classroom practice. As this study aims to demonstrate, the findings of a discourse-based analysis of news interview talk can be used by language practitioners to design meta-communicative as well as communicative language activities for prospective news interviewers.

In designing ESP activities, however, it is necessary to verify the typicality or "generality" (Clayman, 1992: 198) of the discourse findings of researchers involved in the study of news interview talk. In order to establish typicality, the analytic frameworks of researchers working in this field are employed in an analysis of South African business-news interview talk. Thereafter, the discourse patterns of the communicative activities designed on the basis of this analysis are examined in order to determine whether they replicate the patterns of discourse characteristic of South African business-news interview talk. In the section below, the analytic frameworks considered most appropriate for these analyses are discussed in detail.

2.3 The Conversation Analytic (CA) versus the Discourse Analytic (DA) approach to the analysis of institutional discourse

Since Sacks, Schegloff and Jefferson (1974) carried out their Conversation Analytic (CA) study of mundane conversation almost three decades ago, the CA approach has been widely employed in the analysis of interaction in institutional settings such as courtrooms (Atkinson, 1992; Drew, 1992), classrooms (McHoul, 1978), and doctors' offices (Ten Have, 1991; Maynard, 1992; Heath, 1992). Aspects of the CA perspective have also been incorporated by a number of researchers in their analysis of news interview interaction (Cf. Bell, 1995: 30; Harris, 1991: 78; Drew and Heritage, 1992: 39; Psathas, 1995: 54).

According to Drew and Heritage (1992: 17-19), Conversation Analysis, which may be defined as "the study of talk-in-interaction" (Psathas, 1995: 1), exhibits a number of features that are relevant for the analysis of interaction in institutional settings. Firstly, the activity focus of Conversation Analysis "is on the particular actions that occur in some context, their underlying social organization, and the alternative means by which these actions and the activities they compose can be realized" (Drew and Heritage, 1992: 17; Cf. Schegloff, 1992: 104-105). In other words, Conversation Analysis is concerned with conversation as "an interactional production" (Psathas, 1995: 67; Cf. Schegloff, 1992: 117). One may argue that, due to its activity focus, the Conversation Analytic perspective avoids giving a static and partial impression of the discourse process, attempting instead to capture the dynamics of both turn-taking and speaker change in interaction (Cf. Mehan, 1991: 90; Wilson, 1991: 22-23). As Drew and Heritage (1992: 16) put it, "CA [has] emerged with an approach to sequence in social interaction that [avoids] the sterile formalism that has constricted speech-act approaches to dialog" (Cf. Psathas, 1995: 67).

An additional feature of Conversation Analysis that is relevant for the analysis of institutional discourse concerns the notion of context (Drew and Heritage, 1992: 18). While some researchers assume that the specific context in which participants function predetermines their actions (Cf. Psathas, 1995: 54-55), analysts working within the framework of Conversation Analysis argue that the context or setting of interaction is the product of participants' actions:

Conversation analysis would propose to show in what ways people orient to, take into account, and make relevant particular features of the setting; in what ways the settings' features provide enabling conditions for particular kinds of activities; in what ways the parties are engaged in what constitutes the work of the organization; and thereby are engaged in producing interaction that is context-renewing and re-forming (Psathas, 1995: 54; Cf. Wilson, 1991: 27).

Since CA researchers do not simply take the notion of context for granted (Drew and Heritage, 1992: 23), but attempt "to show in exactly what ways the activities of persons...are constrained, organized, or shaped" (Psathas, 1995: 54; Cf. Goodwin and Goodwin, 1997: 312), they are able to avoid describing the activities of participants in a particular institutional setting in general, ill-defined terms (Psathas, 1995: 57; Cf. Goodwin and Goodwin, 1997: 312).

The arguments in favour of employing a Conversation Analytic perspective in the analysis of news interview talk are strengthened if one compares the approach to the Discourse Analytic (DA) approach of the Birmingham School (Sinclair and Coulthard, 1975; 1992) which is also concerned with the sequential organisation of interaction.

In their model of analysis, Sinclair and Coulthard (1975; 1992) propose a hierarchical set of categories in which lingual acts combine to form moves, sequences of moves are known as exchanges, and exchanges combine to form transactions. In their view, a typical exchange in one institutional setting, the classroom, consists of "an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher" (Sinclair and Coulthard, 1975: 21; Cf. Hoey, 1992: 72; Nunan, 1993: 35).

Although a number of researchers still regard Sinclair and Coulthard's (1975; 1992) initiation-response-feedback (I-R-F) model as the starting point for their own research (e.g. Willis, 1992; McCarthy, 1993), Drew and Heritage (1992: 14) point out that "it is vulnerable to a number of basic criticisms". First, the generality of the I-R-F model means that it can be employed in the analysis of other institutional settings besides the classroom. For example, the model can be used in the analysis of doctor-patient interaction. According to Drew and Heritage (1992: 14), what is problematic is that the I-R-F model fails to pay "serious attention...to how these various settings are differentiated". Adopting a Conversation Analytic approach, on the other hand, allows researchers to identify

“a unique ‘fingerprint’ for each institutional form of interaction – the ‘fingerprint’ being comprised of a set of institutional practices differentiating each form...from other institutional forms...” (Heritage and Greatbatch, 1991: 95-96; Cf. Drew and Heritage, 1992: 26).

Second, Sinclair and Coulthard (1975; 1992) fail to show how participants display an orientation to the standard format of a particular institutional context (Drew and Heritage, 1992: 19). In other words, unlike CA researchers who, as has already been noted, treat context in interaction “as both the project and product of the participants’ own actions” (Drew and Heritage, 1992: 19; Cf. Wilson, 1991: 27), DA analysts and other researchers who employ category systems take the notion of context for granted:

They [ignore] the local context as both relevant for and inextricably implicated in meaning production, and instead [substitute] the theoretical assumptions concerning “context and meaning”, which [are] embedded in the category system itself (Psathas, 1995: 8).

Drew and Heritage (1992: 19) refer to this particular view as the so-called “bucket” theory of context.

As noted previously, Conversation Analysis attempts to capture the dynamics of talk-in-interaction (Cf. Wilson, 1991: 22-23). Discourse Analysis, however, can only provide researchers with a static impression of some aspects of the discourse process because it focuses on “how...interaction is structured by means of an ordered list of discrete categories” (Van Lier, 1984: 114-115; Cf. Nofsinger, 1991: 33). This view is echoed by Psathas (1995: 67) who states that:

Conversation analysis is...distinguishable from discourse analysis (Levinson, 1983) in that discourse analysis tries to develop a set of basic categories or units of discourse, to find specific and delimited sets of unit acts...In general, by drawing methods and theories from theoretical linguistics, discourse analysis seems inappropriate for the study of the detailed particularities of conversation, which is, after all, an interactional production (Cf. Nofsinger, 1991: 33; Drew and Heritage, 1992: 16).

In view of the limitations of the Discourse Analytic perspective, and given the arguments in favour of Conversation Analysis, the former is rejected as an adequate research tool for the analysis of news interview talk. It is proposed that a Conversation Analytic model is a more appropriate research tool for describing the sequential organisation of interaction in news interviews (Cf. Heritage and Greatbatch, 1991: 95; Bell, 1995: 30; Psathas, 1995: 54). This view is shared by Goodwin and Goodwin (1997: 309) who observe that a CA perspective enables researchers to conduct a detailed analysis of "the situated practices through which socially relevant talk...[is] accomplished...".

Thus, the role of the interviewer (henceforth IR) in establishing and managing the news interview is described in terms of Clayman's (1991) study of news interview openings as well as within the framework of Heritage and Greatbatch's (1991) analysis of news interview interaction. In addition, aspects of Clayman's (1992) study of how IRs design their questions so as to maintain a so-called "neutralistic" stance are included in the description of the IR's role.

These three CA frameworks have been combined for a number of reasons. While Heritage and Greatbatch (1991) present researchers with a comprehensive analysis of the formal organisation of the news interview, they do not take the opening sequence of this institutional setting into account. For this reason, Clayman's (1991) study of the introductory segment of the news interview is employed in the analysis of South African news interview talk. Furthermore, although Heritage and Greatbatch's (1991) analysis includes a discussion of the IR's "neutralistic" position, it is not presented in great detail. Aspects of Clayman's (1992) study of how IRs achieve "neutrality" through their questions are therefore included in this research study. Finally, these three CA studies have been combined because their discourse findings are complementary. The researcher has deliberately generated coinciding research findings in order to achieve methodological triangulation (Cf. Jankowski and Wester, 1991: 62).

As noted in the introductory chapter to this research study, the researcher does not argue from the position that the CA frameworks devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991) represent the only way to explore the nature of discourse in the news interview. Rather, investigators should be encouraged to exploit the discourse findings in other models as well in order to gain a multi-faceted view of the discourse process in the news interview. By attempting to impose a rigid framework on discourse, the most researchers will achieve is a superficial and limited view of news interview talk (Cf. Green, 1995: 1).

In the section below, the three Conversation Analytic models are described in greater detail. Note that excerpts of lingual data have been cited if aspects of the discourse phenomena in these models need further explanation. For the most part, these excerpts are presented in their original format. Thus, for instance, words such as "thuh" instead of "the" and "thet" instead of "that" have been retained. The excerpts have been simplified in cases where the researcher's intention is to draw the reader's attention to a particular discourse feature reflected in them.

2.3.1 Clayman's (1991) study of news interview openings

Although news interview interaction is composed primarily of "sequences of IR questions and IE [interviewee] answers" (Heritage and Greatbatch, 1991: 103; Cf. Schegloff, 1992: 123), Clayman (1991: 48; 71) points out that these sequences are preceded by an opening segment that accomplishes the following tasks: (a) it establishes a topical agenda for the interview, and (b) "[situates] it within an ongoing stream of newsworthy happenings" (Clayman, 1991: 55). Thus, news interview openings function to indicate "a temporal and causal relationship between events outside the talk (prominent occurrences 'in the world') and the present occasion of talk (the occasion of the interview)"

(Clayman, 1991: 49). Since these are commonplace features of news interview talk (Cf. Scannell, 1991: 8), Clayman (1991) takes his analysis a step further, and attempts to identify the basic sequential organisation of news interview openings, showing how they accomplish the tasks under (a) and (b) above.

Numerous researchers have noted that IRs routinely "treat their talk as geared to the 'overhearing' audience" (Heritage and Greatbatch, 1991: 107-108; Cf. Hutchby, 1991: 119; Greatbatch, 1992: 269; Drew and Heritage, 1992: 27). For instance, whereas speakers in mundane (everyday) conversation often produce acknowledgement tokens (e.g. "mm hm", "yes", "yeah") (Jefferson, 1984; Cf. Hutchby, 1991: 119) and news-receipt objects (e.g. "really", "oh", "did you") (Schegloff, 1982; Cf. Greatbatch and Heritage, 1991: 109; Nofsinger, 1991: 116) either during or after turn components, IRs regularly refrain from producing these objects, and in this way, demonstrate an orientation to the broadcast audience as "primary addressees" of the interaction (Heritage and Greatbatch, 1991: 110; Cf. Greatbatch, 1992: 269-270).

The fact that IRs display an orientation towards the broadcast audience is also evident if one takes a closer look at the introductory segment of the interview, since it is in this segment that IRs explicitly address the audience, and "engage in [non-questioning] actions" (Heritage and Greatbatch, 1991: 132). The basic sequential structure of news interview openings as outlined by Clayman (1991: 48-75) is discussed in detail in this section.

2.3.1.1 The introductory segment

While the turn-taking system characteristic of mundane conversation specifies that any participant may initiate talk (Sacks et al., 1974: 729-731; Cf. Heritage and Greatbatch, 1991: 97; Psathas, 1995: 37), the news interview turn-taking system is characterised by "a distinctive normative procedure" (Heritage and

Greatbatch, 1991: 97; Cf. Harris, 1991: 80) in which only the IR may take the first turn. According to Clayman (1991: 50), when IRs initiate an interview, they occasionally produce a pre-headline in the form of a puzzle "designed to capture the audience's attention and focus it on the next item – the headline proper" (Cf. Clayman, 1992: 174). Such a puzzle or pre-headline may be established in various ways. Clayman (1991: 50), for instance, cites an example (excerpt (1)) in which the IR deliberately quotes a series of controversial statements, and initially avoids revealing their source in order to arouse the audience's curiosity. The IR may also, as is the case in excerpt (2), establish a pre-headlining item by asking an attention-grabbing question (arrow 1), and then providing the answer to that question in the headline that follows (arrow 2).

(1) [Nightline: 3 June 1985]

- 1 IR:→ His comment on feminists: 'Send those chicks back to the kitchen where they belong.' On Walter Mondale: 'A jar of jelly.' And on the press: 'It's ridiculous for them to say they speak for the American People.'
- Throughout the years Patrick Buchanan has always been controversial, but now he holds one of the most sensitive posts on the Reagan White House staff.

(2) [MacNeil/Lehrer: 13 June 1985]

- 1 IR:→ How do authorities catch landlords or realtors who discriminate against minorities?
→ There's an interesting proposal before Congress and it's what we look at first tonight.

(Clayman, 1991: 50)

Next, the IR establishes the headline (Cf. Bell, 1991: 164-165) which contains an item deemed to be newsworthy. According to Clayman (1991: 50-51), a headline is established either through a news announcement or by means of an agenda

projection. As far as the former device is concerned, the IR simply reports a specific news happening or announces a general theme (Clayman, 1991: 50-51). An agenda projection, on the other hand, is a news item that is "explicitly portrayed as the agenda to be addressed in the upcoming interview" (Clayman, 1991: 51), and is generally preceded by a preface such as "We begin our focus with...", or "We focus tonight on..." (Clayman, 1991: 51) as in excerpt (3) below.

(3) [MacNeil/Lehrer: 12 June 1985]

- 1 IR: We focus first tonight on the life and death of Karen Ann Quinlan, the young woman who became a symbol of one of the major issues of the 20th century, the right to die with dignity.

(Clayman, 1991: 51)

Once the headline has been established, the IR provides background information to the agenda in the form of a story segment (Clayman, 1991: 52; Cf. Bell, 1991: 149). In excerpt (4), for instance, the IR provides background information to the SALT II treaty between the United States of America and Russia. By transmitting this information for the benefit of the broadcast audience, the IR acknowledges that they are the primary addressees of the news interview.

(4) [MacNeil/Lehrer: 10 June 1985]

- 1 IR: We begin our focus sections tonight with a closer look at today's announcement that the United States will continue to observe the limits of the never-ratified SALT II arms control treaty. A decision was needed because the US strategic force is nearing a key treaty limitation, the number of allowed multiple-warhead missiles, which carry more than one nuclear weapon... (Several lines omitted) With us for a newsmaker interview is Kenneth Adelman, director of the Arms Control and Disarmament Agency.

(Clayman, 1991: 67)

As soon as the IR has provided background information to the news agenda, a segment that Clayman (1991: 53) refers to as a "lead-in" follows. According to Clayman (1991: 53), a lead-in consists of a pre-introduction and an introduction which is the final component of the opening sequence. While a pre-introduction is designed "to 'usher' the interviewees into the interaction" (Clayman, 1991: 53) and usually consists of a preface such as "I'm joined now by...", or "We hear now from..." (Cf. Clayman, 1992: 175), the introduction serves to disclose the identity of the interviewees to the broadcast audience (Clayman, 1991: 53) as in excerpt (5) below.

(5) [MacNeil/Lehrer: 24 July 1985]

- 1 IR: And that's one of the concerns that makes junk bonds as troubling to some members of Congress as they are on Wall Street.
 → Senator Pete Domenici, Republican of New Mexico, is one of their most outspoken critics... (Continues)

(Clayman, 1991: 53)

2.3.1.2 Relating the topical agenda to a newsworthy happening

As has already been noted, during the course of the opening segment, one of the most important functions of the IR is to relate the topical agenda to a prominent event in the outside world (Cf. Heritage and Greatbatch, 1991: 108), and this may be accomplished by means of agenda projections. According to Clayman (1991: 56), these projections exhibit two features that make the connection between a newsworthy event and the interview possible. First of all, agenda projections "establish an identity" (Clayman, 1991: 56) or relationship between a particular outside event and the interview by presenting the event "as a topic for discussion" (Clayman, 1991: 51). In excerpt (6), for example, by explicitly stating that the ensuing interview will preview a congressional debate about American aid for the rebels fighting the government of Nicaragua, the IR establishes a

relationship between this event and the interview. Secondly, through temporal references (Cf. Maynard, 1991: 176) such as "last week", "today", and "tomorrow", agenda projections "locate the event in relation to the occasion of the interview" (Clayman, 1991: 56). In excerpt (6), the IR makes use of the temporal formulations "tomorrow" and "tonight" to indicate that the congressional debate will take place in the near future and that it will be previewed during the course of the interview.

(6) [MacNeil/Lehrer: 11 June 1985]

1 IR: Tomorrow the Reagan administration makes another stab at getting aid for the rebels or contras fighting the Sandinista government of Nicaragua, and tonight we have a preview of the debate in Congress.

(Clayman, 1991: 56)

At this stage, it should be noted that, during the opening sequence, the IR does not always explicitly state that the interview "will be dealing with the reported events" (Clayman, 1991: 57). Nevertheless, as Clayman (1991: 57) points out, the way in which the introduction is structured enables the broadcast audience to deduce that this will be the case. That is, the introduction contains specific descriptive items that "enable [the audience] to infer that the interview will be dealing with, and hence was occasioned by, previously reported events" (Clayman, 1991: 64).

2.3.1.3 Introducing interviewees through descriptive items

According to Clayman (1991: 57), when IRs introduce interviewees (IEs) to the news audience, they make use of so-called "person-reference" terms which are syntactically linked to specific descriptive items. For example, the IR may identify an IE by title and name (e.g. "Mr Nelson Mandela"), and then link these items to

other descriptive items (e.g. "former president of the Republic of South Africa"). An IE may also, as is the case in excerpt (7), be characterised through organisation-descriptions (Clayman, 1991: 58). As this term suggests, an IE is described through his or her affiliation with a particular organisation. That is, an organisation-description "[operates] as an indirect means of further characterizing the person being introduced" (Clayman, 1991: 58).

(7) [Nightline: 23 July 1985]

1 IR: With us now live also in our Washington bureau is Sheena Duncan,
 → president of a South African organization known as the Black Sash,
 which, through three decades has come to symbolize white opposition
 to apartheid in South Africa... (Continues)

(Clayman, 1991: 58)

It is important to bear in mind that the selection of descriptive items is not made at random (Clayman, 1991: 58). Instead, selections "are always produced in some specific context for some practical purpose, and are always addressed to an identifiable recipient" (Clayman, 1991: 58). Clayman (1991: 59) cites the following example to illustrate this point.

(8) [MacNeil/Lehrer: 22 July 1985]

1 IR: Our major focus tonight is South Africa and the
 2 declaration of a state of emergency over the weekend.
 3 We look first at recent events that have led to the
 4 declaration.
 5 (Taped story segment; 24 lines)
 6 We hear first from the top South African official in the
 7 United States, the ambassador designate, Herman Beukes.
 8 (Interview with HB; 70 lines)
 9 A different view on events in South Africa now from
 10 Doctor Nthato Motlona, chairman and founder of the
 11 Committee of Ten, an activist civic association in
 12 Soweto, the black township near Johannesburg.

13 The group was formed in 1977 after riots swept
14 that township.

In this particular excerpt, it is evident that in a headline (lines 1-2), the IR announces that the upcoming interview will deal with a particular event, namely, the state of emergency declared by the government of South Africa. It is also clear that in lines 6-7, the IR describes the IE only in terms of those items that are directly related to this particular event. That is, "the interviewee is characterised in terms of his occupation, which relates him to South Africa as that government's official spokesperson; he is thus identified as representing the primary agent in the focal event" (Clayman, 1991: 59).

Clayman (1991: 59) goes on to identify two principles that determine the selection of descriptive items within introductions. The first principle is the topical relevance principle that stipulates that the IR must "select those components of interviewees' selves that are most relevant to the forthcoming topic as it is foreshadowed earlier in the opening" (Clayman, 1991: 60; Cf. Schegloff, 1992: 107-108). This principle clearly operates in lines 6-7 in the excerpt above: as has already been noted, the IE is described in terms of his occupation ("the top South African official in the United States, the ambassador designate"), and this descriptive item is related to the topical agenda which, in this case, concerns the state of emergency in South Africa.

In addition to the above principle, the principle of recipient design also governs the selection of descriptive items in the introduction. This particular principle specifies that the IR must "make the interviewee's alignment to the topic explicit enough so as to be readily graspable by its intended recipient..." (Clayman, 1991: 60; Cf. Hutchby, 1991: 120). As the second introduction (lines 10-14) in the above excerpt of data plainly illustrates, it is taken for granted that the interview's intended audience – the American public – will not understand the reference to Nthato Motlona's organisation, the "Committee of Ten" (line 11). This organisation-description is therefore expanded upon (e.g. "an activist civic

association in Soweto") in order "to specify its relevance to South African race relations" (Clayman, 1991: 60).

It should be noted that when the topical relevance principle comes into operation, "interviewees are aligned as qualified to speak to the focal matter" (Clayman, 1991: 61). Alignments which, for the most part, signify that the IR will be questioning the IE about a particular event reported in the headline, always vary, depending on the type and degree of expertise of the IE (Clayman, 1991: 61). For instance, as is the case in excerpt (9), the IR may introduce the IE as an observer or participant – someone who has direct, first-hand experience of a specific event (Clayman, 1991: 61). The IE may also be presented as a certified expert on a particular topic as is evident in excerpt (10), or as an advocate (Clayman, 1991: 62). As far as the latter alignment-type is concerned, Clayman (1991: 62) observes that the IR may introduce pairs of advocates who exhibit different opinions on a particular topic (see excerpt (11), for example).

(9) [Nightline: 26 July 1985]

1 IR: ... (Several lines omitted) In a moment, we'll be joined by American journalist Lynda Shuster, who for the past year and a half has been an eyewitness to the overwhelming problems that Argentina faces.

(10) [MacNeil/Lehrer: 14 June 1985]

1 IR: Our first focus section is on the major news story of the day, the hijacking of a TWA plane in the Middle East. Joining us to try to shed some light on how this happened and to piece together events there is an expert on terrorism, Neil Livingston. He is president of the Washington based Institute on Terrorism and Subnational Conflict. Mr Livingston has written two books on terrorism and America's ability to combat it.

(11) [MacNeil/Lehrer: 13 June 1985]

- 1 IR: How do authorities catch landlords or realtors who discriminate against minorities? There's an interesting proposal before congress and it's what we look at first tonight.
 (Background information – 8 lines)
 We have both sides of the argument now. Phyllis Spiro of the Open Housing Council here in New York City supports federally funded testing. William North, general counsel of the National Association of Realtors, opposes it.

(Clayman, 1991: 62)

It is interesting to note that each of the alignment-types identified by Clayman (1991: 61-62) points to a particular kind of interview. For instance, “[the] introduction of first-hand observers and certified experts foreshadows an informational interview where official insiders will provide background to the story” (Clayman, 1991: 63). By contrast, the introduction of advocate IEs, who are shown to represent opposing points of view, signifies that the forthcoming interview will take the form of a debate.

As noted at the beginning of this section, the discourse features outlined above are highly routine, and may even appear to be “rather mundane in comparison to the domain of ideology, and perhaps trivial in comparison to large-scale institutional forces” (Clayman, 1991: 72). However, as stated in Chapter 1, this study will show that a vital step towards designing materials for students who intend to train as news IRs involves identifying the patterns of discourse that govern how IRs establish topical agendas in the opening segment of the news interview. At the same time, it is important to identify the procedures IRs employ to manage topical agendas within the news interview itself (Cf. Clayman, 1991: 72). To this end, a closer look is taken at Heritage and Greatbatch's (1991) study of the institutionalised procedures that govern the management of topical agendas within news interviews.

2.3.2 Heritage and Greatbatch's (1991) study of news interview interaction

Once the IR has established a topical agenda and introduced the guest IE(s) in the opening segment of the news interview, he or she then initiates the exchanges that are to follow by asking a question the IE must respond to. Indeed, the turn-taking system characteristic of news interview talk is based on a normative procedure in which IRs are confined to asking questions, while IEs are compelled to answer them (Heritage and Greatbatch, 1991: 97). Heritage and Greatbatch (1991: 98) refer to this procedure as a "turn-type preallocation procedure", pointing out that it has certain implications for the formal organisation of news interview interaction.

Firstly, since IEs may only respond to questions, they may neither initiate nor terminate the news interview (Heritage and Greatbatch, 1991: 98). As stated in the previous section, IRs have the sole right to initiate talk. IRs also have the right to stop questioning IEs, thus signalling the end of the interview. Indeed, Hutchby (1991: 132) observes that "closings...are not...negotiated in any respect between [the IR and IE]". In excerpt (12), for example, the IR (arrow 1) does not initiate another question-answer sequence, but indicates that the interview has drawn to a close by thanking the IE for her time. Hutchby (1991: 132) refers to this as an "acknowledgement token".

(12) [AP: 7 March 1979]

IR: You gonna write more comedy now.

AR: Depends on whether they let me.

IR:→ Ann Raeburn thank you very much.

AR: Thank you.

(Greatbatch, 1988: 416)

According to Greatbatch (1988: 416), the IR may also terminate further question-answer sequences by addressing the news audience directly, or by introducing a new programme or another guest IE.

Another implication of the turn-taking procedure for news interviews is that, in contrast to the participants in mundane conversation, IEs in multiparty interviews (which are characterised by at least two IRs and/or at least two IEs) may not select themselves or one another to take turns to speak (Heritage and Greatbatch, 1991: 98). A final implication involves the fact that, since IRs' questions are aimed at pursuing a particular topical agenda, IEs may attempt to circumvent or challenge these questions, thus departing from the question-answer format of the news interview (Heritage and Greatbatch, 1991: 98-99). It is, however, important to note that these departures are normally repaired by both IRs and IEs (see 2.3.2.4).

2.3.2.1 Asking questions

Since it is only IRs who have the right to ask questions, they may produce a single questioning turn component (Heritage and Greatbatch, 1991: 99), or extended "multi-unit questions free of 'early' or 'interjective' responses by IEs" (Heritage and Greatbatch, 1991: 100). The fact that IEs regularly refrain from responding until the IR has asked a question demonstrates that IEs regard the IR's statement turn component as "preliminary" to a questioning turn component (Heritage and Greatbatch, 1991: 100; Cf. Nofsinger, 1991: 106).

One reason for this is that IRs construct their turns in such a way that "they are...minimally recognisable, in their entirety, as questions" (Greatbatch, 1988: 407; Cf. Nofsinger, 1991: 106). For example, IRs sometimes explicitly state that they are going to conclude their statement components with questions, and they do this through action projections such as "The question I would like to ask

you...”, or “Let me ask you a question...” (Greatbatch, 1988: 409; Cf. Nofsinger, 1991: 136). In other words, IRs use action projections to indicate that IEs should consider their statement turn components “as preliminaries to questions” (Greatbatch, 1988: 409). Secondly, IRs often produce statement components as question prefaces, or end them with tag questions such as “doesn’t it?” and “isn’t it?” (Greatbatch, 1988: 408). In excerpt (13), for example, the IR produces a statement turn component (arrow 1) before eliciting a response from the IE (arrow 2). In excerpt (14), the IR’s statement (arrow 1) is followed by the tag question “doesn’t it?” (arrow 2).

(13) [World at One: 25 January 1979]

HK: ...everybody was too busy keeping alive to write letters home.

IR: →The price being asked for these letters is three thousand pounds.
→Are you going to be able to raise it...

HK: At the moment it... (Continues)

(14) [AP: 7 March 1979]

LL: And of course u- a large proportion of people simply don’t know it exists.

IR: →And w- if it does exist it- it exists in rather small amounts,
→doesn’t it?

LL: Yes. Well like the case... (Continues)

(Greatbatch, 1988: 408)

It is important to note that one of the reasons why IRs produce statement turn components prior to asking questions lies in a distinctive feature of news interview talk that has already been mentioned – and that is that the news interview is designed as talk for an “overhearing” audience (Cf. Hutchby, 1991:

119; Drew and Heritage, 1992: 27). Thus, IRs' questions are often preceded by statement components which include information for the benefit of the news audience (Heritage and Greatbatch, 1991: 108; Cf. Clayman, 1991: 60-61). For instance, IRs customarily produce statement turn components in order to "establish the relevance of...the questions that follow them" (Greatbatch, 1988: 408), as well as "to introduce the topical focus of subsequent questions..." (Greatbatch, 1988: 408). In excerpt (15) below, for example, it is clear that, by providing contextual details about financial compensation in the United Kingdom (arrow 1) before asking a question (arrow 2), the IR not only establishes the topical focus of the question, but also establishes the relevance of the question.

(15) [AP: 7 March 1979]

MW: The victim has no rights in the matter.

IR:→ Lord Longford...erm...if I can turn to the financial compensation for a little while u- Very few people I think only one in five actually claim any compensation, being a victim of violent crime,
→ is that because people don't know they can claim?

HK: Well I... (Continues)

(Greatbatch, 1988: 408)

2.3.2.2 Managing interviewees' answers

Once the IR has issued a questioning turn component, the IE's response usually develops over an extended turn-at-talk (Heritage and Greatbatch, 1991: 101). During this extended turn, the IR regularly withholds responses that questioners in mundane conversation produce either during or following responses to their questions (Heritage and Greatbatch, 1991: 101-102; Cf. Nofsinger, 1991: 115-118; Greatbatch, 1992: 269). As noted in an earlier section, these responses include acknowledgement tokens or continuers such as "mm hm" and "yes", and

news-receipt objects such as “really” and “did you” (Heritage and Greatbatch, 1991: 109). Responses may also be issued in the form of assessments such as “good” and “wow” (Cf. Heritage and Greatbatch, 1991: 117). According to Heritage and Greatbatch (1991: 110), “[the] systematic withholding of these objects... is a means by which the IR can decline the role of primary addressee of the IE’s remarks in favour of the news audience”. In excerpt (16) below, the production of continuers, news-receipt objects or assessments by the IR is noticeably absent. That is, at the possible completion points (O→) of the IE’s answer, the IR refrains from any kind of response.

(16) [ATV T: 15 November 1979]

IR: Have you any sort of criminal connections or anything, uh...

IE: O→ Not at all.

I- I was working for the Gas Board at the time

O→ as a salesman,

I had no emphatically no... er... associates

O→ that (wo(h)uld) had criminal records,

or I did not associate with people with criminal

O→ records.

I- I- I was living a life o- o- of

O→ a family man in Stockton-on-Tees,

where I was a representative for the Gas

O→ Board,

→ and it was out the blue to me.

IR: Were you surprised when you w- went to court... (Continues)

(Heritage and Greatbatch, 1991: 101)

2.3.2.3 Managing multiparty interviews

As previously noted, one of the consequences of the normative character of the news interview turn-taking system is that IRs are restricted to eliciting responses

from IEs (Heritage and Greatbatch, 1991: 97). This constraint has the corollary that, in multiparty interviews comprising a single IR and at least two IEs, it is only IRs who have two turn-allocation techniques – characteristic of ordinary conversation – at their disposal (Greatbatch, 1988: 413-414). First, as is the case in interviews comprising a single IR and IE, IRs in multi-IE interviews have the right to select themselves once an IE's response has reached a completion point. In excerpt (17), for instance, the IR self-selects upon completion of an IE's answer.

(17) [MacNeil/Lehrer: 22 July 1985]

IR: Why was it necessary to impose...uh...restrictions on thuh press both inside South Africa an' outside South Africa.

HB: Uh- it is uh- not- anything unique... (6 lines omitted) ...we have similarly considered those necessary.

IR:→ Under thuh fears that uh...information causes people to act more violent? Or- or what is... (Continues)

(Clayman, 1992: 175)

Second, IRs have the right to allocate turns among IEs, as is the case in multiparty interviews comprising a single IR and at least two IEs. In excerpt (18), which has been taken from a multi-IE interview, it is evident that the IR (arrow 1) selects a particular IE to speak next (arrow 2).

(18) [World at One: 14 February 1979]

DW: ...the House of Commons.

IR: → Alan Watkins do you think he's gone further than before.

AW: → er No I can't... (Continues)

(Greatbatch, 1988: 414)

2.3.2.4 Managing interviewees' departures from the news interview turn-taking system

According to Heritage and Greatbatch (1991: 103), the discourse features discussed in the previous sections “[constitute] massive evidence for the existence of a [question-answer] preallocated turn-taking system for news interviews that is distinctive from conversation”. It is, however, interesting to note that departures by interview participants from this preallocated turn-taking system also provide evidence for the normative character of news interview interaction. The reason for this is that departures by interview participants are not only acknowledged, but are also normally repaired (Heritage and Greatbatch, 1991: 104). By acknowledging and repairing departures, IRs and IEs continue to display an orientation to the standard format of the news interview.

Heritage and Greatbatch (1991: 103) have noted that IEs' departures from the standard news interview format often take place in the context of multi-IE interviews. In these news interviews, a common departure is one where an unaddressed IE speaks out of turn. However, as Heritage and Greatbatch (1991: 103) point out, IEs who speak out of turn generally acknowledge that they have done so by producing genuine or “token” requests for permission to speak. When an IE produces a genuine request for permission to speak, he or she “only proceeds after the permission has been granted by the IR” (Heritage and Greatbatch, 1991: 103), and this is evident in excerpt (19) below. By contrast, an IE who produces a “token” request for permission to speak does so immediately after the request, without waiting for the IR's permission (see excerpt (20)). By making a “token” request, the IE acknowledges that he or she has contravened the standard structure of the news interview.

(19) [AP: 7 March 1979]

LL: ...and therefore I'm not going to accept the criticism that I haven't tried to help victims. I've been trying to help them off and on for twenty-five years.

MW:→ Can I- can I say something about this.

IR: Yes indeed.

MW: er... As Frank Longford knows so well... (Continues)

(Heritage and Greatbatch, 1991: 103)

(20) [AP: 7 March 1979]

LL: ...there was no evidence whatever that stiffer penalties di-
diminish crime.

SB:→ Can I make a point about that. Which is that if only this country...
(Continues)

(Heritage and Greatbatch, 1991: 104)

Heritage and Greatbatch (1991: 104-105) have observed that IRs deal with IEs' departures in various ways. They cite an example in which "the IE...initiates a hostile [question-answer] sequence directed at the IR" (Heritage and Greatbatch, 1991: 105), and the IR deals with this hostile sequence by trying "to preempt its production" (Heritage and Greatbatch, 1991: 105). This is clearly evident in excerpt (21) below (arrow 1). In the same example (arrow 2), the IR deals with the IE's attempt to assume the role as questioner by "sanctioning his conduct with an appeal to the normal conventions of news interviews..." (Heritage and Greatbatch, 1991: 105). According to Greatbatch (1988: 421), IRs also often restore the standard format of the news interview simply by issuing a questioning turn component immediately after the IE's departure.

(21) [O: 21 April 1981]

JG: ...despite the fact there were four major factories that you knew about, despite the fact there was a two hundred and thirty million capital investment programme that you knew about, that we dealt in companies you stated and restated today, despite the fact that ninety one per cent of our companies are still there, and only the marginal ones which you knew were sold, and you even mislead people by suggesting for instance that we owned the Parisian publishing house Brooke. Why...

IR:→ s-s-s- Sir James / / I'm so sorry I'm so s-

JG: / / No, I'm asking a question now.

IR:→ It's more conventional in these programmes... (Continues)

(Heritage and Greatbatch, 1991: 105)

2.3.2.5 Maintaining a neutralistic position

So far, it has been established that an important function of the news IR is to establish a context in which the interview participants can pursue a particular topical agenda (Heritage and Greatbatch, 1991: 106). It has also been noted that in questioning interview participants, IRs must ensure that they produce talk "that maintains an 'overhearing' audience as its primary recipients..." (Heritage and Greatbatch, 1991: 107). Heritage and Greatbatch (1991: 107) argue that while managing these tasks, IRs must also "retain a stance of neutrality towards the statements and opinions of the IE". To be specific, "IRs should avoid making statements – whether hostile to or supportive of an IE's stated position – that could be construed as a personal opinion or as the position of their employees – the news organization that is ultimately responsible for the broadcast". According to Heritage and Greatbatch (1991: 116), the news interview turn-taking system is geared towards the maintenance of a position of neutrality in several ways.

As noted in an earlier section, IRs generally avoid producing news-receipt objects (such as “really” and “oh”) at the possible completion points of an IE’s response to a question (Cf. Greatbatch, 1992: 270). In everyday conversation, on the other hand, participants often make use of these objects “which accept, or project acceptance, of the factual statements to which they respond...” (Heritage and Greatbatch, 1991: 117; Cf. Nofsinger, 1991: 115-117). By avoiding the production of these objects, IRs are able to maintain a neutralistic position.¹

Besides withholding news-receipt objects, IRs regularly refrain from producing assessments (such as “good” and “wow”) “which overly affiliate or disaffiliate with stated positions...” (Heritage and Greatbatch, 1991: 117; Cf. Nofsinger, 1991: 115). According to Heritage and Greatbatch (1991: 118), since the news interview turn-taking system does not make provision for the production of assessments, IRs are able to avoid supporting or rejecting the opinions expressed by IEs.

2.3.3 Clayman’s (1992) analysis of the interviewer’s neutralistic position

According to Clayman (1992), IRs may employ other procedures to maintain a neutralistic position. For instance, when IRs depart from the standard question-answer format and produce assertions or assessments, “they usually embed them within questioning turns and only occasionally allow them to stand freely” (Clayman, 1992: 168; Cf. Heritage and Greatbatch, 1991: 120). A common procedure is for the IR to produce an assertion or assessment and to attribute it to a third party (Clayman, 1992: 168; Cf. Bell, 1995: 31). By adopting this procedure, “IRs are able to indicate that the viewpoints they report originated

1. Following Heritage and Greatbatch (1991), the researcher does not treat the term “[neutralistic]” ... in the conventional sense of a judgement about balance, truthfulness and the absence of bias in the news” (Heritage and Greatbatch, 1991: 134). Rather, the term “neutralistic” is used here “to refer to a pattern of IR conduct which can escape formal charges of ‘bias’ – whether in the interview context itself or beyond – while refraining from any conclusions about the substantive neutrality or bias which may be held to inhere in particular questions or lines of questioning” (Heritage and Greatbatch, 1991: 134; Cf. Clayman, 1988).

elsewhere" (Clayman, 1992: 173). In excerpt (22), for instance, it is evident that the IR (SB) expresses a particular point of view about nuclear waste, but is careful to attribute it to a third party ("Doctor Yalow").

(22) [Nightline: 6 June 1985]

JS: ...And if you look et- simply thuh record in thuh low level waste field over thuh last fifteen tuh twenty years...thuh record is not very good an' it doesn't give one a cause for optimism.

SB:→ You heard what Doctor Yalow said earlier in this broadcast she'll have an opportunity to express her own opinions again but she seems to feel that it is an eminently soluble problem, and that ultimately that radioactive material can be reduced, to manageable quantities, n' put in thuh bottom of a salt mine.

JS: Thuh p- thuh point that she was making earlier... (Continues)

(Clayman, 1992: 168)

IRs also regularly distance themselves from the assertions they make by expressing them in the passive voice (Clayman, 1992: 170). This is evident in the excerpt of data below in which the IR (arrows 1 and 2) prefaces his assertions with a verb in the passive voice ("It is said...").

(23) [Meet the Press: 12 August 1985]

IR: Senator, uh... President Reagan's elected thirteen months ago an enormous landslide.

→ It is said that his programs are in trouble, though he seems to be terribly popular with the American people.

→ It is said by some people at thuh White House we could get those programs through if only we had perhaps more effective leadership on- on thuh hill... (Continues)

(Clayman, 1992: 169)

In addition to attributing assertions to a third party or expressing them in the passive voice, Clayman (1992: 191-192) states that IRs also sometimes reinforce the credibility of their assertions by stating that they have been endorsed by a certain number of people (excerpt (24)), or that they represent popular consensus (excerpt (25)).

(24) [Nightline: 6 May 1985]

IR: (Several lines omitted) ...let me turn to you because I must tell you in- in uh doing our research today we found very other
 → I mean very few people...uh- who believe that it is in any way bad. Now do you believe that it- I me- uh- let's forget about bad for a moment d' you believe it's good. Does it do anyone any good. Does it do thuh public any good. Does it do thuh consumer any good.

MF: Sure it... (Continues)

(Clayman, 1992: 190)

(25) [MacNeil/Lehrer: 22 July 1985]

HB: ...And that is thuh issue of violence...An' if we can get out of that cycle exactly to break that cycle...I think it'll be...uh...in the interest of everybody...to get then to thuh point of dealing with peaceful reforms.

IR:→ But all thuh people around thuh world the Common Market today thuh Secretary...uh...General of thuh forty seven member...uh...British Commonwealth...uh...members of the af-banned African National Congress...our- our guest Doctor Motlana all say that- an' the American statement we've just heard ...that thuh reason for thuh violence that thuh state of emergency is designed to stop, thuh reason for that violence, is thuh policy of apartheid.

HB: Now if that is being said... (Continues)

(Clayman, 1992: 192)

2.4 The implications of Conversation Analysis for materials design in the field of ESP

Clearly, the three Conversation Analytic studies conducted by Clayman (1991; 1992) and by Heritage and Greatbatch (1991) demonstrate that, by displaying an orientation to the news interview turn-taking system, IRs "instantiate both its 'interview' character and, simultaneously, their [role as IRs] within the context thus created" (Heritage and Greatbatch, 1991: 106; Cf. Clayman, 1991: 48). As noted above, in shaping this context, IRs are required to perform a variety of complex tasks such as establishing and managing the news interview as "talk for an 'overhearing' news audience" (Heritage and Greatbatch, 1991: 106; Cf. Hutchby, 1991: 119), and employing specific procedures "to construct at least an appearance of neutrality as they interact with their guests" (Clayman, 1992: 197; Cf. Bell, 1995: 31). In addition, it is clear that IRs are the dominant participants in news interview talk, since they have the sole right to initiate and terminate news interviews (Cf. Heritage and Greatbatch, 1991: 132), elicit responses from IEs, and veto IEs' departures from the standard question-answer format of the news interview (Cf. Heritage and Greatbatch, 1991: 104-105; Harris, 1991: 78).

One may argue that, since the three Conversation Analytic frameworks not only describe the underlying social organisation of news interview talk, but also focus attention on the procedures IRs use to exercise their authority, they fall within the realm of Critical Discourse Analysis or CDA (Cf. Bell, 1995: 24). One may in turn argue that, since these CA frameworks fall within the sphere of Critical Discourse Analysis, they may be regarded as practical tools language practitioners can use to orient prospective IRs to the discourse characteristic of the news interview. This argument is supported by Wodak (1997: 197) who contends that, since CDA focuses on "the sequential analysis of discourse...and the ways in which power is exercised" in particular institutional contexts (Cf. Kress, 1991: 85-86), it may be used in the training of learners in specialist fields. Indeed, Wodak (1997) has exploited the findings of a Critical Discourse Analytic study of an outpatients'

ward to sensitise doctors to the communication strategies they employ when they interact with their patients.

Thus, the CA studies carried out by Clayman (1991; 1992) and Heritage and Greatbatch (1991) have several important implications for language practitioners in the field of news interview talk. First, as this study intends to show, the discourse findings of these CA studies may be used by language practitioners to design meta-communicative activities aimed at promoting the learner's critical awareness of the discourse characteristic of South African business-news interview talk (see Chapter 5). This is consistent with a specific outcome set out in the National Qualifications Framework (NQF) which stipulates that language learners should "show critical awareness of language usage" (Curriculum 2005: 23). Indeed, a number of researchers, including James and Garret (1992: 12), Hedge and Gosden (1992: 186), and Van Lier (1996: 69; 82), have highlighted the need for language practitioners to promote critical awareness in the classroom. Van Lier (1996: 69; 82), for example, argues that the promotion of critical language awareness in the classroom enables learners to reflect consciously upon language use and power relationships in particular settings.

Second, as this research study aims to demonstrate, the discourse results of Clayman (1991; 1992) and Heritage and Greatbatch (1991) may be used to generate communicative activities that replicate the patterns of discourse that are distinctive of South African business-news interview talk (see Chapters 5-6). This is in keeping with many of the outcomes set out in the NQF such as those that specify that "learners should make and negotiate meaning and understanding" as well as "...use appropriate communication strategies for specific purposes and situations" (Curriculum 2005: 23). As will become clear in Chapters 5 to 6, by designing communicative activities that enable learners to carry out the complex tasks performed by news IRs, language practitioners can fulfil an important specification of outcomes-based education (OBE) identified by Spady (1994: 64), and that is that learners must be equipped with the skills

necessary for achieving "complex role performances" and "life-role functioning". Thus, instead of merely sensitising learners to the normative character of news interview talk, language practitioners may empower learners to apply what they have learned about the discourse of news interviews in the world of practice (Cf. Bhatia, 1993: 193).

This study also intends to show that, since the activities designed by the researcher display a meta-communicative as well as a communicative focus, they reflect most of the features outlined in Van Lier's (1996) Awareness, Autonomy and Authenticity Curriculum (see Figure 1). Central to the principle of **awareness** is the belief that language tasks should not, as Van Lier (1996: 70) puts it, become "automatized routines" in the classroom. Instead, language tasks should provide learners with opportunities to reflect consciously upon, for instance, the discourse process in a particular setting (Cf. Clark and Ivanic, 1992: 179), or "the power of language to enslave or liberate" (Van Lier, 1996: 12; Cf. Janks and Ivanic, 1992: 315). Underlying the second principle, that of **autonomy**, is the belief that the learner must not only take responsibility for his or her own learning, but must also avoid becoming "a passive recipient of instruction" (Van Lier, 1996: 12). This belief is echoed by Little and Singleton (1992: 130) who point out that giving learners "a degree of autonomy... should increase their capacity to behave as self-reliant and efficient language users" (Cf. Littlewood, 1992: 109). The third principle, that of **authenticity**, specifies that learners should engage in language tasks that enable them to "recognise the use of language as purposeful and truly communicative in real-life settings" (Bhatia, 1993: 194; Jordan, 1997: 260).

Awareness	<ul style="list-style-type: none"> • Perception • Receptivity • Learners should develop sensitivity to and conscious awareness of the nature of language
Autonomy	<ul style="list-style-type: none"> • Cognition • Participation • Learners should take responsibility for their own learning through self-regulation and self-reliance
Authenticity	<ul style="list-style-type: none"> • Mastery (uptake) • Practice • Learners should engage in activities that they recognise as meaningful for communication in real-life settings

Figure 1. The principles of the Awareness, Autonomy and Authenticity Curriculum, adapted from Van Lier, 1996: 11; 41.

The importance of the first principle, that of the learner's awareness of, for example, language use and power relationships in specific contexts, has already been touched upon in this section, and the implications of applying this principle in the training of prospective news IRs are discussed in greater detail in Chapter 5. With regard to the principle of autonomy, the researcher proposes that, by encouraging learners to participate actively in communicative activities that simulate news interview discourse, language practitioners may equip them with the necessary skills to function as news IRs in the field of business, and in this way, help them to achieve some degree of autonomy (Cf. Little and Singleton, 1992: 130). Furthermore, the researcher posits that, since activities that replicate news interview interaction may "serve as a bridge between the classroom and

the outside world" (Wong, Kwok and Choi, 1995; cited in Jordan, 1997: 114), they adhere to the principle of authenticity.

2.5 Language practitioners as researchers

While the findings of a discourse-based study of news interview talk may have important implications for generating ESP activities in the materials design phase, it is not sufficient to regard this phase as an end in itself. On the contrary, it is necessary for language practitioners (that is, facilitators and materials designers) to know how these activities are reflected in classroom practices and processes so that they can, for instance, assess their effects on teaching, or determine whether there are any discrepancies between the claims they have made about the nature of news interview discourse and what actually transpires in the ESP classroom (Cf. Richards and Lockhart, 1994: 4).

In order for language practitioners to determine whether the ESP activities carried out by learners in the implementation phase do in fact replicate the patterns of discourse that characterise South African business-news interviews, they have to step back, as it were, from classroom events in order to take a critical look at what actually occurs during interaction (Cf. Richards and Lockhart, 1994: 4; Kinginger, 1997: 13). Thus, adopting the view held by several researchers, including Richards and Lockhart (1994: 4), Van Lier (1996: 26), and Kinginger (1997: 13), the researcher advocates a view of the ESP practitioner as both language facilitator and classroom researcher.

One reason why this study advocates the need for language practitioners to conduct their own research lies in the observation made by a number of researchers (Van Lier, 1989: 174; Stern, 1992: 2; Richards and Lockhart, 1994: 4) that language practitioners do not always consciously reflect upon what takes

place during classroom proceedings, since they are so closely involved in the teaching/learning process. As Richards and Lockhart (1994: 4) put it:

Many aspects of teaching occur day in and day out, and teachers develop routines and strategies for handling these recurring dimensions of teaching. However, research suggests that, for many teachers, many classroom routines and strategies are applied almost automatically and do not involve a great deal of conscious thought or reflection...

An additional argument in favour of conducting classroom research into the nature of news interview discourse concerns the disparity that sometimes exists between the learning outcomes ESP practitioners claim their materials yield and what ensues in the classroom (Cf. Yule, 1995: 185; Burns, 1998: 107). For example, in her analysis of the discourse used in business meetings, Williams (1988) has found that discrepancies, with regard to style, exist between the English used in this institutional setting and that taught in the Business English classroom. In another study, Holmes (1988) has found that, although nominal constructions are frequently used in English, "[they] are a rather underrated epistemic category" in textbooks for non-native speakers of English. Swales (1990: 69; 70) rightly points out that the findings of researchers such as Williams (1988) and Holmes (1988) only underline the fact that materials designers should be "accountable for their products", and that they should not "rely on secondary data (statements and claims in previous textbooks and manuals)" when it comes to designing teaching materials.

2.5.1 A critical-reflective analysis of classroom simulations of news interview discourse

Since claims "about communicative procedures may not always accord with actual practice" (Swales, 1990: 71), it is up to the ESP practitioner involved in designing language activities for prospective news IRs to ensure that these activities simulate news interview interaction. Adopting and expanding upon

Stringer's (1996: 16-17) "look, think", and act" research model, the researcher proposes that, through continuous cycles of critical reflection, language practitioners may analyse communicative activities in order to determine whether they approximate discourse as it occurs in a specific institutional setting.

Stringer's (1996: 16-17) model (see Figure 2) characterises research as a process whereby practitioners continually recycle through a set of activities by means of "observation, reflection, and action" (Cf. Kinginger, 1997: 8). In the observation ("look") phase, practitioners collect the relevant data they intend to analyse. In this regard, Richards and Lockhart (1994: 24) and Jordan (1997: 30-38) point out that language practitioners have various data-collection procedures at their disposal. They may, for instance, gather data by means of surveys and questionnaires, teaching journals (Cf. Bailey, 1990), and case studies (Cf. Dudley-Evans, 1991), or they may decide to make audio and video recordings of their lessons (Cf. Schratz, 1992). By gathering classroom data, language practitioners are able, as Stringer (1996: 16) puts it, to "[build] a picture" of a particular aspect of the classroom situation they wish to examine.

Next, in a phase Stringer (1996: 16) refers to as the reflection ("think") phase, practitioners analyse the data they have collected in terms of their chosen frameworks in order to determine whether or not it is necessary for them to rethink their initial assumptions about their activities. According to Richards and Lockhart (1994: 4), critical reflection holds a number of important advantages for language practitioners. For instance:

...when critical reflection is seen as an ongoing process and a routine part of teaching, it enables [facilitators] to feel more confident in trying different options and assessing their effects on teaching.

...if [facilitators] are actively involved in reflecting on what is happening in their own classrooms, they are in a position to

discover whether there is a gap between what they teach and what their learners learn (Richards and Lockhart, 1994: 4).

If language practitioners discover that there is a "gap" between their claims and what takes place in the classroom, they will be able to implement changes in the action ("act") phase of their research (Cf. Richards and Lockhart, 1994: 6). Once the practitioner has cycled through these phases, he or she can spiral backwards through the various phases and make changes where necessary (Cf. Stringer, 1996: 17; Kinginger, 1997: 9).

Look	Gather relevant information (Gather data) Build a picture: Describe the situation (Define and describe)
Think	Explore and analyse: What is happening here? (Hypothesize) Interpret and explain: How/why are things as they are? (Theorize)
Act	Plan (Report) Implement Evaluate

Figure 2. The "look, think and act" research model, Stringer, 1996: 16.

Stringer's (1996: 16-17) "look, think and act" research model is similar to other critical reflection models such as Kemmis and McTaggart's (1988) "plan, act, observe, reflect" model and Wallace's (1991) Reflective Practice Model in that it too emphasises the process of "cycling through informed practice and reflection upon that practice" (Kinging, 1997: 6). Furthermore, as Figure 2 indicates, this reflection model consists of three components that are considered necessary for classroom research. That is, it consists of "(1) a question, problem or hypothesis, (2) data and (3) analysis and interpretation of the data" (Nunan, 1992; cited in Jordan, 1997: 274).

For the purpose of this research study, it is necessary to refine Stringer's (1997: 16-17) reflection model. To be specific, the researcher proposes that, in order to conduct a critical-reflective analysis of communicative activities that replicate

news interview talk, the language practitioner should cycle through the phases outlined in Figure 3 below.

Phase 1: Verify the typicality of the discourse findings of Clayman (1991; 1992) and Heritage and Greatbatch (1991). In this phase, the CA frameworks of Clayman (1991; 1992) and Heritage and Greatbatch (1991) are employed in an analysis of South African business-news interview talk. The researcher proposes that, if the discourse patterns of these CA frameworks are validated in an analysis of South African news interview talk, these discourse patterns may serve as tangible evidence language practitioners can use to substantiate or invalidate their claim that the materials they have designed replicate discourse as it occurs in the news interview. This premise is advocated by Van Lier (1996: 5) who observes that Conversation Analysis is an important research tool language practitioners can utilise when it comes to "a close monitoring of interactional work" in the classroom (Cf. Kinginger, 1994: 4).

Phase 2: Design ESP activities. Based on the findings of the analysis of South African news interview talk in Phase 1, the researcher designs language activities for prospective news IRs that are consistent with Van Lier's (1996) Awareness, Autonomy and Authenticity Curriculum model.

Phase 3: Implement ESP activities in the classroom. In this phase, learners carry out the activities designed in Phase 2.

Phase 4: Look. In this phase, the ESP practitioner makes audio and/or video recordings of the communicative activities carried out by learners in Phase 3 and then transcribes the discourse patterns in them. According to Stringer (1996: 64), making recordings "has the advantage of allowing the researcher to record accounts that are both detailed and accurate". In addition, they are "powerful instruments in the development of a [practitioner's] self-reflective competence" because "[they] confront him or her with a mirror-like "objective" view of what goes on in class" (Schratz, 1992: 89).

Phase 5: Think. In Phase 5, the practitioner compares the discourse results of the CA study of South African news interview talk conducted in Phase 1 to the discourse patterns in the communicative activities and records the findings.

Phase 6: Act. If, based on the findings in Phase 5, it is clear that the communicative activities do not reflect the discourse patterns of South African news interview talk, the ESP practitioner should recycle through the phases. Stringer (1996: 17) observes that, by repeating each phase, the practitioner "will find [him- or herself]...revising procedures, rethinking interpretations...and sometimes making radical changes in direction".

Figure 3. A critical-reflective analysis of communicative activities that replicate news interview discourse.

2.6 Using learners' perceptions of news interview talk in research

One of the advantages of encouraging learners to engage in classroom activities that promote critical language awareness is that language practitioners can treat their perceptions of these activities as a needs analysis, and modify and improve their materials accordingly. This view is shared by Clark and Ivanic (1992: 183) who suggest the following:

...classroom activities which are good for consciousness-raising are also good for research – both 'action research' leading to improvements in a particular teaching situation and research which leads to generalisations of wider interest...

Once students start talking about their own perceptions of something, a responsive [facilitator] can treat that information as a 'needs analysis' and use it in designing provision for that class...To gather more permanent data, [facilitator] and students can keep careful records of these perceptions by tape-recording the discussions...and keeping diaries. They can then analyse these data to make some generalisations about students' perceptions... (Cf. Hedge and Gosden, 1992: 197)

Adopting a similar approach to that used by Clark and Ivanic (1991), the researcher suggests that the ESP practitioner should design meta-communicative activities for prospective news interviewers that allow them to examine the discourse process as it occurs in South African news interviews. The practitioner can then keep a record of students' perceptions of news interview talk. In this way, the practitioner will not only sensitise learners to the discourse in this institutional setting, but will also be able to use their perceptions of news interview discourse in order to conduct a needs analysis.

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2.7 Conclusion

To summarise the findings in this chapter, it is evident that, just as discourse-based studies of professional contexts, such as courtrooms, clinicians' offices, and business meetings, have practical applications in the domain of ESP, so too discourse studies of the news interview may provide interesting insights into the nature of discourse in this specialist field, thus forming the basis for the development of teaching materials for South African business-news IR trainees. Specifically, it has been shown that language practitioners may design both communicative and meta-communicative activities for prospective news IRs on the basis of the Conversation Analytic models devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991), since these models not only focus on the sequential analysis of the news interview, but also provide an outline of the knowledge and language skills news IRs need to manage the news interview effectively.

It has also been noted that materials design is not simply a matter of developing language activities on the basis of the CA findings of Clayman (1991; 1992) and Heritage and Greatbatch (1991). Instead, as the critical reflection model outlined in Figure 3 illustrates, the findings of these CA analysts must first be verified in an analysis of South African business-news interview talk. Only then can the language practitioner embark on the materials design phase. Once this phase has been completed, the activities have to be implemented in the classroom and analysed with a view to improving them.

Before turning to these phases, however, it is necessary to specify the methodological procedure adopted in this study in greater detail. This is dealt with in the next chapter.

CHAPTER 3

METHODOLOGICAL ORIENTATION

3.1 Research setting and data selection

In order to achieve the aims outlined in the previous chapters, two corpora of lingual data have been selected for analysis. First, the researcher has recorded and prepared detailed turn-by-turn transcripts of South African news interview talk in the field of business (see Appendix i). Specifically, audio recordings of news interview interaction have been obtained from SAfm's Appleton Market Update, while audio-visual recordings have been made of Face-to-Face and TechnoLogic, two news interview programmes which air on Summit Television, a satellite channel focusing on the financial sector in South Africa. In addition to these recordings, which make up the primary corpus of South African news interview talk, commercially prepared transcripts have been obtained from SAfm's Appleton Market Update. These transcripts have been obtained in order to verify the typicality or generality of the discourse features identified in the primary corpus of data (Cf. Clayman, 1992: 198; Chenail, 1995).

Next, the researcher has made audio recordings of communicative activities completed by second-language learners enrolled in the Business English course at the University of the Orange Free State (see Appendix ii). The students registered for this course form a diverse group, and include mother-tongue speakers of Afrikaans, Xhosa, Zulu, Tswana, and Southern Sotho. The communicative activities completed by these students have been designed on the basis of the discourse findings of the analysis of South African news interview talk.

It should be noted that theoretical sampling has been used to collect both corpora of lingual data. According to Stubbs (1983: 231), theoretical sampling "involves seeking out people and situations which are likely to be particularly revealing or fruitful with respect to the phenomena in which one is interested". Altheide (1996: 33-34) points out that theoretical sampling is generally a gradual or "progressive" process because materials are selected on the basis of an "emerging understanding of the topic under discussion".

Thus, with regard to the first corpus of data, the researcher has not simply collected random samples of news interview discourse, but has made recordings of both debate and informational news interviews that comprise either one IR and IE or one IR and two or more IEs. Furthermore, these recordings reflect the turn-type preallocated character of news interview discourse. As far as the second corpus of lingual data is concerned, the researcher has deliberately employed communicative activities in the classroom that simulate the patterns of discourse characteristic of South African business-news interview talk.

As noted above, audio and video recordings of South African news interview talk have been obtained for analysis, while audio recordings of communicative activities carried out in the language classroom have been made. One of the limitations of making audio recordings of classroom proceedings is that the language practitioner/researcher does not have access to visual material (Cf. Richards and Lockhart, 1994: 11). To overcome this problem, the researcher has made use of field notes which have also been used in the transcriptions of classroom data (see Appendix ii) (Cf. Bailey and Nunan, 1996: 3).

3.2 Transcription conventions

Following Psathas' (1995) example, the transcription conventions or symbols used to describe specific discourse phenomena in the corpora of South African

lingual data are, with some exceptions, based on those employed by Sacks et al. (1974), Jefferson (1978), and Psathas and Anderson (1990). These conventions have been adopted for two reasons. First, and as Psathas (1995: 70) has remarked, while they "[do] not capture all the distinctions that can be made in the analysis of talk, [they do aim] to provide the reader with a description of those features most relevant to the analysis of the organization of talk-in-interaction". Second, these transcription symbols are familiar to researchers working in the field of Conversation Analysis. Psathas (1995: 12) points out that researchers should avoid using "inconsistent notation systems" which "could possibly confuse rather than enhance communication, and would not be conducive to the cumulation of findings concerning the same phenomena". The abbreviations and transcription conventions employed in the lingual data are summarised in Figure 4 below.

Abbreviation/Transcription convention	Meaning
IR(s)	Interviewer(s)
IE(s)	Interviewee(s)
/ /	Indicates interruptions and overlaps between one speaking turn and the next
(Inaudible)	Indicates an unintelligible utterance. This may be due, for example, to poor sound quality
(())	A double parenthesis contains a description of a non-verbal action
-	A dash indicates an abruptly checked utterance
O→	Denotes a possible transition-relevance place
→	Draws the reader's attention to a particular aspect of the lingual data

Figure 4. Abbreviations and symbolic notations employed in the excerpts of lingual data, adapted from Sacks et al. (1974), Jefferson (1978) and Psathas and Anderson (1990).

3.3 Data analysis

The lingual data selected for this study are analysed in terms of the three Conversation Analytic frameworks described in the previous chapter. That is, the role of the IR in initiating and managing news interview talk is analysed in terms of Clayman's (1991) study of news interview openings as well as in terms of Heritage and Greatbatch's (1991) analysis of the formal organisation of news interviews. Clayman's (1992) model, in which he describes the procedures IRs use to maintain a so-called neutralistic position, is also employed in the analysis of lingual data.

Before exploiting the discourse findings of Clayman (1991; 1992) and Heritage and Greatbatch (1991) in the language classroom, it is necessary to test the validity of these findings in the analysis of South African news interview talk. In order to verify the typicality of the findings, the principles of qualitative research are adhered to in this study. That is, in a preliminary analysis, the corpus of data is scrutinised in order to determine whether the patterns of discourse in it replicate those identified by Clayman (1991; 1992) and Heritage and Greatbatch (1991). Thereafter, an exhaustive analysis of the full corpus of data is made, and finally, the researcher collects additional data and recycles through the data to validate the discourse findings (Seliger and Shohamy, 1989: 121-124; Cf. Clayman, 1992: 198).

In order to counter subjective interpretations of the lingual data, the researcher has generated coinciding perspectives by means of investigator triangulation (Van Lier, 1988: 13; Cf. Jankowski and Wester, 1991: 62). To be specific, the data analysed in this study have been independently checked by two other investigators in the field of linguistics. According to Chenail (1995: 7), some form of triangulation is essential because it allows researchers to cross-validate their findings.

To further promote the validity of the discourse findings in this study, the researcher has adopted the methodological perspective of Conversation Analysis.² First, and as has already been noted, the researcher has obtained original recordings of South African news interview discourse. According to Psathas (1995: 46), access to lingual data is an essential requirement of the Conversation Analytic approach, allowing the investigator to re-examine and re-interpret specific aspects of the discourse process. As Psathas (1995: 45) contends, "recordings provide the opportunity for repeated viewings and listenings, and the very process of transcription often reveals interactional phenomena that had been hitherto unnoticed" (Cf. Richards and Lockhart, 1994: 11).

Furthermore, as Van Lier (1988: 238) remarks, a transcript of recorded talk is an "estrangement device" because it allows the observer to step out of the interaction and to look at it "from a detached perspective" (Cf. Schratz, 1992: 89). For the ESP facilitator and materials designer, "[the] direct focus on recorded conduct has the advantage that it cuts across basic problems associated with the gap between beliefs and action and between what [they] say and what they do" (Drew and Heritage, 1992: 5).

In accordance with another important methodological constraint of the CA perspective, and as noted in Chapter 1, the researcher has spent approximately 450 hours compiling turn-by-turn transcripts of the original recordings of data. Retrievable data are essential because, as Psathas (1995: 47) points out, other researchers must be provided with the opportunity to examine and review them. According to Psathas (1995: 48), the constraint that CA researchers must include the original data in their studies sets Conversation Analysis apart from analytic studies of interaction based on coding schemes:

2. The methodological orientation adopted in this study has been employed in an article entitled *From materials design to implementation in the field of ESP: a critical-reflective analysis of a communicative activity for business-news interviewer trainees* (Brokensha, forthcoming), and was endorsed by the reviewer.

Such studies cannot make available the original occurrences of the phenomena reportedly collected, observed, and analyzed, to enable others to examine the actual particulars, the ordering, movement, and audio, spatial, temporal organization of the phenomena themselves. In such studies the interactional phenomena have been modified and transformed into reported interactions, and we are left with the possibility of discussing the reports, rather than examining the data on which the reports are based.

In addition to adhering to these methodological constraints, the researcher has not imposed the CA frameworks of Clayman (1991; 1992) and Heritage and Greatbatch (1991) on the lingual data, but has allowed the data and the patterns recurrently displayed therein to determine the analysis (Cf. Heritage, 1989: 22-23). One of the advantages of this constraint is that the CA researcher cannot rely on vague assumptions about what participants will do in interaction. Instead, the researcher is compelled to investigate how participants shape interaction "by the examination of concrete instances" (Psathas, 1995: 49). By contrast, coding schemes or category systems, which are characterised by a limited set of descriptive categories, predetermine what is important to look for in the data, and therefore tend to assume priority over the data:

Category systems, because they [are] preformed or preformulated in advance of the actual observation of interaction in a particular setting...structure observations and produce results that [are] consistent only with their formulations, thereby obscuring or distorting the features of interactional phenomena (Psathas, 1995: 8).

3.3.1 The Conversation Analytic frameworks of Clayman (1991; 1992) and Heritage and Greatbatch (1991)

Based on the Conversation Analytic frameworks devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991), it is clear that the news interview is made up of three distinct stages, namely, the **opening sequence**, the interview itself, which is characterised by **question-answer sequences**, and the **closing**

segment (Cf. Heritage and Greatbatch, 1991: 132). The corpus of South African business-news interview talk is analysed in order to determine whether it reflects the functions and patterns of discourse that the three CA researchers have identified as being typical of the three stages. These functions and interactional patterns are summarised below.

The opening segment:

- (i) The IR may initiate news interview talk by establishing a **pre-headline** (Cf. Clayman, 1992: 174) which is intended to grab the audience's attention. Specifically, the IR may produce contentious statements (Cf. Clayman, 1992: 174) or ask attention-grabbing questions in order to initiate talk.
- (ii) The IR then goes on to establish the **headline** itself (Cf. Bell, 1991: 164-165). This headline is established via a **news announcement** or an **agenda projection**. With regard to the former device, the IR straightforwardly announces or reports a news happening. In the case of an agenda projection, the IR explicitly states that the interview will involve a discussion of a specific topical agenda. An agenda projection is often preceded by a preface such as "We focus tonight on..." and sometimes contains temporal references such as "today", "tomorrow" and "tonight" (Cf. Maynard, 1991: 176). By making use of temporal references, the IR creates a link between the interview and the news happening.
- (iii) Next, the IR constructs a **story segment** (Cf. Bell, 1991: 149) which provides the news audience with background information to the topical agenda.
- (iv) After the story segment, the IR establishes a **lead-in** which serves to introduce the IE(s) to the news audience. Lead-ins are usually preceded by prefaces such as "I'm joined now by..." or "We hear now from..." (Cf. Clayman, 1992: 175).
- (v) In the **introduction**, the IR **uses descriptive items to characterise the IE(s)** (Cf. Hutchby, 1991: 120). The titles and occupations of IEs as well as the organisations they are affiliated with are all descriptive items. The IR may also introduce IEs as observers/participants ("eyewitnesses" to external events), certified experts on specific topics, and as advocates (who have specific opinions about news events). By describing IEs only in terms of those descriptive items that are related to the topical agenda, the IR adheres to the **topical relevance principle**. In addition, by clarifying a descriptive item (such as an organisation-description) for the benefit of the broadcast audience, the IR adheres to the **principle of recipient design** (Cf. Hutchby, 1991: 120).

Figure 5. The introductory segment of the news interview (Clayman, 1991: 48-75).

The news interview itself:

- **Asking questions/Managing multi-interviewee interviews**

- (vi) The IR may produce **statement turn components** prior to asking questions. These statements are geared towards the news audience (Cf. Greatbatch, 1992: 27) in that they may, for instance, contain information that the IR assumes is unknown to the audience (Cf. Clayman, 1991: 60-61). They also usually establish the topical focus of the questions that are to follow (Cf. Greatbatch, 1988: 408).
- (vii) The IR may indicate that his or her statement turn component will be followed by a questioning turn component by using **action projections** such as "The question I would like to ask you is...", or "Let me ask you a question..." (Nofsinger, 1991: 136), or by ending a statement turn component with a **tag question** such as "doesn't it?", or "don't you?" (Cf. Greatbatch, 1988: 408).
- (viii) The IR may make use of **two turn-allocation techniques**. Specifically, in the case of an interview characterised by a single IR and two or more IEs, the IR may select a particular IE to speak next. The IR may also self-select upon completion of an IE's response (Cf. Nofsinger, 1991: 106).

- **Managing interviewees' answers**

- (ix) During an IE's response, the IR generally **withholds response tokens** (Cf. Nofsinger, 1991: 106; Greatbatch, 1992: 269).

- **Managing interviewees' departures**

- (x) IRs generally censure an IE's conduct by, for example, reminding him or her that the news interview adheres to certain conventions. They may also attempt to restore the standard question-answer format of the news interview by asking a question after the IE's departure (Cf. Greatbatch, 1988: 421).

- **Maintaining a neutralistic stance**

- (xi) IRs generally avoid producing news-receipt objects, continuers and assessments during or following IEs' responses (Heritage and Greatbatch, 1991: 117-118) so as to maintain a neutralistic position. IRs may adopt other procedures to maintain their neutrality. For example, they sometimes **attribute their assertions to third parties** (Cf. Heritage and Greatbatch, 1991: 120), express them in the **passive voice**, or state that they have been endorsed or rejected by **popular consensus**.

Figure 6. The IR's management of topical agendas within the news interview itself (Heritage and Greatbatch, 1991: 93-137) and the IR's maintenance of a neutralistic position (Clayman, 1992: 163-198).

The closing segment:

- (xii) The IR has the sole right to terminate news interview talk (Cf. Heritage and Greatbatch, 1991: 98; Hutchby, 1991: 132) and, according to Greatbatch (1988: 416), does so by, for example, thanking the IEs for their participation in the discussion, or by addressing the news audience (Cf. Hutchby, 1991: 132). The IR may also introduce a new guest IE or a new programme. In this way, the IR indicates that he or she will not initiate another question-answer sequence with the IE(s).

Figure 7. The IR's termination of news interview talk (Heritage and Greatbatch, 1991: 98; 132).

3.4 Conclusion

The aim of this chapter was to provide an outline of the methodological procedure used to select and analyse the lingual data in this research study. It is clear that the researcher has deliberately selected three Conversation Analytic studies of news interview talk in order to gain a multi-faceted view of the institutional discourse of news interviews. It is also evident that the strength of the Conversation Analytic perspective lies in its methodological constraints. As noted in section 3.3, for instance, in accordance with one of these constraints, the original recordings of South African news interview discourse have to be retained so that the researcher can re-examine them with a view to validating her initial conclusions.

Now that the methodological procedure employed in this research study has been specified, we move on to the analysis of South African business-news interview talk in terms of the CA frameworks devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991). This analysis constitutes Phase 1 as set out in the flow-chart in Figure 8 below. The flow-chart is included here because it provides an overview of the sequence of events that will be covered in Chapters 4-6.

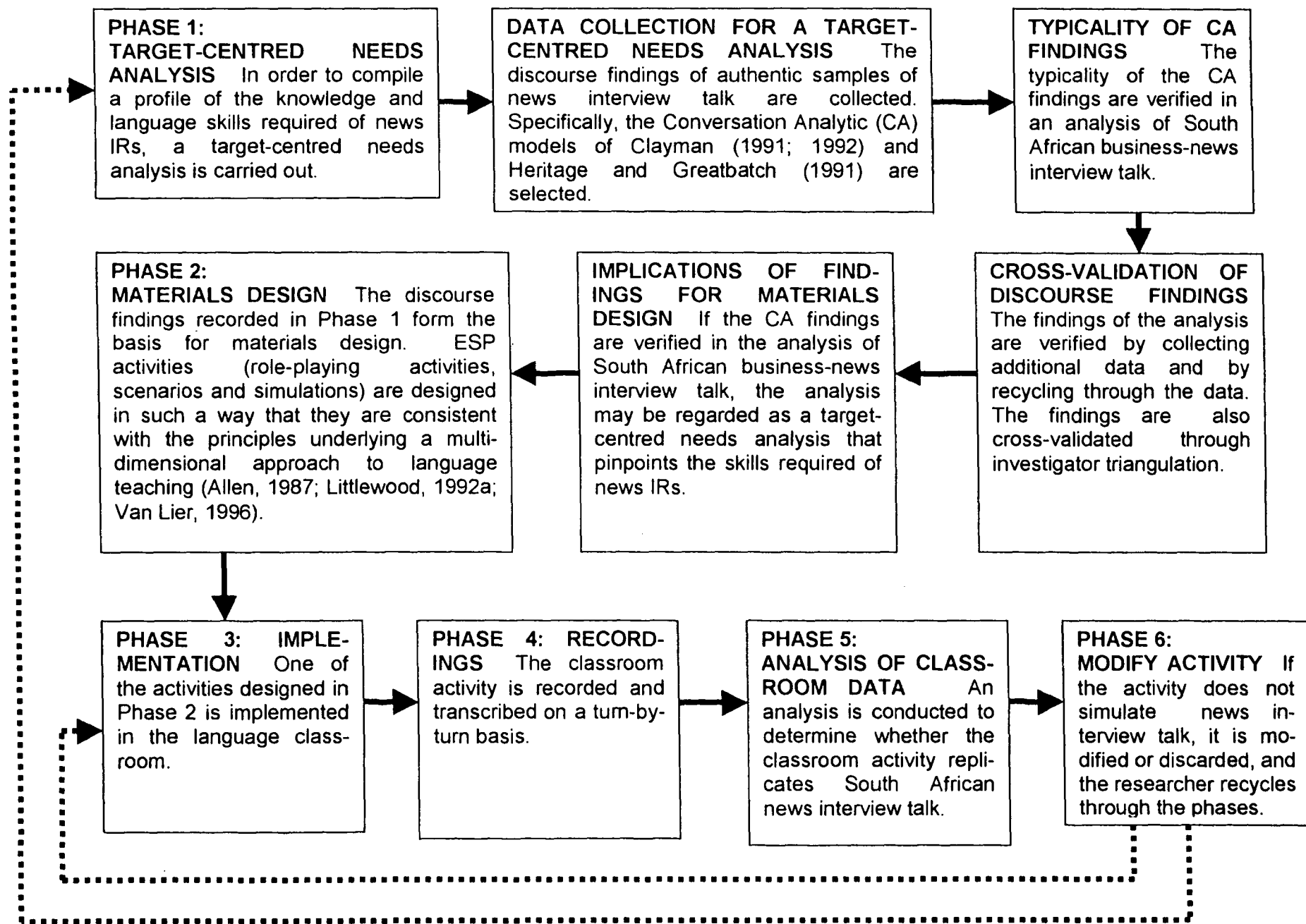


Figure 8: An outline of Chapters 4-6

CHAPTER 4

THE ANALYSIS

4.1 Introduction

In this chapter, and in accordance with **Phase 1** as set out in the flow-chart in the previous chapter, an exhaustive analysis is made of a corpus of South African news interview talk in the field of business in order to determine whether the patterns of discourse in it reflect those identified by Clayman (1991; 1992) and Heritage and Greatbatch (1991). The researcher argues that, if the discourse findings of these CA analysts are verified in the South African data, the analysis pinpoints the language skills and knowledge learners need to function "in the target situation" (Jordan, 1997: 25), which, in this case, is the news interview situation.

Before focusing on the analysis itself, the following should be noted with regard to the corpus of South African data selected for this research study. Firstly, mention has already been made of the fact that, for purposes of analysis, audio and visual recordings have been made of news interview talk on the Appleton Market Update, Face-to-Face, and TechnoLogic. One of the most important reasons for making use of these interviews is that all of them were broadcast live, and could therefore not be contrived in any way. A number of programmes with an interview format that were initially obtained for analysis had to be discarded because they were edited in some way before being aired. Several interview programmes, for example, were edited in such a way that their opening sequences were not broadcast.

Secondly, it should be noted that, with regard to issues of copyright and privacy, written permission was obtained from SAfm as well as from Summit Television to

use their interviews as a source of data for research. In this particular study, the issue of privacy does not pose any problems, since the researcher focuses, not on the ideological dimension of news interview discourse, but on its formal, sequential organisation. Indeed, Psathas (1995: 45) observes that:

Generally speaking, the mundane nature of most of the kinds of interactional phenomena studied raise hardly any issue concerning privacy. In addition, the fact that researchers are concerned with interaction in its own right, rather than with the particular persons or places or institutions providing the data, serves to alleviate concerns about privacy.

We turn now to an analysis of the corpus of South African news interview talk. Particular attention is paid to patterns of discourse as they are reflected in the beginning, the middle, and the end of the news interview. In other words, the analysis focuses on the news interview as a communicative event.

4.2 The opening segment

Before introducing a particular topical agenda, the IR may, but need not, construct a pre-headline, an item which, as has already been noted, generally serves to grab the audience's attention (Clayman, 1991: 50). Consider, for instance, the excerpt of South African news interview talk below.

(26) [Appleton Market Update: 19 October 1999]

71 IR: (Several lines from the previous interview omitted)
 → ...And er...I won't say I'm leaving the best 'till last, but certainly we've left the biggest 'till last and that's Investec, and er I'm joined on the line by... (Continues)

As excerpt (26) illustrates, the IR's words "...but certainly we've left the biggest 'till last..." are "designed to capture the audience's attention and focus it on the

[topical agenda]...” (Clayman, 1991: 50) which, in this case, is Investec. An analysis of the corpus of South African news interview talk also reveals that the IR may occasionally construct a pre-headlining item that serves to introduce the news interview programme. This is clearly the case in excerpt (27) below.

(27) [Face-to-Face: 23 November 1999]

- 1 IR:→ Time for Face-to-Face.
Local employers have been given until next year to draw up plans to promote women, black workers, and the disabled in the workplace. This is in terms of ... (Continues)

After constructing a pre-headlining device, the IR goes on to “[encapsulate] some newsworthy item in a general statement” (Clayman, 1991: 50; Cf. Bell, 1991: 164-165) which, as noted in Chapters 2 and 3, is referred to as a headline. In the excerpts of South African news interview talk below, for instance, it is evident that each of the IRs initiates the news interview by launching into a headline. Specifically, in excerpt (28), the IR announces that M-Net and Supersport have listed on the Nigerian Stock Exchange, while in excerpt (29), the IR reports that South Africa’s Employment Equity Act has impacted on a number of companies in the country. Each headline is clearly in the form of a news announcement, since the IR in each case simply reports on a newsworthy event in the financial sphere.

(28) [Face-to-Face: 15 November 1999]

- 1 IR:→ M-Net and Supersport are spreading their wings this week with the two channels taking secondary listings on the Nigerian Stock Exchange.
This is the first country outside of South Africa which the channels will list on. And M-Net and Supersport will also be the first South African listing to participate in a dual listing on the NSE....
(Continues)

(29) [Face-to-Face: 25 November 1999]

- 1 IR:→The launch of the final chapter of the Employment Equity Act this week has sent shivers through many parts of corporate South Africa. At the core of the issue is how companies should go about changing their employment structure, to first of all comply with the act, and secondly to maintain standards. One of the people who's studied the act extensively is legal expert Sara Gon... (Continues)

Of course, a headline may also be established through an agenda projection, which, as noted in the previous chapter, presents an external event as a topic for discussion and is usually introduced by a preface such as "We begin our focus with..." , or "Tonight, we focus on..." (Clayman, 1991: 50-51). In excerpt (30) below, the IR explicitly states that the forthcoming interview will focus on events on the JSE (Johannesburg Stock Exchange), and he prefaces this news item with the words "...let's have a look at..." (Cf. Clayman, 1992: 175). Similarly, in excerpt (31), the IR uses the preface "We're now looking at..." to present CG Smith's financial results "as the agenda to be addressed in the upcoming interview" (Clayman, 1991: 51).

(30) [Appleton Market Update: 17 November 1999]

- 1 IR: You're tuned to SAfm 104 to 107, radio for the well-informed. I'm Kobus Bester and this is the Appleton Market Update.
→ Now let's have a look at what the market's been doing at er...that's er the JSE,
and we're talking to Kenrich Tyge, portfolio manager of Greenwich Securities... (Continues)

(31) [Appleton Market Update: 18 November 1999]

- 12 IR: You're tuned to SAfm 104 to 107, radio for the well-informed. I'm Kobus Bester standing in for Michael Coulson and this is the Appleton Market Update.

→ We're now looking at CG Smith who came out with final results in more ways than one this...er today and that's chairman Derek Cooper... (Continues)

In addition to framing external occurrences as "topics to be discussed" (Clayman, 1991: 51), agenda projections may, at the same time, identify the guest IE(s) as is the case in excerpt (32) below.

(32) [Appleton Market Update: 19 November 1999]

14 IR: You're tuned to SAfm 104 to 107, radio for the well-informed. I'm Kobus Bester, and this is the Appleton Market Update.

→ And up next is Nic Downing of the Appleton Group, and we're going to have a look at what's been happening on the Johannesburg Stock Exchange today... (Continues)

Note that in excerpts (31) and (32), each news headline contains a temporal reference which serves to create a temporal link "between the interview's topical agenda and [the] external event..." (Clayman, 1991: 56; Cf. Maynard, 1991: 176). For example, in excerpt (32), the agenda projection contains the temporal formulation "today" which indicates that the interview will be dealing with recent events on the Johannesburg Stock Exchange.

Clayman (1991: 55) points out that the reason why IRs can establish topical agendas in the opening sequence of the news interview lies in the fact that they "have been predetermined in accordance with relevant newsworthy events". This is in marked contrast to the situation "in ordinary conversation where topics are not predetermined...but are instead negotiated...within the interaction" itself (Clayman, 1991: 55; Cf. Nofsinger, 1991: 88; Button, 1991: 260-261; Psathas, 1995: 38).

After establishing the topical agenda, the IR may construct what Clayman (1991: 52) refers to as a story segment (Cf. Bell, 1991: 149). This segment, which may be short or fairly long, contains information "that will 'set the scene' for the

discussion to follow" (Clayman, 1991: 65). In excerpt (33), for instance, it is clear that, after establishing that the upcoming interview will deal with developing countries' involvement in the World Trade Organisation conference to be held in Seattle (arrow 1), the IR provides background information to this agenda in a brief story formulation, stating what these countries intend to accomplish at the conference (arrow 2). At the same time, the IR suggests that First World countries do not appear to be favourably disposed towards developing countries' trade objectives.

(33) [Face-to-Face: 2 December 1999]

- 1 IR:→Foreign trade has taken the spotlight this week with the World Trade Organisation meeting in Seattle, and developing countries are over there trying to win a better deal with First World economies.
 → They want trade barriers with the West relaxed, but the trade powerhouses seem to have closed up shop.
 I'm Face-to-Face now with Rodger Ervin, minister-counsellor for commercial affairs at the United States Department of Commerce in Southern Africa. Roger... (Continues)

The IR also constructs story segments in excerpts (34) and (35) below. In excerpt (34), the IR introduces the managing director of Theta in an agenda projection (arrow 1), and then proceeds to provide background information to this company's financial performance in a story segment (arrow 2). Likewise, in excerpt (35), it is clear that, after announcing that a number of institutions in South Africa have conducted research "into what makes a good chairman" (arrow 1), the IR provides background information to this research in a story segment, stating that most South Africans in the field of business favour "a... statesman-like" chairman (arrow 2).

(34) [Appleton Market Update: 22 November 1999]

- 46 IR:→You're on the Appleton Market Update and we're talking now to Leon Kirkinis, who's the MD of the bank holding company, Theta.

→ They came out with preliminary er figures today, pretty good also, profits up er... profits after tax increased by two hundred and twenty-two percent. Headline earnings per share increased by a hundred and thirty-one percent, and the primary and secondary capital came in at one point six eight six billion Rands... (Continues)

(35) [Face-to-Face: 26 November 1999]

22 IR: → Well the management consultancy Woodburn Man, the Graduate School of Business at Wits and the Institute of Directors have just done what they call ground breaking research into what makes a good chairman.

→ And they've found that a traditional statesman-like chair is the preferred model of South African business.

I'm joined in the studio now by Trevor Woodburn... (Continues)

Having constructed a story segment for the upcoming interview, the IR then establishes a lead-in which, as previously noted, introduces the IE(s) to the "overhearing" audience and is generally preceded by a preface such as "I'm joined now by..." (Clayman, 1991: 53; Cf. Clayman, 1992: 175) as is illustrated in excerpts (36)-(38) below.

(36) [Face-to-Face: 15 November 1999]

1 IR: M-Net and Supersport are spreading their wings this week with the two channels taking secondary listings on the Nigerian Stock Exchange. This is the first country outside of South Africa which the channels will list on. And M-Net and Supersport will also be the first South African listing to participate in a dual listing on the NSE.

→ Joining me on Face-to-Face now is M-Net's financial director, Francois Schindehutte who's heading off to Nigeria to prepare for Friday's listing... (Continues)

(37) [Face-to-Face: 18 November 1999]

- 1 IR: → Joining us is Don Ncube, the chairman of Real Africa.
The company's being grouped together with other black chips operating on the JSE, with its share price trading at a large discount to the net value of its assets... (Continues)

(38) [TechnoLogic: 18 November 1999]

- 1 IR: ... (Several lines omitted) The technology that allows for the genetic modification of food has been hailed as a possible solution to world hunger. But others call these creations Frankenstein food or mutant crops that's sparked off an ethical debate across the globe.
→ Joining me in the studio to discuss this very issue is Muffy Koch, a biotechnologist with Innovation Biotechnology, and Dr John Fagan, Professor of Molecular Biology at the Mararishi University of Management in the United States. John, you've had the opportunity... (Continues)

Once the lead-in has been established, the IR goes on to describe the IE(s) in terms of person-reference terms and organisation-descriptions (Clayman, 1991: 57-58; Cf. Hutchby, 1991: 120). In excerpt (39), for example, it is clear that the IR describes the interview participant ("Bill Cooper") in terms of his position ("the chief executive officer of... Dorbyl"). By further describing Dorbyl as an "industrial transport concern", the IR is able to indirectly characterise the IE. In excerpt (40), the IR identifies the guest IE by title and name ("Dr Danie Cronje") and these items are "syntactically joined with other descriptive items" (Clayman, 1991: 57) ("the group chairman of the ABSA group").

(39) [Appleton Market Update: 17 November 1999]

- 31 IR: You're listening to the Appleton Market Update.
→ And now up next is Bill Cooper. He's the chief executive officer of the industrial transport concern, Dorbyl... (Continues)

(40) [Appleton Market Update: 22 November 1999]

- 16 IR: You're listening to the Appleton Market Update, it's twelve minutes past seven, and on the line now
 → Dr Danie Cronje who's the group chairman of the ABSA group...
 (Continues)

It has already been noted that IRs do not select particular descriptive items by accident, but always choose those that have direct bearing on some newsworthy event (Clayman, 1991: 59). Thus, for instance, in the excerpt of data below, the IR describes the IE ("Sara Gon") as a "legal expert" as well as a "judge in the Labour Court". Clearly, by employing these descriptive items, the IR indicates that the IE is "qualified to speak to the focal matter" (Clayman, 1991: 61) which, in this instance, revolves around the Employment Equity Act in South Africa. As stated in Chapter 2, by selecting those descriptive items that are directly related to the topical agenda, the IR adheres to the topical relevance principle.

(41) [Face-to-Face: 25 November 1999]

- 1 IR: The launch of the final chapter of the Employment Equity Act this week has sent shivers through many parts of corporate South Africa. At the core of the issue is how companies should go about changing their employment structure, to first of all comply with the act, and secondly to maintain standards.
 → One of the people who's studied the act extensively is legal expert Sara Gon who's also acted as a judge in the Labour Court. She joins us now... (Continues)

It is not only the topical relevance principle, but also the principle of recipient design, that determines what type of descriptive item the IR will select (Clayman, 1991: 60; Hutchby, 1991: 120). This principle stipulates that, if IRs use descriptive items that are likely to be unfamiliar to the broadcast audience, they must be expanded upon (Clayman, 1991: 60; Cf. Nofsinger, 1991: 155; Zimmerman, 1992: 448). For example, in excerpt (42), the IR assumes that not all members of the South African public will be familiar with Spescom, and so

describes it as a "communications and IT concern". Likewise, in excerpt (43), the IR takes it for granted that the audience may be unfamiliar with Softline, and so describes it as a "global software and services group".

(42) [Appleton Market Update: 18 November 1999]

30 IR: In the Appleton Market Update we're talking to Peter Verwer who's the er chief executive officer of
 →the communications and IT concern, Spescom,
 and they came out with fine results today as well... (Continues)

(43) [Appleton Market Update: 22 November 1999]

33 IR: You're listening to the Appleton Market Update and er we're talking now to Ivan Epstein, the chief executive officer of
 →global software and services group, Softline... (Continues)

An analysis of the opening segment of South African news interview talk also reveals that, as is the case in Clayman's (1991: 65-67) data, the introduction of specific types of IEs signals either an informational or a debate interview. In excerpt (44) below, for example, the IR clearly presents the interview participant as a certified expert – someone who "[is]... certified to comment on [a focal news item]" (Clayman, 1991: 62). Specifically, the IR establishes the IE's right to comment on South Africa's economy through a reference to the organisation he is affiliated with ("Professor of Business Economics at Wits") as well as through a description of the book he has recently had published (*The Mbeki Inheritance*).

At the same time, the IR indicates that the forthcoming interview will focus on the IE's book which deals with South Africa's economic future. One may argue that, in straightforwardly describing the IE as a certified expert on economics, and by avoiding any suggestion of conflict or controversy surrounding the book, the IR

indicates that the interview will be, as Clayman (1991: 67) puts it, "of the informational variety".

(44) [Face-to-Face: 19 November 1999]

- 1 IR: Time for Face-to-Face on Summit Television. I'm Gary Alfonso. The first thing that jumps to mind when you mention the name Raymond Parsons is yes exactly, the man behind South African organised business over the past twenty-five years.
- But these days, Raymond Parsons is a Professor of Business Economics at Wits,
so perhaps fitting that a person with such a background writes a book on South Africa's economic future. We're Face-to-Face with Raymond Parsons now,
- the author of a new book called *The Mbeki Inheritance*, and it's a look at where South Africa's economy was and where it's going in the future. Raymond, welcome to Face-to-Face... (Continues)

The introduction of an advocate IE (or pairs of advocates representing opposing views), by contrast, foreshadows a debate interview (Clayman, 1991: 65-66). In excerpt (45), for instance, it is evident that the IR (arrows 1, 2 and 3) emphasises the conflicting perspectives held by the Competition Commission on the one hand, and by "businessmen and legal experts" on the other, over "the new Competitions Act". By indicating "a state of disagreement" (Clayman, 1991: 65) between the parties, and by introducing the IE as head of one of these parties, namely, the Competition Commission, the IR indicates that the interview will proceed in the form of a debate. That is, the IE will be given the opportunity, as head of the Competition Commission, to defend this organisation's standpoint.

(45) [Face-to-Face: 22 November 1999]

- 1 IR: The Competition Commission is only a few months old.
- Already it's facing some big challenges and some harsh criticism.
- With Nedcor leaving no stone unturned to merge with rival Standard Bank, many players are looking to see whether it's going to cry foul over the deal.

→And last week at a conference, organised by financial services group BOE, businessmen and legal experts pointed out some of the pitfalls of the new Competitions Act.

We're Face-to-Face now with Alistair Ruiters, head of the Competition Commission and recently appointed director-general of Trade and Industry... (Continues)

4.2.1 Discussion of the findings

The analysis of the opening sequence of South African news interview talk clearly illustrates that it reflects the discourse features outlined in Clayman's (1991: 48-75) model. Indeed, Clayman (1991: 50) points out that "a formal sequential organization...remains constant across the programmes examined, and across a wide range of topics and interviewees". Obviously, variations do occur. For instance, the analysis shows that interview openings on both Face-to-Face and TechnoLogic are generally more elaborate than those on SAfm's Appleton Market Update (Cf. Clayman, 1991: 73). For example, in excerpt (46), which has been taken from Face-to-Face, the IR makes use of a pre-headline (arrow 1), a news announcement or headline (arrow 2), a story segment (arrow 3), as well as a lead-in (arrow 4) before initiating a question.

(46) [Face-to-Face: 23 November 1999]

- 1 IR: →Time for Face-to-Face.
 →Local employers have been given until next year to draw up plans to promote women, black workers, and the disabled in the workplace.
 →This is in terms of chapter three of the Employment Equity Act, which comes into effect at the beginning of next month. Under the Act, employers will be required to prepare and implement an employment equity plan, and the onus will be on them to report on the progress of their plans.
 →We're joined now on Face-to-Face by Siphon Pityana, director-general of the Department of Labour.
 Siphon, quickly remind us of what chapters one and two are of the Labour Equity Act.

By contrast, in each of the excerpts of data below, which have been taken from SAfm's Appleton Market Update, the IR straightforwardly introduces the guest IE before launching into the interview.

(47) [Appleton Market Update: 19 October 1999]

1 IR:→ And tonight's analyst, Jonathan Rogoff of Investec Securities. Good evening Jonathan.

(48) [Appleton Market Update: 19 October 1999]

51 IR:→ Next up, Errol Grolman, chairman of Corpgro and indeed effectively the whole of the...the whole of the group. Good evening Errol.

(49) [Appleton Market Update: 26 November 1999]

1 IR:→ Tonight's market analyst is on most Friday's these days Nic Downing of Appleton's itself in Cape Town. Good evening Nic.

A possible explanation for this simpler structure is that the IEs introduced in these excerpts make regular appearances on SAfm, reporting on the day's events on the Johannesburg Stock Exchange as well as commenting on international markets. As these IEs are known to regular listeners of the programme and habitually analyse the market's performance, the IR may deem it unnecessary to launch into a detailed opening segment for the listeners' benefit.

4.3 The news interview itself

4.3.1 Question-answer sequences

As noted in Chapters 2 and 3, IRs generally construct statement turn components prior to asking IEs questions (Heritage and Greatbatch, 1991: 100; Cf. Nofsinger, 1991: 106). In excerpt (50), for example, the IR produces a statement turn component (arrow 1) before issuing a questioning turn component (arrow 2). IRs may construct more than one statement turn component before initiating a question as is illustrated in excerpt (51).

(50) [Appleton Market Update: 19 October 1999]

79 IR:→ Now of course, one of the things which has been a feature of Investec in recent years has been its international geographical spread.

→ How much of your earnings are now derived offshore?

80 SK: In this...In this particular period, fifty-six percent of our earnings were offshore.

81 IR: Is that the highest it's ever been?

82 SK: Yes. For the end of the full year last year it was er about fifty-one.

(51) [Face-to-Face: 18 November 1999]

15 IR:→ Now as you know, black empowerment companies are no longer flavour of the month as you all too readily acknowledge.

→ Last year, you were um trading at a premium to a net asset value, this year at a discount.

What are you going to do to sort that situation out?

16 DN: Well...You're absolutely right er...I think most companies in the financial services and in IT have been trading at a- a discount...NAV...to the net asset value. But there has been a particular specific problem with black economic empowerment

companies... (Several lines omitted) For me – For us in Real Africa is that we believe that it is going through a change, this is a transition.

- 17 IR: And that's exactly it because there is a sense that you belong to say the old school of black empowerment and that you're not part of the new wave...Are you going to sort of address that particular situation?
- 18 DN: Well, I'm not sure that you could say we belong to the old school of empowerment because, one, we've never been an investment trust... (Continues)

According to a number of researchers, the construction of statement turn components by IRs is a typical discourse feature of the news interview and serves various functions. Nofsinger (1991: 106), for example, points out that:

...[IRs] design [their statements] so as to support and provide for an impending question. That question is normally designed to make use of the preceding statements as preliminary material (Greatbatch, 1988, pp. 407-409). So the part of an interviewer's talk that is not actually a question is produced as leading up to, or as being in the service of, the next question (Cf. Heritage and Greatbatch, 1991: 100).

Furthermore, IRs often issue statement turn components that contain information specifically intended for the overhearing audience (Heritage and Greatbatch, 1991: 108; Cf. Clayman, 1991: 60-61). Consider, for example, excerpt (52) in which the IR questions the IE about his recently published book. Clearly, the IR produces a statement that (a) provides the news audience with information about the IE's book and (b) establishes the topical focus of the subsequent question. Likewise, in excerpt (53), it is evident that, by stating that BOE Limited's non-interest income fell below expectation, the IR is able to transmit knowledge about the bank that may be unfamiliar to the news audience. At the same time, the IR is able to establish the relevance of the question that follows.

(52) [Face-to-Face: 19 November 1999]

- 3 IR:→ The book makes a very very clear directional line through politics and economics and those things are interlinked as far as President Mbeki's concerned, and President Mandela before him.
Tell us a little bit about the feeling about successors et cetera and how that impacts on economies.
- 4 RP: Well I think the first five years of our democracy has been primarily devoted...although not exclusively so, to trying to put the big frameworks in place, the constitutional framework, the labour framework, the economic framework, the social frameworks... (Several lines omitted) ...And so what I've tried to do is to unpack what are the major components in our economy that we'll have to be successful about over the next few years in order to give that substance to our...to our new democracy and a still very young democracy.
- 5 IR: You have some concerns about the fact that there isn't a clear successor at the moment... (Continues)

(53) [Face-to-Face: 29 November 1999]

- 2 PB: (Several lines omitted) ... So we are satisfied with the rate of growth of twenty-three percent off that basis...um... To be within one cent of what the market expects you to do in these tough conditions, we're pretty satisfied, thank you.
- 3 IR:→ Now your non-interest income was not as high as you would like it to be.
→ What are you going to do to rectify that situation?
- 4 PB: Well, by non-interest income in a bank, you- you look to diversify away from your interest rate spreads and risks. So that's your other fee income which is in your corporate and structured finance... (Continues)

IEs treat IRs' statements as prefatory to questioning turn components because IRs generally design their turns in such a way that they are recognisable as questions (Cf. Greatbatch, 1988: 409; Nofsinger, 1991: 106). The IR may, for

example, follow his or her statement with an interrogative structure referred to as a "tag" (McCarthy, 1991: 106) as is illustrated in excerpt (54). It is interesting to note that, according to Tsui (1994: 68-70), a tag question is never neutral. That is:

The very construction of a tag question suggests that the speaker has certain assumptions and is biased towards a certain answer. As Hudson (1975: 24) points out, tags are always conducive; they cannot be neutral (Tsui, 1994: 69).

(54) [Appleton Market Update: 19 October 1999]

41 AA: They're putting in eleven point four Michael.

42 IR: Now you talk about management, but I mean you yourself er are the largest single shareholder still,
→ aren't you?

43 AA: I am indeed, yes, but I...What's going to happen is existing shareholders will take a slight dilution, me included, and I'll also be putting in new money with the rest of management to get a er a stake in the new company.

The IR may also introduce a question with an action projection such as "Let me ask you a question..." (Cf. Greatbatch, 1988: 409). According to Nofsinger (1991: 106), an action projection "identifies the impending action as a question and marks the intervening talk as preliminary to that question". In excerpts (55) and (56), for instance, the IRs use the action projections "Now just explain to listeners..." and "Now tell me..." respectively to signal that they are about to ask specific questions.

(55) [Appleton Market Update: 18 November 1999]

59 IR:→ Now just explain to listeners
what do you do?

60 AS: Kobus, our core business is providing finance for the purchase of retail goods on credit and predominantly for the C and D category market er which is a very large market. There's over eleven million people in the market um...and er we have been doing it for twenty years and stick to our core business religiously.

61 IR: That's also a part of the market that's quite vulnerable I would say to er you know high interest rates and that sort of thing.

(56) [Appleton Market Update: 19 November 1999]

17 ND: (Several lines omitted) ...It's got a twenty-five percent market share in all the major markets apart from the US. And they're looking forward to an announcement with regard to the US deal some time in the next two or three months.

18 IR:→ Now tell me Nic,
who were the big movers today?

19 ND: Okay, the er big movers...We had a very strong move for steel. Iscor is up eleven percent, and it is regarded as being oversold below the two Rand level. And we have had some action in resources... (Continues)

Note that in the above excerpts of data, it is only the IR who has the right to ask questions and to self-select upon completion of an IE's turn (Heritage and Greatbatch, 1991: 97; Cf. Greatbatch, 1988: 413-414). These two turn-allocation techniques are also employed by the IR in interviews comprising more than one IE. Specifically, in the exchange below, it is evident that the IR manages the multi-IE interview by selecting either MK or JF to speak next. As soon as each IE has completed a turn, the floor reverts back to the IR.

(57) [TechnoLogic: 18 November 1999]

19 IR:→ Are we addressing that in imported foods?

- 20 MK: First of all, that sort of maize has not been approved in this country. And secondly, our supermarkets have gone to a lot of effort to be able to give consumers the information so that they can make this choice... (Several lines omitted) ...It will be a personal choice based probably on ethics. But there's absolutely no reason to be scared of these foods. They're good foods, they're good quality foods.
- 21 IR:→ Let's look at the ethical issues. What are opponents of GM foods concerned about?
- 22 MK: Well, I think we must ask John to speak specifically about the Mararishi and his concerns, but there are concerns in some religions that we could be tampering with genes and is this the correct thing to do. Some people prefer a holistic approach to life and don't want to be involved in high technologies, and so they need to have the right to say I don't want to eat this.
- 23 IR:→ John, your comments?
- 24 JF: Ah yes. My concerns are completely scientific, and there are a number of scientists around the world, a good selection of scientists, very well respected ones, who have serious concerns... (Several lines omitted) ... And I would assure you that I'm not the only one who holds this particular position.
- 25 IR:→ John Fagan, Muffy Kock, thank you very much for joining us on TechnoLogic.

As illustrated in Chapter 2, an interesting feature of the news interview is that, once IRs have asked their questions, they not only allow IEs to respond over several turns-at-talk, but also generally avoid producing responses such as "okay", "mm hm", "did you", and "good" during or after IEs' responses (Heritage and Greatbatch, 1991: 101-102; Cf. Nofsinger, 1991: 115-118; Greatbatch, 1992: 269). Indeed, an analysis of IR turns in the corpus of South African data has revealed that IRs rarely produce response tokens. In the excerpt below, for example, it is evident that, at the potential completion points (O→) of the IE's response, the IR does not make use of continuers, news-receipt objects, or assessments.

(58) [Appleton Market Update: 19 November 1999]

- 5 IR: Now what happens now, what- what are the first signs that your clients, your-your passengers are going to see er to show that this deal has gone through?
- 6 AC: O→Well actually, those signs appeared a month or two ago and to the great credit of Swissair, they didn't wait for the transaction to close
 O→to start helping us build the company.
 They've already transferred two senior executives
 O→to work for us here
 O→as they promised they would
 O→and we started a real innovation two and a half weeks ago.
 We used to have their flight and our flight flying out to Switzerland
 O→thirty minutes apart every night.
 We've now moved it to where they operate in the mornings
 O→south bound
 O→and we operate in the evening.
 O→So the customers get a lot more choice,
 O→they can choose between er two different times of day to fly.
 We've opened up different cities
 O→that weren't previously served.
 O→So we're really making progress fast and furious,
 →So this is only going to accelerate it.
- 7 IR: Now this is a nice cash injection for SAA. What happens now, what are you going to do with the money?
- 8 AC: Well, it's not uh that's not for SAA to decide, that's- that's between Transnet and the government to determine how those proceeds are used... (Continues)

Clearly, as mentioned in Chapter 2, by refraining from any comment during an IE's turn, the IR demonstrates that he or she is aware that the interview has been "staged for audience consumption" (Clayman, 1991: 55; Cf. Hutchby, 1991: 119). This does not, however, mean that IRs do not from time to time produce response tokens (Cf. Heritage and Greatbatch, 1991: 110). In the excerpt of South African data below, it is clear that the IR produces a continuer in turn 29.

(59) [Appleton Market Update: 19 October 1999]

28 DM: Obviously you said that we are... we're the big spenders...

29 IR:→ Yeah...

30 DM: So the er the mortgage rate of course carries a much bigger weight for us...er so I think that has explained quite a bit of it...um... The other thing is that if you look at inflation I mean currently if you look at unprocessed foodstuffs and those things, er there the inflation rate is actually quite low, round about two percent... (Continues)

One explanation as to why the IR in the above exchange produced this particular response lies in the function of continuers. The word "yeah" and others such as "uh huh" and "mm hm" enable participants "[to] avoid taking a full turn at talk" and also allow them "[to] display their understanding that the other speaker is building an extended turn..." (Nofsinger, 1991: 118). Repeated listenings of the above exchange have revealed that, in turn 28, the gap in the IE's response is significant. The continuer produced in turn 29 may be interpreted as the means by which the IR encourages the IE to complete his turn. This view is supported by Tsui (1994: 139) who remarks that a cue such as "yeah" indicates "that the addressee is listening and wishes the speaker to continue with the reporting".

4.3.2 Departures from the standard question-answer format

An analysis of the corpus of South African news interview talk has shown that departures by IEs from the standard format of the news interview rarely occur. One reason for this may lie in the fact that most of the interviews on Face-to-Face, TechnoLogic, and the Appleton Market Update straightforwardly provide the broadcast audience with business news without presenting it in a controversial light. These interviews are therefore informational in character (Cf. Clayman, 1991: 67). An analysis of those that take the form of a debate has also revealed few departures.

An example of a departure is illustrated in excerpt (60) below where the IE suggests that, in the light of his company's proven track record, it is not fair for the IR to compare it to Macmed (arrows 1 and 2). The IE later questions the IR's suggestion that his decision to involve his company in healthcare was unsound by challenging her to look at a copy of the company's balance sheet which he has on the table in front of him (arrow 3). The IR bypasses this challenge by simply moving on to a new topic (arrow 4). Greatbatch (1988: 421) observes that this is a typical technique IRs employ to restore the standard question-answer format of the news interview.

(60) [Face-to-Face: 18 November 1999]

- 7 IR: Well, considering what's happened to Macmed, are you still sure that it was the right thing to do to go into healthcare?
- 8 DN:→ Oh no no no no no. We...we...we...we've got a track record of performance. So I'm not sure in fact that we can make a comparison. I don't think that you're comparing like with like um... We have got a track record of performance.
I mean, healthcare has been there for the last ninety years or so er...and ...(Inaudible) Health is now one of the biggest, if not the biggest er healthcare provider in the private sector. We're talking of er...roughly a revenue stream of about one comma four billion, we're talking of seven er thousand...beds, we're talking three hundred and fourteen...theatres, and with excellent management, excellent systems, an excellent track record.
→ I don't think the comparison is there. And in any case, we've got a strong balance...er...balance sheet.
→ You can see for yourself. ((IE gestures to the IR to look at the balance sheet on the table in front of him))
- 9 IR:→ Okay, so let's get back to the companies that have been most profitable for you.
- 10 DN: Well if you understand we've contributed you see er...All our companies have contributed. Now you- you might have seen the results of African Life... (Continues)

In Chapter 2, mention was made of the fact that the turn-taking system characteristic of news interview discourse is such that it does not allow IEs to ask questions (Heritage and Greatbatch, 1991: 98; Cf. Clayman, 1992: 168; Greatbatch, 1992: 269). Yet, as the exchange below illustrates, the IE directs a question at the IR (arrow 1). The IR restores the standard structure of the news interview by giving a minimal response (arrow 2) and then initiating a question the IE must respond to (arrow 3). By reverting to the turn-type preallocated character of the news interview, both "IR and IE collaboratively sustain a definition of their joint circumstances as 'an interview' (rather than a 'discussion')..." (Heritage and Greatbatch, 1991: 98).

(61) [Appleton Market Update: 22 November 1999]

- 16 IR: You're listening to the Appleton Market Update, it's twelve minutes past seven, and on the line now Dr Danie Cronje who's the group chairman of the ABSA group. And er the group posted a pretty flat er earnings report for er the six months ending September thirtieth this year. Dr Cronje, good evening.
- 17 DC:→ Hello, how're you?
- 18 IR: → Fine er...
→ Could you run us through those figures quickly, just the headlines?
- 19 DC: Ya, I think the previous figures started off very well, I think we're very much exposed to the economy because of our last book and the margin was firstly very much under pressure... (Several lines omitted)...and the two projects, the credit project as well as the merging of the brands, I think has laid the foundation for future growth.
- 20 IR: Do you expect a better six months ahead?
- 21 DC: No, no, we expect the year I think to be relatively flat, we think that it's just realistic to assume that... (Continues)

4.3.3 Neutrality

A number of researchers (Heritage, 1985; Heritage and Greatbatch, 1991; Clayman, 1988; 1992; Greatbatch, 1992) have observed that, in pursuing a particular topical agenda, one of the most important tasks of the IR is to preserve a neutralistic position towards the IE. Clayman (1992: 164), for example, observes that:

While neutrality is a concern for reporters generally, it is a particularly pressing issue for those who interview for television [and radio]. Their work practices are commonly broadcast "live" without the benefit of editorial review, and are thus open to the immediate scrutiny of fellow journalists, government officials, social scientists, and a mass audience with diverse interests and ideological sympathies. Many viewers have a practical interest in monitoring news programming for the presence of bias. Accordingly, news interviewers continually face the problem of sustaining the accountability of their conduct under widespread scrutiny (Cf. Heritage and Greatbatch, 1991: 106-107).

One way in which IRs attempt to overcome this problem is by changing their interactional "footing" (Goffman, 1981; Levinson, 1988; Cf. Clayman, 1992: 164). That is, they use a variety of procedures to divert assertions and opinions "away from themselves and (commonly) onto some other party" (Clayman, 1992: 167; Cf. Bell, 1995: 31). For example, IRs regularly ascribe the viewpoints they express to a third party (Clayman, 1992: 173; Cf. Heritage and Greatbatch, 1991: 120-121) as is the case in each of the excerpts below.

(62) [Appleton Market Update: 17 November 1999]

27 RD: (Several lines omitted) ...Looking at our shareholding structure um post unbundling as we understand the situation at this point in time, we will go from three stakeholders owning seventy-five percent of AMB to eight shareholders owning seventy-five percent of AMB being DLJ, our US-based partner, management and staff who own some fifteen percent of the equity, and er six institutional shareholders owning between them forty-eight percent of AMB. So

broadening of AMB's investor base but not- not a sort of material broadening.

- 28 IR:→ But Rob, the international rating agencies seem to like what you're doing,
so obviously um you're going down the right road in any case.
- 29 RD: Well, we have the – The short-term focus as we have run into this extraordinary time period has been liquidity risk management... (Continues)

(63) [Face-to-Face: 22 November 1999]

- 8 AR: (Several lines omitted) ...but as an ordinary South African, I am concerned when I hear about job losses.
- 9 IR: Alistair, let's look back at the Competitions Act as it's come under some criticism.
→ People say that there are drawbacks because it's inconsistent, it's ambiguous, and it doesn't make provision for mergers to take place and joint ventures.
What is your response to that?
- 10 AR: Well look, I think any piece of legislation is subject to interpretation. I think the Competition Commission having had two and a half months to administer this piece of legislation... (Continues)

(64) [Face-to-Face: 29 November 1999]

- 10 PB: (Several lines omitted) ...We've given ourselves 'till the end of September this year well our financial year September 2000 er to find out what... (Inaudible) and deliver the optimal capital structure of our group. And that should be in place by then.
- 11 IR:→ Analysts say they're still not sure what you're going to do with your non-core investments.
→ They don't feel there's a very open, clear strategy of what's going to be done.
- 12 PB: No, it's very unfair for us to talk about our investments. They are strategic...they are big interests in other companies. I mean we own... (Continues)

By attributing their assertions to a third party, the IRs in the above exchanges “[avoid] making factual claims on [their] own behalf...and hence [avoid] direct disagreement [or affiliation] with the IE” (Heritage and Greatbatch, 1991: 121; Cf. Clayman, 1992: 173).

IRs also sometimes couch their assertions or allegations in the passive voice as is the case in excerpts (65) and (66) below (Clayman, 1992: 169-171). Clayman (1992: 170) points out that, by prefacing assertions with a passive verb, the IR “indicates that they derive from another source...”. Roberts (1986: 60) points out that passivisation is a typical technique for achieving disaffiliation.

(65) [Face-to-Face: 17 November 1999]

- 10 BC: (Several lines omitted) ... So we're very excited about the potential, but it's a full integration with our company.
- 11 IR:→ Well, I've been told that you hold some...fairly outspoken views about manufacturing in South Africa. Share those with us.
- 12 BC: You know, I think really er... and I must indicate my bias upfront um I think manufacturing is probably the most important sector in South Africa... (Inaudible) if we look at the situation going forward... (Continues)

(66) [Face-to-Face: 22 November 1999]

- 10 AR: (Several lines omitted) ...we encourage mergers, we- we encourage people to merge if it creates efficiency, if it leads to international competitiveness and if it meets all the requirements in terms of that.
- 11 IR: Alistair, what's of no comfort to business is- are the costs involved.
→ The filing fees are considered punitive.

- 12 AR: I don't think they're considered punitive. I think our filing fees are-are comparable with most commissions around the world. I think there are a few changes that will be made... (Continues)

Mention has already been made of the fact that the news interview turn-taking system does not allow for the production of response tokens by IRs (Heritage and Greatbatch, 1991: 117; Cf. Greatbatch, 1992: 269-270). Responses such as "really", "oh", and "good" are avoided by IRs because they have what Atkinson (1992: 209) refers to as "affiliative [or disaffiliative] implications". Atkinson (1992: 210) goes on to remark that avoiding these responses "would appear to work as a technique for displaying neutrality in the face of potentially controversial material". This belief is shared by Greatbatch (1992: 270) who observes that "IRs maintain the role of report elicitor (by asking questions), but decline the role of report recipient (by withholding acknowledgement tokens and news receipts)". In the excerpts of South African news interview talk below, it is evident that each IR avoids producing responses at the possible completion points (O→) of an IE's answer.

(67) [Appleton Market Update: 19 October 1999]

- 81 IR: Is that the highest it's ever been?
- 82 SK: O→Yes.
→For the end of the full year it was er about fifty-one.
- 83 IR: And er is this increase going to be extended in the second half of the year?

(68) [Appleton Market Update: 18 November 1999]

- 36 IR: You're sitting on some cash though er just over sixty-three almost sixty-three million Rands. So can we expect some more acquisitions in the medium-term?
- 37 PV: O→Well, we're operating under a cautionary at the moment.
O→We're looking at a software company overseas.

O→We're very close to finalising a deal.
 →And hopefully we'll make an announcement shortly.

38 IR: Predictions for the new year?

(69) [TechnoLogic: 18 November 1999]

5 IR: Muffy, how stringent are these regulations, are they enforceable?

6 MK: Well enforceability is absolutely primary
 O→in any regulation procedure.
 And so a lot of work has gone into making sure that whatever
 regulations are in place
 O→are enforceable.
 O→And they're very strict.
 O→We really don't want to make a mistake.
 O→This is a very valuable technology,
 O→but as with any technology, it could be abused
 →and we don't want to make that mistake.

7 IR: So...give me some specifics of the regulations. What do they deal
 with?

8 MK: Well the GMO act that John was referring to covers all living
 genetically modified organisms... (Continues)

4.3.4 Discussion of the findings

Based on the above analysis, it is clear that the patterns of discourse in South African news interview talk replicate those identified by Heritage and Greatbatch (1991: 93-137) as well as by Clayman (1992: 163-198). Furthermore, it is evident that IRs exert tight control over the management of topical agendas by eliciting responses from the interview participants, self-selecting, and restoring the question-answer format of the news interview. We turn now to an analysis of the final stage of the news interview, the closing segment.

4.4 The closing segment

Besides initiating the news interview, IRs are also responsible for closing it down, and they do this by employing a variety of procedures. Obviously, since it is only IRs who may ask questions, the interview is effectively terminated when they fail to initiate another question-answer sequence (Greatbatch, 1988: 416; Cf. Heritage and Greatbatch, 1991: 98). According to Greatbatch (1988: 416), IRs for the most part signal that an interview is over by thanking an IE for his or her time as is the case in excerpts (70) and (71) (Cf. Hutchby, 1991: 132).

(70) [Face-to-Face: 29 November 1999]

25 IR: And the next big thing is e-commerce, or the present...the new new thing right now. What are you doing as far as e-commerce is concerned?

26 PB: Well, we've a number of initiatives. I think we've got a comparative advantage over the other major banks in this country in that we don't have a bricks and mortar branch infrastructure. We er...We believe that that's the way to go. I think one has to be very careful in the initial stages. We know that the- the eight millimetre... (Inaudible) camera is no longer, but you've got to be careful whether you go VHS or Betamax. One's going to make it, and one's not. So it's a question of putting your toe in the water carefully, and in many directions to make sure that you're covering all your bases.

27 IR:→Phil Biden, chief executive officer, BOE, thanks for joining us.

(71) [TechnoLogic: 18 November 1999]

23 IR: John, your comments?

24 JF: Ah yes. My concerns are completely scientific, and there are a number of scientists around the world, a good selection of scientists, very well respected ones, who have serious concerns about the safety of these foods... (Several lines omitted) In the US, mealies may account for one percent of the diet. Here, for some people, it

may be eighty or ninety percent. So we have to be very scientifically focused on the safety issue. And this is where Muffy and I disagree on whether the scientific issues as to safety... And I would assure you that I'm not the only one who holds this particular position.

25 IR: →John Fagan, Muffy Kock, thank you very much for joining us on TechnoLogic.

In this non-questioning turn, the IR also sometimes terminates the news interview by introducing a new IE (Cf. Greatbatch, 1988: 416). This is clearly the case in excerpts (72) and (73) below.

(72) [Appleton Market Update: 17 November 1999]

48 IR: Any er surprises on the Y2K side?

49 EH: We are very confident that we are... will be fully prepared and that we will not be jeopardising any patients at all over the Y2K problem period.

50 IR: Well, that was Dr Edwin Hertzog, executive chairperson of Medi-Clinic Corporation and er well, I hope the people enjoy their art exhibition.

→We're now talking to Stephen Cranston. He's the senior editor um at the Financial Mail with the latest survey of retirement funds. Good evening er... Stephen.

(73) [Appleton Market Update: 18 November 1999]

53 IR: And your forecast for the new year?

54 NR: Our forecast for the new year is that we believe that we're going to beat the '98 result.

55 IR: And that was Nic Rossen, financial director of IT company Elixir.

→Up next, Andre Schoeman, and he's chief executive officer of short-to medium-term finance company, Consumer Credit Holdings. We're staying with final results tonight... (Continues)

In closing down an interview with one or more IEs, IRs often accomplish other tasks as well. In the excerpt below, for example, the IR not only thanks an IE for his participation in the programme (arrow 1), but also explicitly addresses the news audience by reminding them that they can obtain transcripts of the various interviews on the World Wide Web (arrow 2). In addition, the IR acknowledges the news team responsible for the programme (arrow 3).

(74) [Appleton Market Update: 19 October 1999]

- 101 IR: And er the final sentence prospects for the year says the directors and management are of the opinion that the group will continue to produce sound growth in earnings and dividends, so all systems still go?
- 102 SK: Yeah, no, we're reasonably comfortable, I mean obviously we live in a volatile world and a volatile environment, and er...but at the moment we're on target, I mean we're only a few weeks into the year because we reported very quickly.
- 103 IR:→Well, thanks for joining us and again we ended on the biggest of the lot. That was Investec and my guest was Stephen Koseff, Investec CEO. Thanks for joining us tonight.
 →Full transcripts and audio are available on the free Internet service market update online on WWW dot marketupdate dot CO dot ZA.
 →From tonight's team, producer Johannes Machane, assistant Rita Rheeder, sound engineer Richard Lategan, and me Michael Coulson. Goodbye until tomorrow night.

4.4.1 Discussion of the findings

Clearly, the analysis of the closing segment of South African news interview discourse reveals that "IEs are afforded no rights whatsoever to initiate and accomplish closings" (Greatbatch, 1988: 417; Cf. Heritage and Greatbatch, 1991: 132). In fact, the South African data support Greatbatch's (1988: 417) observation that "instances of news interviews being closed down by IEs are extremely rare".

4.5 The normative character of news interview talk

Based on the analysis conducted in this chapter, the researcher does not accept that one "right" or "appropriate" way exists to conduct news interview talk. On the contrary, the view espoused here is that, while news IRs may initiate, manage and terminate the news interview in different ways, the turn-taking system within which IRs carry out these tasks is nevertheless "uniform and exhibits overwhelming compliance with [normative] procedures" (Heritage and Greatbatch, 1991: 96). As noted in Chapter 1, one of the main aims of this research study has been to describe and report on the typicality of news interview talk, rather than to focus on its ideological dimension, or to comment on what constitutes the "right" or "wrong" way to conduct news interviews. In line with Clayman's (1991: 72) view, the researcher contends that, while the domain of ideology should not be ignored, "the routine, institutionalized language practices that serve to organize news discourse, and in particular the sequential conventions that govern the construction of coherent stretches of discourse", are "a largely unexplored domain in media studies". Clayman (1991: 72) goes on to state that:

...this domain is...a significant dimension of newswork, a dimension with its own organizational practices and constraints. Our grasp of the institutional frameworks of news production will remain incomplete until the domain of discourse is more thoroughly explored.

A detailed study of issues such as gender, ethnicity and power relationships then, falls beyond the scope of the present study. This does not, however, mean that news IR trainees should not be sensitised to these issues. This is discussed further in Chapter 7.

4.6 Conforming versus non-conforming lingual data

As the analysis in this chapter has illustrated, departures by both IRs and IEs from the news interview turn-taking system are rare. Indeed, Heritage and Greatbatch (1991: 96) point out that it is "difficult to locate the 'deviant cases'..." in news interview interaction (Cf. Greatbatch, 1992). A statistical analysis of the proportions of structures in approximately 2 and a half hours of South African news interview talk (408 speaking turns) clearly indicates that instances of non-conforming lingual data seldom occur:

STRUCTURE/STRATEGY	FREQUENCY
Conforming-data:	
Opening sequence	
Pre-headlines	13
Headlines	28
Story segments	18
Lead-ins	20
Topical-relevance principle	28
Principle of recipient design	8
Question-answer sequences	
Action projections	3
Tag questions	2
Passive verbs	1
Third party assertions	2
Closing sequence	
Acknowledgement tokens (e.g. "Thank you for joining us...")	10
Addressing the audience (e.g. "Well, that was X...")	17
Non-conforming data	
Interruptions by IRs	4
Response tokens issued by IRs	8
Phatic responses by IEs	4

This statistical analysis represents an analysis of the proportions of structures in seven news interview programmes taken from SAfm's *Appleton Market Update* (19 October 1999; 17 November 1999; 18 November 1999; 19 November 1999; 22 November 1999) and from Summit Television's *Face-to-Face* (19 November 1999; 22 November 1999). It is interesting to note that eight response tokens were identified in these interview programmes. Heritage and Greatbatch (1991: 135) suggest that a higher incidence of these tokens in one's data is an indication of "the trend toward an informal 'conversational' style of interviewing...".

As has already been mentioned, when departures from the standard news interview format occur, they are normally repaired by both IRs and IEs (see excerpt (61), for instance). One may argue, as Heritage and Greatbatch (1991: 103) do, that "deviant case analysis" only serves to underline the normative character of the news interview turn-taking system, and that such an analysis does not, contrary to what analysts may believe, provide evidence of resistance to norms.

4.7 Conclusion

The analysis carried out in this chapter has important implications for language facilitators and materials designers in the field of ESP. As demonstrated in this chapter, it verifies the typicality of the discourse features of news interview talk identified by Clayman (1991; 1992) and Heritage and Greatbatch (1991), and therefore provides a "blueprint" for the formal organisation of South African news interview interaction. Since this "blueprint" identifies the specific language skills IRs need to manage topical agendas within the news interview turn-taking system, one may argue that the analysis represents a target-centred needs analysis (Cf. Jordan, 1997: 25). That is, the analysis specifies the knowledge and skills prospective IRs need to function effectively in the news interview

situation. Jordan (1997: 22) contends that such a needs analysis "should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place". The approach adopted here is in line with that advocated by Long (1998):

[Long] starts with the category of real-world tasks that are identified through some form of needs analysis of the [situation] in which the learner will use language. Then, pedagogic tasks are designed which are based on such real-world tasks but which are more accessible to the learner (Skehan, 1998: 277).

In the next chapter, closer attention is paid to the kinds of materials the ESP practitioner may design for prospective news IRs on the basis of the target-centred needs analysis conducted above. This chapter therefore represents Phase 2 as set out in the flow-chart in Chapter 3.

CHAPTER 5

MATERIALS DESIGN

5.1 Introduction

In accordance with **Phase 2** as set out in the flow-chart in Chapter 3, this chapter considers how the discourse findings of the target-centred needs analysis conducted in the previous chapter may be translated into language activities for prospective South African news IRs in the field of business. The activities so designed adhere to the principles underlying recent developments in language teaching.

In keeping with outcomes-based education (OBE), language facilitators in South Africa are gradually moving away from a transmission mode of language teaching towards a more learner-centred, constructivist-participative model of learning. Underlying transmission models of language teaching is the assumption that learners will develop proficiency in the target language simply by mastering skills in a set sequence, without any regard for social context (Cf. Stern, 1990: 99; Allen, Swain, Harley and Cummins, 1990: 72). That is, "much attention is given to the final product of learners, who are not encouraged to see what they are learning as in any way linked to the world outside school" (Maley, 1992: 25). By contrast, in a constructivist model of instruction:

...the [facilitator] is concerned with interpreting, by negotiation with the learner, what it is useful or not for him/her to learn. What the learner has to say is accorded more importance than its 'correctness' as a final product. This collaborative and exploratory process is related to everyday...knowledge at every point (Maley, 1992: 25; Cf. Skehan, 1998: 268-269).

Widdowson (1987: 87) observes that the increase in learner-centred activity in the classroom should not be equated with inactivity on the part of the language practitioner who "still has to contrive the enabling conditions for learning, has still to monitor and guide progress..." (Cf. McKenzie, 1992: 225). Indeed, a multidimensional curriculum approach places greater demands upon the professional training and competence of the language practitioner (Cf. Nunan, 1990: 65; Allen and Harley, 1992: 366) who, in addition to assuming a guiding and monitoring role, also has to assist learners to become self-directed through activities "which provide scope for real communication and for cognitive and affective depth" (Maley, 1992: 27; Cf. Richards and Lockhart, 1994: 34). This in turn implies that language practitioners need to develop "a more extensive knowledge and deeper awareness about the different components and dimensions of teaching" (Richards and Lockhart, 1994: 3) so that they can make informed decisions when it comes to designing, selecting, or evaluating teaching materials for language learners.

In view of the move towards a multidimensional curriculum approach, it is important for ESP practitioners involved in materials design for prospective news IRs to generate teaching materials that are consistent with the principles underlying such an approach. Since the curriculum schemes as outlined by Allen (1987; Cf. Stern, 1992), Littlewood (1992a), and Van Lier (1996) reflect many of the principles inherent in this approach, they are regarded as forming the basis for materials design. In the section that follows, and before turning to a detailed description of the materials themselves, these three schemes are considered.

5.2 The multidimensional curriculum approach

At present, three different theoretical views of language, namely, the structural view, the functional view, and the interactional view, form the basis for all approaches and methods in language teaching (Richards and Rodgers, 1986:

16-17). Underlying the structural view is the belief that the learner's main purpose is to master the grammatical structure and vocabulary of the target language (Cf. Littlewood, 1992a: 17). The functional view, on the other hand, sees language as a vehicle for accomplishing a variety of communicative tasks (Cf. Allen, 1987: 6; Littlewood, 1992a: 18). In contrast to these views, the interactional view is based on the belief that the main goal of language teaching is "to create conditions in the...class in which...language is not examined, analysed, or [practised] as an object but is used for a purpose in as realistic a manner as possible" (Stern, 1992: 313-314; Cf. Johnson, 1996: 78).

Allen (1987: 4) does not regard language teaching approaches based on these three views to be in opposition to one another, but contends that all three should form complementary aspects of a comprehensive model of language teaching. This position is reiterated by Littlewood (1992b: 31) who maintains that "[at] any one time, we can adopt one perspective in preference to the others, depending on what features we want to highlight" (Cf. Robinson, 1991). Thus, for instance, if it is evident that learners who have proceeded to the functional level of language learning require remedial grammatical work, they may, as Allen (1989: 187) puts it, "loop back" to activities that display the features of a structure-based programme. As is evident in Figure 9 below, in Allen's (1987: 3) curriculum scheme, structural-analytic (Type A) language teaching corresponds closely to the structural view of language, while experiential (Type C) teaching conforms to the interactional view. Situated in the middle is an approach Allen (1987: 3) refers to as functional-analytic (Type B) teaching, since it exhibits both structural-analytic and experiential features (Cf. Stern, 1992: 157).

Structural-analytic (Type A) teaching	Functional-analytic (Type B) teaching	Experiential (Type C) teaching
<ul style="list-style-type: none"> • Focuses on the grammar and formal features of language 	<ul style="list-style-type: none"> • Focuses on the communicative functions of language 	<ul style="list-style-type: none"> • Focuses on the natural, unanalysed use of language
<ul style="list-style-type: none"> • Involves controlled grammatical teaching techniques 	<ul style="list-style-type: none"> • Involves controlled communicative teaching techniques 	<ul style="list-style-type: none"> • Involves experiential teaching techniques
<ul style="list-style-type: none"> • Learning objectives defined with reference to individual structures and items of vocabulary 	<ul style="list-style-type: none"> • Learning objectives defined in behavioural terms, e.g. expressing particular communicative functions 	<ul style="list-style-type: none"> • Learning objectives defined in non-language terms, e.g. tasks or problems to be solved
<ul style="list-style-type: none"> • Attention is paid to accuracy and error avoidance 	<ul style="list-style-type: none"> • Attention is paid to meaning and fluency as well as to error avoidance 	<ul style="list-style-type: none"> • Error avoidance and accuracy are subordinated to meaning and fluency
<ul style="list-style-type: none"> • Practice or rehearsal of language items; discourse is usually characterised by one-word and/or single-clause utterances 	<ul style="list-style-type: none"> • Activities are oriented towards authentic discourse, but are reinforced by grammatical work 	<ul style="list-style-type: none"> • Language use has the features of real-life interaction

Figure 9. Allen's (1987: 3-24) multidimensional curriculum model, abbreviated (Cf. Littlewood, 1992a: 11-22).

A number of studies provide some support for a curriculum scheme such as that outlined in Figure 9. In particular, studies conducted by Montgomery and Eisenstein (1985), Harley (1989), Lightbown and Spada (1990), and White

(1991) suggest that "if our aim is to achieve a global view of what is involved in learning and using language for communication, we cannot ignore any of the features that the three perspectives reveal" (Littlewood, 1992b: 31). Moreover, studies carried out by Swain (1996; 1998) and Doughty and Varela (1998) strengthen the argument in favour of combining form-focused and meaning-based instruction. Littlewood (1992a: 21) notes that Allen's (1987; 1989) curriculum scheme "is...consistent with what we know about the nature of language and learning".

Like Allen (1987; 1989), Littlewood (1992a) has argued in favour of incorporating three approaches to curriculum design, identifying grammar-based, function-based, and process-based curricula. Similar to activities that exhibit a structural-analytic focus, grammar-based activities focus on structural proficiency in the target language (Littlewood, 1992a: 17). The grammar-translation and structural-situational approaches are typical examples of the grammar-based curriculum (Littlewood, 1992a: 17). Function-based language activities correspond to functional-analytic activities, and are geared towards equipping learners with the skills they need to realise particular communicative functions (Littlewood, 1992a: 18). Finally, process-based programmes are similar to experiential programmes in that they also consist of activities specifically designed to replicate real-life interaction (Littlewood, 1992a: 19).

Adopting Allen's (1987; 1989) point of view, Littlewood (1992a: 20-21) contends that we can neither reject one approach in favour of the other, nor prescribe in what order the three approaches should be implemented in the classroom (Cf. Stern, 1992: 321). Depending on learners' needs, and in view of the fact that "the aims of language teaching are complex and many-sided..." (Littlewood, 1992a: 20), language practitioners will employ these approaches in varying combinations.

Several points of similarity exist between the curriculum schemes outlined above and Van Lier's (1996) Awareness, Autonomy and Authenticity Curriculum which was briefly summarised in Chapter 2 (see Figure 1). First, in a functional-analytic language teaching programme, activities are designed in such a way that they focus the learner's attention on "the rules of use which govern the development of spoken and written discourse in the target language" (Allen, 1987: 6). Since learners are sensitised to the discourse features of language, one may argue that functional-analytic activities adhere to Van Lier's (1996: 10) principle of awareness. Second, language activities in an experiential programme are aimed at equipping learners with the skills they need to achieve, "as far as possible, a fully spontaneous use of language in real-life social interaction" (Allen, 1987: 5). They therefore conform to Van Lier's (1996: 13) principle of authenticity which specifies that the language facilitator should empower learners to use language in real-world contexts. Third, experiential programmes are designed to encourage learners to participate **actively** in communicative activities. Littlewood (1992b: 108) remarks that "[the] adoption of active roles by... learners presupposes that they are ready (i.e. both willing and able) to take on responsibility for making the choices involved". Experiential activities therefore conform to Van Lier's (1996: 12) principle of autonomy which is characterised by learner "choice and responsibility".

Based on the analysis conducted in the previous chapter, and adopting aspects of the frameworks advocated by Allen (1987; 1989), Littlewood (1992a), and Van Lier (1996), the remainder of this chapter focuses on materials design for prospective news IRs. Specifically, materials are divided into those with a meta-communicative or communicative focus. Of course, some activities may also incorporate both dimensions. All the activities focus on South African news interview talk in the field of **business**.

5.3 Meta-communicative language activities

According to Van Lier (1996: 73-74), proponents of language teaching methods such as the audiolingual and grammar-translation methods have minimised the importance of promoting critical language awareness in the classroom, arguing that awareness "[equates] with explicit grammatical study". While he does not dispute the fact that individual learners may require a degree of form-based instruction (Cf. Littlewood, 1992b: 82), Van Lier (1996: 87-88) contends that:

For [language awareness] courses to be effective, a transmission-oriented methodology, which views language as a body of facts to be paraded before the students and offered for assimilation and periodic regurgitation, is going to be worse than doing nothing at all.

In order to develop critical language awareness, researchers such as McDonough and Shaw (1993) and Van Lier (1996) maintain that learners should not be compelled to study the grammatical features of the target language in isolation, but should be sensitised to the underlying organisation and communicative functions of the language (Cf. Jordan, 1997: 118). In this section, the researcher suggests that, in order to sensitise prospective news IRs to the nature of discourse in the news interview, the language practitioner should design consciousness-raising activities predominantly around audio and/or video recordings of South African news interview talk. A number of researchers, including Rost (1990), Lynch and Anderson (1991), and Burns (1998), have focused attention on the importance of providing learners with opportunities to listen to authentic samples of discourse in a variety of real-life settings. Based on their own experiences in designing seminar/discussion materials, for instance, Lynch and Anderson (1991: 99) have pointed out that, if the aim of the language practitioner is to encourage learners to gain insight into the organisation of discourse in particular settings, they should have "access to recordings...rather than secondary pedagogic material" which is often artificial and mechanical in nature (Cf. Van Lier, 1996: 95).

By structuring activities around authentic samples of news interview discourse, one may argue that the language practitioner will be adhering to an important principle underlying language awareness work, and that is that "awareness should emerge from the production and interpretation of real language..." (Clark and Ivanic, 1992: 170). In their work on critical language awareness and the writing process, Clark and Ivanic (1992: 177-184) have identified a number of advantages of focusing on authentic language in the classroom. For instance, this type of awareness "[helps] learners to become consciously aware of aspects of language they already know" (Clark and Ivanic, 1992: 179). By changing their tacit knowledge into overt knowledge, learners can focus on specific aspects of the target language they find problematic.

Another benefit of drawing learners' attention to authentic language is that it introduces them to new terminology (Clark and Ivanic, 1992: 181). Clark and Ivanic (1992: 181) point out that, in the sense that they use it, the word terminology does not refer to grammatical terminology, but to terminology that describes "what you want to do with language". Thus, the meta-communicative activities outlined in this section introduce prospective news IRs to terms such as "establishing a news headline", "constructing an action projection", "employing the topical relevance principle", and "maintaining a position of neutrality". By introducing such terms, one may argue that these activities encourage learners to develop their own meta-language (Cf. James and Garrett, 1992: 7).

Bearing in mind that the news interview may be divided into an opening, middle, and closing, the researcher suggests that **meta-communicative activities** such as those outlined below may be devised by the language practitioner.

Activity 1: News interview openings

Focus	The activity displays a meta-communicative focus.
Purpose	<p>The purpose is to focus the learner's attention on the strategies IRs employ to:</p> <ul style="list-style-type: none"> • establish a newsworthy topic; • introduce IEs; and • introduce an informational or debate interview.
Class arrangement	Learners work individually, but discuss their findings in pairs or in groups.
Procedure	<p>Step 1: Each learner records opening sequences of South African news interview discourse in the field of business.</p> <p>Step 2: Learners transcribe the news interview data.</p> <p>Step 3: Learners analyse the opening sequences in terms of the model devised by Clayman (1991), and identify similarities as well as differences in the discourse patterns.</p> <p>Step 4: Learners report back on the discourse results of their analysis, and questions such as the following are dealt with:</p> <ol style="list-style-type: none"> 1. What kinds of procedures did the IR use to introduce the topical agenda in each interview? 2. Are there alternative procedures the IR could have used to establish the newsworthy topics? 3. What kinds of descriptive items did the IR employ to introduce the IE? For example, did the IR use person-reference terms or organisation-descriptions? 4. Did the IR employ the topical relevance principle and the principle of recipient design? 5. Did the IR introduce the IE as a first-hand observer, certified expert, or advocate? 6. Based on your response to question 5, will the interviews be informational in character, or will they take the form of a debate?

Activity 2: Question-answer exchanges in the news interview

Focus	This activity exhibits a meta-communicative focus.
Purpose	<p>The purpose is to promote critical awareness of the interactional patterns characteristic of the news interview itself. Specifically, the learner focuses on the procedures IRs use to:</p> <ul style="list-style-type: none"> • ask questions ; • manage IEs' answers; • manage IEs' departures from the standard question-answer format of the news interview; • maintain the "overhearing" news audience as the primary addressees of the interview; and • maintain a "neutralistic" position.
Class arrangement	Learners work individually, and discuss their findings in pairs or in groups.
Procedure	<p>Step 1: Each learner records 30 minutes of South African business-news interview talk.</p> <p>Step 2: Learners transcribe the news interview data on a turn-by-turn basis.</p> <p>Step 3: Learners analyse the question-answer exchanges in the news interview in terms of the frameworks devised by Heritage and Greatbatch (1991) and Clayman (1992), and determine whether the discourse findings of these researchers are replicated in the data.</p> <p>Step 4: Learners report back on the discourse results of their analysis, and questions such as the following are addressed:</p> <ol style="list-style-type: none"> 1. What type of turn-taking system is the news interview based on? 2. If you recorded a multi-IE interview, what kinds of turn-allocation techniques did the IR employ? 3. In eliciting responses, did the IR produce statement turn components, action projections, and tag questions? 4. Did the IR withhold responses such as assessments, continuers, and news-receipt objects? 5. If the IE departed from the standard format of the news interview, how did the IR deal with this? 6. What kinds of strategies did the IR adopt to maintain an appearance of neutrality? Could the IR have used alternative strategies? <p>Note: Students should collect additional data to identify variations in the interviewing styles of native and non-native speakers of English.</p>

Activity 3: News interview closings

Focus	The activity exhibits a meta-communicative focus.
Purpose	<p>The purpose is to sensitise learners to the various strategies IRs employ to terminate news interview talk. These strategies may include one or more of the following:</p> <ul style="list-style-type: none"> • thanking the IE for his or her participation in the interview; • introducing a new guest IE; or • announcing a new programme.
Class arrangement	Learners work individually, and discuss their findings in pairs or in groups.
Procedure	<p>Step 1: Each learner records closing segments of South African business-news interview talk.</p> <p>Step 2: Learners transcribe the news interview data.</p> <p>Step 3: Learners analyse the news interview closings in terms of the frameworks outlined by Greatbatch (1988) and Heritage and Greatbatch (1991), and identify similarities as well as differences in the discourse patterns.</p> <p>Step 4: Learners report back on the discourse results of their analysis, and deal with questions such as the following:</p> <ol style="list-style-type: none"> 1. Identify the strategies the IR used to terminate each news interview. 2. Discuss alternative strategies the IR could have used to close down the news interviews. 3. Can you explain why the news interviews were not closed down by the IEs? 4. Can you identify any other stage in the news interview when the IR engaged in non-questioning actions?

Activity 4: Preparing for a news interview

Focus	The activity displays a meta-communicative focus.
Purpose	Taking on the role of a would-be IR, each learner is encouraged to draw on a variety of sources (such as newspaper articles, editorials, and radio/television programmes) to prepare for a news interview situation. This activity may serve as a preparation phase leading up to a communicative activity which simulates news interview discourse.
Class arrangement	Learners work in pairs or in groups.
Procedure	<p>Step 1: During pair- or group-work, learners make use of different sources to glean as much information as possible about a newsworthy event/topic, and they choose a suitable IE. Learners should research, among others, the IE's field of expertise and the organisation/institution/company he or she is affiliated with. Resources such as the following may be used:</p> <ul style="list-style-type: none"> • newspaper articles • editorials • formal reports • television and/or radio programmes • the Internet <p>Step 2: As would-be IRs, learners brainstorm the kinds of questions they are going to ask the IE. These questions must be relevant to the topical agenda as specified by the language facilitator.</p> <p>Step 3: The groups or pairs exchange ideas, and questions such as the following are dealt with:</p> <ol style="list-style-type: none"> 1. Have you researched the topical agenda thoroughly and accurately? 2. Have you gathered as much relevant information as possible about the IE? 3. Have you drawn up questions that are relevant to the topical agenda? <p>Note: Students are given a straightforward topical issue then a controversial news item to research.</p>

The meta-communicative activities outlined above reflect a number of the specific outcomes set out in the communication, literacy and language learning area of the National Qualifications Framework (NQF). **Outcome 2**, for example, stipulates that learners should “show critical awareness of language usage” (Curriculum 2005: 23). That is:

This specific outcome aims to develop a learner’s understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate people’s beliefs, actions and relationships. The complexity and sensitivity of a multi-lingual context specifically requires the development of a learner’s skills to interpret and consciously reflect on language usage (Curriculum 2005: 23).

Activities 1-3 are clearly aimed at sensitising the prospective news IR to the distinct interactional patterns found in news interview talk. In particular, they focus the learner’s attention on the fact that the news interview is based on a pre-allocated system of turn-taking in which the IR has the sole right to initiate talk, ask questions, and terminate the news interview. Since these activities heighten the learner’s awareness of the strategies IRs commonly employ to control and shape topical agendas, they are consistent with Outcome 2. By encouraging learners to interpret and reflect on how language is used in real-life settings, a secondary aim of this outcome is to promote the learner’s decoding (listening and/or reading) skills (Cf. Wessels and Van den Berg, 1998: 7). Since the activities in this section have been structured around audio recordings, they clearly fulfill this aim.

In the National Qualifications Framework, **Outcome 4** specifies that, in order “to develop the capacity of learners to function fully in modern society”, the language facilitator should encourage them to find, evaluate, and “use information from a variety of sources and situations” (Curriculum 2005: 23). Activities 1-3 are clearly in keeping with this outcome, since audio recordings are used to sensitise prospective news IRs to the nature of discourse as it occurs in the news

interview. Mention has already been made of some of the benefits of exposing learners to authentic samples of language. Nunan and Lamb (1996: 193) identify additional advantages of using realia such as video and/or audio recordings as a resource for learning in the language classroom. Among others:

...[they] can validate the language [students] are learning and demonstrate its use in the world beyond the classroom... [They] can provide variety, interest, and stimulation and thereby help to maintain motivation. [They] can also be used for extensive listening and listening for gist (Nunan and Lamb, 1996: 193).

Activity 4 is also consistent with Outcome 4, since it requires learners to gather and interpret information from different sources such as reports, newspaper articles, editorials, as well as radio and/or television programmes. Within the National Qualifications Framework, the ability to use and organise information from a variety of sources is regarded as being "indispensable for the attainment of quality lifelong learning" (Curriculum 2005: 23; Cf. Wessels and Van den Berg, 1998: 7).

If one takes a closer look at the activities in this section, it is evident that, during the course of their analyses, learners will come across various grammatical constructions such as temporal formulations (Cf. Clayman, 1991: 56), tag questions (Cf. Greatbatch, 1988: 408), and verbs in the passive voice (Cf. Clayman, 1992: 170). If individual learners experience difficulties with these constructions, the language facilitator may revert to a structural-analytic programme, giving learners a chance, as Stern (1992: 310) puts it, "to pause and examine the language gradually". At the same time, however, learners will be sensitised to the fact that these grammatical structures serve specific communicative functions. For instance, as noted in Chapter 4, IRs regularly make use of passive verbs to maintain an appearance of neutrality. Since language items are dealt with in context, one may contend that activities 1-3 are consistent with **Outcome 5**, which specifies that learners should "[know] and apply language structures and conventions in context" (Curriculum 2005: 23).

This outcome is specifically aimed at “[empowering] the learner to communicate clearly and confidently by using grammatical structures...correctly” (Curriculum 2005: 23; Cf. Wessels and Van den Berg, 1998: 8).

The awareness-raising activities outlined above require learners to identify and reflect on the communication skills and strategies IRs need to pursue a newsworthy topic during the course of the news interview. For example, learners will discover that, during the course of the news interview, the IR sometimes makes use of action projections and tag questions to indicate that he or she is about to ask a question (Cf. Greatbatch, 1988: 408; Nofsinger, 1991: 136). Learners will also encounter the various strategies IRs use to sustain a neutralistic stance and to maintain the broadcast audience as the primary addressees of the interview. Activities 1-3 are therefore in keeping with **Outcome 7**, which is specifically aimed “at the development of the learner’s ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation” (Curriculum 2005: 23). Since these activities sensitise learners to the fact that alternative strategies may be used to realise a particular communicative function, they also adhere to an important requirement of language awareness work identified by Clark and Ivanic (1992: 180), namely, that learners should be made aware of the options they have at their disposal to achieve various tasks.

It should be noted that, in designing the above activities, the researcher has taken into account that grouping arrangements in the classroom are never static, but vary, depending on the type of activity learners are required to engage in (Cf. Richards and Lockhart, 1994: 146; Nunan and Lamb, 1996: 146). There are a number of reasons why the activities in this section have been structured around both individual and pair- or group-work. First, as far as individual work is concerned, Richards and Lockhart (1994: 149) remark that “[it] provides learners with the opportunity to progress at their own speed and in their own way”. This is consistent with the pedagogical principle of learner autonomy which emphasises

the importance of encouraging learners "to find their own voice and become autonomous (self-directed) learners..." (Van Lier, 1996: 178; Cf. Nunan and Lamb: 1996: 155-158). An additional benefit of individual work is that it can serve as a preparation phase for a future activity (Richards and Lockhart, 1994: 149; Cf. Clark and Ivanic, 1992: 179-180). Activity 4 in this section, for example, can be used to prepare learners for communicative activities designed to replicate news interview interaction (see 5.4 below).

One of the disadvantages of individual work in the classroom is that "it provides little opportunity for interaction, both with the [facilitator] and with other students" (Richards and Lockhart, 1994: 149). For this reason, the activities in this chapter also provide opportunities for collaborative learning either in pairs or within small groups. The advantages of making use of pair- and/or group-work in the language classroom are considered in more detail later on.

5.3.1 Critical language awareness versus awareness in the ESP classroom

What distinguishes critical language awareness from awareness is that the former does not simply draw the learner's attention to isolated aspects of the target language, but focuses on its underlying social organisation (Van Lier, 1996: 82). Van Lier (1996: 134) notes that:

...unless...awareness is increasingly a critical awareness...we will end up discussing language as dead subject matter, decontextualised and dissected in lessons...A language awareness which goes beyond 'dead form' will examine the role of language in life, and discuss issues of attitude, control, prescriptivism, creativity, and so on.

Since the activities designed in the previous section are aimed at sensitising prospective news IRs to the ways in which IRs not only pursue topical agendas in the news interview, but also control them, one may conclude that they promote

the learner's critical awareness – and not simply awareness – of the institutionalised discourse of the news interview.

5.4 Communicative language activities

Clearly, it is not adequate to design materials that merely promote the prospective news IR's critical awareness of the discourse patterns characteristic of the news interview (Cf. Bhatia, 1993: 194). The language practitioner must also devise communicative activities that adhere to Van Lier's (1996) pedagogical principle of authenticity. In the context of English for Specific Purposes (ESP), this principle stipulates that language activities should be designed in such a way that they simulate interaction as it occurs in the target environment (Cf. Jordan, 1997: 113). Van Lier (1996: 12) further contends that, for language activities to be regarded as authentic, they must be consistent with the principle of autonomy. That is, learners must be given opportunities to assume "active roles in the social context of the classroom" and "to take responsibility for organizing their own learning" (Littlewood, 1992b: 109; Cf. Little and Singleton, 1992: 130; Nunan and Lamb, 1996: 156).

In order to accommodate these principles, it is important to design activities in such a way that they reflect the main tenets of communicative, fluency-based language teaching. That is:

- (i) The language facilitator should structure classroom activities in such a way that they enable learners to engage in message-oriented communication (Greyling, 1995: 20; Cf. Larsen-Freeman, 1991: 125). Specifically, activities should focus on "information sharing, negotiation of meaning and interaction" (Nunan and Lamb, 1996: 15; Cf. Richards and Lockhart, 1994: 119).

- (ii) Learners should respond to reciprocal and unpredictable language activity in which they generate messages collaboratively in real time (Greyling, 1995: 20; Cf. Stern, 1992: 316).
- (iii) Emphasis should be placed on learner-centred activity (Cf. Maley, 1992: 25-26). Thus, interaction should be characterised by learner-learner exchanges across several turns-at-talk (Greyling, 1995: 20; Cf. Stern, 1992: 316).
- (iv) Language activities should be structured in such a way that they promote the learner's grammatical competence, strategic competence, sociolinguistic competence, and discourse competence (Canale, 1983; Cf. Brown, 1994: 29; Savignon, 1997: 50; Sato and Kleinsasser, 1999: 494-495). These four components of communicative competence are considered in more detail later on.
- (v) Error correction should be subordinated to fluency and meaning. Thus, instead of providing explicit form feedback about the accuracy or correctness of learner responses, the language facilitator should provide content feedback which focuses on the learner's success in completing the communication task (Greyling, 1995: 20; Cf. Harmer, 1983: 202-203; Littlewood, 1992b: 47-48; Nunan and Lamb, 1996: 14-15; Jordan, 1997: 109). Littlewood (1992b: 100) observes that "[this] enables [language facilitators] to focus attention firmly on what learners can achieve rather than what they lack, with beneficial effects both for individual learners' self-esteem and for the classroom atmosphere".
- (vi) The language facilitator should act as an advisor/counsellor when learners encounter communicative difficulty (Greyling, 1995: 20; Cf. Nunan and Lamb, 1996: 15; Jordan, 1997: 111; Savage, 1997: 297; Turnbull, 1999: 557).

In order to achieve tenets (i)-(vi), language learners need to engage in language activities that are aimed at replicating discourse as it occurs in real-life contexts (Jordan, 1997: 111). According to Prabhu (1987: 46-47), this can be accomplished by employing task-based activities such as information-gap, opinion-gap, and reasoning-gap activities in the classroom. Information-gap tasks may be defined as "goal-directed activities in which the interlocutors do not share the same information, but must converge upon solutions to a problem given the information they have collectively" (Rost, 1990: 226). The information-gap task is regarded as being one of the most fundamental pedagogical devices in fluency-based language teaching (Cf. Jordan, 1997: 111). Opinion-gap activities are those in which learners have "to clarify their opinions (or 'values') on a topic in order to convince [their fellow learners] or to reach a consensus or compromise" (Rost, 1990: 226; Cf. Littlewood, 1992b: 90). Reasoning-gap activities, on the other hand, are those "in which learners are presented the same body of information, and are required to reason towards solutions, positions, or verdicts" (Rost, 1990: 226).

One of the main advantages of these three types of activities is that they are what Turnbull (1999: 561) refers to as "meaning-based" tasks. Among others, they encourage learners "to employ strategies for seeking and providing clarification and for checking and confirming their understanding" of one another's utterances (Rost, 1990: 227). Such tasks therefore focus on meaning rather than on linguistic proficiency. This is particularly important in the domain of ESP where language use in the target environment is regarded as all-important (Cf. Cheung, 1997: 120).

In this section, the researcher proposes that communicative activities for prospective news IRs should be structured around role-playing activities and simulations, since they are based on information-gap, opinion-gap or reasoning-gap techniques. While role-playing activities are those in which each learner assumes a specific identity, simulations require "learners...simply to act as

themselves" (Littlewood, 1992b: 92; Cf. Jordan, 1997: 115). Each type of activity holds its own advantages. Role-playing, for example, "provides opportunities for students to climb into the kinds of linguistic behaviour-patterns which they will need to produce outside the classroom and to integrate these behaviour-patterns with their own personalities" (Littlewood, 1992b: 91; Cf. Cheung, 1997: 119). Simulations, on the other hand, represent what Littlewood (1992b: 92) refers to as a "logical step" towards enabling learners to "develop their language skills...by engaging in real experiences which require these skills". In other words, unlike role-playing activities, simulations are carried out in real-life settings (see Activities 17 and 18 below).

Some of the role-playing activities outlined below are loosely based on a language activity Di Pietro (1987) refers to as a scenario (see Activities 9-16). The scenario resembles a role-playing activity in so far as it requires learners to assume specific roles and to carry out various communicative tasks. However, unlike traditional role-playing activities in which learners have to carry out pre-scripted dialogues (Cf. Littlewood, 1992b: 87), the scenario, which involves group-work, is based on an information-gap between learners. That is, learners are placed in the same context, but must convey new information to one another. Furthermore, the scenario devised by Di Pietro (1987) is preceded by a rehearsal phase during which the groups must decide what they are going to say to one another during the actual performance phase. Finally, the scenario consists of a debriefing phase during which the facilitator leads the class in a discussion of the performance phase (Di Pietro, 1987: 88). The features of the scenario are described in greater detail in Chapter 6.

The communicative activities devised in this section are structured around pair-and/or group-work for a number of reasons, the most important being that they "can greatly increase the amount of active speaking and listening undertaken by all students in the class" (Nunan and Lamb, 1996: 142). Moreover, as Richards and Lockhart (1994: 152) point out:

Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different kinds of tasks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed. "One learns how to do conversation, one learns how to interact verbally, out of this interaction syntactic structures are developed" (Hatch, 1978: 404).

Taking the above discussion into account, and given the main features of fluency-based language teaching, the researcher proposes that prospective news IRs should engage in language activities such as those outlined below. It is important to bear in mind that, while these activities are predominantly **communicative** in focus, they may also exhibit a meta-communicative dimension.

It should be noted that Activities 5-8 are merely suggested activities that can be employed to enable learners to practise initiating news interview talk. As the analysis in Chapter 4 has demonstrated, specific news interview openings do not necessarily exhibit all the features identified by Clayman (1991). The IR may also use a variety of strategies to realise the same function. For instance, in order to establish a news headline, the IR may construct a news announcement or an agenda projection (Cf. Clayman, 1991: 50-51). If the IR opts for the latter device, he or she may also make use of temporal formulations such as "today", "tomorrow", "tonight", and "this evening" to establish a link between the news interview and the topical agenda. Moreover, the IR may construct items such as story segments (Cf. Bell, 1991: 149) or choose to omit them. The language practitioner should structure the activities in such a way that learners will eventually use all the strategies IRs employ in the opening sequence of the news interview.

Activity 5: Opening an informational news interview

Focus	The activity displays a communicative focus.
Purpose	<p>For the learner who assumes the role of the IR, the main purpose is to open an informational news interview. The learner should:</p> <ul style="list-style-type: none"> • establish a topical agenda by means of a news headline; and • introduce the IE to the audience.
Class arrangement	Learners work in pairs.
Procedure	<p>Step 1: In pairs, learners review the information they gathered about the non-controversial topical issue in Activity 4 (see 5.3 above). This information will be used to carry out the communicative activity.</p> <p>Step 2: As a would-be IR, one of the learners decides how he or she is going to open the news interview. In establishing the news headline, the learner may choose from a range of options. That is, he or she may construct the headline through:</p> <ul style="list-style-type: none"> • a news announcement; or • an agenda projection preceded by a preface such as "Today, we focus on...", or "This evening, the focus falls on..." <p>After establishing the headline, the learner may construct a story segment. Next, the learner decides on the lead-in he or she will use to introduce the IE. The lead-in is preceded by a preface such as "In the studio, I'm joined by...", or "Joining me now...". The learner then introduces the IE as an observer or certified expert through person-reference terms and organisation-descriptions. Finally, the learner prepares three questions to ask the IE.</p> <p>The learner who has assumed the role of the IE prepares for the interview by reviewing Activity 4.</p> <p>Step 3: In a role-playing activity, the "IR" opens the news interview and asks the "IE" three questions.</p> <p>Step 4: The learners exchange roles and repeat Steps 1-3.</p> <p>Step 5: The facilitator provides feedback.</p>

Activity 6: Opening a debate interview

Focus	The activity exhibits a communicative focus.
Purpose	<p>For the learner who assumes the role of the IR, the main purpose is to open a news interview that will take the form of a debate. In initiating talk, the learner should:</p> <ul style="list-style-type: none"> • establish a topical agenda by means of a news headline; and • introduce the IE to the audience.
Class arrangement	Learners work in pairs.
Procedure	<p>Step 1: In pairs, learners review the information they gathered about the controversial news item in Activity 4 (see 5.3 above). This information will be used to carry out the debate interview.</p> <p>Step 2: As a would-be IR, one of the learners decides how he or she is going to open the news interview. In establishing the news headline, the learner may choose from a range of options. That is, he or she may construct the headline through:</p> <ul style="list-style-type: none"> • a news announcement; or • an agenda projection preceded by a preface such as "Today, we focus on..." <p>After establishing the headline, the learner may construct a story segment. Next, the learner decides on the lead-in he or she will use to introduce the IE. The lead-in is preceded by a preface such as "In the studio, I'm joined by...", or "Joining me now...". The learner then introduces the IE as an advocate through person-reference terms and organisation-descriptions. Finally, the learner prepares three questions to ask the IE.</p> <p>The learner who has assumed the role of the IE prepares for the interview by reviewing Activity 4.</p> <p>Step 3: In a role-playing activity, the "IR" opens the news interview and asks the "IE" three questions.</p> <p>Step 4: The learners exchange roles and repeat Steps 1-3.</p> <p>Step 5: The facilitator provides feedback.</p>

Activity 7: Employing the topical relevance principle in the news interview opening

Focus	The activity exhibits a communicative focus.
Purpose	For the learner who assumes the role of the IR, the main purpose is to employ the topical relevance principle in the opening sequence of the news interview. In this way, the learner can practise selecting only those descriptive items that have bearing on the topic of the interview.
Class arrangement	Learners work in pairs.
Procedure	<p>Step 1: In pairs, learners gather as much information as possible about a topical issue and select a suitable IE. As was the case in Activity 4, the pairs should glean information about the IE's field of expertise and the organisation he or she represents.</p> <p>Step 2: The would-be IR establishes a headline for the interview by means of a news announcement or an agenda projection. After establishing the headline, the learner may construct a story segment. Next, the learner decides on the lead-in he or she will use to introduce the IE. When it comes to describing the IE, the learner must employ the principle of recipient design. In other words, the descriptive items the "IR" uses must be relevant to the topical agenda. Finally, the learner prepares three questions to ask the IE.</p> <p>The learner who has assumed the role of the IE prepares for the interview by reviewing the information gathered in Step 1.</p> <p>Step 3: In a role-playing activity, the "IR" opens the news interview and asks the "IE" three questions.</p> <p>Step 4: The learners exchange roles and repeat Steps 1-3.</p> <p>Step 5: The facilitator provides feedback.</p>

Activity 8: Employing the principle of recipient design in the news interview opening

Focus	The activity exhibits a communicative focus.
Purpose	For the learner who assumes the role of the IR, the main purpose is to employ the principle of recipient design in the opening sequence of the news interview.
Class arrangement	Learners work in pairs.
Procedure	<p>Step 1: In pairs, learners gather as much information as possible about a topical issue and select a suitable IE. As was the case in Activity 4, the pairs should glean information about the IE's field of expertise and the organisation he or she represents. Learners should assume that the news audience is unfamiliar with both the IE and the organisation he or she is affiliated with.</p> <p>Step 2: The would-be IR establishes a headline for the interview by means of a news announcement or an agenda projection. After establishing the headline, the learner may construct a story segment. Next, the learner decides on the lead-in he or she will use to introduce the IE. When it comes to describing the IE, the learner must employ the principle of recipient design. Finally, the learner prepares three questions to ask the IE.</p> <p>The learner who has assumed the role of the IE prepares for the interview by reviewing the information gathered in Step 1.</p> <p>Step 3: In a role-playing activity, the "IR" opens the news interview and asks the "IE" three questions.</p> <p>Step 4: The learners exchange roles and repeat Steps 1-3.</p> <p>Step 5: The facilitator provides feedback.</p>

Activity 9: Asking questions in a news interview comprising a single IR and IE

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to implement question-answer sequences on a specified topical agenda.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other adopts the role of the IE.
Procedure	<p>Step 1: The language facilitator gives learners a newsworthy topic to research and assigns specific identities to the IR and IE. As was the case in Activity 4, in researching the topic, learners draw on a variety of sources.</p> <p>Step 2: Each group receives the following scenario for its specific role only, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the specified topic. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate three relevant questions to ask the IE. Do not divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the specified topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: In a performance phase, the "IR" and "IE" carry out the interview, focusing on what is said in one another's turns.</p> <p>Step 6: In a debriefing session, the facilitator leads the class in a discussion of the performance phase.</p>

Activity 10: Asking questions in a multi-IE interview

Focus	The activity exhibits a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to practise employing turn-allocation techniques in an interview comprising two IEs.
Class arrangement	Learners work in three groups. One group assumes the role of the IR, while the other two adopt the roles of the IEs.
Procedure	<p>Step 1: The language facilitator gives learners a newsworthy topic to research and assigns specific identities to the IR and the two IEs. As was the case in Activity 4, in researching the topic, learners draw on a variety of sources.</p> <p>Step 2: Each group receives the following scenario for its specific role only, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the specified topic. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate three relevant questions to ask each IE. Do not divulge your questions to the groups representing the IEs.</p> <p>IEs: Thoroughly research the specified topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: The first group selects a representative to act as IR, while the other two select representatives to act as IEs.</p> <p>Step 5: In a performance phase, the "IR" manages the interview, making sure to select both "IEs" to take speaker turns.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>
Variations	The facilitator may structure the scenario around a debate interview. In this context, the "IR" must introduce pairs of advocates representing opposing views in the opening sequence. The "IEs" must be prepared to defend their points of view.

Activity 11: Issuing statement turn components to establish the relevance of questions and/or to introduce the topical focus of questions

Focus	The activity exhibits a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to practise issuing statement turn components for the benefit of the news audience.
Class arrangement	Learners work in two groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: The language facilitator gives learners a newsworthy topic to research and assigns specific identities to the IR and the IE. As was the case in Activity 4, in researching the topic, learners draw on a variety of sources.</p> <p>Step 2: Each group receives the following scenario for its specific role only, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the specified topic. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate three relevant questions to ask the IE. Each of your questions should be preceded by at least one statement turn component. Each statement turn component should either establish the relevance of the question that is to follow or introduce the topical focus of the question.</p> <p>IEs: Thoroughly research the specified topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: In a performance phase, the "IR" manages the interview, making sure to produce statement turn components prior to asking questions.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>

Activity 12: Withholding response tokens during and after an IE's responses

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to withhold response tokens during and after an IE's responses.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: Learners draw on a variety of sources to glean information about a newsworthy topic of their choice. They also assign specific identities to the IR and IE.</p> <p>Step 2: Each group receives the following scenario for its specific role only, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the topic you selected. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate relevant questions to ask the IE. When you conduct the interview, make sure that you do not produce response tokens either during or after the "IE's" responses. Do not divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the chosen topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: In a performance phase, the "IR" conducts the news interview and avoids producing response tokens (assessments, news-receipt objects or continuers) during or after the "IE's" turns.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>
Variations	This activity may be carried out in the context of a debate interview, an informational interview or a multi-IE interview.

Activity 13: Producing action projections and tag questions

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to construct action projections and tag questions during the course of the interview.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: Learners draw on a variety of sources to glean information about a newsworthy topic of their choice. They also assign specific identities to the IR and IE.</p> <p>Step 2: Each group receives the following scenario for its specific role only, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the topic you selected. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate relevant questions to ask the IE. You should formulate at least one tag question and one action projection. Do not divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the chosen topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: In a performance phase, the "IR" manages the interview, making sure to employ the strategies specified in the scenario.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>
Variations	This activity may be carried out in the context of a debate interview, an informational interview or a multi-IE interview.

Activity 14: Managing an IE's departure from the standard question-answer format of the news interview

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to manage the IE's departure from the standard structure of the news interview.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: Learners draw on a variety of sources to glean information about a controversial newsworthy topic of their choice. They also assign specific identities to the IR and IE.</p> <p>Step 2: Each group receives the following scenario for its specific role, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the topic you selected. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate at least three relevant questions to ask the IE. One of your questions should cast doubt on the IE's response(s). Bear in mind that the IE may try to challenge your questions, thus departing from the question-answer format of the news interview. You will have to restore the standard format by re-initiating the question-answer format of the news interview. Remember not to divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the chosen topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario. Be prepared to challenge the IR once by refusing to answer one of his or her questions.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: Learners carry out the interview in a performance phase.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>

Activity 15: Maintaining a neutralistic position

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to employ a variety of strategies to maintain a position of neutrality.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: Learners draw on various sources to glean information about a controversial topic of their choice. They also assign specific identities to the IR and IE.</p> <p>Step 2: Each group receives the following scenario for its specific role, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the topic you selected. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate at least three relevant questions to ask the IE. As the topic is controversial, one of your questions should contain an <i>assertion/allegation</i>. In order to maintain a neutralistic position, attribute this assertion to a third person/party or make use of a passive verb. Remember not to divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the chosen topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: Learners carry out the interview in a performance phase.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>

Activity 16: Closing down a news interview

Focus	The activity displays a communicative focus.
Purpose	<p>The main purpose is to enable the learner who assumes the role of the IR to employ one or more strategies to terminate news interview talk. Specifically, the learner may close the interview down by:</p> <ul style="list-style-type: none"> • thanking the IE for his or her participation; and/or • introducing a new IE; or • announcing a new programme.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other group adopts the role of the IE.
Procedure	<p>Step 1: Learners draw on various sources to glean information about a newsworthy topic of their choice. They also assign specific identities to the IR and IE.</p> <p>Step 2: Each group receives the following scenario for its specific role, so that it is not aware of the instructions for the other group:</p> <p>IR: It is your task to conduct a news interview on the topic you selected. Open the interview by using some of the strategies you employed in Activities 5-8. Formulate at least three relevant questions to ask the IE. Terminate the news interview by using one or more of the strategies you identified in Activity 3. Remember not to divulge your questions to the group representing the IE.</p> <p>IE: Thoroughly research the chosen topic and brainstorm the IR's possible questions so that you will be prepared to answer them during the performance phase of the scenario.</p> <p>Step 3: During a rehearsal phase, each group works on its own, preparing for the interview. Learners may enlist the help of the language facilitator.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: Learners carry out the interview in a performance phase.</p> <p>Step 6: In a debriefing phase, the facilitator leads the class in a discussion of the performance phase.</p>

Activity 17: Interviewing a single IE outside the classroom situation

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to conduct a news interview outside the classroom . The language practitioner does not structure the interview around specified strategies. Learners may use their own initiative to select the strategies they want to employ in opening, managing and closing down the news interview.
Class arrangement	Learners work in small groups.
Procedure	<p>Step 1: The language facilitator arranges for a prominent figure in the field of business to be interviewed by students. The topical agenda is specified in advance.</p> <p>Step 2: Using various sources (such as newspaper articles, editorials, reports and the Internet), each group thoroughly researches the topic and gathers relevant information about the guest IE. Learners also brainstorm questions that are pertinent to the topical agenda.</p> <p>Step 3: Each group selects a student who adopts the role of the IR.</p> <p>Step 4: The "IR" in each group conducts the news interview with the guest IE.</p>
Variations	<ul style="list-style-type: none"> • Depending on the topical agenda, the IE may be an observer/eyewitness to a newsworthy event, a certified expert, or an advocate who holds certain opinions about a topic. Learners should be given opportunities to conduct both informational and debate interviews. • The language facilitator may add a meta-communicative dimension by instructing the students to record and analyse the discourse patterns in the interviews.

Activity 18: Conducting a multi-IE interview outside the classroom situation

Focus	The activity displays a communicative focus.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to conduct a multi-IE interview outside the classroom . As was the case in activity 17, the language practitioner does not structure the interview in such a way that learners are required to use specific strategies; they may select the strategies they want to employ in initiating, managing and terminating the news interview.
Class arrangement	Learners work in small groups.
Procedure	<p>Step 1: The language facilitator arranges for two prominent people in the field of business to be interviewed by students. The topical agenda is specified in advance.</p> <p>Step 2: Using various sources (such as newspaper articles, editorials, reports and the Internet), each group thoroughly researches the topic and gathers relevant information about the guest IEs. Learners also brainstorm questions that are pertinent to the topical agenda.</p> <p>Step 3: Each group selects a student who adopts the role of the IR.</p> <p>Step 4: The "IR" in each group conducts the news interview with the guest IEs.</p>
Alternatives	<ul style="list-style-type: none"> • Depending on the topical agenda, the IEs may be observers/eyewitnesses to a newsworthy event, certified experts, or advocates who hold contrasting opinions about a topic. Learners should be given opportunities to conduct both informational and debate interviews. • The language facilitator may add a meta-communicative dimension by instructing the students to record and analyse the discourse patterns in the interviews they conduct outside the classroom.

If one takes a closer look at Activities 5-16, it is apparent that their success hinges on the existence of an information-gap between learners. Specifically, these activities have been structured in such a way that learners representing the IR and IE may not share their agendas with one another. According to Di Pietro (1987: 48), since each group possesses information of which the other groups are unaware, "dramatic tension is introduced naturally into the scenario". This dramatic tension is crucial to the real-life replication of the news interview. Since learners cannot predict one another's lingual contributions, one may argue that they will be compelled to use specific communication strategies to create meaning as well as understand one another's contributions. Activity 13, for instance, requires that the "IR" use tag questions and action projections to signal to the "IE" that he or she is about to ask a question. The "IE" in turn will have to wait for these signals before responding to the question. This is in keeping with **Outcome 1** which stipulates that learners should be encouraged to "make and negotiate meaning and understanding" in different contexts (Curriculum 2005: 23).

Outcome 1 also specifies that, in order to develop their communication skills, learners need to communicate in a number of different contexts and situations (Cf. Wessels and Van den Berg, 1998: 7). That is, they should be exposed "to a variety of situations which afford [them] opportunities to interact in different ways" (Curriculum 2005: 23). Clearly, the activities outlined in this section fulfill this specification, since they present learners with several interview situations. For example, learners who adopt the role of the IR have to employ different strategies to manage informational interviews (Activity 5), debate interviews (Activity 6), or those that feature more than one IE (Activity 10).

In line with a multidimensional approach, an additional requirement of Outcome 1 is that learners should utilise their speaking, listening, reading, and writing skills while engaging in language activities (Cf. Wessels and Van den Berg, 1998: 7). Since the role-playing activities, scenarios, and simulations in this section are

based on the information-gap technique, and therefore involve two-way communication, they encourage learners to develop the first two skills (Cf. Rost, 1990: 227-228). Mendelsohn (1998: 90) argues that a two-way task (like the information-gap activity) places greater emphasis on the development of communicative competence than is the case when one-way tasks are used (Cf. Richards and Lockhart, 1994: 152). When it comes to researching a particular topical agenda, all the activities require learners to draw on various sources. In gathering, interpreting, and organising information, learners will obviously need to utilise both their reading and writing skills. Hudson (1998: 54) points out that integrating their reading and writing skills helps learners "to distinguish critically between essential and non-essential information" from various sources.

The communicative activities designed in this section also comply with **Outcome 5**, since they require that learners apply specific grammatical structures in context (Curriculum 2005: 23; Cf. Wessels and Van den Berg, 1998: 7-8). Activity 5, for example, presents would-be IRs with the option of using temporal formulations to establish a newsworthy topic, while Activity 7 introduces them to adjectives. Furthermore, Activity 15 gives them the opportunity to use passive verbs to distance themselves from the assertions they make. These activities therefore encourage learners to develop their grammatical competence which in turn "empowers [them] to communicate clearly and confidently" in the target environment (Curriculum 2005: 23; Cf. Wessels and Van den Berg, 1998: 7-8). A number of researchers, including Prabhu (1987), Tarone and Yule (1989), Stern (1992), and Littlewood (1992b), have focused attention on the fact that linguistic competence forms an essential part of communicative competence. Littlewood (1992b: 82) for instance, contends that:

...there is justification for insisting – in view of the function of grammar in communication – that active links are maintained between grammatical choices and the meanings they convey...so that the linguistic system can more easily be integrated into the learner's communicative system.

Indeed, Van Lier (1996: 203) has noted that, when it comes to meaningful language tasks, it is difficult, if not virtually impossible, to separate form and function. A number of researchers, notably, Spada and Lightbown (1993), Swain (1996), and Doughty and Varela (1998), support this view, arguing that incorporating form-focused and meaning-based activities in the classroom promotes the learner's fluency and accuracy in the target language (Cf. Turnbull, 1999: 558-559).

In the National Qualifications Framework, **Outcome 6** is aimed at developing "the learner's ability to use language as a tool for learning..." (Curriculum 2005: 23). Specifically, this outcome requires learners to use language for critical and evaluative thinking, as well as for problem-solving and decision-making (Cf. Wessels and Van den Berg, 1998: 8). Activities 5-16 are consistent with this outcome, since each includes a decision-making phase during which would-be IRs must not only use their critical and evaluative thinking skills to gather information about a topical agenda, but must also decide what kinds of questions are relevant to the agenda and what kinds of strategies are appropriate for pursuing it. Moreover, if they encounter communicative problems – as will occur when the "IE" departs from the question-answer format of the news interview – the "IRs" must select specific strategies to overcome them. In other words, they must use language as a tool for problem-solving.

The activities in this section have also been devised in such a way that they are in keeping with **Outcome 7** which, as noted in 5.3, specifies that learners should "use appropriate communication strategies for specific purposes and situations" (Curriculum 2005: 23). Activity 8, for example, stipulates that, for the benefit of the audience, the would-be IR should use the principle of recipient design in the introductory segment of the news interview. As mentioned in the previous chapter, this principle is employed by the news IR when it is clear that the broadcast audience will not be familiar with a particular IE or organisation (Clayman, 1991: 60; Cf. Nofsinger, 1991: 155; Zimmerman, 1992: 448). Activity

14 is also consistent with Outcome 7, since it allows the "IR" to practise restoring departures from the standard format of the news interview by re-initiating a question-answer sequence. Since this activity focuses on the recovery strategies IRs generally employ to deal with IEs' departures, one may argue that it is aimed at developing the learner's strategic competence which is an important component of communicative competence (Cf. Wessels and Van den Berg, 1998: 9).

It should be noted that activities 5-18 can be given a meta-communicative dimension if learners make audio recordings of them and analyse their patterns of discourse. In this way, the language facilitator can once again draw their attention to the interactional patterns and communicative functions reflected in South African business-news interview discourse. As has already been noted, this corresponds to **Outcome 2** as set out in the National Qualifications Framework.

The activities in this and the previous section reflect many of the features outlined in the multidimensional curriculum schemes devised by Allen (1987; 1989) and Littlewood (1992a). Activities 2, 5, 13 and 15, for example, introduce learners to temporal formulations, tag questions, and passive verbs. As mentioned in 5.3, the language facilitator may deem it necessary to draw the learner's attention to the grammatical structure of these items, thus temporarily reverting to a **structural-analytic** language teaching programme. Allen (1987: 5) points out that, although such a programme usually involves a high degree of structural control, "the methodology and the exercise material should be kept as...meaningful as possible, consistent with the communicative aims of the overall curriculum" (Cf. Allen et al., 1990: 62). Thus, for instance, the language facilitator should avoid decontextualising the grammatical features of the target language. Since the activities in this chapter have been designed in such a way that prospective news IRs will encounter constructions such as temporal

references, tags, and passive verbs in the **context** of the news interview, they meet this particular requirement.

One may also argue that some of the activities in this chapter correspond to a **functional-analytic** language teaching programme because they involve guided communicative practice. When it comes to completing Activities 5-16, for example, learners are not expected to launch directly into the news interview itself. Instead, during a rehearsal phase, learners are required to collaborate with one another and to consult with the language facilitator in order to decide what they are going to say during the simulated news interview (Cf. Di Pietro, 1987: 47). In other words, learners are given the opportunity to pool their linguistic resources and to decide what kinds of strategies they are going to use to realise the functions of a news IR (Cf. Littlewood, 1992b: 92). Once they have completed the rehearsal phase, learners who have assumed the roles of IR and IE may carry out the news interview and, if they experience communicative difficulty, they may seek the assistance of their peers as well as the facilitator in order to overcome them (Cf. Littlewood, 1992b: 107). By allowing learners to work together in this way, Activities 5-16 are – in keeping with a functional-analytic focus – aimed at facilitating the learner's transition from so-called analytic "skill-getting" to experiential "skill-using" (Littlewood, 1992b: 88, Cf. Allen, 1987: 3; 6-7).

Activities 5-16 are what Littlewood (1992b: 89) refers to as "part-skill" activities, since they have been structured around specific cues. For instance, when it comes to establishing a news headline by means of an agenda projection, learners are given examples of the prefaces and temporal formulations that accompany them. It should, however, be noted that, while learners have to use these cues, they still have the freedom to decide what they are going to say to one another during the simulated news interview. In other words, "[although] the [facilitator] may have organized the structures within which the interactions take

place, it is the learners themselves who create the interactions" (Littlewood, 1992b: 99).

As learners progress from part-skill to whole-task practice, the language facilitator should aim at allowing them to "become more and more capable of operating independently both in their communication and in their learning" (Littlewood, 1992b: 107). In order to achieve this aim, it is important for the facilitator to increase the choices available to learners (Cf. Van Lier, 1996: 207-208):

As [learners] progress further towards the whole-task end of the continuum, so the interaction becomes less tightly controlled by external sources (such as the teacher or the materials) and springs from internal sources, namely, the meanings that learners themselves decide to express at different stages of the interaction (Littlewood, 1992b: 89).

Since Activities 17 and 18 have been designed in such a way that learners are free to manage the news interview via the strategies they themselves have selected without any input from the facilitator, one may describe them as whole-task or **experiential** activities. Allowing learners to engage in whole-task activities is an important requirement of communicative language teaching (Cf. Jordan, 1997: 112). As Littlewood (1992b: 44) observes, it is only through whole-task practice that learners can integrate the specific "part-skills" they have acquired "into a systematic network". Since Activities 17 and 18 (or variations of them) take prospective news IRs out of the classroom situation and into the world of practice where they can apply their skills independently, they fulfil an important requirement of outcomes-based education which specifies that learners must be empowered "to function effectively in their occupational...roles" (Spady, 1994: 63; Cf. Cheung, 1997: 120; Wessels and Van den Berg, 1998: 2).

As has already been noted, one of the tenets of fluency-based language teaching is that learners should be encouraged to develop their grammatical competence,

strategic competence, as well as their sociolinguistic and discourse competencies in the target language (Canale, 1983; Cf. Brown, 1994: 29). Clearly, some of the activities in this chapter (e.g. Activities 7, 13 and 15) are aimed at promoting learners' **grammatical competence**, since they focus their attention on using language items such as adjectives, tags, and passive verbs correctly. As far as **strategic competence** is concerned, it has already been noted that Activity 14 provides would-be IRs with opportunities to repair departures from the question-answer format of the news interview. Being able to employ recovery strategies when communication is disrupted forms an essential part of strategic competence (Cf. Wessels and Van den Berg, 1998: 9). Activity 15 provides prospective IRs with strategies they can use when they not only want to make assertions or voice opinions, but also wish to disaffiliate themselves from those assertions and opinions. Since this activity draws the learner's attention to appropriate strategies for formulating their points of view, it promotes his or her **sociolinguistic competence** (Cf. Richards and Lockhart, 1994: 197). Finally, the activities are aimed at developing **discourse competence**, since they have been structured in such a way that learners have to make and negotiate meaning and understanding in real time.

Savignon (1997: 50) points out that it is unnecessary to enter into a debate about the relative importance of each of these components. Language facilitators should instead focus on employing activities that incorporate all four components (Cf. Sato and Kleinsasser, 1999: 495).

5.4.1 Role-playing versus real-play language activities

One of the advantages of employing role-playing activities such as those devised in 5.4 in the ESP classroom is that they enable prospective new IRs to practise carrying out the kinds of communicative tasks they will eventually execute in real-life interaction. At the same time, however, in structuring activities around role-

play, language facilitators run the risk of confusing role-playing with acting (Cheung, 1997: 120):

...students are often required to take on roles that are completely alien to them... However, if the objective... is effective interpersonal communication involving sociolinguistic communicative abilities where credibility, authenticity and language use are held at a premium, it may be counter-productive if students have to project their roles by minimizing their own personality (Cheung, 1997: 120).

One solution to this problem is to structure role-playing activities in such a way that they promote realism and credibility in three specific domains which Cheung (1997: 120-121) identifies as the assumption of role, situation, and outcome. Language activities that maximise realism in these three domains are referred to as real-play activities.

The first domain specifies that learners should "not have to minimize their own personal dimension" (Cheung, 1997: 127). In keeping with this requirement, Activities 12-16 in this chapter have been designed in such a way that learners have the freedom not only to conduct the news interview on a topic of their choice, but also to assign specific identities to the IR and IE. Furthermore, Activities 17 and 18 allow the learner to play him- or herself. Since these activities do not compel the learner to imitate a specific person, they are aimed at achieving "a close match between role profiles and learners' personalities..." (Cheung, 1997: 127).

With regard to the second domain, which is the situation, Cheung (1997: 121) points out that, in contrast to a scenario which stipulates what kinds of strategies the learner may employ, "[in real-play], the situation actually imposes on the role player the same types of constraints, motivations and pressures that exist in the real world" (Cf. Littlewood, 1992a: 80). Clearly, Activities 17 and 18 are in keeping with this kind of situation, since learners have to conduct news

interviews with prominent figures outside the classroom situation. That is, the activities are carried out in real time.

As far as outcome is concerned, Cheung (1997: 121) remarks that, in real-play tasks, learners have to pay attention to the outcomes of their actions and "observe which aspects of their [behaviour] are rewarding or unrewarding". Activities 17 and 18 outlined in this chapter fulfil this criterion, since learners are responsible for creating the interaction themselves and have to use a variety of strategies if they want to achieve specific outcomes.

5.4.2 Task-based activities

As noted at the beginning of this chapter, language practitioners are experiencing a shift in emphasis from medium-oriented to predominantly message-oriented practice in the language classroom. Following this transition, teaching programmes in recent years have increasingly focused on so-called task-based activities which are aimed at helping learners "to achieve communicative competence in the kind of tasks they will encounter in the real world of work" (Cheung, 1997: 119; Cf. Tickoo, 1997: 268; Skehan, 1998: 268; Widdowson, 1998: 328). According to Skehan (1998: 268):

...a task is regarded as an activity which satisfies the following criteria:

- Meaning is primary.
- There is a goal which needs to be worked towards.
- The activity is outcome-evaluated.
- There is a real-world relationship.

Based on the discussion of the communicative activities in this chapter, it is evident that they fulfill these criteria. Consider Activity 14, for example, which focuses on the IR's management of IEs' departures from the turn-type

preallocated character of the news interview. Skehan (1998: 269) remarks that, according to Long (1989), an activity such as this – which generates a breakdown in communication – compels learners to negotiate meaning in order to overcome this breakdown. Activity 14 has been designed in such a way that the would-be IR has to use specific recovery strategies once he or she has detected a departure from the news interview format. Since the activity compels the learner to focus on the content of the “IE’s” turns, it adheres to the primacy of the meaning criterion. One may in turn argue that Activity 14 satisfies the second criterion identified by Skehan (1998: 268) because the prospective IR has a specific goal to achieve, which is that of restoring the standard question-answer format of the news interview. Since the success or failure of the activity depends on whether or not the learner is able to repair the departure, it is also outcome-evaluated. Finally, the activity satisfies the criterion of the real-world relationship because it is aimed at preparing the prospective news IR to employ recovery strategies in real-life interviews.

5.5 Authenticity

The activities outlined in 5.3 and in 5.4 fulfil several of the conditions for authenticity identified by Van Lier (1996: 136-144). First, as noted in an earlier section, since some of them have been designed around audio recordings of news interview discourse, they satisfy the condition that, where necessary, the language facilitator should make use of authentic materials (Cf. Van Lier, 1996: 136; Clark and Ivanic, 1992: 170; Burns, 1998: 114). Van Lier (1996: 137) remarks that the use of authentic materials is particularly important in instances where materials “for non-native speakers...are...linguistically distorted and unrepresentative of the target language...”. At the same time, however, language facilitators should bear in mind that one can employ different degrees of authenticity in the classroom, making use, for example, of adapted texts, semi-scripted tasks, role-playing activities, or simulations (Cf. Jordan, 1997: 113). The

degree of authenticity the practitioner opts for will depend on factors such as the needs of learners and the purpose of the task (Cf. Jordan, 1997: 113).

In addition to complying with the notion of authenticity of materials, the activities in this chapter also adhere to what Van Lier (1996: 138) refers to as pragmatic authenticity. This condition specifies that materials must be authentic in terms of context, purpose, and interaction. Since both the meta-communicative and communicative activities in this chapter are carried out in the context of the news interview situation, they satisfy the first subcategory of pragmatic authenticity. According to Van Lier (1996: 139), the second subcategory, that of purpose, does not refer to the goals of the learner. Rather:

In a pragmatic sense, purpose simply relates to the intended outcome of a speech event, whether it be an instructional conversation, a role-playing activity, or a grammar drill. This criterion demands that a speech event is what it says it is, and does what it says it does. If it is supposed to be a conversation, then let it be a conversation, and if it is supposed to be a role play, then let's not behave as if it were a grammar drill (and vice versa) (Van Lier, 1996: 139).

Thus, for instance, if Activity 18 outlined in 5.4 is carried out by learners, its intended outcome is a simulation of a multi-IE interview **outside the classroom situation**, and not a traditional role-playing activity. Finally, since the activities in this chapter are aimed at replicating discourse as it occurs in the news interview, they comply with the third subcategory of pragmatic authenticity which Van Lier (1996: 139) refers to as authenticity of interaction.

The third tier of authenticity, that of personal authenticity, specifies that learners should be trained to deal with the choices available to them so that they can eventually become autonomous learners (Van Lier, 1996: 144). Since the activities in this chapter have been structured in such a way that they are aimed at gradually empowering learners to function effectively as news IRs, they comply with personal authenticity.

5.6 Scaffolding

The activities described in this chapter have been devised in such a way that they enable prospective news IRs to employ their knowledge and skills in "safe" situations before venturing out into the world of practice. That is, in the context of role-playing activities and scenarios, learners can collaborate with one another "and thus form a learning community to which everybody contributes" (Littlewood, 1992b: 99; Cf. Richards and Lockhart, 1994: 152). As learners develop skills and become increasingly autonomous, the language practitioner can gradually reduce his or her control until learners are able to complete experiential tasks (such as Activities 17 and 18) on their own (Cf. Savage, 1997: 297). The overall aim of the activities designed in this chapter is therefore "to 'pull' (without forcing) the students into an ever-expanding zone of proximal development, so that they gradually become...independent language users in accordance with their growing proficiency" (Van Lier, 1996: 198). According to Van Lier (1996: 199), this is known as pedagogical scaffolding, a notion which has gained prominence in recent years (Cf. Burns, 1998: 104).

Van Lier (1996: 195) has borrowed the notion of scaffolding from the developmental psychologist, Bruner (1983), who defines it as a process whereby a child's caregiver facilitates his or her accomplishment of a particular task through "appropriate intervention" and guidance, gradually handing over responsibility to the child until he or she "becomes skilled enough to manage it" (Bruner, 1983: 60). In Van Lier's (1996: 199) view, the language facilitator should introduce activities into the classroom that provide learners with a similar scaffold. One may argue that the activities in this chapter that reflect a functional-analytic focus provide this scaffolding, since they bridge the gap between part-skill and whole-task practice.

The rationale behind pedagogical scaffolding is that, while the learner can perform certain tasks independently in the so-called zone of self-regulation,

"there is a range of knowledge and skills which [he or she] can only access with someone's assistance" (Van Lier, 1996: 190). According to Vygotsky (1978: 86), "the distance between the [learner's] actual developmental level... and the level of potential development" is known as the zone of proximal development or ZPD. Van Lier (1996: 194-199) points out that, by means of scaffolding, it is the language facilitator's task to guide the learner through the zone of proximal development until he or she is able to perform specific tasks without any assistance.

One should not, however, make the mistake of assuming that all a learner requires to progress across the zone of proximal development is the assistance of a competent facilitator (Van Lier, 1996: 191). Rather, while engaged in language tasks, learners should be encouraged to employ a variety of resources. According to Newman, Griffin and Cole (1989: 2), "when people with different goals, roles, and resources interact, the differences in interaction provide occasions for the construction of new knowledge". Adopting this view, Van Lier (1996: 193) proposes that, in addition to being guided by a capable facilitator, learners should be able to seek the assistance of peers "of roughly equal ability" (Cf. Swain and Lapkin, 1998). It is for this reason that the activities in this chapter have been structured mainly around pair- and/or group-work. It is interesting to note that Van Lier (1996: 193) also suggests that, while engaging in language activities, learners should be grouped or paired with less capable peers:

...it may be beneficial for language students to interact with learners who have a lower level of proficiency, since this encourages the creation of different kinds of contingencies and discourse management strategies.

The notion of employing mixed-level groups or pairs in the classroom is supported by Nunan and Lamb (1996: 162) who state that it enables low-proficiency learners to draw on the knowledge and skills of their more capable

peers. However, facilitators should exercise caution when pairing or grouping learners who display different levels of proficiency. A study conducted by Yule and Macdonald (1990) suggests that, when paired with more capable learners, low-proficiency learners tend to play a passive role.

In addition to drawing on the knowledge and skills of the facilitator and their peers, the researcher proposes that learners should also be provided with opportunities to interact with native speakers of English. This position is supported by the results of a study conducted by Porter (1986: 218) who states that the findings suggest that "only native speakers (or perhaps very advanced non-native speakers) can provide truly appropriate input that will build sociolinguistic competence". Porter's (1986) study suggests that, if learners are not paired or grouped with native speakers, they may occasionally produce language that is sociolinguistically inappropriate (Cf. Richards and Lockhart, 1994: 197). In a class consisting solely of non-native speakers, the facilitator can overcome this problem by being "prepared to model utterances in the target language..." (Di Pietro, 1987: 73).

5.7 Teaching sequences

While it makes sense to sensitise learners to the discourse features of news interview talk before they engage in the part-skill and whole-task activities designed in this chapter, the researcher is not advocating a rigid framework in which language practitioners must implement the activities in a set sequence. On the contrary, the sequence in which the activities will be completed depends on the learner's needs:

Often our teaching sequences may begin with part-skill practice and lead towards whole-task practice, but this is by no means a necessary procedure. It is equally possible to start a sequence with some form of communication activity. If this reveals gaps in the

students' knowledge, these can be remedied through structure-oriented activities, followed by an activity in which the students use the language to exchange information and, perhaps, by another more structure-oriented activity in which they explore the possibilities of the system in more detail...(Littlewood, 1992b: 94-95; Cf. Van Lier, 1996: 58-59; 201)

5.8 A multiple-perspective approach to feedback

Once each of the communicative activities devised in this chapter has been carried out by learners, the facilitator should, in keeping with fluency-based language teaching, provide feedback that focuses, not on the grammatical accuracy of learners' lingual contributions, but on their communicative efficacy (Cf. Nunan and Lamb, 1996: 14-15). Adopting a proposal advocated by Haggstom (1994), the researcher suggests that, in order to provide accurate feedback, learners' contributions should be videotaped (Cf. Dudley-Evans and St John, 1998: 228). Turner (1998: 203) provides an outline of the procedure followed by Haggstom (1994):

The testing method [Haggstom] described employed video-taping of students' performances in communicative activities that were typical of her classroom activities... In this 50-minute test procedure, the [facilitator] moved around the room with a camcorder and videotaped each student on three occasions as he or she participated in a small group activity.

By making use of video recordings during feedback sessions, the facilitator will not only be in a better position to monitor individual learners' progress, but will also be able to involve learners in evaluating their own and each other's performance. This kind of feedback, which is informative, empowers learners to take responsibility for their own learning (Sato and Kleinsasser, 1999: 496).

In addition to this kind of feedback, the researcher suggests that, in order to strengthen the prospective IR's links with the target environment, the perspectives of qualified news IRs should be incorporated in the feedback. Thus, for instance, once a simulated interview has been recorded, it can be analysed by a news IR who can then comment on learners' performance. Furthermore, once learners have conducted an interview with a prominent businessperson, the facilitator can include his or her perception of the interview in the feedback. This is in line with an important requirement of assessment in the field of ESP, and that is that the performance of learners must be evaluated "in actual target-situations, academic or professional, for which they have been trained" (Bhatia, 1993: 193).

5.9 Conclusion

The aim of this chapter was to show how the findings of the target-centred needs analysis conducted in Chapter 4 may be used to generate language activities for South African news IR trainees. It was shown that, in keeping with the specific outcomes of OBE, these activities may exhibit a meta-communicative focus or communicative focus, depending on whether language facilitators wish to sensitise learners to the typical patterns of discourse in South African news interview talk, or whether they want learners to simulate news interview talk.

It is also evident that the activities have been designed in such a way that they adhere to the principles underlying recent approaches to language teaching. Specifically, the activities reflect the features of the multidimensional curriculum schemes devised by Allen (1987), Littlewood (1992a), and Van Lier (1996). As has already been noted, a number of recent studies such as those conducted by Spada and Lightbown (1993), Swain (1998), and Doughty and Varela (1998), suggest that multidimensional approaches to language teaching develop learners' fluency and accuracy in the target language. Since the activities have

been designed against the background of the ways considered most effective for promoting learners' communicative competence, this chapter constitutes a language learning needs analysis, which, as noted in the introductory chapter to this research study, forms an essential part of the materials design phase in ESP (Cf. Dudley-Evans and St John, 1998: 125).

In the chapter that follows, attention is paid to how one of the communicative activities may be implemented in the classroom. At the same time, the patterns of discourse in this activity are analysed in terms of the phases as set out in the flow-chart in Chapter 3 (see Figure 8). The principal aim of Chapter 6 is to determine whether or not the language activity replicates news interview discourse with a view to improving, modifying, or discarding it.

CHAPTER 6

IMPLEMENTATION

6.1 Introduction

Once the language practitioner and/or materials designer has generated ESP materials that he or she claims replicates news interview discourse, it is important to implement them in the classroom. This represents **Phase 3** as set out in the flow-chart in Chapter 3. In **Phases 4-6**, the language practitioner should embark on a critical-reflective analysis of these materials in order to determine whether there is “[a] lack of congruence between the language classroom and the world outside” (Lynch and Anderson, 1991: 94; Cf. Jordan, 1997: 199). Upon reflection, the practitioner may have to modify the materials in some way or even discard them altogether. In fact, Hutchinson and Waters (1987: 126) offer language practitioners the following advice when it comes to materials design and evaluation:

...Don't set out to write the perfect materials on the first draft. Materials can always be improved. Do what you can and try it out. Use what you learn from this experience to revise and expand the materials (Cf. Jordan, 1997: 259).

Swales (1990: 71) points out that such a validation study is essential because, as he puts it, it “[enhances] the ‘accountability’ of the instructional end [product]” (Cf. Bhatia, 1993: 193). Furthermore, it enables language practitioners to evaluate their classroom practices in a manner that is both systematic and objective (Cf. Schratz, 1992: 89).

In order to illustrate the importance of validating one's materials, this chapter focuses on a critical-reflective analysis of an ESP activity carried out by students

who attended Business English tutorials at the University of the Orange Free State in 2000. The activity completed by these students was structured around the scenario outlined below, and represents a synthesis of Activities 6, 9, 13, 15 and 16 outlined in the previous chapter, since the researcher was interested in encouraging learners to employ a variety of strategies that are present in the opening, middle and closing of the news interview. It should be noted that, since scenarios tend to be of brief duration (Cf. Di Pietro, 1987: 84), the researcher deliberately repeated the activity with three groups of students in order to cross-validate the discourse findings.

Focus	The activity is communicative in focus, but also has a meta-communicative dimension.
Purpose	The main purpose is to enable the learner who assumes the role of the IR to initiate, manage, and terminate a news interview on a specified topic using the strategies outlined below.
Class arrangement	Learners work in groups. One group assumes the role of the IR, while the other adopts the role of the IE.
Procedure	<p>Step 1: Learners read an article from <u>Business Day</u> entitled "Lloyds fined for rule-breaking" (15 June 1999).</p> <p>Step 2: Each group receives the following scenario for its specific role:</p> <p>IR: It is your task to conduct a news interview with an analyst/spokesperson for Lloyds on the specified topic. Establish a headline for the interview by means of a news announcement or an agenda projection. Introduce the IE through a person-reference term and an organisation-description. Next, formulate three relevant questions to ask the IE. You should formulate (a) one tag question, (b) one action projection, and (c) one question containing an allegation/assertion. When formulating the last question, use a passive verb or attribute the assertion to a third party. Finally, close down the interview with an acknowledgement token.</p> <p>IE: You are an analyst/spokesperson for Lloyds and will be interviewed about the allegations surrounding the bank's unit trust division. Brainstorm the questions the IR is likely to ask you.</p> <p>Step 3: Each group prepares for the interview during a rehearsal phase.</p> <p>Step 4: Each group selects a representative to act as IR and IE.</p> <p>Step 5: In a performance phase, the "IR" and "IE" carry out the interview.</p>

According to Di Pietro (1987: 41), a scenario is a pedagogical device similar to a role-playing activity in which group-work is utilised, and may be defined as “a strategic interplay of roles functioning to fulfill personal agendas within a shared context”. Thus, in the scenario outlined above, one group selects a spokesperson who assumes the role of the IR. He or she then has to initiate and manage the news interview as well as terminate it. The other group selects an IE who has to be prepared to answer the IR’s questions. The fact that each group is placed in a shared context – a news interview focusing on a topical issue – is, according to Di Pietro (1987: 66), an essential element of the scenario, for if the various groups are not placed in a shared context, their agendas will suffer from incoherence.

In keeping with Di Pietro’s (1987) recommendations for structuring a scenario, the activity contains a rehearsal phase. One of the most important advantages of including such a phase is that it allows students to develop their agendas in the target language (Cf. Roberts, 1986: 82). That is, students are given the opportunity to decide what they are going to say to one another during the actual performance phase of the scenario. Jordan (1997: 202) notes that a study conducted by Nation (1990) suggests that allowing learners to spend some time preparing for an oral activity develops not only their self-confidence, but also their speaking fluency in the target language. As noted in Chapter 5, an additional benefit of including a preparation or rehearsal phase is that students who lack sufficient language skills may seek the assistance of the facilitator as well as their peers in order to overcome their individual speech difficulties (Cf. Jordan, 1997: 203).

6.2 Critical reflection

Based on Phases 1 and 2 of the critical reflection model outlined in Chapter 2, the scenario described above was carried out in Phase 3 by the first group of Business English students during a 50-minute tutorial. At the same time, the researcher made an audio recording of this activity and then transcribed it on a turn-by-turn basis (Phase 4).

Although classroom data may be gathered through numerous qualitative methods that include keeping a teaching journal, obtaining learner diaries, compiling a questionnaire, writing up a case study, or making field notes (Cf. Richards and Lockhart, 1994: 6; Jordan, 1997: 28-38), an audio recording was made for a number of reasons. First, as Richards and Lockhart (1994: 11) point out, unlike recordings of lessons, the other procedures, while "relatively easy to carry out...obtain subjective impressions of teaching and by their nature can capture only recollections and interpretations of events and not the actual events themselves" (Cf. Schratz, 1992: 89). Another advantage of using recordings of classroom data is that language practitioners are able to determine which aspects of their teaching they need to improve (Cf. Richards and Lockhart, 1994: 4). If, for instance, transcribed data show that the practitioner exerts tight control over the teaching/learning process, then the practitioner can adjust his or her strategy in order to give learners greater freedom.

This does not, however, mean that other data-collection procedures should be abandoned. On the contrary, employing more than one method promotes the validity of one's findings (Cf. Jordan, 1997: 30; 38). For this reason, the researcher has supplemented the transcripts of classroom discourse with field notes (see Appendix ii).

The benefits of making an audio recording of the scenario were plainly illustrated when, in Phase 5, an analysis of the discourse patterns in this activity revealed that the facilitator had structured it in such a way that it was similar to a traditional role-playing activity: while learner-learner exchanges in the performance phase replicated IR-IE interaction, the researcher/facilitator had set up the scenario in such a way that these exchanges were characterised by the lack of an information-gap between students. As is illustrated in excerpt (75), an analysis of the lingual data revealed that, in structuring the scenario, the facilitator (F) (arrows 1 and 2) allowed students representing both the IR and the IE to script their dialogues together.

(75) [Scenario: 6 March 2000]

- 1 F: Okay, everyone, good morning.
- 2 Ss: Good morning.
- 3 F: Today we're going to be doing an oral...and what I'd like you to do after I've briefed you is I'd like you to divide yourselves into groups. As you can see from the material in front of you, you're going to be doing a scenario. In groups, one of you is going to choose to assume the role of an interviewer. And the other one is going to play the part of the interviewee... (Several lines omitted)
And you've got to come up with three questions to ask your interviewee.
 - Make sure that the interviewee will be able to respond based on the information in the text... (Several lines omitted)
 - In groups, you decide what you're going to ask and you will also work on the interviewee's response... (Continues)

Not surprisingly, since students representing the IR and IE knew in advance what each other's utterances would contain, and over how many turns-at-talk these utterances would extend, they were not required to generate messages collaboratively in real time. One may therefore argue that students merely engaged in a known-information exercise (Cf. Stern, 1992: 318).

The fact that the communication that occurred between students during the course of the performance phase was not authentic is clearly illustrated in the field notes in excerpt (76) below. That is, in the performance phase, the "IR" constructed a news headline and introduced the "IE" in an opening sequence (turn 6). The "IR" went on to formulate three questions (turns 6, 8 and 10) in accordance with the requirements outlined in the scenario, and then closed the interview down by thanking the "IE" and announcing the topic of the next programme (turn 12). What is problematic is that, although the question-answer sequences in this excerpt resemble those characteristic of news interview talk, they are not real-time messages, since students simply performed the scenario by reading aloud from the notes they had prepared during the rehearsal phase.

(76) [Scenario: 6 March 2000]

(Students representing the IR and IE perform the scenario by reading aloud from their notes)

- 6 IR: Okay, welcome to RSFM ninety-four to ninety-seven. Joining us in the studio is Professor Stewart and we will be discussing the fining of Lloyds for rule-breaking. It is said that Lloyds' unit trust division was fined four hundred and twenty-five thousand Pounds by the UK's Investment Regulatory Organisation for rule-breaking. Is this true?
- 7 IE: Yes, it is true. Unfortunately, several breaches of the organisation's rules in the running of these unit trusts was not met.
- 8 IR: Let me ask you this, did the bank pay out some money in compensation to customers?
- 9 IE: Yes, we paid out almost one million as a result of our breaches relating to events that occurred.
- 10 IR: Lloyds failed to properly administer its unit trusts, didn't they?
- 11 IE: Yes, that is true. Lloyds overcharged its unit trusts.
- 12 IR: Thank you for joining us. We'll be back next week debating South Africa's share development.

Based on the above finding, the researcher concluded that the way in which the scenario was structured in the first place would have to be revised. Indeed, a number of researchers have remarked that language practitioners need to be cautious when it comes to the way in which they set up language activities for their learners. Wong-Fillmore (1985: 23-24), for instance, reminds practitioners that:

How classes are organized and how instructional events are structured determine to a large extent the nature of the language that students hear and use in the classroom... (Cf. McCarthy, 1991: 126; Richards and Lockhart, 1994: 113).

Since the main reason why the exchanges in the scenario were not authentic derived from the fact that students did not have to listen attentively to one another's lingual contributions, the researcher decided in Phase 6 to re-structure the scenario in such a way that students representing the IR and IE were separated from one another during the rehearsal phase. Once this modification had been made, the researcher recycled through Phases 3-6. To be specific, in Phase 3, the second group of Business English students carried out the modified scenario which was recorded (Phase 4) and then analysed (Phase 5). In order to cross-validate the findings, the scenario was carried out by the third group of students as well.

As is evident in excerpt (77), this time, the researcher/facilitator (arrows 1 and 2) created an information-gap between the "IRs" and "IEs" by making sure that they would not be able to work on their parts of the interview together. This is consistent with one of the tenets of fluency-based language teaching mentioned in the previous chapter, and that is that language practitioners should structure an interactional space in which learners can engage in unpredictable, message-oriented communication in real time (Greyling, 1995: 20; Cf. Stern, 1992: 316). As noted in the previous chapter, this unpredictable element is crucial to the real-life simulation of the news interview (Di Pietro, 1987: 48).

(77) [Scenario: 9 March 2000]

- 1 F: Good morning everyone. Today, we're going to do something slightly different and a little bit later on, I'm going to be dividing you into groups. As you can see there, you've got a scenario in front of you... And you're going to divide yourselves into those who assume the role of an interviewer and those who assume the role of an interviewee... (Several lines omitted) So what's going to happen is, you have to set the interview up, formulate questions to ask the interviewee... and I think just before you actually perform this scenario, you should just get together with the interviewee and make sure that you know his or her name and rank et cetera. Because remember, this is going to be an unpredictable scenario.
- You, as the interviewee, are not sure what questions the interviewer is going to ask... (Several lines omitted)
 - Right, I think you should divide yourselves into groups now.
 - Perhaps the interviewers on this side, and the interviewees on that side... (Continues)

During the rehearsal phase, students who assumed the role of the IR had to decide how they were going to open the interview, formulate their questions, and terminate the interaction, while those representing the IE were required to discuss what kinds of questions the "IR" was likely to ask. As excerpts (78)-(81) illustrate, in order to facilitate communication, the researcher/facilitator focused students' attention on some of the strategies IRs use to establish and manage topical agendas within news interviews.

(78) [Scenario: 9 March 2000]

- 1 F: ... (Several lines omitted) You could also establish a headline with what we call an agenda projection ((Facilitator writes on the board)) And, for example, you could say today, or tonight, this evening, this morning, we focus on... we focus on the following... Or today, we will be focusing on... er the Lloyds trial, for example... (Continues)

(79) [Scenario: 7 March 2000]

- 1 F: ... (Several lines omitted) Then, you will have to announce or introduce your interviewee. ((Facilitator writes on the board)) You'll have to introduce your interviewee. And this you will do, for example, by referring to the interviewee's rank...position, title, the organisation that he or she is affiliated with... You could, for example, introduce... Eric Smith, an analyst with Lloyds or CEO or economist... Whatever the case may be... (Continues)

(80) [Scenario: 7 March 2000]

- 1 F: ... (Several lines omitted) One of your questions should contain a passive verb. ((Facilitator writes on the board)) For example, it is said, or it is claimed, or it is alleged that Lloyds did the following... By doing that, you are able to actually stand back and be more objective as an interviewer. Instead of saying I believe you have committed fraud, you are able to stand back and maintain some kind of neutrality... (Continues)

(81) [Scenario: 7 March 2000]

- 1 F: ... (Several lines omitted) Once you have asked your questions – your three questions containing one of these items – you then simply close the interview down. And here, you can simply use an acknowledgement. We also call it an acknowledgement token. ((Facilitator writes on the board)) Thank you for joining us... (Continues)

Thus, for instance, in excerpt (78), it is evident that the facilitator dealt with the prefaces IRs often use when establishing a news headline. In excerpt (79), it is clear that students were made aware of the descriptive items IRs use to introduce an IE to the news audience. Similarly, in excerpts (80) and (81) respectively, students were sensitised to the procedures IRs regularly employ to maintain an appearance of neutrality and to close an interview down.

Once students had completed the rehearsal phase, they moved on to the performance phase as is illustrated in excerpt (82) below. This time, since students representing the IR and IE were not given the opportunity to pre-script the interview together, they were compelled "to listen with more than a passing interest to what the other [was] saying" (Di Pietro, 1987: 48). As this particular excerpt clearly shows, the "IR" (turn 6) established a news headline and introduced the "IE" by means of a person-reference term and an organisation-description ("Mr. Rowan de Klerk, a media spokesman from Lloyds"). He then produced an action projection (turn 6), a question containing a passive verb (turn 8), and a statement followed by a tag question (turn 10). Finally, the "IR" terminated the interview through an acknowledgement token (turn 12). Excerpt (82) complies with another important requirement of fluency-based language teaching mentioned in the previous chapter which stipulates that interaction in a communicative activity should be characterised by learner-learner exchanges (Greyling, 1995: 20; Cf. Stern, 1992: 316).

(82) [Scenario: 7 March 2000]

- 3 F: (Approximately 30 minutes later) Okay, we seem to have run out of time um... Who would like to come up as the interviewer now. Who's going to...? (Inaudible)
- 4 Ss: (Students deliberate amongst themselves)
- 5 F: So you have to stand quite close to... (Inaudible)
- 6 IR: Good evening, welcome to Kovies News. Tonight we are focusing on Lloyds and we are speaking to Mr. Rowan de Klerk, a media spokesman from Lloyds. And we are going to ask him some questions about the company's involvement in rule breaking... (Inaudible) defrauding of the unit trust division... Let me first ask you, in your personal view, do you think your company administered its unit trusts badly?
- 7 IE: Uh... I won't say that at the moment because we are still investigation— We are still under investigation by a team that's an internal and

external team. So my um...I have no comm- comment at this moment.

- 8 IR: It is said that even though you have the skill, care and diligence as a company, you did not properly administer the unit trusts which in addition led to your customers...paying too much for the unit trusts without getting paid interest...
- 9 IE: Okay um...The clause in that situation wasn't stated clearly so er...We've fired the- the head of that department and we got another person in his place. So that is sorted out at this moment.
- 10 IR: It is said that your company paid one million rand in compensation to the customers...and some say it's a guilty plea, isn't it?
- 11 IE: I have...No, I won't say so because I think what happened is a really bad situation. And our company's name has been damaged about that. So we paid out this compensation in er good faith to show people er we made a mistake. We feel bad about it and we're- we're changing our situation and what happened. So we paid it, that's why.
- 12 IR: Thank you Mr. Rowan de Klerk. See you next week on Kovsie news.

Although students representing the IE were given the opportunity to research the topical agenda, they did not know exactly what they would be asked, and were therefore obliged to listen carefully to the "IR's" questions. It is interesting to note that, as soon as an element of unpredictability was built into the scenario, students representing the role of the IE produced longer turns and more hesitant speech as is the case in turns 7, 9 and 11 in excerpt (82) above. To be specific, in contrast to an exchange such as that in excerpt (76), where the "IE" simply read aloud from a pre-scripted dialogue, the "IE" in excerpt (82) made use of hesitation devices such as fillers ("uh", "um", and "er") and pauses. According to Burns (1998: 112), fillers and pauses are typical devices that speakers employ "to stall or to gain time". Furthermore, whereas the "IE" in excerpt (76) produced short responses, it is clear that in excerpt (82), the "IE" produced utterances that extended over more than one turn-at-talk.

Since students could not rely on a pre-scripted dialogue, those who assumed the role of the IR were not aware over how many turns-at-talk an "IE's" response would extend. They were therefore compelled to listen carefully to the "IE's" responses in order to identify a possible completion point in his or her turns before eliciting another response. In excerpt (83), for example, it is clear that, in turn 14, the "IE" produced an extended turn at talk. It is only at the fifth and final transition-relevance place in the "IE's" turn that the "IR" asked a question. Likewise, in excerpt (84), at the end of turn 1, the "IR" welcomed the "IE" to the programme and then waited for the "IE's" response which was forthcoming in turn 2. It is only after the "IE" had responded that the "IR" initiated a question (turn 3). This particular excerpt also illustrates that the "IR" listened carefully to the "IE's" responses because she not only used her final turn to thank the "IE" for his time, but also summarised his response in the statement "...that was Professor Ernest... clearing his company's name" (turn 9).

(83) [Scenario: 7 March 2000]

- 13 IR: Welcome to EDK one one four. Today, we will focus on the fraud allegations surrounding Loyds. Joining us is George Matesane from the public relations division of Loyds... Let me ask you, is it true that Loyds committed fraud?
- 14 IE: O→No,
 O→it's not true that Loyds committed fraud.
 O→That story that emanates from papers—
 O→It's not true.
 →What has been happening is that er our customers have simply just requested us to carry out an investigation into some of those alleged fraud... (Inaudible)
- 15 IR: You have paid out over one million pounds in compensation to your customers, haven't you?
- 16 IE: Indeed, we did pay out one million pounds to our customers. This was just to restore their trust in our company.

- 17 IR: It is said that Lloyds failed to properly administer its units trust...even though they had the due skills, care and diligence. What would you say is the reason for this?
- 18 IE: The reason for this is that the...the performance of the unit trusts at that particular time was not good. There was a downswing in the market...in the unit trusts and people normally are worried about their investments at this particular time.
- 19 IR: Thank you for join- joining us. And now we go over to Peter with the weather.

(84) [Scenario: 14 March 2000]

- 1 IR: Good morning er...Welcome to DK's Talk Show. Today, we're going to discuss Lloyds' unit trust division and the fact that they were fined four hundred and twenty-five thousand Pounds by the UK's Investment Regulatory Organisation...for several rule breaking. Today, I am joined by Professor...Ern- Ernest, spokesperson of Lloyds' unit trust division. Welcome...
- 2 IE: Thank you very much.
- 3 IR: It is said in the business section of the London News that you were fined four hundred and twenty-five thousand UK Pounds for several breaches of the organisation's rules...in the running of its unit trusts. How far true is that?
- 4 IE: Okay. We were fined four hundred and twenty-five thousand pounds, but we're having an internal investigation... (Inaudible) mismanagement of our unit trusts. And in a week's time, there'll be a full press conference where we will discuss all the details...and all the allegations.
- 5 IR: Okay. You also failed to pay interest, didn't you?
- 6 IE: Ya...The interest part is that... (Inaudible) also included in our full investigation and in the press report, all the details will be given.
- 7 IR: Uh... Let me ask you, what have you done about the whole situation?
- 8 IE: Like I said we- Lloyds is having a full investigation, all the manpower needed to have a full-scale investigation of our unit trust division. And

we have several experts coming from outside the company to- do er...investigation. ((Laughs)) Ya.

- 9 IR: Uh...Thank you for joining me. Well, that was Professor Ernest...clearing his company's name. ((Laughs)) And from me, DK, join me next time. Thank you.

At this stage, it should be noted that some researchers may argue that, by pre-teaching the strategies IRs employ to conduct news interviews and by allowing learners to complete a rehearsal phase, the facilitator may inadvertently encourage them to use language that is formulaic. However, as excerpts (78)-(81) illustrate, the facilitator merely provided learners with an outline of the strategies IRs use to manage topical agendas within interviews. In using these strategies, it was up to the learners themselves to initiate, manage, as well as terminate the news interview in their own words (see excerpts (82)-(84), for example). This is clearly consistent with Van Lier's (1996: 12) principle of learner autonomy.

Secondly, as McCarthy (1991: 121) points out, "where learners are instructed to behave in ways specified by the activity and where the goal is a simulation of 'real life' discourse" in a second language, specific strategies "need to be pre-taught...otherwise [the activity] can become no more than [a test] that learners are certain to fail".

Finally, what makes the inclusion of a rehearsal or preparation phase appropriate is that it is similar to the phase that occurs just before a news interview is broadcast. That is, in the news interview situation, the topic of discussion is determined in advance, and "the [interview participants]...are primed to interact" in that they "commonly meet briefly prior to air-time" (Clayman, 1991: 54-55; Cf. Heritage and Greatbatch, 1991: 108). As Clayman (1991: 55) observes, "the...news interview...appears as something that has been planned in advance and is now being orchestrated on behalf of the...audience" (Cf. Greatbatch, 1992: 269-270).

6.3 Discussion of the findings

Based on the analysis of the re-structured scenario, it is evident that this activity has a meta-communicative as well as a communicative focus, and that the discourse features in it reflect most of the outcomes set out in the National Qualifications Framework (NQF). For example, as the excerpts of data illustrate, learners are sensitised to the nature of discourse as it occurs in the news interview. Specifically, the language facilitator draws their attention to the strategies IRs employ to establish, manage, and terminate the news interview situation effectively. One may argue that, since the scenario fosters critical awareness, on the part of the learner, of the discourse characteristic of South African news interview talk, it has a meta-communicative focus (Cf. Clark and Ivanic, 1992: 179; Van Lier, 1996: 70). As mentioned in Chapter 5, this is consistent with a specific outcome set out in the NQF which stipulates that language facilitators should promote the learner's critical awareness of language usage (Curriculum 2005: 23). Furthermore, the analysis shows that language structures such as action projections, tag questions, and passive verbs are taught, not in isolation, but as a means of enabling the IR to manage news interview talk. This satisfies another important outcome of the NQF which specifies that learners should understand and apply the language structures of the target language in context (Curriculum 2005: 23; Cf. Wessels and Van den Berg, 1998: 7-8).

The analysis of the scenario also demonstrates that it displays a communicative focus. For example, although the facilitator pre-teaches certain strategies employed by news IRs, she does not predetermine the content of learners' speaking turns produced during the performance phase, and thus creates an information-gap between them. (Cf. Stern, 1992: 318). As noted in the previous section, this introduces a degree of unpredictability into the activity (Cf. Di Pietro, 1987: 48; Johnson, 1996: 44-45), and therefore compels the learner to focus on the message his or her fellow learner wishes to convey. This is in keeping with a

specific outcome that requires learners to “make and negotiate meaning and understanding” in specific contexts (Curriculum 2005: 23). Based on the analysis of the interactional patterns that characterise the performance phase, it is evident that learners who assume the role of the IR are required to accomplish a variety of complex tasks by employing specific strategies. For instance, learners have to use agenda projections or news announcements to establish topical agendas, and person-reference terms as well organisation-descriptions to introduce guest IEs. They also have to use passive verbs to maintain a degree of neutrality when making assertions, and acknowledgement tokens to signal the end of the interview. This is consistent with yet another specific outcome that is aimed at the development of “appropriate communication strategies for specific purposes and situations” (Curriculum 2005: 23).

Finally, it should be noted that the scenario allows learners to display their interlanguages in real-time communication. Excerpts (82)-(84), for example, provide evidence of learners’ grammatico-syntactic errors in the target language. Following Allen (1987: 84-85), the researcher suggests that, during remedial, accuracy work, the facilitator should play back the recorded scenario, “pausing at various points to analyze [learners’] errors...”.

6.4 Conclusion

Clearly, the importance of conducting a critical-reflective analysis of ESP materials designed for prospective news IRs cannot be overemphasised. Initially, the researcher hypothesised that the scenario outlined at the beginning of this chapter would replicate the unpredictability of news interview discourse, but upon analysis, had to rethink this initial assumption. By stepping back from her subjective role as a language facilitator and recycling through Phases 3, 4, 5 and 6 of the critical reflection model devised in Chapter 2, the researcher was able to modify the way in which the scenario had been structured, thereby

ensuring that learners would engage in an information-gap task. One may therefore argue that critical reflection is an important research tool both language facilitators and materials designers can employ in order to test the validity of their predictions and to improve their materials (Cf. Richards and Lockhart, 1994: 4; Stringer, 1996: 16-17).

Obviously, future research in the area of materials design will involve engaging in a critical-reflective analysis of each of the activities devised in the previous chapter in order to determine whether the interactional patterns reflected in them simulate those characteristic of South African news interview discourse.

In the chapter that follows, additional areas of research that should be taken into account by the ESP practitioner in the future are considered.

CHAPTER 7

FUTURE RESEARCH IN THE DOMAIN OF ESP AND RECOMMENDATIONS

7.1 Introduction

With regard to future areas of research in the domain of English for Specific Purposes, the researcher suggests that language practitioners involved in materials design for prospective South African news IRs in the field of business need to take cognisance of a number of key issues.

Among others, practitioners need to bear in mind that other models of analysis for news interview discourse, besides those devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991), may be exploited in order to generate materials for the ESP classroom. Language facilitators and materials designers also need to investigate issues such as the role of non-verbal communication in news interview discourse as well as the differences between native and non-native speakers of English who are experienced news IRs in the business sector (Cf. Bhatia, 1993: 200-206; Dudley-Evans and St John, 1998: 66). Furthermore, with a view to cross-validating the authenticity and credibility of their materials, practitioners should consider the possibility of collaborating with specialist informants who, in this case, will be experienced news IRs (Cf. Hutchinson and Waters, 1987: 164; Bhatia, 1993: 34-36; Jordan, 1997: 121). In addition, as Hutchinson and Waters (1987: 145) point out, it is important to investigate the kinds of procedures that will be used to assess the performance of ESP learners. These and other issues that need to be taken into account by the ESP practitioner are considered in this chapter.

7.2 Alternative models of news interview talk

As was briefly mentioned in Chapter 2, the Conversation Analytic frameworks devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991) were selected for the analysis of South African news interview talk in this research study, since they accommodate typical patterns of discourse as they occur in the opening sequence, middle, and closing segment of the news interview. However, while the discourse findings of these CA analysts have enabled the researcher to gain a multi-faceted view of the discourse process as it occurs in South African news interviews, it is also important for ESP practitioners to explore alternative models of analysis.

A number of researchers working in the field of Conversation Analysis have analysed the formal organisation of news interview discourse. Heritage (1985), for instance, examines the procedures that news IRs in the UK employ to manage IEs' responses, focusing particularly on their use of probes and prompts, while Greatbatch (1986) takes a look at the strategies IRs use to shift the focus of their topical agendas. In another study, Greatbatch (1988) provides an outline of the system of turn-taking characteristic of British news interview talk. This particular model is similar to that devised by Heritage and Greatbatch (1991). In a more recent study, Greatbatch (1992) provides a comprehensive account of the management of disagreement between news IEs. A number of other CA studies of news interview interaction include those carried out by Clayman (1988), and Clayman and Whalen (1989). Clayman (1988) investigates IR neutrality in the context of television news interviews, while the study carried out by Clayman and Whalen (1989) involves an analysis of departures from the standard news interview format.

In her study of the agenda-shifting strategies politicians commonly employ to avoid answering certain questions in the context of political news interviews, Harris (1991: 79) argues that, while Conversation Analysis has yielded fruitful

insights into the organisation of news interview discourse, it does not "attempt to define just what constitutes an answer or to examine more rigorously and precisely the relationship between questions and responses" in news interviews. Using a coding framework characterised by direct answers, indirect answers, and challenges, Harris (1991) attempts to identify the procedures IEs use to evade IRs' questions. Harris (1991: 77) makes the interesting observation that there has been an "increasing tendency" among IRs – particularly those in the context of political news interviews – "to aim at producing controversial discourse in the adversarial mode...".

The researcher proposes that future research should involve examining these models of analysis more closely to ascertain whether or not they provide any new insights into the nature of discourse as it occurs in the news interview. It is also important to determine whether the findings in these models are verified in South African news interview talk. In this way, the researcher will be able to avoid generating a narrow, one-dimensional view of the discourse process in news interviews.

7.3 News interview variations

The discourse models listed above have been devised in such a way that they can accommodate news interviews comprising a single IR and IE as well as multi-IE interviews, and informational and debate interviews. However, news interviews may also include a phone-in component where telephone callers are given the opportunity to ask IEs' questions or to transmit information as is the case in the excerpt of data below.

(85) [Microphone-In: 3 March 1995]

42 IR: ... (Several lines omitted) ...we have with us um, on the line from Newlands Paul du Toit. Good evening to you, what can you offer us?

43 PT:→ Hi Nigel?

44 IR: Yes.

45 PT:→ Hi, good evening, this is Paul du Toit. Um, well, welcome to your new slot on the er well the old SABC and SAfm / / Well-

46 IR: / / Ya, well let's hope it works out.

47 PT:→ Well, I've been fielding all sorts of complaints today because people are blaming us...We- we sponsored the JSE prices and... (Continues)

Future research should include examining models of analysis that take news interviews characterised by a phone-in segment into account. In an interesting study of a radio phone-in broadcast, Hutchby (1991) demonstrates "how talk about news is collaboratively achieved in interactions between the studio host and callers in their homes or workplaces..." (Scannell, 1991: 9). Although Hutchby's (1991) study deals specifically with talk radio and not with news interview discourse, it "may be thought of as complementing recent conversation analytic work on the *in situ* production and development of news or 'sense' in interactive broadcasting formats..." (Hutchby, 1991: 119).

7.4 Intercultural factors

Future research should also entail collecting additional corpora of South African business-news interview talk in order to identify intercultural differences between native and non-native speakers of English who are experienced news IRs. Prospective news IRs need to be aware of intercultural variations to "avoid

misunderstandings and conflict which can unintentionally arise from an inappropriate use of language" (Dudley-Evans and St John, 1998: 66; Cf. Bhatia, 1993: 37-38). A similar position is advocated by Bhatia (1993: 200) who states that, "in order to ensure pragmatic success in communication, the ESP profession can ill afford to ignore cultural contexts". It is for this reason that Activity 2 outlined in Chapter 5 has been designed in such a way that learners have to consider whether or not native and non-native speakers of English employ different interviewing styles.

7.5 Non-verbal communication

In this research study, the focus has been on verbal communication between IRs and IEs. However, the researcher proposes that non-verbal gestures as well as non-verbal responses between interview participants also have to be considered, otherwise important details may be overlooked. Laughter, for example, may constitute a non-verbal acknowledgement of a speaker's prior turn (Tsui, 1994: 37), while silence is a tactic participants may employ to indicate that they disagree with another party's turn, or that they wish to forfeit their turn in favour of another speaker. In Chapter 4, the researcher cited an excerpt of lingual data in which the IE challenged the IR's question and reinforced this challenge with a non-verbal gesture (see excerpt (60)). The IE's challenge may have gone unnoticed if the researcher did not have access to a visual recording of the interview.

ESP practitioners should structure meta-communicative activities around video recordings of news interview discourse in order to sensitise learners to the functions of non-verbal gestures and responses in communication.

7.6 Power, gender, ethnicity and word choice

Throughout this study, the researcher has focused attention on the importance of examining the institutionalised discourse of news interviews. Indeed, Van Lier (1996: 82) points out that Critical Language Awareness or CLA should involve a study of institutionalised discourse, and that "to see [it] as a politicized version of sociolinguistics would be a mistake". However, news interview trainees need to be provided with opportunities to critique the ways in which IRs dominate the news interview setting, and to discuss issues such as gender, power, ethnicity, and the effect of word choice on interview participants. Future research should involve exploring these issues in greater detail.

7.7 Collaborating with specialist informants

In addition to taking the above issues into consideration, the researcher suggests that the process of designing materials for prospective news IRs should consist of a joint venture between the ESP practitioner and at least two qualified news IRs who can either validate or invalidate the authenticity of his or her materials. By having their materials independently scrutinised by specialist informants in the field of news interview discourse, the researcher argues that ESP practitioners can achieve investigator triangulation (Cf. Jankowski and Wester, 1991: 62; Jordan, 1997: 121; Gunnarsson et al., 1997).

This position is favoured by a number of researchers, including Bhatia (1993: 34-36), Jordan (1997: 121), and Dudley-Evans and St John (1998: 15-16; 194), who have argued that it is advisable for both ESP and ESL (English as a Second Language) practitioners to enlist the assistance of a specialist informant in order to prevent discrepancies between what takes place in the classroom situation and what actually occurs in a given institutional setting. Jordan (1997: 261) contends that the advantages of collaborating during the materials design phase

include "the mixing of talents, skills and different points of view that are brought to bear on the inevitable variety of tasks that need to be undertaken". This belief is supported by Hutchinson and Waters (1987: 164) who remark that the specialist informant "can help the ESP [practitioner] in learning more about the learners' target situation", while the ESP practitioner in turn "can make the [specialist informant] more aware of the language problems learners...face".

Several researchers, notably, Tarone, Dwyer, Gillette and Icke (1981), Bhatia (1982), Huckin and Olsen (1984), and Love (1991; 1993), have benefited from this kind of collaboration. Tarone et al. (1981), for example, "used the services of a subject-specialist as part of the investigating team for their analysis of astrophysics journal articles" (Bhatia, 1993: 35), while in her extensive investigation of geology textbooks, Love (1991; 1993) co-operated closely with academics working in this discipline.

Despite the advantages of joint ventures such as these, both Hutchinson and Waters (1987: 164) and Bhatia (1993: 35) have rightly pointed out that collaborating with a specialist informant is not an easy task, since it presents the ESP practitioner with a number of problems:

In the first place, it is difficult to find a truly resourceful specialist informant. Secondly, even if one succeeds in finding a suitable person, it takes quite an effort, time and understanding to develop a common understanding of the purpose of enquiry. It is not always easy to ensure that the two parties, with their differing background knowledge, are able to speak the same language, as it were (Bhatia, 1993: 35).

In order to overcome these problems, and in line with a number of guidelines put forward by Selinker (1979), Bhatia (1993: 36) suggests, as the researcher already has, that the ESP practitioner should have his or her materials independently validated by specialist informants in order to prevent misunderstandings. Moreover, Bhatia (1993: 36) proposes that:

...The discussion sessions with the specialist informant should be recorded as far as possible, transcribed and sent back to the informant for confirmation. Sometimes, the informant can be surprised at his own contribution and might want to change or clarify his opinion or assertion.

Hutchinson and Waters (1987: 164) also propose that ESP practitioners "establish clear guidelines about their and the specialist's separate and joint roles and responsibilities". In this regard, practitioners should decide whether their involvement with an experienced news IR will be characterised by **co-operation** or **collaboration**, or whether it will take the form of **team-teaching**. According to Dudley-Evans and St John (1998: 16; 42-43), co-operation entails the language practitioner straightforwardly gathering information from specialist informants about the specific kinds of tasks that learners will be required to accomplish once they enter the target environment. Collaboration, on the other hand, requires that the practitioner and specialist informant work closely together in preparing materials for learners. This collaboration can take the form of team writing, or the informant can simply comment on the credibility and authenticity of the practitioner's materials. One of the advantages of generating materials through this kind of collaboration lies in "the level of quality achieved (Robinson, 1991), as the materials are checked by the whole team" (Jordan, 1997: 261). Dudley-Evans and St John (1998: 16) state that "[the] fullest collaboration is where a [specialist informant] and a language [facilitator] team-teach classes..." (Cf. Jordan, 1997: 253).

The researcher recommends that future research should involve exploring ways "to ensure maximum co-operation from [specialist informants]..." (Bhatia, 1993: 36) in the field of news interview discourse with a view to verifying the findings recorded in this research study. This is in keeping with the position currently advocated by researchers in the domain of ESP, and that is that ESP should be

regarded as a multi-disciplinary activity (Cf. Dudley-Evans and St John, 1998: 17).

7.8 Involving learners in ESP research

Besides collaborating with experienced news IRs, and as has already been suggested in Chapter 2 and reiterated in Chapter 5, the ESP practitioner should make sure that future research includes providing prospective news IRs with the opportunity to analyse South African business-news interview discourse in terms of the models devised by Clayman (1991; 1992) and Heritage and Greatbatch (1991). Besides the fact that such an analysis will heighten learners' awareness of the typical discourse features of news interviews, the practitioner will also be able to use learners' discourse findings to verify or invalidate the results of his or her target situation analysis.

7.9 Present situation analysis

Clearly, the focus in this study has fallen on establishing the knowledge and language skills learners will need in order to function efficiently in the news interview situation. As noted in previous chapters, this is referred to as a target-centred needs analysis or a target situation analysis (TSA) (Dudley-Evans and St John, 1998: 57-58; 125; Cf. Hutchinson and Waters, 1987: 55). Furthermore, in designing materials for prospective news IRs, the researcher has conducted a language learning needs analysis. That is, in Chapter 5, the researcher has explored recent developments in language teaching with a view to identifying the most effective ways of helping learners to master the language skills required of news IRs (Cf. Dudley-Evans and St John, 1998: 125).

The current concept of needs analysis is such that it also requires that practitioners carry out what Dudley-Evans and St John (1998: 125) refer to as a "present situation analysis" or PSA. Such an analysis requires that the language practitioner compile a profile of "what [learners'] current skills and language use are" (Dudley-Evans and St John, 1998: 125). Future research should focus on putting such a profile together because it enables practitioners to determine which skills and areas of knowledge identified during the target situation analysis prospective news IRs lack (Hutchinson and Waters, 1987: 56). According to Jordan (1997: 24), information for compiling such a profile should be gleaned, not only from the learners and the teaching establishment, but also from their place of work.

7.10 Learner assessment in the domain of ESP

Finally, since "[the] ultimate proof for an ESP course is how well the learners fare when using English in their target situation..." (Dudley-Evans and St John, 1998: 210), the procedures practitioners adopt to assess the performance of learners must be constructive. In this regard, Dudley-Evans and St John (1998: 212) suggest that, in addition to continuous assessment by the facilitator, peer and self-assessment should not be ignored:

As a learning device peer or self-assessment is increasingly recognised as effective. Lynch (1988) reported that the 'experience of trying out this form of evaluation [which was peer assessment in an EAP situation of oral presentations using anonymous questionnaires] makes us want to persevere with it. We believe it has a marked effect on the extent to which speakers take their audience into account' (p. 124).

The researcher suggests that practitioners working in the field of news interview discourse should devise their own set of criteria according to which learners' performance can be assessed. Dudley-Evans and St John (1998: 217-218) refer

to these criteria as "skill-based descriptors", and remark that the benefits of using them include "real information for students, greater fairness and standardisation..." (Dudley-Evans and St John, 1998: 221). Thus, for instance, if language facilitators wish to assess individual learners' success in establishing and pursuing a particular topical agenda, they can use descriptors such as "the learner displays an orientation to the audience as primary addressees of the interview by withholding token responses", "the learner maintains a neutralistic position towards the IE by using passive verbs correctly and by attributing assertions to a third party", or "the learner is able to repair departures from the standard structure of the news interview by re-initiating a question-answer sequence". By using specific descriptors such as these, the facilitator will be able to assess the learner's grammatical, sociolinguistic, strategic, and discourse competencies in the context of simulated interviews.

Besides making sure that peer and self-assessment take place, and as mentioned in Chapter 5, the ESP practitioner should explore ways of ensuring that learners' performance is assessed by practising news IRs in the field of business.

7.11 Conclusion

The applied linguistic aim of this research study was to design both communicative and meta-communicative language activities aimed at preparing South African students to function effectively as news IRs in the field of business. To achieve this aim, it was necessary to conduct a target situation analysis or target-centred needs analysis of the news interview situation (Cf. Dudley-Evans and St John, 1998: 57-58). To this end, the researcher postulated that the discourse results of the Conversation Analytic studies of news interview interaction conducted by Clayman (1991; 1992) and Heritage and Greatbatch (1991) may be exploited by language facilitators and materials designers with a

view to specifying the language skills and areas of knowledge required of business-news IRs.

However, it was shown that it is not sufficient simply to carry out a needs analysis of the target environment and then to generate ESP materials on the basis of this analysis (Cf. Hutchinson and Waters, 1987: 63). Instead, the researcher argued that various phases need to be completed (Cf. Dudley-Evans and St John, 1998: 121). Adopting and expanding upon Stringer's (1997: 16-17) "look, think and act" research model, which was outlined in Chapter 2, these phases are as follows:

Phase 1: Target situation analysis. Verify the typicality or generality of the Conversation Analytic findings of Clayman (1991; 1992) and Heritage and Greatbatch (1991) in an exhaustive analysis of South African business-news interview talk.

Phase 2: Materials design. On the basis of the analysis conducted in Phase 1, identify the specific functions news IRs are required to master in the target environment, and design communicative as well as meta-communicative activities for prospective news IRs. These language activities should reflect the specific outcomes of outcomes-based education (OBE). Furthermore, they should be in keeping with the principles underlying recent approaches to language teaching. Specifically, the activities should adhere to the principles underlying a multidimensional approach to language teaching (Allen, 1987; Littlewood, 1992; Van Lier, 1996).

Phase 3: Implementation. Implement one of the activities developed in the materials design phase in the classroom.

Phase 4: Observation. Make an audio or video recording of the language activity carried out in Phase 3, and transcribe the interactional patterns reflected in it on a turn-by-turn basis.

Phase 5: Reflection. Analyse the patterns of discourse in the activity to determine whether or not it replicates South African news interview talk in the field of business.

Phase 6: Action. If necessary, modify the language activity and then recycle through Phases 3, 4 and 5.

Clearly, these phases emphasise the importance of regarding the process of designing ESP materials for news IR trainees as an open-ended one. That is, through continuous cycles of critical reflection, language practitioners should be prepared to modify or even discard their materials (Cf. Richards and Lockhart, 1994: 4; Dudley-Evans and St John, 1998: 121). Furthermore, practitioners should constantly reflect on the reliability of the target situation analysis itself. As Hutchinson and Waters (1987: 59) put it:

...it is important to remember that needs analysis is not a once-for-all activity. It should be a continuing process, in which the conclusions drawn are constantly checked and re-assessed (Cf. Dudley-Evans and St John, 1998: 121).

In this regard, practitioners should be willing to exploit a variety of discourse models of news interview talk in order to gain a multidimensional view of this institutional setting.

Finally, as has been noted in this chapter, ESP practitioners should be willing to work closely with specialist informants in the field of business-news interview interaction. Indeed, it is through this kind of collaboration that language

practitioners will be able to verify the authenticity of their materials (Cf. Gunnarsson et al., 1997).

The six-phase approach to materials design outlined in this research study may be adopted and modified by language practitioners involved in generating teaching materials for learners in other institutional (professional) settings. These settings may include courtrooms, business meetings, clinicians' offices, and emergency dispatch centres.

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ABSTRACT

Drew and Heritage (1992) have focused attention on the influential role Conversation Analysis (CA) has played in the study of interaction in institutional settings. One such setting is the news interview, and a number of researchers (e.g. Clayman, 1991; Heritage and Greatbatch, 1991; Greatbatch, 1992) have noted that interviewers (IRs) regularly adhere to the institutionalised language practices that govern the management of topical agendas within the news interview turn-taking system. In this research study, the researcher postulates that the findings of CA studies of news interview talk may be used by language practitioners in the domain of ESP (English for Specific Purposes) to generate meta-communicative and communicative teaching materials for prospective South African news IRs in the field of business.

In order to achieve this applied linguistic aim, the role of the IR in managing news interview talk is described in terms of Clayman's (1991) study of news interview openings as well as within the framework of Heritage and Greatbatch's (1991) analysis of news interview talk. Aspects of Clayman's (1992) study of the strategies IRs employ to maintain a neutralistic stance are also included in the description of the IR's role.

The researcher posits that, if the generality of the discourse findings of these CA analysts are verified in an analysis of South African news interview talk, the analysis may be regarded as a target-centred needs analysis (Cf. Jordan, 1997: 25). That is, the analysis specifies the areas of knowledge and skills prospective news IRs need to function effectively in the news interview situation. To establish generality, the principles of qualitative research are adhered to in this study. That is, in a preliminary analysis, a corpus of South African business-news interview talk is scrutinised to determine whether the discourse patterns in it replicate those identified by the CA analysts. An exhaustive analysis of the full corpus of lingual data is then made, and finally, the researcher collects and recycles through the data in order to validate the findings (Seliger and Shohamy, 1989: 121-124). This CA study shows that the patterns of discourse reflected in South African business-news interviews replicate those identified by Clayman (1991; 1992) and Heritage and Greatbatch (1991).

Based on the analysis, ESP activities that conform to Van Lier's (1996) Awareness, Authenticity and Autonomy curriculum model are designed for prospective news IRs. Next, one of the activities is implemented in the language classroom and a critical-reflective analysis is made of the activity in order to determine whether it simulates South African news interview discourse. The analysis shows that cycles of critical reflection cannot be omitted by language practitioners if they wish to cross-validate the authenticity and credibility of their teaching materials. Finally, future areas of research are considered.

An important justification for this research study is that a review of the literature has revealed that most studies of professional contexts are unrelated to the teaching of ESP (Cf. Gunnarsson, Linell and Nordberg, 1997). Moreover, as this study aims to demonstrate, the discourse features characteristic of the activities devised in the materials design phase reflect most of the specific outcomes of OBE (outcomes-based education).

APPENDICES

Susan Iris Brokensha

SOUTH AFRICAN BUSINESS- NEWS INTERVIEW TALK: ITS TYPICALITY AND IMPLICATIONS FOR MATERIALS DESIGN IN THE DOMAIN OF ESP

Susan Iris Brokensha

Appendices submitted to meet the requirements for the degree of Philosophiae Doctor in the Faculty of the Humanities (Department of English) at the University of the Orange Free State, Bloemfontein.

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Date: November 2000

VOLUME II

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ABBREVIATIONS AND TRANSCRIPTION CONVENTIONS

The following abbreviations and transcription conventions have been used in the corpora of lingual data:

IR	Interviewer
IE	Interviewee
F	Facilitator
S	Student
Ss	Students
/ /	Interruptions and overlaps
(Inaudible)	Unintelligible utterances
(())	Description of non-verbal actions
-	Abruptly checked utterances

Turns are numbered 1, 2, 3, et cetera

**APPENDIX i: SOUTH AFRICAN
BUSINESS-NEWS INTERVIEW
DISCOURSE**

APPLETON MARKET UPDATE (SAFM)

19 October 1999 (19:03-19:30)

Interviewer (IR): Michael Coulson

Interviewee: Jonathan Rogoff (Dealer: Investec Securities)

- 1 IR: And tonight's analyst, Jonathan Rogoff of Investec Securities. Good evening Jonathan.
- 2 JR: Good evening Michael.
- 3 IR: Well er...a better day today er in all senses really except for the gold price.
- 4 JR: Well quite welcome definitely, the market ticking up very nicely there and particularly towards the end of the day with the strong opening of Wall Street reflecting quite positively on our market. A little bit of nervous anticipation at the start of our market as just after the market closed last night the NASDAQ reported that they were coming out with a profit warning which er did give our market a little bit of a scare this morning, but we've actually improved quite nicely during the day and the Dow opening stronger than it has has boosted our market as well as the positive CPI figures which did have a very positive bearing on our market as well as the US markets and have stabilised quite a few of the world markets. Other factors to remember is that there might be a little bit of superstition coming into the market today with this being the tenth anniversary... (Inaudible) the anniversary of the '87 crash er which keeps a couple of people a little bit superstitious but a good day anyway.
- 5 IR: Looking at the the largest gains though, they're all in derivatives really and um heavier gains by both Breweries and Standard Bank uh derivatives.
- 6 JR: Quite right, there's speculations still on the Standard Bank deal which is causing a little bit of anticipation to come into the warrants and the derivatives side of the market there, people trying to get themselves up and er build up some anticipation for some type of move there er if the deal materialises between Stanbic and Nedcor. On the De Beer side likewise, the De Beer price moving up slightly and er that being reflected positively as one of the announcements from De Beers I

think yesterday and they're looking to sell a portion of their stock holding in London which could have knocked quite a bit of value there.

7 IR: Er... Jonathan, we have a packed programme today, so if you can just quickly update us on what's happening in New York?

8 JR: Certainly, the Dow is sitting fairly steady at the moment but er still fairly buoyant, we're looking at the moment at one hundred and seventy-three points up at 10289 and the NASDAQ up thirty-three points at 2722 and the bullion price also looking steady at three hundred and eight at the moment.

9 IR: Thanks for joining us, Jonathan Rogoff, of Investec Securities.

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Interviewee: Izan de Bruyn (Non-Executive Director: Nimbus Holdings)

10 IR: We knew things weren't going very well at Nimbus, the...um food distribution company. Their last profit figures weren't terribly good but er they were hoping for a recovery. Now that obviously didn't happen and the share price has been sold down since then and then unfortunately on the eighteenth of October yesterday, the...board approached the Supreme Court or Transvaal Division to put the company into provisional judicial management and that was granted. I'm joined now by former non-executive director of Nimbus, Izan de Bruyn. Good evening Izan.

11 IB: Hi good evening.

12 IR: Izan, what went wrong in the past six months?

13 IB: ((Clears throat)) Well I think we should really go back to the um very briefly to the past year in that firstly I think we had um the first management which lasted er from listing until about February. I think there was an...according to me some mismanagement which then continued uh to a great extent with the acting MD from February 'till June um Mr. B. Joustos..um...At the time in June went we wanted to publish interim um results, um the rest of the board or the board saw some irregularities and that time Mr. Joustos was ousted from the board as well as his brother who was also a board member at the time...Now...since then, um...Shortly after that, a great deal of problems, of mismanagement, and financial difficulty in the company

was uncovered...um...In fact at the time we were- we were close to the um the banks serving us some notices on- on the company Nimbus. We then steadied the company and tried to grow it from there. The first order of business was of course to stabilise and get creditors um to- to hold back for a while which we duly did. To the company subsequently the one being Tropicana was put into liquidation recently due to the fact that there was no further supply from the larger suppliers, and the problems of cash flow having dried up in the previous...under, I believe, the previous management.

- 14 IR: Now Izan, I'm going to cut into you there. Now you know, in the way of the world, judicial management is often a half-way stage or a three-quarter-way stage on the road to liquidation.
- 15 IB: Yes.
- 16 IR: Is that going to happen or is it a...Is there a possibility that the judicial managers can bring it round?
- 17 IB: Well the- the work that has being done by- by management er since since the...the ousting of the old management for the past – specifically the past six weeks – I believe has been towards and all efforts have been to acquire some working capital. That has been the main aim...is to get some working capital for these um production companies...or operating companies. The um...I believe that the company was extremely close now and these...decisions were not accepted by shareholders which then asked for the er judicial...er provisional judicial er management.
- 18 IR: One has to ask the final question...Should Nimbus even have listed in the first place?
- 19 IB: Oh yes, I think so. I still- still believe that we've had all along eight excellent operating subsidiaries...um...I truly believe that it has been...bad management er which has caused the company to move from a positive of twenty million cash on day of listing to a negative of fifty as we stand now.
- 20 IR: Well, we'll have to leave it at that but I'm sure more is going to be heard of the Nimbus saga. Thanks for joining us and being so frank, Izan de Bruyn, former non-executive director of Nimbus Holdings.

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Interviewee: David Mohr (Chief Investment Officer: Citadel)

- 21 IR: I mentioned the CPI figures briefly. The year-on-year rise of one point nine percent compares with the Reuters consensus pole of two point one... Core inflation unchanged at seven point nine which was again at the prospectus forecast. I'm joined now by... Dave Mohr, now chief investment officer, Citadel. Good evening Dave.
- 22 DM: Good evening.
- 23 IR: Dave, pretty good figures and there's another economist quoted er later today er as saying inflation can still fall further but er do you think it can?
- 24 DM: Well yes, I think we must obviously recognise the fact that er the main reason why the inflation rate is falling so sharply at this stage is because the decline in interest rates that we have seen. And looking at the latest numbers, it seems as if the er last cut in the mortgage rate has not fed through yet um... So obviously you know that would create somewhat of a lower base going towards yearend. So there is still a bit of scope for interest rate... I mean for inflation to fall from these levels.
- 25 IR: Now two points, firstly, that er core inflation remains very sticky at seven point nine. Sometime surely the gap between the two has to narrow. I just have a feeling it's more likely to narrow upwards than downwards.
- 26 DM: Oh yes very much, I think if we look at the headline number that's now one point nine, so this is the seven point nine at the core, I think definitely the headline number will move up, but er there will also be some down- downward movement in the core inflation. You know we have a situation in South Africa whereby energy costs are included in the core inflation er as opposed to the US where energy costs are in fact excluded. So I mean core is struggling to come down because of the huge increases in the petrol prices that we have seen.
- 27 IR: Mm now the other thing that strikes me, and I know I mentioned this to I think Dawie Roodt last month, if we look at the figures for the various expenditure groups, you know, for the very high expenditure group which is probably you and me, inflation now only one point two percent which is as close to nothing as you can get. Now the next

bracket is four percent and it goes all the way up to four point eight for the very low expenditure group. Now I do feel, and Dawie was concerned to downplay the risk of this, I do feel we've got a little bit of a problem there.

- 28 DM: Obviously you said that we are... we're the big spenders...
- 29 IR: Yeah...
- 30 DM: So the er the mortgage rate of course carries a much bigger weight for us... er so I think that has explained quite a bit of it... um... The other thing is that if you look at inflation I mean currently if you look at unprocessed foodstuffs and those things, er there the inflation rate is actually quite low, round about two percent, so those lower income groups are benefitting I think from that, I mean I would see that more as a risk if we have some unexpected kick up in um food inflation in future.
- 31 IR: But I think if the trade unions are looking at wage negotiations I really think they're going to focus on these figures for the lower expenditure groups.
- 32 DM: Yes, no I think er there is probably some truth in that um... one- one you know I think in future in South Africa, we'll move away from the headline number more towards the core number in terms of all the comparisons that we do.
- 33 IR: That's an interesting thought and thanks for joining us and sharing it, Dave Mohr, chief investment officer, Citadel.

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Interviewee: Allen Amber (Chairman: Spur Group)

- 34 IR: Now down to Cape Town to Allen Amber who is chairman I think of the Spur Group. Good evening Allen.
- 35 AA: Good evening.
- 36 IR: Allen, er you're conflating the two listed companies into one and er you're also bringing in a new black empowerment partner, Sipumelele Investments, who are going to take up an eight point seven per cent stake, the er the deal is valued at 244 million Rand, do you think this is

going to be er putting investors...a clearer focus and a better investment vehicle?

- 37 AA: Yes, indeed I do, I think the main crux of the whole deal is that what's happening is that management are buying into the company, they're getting an equity stake and they're putting down cash in order to purchase it. Sipumelele are an excellent partner because they're not going to be a sleeping partner, they've already become active in the three months that we've been together, pointing us in the direction through their connections with other companies that they are connected with such as Fedix to locations in airports et cetera and canteens, with our new Busters brand which is a fast food brand which we've just launched and which will have twelve stores by the end of the first year.
- 38 IR: Now Sipumelele is putting in fifteen point five million, that will be new money.
- 39 AA: Correct.
- 40 IR: How much money is management putting in?
- 41 AA: They're putting in eleven point four Michael.
- 42 IR: Now you talk about management, but I mean you yourself er are the largest single shareholder still, aren't you?
- 43 AA: I am indeed, yes, but I...What's going to happen is existing shareholders will take a slight dilution, me included, and I'll also be putting in new money with the rest of management to get a er a stake in the new company.
- 44 IR: Right, now this is all going to happen on the nineteenth of November but presumably there's got to be an AGM first?
- 45 AA: Correct, there's actually going to be an AGM I think on the twenty-fourth, it's been put back a week, and then on the twenty-ninth, that's going to...we're going to list the new company.
- 46 IR: Oh only on the twenty-ninth.
- 47 AA: Yes.
- 48 IR: That's a week later?
- 49 AA: Yes.

- 50 IR: Well interesting and certainly it's another smoothing of the corporate structure of our listed companies which I think everybody agrees is a good thing. Thanks for joining us, Allen Amber, chairman of the Spur Group.

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Interviewee: Errol Grolman (Chairman: Corpcapital)

Interviewee: Stephen Koseff (Chief Executive Officer: Investec)

- 51 IR: Next up, Errol Grolman, chairman of Corpgro and indeed effectively the whole of the ... the whole of the group. Good evening Errol.
- 52 EG: Hello Michael.
- 53 IR: Errol, a pretty respectable set of figures from the various companies in the group.
- 54 EG: Yes, thank you very much. We're very happy considering that the whole group really has only been in existence for fifteen odd months.
- 55 IR: Mm one of the things that strikes me is it's a group of a certain size, I mean, the group sales just under a billion Rand... which is a certain size but it's not huge by current standards, you have rather a lot of listed companies in it... all sorts of dilutions and pyramidal structures, et cetera. You've just heard what Allen Amber is doing, have you thought of a simpler structure?
- 56 EG: Um... we have thought of a simpler – You're talking about the Corpgro group as well?
- 57 IR: Yes.
- 58 EG: Um... That is something that comes up quite often but if you actually look at the- the different entities, they do offer investors different choices and different risk profiles and reward profiles. So it is... it is something we have thought of. It's something that I think we'll continue to evaluate but it's not er like a panic that we really have to do something, it works very well.

- 59 IR: As you say the group in its present structure has only been in existence a year or so, so there's been a lot of acquisition growth um...um I'm sure that obviously helps / / but
- 60 EG: / / No that is in fact / / not accurate
- 61 IR: / / ...
(Inaudible)
- 62 EG: At the Corpcapital... (Inaudible) in fact virtually across the board other than at Corpcom, there's been no acquisitive, er in Bomat, sorry, we acquired Bomat in the build-up side of the Corpgro, but in Corpcapital and in Fulcrum, there's been zero acquisition.
- 63 IR: So this is all organic growth, I didn't actually realise that.
- 64 EG: Yes. In fact, it's something we're proud of and I think that going forward, we'll continue to concentrate on getting people and growing organically er...but you know we'll look at some strategic acquisitions but it really has to be priced properly.
- 65 IR: Fifty per cent growth in headline earnings in Corpgro which is effectively the top company this year, I mean this surely isn't sustainable...I mean this has been an exceptional year.
- 66 EG: It's been sustained for a few years. ((Laughter from IR)) / / ...
(Inaudible)
- 67 IR: / / It gets harder... (Inaudible: laughs)
- 68 EG: ...regards the future but it certainly gets bigger every year.
- 69 IR: It gets harder the bigger you are though Errol?
- 70 EG: That's what they say, yes. ((Laughter)) Although I believe yes, no well that may be right, yeah.
- 71 IR: Well, thanks for joining us with those very positive figures produced today, and of course we discussed Corpcom a day or two ago. Errol Grolman, chairman of Corpcapital and various other responsibilities within the group. And er...I won't say I'm leaving the best 'till last, but certainly we've left the biggest 'till last and that's Investec, and er I'm joined on the line by Investec's CEO, Stephen Koseff.

- 72 SK: Good evening Michael.
- 73 IR: Good evening, Stephen... Stephen, twenty-three per cent increase in headline earnings / /... (Inaudible)
- 74 SK: / / No, you're actually wrong, it's thirty-three per cent in headline earnings. You're looking at earnings per share which is after.
- 75 IR: Yes, I'm sorry, You're quite right. I'm looking at earnings per share...er...twenty-three per cent from 379 to 467?
- 76 SK: Yeah, we really concentrate on the headline earnings number which is the number we've compared ourselves to other groups in South Africa.
- 77 IR: Okay...and er in your case, is this basically organic growth as well?
- 78 SK: We never made any acquisitions during the current period, so it is all organic growth off the back of similar- similar reporting period last year.
- 79 IR: Now of course, one of the things which has been a feature of Investec in recent years has been its international geographical spread. How much of your earnings are now derived offshore?
- 80 SK: In this...In this particular period, fifty-six percent of our earnings were offshore.
- 81 IR: Is that the highest it's ever been?
- 82 SK: Yes. For the end of the full year last year it was er about fifty-one.
- 83 IR: And er is this increase going to be extended in the second half of the year?
- 84 SK: I think that's a sort of number we would expect, the fifty-six percent, fifty-five, fifty-six percent.
- 85 IR: Now your group advances increased by ten percent...
- 86 SK: Ten percent for the six months, yeah, annualised twenty.
- 87 IR: Yes, yes, now you've obviously made your assets sweat in order to bring about that sort of increase in earnings from a ten per cent

increase in er advances or are we finding that you are getting much higher non-interest income?

- 88 SK: Well I think the latter is- is the correct view. I mean we're not that money-centred, about a third of our income comes from net interest, and er as a consequence um you know we have had significant growth in non-interest income, if you look we grew our non-interest income by about fifty-one percent... which er... which had a big... which had a big growth number compared with the same period last year.
- 89 IR: And in fact you say you're not a money um centre bank as it were and if you look at it er your net interest income for the six months 585 and your other income one point three billion... But of course that is before operating expenses and one doesn't know as an outsider how much of the operating expenses should be um be apportioned between the two.
- 90 SK: Yeah, we don't really apportionate between the two because each division would have a portion of interest income and a portion of non-interest income... other than our fund management activities and our securities activities which generally have just non-interest income.
- 91 IR: So you prepare the results on a divisional rather than a functional basis?
- 92 SK: We look at both. We look at er division, we look at geography, and we also look at product.
- 93 IR: Now you did make er a couple of acquisitions towards the end of the period under review which weren't brought into account and you mentioned specifically Ganden capital markets in Ireland and part of the business of Klinewart Benson Private Bank. Are they going to contribute towards earnings in the second half?
- 94 SK: We would expect them to contribute to earnings in the second half. Both are reasonable operations and I think we got them at reasonable prices and er we look forward to positive results from both these operations. Klinewart Benson's really integrated into Investec Bank UK and er Ganden is a stand alone business because we didn't have much other activity in Ireland.
- 95 IR: Did you actually buy the name of Klinewart?
- 96 SK: No / / no, we just bought what they call
- 97 IR: / /... (Inaudible)

- 98 SK: ...We just bought what they call their personal banking business. We're classified as private banking and we've integrated that aspect of the business into our Investec UK private banking operation.
- 99 IR: So Klinewart is a brand name, is still in separate existence...
- 100 SK: Yeah, it still belongs to Dresner Bank.
- 101 IR: And er the final sentence prospects for the year says the directors and management are of the opinion that the group will continue to produce sound growth in earnings and dividends, so all systems still go?
- 102 SK: Yeah, no, we're reasonably comfortable, I mean obviously we live in a volatile world and a volatile environment, and er...but at the moment we're on target, I mean we're only a few weeks into the year because we reported very quickly.
- 103 IR: Well, thanks for joining us and again we ended on the biggest of the lot. That was Investec and my guest was Stephen Koseff, Investec CEO. Thanks for joining us tonight. Full transcripts and audio are available on the free Internet service market update online on WWW dot marketupdate dot CO dot ZA. From tonight's team, producer Johannes Machane, assistant Rita Rheeder, sound engineer Richard Lategan, and me Michael Coulson. Goodbye until tomorrow.

17 November 1999 (19:03-19:30)

Interviewer (IR): Kobus Bester

Interviewee: Kenrich Tyghe (Portfolio Manager: Greenwich Securities)

- 1 IR: You're tuned to SAfm 104 to 107, radio for the well informed. I'm Kobus Bester and this is the Appleton Market Update. Now let's have a look at what the market's been doing at er...that's er the JSE, and we're talking to Kenrich Tyge, portfolio manager of Greenwich Securities. Good evening Kenrich.
- 2 KT: Good evening, Kobus.
- 3 IR: ...Kenrich, speaking from London er what do things look like for er for you today?
- 4 KT: Certainly, looking at the session, we had a busy session, turnover of some two point four billion. And generally some good volume going through and a positive sentiment coming through on the back of the rates announcement in the US overnight.
- 5 IR: The one surprise I think for some people would be that the IT sector actually er...(Inaudible) performed pretty poorly today er...One would have expected especially after Didata yesterday er that we could have seen a run in some shares there.
- 6 KT: I think certainly, both Dimension Data and Comparex coming off quite sharply during the course of the session. A number of concerns coming out on the back of the merger at this point um...you know one of which being just looking at the- the details of it, you're looking at 290 million Dimension Date shares to be issued er for a total transaction value of some eight point one billion. Now there are a number of issues around that which we needn't get into, but certainly a degree of pressure there and the resultant downgrade in Comparex's rating by DLJ from a buy- from buyer rather to a market perform so that obviously putting the index under a bit of pressure.
- 7 IR: Kenrich, sitting in London, did that- did that deal draw a lot of attention today er on- in your local...? (Inaudible)
- 8 KT: It certainly dominated a fair amount of the trade and er looking at what we have on the JSE, it was the third most actively traded share which is certainly not the norm over the last couple of weeks where we've

seen the resource stocks dominating the top five spots by way of turnover.

- 9 IR: Okay, now we've seen the- the US putting up rates, the feds putting up er the rates by twenty-five basis points er...but also saying that it's unlikely that it's going to do anything from now 'till well into the new year er... Do you expect er prices to firm on the back of that news?
- 10 KT: I think certainly it's the last major hurdle we're likely...or certainly the hurdle that the market had largely anticipated that have to clear going into the end of the year um... The fed really is not in a position to- raise further this year and is very unlikely to given that they've largely pre-empted the need looking at the er the close-out for this year. So all things looking positive at this stage and hopefully we can maintain the- the trend going forward.
- 11 IR: Looking at er also... Moving towards the end of the year now um are you seeing any signs of a slowdown starting, moving towards the silly season?
- 12 KT: ...Not as yet. I think possibly er a while to go on that one. We've had one or two quietish days, but certainly two point four billion um comparing favourably with an average day's trade. I think it will certainly tail off or start tailing off in the short-term.
- 13 IR: In the meantime, which sectors do you er expect most action from?
- 14 KT: I think certainly we've seen some very strong upside in the platinum, and I think that's likely to continue er certainly going into...for the remainder of this portion. I see Amplats today, just looking at the screens, traded up as high as one ninety-one forty which is er significantly higher than sort of five weeks back at one thirty just to give you some sort of indication of the run on platinum. So certainly platinum sector had a good run and having said that, I think both the technology sector and financial services looking to move sharply firmer despite obviously today's weakness which was you know more share specific than overall sector specific at this point.
- 15 IR: That was Kenrich Tyghe, portfolio manager of Greenwich Securities, speaking to us from London.

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Interviewee: Rob Dow (Chief Executive Officer: African Merchant Bank Holdings)

- 16 IR: Well, it seems that er we've confused Kenrich Tyghe himself. He's not too sure where he is at the moment er...According to the script I received er he was sitting in London but ((laughs)) that's... (Inaudible) a bit of a typo. Kenrich's actually right here in Johannesburg. So you can relax Kenrich and er go to your... (Inaudible) without getting lost. Now...up next, Rob Dow of African Merchant Bank Holdings. He's the chief executive officer, and they came out with er pretty strong growth figures today in attributable income and earnings per share for the year ending thirtieth of September '99. Positive contributions by all operating areas resulting in a growth in attributable earnings of forty-eight percent to 115.6 million and annualised EPS growth forty percent. Good evening Rob.
- 17 RD: Good evening, Kobus.
- 18 IR: Rob, where did most of this growth come from er...What are the main reasons for it?
- 19 RD: Um...Kobus, management focused on increasing the contribution to the revenues from um margin income activities which are of a much lower cost nature than- than for example treasury trading which was a big contributor to earnings last year...um...We had a successful result in that regard, some forty-seven percent of operating revenues coming from um margin income which is largely after tax for us, and also helping reduce our effective tax rate from thirty percent to sixteen percent. And we managed to grow our investment from our private equity activities from a one percent contribution last year to an eleven percent contribution this year um...Our advisory commissioning-based activity has been corporate financial holding steady at approximately thirty-three percent contribution to total revenues.
- 20 IR: If we look at the last six months of the year, it must actually be quite a relief for you looking at what's been happening with er you know er an increase in corporate failures, we've seen quite a few big guys going down um...financial markets were quite quiet in many sectors er...So you must be pretty pleased?
- 21 RD: Yeah, this has been a year of turmoil and obviously the test of the management team is not how they manage fair weather conditions,

but how they handle themselves in- in bad weather conditions and it's- it's um heartening to see that we've managed to produce this result despite the loss of confidence following the emerging market crisis, the slowdown in black economic empowerment, the Nail crisis et cetera, and literally the corporate liquidations and the curatorship of- of FBC which has created er... greater concern for smaller banks.

- 22 IR: Looking at the year ahead um do you think you can improve on this performance?
- 23 RD: We are forecasting positive growth um... Obviously this year is going to be somewhat unusual in that the year 2000 - No one has er got any um any um experience of such an extraordinary period and um we've seeing some strange anomalies occurring which has caused us to scale back in our risk absorbing activities and cut back on our treasury trading activities to ensure that we um manage to sustain ourselves in a robust way through... through this rather abnormal time. So that's going to have a- a bit of an impact in the short-term, but er longer term, we see good growth from our- our core er businesses and um we are focusing on some expansion activities.
- 24 IR: Um... what sort of expansion activities are we talking about? Can you tell us about anything yet?
- 25 RD: Well, we launched a new business called ten fifty-six which is a new initiative by AMB in the retirement and retirement fund administration um area of the money management um... um business. And um that- that entity which is staffed by some top professionals in the industry with high quality technological partners based in the States is focused on providing innovative solutions to the... (Inaudible) the defined contribution market place and- and highly cost effective solutions. Early indications are that it's going to be very successful. We've high hopes for that business and er we would see a light to that business establishing various other activities. We lodged late in this year an offshore business um based in Ireland. And we plan to establish some treasury activities out there at some private... and some private equity activities.
- 26 IR: Just give us some clarity on your relationship now with New African Investments Limited. There's a whole unbundling thing going on er... How far down the road are you and um how- how have you been affected by that?
- 27 RD: Yeah, well given... market perceptions that er AMB is reliant on empowerment transactions for its- its bread and butter revenue er the announcement by Nail that it would unbundle AMB has obviously

impacted us negatively. With the publication of these results, we hope to dispel that ghost which has been haunting us because we quite clearly show that whereas we are focused on empowerment it- it is not a material contributor to our overall revenues. Looking at our shareholding structure um post unbundling as we understand the situation at this point in time, we will go from three stakeholders owning seventy-five percent of AMB to eight shareholders owning seventy-five percent of AMB being DLJ, our US-based partner, management and staff who own some fifteen percent of the equity, and er six institutional shareholders owning between them forty-eight percent of AMB. So broadening of AMB's investor base but not- not a sort of material broadening.

- 28 IR: But Rob, the international rating agencies seem to like what you're doing, so obviously um you're going down the right road in any case.
- 29 RD: Well, we have the – The short-term focus as we have run into this extraordinary time period has been liquidity risk management. Regardless of the sophistication in the financial services industry, banks continue to fail because of two principal reasons, poor liquidity risk management and poor credit risk management. AMB is well positioned to weather any particular storm in the financial markets from a liquidity perspective and to date we have not had one cent of bad debt write-offs as a result of our very tight and stringent credit risk management policies.
- 30 IR: That was Rob Dow. He's the chief executive officer of African Merchant Bank Holdings.

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Interviewee: Bill Cooper (Chief Executive Officer: Dorbyl)

Interviewee: Stephen Cranston (Senior Editor: Financial Mail)

- 31 IR: You're listening to the Appleton Market Update. And now up next is Bill Cooper. He's the chief executive officer of the industrial transport concern, Dorbyl. And they came up with interim results today, a five percent increase in turnover to um just under two and a half billion Rands. Headline earnings were two hundred and five cents er per share compared to two hundred and fourteen last year though. And in line with the group's previously stated objective to eliminate local borrowings, the group's cash inflow of fifty-six million for...for the six months ended thirtieth September 1999, resulted in a net cash

position locally of four million Rands at the end of this period. And um Bill, if we look at the...your figures, it would seem that in many ways pressure continues?

- 32 BC: Yes, good evening Kobus. Excuse me ((Clears throat)) um...This has been a very difficult six months period in the manufacturing sector of the economy...um...We've had ongoing retrenchments, we've had ongoing restructuring to- to continue with and while one never wants to see earnings going backwards, I think that the results are quite creditable given the very difficult trading conditions that we had. However, I think the most positive aspect is that we've now reached the end of that er...We don't see the market going down any further. We've had a couple of fairly good trading months recently and we are in fact very positively sort of positioned for the future.
- 33 IR: What er...Are you making any sort of growth forecasts for the new year or for the next six months?
- 34 BC: I'd prefer not to- to put er numbers to it, but um for the full year, we think that we will be reasonably ahead of the previous year. So in other words, slightly worse in the first six months as the economy has bottomed down. And er with this sort of flattening out, and not repeating the cost reduction measures that we've had to go through um we see the second six months as being significantly better than the equivalent period last year.
- 35 IR: And if you look through the- the initial figures, you've had a few star performances looking at Alpine and Midas for instance.
- 36 BC: Yes, Kobus, Alpine I think has been the sort of major positive that we've had for the last er eighteen months or so. It was a thirty-five year old family business that we took over in America. It sort of lost its way a little bit and er the restructuring process there has gone exceptionally well. So that's ...performed exceptionally well in this particular period and we think that the future potential there is- is absolutely incredible. Midas as well, also in a very difficult trading market where margins have been under pressure. We've integrated Midas with the rest of the acquisitions that we've...we've put together over the pre- previous six month period, and I think Midas has come through the period pretty well er with a very strong balance sheet.
- 37 IR: That was Bill Cooper, chief executive officer of Dorbyl.

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Interviewee: Dr Edwin Hertzog (Executive Chairman: Medi-Clinic)

- 38 IR: Up next on the Appleton Market Update, we're talking to Edwin Hertzog, and he's the executive chairperson of the Medi-Clinic Corporation. They came out with interim results and if you listen to the noise in the background, he's at an art exhibition that he opened tonight and er there's quite obviously a bit of a party going on. Good evening Dr Hertzog.
- 39 EH: Good evening Kobus.
- 40 IR: First of all, ya, it's- it's been er a good year apparently er turnover up what thirty-two percent, operating income up thirty-three, headline earnings up twenty-one percent.
- 41 EH: Yes, but remember it's the six months period.
- 42 IR: Yes. And are you – Do you reckon that for the next six months you can carry on with this?
- 43 EH: It's difficult to predict er... It will depend to a great extent also on what happens with our tariff negotiations with the board of Healthcare funders. They are due to meet again tomorrow and I hope that some compromise can be reached tomorrow.
- 44 IR: Now that's- that's been a very contentious issue, this whole war around tariffs really er... Can you give us some er idea also of what the impact could be if they can't settle this thing?
- 45 EH: ... It will severally affect all the private hospital er participants and um it will mean that if we are not able to raise the current proposal of increasing the tariff for next year only by four and a half percent, then everybody's results will look much weaker next year. You must remember that we have two and a half percent er addition to our cost structure by way of additional overtime that we have to pay to the hospital staff that all work seven days a week. And er that means in real terms we only get an increase of two percent for next year if we can't move away from the four and a half percent.
- 46 IR: I see that you've been er quite er active on the acquisitions side er... You're pushing up your hospitals by er some fifty percent er... from twenty-two to thirty-three er... Are you looking at any more

expansions and- and the one question that also comes up is when do you get a sort of or do you get some optimum level of the number of hospitals that you can run efficiently?

47 EH: Well...it will- it will be difficult to expand in the current market as the three big listed groups own and operate about eighty-five percent of the bed capacity that is existing at the moment. It's difficult to say that there's an optimum of number of hospitals because what- what usually happens is that one divides hospitals into different regions and you break them down into smaller units which are quite manageable and which does not create any problem.

48 IR: Any er surprises waiting for you on the Y2K side?

49 EH: We are very confident that we are...will be fully prepared and that we will not be jeopardising any patients at all over the Y2K problem period.

50 IR: Well, that was Dr Edwin Hertzog, executive chairperson of Medi-Clinic Corporation and er well, I hope the people enjoy their art exhibition. We're now talking to Stephen Cranston. He's the senior editor um at the Financial Mail with the latest survey of retirement funds. Good evening er... Stephen.

51 SC: Hello Kobus, how are you?

52 IR: Fine and er...well you've done a lot of work again on this survey / /

53 SC: / /
Yes, yes. I hope you had a chance to look through it. ((Laughs))

54 IR: Well, looking at...at – Just glancing at it really you can see that er the figures do look a bit better than they did a year ago.

55 SC: Well certainly, if you cast your mind back to September last year, it was obviously a pretty low point. I mean it was um...um... You know there had just been the August crash. So um...And...and obviously a lot of- a lot of pension funds would have wanted to be quite heavily in cash or would have been tempted to be quite heavily in cash because of the uncertainties about the market. So I think that twenty-seven point eight percent return they...they've reported is- is not too bad even though it is below both the all share and the all bond index.

56 IR: That mainly because of an underweight in resources?

- 57 SC: Oh definitely, not- not to the same extent as the unit trusts, but um they would be. And they would argue that um if you're looking for long-term growth and you are of course taking a thirty-year view, then resources aren't necessarily the most appropriate place to be in because you have to really time the cycles. And um and...and not many people can do that that well um...
- 58 IR: Stephen, if you look past the sort of headline figures er you get a big spread here. I mean you get six point six percent for Firhead and sixty-eight point six percent for Allen Gray. Why...where- where did some of these guys get it wrong?
- 59 SC: Look – Well definitely those- those companies that have done well in previous years because they had a bias towards the small cap shares, towards IT shares, the likes of Greenwich which used to be Infinity, Fleming's. I don't really know about Ferhester. I think they just- just got a lot wrong um frankly. But certainly some of them have a bias towards the growth shares which have- have definitely underperformed. The place to be has been resources in particular but also large cap and value shares overall. So the value share people like Allen Gray, Forward Meintjies which is actually a very small player now, Oasis which is one of the rising players and Prudential have done well.
- 60 IR: But as you say in your survey um for anybody who er performed under twenty percent is going to have to do some serious explaining to some very irate um members.
- 61 SC: That's right, and its particularly some of the multi-managers getting less than that because you would have thought that they would pretty much guarantee at least average performance for multi-managers. But Sage in particular has been very poor. Even MQ to the... (Inaudible) of multi-management have underperformed in some of the...some of their funds um for which Investment Solutions being pretty okay, but PSGF actually probably leaving the pack on the...on the multi-manager side.
- 62 IR: And er looking at this, I mean if your portfolio manager or your pension fund manager got it wrong, do you hop funds or do you hope that he does well for the next year?
- 63 SC: No, what I think a very useful table is this one, the rolling three years periods, and um certainly would have been completely the wrong time to move out of Allen Gray a year ago even though they were pretty close to the bottom because you would have missed the benefit of the big run. So I think um a lot of the consultants and a lot of the trustees

do look at consistent performance. So if you look at um something like Fedsure, Investec, they've been pretty consistent in the top quarter or well above average for most of the time.

- 64 IR: That was Stephen Cranston, senior editor at the Financial Mail with the latest survey of retirement funds which you'll find in the latest edition of the Financial Mail. Time for us to say goodbye until tomorrow night.

18 November 1999 (19:03-19:30)

Interviewer (IR): Kobus Bester

Interviewee: Stephen Mulholland (Dealer: SG Frankel Pollack)

- 1 IR: It's nine minutes past seven and joining us on the line now is Stephen Mulholland, who's the institutional dealer for SG Frankel Pollack and er with his report on the markets er... Stephen, er quite a busy day?
- 2 SM: Yes, good evening to you Kobus. It- it was, particularly in the er resource sector as you said um... The crude oil prices hit a nine-year high raising inflation concerns just the day after the feds hiked interest rates, and it's sparked a demand for commodity stocks. Allen Greenspan has er spoken um on this point, talking about demand push inflation and that's basically um money chasing too few goods. And er the- the investment community seems to be anticipating a rise in the physical price of er of some of these commodities, and we saw the shares run hard today, particularly in the Anglo stable...um...Anglo American was up today er...It was up eighteen Rand to close at three-hundred and fifty-seven Rand, and with the fourteen Rand gain that we saw yesterday um the market capitalisation of the company has climbed thirteen billion Rand in two days. The aggression um of the demand appears to be foreign based and it accounted for about thirteen percent of turnover.
- 3 IR: Stephen, looking at the rest of the market, a pretty dull day on the face of it, but a couple of names standing out here. The one thing you know...It still seems the market is a bit jittery still about the Didata-Comparex linkup?
- 4 SM: Indeed. We saw that particularly Didata ran up hard in anticipation um of the merger. There was a great deal of speculation in the market that the two were in fact talking to one another. And once the announcement came out er I think the event was essentially over and we saw substantial profit taking er...Didata today down a surprising hundred and ten cents or one Rand ten to close at thirty-one Rand ten. And Comparex under significant pressure at one Rand ninety-five...er was- was the slide today to close at thirty-seven Rand and five cents. I think um the market is a little bit concerned as to what Comparex now intends to do having sold off um their...their offshore networking division to Didata and um we've seen...we've seen profit taking, so the deal's done, but um the market is- is- is moving away from what was frenzied at the beginning of the week.

- 5 IR: Comparex must be pretty cash flush after this deal um...One would have expected a lot more interest.
- 6 SM:I- I think so, it- it has- it has been surprising um that it's...that it's come down. I think the real issue is- is people are now saying what are they going to do. They've been fairly um scant on- on- on describing to the investment community where they intend to go. And- and we simply don't know what focus they will have and as a result um people are moving away from that one in the meantime.
- 7 IR: In Specialised Outsourcing, they got hit pretty hard by...by that Investec report...analyst report a few days ago and I see they've actually come out with a rebuttal.
- 8 SM:Yes, the company did release a statement this afternoon um criticising the broker's report. They feel that the current share price presents the board with an opportunity to implement a share buyback programme, failing which they would declare an extraordinary dividend um close to a hundred percent of earnings reported for- for the financial year. And I think that's in an effort to display confidence in what they're doing. They- they made a few other interesting statements. They said there's no loss of contract, and stated that they believe there's nothing sinister in Dave King's resigning. And they maintain that their earnings are secure, but I – You know, the market talk, and what I think is still of concern to the market, is that their income is largely performance based um...Their- their revenues are not predictable, they're only disclosed after the trading year. And unfortunately, investors like predictable earnings and it's this- this grey area that I think the market's caught onto. And um...you know, I'm not saying that the share won't perform, but the uncertainty um with- with- with- with er which one is able to predict the company's returns, that's what seems to be the problem and er we saw an avalanche in terms of the price over the last few days...um...one that definitely needs to be treated with caution.
- 9 IR: And maybe the company must jack up its communication a bit more.
- 10 SM:Today may be the first step in- in- in- in their improving the communication with the market.
- 11 IR: That was Stephen Mulholland, an institutional dealer for SG Frankel Pollack.

Advertisement**Interviewee:** Derek Cooper (Chairman: CG Smith)

- 12 IR: You're tuned to SAfm 104 to 107, radio for the well informed. I'm Kobus Bester standing in for Michael Coulson and this is the Appleton Market Update. We're now looking at CG Smith who came out with final results in more ways than one this...er today and that's chairman Derek Cooper on the line. Good evening, Derek.
- 13 DC: Hi Kobus, how're you?
- 14 IR: Fine thank you and er... But you- you must be fine with pretty good um results coming out today?
- 15 DC: Ya, Kobus, I think er you know on the back of our three companies Tiger, Nampak and Illovo, who have produced very good results over the last week, probably predictable. And probably more interesting to- to the listeners is the fact that we also announced our unbundling today.
- 16 IR: And the name CG Smith which we've known for years and years and forever almost um is to disappear?
- 17 DC: That's rather sad, you know um... Somebody asked me how I felt about it and of course one is...one is kind of very nostalgic about it, but er if you look at the fact that in the process of unbundling and if you take er when we announced this...our intention to do something some months ago, we really think that something like one and a half billion Rand value to shareholders, no regrets, but nostalgia yes, there has to be.
- 18 IR: So er... What happens to Derek Cooper?
- 19 DC: ((Laughs)) Perhaps you'll give me a job and I can come and...I can come and help you question other people on the radio.
- 20 IR: We certainly need somebody like that. But Derek er... Just going back to the results for a moment um... pretty good um what's it... attributable net profit increasing by twenty-nine percent?
- 21 DC: Yes, that's you know, that's a little misleading...um...It's correct because we- we disposed of a number of assets so that was - We had one hundred and forty-eight million, if I remember the figure,

which was er excuse me ((Coughs)) which was an extraordinary outcome. What was more pleasing was the fact that our headline earnings were up sixteen percent and our headline earnings per share, because we'd issued some shares through the year, was up fourteen percent. And then even more pleasing I think was in the second half because at the half-year we were about five or six percent up er...In the second half er...results six months on six months improved by twenty-two percent. Which seems to us to indicate that there is the up tick coming in consumer demand because that's after all our area of endeavour. It looks quite good for the companies that we send them off on their own and er 2000 and 2001 will be quite good for them.

22 IR: Looking at the individual companies though, it seems that er you had some frontrunners while Tiger Oats might have lagged a bit?

23 DC: Well you know, you have to look... You have to look at these figures over a period of time. Nampak had an excellent year, they were up twenty-one percent... as did Illovo which was twenty percent. Tiger was ten, but this is on top of three or four good years, and for the first year, particularly in the first half, er and a little bit in the second, we saw volumes falling off but coming back a bit towards the end. So ya... But I think all in all it augurs well for the next two years, and I think a good time, as I say, a good time to put the shares in the hands of shareholders... er... in a market that looks like it's got some upside.

24 IR: Derek, jokes aside though, what are you going to do?

25 DC: Well er Kobus, I will – You know Robbie Williams will remain chairman of Tiger and Illovo which he is. Brian Canellan will be chairman of Nampak, and those companies are in excellent hands. We've been colleagues for a long time and they are... they are very capable people. They've asked me to stay on the board so that will keep me busy in that sense. And I am at the moment chairman of Liberty and vice-chairman of Standard Bank. And / / of course... (Inaudible)

26 IR: / / Enough to keep you busy these days, yes.

27 DC: So perhaps I'll be around for a while yet.

28 IR: Well, Derek, good luck and once again nice results.

29 DC: Kobus, thank you very much, nice chatting to you.

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Interviewee: Peter Verwer (Chief Executive Officer: Spescom)

- 30 IR: In the Appleton Market Update we're talking next to Peter Verwer who's the er chief executive officer of the communications and IT concern, Spescom, and they came out with fine results today as well. And er headline earnings per share eighty point four cents er... The er turnover grew by forty-four percent to just over four hundred and ninety-eight, just over four hundred and ninety-eight million Rands, operating profit up by forty-six er point ten percent to fifty-five point two million Rands. But er Peter, looking at this um these are pretty good results but not exactly up to what the market expected.
- 31 PV: Um I'm not sure I agree with that Kobus. We're quite pleased with the... results. What you must understand is that our headline earnings are up forty-one point four percent... That's in line with market expectations. What we did do in the last er six months of the year was invest in er an offshore investment opportunity, a company offshore, a software company in line with our strategic plan. And we also took a hundred percent of a company called Data Fusion which we had fifty percent off er... That made er obviously a difference to the issue of shares er having a deduction affect on the earnings per share...um... But er I think in the next six to twelve months, these operations will contribute handsomely. So you can look at it as an investment into the future.
- 32 IR: Well er just for our- for our listeners' benefit, er just a quick er summing up of what you focus on, what does Spescom do?
- 33 PV: Okay, we really concentrate on the er communication and information technology market um... What do we do there? We address the communication network operators, operators such as Telkom, er private operators, virtual networks et cetera. And we provide all kinds of solutions in that sector. The other part of the market we focus on is the business enterprise solutions. We provide solutions to organisations to be able to manage their customer relationships better, to enable them to control their costs you know and er obviously grow their companies and stab all their... stab all their customers.
- 34 IR: Are Telkom orders making up something like twenty-eight percent of your business?
- 35 PV: About twenty-eight percent, yes.

- 36 IR: You're sitting on some cash though er just over sixty-three almost sixty-three million Rands. So can we expect some more acquisitions in the medium-term?
- 37 PV: Well, we're operating under a cautionary at the moment. We're looking at a software company overseas. We're very close to finalising a deal. And hopefully we'll make an announcement shortly.
- 38 IR: Predictions for the new year?
- 39 PV: I think- I think the company's in a better position now than what it's ever been to um take advantage of growth opportunities, particularly in the software market. The nice thing about the software market, a lot of its our own product and hence the margins um will- will tend to go up. I think internationally, we'll er increase our earnings from- from offshore operations...um... We've established a nice sales outlet in the UK to address the whole European market. We've also got facilities in Washington D.C. and er from there we'll springboard into those markets.
- 40 IR: And er looking at your company, I think that you will also be one of the people in line to pick up some good stuff from any deregulation going on with Telkom or any of the related companies.
- 41 PV: Definitely. I think what we... what we're able to offer network operators and virtual network operators is modern technology, cost effective technology um wireless type technology which is becoming far more acceptable in networks, and I think we're well poised to take advantage of that. And I'd like to also point out to you that um if you look at our earnings growth pattern over the last five years, it's been in excess of thirty-five percent compound, and this is not bad if you compare it to- to- to- to the other sort of 100 companies on the stock exchange in some of the categories.
- 42 IR: I think most of us could live with that?
- 43 PV: I think so.
- 44 IR: Peter Verwer, thank you very much.
- 45 PV: Thank you very much.
- 46 IR: Chief executive officer of communications and IT concern, Spescom.

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Interviewee: Nic Rossen (Financial Director: Elixir)

Interviewee: Andre Schoeman (Chief Executive Officer: Consumer Credit)

- 47 IR: Up next, Nic Rossen, Financial Director of multi-faceted IT company, Elixir. They came out with finals as well today. And um reporting a headline loss of ten point two cents a share. Nic, good evening. Run us through those figures quickly.
- 48 NR: Oh good evening Kobus, thank you for that um... Inside that er scenario there, we reported an exceptional item write-off that was added back to our total loss of er thirty-one million odd. That being the result of aborted acquisitions being La Mont Pty Limited, Frontier Systems, Decabel and GMT Technologies. In addition to the operating loss, there was a nineteen million Rands write-off for good will that was written off and er actual companies performed on a fifteen million loss. However, the good news is that all companies remaining within the group are back to a profitable situation. Companies right now within the group are trading ahead of budget er... We believe that we are going to beat the '98 budget.
- 49 IR: ...Hello...
- 50 NR: Hello there.
- 51 IR: Nic sorry yes...for a moment it sounded as though we'd lost you. Looking at the problem areas in the group, you say that it has been addressed um... New management in place, all sorts of things?
- 52 NR: Yes, I think what's going on is that the problem areas in the group have been addressing the figure and the new management team has been appointed, sales staff have been placed on a commission basis, and the business mix has been shifted towards marginal value-added services. The benefits of this restructuring are immediately evident in the sharp improvement in performance at the operational level. All divisions as I mentioned now trade profitably, Elixir remains virtually debt-free, the bank overdraft has been reduced from nine million Rand five months ago to a healthy credit balance at the time of this announcement.
- 53 IR: And your forecast for the new year?

- 54 NR: Our forecast for the new year is that we believe that we're going to beat the '98 result.
- 55 IR: And that was Nic Rossen, financial director of IT company Elixir. Up next, Andre Schoeman, and he's chief executive officer of short- to medium-term finance company, Consumer Credit Holdings. We're staying with final results tonight and maiden final results er... Andre, looking at today er you reported a sixty-eight percent increase in earnings, forty-three percent increase in headline earnings per share er for September thirtieth 1999. A pretty good year for you.
- 56 AS: ...secured and I must say, that's against the backdrop of a very poor economy, in particular a very poor retail economy. So to have maiden results er like that er is quite pleasing. Even though we've been in business twenty years, it's our first year as a listed company and um yes, we're thrilled at the results.
- 57 IR: But what allowed you to make that sort of run? What did you do right?
- 58 AS: Kobus, we concentrated on the longer term aspect of our book. We've grown the eighteen- and twenty-four-month business, and although trading conditions have been very flat generally um that has seen us through and er made us achieve these results.
- 59 IR: Now just explain to listeners what do you do?
- 60 AS: Kobus, our core business is providing finance for the purchase of retail goods on credit and predominantly for the C and D category market er which is a very large market. There's over eleven million people in the market um... and er we have been doing it for twenty years and stick to our core business religiously.
- 61 IR: That's also a part of the market that's quite vulnerable I would say to er you know high interest rates and that sort of thing.
- 62 AS: Yes, in an indirect way. The high interest rate environment we've just come out of certainly kills the economy, jobs are lost, overtime is not worked and that affects the market that we finance extremely badly um... The alternate- the converse of course is with the falling interest rates, the outlook is looking extremely good for next year.
- 63 IR: How much bad debt are you carrying?
- 64 AS: Um our bad debt as we said in our report has deteriorated over the year um again, we're used to this being in business for the length of time that we've been. With the economy deteriorating, so does our

bad debt. We're- we're looking at a seven point one percent bad debt for this last year um but er in- in past years, with good economies, we looked closer to a four and a half percent.

65 IR: And the economy er doing what it's doing at the moment, we seem to be going into an upswing. Have you seen any signs of that?

66 AS: Yes we have Kobus. In fact we're a very good barometer because we finance such a wide selection of retail goods that we're one of the first to fin- to see an upturn in the economy and er we've seen that probably starting er late August, September. The results are starting to look very encouraging for the period building up to Christmas and augurs well for the year 2000.

67 IR: With that sort of good news, are you looking at expansion at all?

68 AS: Well, we're opening up in Swaziland, in fact we did this month. We're opening up in er Namibia in February and we're opening up three more branches within South Africa, and that's just our core business. We've- we've got a joint venture company started with a large furniture group Furnix and that's looking extremely encouraging. So yes, we've got some exciting plans, and we're confident we'll make next year's forecasted seventy-seven, over seventy-seven million.

69 IR: And that was er Peter...or rather Andre Schoeman. He's the chief executive officer at the short- to medium-term finance company, Consumer Credit Holdings ending tonight's programme. Thanks for being with us.

19 November 1999 (19:03-19:30)

Interviewer (IR): Kobus Bester

Interviewee: Andrew Coleman (Chief Executive Officer: SAA)

- 1 IR: And it's now nine minutes past seven and um up- up next is Andrew Coleman, the chief executive officer of SAA, and they completed a deal today. S-Air Group, the holding company of Swissair, signing a one point four billion Rand's deal with SAA to acquire a twenty percent stake in the South African airline. S-Air Group also bought an option for forty-eight million to buy a further ten percent stake of SAA for a hundred and fifty million US Dollars. Good evening Andrew Coleman.
- 2 AC: Kobus, how are you tonight?
- 3 IR: Um I'm not as well as you are, I'm sure, you must be pretty bucked with- with this deal?
- 4 AC: Well this is...this is really a milestone in our er privatisation, but also the advancement of SAA. The deal was announced in late June, we got approval from the European Union a week ago today and here we are. So we've got our partner in place and er it's a great victory all the way around.
- 5 IR: Now what happens now, what- what are the first signs that your clients, your- your passengers are going to see er to show that this deal has gone through?
- 6 AC: Well actually, those signs appeared a month or two ago and to the great credit of Swissair, they didn't wait for the transaction to close to start helping us build the company. They've already transferred two senior executives to work er for us here as they promised they would and we started a real innovation two and a half weeks ago. We used to have their flight and our flight flying out to Switzerland thirty minutes apart every night. We've now moved it to where they operate in the mornings south bound and we operate in the evening. So the customers get a lot more choice, they can choose between er two different times of day to fly. We've opened up different cities that weren't previously served. So we're really making progress fast and furious, so this is only going to accelerate it.
- 7 IR: Now this is a nice cash injection for SAA. What happens now, what are you going to do with the money?

- 8 AC: Well, it's not uh that's not for SAA to decide, that's- that's between Transnet and the government to determine how those proceeds are used. We have been er self-funding at SAA for the last year and will continue to be. We've got a strong balance sheet now and a- a good income statement. October was the second best month I think in our history in terms of our profit performance. So um...so we're doing pretty well.
- 9 IR: Just er to remind our listeners er...Looking at this deal, it also involves, if I can remember correctly, there'll be er co-operation on the technical side and training and all sorts of things involved here.
- 10 AC: Sure uh...Swissair has agreed ultimately to bring fifteen of their wide body aircraft for overhauls every year to our facility here in Johannesburg. That's going to save some jobs and create some- some more additional jobs. So they've agreed to take fifty of our middle managers a year to Switzerland, into their training programmes uh which is going to give us a big boost as well. The Swiss apprenticeship programme is really world-renowned for- for developing young people early in their careers uh... Those are just two of the uh the points where they'll be helping us build the company.
- 11 IR: And certainly its sending its planes here to be maintained is certainly a vote of confidence also in the technical skills of our people?
- 12 AC: It is yes, and we've earned our reputation. We're currently overhauling our fifth 747 to Lufthansa which is one of the most discriminating er carriers in the world and you just won't find people that are more careful about er who they let maintain their planes, and Swissair and Lufthansa, both of them are now major customers.
- 13 IR: Well let's say good luck to both Swissair and SAA. And that was chief executive officer, Andrew Coleman on the latest signing of that deal.

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Interviewee: Nic Downing (Dealer: Appleton Group)

- 14 IR: You're tuned to SAfm 104 to 107, radio for the well informed. I'm Kobus Bester, and this is the Appleton Market Update. And up next is Nic Downing of the Appleton Group, and we're going to have a look at

what's been happening on the Johannesburg Stock Exchange today. A pretty good day, Nic?

- 15 ND: Yes, good evening Kobus. It's been a very good week and a very good day as well uh... The guilds probably had their best week of the year, the R150 ended up closing at thirteen point four percent er... Internationally, the EMBI spread of treasuries is down to nine hundred and fifty base points which is probably the record for this year as well. And so internationally, investors are willing to take a little risk in emerging markets which is a very good sign. The guilds have been strengthening on the back of foreign and local institutional buying and equities have benefited dramatically as you mentioned earlier on. The Aussie index is at a high for the year and the seven thousand five hundred level is a key technical level. It managed to stay above that which er is very positive for the outlook over the next couple of weeks.
- 16 IR: Nic, I see also the market has decided to take another look at Didata and Compalex. They were a bit jittery after that deal earlier this week.
- 17 ND: Yes, Kobus er the er... We believe that the deal is very positive er especially for Dimension Data over the long-term. They did certainly pay a high price for the networking integration business of Compalex, the European operation um but strategically, it's a good move. Didata has now positioned itself as the global leader independent network integrator. It's got a twenty-five percent market share in all the major markets apart from the US. And they're looking forward to an announcement with regard to the US deal some time in the next two or three months.
- 18 IR: Now tell me Nic, who were the big movers today?
- 19 ND: Okay, the er big movers... We had a very strong move for steel. Iscor is up eleven percent, and it is regarded as being oversold below the two Rand level. And we have had some action in resources so must have enjoyed the attention that the resource sector got uh... The media sector also a notable gainer for the day, the media index up six percent and really on the back of the performance of MIH listed on NASDAQ. They had a very strong day yesterday and MIH, Naspers er went up strongly on the back of that. Both up around eight and nine percent.
- 20 IR: One would have unexpected, the news of CG Smith's unbundling would have been better for Illovo who is part of that unbundling deal but seems that the market didn't like it.

- 21 ND: Er the market is slightly disappointed. The market had thought that CG Smith would find a buyer for the entire stake it owned in Illovo, and it seems now that the strategy would be to just unbundle directly to existing shareholders and CG Smith. So there is a bit of a concern that there could be an overhang of stock in Illovo, also Tiger Oats and Nampak.
- 22 IR: All in all you have a view on what we're going to see in the market next week. Any signs er coming from the US for instance, what we can expect?
- 23 ND: Okay um not too much economic data from the US, it's a very busy week in South Africa, however. We've got third quarter GDP coming out on... Monday, and then we've got October PPI coming out on Wednesday, and also the trade balance. So there's a lot of economic data coming out next week. But er generally speaking, we're very upbeat about the markets. Institutions seem to be shrugging off the fears of Y2K and doing a lot of buying in anticipation of the rally that is expected in the first quarter of next year.
- 24 IR: We have to say thank you very much to Nic Downing of Appleton.

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Interviewee: Francois Schindehutte (Chief Finance Officer: M-Net)

- 25 IR: M-Net and Supersport and dare I say it, they are our competitors, but they're going from strength to strength. Francois Schindehutte who is the chief financial officer of M-Net is on the line, and we're also trying to get on the line Dr Hayfor Alile who's the chief executive officer of the Nigerian Stock Exchange. Both M-Net and Supersport listed today. Francois, tell us how it went?
- 26 FS: It went actually very well. We're very pleased with the er progress that we made today um... The share was listed on the exchange, and we're very excited about the future prospects of our- our stock trading on the Nigerian Stock Exchange. So, very successful.
- 27 IR: Now- now I take it that you're not looking for capital, this is more an exercise to improve your profile in- in those areas?
- 28 FS: Absolutely, You know, we um looked at our operations outside of the continent or South Africa as a territory, and looked for a country where

we believe we've got the greatest potential. And Nigeria was accordingly selected and er this I think will go a long way towards achieving our goals of increasing our penetration in the pay television market in Nigeria.

29 IR: Now- now when you say it had the greatest potential um...What exactly drew you to Nigeria?

30 FS: Um...when you say... sorry, I didn't hear...

31 IR: When you said that you looked around for the market with the greatest potential from- from your point of view, and therefore selected Nigeria, what er factors were of importance here?

32 FS: I think um it's no secret that Nigeria is a country with tremendous wealth, um it's the sixth largest oil-producing country in the world, it's got a hundred and ten million people, there's seven million TV households you know which is obviously very attractive from our point of view and er we want to get as many pay television subscribers as possible. You know obviously we're looking for a great market where there's wealth and er hopefully grow our subscriber base in that country.

33 IR: Francois, tell us about your activities in Africa um...I'm pretty sure people who watch you regularly know by now just by looking at your correspondence, and people taking part in competitions and so on that you certainly have a very strong presence already. But where are the areas that you regard as the strongest growth point still in potential markets?

34 FS: Well, I think West Africa as a region has got great potential, and then there's potential in one or two countries in the east of Africa that has got significant potential. We currently operate in forty-four countries um in the continent of Africa and um I think if we can continue to grow our penetration of the television market in those countries, you know, there's still a lot of potential um in the territory out of...outside of South Africa. So, the continent as a whole we believe has still got tremendous er room for growth.

35 IR: What about er growth outside of the African continent, are there any specific areas you're looking at?

36 FS: Um...Let- let me put it this way. M-Net is always looking for new opportunities, and its very recent that we decided that we will um not necessarily follow MIH in terms of technology deals that they're setting up across the world. If there's any other channel er opportunities for

M-Net in territories where they might not be operating, we'd be very keen um to pursue those opportunities.

- 37 IR: To get back to the Nigerian deal er, give us some idea of how it worked. Is your entire share capital listed there?
- 38 FS: That's correct, yes. The entire share capital was listed by way of introduction. Effectively um I guess theoretically making available the entire share capital to the Nigerian er investing fraternity. However, one obviously has to realistically say that only the freeflow of shares that is currently available and being traded on the Johannesburg Stock Exchange is then available to them. But what we um did is actually to facilitate trade on the first day um we did get one of our large shareholders to make available um some shares so that there's shares available on the first day for the Nigerian investors to- to um to invest in.
- 39 IR: And that was the chief finance officer of M-Net, Francois Schindehutte.

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Interviewee: Dave Avnit (Chief Executive Officer: Fedsure Health)

- 40 IR: This is the Appleton Market Update. I'm Kobus Bester, standing in for...Michael...Coulson. And for a moment...(Inaudible) he's been gone so long for so many weeks, I've forgotten his name already. Dr Hayfor Alile who we announced earlier on would also take part in that discussion with Francois Schindehutte, Alile being the chief executive officer of the Nigerian Stock Exchange, unfortunately, we couldn't get hold of him. There is a bit of a problem with the telephone lines up to Nigeria at the moment apparently. We're now talking to Dave Avnit who's the chief executive officer of Fedsure Health and er...Usko and a number of other companies today went into, if I understand it correctly, a new e-business company which has been set up to manage electronic claims payments in the healthcare industry. Is that correct Dave?
- 41 DA: Yes, good evening Kobus. Yes um it's not just in terms of claims payments, it's actually a technology that facilitates interactivity between, and I don't want to be too technical, but it facilitates a lot of interaction on claims payments, on communication, between the

various players in healthcare such as er hospitals and er pharmacies and doctors as well as ourselves as payers of these various services.

42 IR: Does this mean that you'll be able to um with all this co-operation to actually deliver a cheaper service to people, or how does that er effect your- your operation?

43 DA: Certainly we think in time that is what we would like to achieve. I think describing it in terms of an e-commerce er... approach and facilitation I think is very important and er initially, what we're going to see happening is a more speedier interaction between the various players in the industry, and er as that evolves, and as e-commerce evolves, we'd like to believe it would bring reduced costs to the end consumer. Certainly, from a purely funding point of view which is medical administration, we believe we're going to be able to handle more claims and more activity at a cheaper cost which we then can pass on to those benefits to the consumers.

44 IR: The company is known as Medi Switch. Is that right?

45 DA: That is correct.

46 IR: Um... How do the- the various companies get involved, and who's the main shareholder in this? Who's going to be driving it?

47 DA: Effectively Usko is the largest shareholder. However in fact Medi Switch has been an organisation in place for some time, and in fact is the only effective er e-commerce switching er activity or company er in the market at the moment. There are a couple of organisations out there who are attempting to emulate what we do. But the – What is very critical for it is the fact that a number of what we call providers, the GPs and so on at hospitals participate in the same way as ourselves as funders and we expect very soon that a number of additional medical aid schemes and hospital groups and so on will become shareholders, and we- we have actually er set aside a certain percentage of the company, thirty-five percent, to achieve that- that objective.

48 IR: This is not a listed company yet, though?

49 DA: No, not at the moment.

50 IR: Any ideas or any plans rather?

51 DA: Certainly, it is the objective of the major shareholders to list it in the future and that will obviously depend upon its success, and the more

players that come on board, the more transactions will go through the organisation and therefore, we'll be able to achieve listing a lot earlier.

52 IR: That was Dave Avnit, chief executive officer of Fedsure Health.

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Interviewee: Hans Josefsson (Swedish Trade Commissioner)

53 IR: You're listening to the Appleton Market Update. We'll now be talking to Hans Josefsson, the Swedish Trade Commissioner heading the Swedish Trade Council in Johannesburg. The warning is out, the Swedes are coming and we'd better watch out. Isn't that so?

54 HJ: That's absolutely so, yes.

55 IR: Six hundred of you I think next week at this exhibition you're opening here?

56 HJ: That could be even more than the six hundred Swedes coming down. We have numbers of seven hundred or eight hundred people coming down but not only for the expo. There's more things happening during the week than the expo.

57 IR: But give us a...give us a quick rundown of what's happening next week.

58 HJ: Uh...especially on the expo which we're responsible for at the trade council, will be a four-day trade and amassment expo taking place at Gallagher Estates. We have one hundred and ten Swedish companies participating as exhibitors, and at the exhibitions, there's going to be a lot more than just er a normal exhibition. You will have a chance to experience and get the feeling of being a Swede as well.

59 IR: Is Sweden – Sweden not being the sort of automatic tourist destination for most South Africans I think at this stage, so it's also an effort to increase your profile as well.

60 HJ: Yes, absolutely an effort to increase our profile in South Africa to attract more business to Sweden and to attract more tourists to Sweden, yes.

61 IR: How strong is business between the two countries at this stage?

- 62 HJ: It's very strong. Sweden is exporting for around two point five billion Rand per year, putting us at number ten position in South Africa. But on the other hand, import to Sweden is very limited.
- 63 IR: I was going to ask you about that because you know normally you get er you get these trade delegations coming here and in the end what they come here to do...is they're coming to sell and not buy. Are there buyers in this group?
- 64 HJ: There are buyers in the group and there are also going to be some seminars and conferences on export promotion from South Africa to Sweden, and a couple of the delegates are actually looking to buy in partial goods and supporting investment in Sweden as well.
- 65 IR: Now it's...it's happening at Gallagher Estates. Is it open to anybody, all the members of the public, or is it open only to who?
- 66 HJ: It's actually open to anybody, but we would like the public to come on Friday and Saturday as there will be more friendly activities taking place on those days.
- 67 IR: That's at Gallagher Estates, what time in the morning?
- 68 HJ: It opens up at 10 o' clock and it ends at 6 o' clock in the evening.
- 69 IR: And that was Hans Josefsson who's the Swedish Trade Commissioner and head of the Swedish Trade Council in Johannesburg. Go along and have a look at what's up there. If you're not into the export or import side, then certainly go along on Friday and Saturday and to go and have a look at what they have to offer there. That's it for the Appleton Market Update tonight. Thanks for being with us.

22 November 1999 (19:03-19:30)

Interviewer (IR): Kobus Bester

Interviewee: Anthony Durham (Dealer: BOE Securities)

- 1 IR: And you're tuned to the SAfm 104 to 107, radio for the well informed. I'm Kobus Bester, this is the Appleton Market Update, and now let's have a look at markets...the market's performance on the JSE today and er in the studio, Anthony Durham of BOE Securities. Hello Anthony.
- 2 AD: Hi there, Kobus.
- 3 IR: And er taking a bit of a breather, it seems?
- 4 AD: Yeah, a period of consolidation today. I think we opened up quite firmly and then um...with some good numbers coming out, and then er when the S and P futures started trading lower, on the back of a surging oil price which is fuel- fuelling inflation fears across the world, our market kind of tracked time and consolidated, ending up er down twenty-one points or point two seven percent.
- 5 IR: Looking at some of the most actives?
- 6 AD: The most active stock on the market today which accounted for about just under seven percent of the total volume which was about one point nine billion Rand's worth um was ABSA um about one hundred and twenty-eight million Rand's worth of shares traded in ABSA um...Really a lot of buying and selling activities as a result of some rather flat earnings that came out today.
- 7 IR: The market didn't really like it?
- 8 AD: No. I think really it shows that ABSA was exposed to – You know, of all the big banks it is probably the most er exposed to the economy having a very large loan book um...and we're seeing that coming through in the numbers.
- 9 IR: And er also other um downward moves by Anglo Gold, Didata.
- 10 AD: Yeah um Anglo Gold had some- some big heavy volume in that stock as well. Also losing was Didata. Didata was the fourth most er volume of stock, normally trades at about thirty-nine million Rand, it

traded eighty-seven million Rand today um...ya, really on the back of its...of the announcement that it's going to seek a secondary listing in London um and its further expansion plans. I mean it's really becoming a world powerhouse.

- 11 IR: This is just a temporary breather, you'd say. I mean, we're not going...we're not moving into um...a downward trend for the time being though, the market's still strong.
- 12 AD: No, I think there's some strong buying coming through, and we'll see this until the holiday season starts. I think people, a lot of people, are going overweight equities in anticipation of a boom next year. We're very very bullish going forward.
- 13 IR: Well to repeat what I think we..the two of us spoke about last week, is that um...it seems that if you want to be...if your prediction is correct, that the market's going to surge very strongly in the new year, just after the new year, on the back of relief if there's no major Y2K hiccups um if you want to get into that market on the third or fourth of January, you're probably going to be a little bit late.
- 14 AD: Certainly, but you know we're expecting a very strong market, round about thirty percent growth. So even you know, even if you're in next year, that liquidity flows back into the market um you know, there's still a lot of room for upside.
- 15 IR: Right, well that was Anthony Durham, and he's with BOE Securities, and er up next Dr Danie Cronje of ABSA.

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Interviewee: Dr Danie Cronje (Chairman: ABSA)

- 16 IR: You're listening to the Appleton Market Update, it's twelve minutes past seven, and on the line now Dr Danie Cronje who's the group chairman of the ABSA group. And er the group posted a pretty flat er earnings report for er the six months ending September thirtieth this year. Dr Cronje, good evening.
- 17 DC: Hello, how're you?
- 18 IR: Fine er...Could you run us through those figures quickly, just the headlines?

- 19 DC: Ya, I think the previous figures started off very well, I think we're very much exposed to the economy because of our last book and the margin was firstly very much under pressure. I mean, there was a major decline over a very short span of time which I think we underestimated. The bad debts are still at a level which we don't find acceptable. And obviously we also had some major projects like the merging of the four brands that dis- disrupted our business. So those are short-term I think blips in the results. On the positive side is that the cost only went up by four comma nine percent, so it shows that all the efforts that we've put into that is bearing some very good fruit, and the two projects, the credit project as well as the merging of the brands, I think has laid the foundation for future growth.
- 20 IR: Do you expect a better six months ahead?
- 21 DC: No, no, we expect the year I think to be relatively flat, we think that it's just realistic to assume that bad debt is not going to go away. It's not going to increase, but we think it will take a little bit longer before it er starts to decline to more realistic levels.
- 22 IR: This mainly also due to the effect of low interest rates tend to lag for a while?
- 23 DC: Absolutely right. It's twelve to eighteen months and we can see now that the consumer is getting in a better position, but small businesses I think is feeling the pinch at this point in time.
- 24 IR: How far is ABSA now down the line of settling this whole er merging of all those different bank names under the one banner er... Have you gone through all your personnel pain et cetera, et cetera?
- 25 DC: Yes, I think very much so. We've closed over the last twelve months more than two hundred branches, in the last six months we've closed eighty-six, and Kobus, you can imagine er the disruptions that causes, especially when the economy is weak. I think we've bedded it down, but we will have to go much further than that, you know we were very much inward-focused. In the next phase we will have to be much more focused outside in specific SBU's and obviously in that way, try and regain some of the markets. I'm very optimistic that we've laid a very good foundation. It has taken a long time to get to this situation, but I think the new millennium is going to be good for us.
- 26 IR: There's a common problem it seems that er most of the banks or all the banks face right now, and that's that consumers got a very bad

scare last year with the rates crisis and er it seems that they're very very wary of actually testing the water again.

- 27 DC: No, I think that's absolutely right. We've also seen that where they came into some cash or some reserves like for example with the demutualisation, that a large number did use that to repay debt earlier. And in the case of ABSA where we have a large mortgage book, I mean that definitely played a major role. We could see that people pre-paid, I mean it was a wonderful savings instrument when rates were twenty percent plus, effectively after tax if you pre-paid that. So I think that was also a factor, but I think that they're scared, they have the memories to...to understand that rates can go up again, and I think for that reason, people are hesitant. But we can see in the economy, with the numbers that just came out today, that it's going to be good for us because people will eventually have to start spending again.
- 28 IR: Looking at what's been happening in the banking sector, we've had the...well at the moment we've got the whole Stanbic-Nedcor saga going on, and it seems that the banking sector's really sort of er trying to make itself lean and mean, and- and with fewer brand names. What would the biggest challenges be facing your bank and banking in general in South Africa for the next ten years or so?
- 29 DC: I wouldn't like to say we're getting lean and mean. Lean is fine, but mean is not right. ((Laughter)) We're consumer-friendly. But I would say competition from outside...is no question there's a lot of competition, there's a lot of niche players coming to the fold. There's also non-banks that are very competitive in this market, and with um the possibility of virtual banks and e-commerce and things like that, anyone can get into this type of business. I think that's the type of competition. Consumerism is another thing. But I think in general, the demands are there in terms of new competitors facing us, the non-banks getting into our market, and for that reason the cake's not getting bigger. One needs to be lean, and like you've said er mean to be able to deal with this. One needs to really run a tight ship to be able to handle this type of / / thing.
- 30 IR: / / Well looking at...looking at those challenges, where are you on the tech- er on the technological field now er...I think that's where a lot of the banks are going to try and get some sort of an edge.
- 31 DC: Well, I think you know that's no problem for South African banks. I think our bank especially, it's taken quite a while to settle down and get one IT system in place. The problem with the banks is that we all

have a vested interest in let's say the so-called bricks and mortar investments, and when you move into the IT side and have virtual banks and things like that, it's the balancing act, moving out of the one into the other one and finding exactly the right mix that would suit your clients and their needs. Because today, people can start a bank basically with no infrastructure, buy a good computer system and er and the Internet and they can do banking. And that's why we've announced the other day that we will start a virtual bank that will obviously cater for the needs of those types of clients. I think that's the balancing act that traditional banks have got, and especially our bank with a large infrastructure and branches.

32 IR: And that was the chairman of the ABSA group, Dr Danie Cronje.

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Interviewee: Ivan Epstein (Chief Executive Officer: Softline)

33 IR: You're listening to the Appleton Market Update and er we're talking now to Ivan Epstein, the chief executive officer of global software and services group, Softline. And they reported interim results today and er pretty good results looking at them, the headline earnings per share up sixty-seven percent and seventeen point two cents. And er Ivan, just run us through those figures er...Revenue, we've got the wrong figure very definitely here, because somebody quoted er...It's a printing error, it says your revenue is up by one percent and er...Tell us about it.

34 IE: Let me clarify that situation. Firstly, thanks, hi um...Turnover...During the past financial year, we disposed of our non-core operations, so if we're looking at a result as we are now at the September thirtieth period...the turnover should be directly comparable with the software and services turnover which took place last year, and that is a hundred percent up on that. The reason you're seeing a one percent increase is because that's still shows the inclusion of the non-core operations as of last year.

35 IR: Okay, well having clarified that, looking at your performance, where...which were your big stars? I mean where did you really operate well?

36 IE: I think you're seeing the um offshore earnings contribution coming in. We at yearend posted forty-five percent, it's now currently at fifty-five

percent, but the most notable- notable improvement in the result is the increase in our operating margin from seventeen percent...up to er thirty-one percent I think, and that increase in operating margin has come through strongly as a result of our focusing on our core operations as a software developer.

- 37 IR: Now er just for our listeners' benefit also er you are a global company, so just give us a rundown on where you're operating and where your best markets are at this stage.
- 38 IE: Well for starters, we have a US subsidiary, sixty percent owned by Softline, that is called SVI. SVI is listed on the Am X which is the American exchange in the US, it's a full listing, and that also forms part of the Russell 2000 stock index there. So we see a contribution coming in of roughly thirty-seven percent from that. The balance from our non-SVI offshore operations, our second largest market outside of South Africa is Australia with regards to accounting software. And er in the US, we rank among the top four providers and developers of retail software applications for a number of large clients within the US.
- 39 IR: Just give us er...a look at what you're doing in new developers um...I see you've got an e-business er solution coming up and the launch...the launch is in February.
- 40 IE: Yes correct. I think um e-business is a natural progression for any software company because the world's changing in the way in which businesses do transact. And I think er as your interviewee mentioned, he said the traditional bricks and mortar are now moving to what they're terming in the US, the buzzword is clicker mortar. And um...where we're moving to is providing a solution for all our customers to be electronically enabled. In other words, allowing our user base of two hundred and seventy thousand...we have two hundred and- seventy thousand customers around the world and er notably a hundred and twenty thousand small to medium businesses in South Africa. We're now going to provide a mass offering to these guys to our customers allowing them...to allow their customers and their suppliers to transact electronically with them. And in doing so, what we've developed, a front-end electronic application which will plug directly into our Pastel accounting software and our other accounting software as well.
- 41 IR: Now Ivan, you're in a highly competitive business. Any market update programme that goes on air right now I think just about has at least one IT company of some sort er involved in the programme um... What gives you an edge or what do you regard as your edge in your field?

- 42 IE: I think what we regard as our edge is our ownership of our propriety technology, and what I mean by that is all the software solutions that run each two hundred and seventy thousand businesses , they- they are solutions developed in-house by our development teams around the world. So I think having an ownership over your own technology, having this ownership, well it really enables us to be masters of our own destiny. Because um these clients or these customers that are all over the world that run the software, really become reliant on us to provide new upgrades and to service support them on a daily basis. And I think er being mission critical gives us a greater hold over the customer, and the customer towards us. And I think really, that clearly differentiates us as a software company is having this strong ownership and it's our own technology and er having our own technology, you can then embark into many other markets. And I also think the listing in the United States er through our subsidiary has greatly helped our efforts over the past two years.
- 43 IR: And that was Ivan Eipstein. Ivan, I hope you recover from that cold quite soon.
- 44 IE: Thank you very much.
- 45 IR: Ivan Eipstein of Softline, the global software and services group.

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Interviewee: Leon Kirkinis (Managing Director: Theta)

- 46 IR: You're on the Appleton Market Update and we're talking now to Leon Kirkinis, who's the MD of the bank holding company, Theta. They came out with preliminary er figures today, pretty good also, profits up er... profits after tax increased by two hundred and twenty-two percent. Headline earnings per share increased by a hundred and thirty-one percent, and the primary and secondary capital came in at one point six eight six billion Rands. Good evening, Leon.
- 47 LK: Hi, evening Kobus.
- 48 IR: Leon, a quick rundown, what we...what were the main er sort of star performance er performers in your group?
- 49 LK: The star performer was er the combination of the three businesses of King Alvin and Unity into African Bank which we purchased during the

course of the year, and er...brought the three businesses together into the bank license and um...These results which you're looking at have profits in excess of five hundred million um...whilst they look quite good um in their own, particularly if you bear in line...or mind the fact that er any kind of rationalisation process that takes place has some kind of internal focus, so really the bank itself was the star performer in the group this year.

- 50 IR: And it wasn't a very good year for banks to be star performance...er performers as well because...if you look at er declining rates et cetera and er bad debts that er many banks have been struggling with.
- 51 LK: Ya, I think that's right. I mean our advantage is that we're pretty focused and er try and do what er we believe we have a competitive advantage to do and focus on that, and er try and steer away from areas of marginal extra returns and focus on, based on base principle, on what's going to give you the real bottom line profits.
- 52 IR: And er looking at those bottom line profits, do you think you can repeat er this performance next year?
- 53 LK: You know er obviously any business has er...is not like a magic button that you press and the profits roll out. But we're very confident about the results. I mean, we've certainly built a very sustainable, strong business and what gives me the confidence is the calibre and the depth of the intellectual capital that we've been able to build within the group and motivate accordingly. So ya, I look forward to the future with a lot of excitement.
- 54 IR: That's Leon Kirkinis, MD of the bank holding company, Theta.

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Interviewee: Dawie Roodt (Economist: PLJ Financial Services)

Interviewee: Anthony Durham (Dealer: BOE Securities)

- 55 IR: You're with the Appleton Market Update and Stats South Africa today reported gross domestic product figures for the third quarter and market prices on a seasonally adjusted basis, it was up by an annualised rate of three point one percent during the third quarter compared with the second quarter er...where the figures revised at two point one percent. On the line, Dawie Roodt. He's the economist for PLJ Financial Services. Dawie er...as expected or better?

- 56 DR: Well slightly better than what the market expected. The market consensus is round about two point six percent, so this came as a little bit of a surprise to the market.
- 57 IR: Do you trust the figures?
- 58 DR: Yes, obviously I do. I think that they will probably revise it again in the next quarter, but I think what we've... what's happened they've revised the second quarter and the first quarter, and I think as they get more information in, then obviously the figure will get closer and closer to the actual truth.
- 59 IR: But you've been keeping an eye on those figures as well. Do you think the revision will be up or down?
- 60 DR: I probably think that the next revision will probably be slightly up, but not by much. I think they're getting their act together there, it's much better now, and I think the figures that they are bringing out now are much more trustworthy.
- 61 IR: Er Dawie, what was the main contributor to the latest growth figure?
- 62 DR: Very much a technical reason. The agricultural part contributed nearly... increased by nearly fifty percent, forty-six point two percent. But that's only about four percent of the total waste- weight in GDP. So very much a technical reason. If you ship agriculture out, then the increase is only about one point six percent in the first quarter. So that's slightly below what the market expected. But nevertheless, it seems to me as if the economy is slowly starting to er grow again and I think we can probably see an acceleration in the economic growth in the fourth quarter as well as next year.
- 63 IR: We're looking at also a big impact probably also, or some impact rather, from the lower interest rates we've been seeing.
- 64 DR: Yes, this is probably the main reason why we see... why we are seeing that the economy is picking up, although some of the sectors are still struggling. For example, the construction sector only er grew by... well actually contracted by one point eight percent. And the lag between interest rates or changes in interest rates and the impact of it on the different sectors differ of course. So, for example, the wholesale and the retail in the hotel sector increased by two point two percent, and the lag there is much more shorter. But er I think by third... fourth quarter and early next quarter, most of the sectors will probably report a growth in their GDP contribution.

- 65 IR: And that was Dawie Roodt of PLG Financial Services. And Anthony Durham is still with us. Anthony, the latest from the markets?
- 66 AD: Um Kobus according to my mini Reuters, Dow Jones is trading at eleven O forty eight, that's up forty-four points, the S and P 500 is down three points, gold is trading at two ninety-five, the Rand at six thirteen forty to the Dollar, and nine ninety-four fifteen to the Pound.
- 67 IR: And that was Anthony Durham, and that's the end of our programme for tonight.

26 November 1999 (19:03-19:30)

Interviewer (IR): Michael Coulson

Interviewee: Nic Downing (Dealer: Appleton)

- 1 IR: Tonight's market analyst is on most Friday's these days Nic Downing of Appleton's itself in Cape Town. Good evening Nic.
- 2 ND: Good evening Michael.
- 3 IR: Nic, considering that the all share index closed at what, a fifteen, sixteen-month high, and the value of turnover was almost two billion Rands, the comments from dealers seem to be a little bit muted today. I would have thought they would have been a bit more positive.
- 4 ND: Er ya, the focus today seemed to be very much on the resource stocks. You mentioned that most of the sectors did show good gains, but I was looking at the top four um...highest value traded stocks today, and all of them were resource stocks, including Amplats, Sasol, De Beers and Anglo American. And all of them were up er showing very healthy gains for the day.
- 5 IR: Also next on the list in fifth and sixth, Richemont and Remgrey-Remgro rather, both of which had healthy gains for the day.
- 6 ND: Yes, we're...we're very positive on Richemont. It's becoming increasingly a luxury goods company...um...They're using the cash flow from Bat to grow their business in- in Vendome. And of course, Vendome is very highly geared to the fortunes of the Far Eastern markets and Japan...um...Remgro's results were pretty good and er the discounts to net asset value at Remgro is currently at twenty-eight percent, which is er quite a- an attractive discount for investors.
- 7 IR: Looking at the big gains as usual, small market caps with not many deals, but er two hundred and eighty-eight deals in Legven up from two forty-five to two ninety-four...um...on one point four million shares... four million Rand.
- 8 ND: Yes that's a punter's dream, that stock. It moved up and down each day by around ten percent on average and there are rumours that possibly Dave King could be involved in that stock.

- 9 IR: Well the other Dave King stock is Outsource, and there were no fewer than six fifty deals in Outsource today as it gained about seven percent from nineteen sixty to twenty-one Rand. I was going to ask you a tactless question, but I'd better not do that.
- 10 ND: Well, Outsource was seriously punished while you were away last week and the week before that...um...It went as low as eleven Rand and it's made quite a comeback.
- 11 IR: You mean it's almost doubled in just over a week?
- 12 ND: That is correct. It's doubled in just over a week in very heavy volume. Today was quite thin volume compared with some of the days... of the last few days. We've had er days when a million shares have traded, so conflicting reports on Specialised Outsource. The report that came from Investec was very detrimental, but there are at least two or three analysts from different broker companies who rate the stock very highly.
- 13 IR: Just correct me, but I seem to recall that Investec had to either withdraw that report or they admitted that it was only a draft, not a final report.
- 14 ND: It was a draft initially and um I believe that one or two fund managers saw the draft report. But then it was finalised er after the analysts went to see management.
- 15 IR: Finalised without a major change in the conclusion?
- 16 ND: Exactly so, yes.
- 17 IR: Right well that's a bit ominous...er...I know that it's a short trading day in New York, but can you just give us a quick update?
- 18 ND: The Dow Jones is up forty points, eleven O four seven, the long bond in the States is steady at six twenty-three, the NASDAQ is up forty-five, that's three four six five.
- 19 IR: So that's heading for another new high?
- 20 ND: Yes, that's another new high. And the bullion price is two hundred and ninety-eight Dollars an ounce.
- 21 IR: Thanks for joining us, Nic Downing, Appleton, and have a good weekend.

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Interviewee: Dr Trevor Woodburn (Chairman: Woodburn Man)
Interviewee: Bob Dennistaire (Chairman and MD: Speciality Robotics)

- 22 IR: Well the management consultancy Woodburn Man, the Graduate School of Business at Wits and the Institute of Directors have just done what they call ground breaking research into what makes a good chairman. And they've found that a traditional statesman-like chair is the preferred model of South African business. I'm joined in the studio now by Trevor Woodburn. Good evening, Trevor.
- 23 TW: Good evening, Michael.
- 24 IR: You are of course the Woodburn of Woodburn Man.
- 25 TW: Absolutely.
- 26 IR: Trevor, we've seen research into characteristics of executives and business leaders in other countries. What is special about the research you've just been involved in?
- 27 TW: First of all, I think everyone is familiar with the fact that Cadbury and King have done major research on the roles of chairmen. This is the first time ever in South Africa that a survey has been done on the qualities required of a good chairman. Now how this started out is that our London associates in round about 1996 felt that there was a need to look at the qualities of chairmen. And quite fortuitously, a young lady by the name of Brenda Bell who was an ex-South African living in London spoke to them and said ah, I've got a friend at the Wits Business School who is great on technical cluster analysis, and I believe we could do something quite unique. So believe it or not, the survey was done in London, but all the analysis was done through the Wits Business School in South Africa. And I was attending a conference in Barcelona where the initial findings of the British survey was presented. And I was fascinated by the results, and felt that I'd like to replicate the study in South Africa, and see what differences there were perhaps between those profiles of chairmen in the UK and those in South Africa. That was how the survey was undertaken.
- 28 IR: Now you've identified four different profiles of chairmen: the statesman, typically traditional, sagacious, cerebral and empowering, the entrepreneur um...authoritarian, passionate and involved, the

driver, similar to the statesman but highly involved, and the pioneer, strongly egalitarian, empowering, passionate and involved. Now were these profiles that you drew up and then poled people to see what they liked...or did these characteristics just emerge out of a more general research?

- 29 TW: It was a very sophisticated bit of research because based on the work that was done in the UK, we actually used what was called a repertory grid where we went out into the market and interviewed a number of chairmen and chief executives about their perceptions of what made good chairmen. And they actually used examples of different ones, using diametrically opposing poles, and as a result of this information, the questionnaire that had been developed in the UK was extended to include those aspects which were unique to South Africa.
- 30 IR: So let me just interrupt. So were you actually poling chairmen on what they considered / / a
- 31 TW: / / Chief executives and non-executive directors.
- 32 IR: ...Right. But at that direct a level?
- 33 TW: At that direct a level. Now as a result of that initial work, a forty-one self-completion questionnaire was compiled which was then sent out to over two thousand chairmen, chief executives and non-executive directors of listed and unlisted companies in South Africa. The results from those questionnaires were then brought back and subjected to highly sophisticated statistical analysis through the Wits Business School. And arising out of that, a number of different profiles emerged, and these...descriptions came out of that which were based on the questionnaires. So we didn't start with these profiles. These profiles emerged from the perceptions of chairmen and chief executives who were sent the questionnaire.
- 34 IR: Right. Now the- the most um...admired I suppose, or the most favoured is the word you use is the statesman thirty-eight percent, the entrepreneur twenty-nine, the driver eighteen, and the pioneer only fifteen. I suspect that might possibly be because the pioneer is seen as the founder of a personal business rather than a corporate chairman. Be that as it may, you yourself have made the point that the pioneer, although the least favoured, seems to be the one who possesses the qualities to fulfil the most significant roles recommended by the King report.
- 35 TW: Absolutely. The problem with the statesman, he's too traditional, he relies very much on external opinion, he's more detached. Whereas

the pioneer takes not only the shareholders but the stakeholders into consideration, and doesn't consider individuals but everyone. And he is more inclusive. And we believe for the transformation that's taking place in South Africa and to be more inclusive both gender and colour wise, that the pioneer is a far better profile of a chairman to meet the dynamics and the changing environment and the global competitiveness that we're all going to have to face up to in the new millennium.

36 IR: Why do you think this type was the least favoured by what is after all the environment in which he will work?

37 TW: Well, I think you know the problem is chairmen have always been part of the old school tie, the rand club syndrome, and it's a traditional aspect of South African business life and now we're going through the transformation where people of different genders and colours are being brought on to be more inclusive onto boards. A totally different style of chairmanship is going to be required if we're going to move South Africa positively forward.

38 IR: Do you intend to repeat this survey at regular or even irregular intervals?

39 TW: We would very much like to extend it into a number of other areas as well because we were absolutely fascinated by the results and in fact quite shocked by the results that emerged. We didn't expect that this sort of profile would emerge from the study. And you know, it was actually...really, it was mind-blowing to see that there was a preference for the old school still when we really needed to almost make a paradigm shift into a whole new approach to chairing boards.

40 IR: Well, there's a lesson for a lot of people in that. Thanks for joining us and explaining it, Trevor Woodburn, chairman of Woodburn Man. Well I'm happy to say that our final guest has extricated himself from a traffic jam. It's Bob Dennistaire, chairman and managing director of Speciality Robotics which is er at present holding a public offer en route to the JSE. Well, he seems to have extricated himself into the middle of a party at the moment. Good evening Bob.

41 BD: Hi.

42 IR: How are you?

43 BD: I'm fine and yourself Michael?

- 44 IR: Fine thanks. Where are you actually phoning from? I know you were en route to Durban.
- 45 BD: I'm currently in Villiers at BJ's, the party that you're hearing.
- 46 IR: Well, I can assure you this is the first time we've ever conducted an interview on this programme from BJ's at Villiers. Specialised Robotics and Materials...um...it's a sort of very high-tech name. What do you actually do?
- 47 BD: We manufacture products for the graphics production industry, it includes machinery and speciality materials. With robotics, you require a pre-cast material which assists the producer to be able to produce a better quality product.
- 48 IR: Now the offer opened today, it closes on the eighth, and you're hoping to be listed on Monday the thirteenth. It's an offer and I think it's a general public offer, isn't it, of thirteen million shares at fifteen cents a share?
- 49 BD: I believe it's a private placement, Michael.
- 50 IR: Now in the abridged pre-listing statement um there are um...forecasts for the years ending August 2000, 2001 and 2002. Do you actually have a profit history? How long has the business been in existence?
- 51 BD: The main subsidiary is Telpro, and has been in existence since 1987, and since 1989 has been in the graphics production industry.
- 52 IR: So this is a company with a considerable track-record.
- 53 BD: That's correct, yes.
- 54 IR: You're looking for earnings per share of seven point seven cents in the year to August 2000 with good increments to nine cents in 2001, twelve point six cents in 2002. That's on the assumption certain profit warranties are attained. That gives a PE ratio on the fifty cent subscription price of only six and a half. That um looks pretty generous. If market conditions and this may sound a funny thing to say, with the JSE index closing where it is, but there's certainly been a little bit of a falling out of favour of small cap stocks, but if market conditions had been more favourable, don't you think you would have gone for a higher PE ratio?
- 55 BD: Um...we probably could have, but the big problem is the market has been down this year, and we actually waited. We believe that the

market is going to be picking up in December. I think a lot of the Y2K stocks that have been discounted are now going to be picked up and er we have to go with the market conditions Michael.

- 56 IR: Indeed you do. Well, let's hope that you come on at a premium and we'll be watching that on the thirteenth. So thanks for breaking your journey to Durban to join us, Bob Dennistaire, chairman and MD of Speciality Robotics or SRAM.

To cross-validate the features of news interviews comprising a single IR and IE, and to verify the features of multi-IE interviews, the following commercially prepared transcripts were obtained from SAfm (<http://www.marketupdate.co.za>). Speaker turns have been numbered by the researcher.

21 October 1999 (19:03-19:30)

Interviewer (IR): Michael Coulson

Interviewees: Stephen Beevers (Development Executive Director: Financial Supervision on the Isle of Man Assurance Ltd)
John Aspden: Chief Executive Officer: Financial Supervision on the Isle of Man Assurance Ltd)

- 1 IR: ...John clearly one of the major factors affecting offshore financial centres at the moment is the attempt by the European union to prevent what they see as tax evasion by citizens of the European union. There are also great concerns about money laundering and led a year or so ago to the appointment by the British government of the Edwards commission which made some rather tough and many people think unwarranted criticisms of the British offshore financial centers. What's happened about that and how is it going to affect the Isle of Man's position?
- 2 JA: Sure well I think first of all the Edwards report that was undertaken and completed last year, actually from the Isle of Man's perspective was very constructive. It actually came out with some very complimentary remarks about essentially the quality of our supervision and regulation and it did also contain some recommendations mainly on the corporate and company side but those recommendations were not only largely anticipated but were also ones which we had on our agenda to deal with the Samoa.
- 3 IR: That may not satisfy the European union though.
- 4 JA: Well I think it's important to draw a distinction. The Edwards report was nothing actually to do with taxation, nothing to do with the EU. It was commissioned by the UK home office because the UK home office I think they wanted to check or establish what was effectively the quality regulation in a number of its dependencies.
- 5 IR: Now there have been considerable historical links going right back to the last century between South Africa and the Isle of Man and I was given a statistic some years ago, I think 5 % of the population of the

Isle of Man was actually born in South Africa. How has that relationship changed over the past year or two?

- 6 JA: Well thank you, Michael. I think as you said our relationship does go back in fact to the last century when we had a mining economy and many of our miners left the Isle of Man to make their work and fortune in the South following the demise of our own mining industry. Many of those I think contributed to the development of the mining industry here and indeed the affinity between South Africa and the Isle of Man in terms of the underlying population is still very close. I think the reality is that something like 1 % of the Isle of Man's population is of direct South African.
- 7 IR: 1 %, exaggeration I was given then. It's still quite a lot of people.
- 8 JA: That's correct and indeed I think there are some interesting little quips about people who have made their names in South Africa and become associated with South... (Inaudible) you like for instance Dan Coler too I believe was the first mayor of Johannesburg and a chap called Phillip Moll who was a president of the stock exchange and also he's alleged to have christened your currency, the Rand.
- 9 IR: Yes I don't think he was ever actually president of the stock exchange, he was a senior civil servant in the department of finance, as I recall. No that is true. Of course companies all the way from De Beers down have located some of their offshore operations in the Isle of Man and especially in the financial services sector but again this seems to me to be the one that is at risk from international pressures.
- 10 JA: Yes, in fact the finance sector in the island at the moment is very robust and we're in a very confident mood at the moment and I mean certainly as I said earlier, the Edwards exercise was regarded as highly constructive. I think probably the two threats or issues most topical at the moment are those relating to the EU and the OECD. The EU issue relates to discussions within the European union on tax harmonization and the island's position is quite clear. We're not a member of the European union. The tax directive does not apply to the island. Certainly the UK is under pressure in its own backyard as it were in relation to in particular withholding tax. But the chief minister of the island and the government have made it very clear that it would not contemplate any changes to the island's tax structure unless it actually felt that such a change was appropriate in the island's context. So certainly it's an issue certainly because it's all bound out with EU politics. It's one that's not going to go away immediately but it's certainly not one that we regard as a threat to the stability or prosperity of the island's finance sector.

- 11 IR: Now you too are here as part of what's I think a regular series of promotional visits from authorities from the Isle of Man and you've been addressing seminars in various centres either have or will. What are you promoting in South Africa as the unique selling propositions of the Isle of Man as an offshore financial centre?
- 12 JA: Well I think essentially first of all you've referred to one of them and that is that the island have very close links with South Africa right across the financial sector and that covers not only banking but also investment and funds business. We have a strong representation from South Africa and institutions on the island in that context. Secondly a lot of I mean some of the Isle of Man funds are available for distribution in South Africa and that's clearly an area that is going to be developed as well. We're actually here in response to a number of requests we've had from South African institutions to come over here and actually explain further about the sort of issues we're discussing and that's why you know things like the EU and OECD were very happy to talk about to dispel any misunderstandings.
- 13 IR: Stephen, anything to add to that?
- 14 SB: Yes thank you Michael. I think it's fair to say that the Isle of Man has also made itself known as a very good platform for international trade and I think it crosses more and more South African companies have progressively gone into the international arena. The Isle of Man has made a very good case in terms of what it can offer in that context. That is in terms of its access to markets at a competitive cost base and obviously having an international business infrastructure that really supportive of this type of enterprise. Clearly having a number of South African companies in the Isle of Man we believe in looking after our customers so to speak and obviously we're also here to foster that good relationship.
- 15 IR: Well thanks for joining us John Aspden CE of the financial supervision commission on the Isle of Man and Stephen Beavers business development executive of the treasury.

17 March 2000 (19:03-19:30)

Interviewer (IR): Kobus Bester

Interviewees: Nico Czypionka (Chief Economist: SG Securities)
Dawie Roodt (Economist: PLJ Financial Services)

- 1 IR: Well now it's time to clear the decks. People are normally complaining about the fact that you speak to an economist, you better tie one of his hands behind his back otherwise you're not going to get any straight talk out of him but tonight we have two straight talkers. We've got Nico Czypionka in the studio. He's the chief economist with SG Securities and we have Dawie Roodt chief economist with PLJ Financial Services. They've got pretty much carte blanche tonight. We're going to look at obviously the quarterly report that came out yesterday and also we'll be looking at just the economy in general and what they see as the big problem areas and also the potential growth areas. Good evening gentlemen and welcome. Nico, let's start off with you. Looking at the quarterly report, 1% growth for 1999 and we keep on talking about growth of 1% but if you deduct a 2% growth in the population, then you're really still moving in reverse.

- 2 NC: Well that's true. The just over 1% growth we had last year of course is in many ways misleading in the sense that we literally grew out of a B against a very strange base in '98 because if you look at the path of recovery in the course of last year, it was accelerating and it ended up at a speed of about 3.5%. It's scan consolation if you take it over time and if you put it the way you put it in terms of growth after population is anything left and there wasn't anything left but what's happened in SA is the number of people with zero or near zero contribution to the GDP is just growing. The proportion is growing so we're seeing an increasing skewing in this economy where those who have participated in the economy in fact for all intents and purposes have generated all that growth and that also made them also somewhat better off than these figures would suggest on a per capita basis. So in a way the rich got richer and the poor got nothing but in this case the rich means all those who stayed employed and I think in general terms most South Africans who are employed are better off than they were before but the proportions are still wrong. I think this is one reason why I'm neither elated by the fact that we had positive growth in last year still difficult year and that perhaps the growth rate will almost certainly exceed 3% in 2000 because if you look at what SA is capable of, that's not adequate and it's certainly not inspiring and if I had to sell South Africa, I'm lost to say that we can sell ourselves as an investment and growth dynamo. There is at the moment nothing

dynamic in the economy. It's going okay and I think one shouldn't be satisfied with that, never.

3 IR: Dawie?

4 DR: Well yes, 1% growth is certainly not good enough. If you look at the per capita income in South Africa for example it's where it was round about the 1070's. So we've basically lost about 30 years. I am not as optimistic as Nico on next year's growth. I think we're probably going to see, I mean this year's growth. We're probably going to see round about just below 3% growth and part of the reason for that is I see very little increase in the demand in the economy. That is not really picking up but if we're lucky we can see some stronger export growth or maybe the economy will start picking up stronger because of that. The growth of 1% last year is also very much because of the slowdown or the reduction in short-term interest rates and 1% is certainly not good enough.

5 IR: Now pickup in local demand which on the one hand seems to be worrying in the sense that people still haven't recovered from the shock of '97, '98 but at the same time, last night, Mike Schussler was saying that it could in the long run actually ensure that one has sustainable longer term growth if we move from there and the recovery comes from there.

6 DR: I think in a sense but what happened in 1998 for example the crisis taught us a very important lesson and that is, money is very expensive. Do not borrow money if you can't afford it. We learned a very valuable lesson and if you look for example at the quarterly bulletin that household debt is a percentage of total disposal income actually fell to 47% I think and it's a very important lesson that we learned in the 1998 crisis. What we're doing now is we're laying the foundation for future economic growth, the stop-go kind of economy that we got used to during the 1980's and the early 1990's hopefully will be something of the past.

7 IR: Do you go along with that Nico and no more boom bust scenarios?

8 NC: Well that's correct. I think we're certainly not ever going to be in the boom bust scenario of the kind that we had in 1980's or 1970's. The minute we started introducing the concepts of consistently having interest rates which are above inflation in other words there were periods in the 1980's where borrowing was just awarded and if you didn't borrow, you were a damn fool but once interest rates swung in the other direction and you were equally a fall and this is where the boom and the bust comes in, an interesting thing and this is absolutely

right, Dawie. The lessons weren't learnt then neither by business nor by individuals and people leveraged themselves and certainly when they had a feel good factor in 1993, started in fact just before the election when people started seeing the sort of clouds lifting, the feeling a lot of individuals in South Africa said to themselves let's live a little. You know we don't have it but everything's going to be fine. Let's live a little and we don't have it so we borrowed from XYZ Bank and that car that we didn't have for a while, now we can really clip for that. It did put a lot of people into very high debt which then impacted cash flows enormously when we had these emergency interest rates during the Asian crisis. Only at that time at that point did the consumer behaviour change and I think it's actually changed structurally. This is not just the reaction to the interest rates because very few people are at this stage being tempted to borrow even though interest rates have fallen by more than 10%. There's a bit of legacy of the past, in other words I have a distinct feeling, it's very difficult to prove that but a lot of middle class people simply couldn't meet their mortgage payments during that crisis period. They capitalized their interest and in some instances whatever they owe on the house is more than the house is worth so they continue to pay down their mortgages, that doesn't leave much scope. But if you look even at car finance, hire purchase financing, furniture financing, it's growing on a pathetically low basis and in fact it's too low in my opinion and that is because people are so shell shocked. You know when you take it further down the shell shock comes from something else and that is there are just no more jobs around and people at working class level look over their shoulders and they're saying, when am I going to be cut. So there's a holding back in the middle class, lower middle class and it's absolutely natural.

- 9 IR: Let's look at that, you refer to employment and unemployed being at record levels or so at 1970 levels. Dawie, what are we going to do in this economy to get those jobs going again because obviously that's one thing. You can have all the growth, development going and growth going, if you aren't creating jobs, you're just creating another sort of potential scenario of anarchy and uprisings against the haves and that sort of thing.
- 10 DR: Yes well that's a big problem. Last year according to the quarterly bulletin of the Reserve bank we probably lost close to 100 thousands jobs, 81 thousand in the first 9 months and I'm afraid I don't think we will create much jobs in future. I think what we need to do is get this economy growing at about 4 or 5% for a number of years before we will actually start creating jobs in SA. What I think should be done and I think the Reserve bank is actually hinting in that direction, is the second time that I've picked this up, the Reserve bank said that we

need more supply side measures and what does that mean. I think we need something on labour legislation, that needs to be relaxed. I think we need to reduce a tax burden on the potential wealth creators, the potential job creators in South Africa and I think the public out there has to realize that government simply can not be everything to everybody. We have to create an investor friendly environment in South Africa.

11 IR: I'm going to ask you to hold that thought for a moment. Do you go along with that Nico on the job side? We're not going to be creating any jobs in the near future.

12 NC: Well I'm afraid it's right. I don't think the prerequisite is that we have to grow at 5 or 6% on a sustained basis to create jobs. My feeling is that we have opportunities in other areas and to some extent the Reserve bank sent in its supply side measures. That to me means you can grow at 3 or 3.5 or 4% and still create very large numbers of jobs if you change the labor absorption capacity of the economy. In other words you make or create conditions which make employers want to employ people. At the moment you can speak to anybody big companies, small companies. They will tell you that if we can avoid employing somebody, we will because it's just trouble. Once employed, we can't take people out if circumstances dictate or it becomes very expensive, unions behave like such, workers don't fall in line with the agreements with unions, you have the conciliation and arbitration commission systematically arbitrating against employers, the labour courts judgments are skewed against employers, so let's just avoid all this and wherever possible we go hi-tech and we cut our labour. That's an attitude which I think is very unfortunate because I think in many instances that's wrong but it's there and we have not seen one single foreign investment in South Africa which was meaningfully job creating. They've all been in the hi-tech area. They have not absorbed capacity. We have no green fields investments that generate new jobs of significance and there must be a reason for it. Let me tell you, foreign employers are not stupid. Say there's something wrong with South Africa and it's that which we have to change. I don't think we have to change too many laws but I think the way the laws have been interpreted or the way the behaviour has conducted itself on the ground, has been extremely damaging in that area. Take the strikes in the Eastern Cape, Volkswagen, did massive damage but it's just symptomatic so we have a little problem in that area.

13 IR: Dawie?

- 14 DR: Yes and you just referred to hi-tech investments and that's actually what we need, better trained people in South Africa and what's happening currently and for a number of reasons is that we're losing those hi-tech or highly skilled people to countries like for example the US. We're losing our IT trained people for example and that's where the real growth is taking place in the world currently. We need to do something about our training as well. It really doesn't make sense to spend more than 50 billion Rand on education per year and half the matrices fail. I mean that is really a waste of money.
- 15 IR: And then also when the money is allocated to education especially tertiary education you look at the number of BA's we keep on pumping out and the lack of engineering skills, science and that sort of thing is also a problem. The other thing that strikes me if I may mention that is that nobody's training apprentices.
- 16 NC: Well artisans don't want to be, unions are basically in principle against apprenticeships schemes because they believe it undermines the base wage because it's cheap labor or whatever. The thing is it's very, very short sighted. The apprenticeship system if properly applied together with systematic schooling as part of the apprenticeship, does improve the skills base and if that then is combined with disciplined union and labour behaviour I think we would have the basis for labour intensive investment in South Africa.
- 17 IR: Let's look at that other big old bug bear and that's inflation. The governor's been talking quite tough this past week. This morning again he said something about that they're really going to hammer inflation and the whole inflation targeting thing was heavily defended today again. Do you guys go along with that? There seems to be two camps here. This morning we had Nic Barnard on Tim Modise's show hammering the whole concept and then the governor phoned in and there was a bit of a set two there and Dawie?
- 18 DR: Yeah, well I think Nico referred to a structural break that took place in the economy and I think we're not used to the inflation below 10% yet. We're going to see prime interest rates below 10% within two or three years' time and I think we have to have inflation targeting. We have to bring inflation down. There's simply no doubt about that especially since inflation really is hurting the poor people especially in South Africa. So we really have to bring it down and there's no other way we have to have inflation targeting.
- 19 IR: Nico?

- 20 NC: I think it's going to work. Nick Barnard is always contrary and he always says the opposite from whatever everybody else says and sometimes he's right but inflation targeting is something which is a worldwide phenomena. We have to fall in line with that. It's worked elsewhere. Inflation has structurally come down and will come down. We're running with a bulge, the only criticism I have is that the timing of the announcement of the inflation targeting and the concept of the budget was unfortunate because it came at a time when the oil price was driving us up. So I think this is from a psychological point of view, I would have liked to have seen it in May or June and not in February.
- 21 IR: Unfortunately on that note I've got to say goodnight to both of you. Thank you very much Nico Czypionka of SG Securities and Dawie Roodt of PLJ Financial Services. We could have gone on for another half an hour or an hour I think. There are so many things that need to be discussed in our economy but thanks once again for giving up your Friday night as well. That was the Appleton Market Update. Full transcripts and audio are available on the free Internet service market update online on WWW dot marketupdate dot CO dot ZA. From tonight's team, Mike Roberts, Rita Rheeder who is off to London for a whole week to gallivant, Willem Lategan and me Kobus Bester, it's goodbye until Monday night.

30 August 2000 (18:03-18:30)

Interviewer (IR): Michael Coulson

Interviewee: Colin Hall (Chairman: Wooltru)

- 1 IR: And another company which has reported today whose results I didn't give you, because in fact they were handed to me as I was doing news, was Wooltru and described according to the press release as a frustrating one from Wooltru with headline earnings per share from continuing operations down 7% to 58cps and that's in spite of an increase of 16% in revenue from continuing operations. It's over now I assume to Cape Town to Wooltru chairman, Colin Hall. Good evening Colin.
- 2 CH: Michael.
- 3 IR: Colin, revenue up 16%, headline earnings down 7%, that's the sort of story investment analysts really don't like.
- 4 CH: No I don't like it myself Michael. I'm disappointed in them as I said. Four out of the six major retail chains didn't perform well and are disappointing but I'm pleased to say that they're performing well now and the outlook for the current year is much, much better.
- 5 IR: I just actually caught up with those so let's have a quick look at them. Woolworths Group, their headline earnings down from 2.60 to 2.38 million so that's going on for a 10% decline. Truworths International virtually unchanged, a steep decline in Topics which of course is small and Wooltru Properties and Affinity Logic, well they're both a little better but let's get back to some of the others. The loss at CNA widened from 25 million to 38 million. I thought you were hoping that you got CNA right.
- 6 CH: Absolutely. CNA suffers from a couple of things that are specific to it and to a certain extent to Topics. The one has been a serious decline in rural discretionary spending and CNA is pretty rurally based as is Topics. The second thing that affected CNA I think is these new temptation like Lotto cards and cell phone revenue which affect the small expenditures but the most important thing in CNA is the delay in getting the right systems in. They're going in now and they should be in by the end of September and then it will be a very different business.

- 7 IR: Now that's interesting because again talking off the top of my head when you put out the interim report, I think you felt that those new systems were much closer to installation.
- 8 CH: We did.
- 9 IR: What was the problem?
- 10 CH: We decided that there was a better system and before we put the lesser of the two systems in, we should hesitate and be sure.
- 11 IR: Okay well that's probably sensible. Now let's not look at everything as being gloomy because the sparkling success is Massmart. Headline earnings up from 47 to 110 million.
- 12 CH: Wonderful.
- 13 IR: Tell us.
- 14 CH: There are a number of things but that's the business that was in trouble as you know a few years ago and took the same dose of strategic and operational input that the other businesses have had to have more recently, medicine if you like. It's a pail for the benefits of the merger between Dion's and Game. It's a pail for excellent trading in Macro and Shield. It's a pail for their chain and channel strategy and it's also a pail from their relationship with Affinity Logic.
- 15 IR: Now let's just look at the overall figures, headline eps from continuing operations down from 62 to 58cps. You've maintained the dividend at 37 and that's chopped your dividend cover to only about 1.5 times. Now I was talking to somebody else in an interview we'll be playing a little bit later who was talking about dividend cover of three times as being reasonable. Your dividend cover is looking thin.
- 16 CH: Well it depends what you mean by thin. Dividend is really is an indication first of all of how you feel about the future and secondly you've got to be able to afford it. But the fundamental decisions that have been taken in Wooltru are going to have such a big impact on the cash characteristics of the group, such a positive impact that we're really not worried about our ability to pay a sustained dividend. You'll see in the announcement that we have made a decision to realise the full value of all our retail investments back to the shareholders in one form or another over a relatively short period of time which will mean that Wooltru doesn't own any retail investments.

- 17 IR: So is this, and again as I say I haven't really seen it, is this in effect talking about an unbundling?
- 18 CH: Well there are many definitions of unbundling but it means yes. It means that we will move out of our retail assets into different assets and those assets will predominantly be E&A build E-commerce related assets such as Affinity Logic which serve retailers which do things that retailers can't afford to do on their own.
- 19 IR: This I think is in line with the strategy that we've spoken about in some of our previous interviews, isn't it?
- 20 CH: Absolutely.
- 21 IR: Looking at the immediate future for the current year, what do you see the outlook at the moment after all retail conditions still fairly depressed?
- 22 CH: They're very tough Michael but I think all of our businesses and particularly those that have got help from us in the sense of the way that Affinity Logic has helped Massmart, they'll do well. They're all tight, they've all set themselves realistic targets and they're all lean and they're all trading better under tough circumstances so the shareholders in Wooltru whether they hold them direct through Wooltru or ultimately direct themselves into the subsidiaries, I think they could look forward to a much better year next year.
- 23 IR: Thanks for joining us, Wooltru chairman, Colin Hall.

5 September 2000 (18:03-18:30)

Interviewer (IR): Michael Coulson

Interviewee: Jim Sutcliffe (Chief Executive: Old Mutual)

- 1 IR: And it's straight over to London to our first crossing where we're going to be talking to Jim Sutcliffe CE Life Operations at Old Mutual. Good evening Jim.
- 2 JS: Hi there Michael.
- 3 IR: Hi Jim. I'm just getting my papers in order. I think what I can say straight away though is that your eps and operating profit exceeded market expectations. The consensus was for an operating profit of just under 400 million Sterling. You actually achieved 457 against a pro-forma 283, eps up a neat 50% from 6P to 9P and all those figures are for the six months to June 30, so on the whole a pretty successful six months and most of the indicators are moving in the right direction.
- 4 JS: Yeah I think that's right. Clearly the growth in profits is very pleasing and we've had a good 6 months and all the parts of the business, our South African life business, the asset management businesses and the banks, Nedcor all played a big part.
- 5 IR: Now you've made a few international or should we say offshore acquisitions. You've also lost out in a few. How do you see the international strategies developing?
- 6 JS: Well it's critical for us to deliver based growing business in South Africa and internationally. For the international business we'll be continuing to look for acquisitions but we're also going to start some businesses from scratch. I mean you probably know about the Indian joint venture that we've started or announced last month and we're in the middle of putting together the process of taking the South African products to the UK on the life side.
- 7 IR: So if we look at total breakdown of profits at the moment, what is it internationally?
- 8 JS: Well we've got the UAM acquisition that's in the middle of its tender at the moment.

- 9 IR: It's in the middle of its tender but in fact you've had to extend the tender because presumably acceptances weren't going quite as well as you'd hoped.
- 10 JS: No, the acceptances were fine. The acceptances in the half hour before the end of the acceptance period had reached over 90%, what's holding the process up is the regulators whereas a whole series of regulatory approvals that are required because the number of affiliates in UAM needs a lot of state regulators, a lot of mutual fund trustees all of whom have to approve the transaction and when we hadn't got all those regulations, we extended the tender period but there were no problem with acceptances.
- 11 IR: So it was purely a regulatory thing. Okay, now assuming that that goes ahead, what would the breakdown be then?
- 12 JS: Yeah it would then roughly be 25% international and 75% South Africa.
- 13 IR: Now the market responded to your figures surprisingly mutedly and one analyst or commentator suggested the reason for this is the marginal decline in embedded value in Sterling terms from 5.4 billion to 5.2 billion and the figures as much as anything attribute that to the adverse performance of the JSE in particular and the Rand exchange rate but it is a little disappointing to see embedded value decline.
- 14 JS: Yeah, embedded value of course is part of the actuary's lexicon and the number did go down and as you say it's largely because of the changes in the stock markets around the world. In fact if the current level of the JSE call that 8500 had existed at 30th of June, the embedded value would have gone up from 5.4 billion to about 5.6 billion. So it's very sensitive to the precise level of the stock market at any one point in time. If you look over a longer period, if you look over a two-year period, you can see the rate of growth coming through steadily. We had a huge increase last year when the stock markets are very strong and it's been flatter this year when the stock markets have been weaker.
- 15 IR: Looking to the second half of the year, what sort of growth for that?
- 16 JS: We think that the trajectory we're on at the moment is something we'll be able to sustain. Clearly the things that are going well are continuing to go well. The cost controls have worked well. The growth in the underlying business is continuing. We had 14% increase in sales in Rands in South Africa in the first half and we're looking forward to more of the same.

- 17 IR: And the experience of listing in London must have been a tough one but on balance I guess you're happy with the way it's gone?
- 18 JS: Yes absolutely, I think that it was important for the listing to be both in Johannesburg and in London in order to get the capital in the right boxes and the process of being in London is helpful to deliver that capital.
- 19 IR: Thanks for joining us, Old Mutual CE Life Operations, Jim Sutcliffe.

7 September 2000 (18:03-18:30)

Interviewer (IR): Michael Coulson

Interviewee: David Andre (Deputy Chief Executive Officer: Real Africa DuroLink)

- 1 IR: Now first of the interviews tonight is with Real Africa Durolink deputy CEO, David Andre. Good evening David.
- 2 DA: Hello Michael.
- 3 IR: David your interim report wasn't very cheerful then in June you put out a profit warning and now you've announced a loss of something like three million Rand for the financial year to June and according to CE, Michael Bolton this is because of realised and market to market losses on listed equities, write downs in certain private equity investments, declining interest rates, a slowdown in deal activity and a high cost structure. That's quite a litany of problems, isn't it?
- 4 DA: Yes Michael but I think we've put a lot of that behind us. We reduced our exposure to equity market. The write downs in the private equity now puts us in a position where we can start benefiting from that position portfolio. We've got 160 million invested in private equity and none of that benefit has yet been taken by that so we look forward to start benefiting from that. We also have done a lot in terms of reducing our overhead structure. We've closed those operations that weren't performing. We are looking to restructure those that are still not performing so I think a lot of our problems have been put behind us.
- 5 IR: The announcement also talks about significant improvements in the deal pipeline and you've cut your staff from nearly 200 to 121 but one really does wonder, there was a huge explosion or expansion at any rate of the niche banking industry in the late '90's and one just thinks it went too far and you, like a number of others are now unfortunately reaping the cost of that. Do you think there really is still a position in SA for a small niche merchant bank like Real Africa Durolink?
- 6 DA: Absolutely, Michael. We've got a strong balance sheet. We're extremely liquid. One of the few banks that did not knock on the Reserve Bank for at the liquidity squeeze at the end of last year and with the FBC problem we think with the people on board that yes, we

will be one of those banks that could benefit from an expected consolidation in our market.

- 7 IR: Do you think you're going to be back in profitability this year or is it going to be another year of admittedly smaller losses?
- 8 DA: No I think we would feel confident that we could turn this position around to profitability.
- 9 IR: So you've written everything off but the kitchen zinc, have you?
- 10 DA: Something like that, yes.
- 11 IR: Well look forward to talking to either you or Michael Bolton in six months' time when the interim comes out and we can see whether your restructuring is having the desired consequences. Thanks for joining us, deputy CEO of Real Africa Durolink, David Andre.

8 September 2000 (18:03-18:30)

Interviewer (IR): Michael Coulson

Interviewee: Tony Trahar (Chief Executive Officer: Anglo American Plc)

- 1 IR: And someone else that I hope is standing by in London is Anglo American Plc CEO, Tony Trahar. Good evening Tony.
- 2 TT: Hi Michael.
- 3 IR: Tony, excellent results for the six months to June 30, analysts consensus forecast was about 880 million headline profit. All these figures are in US Dollars. You've actually come up with 950 million, eps 244 for the six months as against 141, interim dividend up from 42 to 60 and it was intimated at the briefing that you'll probably try and pay twice that for a final which would mean a total of 180 as against 150 for the full year and for all sorts of reasons positive outlook for the second year and of course it's not all that long since you moved your domicile to London. So no wonder your year has now gone totally white. You've really had a busy time.
- 4 TT: Michael we're very pleased, yeah. It's been a very good six months. It's beginning to show what this group is really capable of. We're continuing to grow and expand. We've got more debt capacity and fire power in the balance sheet although I think that with the commodity cycle being at higher levels, perhaps it's time for a little bit of caution but we'll be looking at both acquisitions and we've got a number of projects under way as you know.
- 5 IR: Well you have and I was just doing a bit of arithmetic on what was announced and summed up in your very comprehensive briefing, now by my count, you've announced 3.5 billion Rands worth of acquisitions this year of which Tarmac was the biggest. You have 2.1 billion approved projects and this of course is all in the broad group, not necessarily by Plc itself, 2.1 billion approved and 4.8 billion under consideration. Now if you add that lot up, it comes to over 10 billion Dollars.
- 6 TT: Yeah, I think that shows the strength and breadth of the group now as a global commodities business and it's got strong cash flows. We're going ahead with these projects. We've announced the Scorpion Zinc project in Namibia for 150 million US Dollars and we're taking it step by step in our expansion.

- 7 IR: But 10 billion Dollars of acquisitions and projects announced virtually within a year and that's an exceptional rate of expansion. You're not going to be doing that sort of thing in the next year, are you even though you say you're still on the lookout for acquisitions? There has to be a bedding down period surely?
- 8 TT: Sure, sure and I think your 10 billion includes projects under consideration and I don't think we'll be announcing all of those in the immediate future but it's a good combination of acquisition of existing going concerns like Tarmac and Shell Coal and Assi Sacks and new projects and Greenfield projects which will grow the business organically.
- 9 IR: Now you're quite right of course and I did say that 4.8 billion is under consideration. What interested me though in that particular respect is that the platinum expansions according to Anglo American Plc, are still only under consideration. We, I think it's fair to say had the impression from Amplats that they're committed to these projects.
- 10 TT: Michael I think if you analyse the slides that were given out at the presentation this morning, there is a range of platinum projects already approved and under construction listed there quite significant and then further projects under consideration but when I say under consideration, they form part of Amplats as approved long term plan which is a 2 billion Dollar progressive expansion through to 2006 but we're applying the disciplines to each project of evaluating them and approving them in stages but I'm sure they'll go ahead provided that the market's sold up of course.
- 11 IR: The Scorpion project incidentally I spotted in one of the reports that this will be the first non-diamond mine in the Spergavit. That's correct, is it?
- 12 TT: That's my understanding, yes.
- 13 IR: I mean that's interesting, isn't it? Do you see this as a prospective mining area for other projects now it's apparently being thrown open?
- 14 TT: I think you'd have to ask the Namibian authorities this and I would like to say that our dealings with the Namibian government authorities on this mine project have been excellent and really we've had full support from the government including declaration of this project areas as a tax-free zone and I think it really shows a partnership between the Namibian government and Anglo American which is very exciting for the future.

- 15 IR: Tarmac, can't ignore Tarmac. Now again the impression I got from the briefing earlier today, you've got more for the US interest than you expected but on the other hand results for the remaining interests for the year which is mainly the UK interests are going to be less than expected. You say in part that like the rest of the industry but you also made a point about the disruptions of the absorption. One does have to ask you and this is in line with another sentiment that came across at the briefing that prices for acquisitions are starting to look a little pricey, a little on the high end. In retrospect, do you think you may be paid 10, 15% too much for Tarmac?
- 16 TT: I think only time will tell. You can only evaluate a 1.8 billion Dollar acquisition when you've had it under your belt for a year or two. I think the integration of Tarmac is now settling down into the Anglo industrial minerals division. The managements have been fully integrated. We've reduced the head office of Tarmac radically. We've implemented some price increases to recover in particular rapidly rising costs of fuel and bitumen and we're hoping for a better second half. I think there has been a bit of price infighting in the UK market. The competitors have announced results also affected by weak markets and rainfall but I think that the business will settle down and show its worth in the next 12 months.
- 17 IR: But it does sound as if there was a vague, it's not 100% what you'd thought it would be.
- 18 TT: Nothing's ever 100% what one thinks it will be but if you go ahead with a new project, the range of uncertainties and possibilities for things to go wrong there, are dramatically widened. This business was bought with effect from the first of March. It's contributing to operating cash flows from day 1. It's up to speed and operational and it's in the middle of a market where the government is announcing big infrastructural spending plans for the future. I think down the track it will be okay.
- 19 IR: Finally you're looking at the outlook for the rest of the year, six months ago you earned a Dollar 40, in the second half of last year a Dollar 90, now 2 Dollars 40. You're going to have to top 5 Dollars for the year unless you'd want to disappoint analysts, aren't you?
- 20 TT: Well I think the analysts must do their sums and come up with their forecasts but certainly at this stage we're expecting a reasonable second half.
- 21 IR: Which would mean at least 5 Dollars?

- 22 TT: I can't comment.
- 23 IR: Okay, diplomatic as ever, thanks for joining us, Anglo American Plc CEO, Tony Trahar. Thanks Tony.

FACE-TO-FACE (SUMMIT TELEVISION)

15 November 1999 (19:20)

Interviewer (IR): Jane Hicks

Interviewee: Francois Schindehutte (Financial Director: M-Net)

- 1 IR: M-Net and Supersport are spreading their wings this week with the two channels taking secondary listings on the Nigerian Stock Exchange. This is the first country outside of South Africa which the channels will list on. And M-Net and Supersport will also be the first South African listing to participate in a dual listing on the NSE. Joining me on Face-to-Face now is M-Net's financial director, Francois Schindehutte who's heading off to Nigeria tomorrow to prepare for Friday's listing. Francois, why is it decided to list elsewhere in Africa?
- 2 FS: I think the most important factor is that M-Net has realised that um the African continent holds a lot of potential for us and er specifically looking perhaps at the Nigerian market um we looked at you know where which country has the biggest potential. Accordingly, um M-Net decided that um Nigeria is probably the market with the most potential, I'm sure it's no news that it's a country with a population of a hundred and ten million, there's more than seven million TV households. Whereas M-Net's subscriber base continues to grow, it is very low still by South African standards – that is in terms of um pay television penetration – so really that's just the first step um as far as M-Net is concerned to go into the rest of Africa to show the continent that we're really serious about doing business in their...in their area. So I think the...probably the most prominent aspect thereof is that we wanted to change um the profile of our shareholding to reflect the territories in which we operate, and this is the first step in that direction.
- 3 IR: Why did you want to do that?
- 4 FS: Um I think really um the purpose behind that would be to you know just show the...the African continent that we're serious about doing business. I- I guess one could easily be accused of um just going into the territory without on-the-ground presence because I'm sure you're aware that Multi-Choice is really the partner who's got on-the-ground activities in Nigeria, whereas M-Net is- is a channel provider and accordingly um you know it doesn't provide any job opportunities for um any persons outside of South Africa and I think that will just do a lot for our profile for giving the um investors an opportunity to um

invest in a company that they believe has got significant growth potential.

- 5 IR: And that sounds very altruistic, but there's obviously a profit motive?
- 6 FS: Jane, I think at the end of the day, what- what we intend to do is to get as many pay TV subscribers in our markets and er as I said I believe we've got a long way to go in the territories outside of South Africa. And this I believe is one of the steps that you know will help us get there.
- 7 IR: And...based on the research that you've done, do you think the Nigerian investment market is going to jump at the opportunity of being able to buy your shares?
- 8 FS: Jane ya, that's a very interesting question, you know we've had various responses in our time that we've spent in Nigeria...um but um I think to summarise best... (Inaudible) there's great um optimism and um excitement about the share being listed in Nigeria. There's no doubt that there's a lot of money being invested in Nigeria. It's perhaps an illiquid market, however, um there's no doubt that the investors are looking for a quality share and er we believe that M-Net can provide them with that opportunity, so initial feeling is that there's going to be a significant demand.
- 9 IR: You say you're a quality share, what kind of growth has M-Net seen since it first listed?
- 10 FS: Jane I think um you know the- the most er...indicative of that would probably be if one looks at um a shareholder of M-Net that was an initial shareholder at the time when M-Net listed to today in terms of there being a number of companies represented by the initial um M-Net company and er you know that is a significant growth, I haven't looked at the numbers recently, but I know that it is a compounded growth of about fifty-four percent per annum which is significant, so I think if one can sell that to the Nigerian shareholders that there's a lot of potential in that company, I think we're going to go a long way.
- 11 IR: You're watching Face-to-Face on Summit Television, I'm talking to M-Net financial director, Francois Schindehutte. Francois, that sounds fantastic if you're talking about fifty-four percent per annum, but can you foresee that you will grow at the same kind of rate into the future?
- 12 FS: Jane I think if one looks at obviously M-Net only as the company um that would be very difficult to achieve...um...At the end of the day what we want to do is to make sure seeing that we're entering into the

mature phase of our business specifically M-Net now, that we see um a growth percentage that is acceptable to the shareholders, so we're pretty comfortable that you know that the trend that we've seen over the last few years at around twenty percent would be what we expect. We have however um the share entered into our new licence agreement um with the IBA, the Independent Broadcasting Authority, which we will pay a two percent levy on the South African um advertising and subscription revenue, so we can expect the growth for this particular year to slow down, but I don't foresee any reason why we can't continue with that trend. And that is really if one looks at status quo as it is at the moment, obviously M-Net's always looking for new opportunities and er that pic- picture might change.

- 13 IR: As far as opportunities go, have you kind of saturated the local market with the pay TV idea?
- 14 FS: Jane, I think um if one looks at the traditional market that M-Net has targeted and um I think that is probably safe to say LSM six seven and eight or perhaps just seven and eight, um I think- I think you know we're doing well, there's obviously still an element of people migrating from the analogue service to the digital service. However, we believe that there's a lot of opportunity for us in the emerging market um it's obviously far too early for me to make any statements about that, but I really believe that there is potential still in South Africa and then significant opportunity outside of our territory.
- 15 IR: So how many subscribers do you now have in South Africa?
- 16 FS: Jane, the number that we're looking at now is around one million two hundred and ninety thousand subscribers. That's including South Africa and the rest of Africa.
- 17 IR: And S- South Africa specifically?
- 18 FS: Um I- I haven't looked at those numbers er very recently, but I believe that you know the um the digital and analogue subscribers outside of South Africa um is around the hundred and sixty hundred and seventy thousand mark, so obviously the balance being in South Africa.
- 19 IR: Now did – Were you affected negatively by the start of E-TV?
- 20 FS: Jane um my opinion of that is that you know I think one would be naïve to say that, you know, there's been no impact... um... The fact of the matter is that E-TV generate their revenue from advertising sources so obviously that's where we felt the impact. But I think if one just steps back and looks at perhaps what happened last year with the

dramatic increase in the interest rates which affects people's take home pay, and I think we can't argue that pay Television is a luxury item, and on top of that we had the launch of a new free-to-air competitor...um I'm very satisfied that our subscriber base continue to grow despite those um negative factors, so er I think that there is a direct impact as far as advertising revenues are concerned, but it's not beyond what we've expected, so um...it's pretty much in line with our...with our expectations.

- 21 IR: Traditionally, M-Net has largely been a video-type channel with say, the only real South African content being a little bit of documentary making and some of the local soaps. What – At one time you looked at going into news, is that still a possibility for M-Net?
- 22 FS: Jane I believe that's er something that I think you know we believe that it's actually being well catered for in the South African market currently, but having said that, I think there's a lot of opportunity for local content um...We've seen it you know through our research that the local content or the local programmes do exceptionally well in the audience ratings, and er accordingly, M-Net has ventured down that route, we've recently added you know two new productions, specifically Who wants to be a Millionaire? and Amanda's Topdogs which I believe is you know doing exceptionally well and er we've recently appointed er Karl Fisher er ex-managing director of Endomil um as...to head up Magicworks which is our local productions unit within M-Net and we're very excited about the ideas that he's brought to the table. Obviously supporting our belief that there's a lot of potential for local programming. So we're very excited about that and I think that there's still lots of scope for us to- to increase our local content and trade viewership through- through that basis.
- 23 IR: And does that in- increase your viewership in the rest of Africa, are they as keen on our local content as we are?
- 24 FS: Well I think um you know certainly Carte Blanche is in a different format presented into the rest of Africa um...and is one of the most popular programmes and on top of that we know that the- the English version only of Egoli um has turned out to be one of also the most er watched programmes in Africa. So I think that's an indication to us that you know there's great potential um for local content even though it might be with a little bit of a South African bias.
- 25 IR: Francois Schindehutte, thanks so much for joining us. Francois is the financial director of M-Net.

17 November 1999 (21:20)

Interviewer (IR): Manu Padayachee

Interviewee: Bill Cooper (Group Chief Executive: Dorbyl)

- 1 IR: It's been the up and down story all year. The engineering and construction industries in South Africa have been faced with some of the most challenging times in their history. Some of the companies operating in those sectors have come out the worse for wear, while others have weathered the storm. Once such company is Dorbyl. Its profits have taken a small knock but its given the market some good news. It's wiped out its local... (Inaudible) and is sitting with a net cash position. We're Face-to-Face now with Bill Cooper, chief executive of Dorbyl. Welcome Bill, what's your outlook for the rest of the year and indeed the early part of the new millennium?
- 2 BC: Uh I think it's- it's fair to say exactly what you've been talking about, there's been a very tough period of adjustment in South Africa's history and for that matter Dorbyl's history as well. We're through the worst of it, we've had a pain barrier shall I say for about eighteen months, there's been continuous cost reduction, continuous retrenchments um... We actually are- are now very optimistic about the future going forward. We've got the company in good shape er we've got our cost base right for the future and the mere fact that the economy is no longer deteriorating, we've actually hit the bottom, even if there's no lift, we're going to see a significant improvement in our earnings simply because we're not spending money on getting costs out if I can put it that way. Going forward, there's good potential, there's a huge amount of work to be done on the export front and um it's nice to be able to say that for about the first time in eighteen months, we are starting to look to the future with some real optimism.
- 3 IR: Now what were the factors that enabled you to turn things around so dramatically?
- 4 BC: ... The critical thing in South Africa is that we've seen this continuous slide over about the last eighteen months which was a function more of what happened from the external influences, the Asian meltdown followed by the Brazilian-South American meltdown. That took our economy out and er and really, you know with the high interest rates we saw, demand dropped away quite dramatically, and it was really a matter of saying we had to restructure the business. And that has really been done over the last eighteen months. We've focused a lot more on er if you like, internationalising the company, um and a lot of

those things have now come through and of course, as soon as the thing stops deteriorating, then you can start focusing on the upside as opposed to continuously having to deal with the downside.

- 5 IR: Which...operations are doing better, the local ones or the foreign ones?
- 6 BC: Well, if I can just talk about the American acquisition that we made which is a company by the name of Alpine. We bought that er the beginning of...of June last year, and that's been a real success story. It's a thirty-five year old family owned business that er lost its way a little bit if we can put it that way. It's been a super acquisition at a very good price, and we've turned that company around very dramatically. And that was really just a matter of doing some of the fundamentals well and getting them up to shall I say from negative to ground zero. Going forward, we see enormous potential for the company because we're now starting to get the thing really firing on all cylinders. So that's been a significant improvement to...to our position er...Locally, our engineering business has been doing very well. Not so much on the local market, which has been down, but exports have in fact been our prime business there. And most of the other businesses have in fact now seen the bottom and are starting to rise quite nicely, so it's a broad-based improvement across most sectors of the economy that that we're in.
- 7 IR: Seeing that you had good news from abroad um are you going to expand that part any further?
- 8 BC: You know we think that particularly the American market holds huge promise for us at this moment in time...um...Alpine was really if you like the first step of a much bigger plan, if you like er we've got the company right, it has huge potential for us to leverage our other product stream on top of...of the Alpine infrastructure that's there. We've done a lot of work. It's interesting, one talks about how First World economies won't open trade, but the reality is they protect themselves with non-tariff barriers which I think is- is the term people use. And what we're really having to go through is getting massive numbers of code approvals across America, we're well into that process and by about March we should have these code approvals in place and that will allow us to in fact kick off that business into an even higher situation, so there I think that there is massive potential for us going forward.
- 9 IR: How do the local operations mesh with the international ones, or do they at all?

- 10 BC: No they do very much so. I mean there've been some comments, I think somewhat misguided, that our American investment was out of our focus. In fact the exact reverse... (Inaudible) was very unfocused five years ago... has been continuously focused down. This business was really...our strategic intent to get into what we call the whole roofing solution as opposed to just being one of the biggest roofing materials suppliers in South Africa. We looked around for a roofing trust partner and the partnership proved so good, we bought the company. But er the reality is that it's a full integration with our current business in South Africa and the strategy here is to be in the trust system to bring a better product, complete product, to market and in America, it's the exact reverse. There they are the number two in that particular sector in the whole American market. They've got a super position and it's really a matter of having sorted out that position to leverage our other business which is the roofing business into that total roofing solution. So we're very excited about the potential, but it's a full integration with our company.
- 11 IR: Well, I've been told that you hold some...fairly outspoken views about manufacturing in South Africa. Share those with us.
- 12 BC: You know, I think really er...and I must indicate my bias upfront um I think manufacturing is probably the most important sector in South Africa... (Inaudible) if we look at the situation going forward, we have huge er...wealth of- of- of er...what's the right word...of- of tourism potential and clearly that's something we as a country must be pushing quite hard. But the reality is if you have a look at manufacturing throughout the world, that is where in fact we can provide large numbers of real jobs for...for real people. And the reality is over the last four or five years, we've seen the whole manufacturing sector implode continuously. We've seen huge job reductions er it's part of the issue of South Africa emerging into the world market and becoming a global player and some of that was necessary. My argument is not that we shouldn't have done what we've done, but we should have done it at a slightly slower pace to allow what had been a really overprotected industry to catch up with the rest of the world. We are where we are, so let's not cry over the spilled milk. But the reality is going forward, if one looks at the potential for job creation in manufacturing, that I believe is much higher than any other sector in the market. And yet, we're not getting, from the manufacturing sector, we do not believe we're getting the support from government that we need. And if one looks at it you know philosophically, if you look at...at where South Africa's future's going er, to us, job creation is the key to everything. If people... (Inaudible) rural jobs, crime and violence will disappear, that disappears, we'll get more foreign investment into the country and you get onto that virtuous cycle. So to

us, employment is the key issue and manufacturing is the key sector that government should be looking at to supply that particular employment.

- 13 IR: Bill Cooper, chief executive, group chief executive Dorbyl, thank you very much for joining us on Face-to-Face.
- 14 BC: Thank you.

18 November 1999 (20:20)

Interviewer (IR): Jane Hicks

Interviewee: Don Ncube (Executive Chairman: Real Africa Holdings)

- 1 IR: Joining us is Don Ncube, the chairman of Real Africa. The company's being grouped together with other black chips operating on the JSE, with its share price trading at a large discount to the net value of its assets. Ncube has attributed that to the disappearance of the euphoria attached to black empowerment. But that discount may shrink with the release of the group's latest results. Don, let's talk about your latest results. How were they?
- 2 DN: Well, I think the results were satisfactory er taking into account the difficult conditions, market conditions, under which our companies were operating um... So we're really pleased, you know, our equity... (Inaudible) earnings an increase of forty-one percent so it's an increase to another hundred and twenty million...and more importantly, we accrued an increase in our headline earnings per share of twenty-one er percent. So it's satisfactory, given the conditions under which we operated.
- 3 IR: What exactly does Real Africa consist of these days, and where do the most profits come from?
- 4 DN: Well er Real Africa has made a number of er...investments but its core businesses are in the financial services sector and in the information technology and communication. Specifically in the financial services sector, we've got African Life, and as you know, Real Africa's got forty-five percent er shareholding of African Life. We've got Real Africa Durolink, an investment bank. We've got Real Africa Assessment Management, and we've got other companies that act alone. And the of course, we've got an investment in PQ Africa which is our vehicle for information technology and communication and er...We're optimistic that er...the...that those companies will do well. There are of course, don't forget, companies that are not listed on the Johannesburg Stock Exchange and importantly we've got African Life, we've got some investments in the casino business together with some international...and they've been doing...quite well. And we've got Open Learning Group which is in the education field. So er we're satisfied with er all our companies, both the listed companies and the unlisted ones.
- 5 IR: And you've also got involved in healthcare recently?

- 6 DN: Yes. Don't forget that through healthcare, we also got involved in...with er ... (Inaudible) Health, and we at the moment have got a stake there of five comma four percent. We've got options er...which are attractive options to enable us to increase our stake to about seventeen percent, and another three percent out of good faith, good will, good intentions so that we've got twenty percent in an equity account. And we're very pleased with those investments.
- 7 IR: Well, considering what's happened to Macmed, are you still sure that it was the right thing to do to go into healthcare?
- 8 DN: Oh no no no no no. We...we...we...we've got a track record of performance. So I'm not sure in fact that we can make a comparison. I don't think that you're comparing like with like um...We have got a track record of performance. I mean, healthcare has been there for the last ninety years or so er...and ... (Inaudible) Health is now one of the biggest, if not the biggest er healthcare provider in the private sector. We're talking of er...roughly a revenue stream of about one comma four billion, we're talking of seven er thousand...beds, we're talking three hundred and fourteen...theatres, and with excellent management, excellent systems, an excellent track record. I don't think the comparison is there. And in any case, we've got a strong balance...er...balance sheet. You can see for yourself. ((IE gestures to the IR to look at the balance sheet on the table in front of him))
- 9 IR: Okay, so let's get back to the companies that have been most profitable for you.
- 10 DN: Well if you understand we've contributed you see er...All our companies have contributed. Now you- you might have seen the results of African Life which we announced recently. So it's not one specific company. I think all of them have contributed. Some more than others because in...really because of their size. But I wouldn't say that there are companies that haven't contributed.
- 11 IR: So no one's let you down?
- 12 DN: So far so good.
- 13 IR: Okay and what about - I mean, obviously you've enjoyed grace on your capital holdings which...potentially as the interest rates come down, you won't enjoy next year. Are you dependent on those?
- 14 DN: No no, but you see er last year, we had a significant er...increase in earnings income. If- if I remember I think it was thirty-five million. And

of course interest rates have gone down and I think from the sheet that you have it should be about twenty-something, twenty-eight million. But I mean our equity accounting earnings, we've been able to increase them by forty-one percent...from eighty-five million I think to a hundred and twenty million. That is no interest, that was before interest has been taken into account. So which means the fundamentals of the companies which we have listed are themselves good. We don't depend on er...interest income for that. It would be good of course to get an increase in income...an increase in income, but we're not dependent on that. So the fundamentals have been excellent.

- 15 IR: Now as you know, black empowerment companies are no longer flavour of the month as you all too readily acknowledge. Last year, you were um trading at a premium to a net asset value, this year at a discount. What are you going to do to sort that situation out?
- 16 DN: Well... You're absolutely right er... I think most companies in the financial services and in IT have been trading at a- a discount... NAV... to the net asset value. But there has been a particular specific problem with black economic empowerment companies. But I think one needs to understand er what component of the discount is attributable er... to the empowerment er... dissatisfaction with the empowerment. To what extent is that attributable to other things, namely er... to structures like pyramids... (Inaudible) arrangements, and of course to what extent is it attributable to the fact that, you know, some of those companies are perceived er as an investment trust and they do not add value per se. So I think it's a combination of all those factors that led to that discount. Now, from a Real Africa perspective, is that we recognise that there's a discount and we continue to address that issue. It's not something that we're blind to, and we do believe that yes, there has been um... Black economic empowerment has been tarnished, the environment has been tarnished. But I think it will be an error to think that this... this is therefore the demise of black economic empowerment. For me - For us in Real Africa is that we believe that it is going through a change, this is a transition.
- 17 IR: And that's exactly it because there is a sense that you belong to say the old school of black empowerment and that you're not part of the new wave... Are you going to sort of address that particular situation?
- 18 DN: Well, I'm not sure that you could say we belong to the old school of empowerment because, one, we've never been an investment trust. In all the investments that we've made, in those companies that we've made, we play an active role. Let me give you an example. If you

look at er for instance er...PQ Africa, one of the executive directors, Mositole Sitilane actually sits...at PQ Africa. If you look at Real Africa Durolink, one of our executive directors at Real Africa Holdings actually sits in his office... (Inaudible) and he heads a division there er...Real Africa Durolink Securities. If you look at the role that we've played...Danie Vlok was one of our executive directors. He plays an active role. He is the chairman, for instance, of the standing credit committee of Real Africa Durolink. I sit on the board, he sits on the board. He is active here. Another executive director of Real Africa... (Inaudible) He is in fact the chief executive officer, he is the MD of Real Africa Asset Management. So you cannot compare us with the others because we've never been an invested- investment trust. We have been active because our role in life is to add value, is to give life...is to touch the lifeblood of the companies we've invested in. So I'm not sure that you could then make such a comparison. If you look at something else...When we came into empowerment and we actually came in with risk capital, we didn't bring blackness. We brought capital, we brought expertise, right? ((Laughs)) So I'm not sure that you can make that comparison just like that er...And of course, we've transformed the organisations in which we operate. Let me give you another example. We have an investment in the fishing division through Oceana. One of the things that we have done is that I have gone myself to appear in front of the quota board and to talk about the quotas that we need in Oceana. We have got in skills into that company. For instance, in the Cape, where in the past labour policies...where the preference was for the coloured people. But we've brought in black people...(Inaudible) the fishing division...(Inaudible) for the revenue and distribution. So we transformed the companies in which we operate. We don't operate from ivory towers, no. We walk...the shop floor. We walk the talk.

19 IR: Don Ncube from Real Africa, thanks so much for joining us.

20 DN: Thank you, Jane.

19 November 1999 (20:20)

Interviewer (IR): Gary Alfonso
Interviewee: Raymond Parsons

- 1 IR: Time for Face-to-Face on Summit Television. I'm Gary Alfonso. The first thing that jumps to mind when you mention the name Raymond Parsons is yes exactly, the man behind South African organised business over the past twenty-five years. But these days, Raymond Parsons is a Professor of Business Economics at Wits, so perhaps fitting that a person with such a background writes a book on South Africa's economic future. We're Face-to-Face with Raymond Parsons now, the author of a new book called *The Mbeki Inheritance*, and it's a look at where South Africa's economy was and where it's going in the future. Raymond, welcome to Face-to-Face. First of all, why a book called *The Mbeki Inheritance* at this point?
- 2 RP: Good evening Gary. Well, I think there were two important reasons. The first I think was the need, from a psychological point of view, to say something now er after we've seen the first few months of...of President Mbeki, and that we're on the brink of a new century. It did call for some evaluation. And then of course, from an economic point of view, there seemed to be a need to say more about where is our economy going to go under Thabo Mbeki. I think we've had quite a bit of political analysis and there's also some in my book of course. It is a book on the political economy of South Africa. But the emphasis is on where do we want this economy to go over the next few years, where's it come from, and what are the chances of economic success.
- 3 IR: The book makes a very very clear directional line through politics and economics and those things are interlinked as far as President Mbeki's concerned, and President Mandela before him. Tell us a little bit about the feeling about successors et cetera and how that impacts on economies.
- 4 RP: Well I think the first five years of our democracy has been primarily devoted...although not exclusively so, to trying to put the big frameworks in place, the constitutional framework, the labour framework, the economic framework, the social frameworks. We spent a lot of time doing that. Now we've got to flesh them out. We've got to give our democracy a greater economic content if it's going to survive. And so what I've tried to do is to unpack what are the major components in our economy that we'll have to be successful about

over the next few years in order to give that substance to our...to our new democracy and a still very young democracy.

- 5 IR: You have some concerns about the fact that there isn't a clear successor at the moment or as far as an economic continuity for the country is concerned. You raised that about President Mandela and now President Mbeki.
- 6 RP: Yes, well I think it's- it's more obvious under President Mbeki certainly at this stage that there isn't any obvious successor should anything happen to him. And we're living in an uncertain world, and we are an emerging market. These questions are asked. I think equally important though or is the question of what can we do about our economic performance in the next few years, and you'll see in the book that apart from trying to indicate what we need to do, if we want this economy to perform much better, there are also some contents and analysis about or our success or our failure in the field of delivery. I think that's very important or...I think we have a great propensity in this country to believe that because we've said something it will happen. We've got to close the gap between word and deed in the next few years so that you get some more tangible results or for the man in the street for a better economic performance.
- 7 IR: Now Raymond, you also mention that there'll be some signposts along the way for President Mbeki. What are those...you actually have some- some points that he has to recognise for our economy to actually improve.
- 8 RP: Well, I have set what I call a best-case scenario for South Africa. At the moment, we're growing at about one percent or...I believe we ought to be able, if we play our cards correctly, to grow at something like five percent by the end of his first presidential term. But to do that, I don't want to mention the word GEAR because that's very controversial, but we have a macro-economic strategy or...We're busy implementing it, we're busy restructuring the economy, he must get on with that. That's very important because the world out there is watching what we're doing. And they're anxious to respond positively. I think we want to attract foreign direct investment to help us grow. That means we've got to be seen to be managing our economy, getting on with things and making things happen in a positive way. So the message of the book is, yes, we can reach that best-case scenario, but we will have to work hard to do it, and we will have to get both politics and the economics right in order to reach that best-case scenario.

- 9 IR: You also make it clear, a direct line between the relationship between business and government and er what that should be. What exactly is the relationship between government and business in building up this economy over the next five years?
- 10 RP: Well of course business together with the other social partners, and other elements of society, has a vital role to play. That's the rhetoric. But, in fact, you need a strong partnership between government and business to get better delivery er because er that is what the private sector is best able to do er especially a competitive private sector. And so an important message of this book is what should the relationship be and how do you get- how do you get the content to this- to this concept of business. Because at the same time, what you don't want is that partnership should become crony capitalism because we've seen elsewhere that that of course has a serious downside. But if we can get a healthy partnership between business and government in this country, I think it will go a long way towards improving the delivery we all want to see in a wide range of services.
- 11 IR: On- on that point of um on that point of delivery, one of the points you make in the book is that South Africa's misery index is something very tangible and should be paid attention to because it has an economic spin-off. What's that about?
- 12 RP: Well, what I've called the misery index is really a combination of the rate of inflation and the rate of unemployment. It's a simple but effective focus of where we want to get to. Now we are making progress with in fact bringing down inflation, unemployment is still a serious problem, there's some serious challenges there. What I've done in the book is to sketch what is necessary to get our so-called misery index down. What- what President Mbeki must do especially on the economic front so that he can report tangible progress in getting our so-called misery index down over the next five years.
- 13 IR: Just to go back a little, as far as the political impact is concerned of- of decisions that politicians make eventually. You actually say something in the book about immediately after the 1999 elections, some of the choices made er you know perhaps sent a bit of jitters out there about exactly um you know how South Africa's role will play itself out economically over the next few months and years.
- 14 RP: Well, there's...you know there's always that uncertainty, the foreign investor and the domestic investors er...have analysed the style, and the policies and intentions er of the new government. And I think that we're off to a good start er...This book was signed off at the end of President Mbeki's first hundred days in office. What sort of patterns

could one project. Of course, a hundred days is not five years, but none the less, what I've tried to interpret are what do those patterns mean for our decision-makers both in government and in business. And indeed, I think if you want to take some smart business decisions, you'd better have a look at this book. There may be some interesting pointers to some of our business people who want to take some decisions about er what part do they want to play in the future of South Africa.

- 15 IR: Are you suggesting er President Thabo Mbeki gives this to all members of Cabinet and tell them to read it over the holidays and come back?
- 16 RP: Well, I'm sure that my publisher would be very happy if he did take that decision, but certainly I- I hope that this book will be widely read.
- 17 IR: And er how's it going at the moment...? (Inaudible)
- 18 RP: Well, all reports are that it turns out that this seems to be a book that's in quite some demand. It seems to have struck the right note at the right time. And I think er if we can interpret the message of the book correctly, then I really believe it's a manifesto of hope and not false hope. And that's the important point er that we've got to send out to to the South African population.
- 19 IR: Raymond Parsons, author of the book *The Mbeki Inheritance*, thanks for joining us here on Face-to-Face.
- 20 RP: Thank you very much.

22 November 1999 (20:20)

Interviewer (IR): Jane Hicks

Interviewee: Alistair Ruiters (Head: Competition Commission)

- 1 IR: The Competition Commission is only a few month's old. Already it's facing some big challenges and some harsh criticism. With Nedcor leaving no stone unturned to merge with rival Standard Bank, many players are looking to the Competition Commission to see whether it's going to cry foul over the deal. And last week at a conference, organised by financial services group BOE, businessmen and legal experts pointed out some of the pitfalls of the new Competitions Act. We're Face-to-Face now with Alistair Ruiters, head of the Competition Commission and recently appointed director-general of Trade and Industry. Alistair, what – We have to start off by talking about the Nedcor-Stanbic merger. Have you had to look at it, would you look at it?
- 2 AR: We haven't been formally notified of the deal, so at this point, we don't have any er...basis on which to do an investigation. However, once notification does take place um we will be investigating the um the deal.
- 3 IR: But obviously you've read all the press reports. What's your gut feel about a merge like that?
- 4 AR: Well, I can't go on press reports. I obviously have to – We've got a particular procedure that's set out in our Act and set out in our regulations um...In the course of notification, any company would have to comply with these procedures. I would then apply my mind to the information um they provide to us, and that's the base on which I can arrive at the gut feel for a decision. So it's very difficult to um...to go by the press. And also, one has to take into account that both er parties have also tried, judging by what I've read in the press, to influence public opinion, and one must separate the issues er when people are engaging...trying to engage in a press campaign and the real detail that has to be submitted when complying with the Competition Act.
- 5 IR: But in principle, would a merge of that magnitude be anti-competitive?
- 6 AR: It's never the magnitude of a merger that's anti-competitive, it's the post- er it's the post-effect, it's the effect that the merger...that the new entity would have in the relevant market. And at this point not having

done an investigation, it would be very difficult for me to say what the competitive effect would be of a merged entity in the banking sector.

7 IR: As the head of the Department of Trade and Industry, how would you feel about the fact that should that merger go ahead, it's possible ten thousand jobs could be lost?

8 AR: Well, when I'm in that position, I'll apply my mind to the issue at hand as someone who has to in that instance represent the public interest er...concerns um that the minister and Department might have. I certainly then would also have access um because of our merger regulations that require the minister to be given notice of mergers. I would have access to the exact same information that the competition would have, and to that extent I would apply my mind to the information provided by the parties. Once again it would be difficult for me to say that er...how I'll respond. My immediate response would be that I think it's obviously of concern not just to me, but to every South African, when a job is lost. We face an unemployment crisis in South Africa, and I think everybody's concerned when we know that er someone would lose their job and the effect that would have if their breadwinner or principal income earner in- for the family...that is...That will have serious consequences, so yes I think not as the commissioner, not as the director-general, but as an ordinary South African, I am concerned when I hear about job losses.

9 IR: Alistair, let's look back at the Competitions Act as it's come under some criticism. People say that there are drawbacks because it's inconsistent, it's ambiguous, and it doesn't make provision for mergers to take place and joint ventures. What is your response to that?

10 AR: Well look, I think any piece of legislation is subject to interpretation. I think the Competition Commission having had two and a half months to administer this piece of legislation um would also itself be going through a testing period in trying to understand the implications of what's written on paper. So, I think thus far, we've been very successful at what we've done. We've um...approved a significant amount of mergers, the rate of compliance in terms of merger notifications has increased substantially. When you last interviewed me just after we had launched the- the institution, we were probably receiving one merger per day. Now we receive four to six mergers a day, a substantial increase in number and in the value of mergers. I think companies out there are keen to have the Competition Commission review their process, review the merger, and to date, let me also just er say I can't recollect er us er blocking any merger. All mergers have been approved, and I think that in a sense, what would

also be a sense of comfort to business out there is that we don't er...we don't have a piece of red tape in the way of business, we encourage mergers, we- we encourage people to merge if it creates efficiency, if it leads to international competitiveness and if it meets all the requirements in terms of that.

- 11 IR: Alistair, what's of no comfort to business is- are the costs involved. The filing fees are considered punitive.
- 12 AR: I don't think they're considered punitive. I think our filing fees are- are comparable with most commissions around the world. I think there are a few changes that will be made to the filing fees, not in terms of the sum, the total sum paid, but in terms of who should pay er the filing fee. We are responding. Let me say the Commission sees itself as being responsive to business um...After functioning for two months, we've already had our first practitioner's forum. We've invited law firms to come to the Commission to raise concerns about how we administer the Act and what difficulties they're encountering as the lawyers representing their...clients. We've had a very positive response to that and we've listened, and very soon um regulations will be presented that will address some of the concerns of business, but I- I want to say that um when the American anti-trust legislation was passed, for the first fifty years, most of...(Inaudible) issues were contested in a court of law, and what was contested was not whether a merger was anti-competitive or not, but the wording of the act. We've been very successful. We haven't had many of those kinds of er contestations at the moment, and we've engaged business, we've engaged practitioners, and to that extent I think we've had a very successful initiation um...and launch, and I think after two and a half months, I think we've- we've done extremely well in administering this piece of legislation.
- 13 IR: But they'll soon be without you. Are they going to be okay?
- 14 AR: ...Yes, I think the- the responsibility of any head of er an organisation or institution is to ensure that the right processes and practices and principles and systems are in place. I'm confident and I know that um the institution will continue way beyond the time that I have left, but more importantly, you know as the director-general of- of the Department of Trade and Industry, I still have a...(Inaudible) responsibility over the Competition Commission and many other agencies that we've set up or that we have a responsibility for. So my eye will not be off the ball. I will still have my eye on the ball, and I'll be watching their progress very carefully.

- 15 IR: Alistair Ruiters, director-general of the Department of Trade and Industry, almost, and the Competition Commission, thank you for joining us.
- 16 AR: Thank you.

23 November 1999 (20:20)

Interviewer (IR): Jane Hicks

Interviewee: Siphon Pityana (Director-general: Department of Labour)

- 1 IR: Time for Face-to-Face. Local employers have been given until next year to draw up plans to promote women, black workers, and the disabled in the workplace. This is in terms of chapter three of the Employment Equity Act which comes into effect at the beginning of next month. Under the Act, employers will be required to prepare and implement an employment equity plan, and the onus will be on them to report on the progress of their plans. We're joined now on Face-to-Face by Siphon Pityana, director-general of the Department of Labour. Siphon, quickly remind us of what chapters one and two are of the Labour Equity Act.
- 2 SP: Well, chapter one is covering general provisions which basically says what is the purpose of the act or who is covered and under what circumstances... (Inaudible) and then chapter two is or the section that...is a chapter that prohibits or discrimination under various circumstances or various grounds including discrimination on the grounds of or sexual orientation, discrimination on the grounds of or race, your gender, of your political orientation or or HIV status. Now chapter- chapter three recognises that just eliminating discrimination does not undo the legacy of the past. So it's about or the creation and establishment of a set of mechanisms to accelerate the development or of those that were disadvantaged.
- 3 IR: Siphon, before we look at those mechanisms, let's go back to chapter two and say how effective has chapter two been. Have you been able to implement the punishment that you are able to or...It makes it a punishable offence- offence if you have been...if you have discriminated against someone. Have you been able to implement that?
- 4 SP: We have um...If- if a person is discriminated against, they're able to go to the Commission for Conciliation, Mediation and Arbitration or to indicate that there's been discrimination against them which the company does not recognise or the procedures of the company have not been able to redress. The Commission is then able to look at the matter, to establish whether or not there has been discrimination. If there's been discrimination, they're able to restore that individual's rights either in the form of or...if the person has not been appointed, they can give compensation to that person for lost opportunity, or they

can demand of the company to re-instate that person and all of that. And that has happened. In fact, yesterday, there was a report of a... somebody who took Old Mutual to the CCMA who was HIV positive who felt that he was discriminated against in terms of the medical aid benefits of the company.

- 5 IR: Now chapter three gets more specific and companies have to have a plan. What exactly is the plan that they have to have?
- 6 SP: Chapter three is- is saying that er companies must start by doing analysis of the make-up of the company, to look at the extent to which they have under-representation of various groups er in society on their establishment which means that they must look at the demographic profile of- of the working population in the country and see to what extent it compares... their company compares to that in terms of the hierarchy of the organisation. What tends to happen is that er black people, women er women who tend to be at the bottom end of the system... disabled people tend to be having mounting barriers to entry er even... (Inaudible) So we want them to look at those to say what is it that makes it difficult for black people, women, and disabled people to be represented across the structure of these particular management levels. Having identified those, to put in place measures and plans that they would er... that would help them realise the upward mobility of those particular... (Inaudible) of the labour force.
- 7 IR: Now how do you make sure that people are doing this? Obviously they have to hand in the plans which they're supposed to do. First of all, that's going to be thousands and thousands of plans arriving every year, and then not only do they have to be checked individually, they have to be cross-checked next year to see if improvements have been made from the year before. What kind of administrative staff are you going to have to have to make sure that this happens?
- 8 SP: Well, first of all, the system is- is going to be er information...technologically driven er... Quite a lot of those plans are going to be presented in a standard form so they can be analysed er with ease. But there would be peculiarities er in various enterprises. Our objective is to ensure that er co-operation is done er... enforcement is done through co-operation at- at enterprise level. We intervene at the level at which companies are transcendent, they don't want to comply and all that. We'll have the capacity to do that, we'll deploy inspectors, we'll work with er various interest groups, with various enterprises, and the law makes provision for various institutions in fact er... When those plans come into the Department of Labour, they will be reviewed in terms of what is called the director-general's review processes. When they report progress, they have to

give an indication as to what happened the previous years with the plan and how the year they're reporting on compares, and how the measures being introduced work. If the companies don't comply or they face- they face very serious or penalties either in terms of fines, or they can't do business with government. In some instances, they can't do business with parastatals, local government, and all that. And that's the...that's the big stick. It's the stick that you'd think we would not have to use because we've invested a lot of effort, co-operative engagement in both business and labour and the parties are committed to the realisation of this objective.

- 9 IR: Siphos, the concern is that this will encourage outsourcing...and that defeats the object.
- 10 SP: No or outsourcing is part of the mainstream business with or without... (Inaudible) The entities to which we outsource would themselves be effected by that. There's no- there's no hiding-place or in this regard um...The...the / / laws
- 11 IR: / / You can outsource to smaller companies that have less than fifty people and get away with it because your requirements fall away below say fifty people.
- 12 SP: It depends. I mean if you...It depends on the turnover of the company as well, it's not just numbers.
- 13 IR: But you can make a company of fifty people all private CCs joined together, so there are ways around this.
- 14 SP: Well, there would be ways like any other situation where people might want to defeat the law, but what drives business is to or make those changes. It's not always about evasion of the laws, it's about what makes business sense, and we believe that this is an intervention that is not just about correcting the injustices of the past, but it also makes business sense um...The- the discrimination of the past has had a negative impact on or business, on South African business. Let me just give you an example of this. If you had white people or white men and white women go to the same school um perhaps the white woman making it better in class than the white male, but their chances in the workplace are different. The white male has got better chances. That suggests to you that there's misallocation of resources...The white woman who's at the bottom end or who is better competent than her male counterpart is in fact under utilised, and therefore the enterprise is using...is losing the benefit of or the advantage of that. Now it's profitable for companies to use its resources properly.

- 15 IR: But there's no doubt that it's a situation that has to be addressed. But for instance, people are concerned that it might discourage direct foreign investment.
- 16 SP: South Africa's not the first country to use this kind of intervention. It's been used in Canada, America, in Britain er... Malaysia which is one of the very successful / / economies
- 17 IR: / / But I think educational standards there are different.
- 18 SP: Of course, but you see it's the- the chicken and the egg situation. To the extent that you say to them that they must employ blacks, it begins to focus everybody's minds on the skills shortages in that community, and we begin to see investments flowing into the black community generating those skills in order to address... (Inaudible) If we don't raise these kinds of issues, there'll be complacency, there'll be recruitment of skills from outside of the country instead of tapping the resources that we have in the country.
- 19 IR: Siphon Pityana, director-general of the Department of Labour, thank you so much for joining us.
- 20 SP: Thanks Jane.

25 November 1999 (20:20)

Interviewer (IR): Jane Hicks
Interviewee: Sara Gon (Labour Court Judge)

- 1 IR: The launch of the final chapter of the Employment Equity Act this week has sent shivers through many parts of corporate South Africa. At the core of the issue is how companies should go about changing their employment structure, to first of all comply with the act, and secondly to maintain standards. One of the people who's studied the act extensively is legal expert Sara Gon who's also acted as a judge in the Labour Court. She joins us now on Face-to-Face. Sara, people are concerned about what the act will mean to them, and how they're going to implement it, and then whether or not it will be followed up at all. What's your view on the impact of the act?
- 2 SG: I think the impact of the act will be considerable in the- for the reason that it places a legal obligation on employees to do something positive about affirmative action. Up 'till now, we've had...we've relied on employers doing the right thing...for good will, for good business reasons, for whatever other reasons there might be. But now there's a legal obligation to do it, and that legal obligation will kick in from the first of December.
- 3 IR: So have companies not been doing it out of a sense of good will, is that why we're forced to have an act or is the government doing it because they can?
- 4 SG: I think it's a combination of both um...A lot of companies have, and some have for some years er implemented some form of affirmative action or employment equity, and many of them are very far down the road. But many haven't and so I think it's a combination of giving a push to those that have or haven't, or are resistant to it. And there's obviously political pressure to...to be seen to be doing something and putting- speeding up the process.
- 5 IR: Now people are very concerned about the costs of implementing something like this, the admin of it, the training requirements, pushing people into positions they're not adequate for, and therefore the cost of having other people around them doing the job. Is that going to be a reality?
- 6 SG: Well, what's quite interesting is I've just just seen the Code of Good Practice er that the Department's put out to assist you to implement

the act, and one of the things it says is that you should consciously avoid tokenism er which I think could be a relief to most employers that they are not expected to...apply tokenism for the sake of achieving affirmative action. Although I suspect that for many employers, the temptation may be great. My advice would be avoid it because you're still at the end of the day entitled to have suitable, qualified, able people to do the work that you require. I think a lot of the thrust is going to be around development training, rather than simply putting people in places for the sake of it.

7 IR: And they have time to do so?

8 SG: They have time to do so um...The law requires that employers who employ more than a hundred and fifty employees must put in their report to the Department of Labour by the first of June next year, which is very very short considering that January and February are almost dead months. I think it would be sufficient for most employers to report the progress they are making towards...finalising a plan, towards consulting over- over a plan and all the other requirements that have to be undertaken. So I don't think employers need to panic to that extent er...Employers who employ fewer than a hundred and fifty people have until the first of December to put in / / their reports.

9 IR: / / Isn't it strange that they should get longer when it's easy for them?

10 SG: It doesn't make sense. I'm not quite sure what- what the reason is because the processes required er involve a substantial process of consultation...with representatives of your entire work force. And I think for employers who have already started the process, it is not going to be all that speedy. It's going to be...it's going to take time, there're going to be hiccups. So I'm not quite sure what the rush of those different time scales are.

11 IR: One of the things that people are finding hard to swallow is the obvious sort of apartheid of definitions, Blacks, Coloureds, Indians when in a sense people have- have hopefully moved beyond that.

12 SG: I think...Nine times out of ten, I don't think it will cause much difficulty. One of the problems arises when say...Let me give you an example. Disadvantaged...The groups, the designated groups that are to benefit from the act, are Blacks, women, and disabled people. And Blacks are defined as African, Coloured and Indian. Now you may have a scenario where for ideological or for sociological reasons, for example, a Coloured person may say I don't identify myself as Coloured, I identify myself as African. And you may in the Western

Cape have a dispute between African and Coloured employees as to who should benefit most. And that may cause disputes. So that's- that's one of the problems is- is identification. The Code of Good Practice seems to say that the employee must state what they believe they are, what they hold themselves to be. Or the employer can determine from records such as employment records the categorisation that they then... They must verify that categorisation against the employee themselves. So, most of the time, it won't cause problems, but it does run the potential risk of raising exactly that issue.

- 13 IR: And of course, there are groups that have been left out. Chinese people aren't mentioned, and if we're going to be sort of, you know, nit-picking here, what about gay people and the other groups that have felt they've been disadvantaged in the past?
- 14 SG: Um... there are groups such as the Chinese who were distinctly disadvantaged by apartheid legislation in the past who are not specifically mentioned. They may very well have redress in the event that they feel they're discriminated against. There the unfair discrimination provisions of the same act could be used to their advantage as could gay people have the same- the same recourse. But from a point of view of promotion of affirmative action, they are not mentioned. Ostensibly I suppose, a gay person may describe themselves as disabled and that opens up another debate altogether.
- 15 IR: But you're talking about the disabled. That's an area where a lot of people, say, want to get somewhere despite being disabled. Now they are obliged to come along and say I am partially sighted in one eye, I do have a hearing problem. You know, that sort of goes against... (Inaudible) The employer's probably going to accept that.
- 16 SG: The disadvantage for the employer is that... (Inaudible) say I have so many disabled people, and disability is both categorised as physical and mental, and it's more particularly with... possibly with mental disability which is not specifically er defined, that people are obviously... are going to be reluctant to come forward. Arguably, could depression be considered a mental disability or not. So it's- it's in areas like that that disputes may arise.
- 17 IR: And what do you think the international impact legislation like this has, does it in any way impact on foreign investment?
- 18 SG: Um... My impression is it does, not so much because of the detail of the act, but because of the perception and the sense from outside that there is this enormous administrative burden placed on employers to- to create affirmative action. And there's no doubt, I mean whatever

the good motives of it, the administration, the time that management is going to have to spend to- to get this under wraps is going to be considerable. And I think from that point of view, one has to try and really look at it from the point of view...what makes good business sense.

- 19 IR: Sara, is there anywhere in the world where an act like this has really worked for an economy?
- 20 SG: Forms of affirmative action have been- have been legislated in one form or another in areas like America and Malaysia um and my impression...The knowledge I have of it is that very very rigid guidelines have not ultimately been met. It's more a process where training and development have been implemented, and there's been a natural progression, that there's been success. I think the problem is that...The problem might arise in trying to achieve absolute equity or equitable representation. I think if the- if the- if one sets targets that are too rigid, it's going to fail, but if the targets one sets take into account the environment you're in, the company and the...and the sectors, economic situation, future- future er turnover, the demographics both provincially and- and er nationally, then you're not...Most employees will find they do not have to set very rigid targets. And there's no doubt that's what the act and the Code of Good Practice require of the employer to look at when trying to establish a plan and set targets.
- 21 IR: Sara Gon, partner at Webber, Wentzel and Bowens, thank you so much for joining us.

29 November 1999 (19:20)

Interviewer (IR): Jane Hicks

Interviewee: Phil Biden (Chief Executive Officer: BOE Securities)

- 1 IR: We're Face-to Face with Phil Biden, chief executive officer of BOE Limited. The group's just reported a twenty-three percent increase in headline earnings per share for its ninety-nine year. Despite turbulent conditions, characterised by high interest rates and a weak stock market. But the increase was slightly below market expectations. Welcome Phil. You are pleased with your results, but nevertheless, the market consensus was two cents higher...than you came out with.
- 2 PB: Thank you, good evening...um...I think what the market must realise is that we've changed the basis of our accounting, so our earnings per share last year were forty-five cents as published. If you look at the comparative figures, you'll see it's forty-four cents. So we are satisfied with the rate of growth of twenty-three percent off that basis...um...To be within one cent of what the market expects you to do in these tough conditions, we're pretty satisfied, thank you.
- 3 IR: Now your non-interest income was not as high as you would like it to be. What are you going to do to rectify that situation?
- 4 PB: Well, by non-interest income in a bank, you- you look to diversify away from your interest rate spreads and risks. So that's your other fee income which is in your corporate and structured finance, your insurance and your asset management. And if you look at the details, IS... (Inaudible) Management Business did not have a great year. In fact, it was down year on year, and we are seeking to rectify that. In fact, our investment performance in our big er insurance fund, pension fund management has changed...has turned, and so we would see an increase coming through this year.
- 5 IR: Yes, your unit trusts saw an outflow of about a billion Rand, that was almost twenty-five percent of the entire portfolio. That's high when you consider what kind of a decrease other banks saw. Why would you...What would you attribute such a dramatic decrease to?
- 6 PB: In fact, the decrease in the outflow was higher because you've seen it year on year. It actually peaked er after September last year at a higher number...um...It's directly related to the poor performance that our unit trust has er has shown over the year...um and I think that er that has also been occasioned by the huge inflow. At certain stages

last year, we were the flavour of the month, we were getting eighty percent of the net inflow, and it was not sustainable. Our investment performance fell off, the weight of money was too difficult to manage in those...in those circumstances with volatile markets, and quite frankly, we didn't perform. Now we need to correct that performance to start seeing the funds flowing the other way.

- 7 IR: And how do you correct that, do you change asset managers, what do you do?
- 8 PB: Well, we've had a change in asset management, and it's interesting that our pension fund performance has returned to where we want it to be um... It's really been the cash flows and the detail procedures in the unit trusts that have prevented that to come back...er to the performance levels that we want. So yes, our processes and actions are in place to correct the investment performance.
- 9 IR: You also were also way over capitalised, I think it stands at about fifteen point five percent and your target is twelve percent. How are you going to spend all your money?
- 10 PB: Well, we can either spend it wisely, that's not so easy in these present circumstances, or we can give it back to our shareholders...um... We've given ourselves 'till the end of September this year well our financial year September 2000 er to find out what... (Inaudible) and deliver the optimal capital structure of our group. And that should be in place by then.
- 11 IR: Analysts say they're still not sure what you're going to do with your non-core investments. They don't feel there's a very open, clear strategy of what's going to be done. ((Laughs))
- 12 PB: No, it's very unfair for us to talk about our investments. They are strategic...they are big interests in other companies. I mean we own nineteen percent of RMBH, and nineteen percent of Nail, and in some instances, a greater percentage. So, you know, those will be dealt with circumspectly during the year under review and um...but they will be dealt with, and we've committed ourselves to doing that. Where there are strategic rational... (Inaudible) holding it or merging or partnering them with our operations, we will do so. We'll seek to deal with them in the best way to return value to shareholders.
- 13 IR: It's funny because people do want more concrete kind of answers from you, yet one of the compliments has been this year that your disclosure is much better than before.

- 14 PB: Well, we've disclosed our numbers. We give a detailed breakdown. You must remember that seventy-two percent of our profits come from our operations. We spent 1999 refocusing and putting them on a sort of correct footing in order to move forward. We're now ready to turn our attention to the investments. But as I said, you know, the two major investments being Nail and RMBH, both went through massive transformations in 1999. It was inappropriate to deal with them at that stage.
- 15 IR: Now Boland. Your target is to move into the mass market and I believe micro-lending. How exactly are you going to do that?
- 16 PB: I think the mass market is the correct terminology. Micro-lending has a certain definition in South Africa er... And er it's not within that definition that we are... (Inaudible) to Boland. You must remember that we did sell our parallel micro-lending business to Theta in two... (Inaudible) the last being in January of this year. We are going to be moving into the mass market in association or in partnership with people that can help us to move into the mass market on the individual side. On the commercial side, Boland PKS is already there.
- 17 IR: You talk about getting rid of Theta, yet you'll get nine percent I believe back with... if Nail unbundles.
- 18 PB: That's correct. We'll end up... Well, Nail is going to unbundle, they've committed to do so. We were party to that decision. We supported it because we believe it was the best way to achieve value for Nail shareholders, and obviously, we're a big shareholder in Nail... um... Ya, we will be talking about those investments during the months ahead.
- 19 IR: So if you get nine percent back again, are you going to keep trying to sell it off if the bad penny keeps coming home?
- 20 PB: I don't think Theta can be described as a bad penny. It's results were absolutely fantastic this year... um... Unless it has a strategic role for us and it can be used in our operations, there's no point in us holding it. And we've actually made that clear to the investments that we do hold.
- 21 IR: Now, your offshore acquisition, how do you plan to grow offshore this coming year?
- 22 PB: Well offshore, it's been an exciting year for us. We've- we've made a number of acquisitions, some quite small, the largest being in our asset management business, Chiswell, which has got some fourteen

billion Rand's worth of assets, it has a superlative track record and investment performance. And er we're busy putting plans in place for that to grow in the UK environment. The other initiatives that we have there um have been asset management and insurance-related, but er we already have three initiatives in the banking arena that are starting up in London, and we're looking for exciting growth coming from them.

- 23 IR: Now there's so much talk about mergers, bank assurance, bank-on-bank mergers, and yet other people, other schools of thought is that you should stay as lean and mean as you can because then you can go with the flow and take opportunities as they come. What's your vision?
- 24 PB: I think that er the world financial markets are in very interesting times and er we're a mere microcosm of it here in South Africa. So what you're seeing happening between Nedbank and Standard Bank is exactly what's happening between Royal Bank of Canada er Royal Bank of Scotland and Natwests in the UK...um... We're not going to go toe-to-toe with the majors in South Africa. Our businesses are niched, we've got a management philosophy in style that puts accountability at our divisional MD levels, and in that way we believe we have entrepreneurs, people with skill, and er people who can deliver, you know, where it's necessary, with the client.
- 25 IR: And the next big thing is e-commerce, or the present...the new new thing right now. What are you doing as far as e-commerce is concerned?
- 26 PB: Well, we've a number of initiatives. I think we've got a comparative advantage over the other major banks in this country in that we don't have a bricks and mortar branch infrastructure. We er...We believe that that's the way to go. I think one has to be very careful in the initial stages. We know that the- the eight millimetre... (Inaudible) camera is no longer, but you've got to be careful whether you go VHS or Betamax. One's going to make it, and one's not. So it's a question of putting your toe in the water carefully, and in many directions to make sure that you're covering all your bases.
- 27 IR: Phil Biden, chief executive officer, BOE, thanks for joining us.
- 28 PB: Thank you.

2 December 1999 (19:20)

Interviewer (IR): Jane Hicks
Interviewee: Rodger Ervin

- 1 IR: Foreign trade has taken the spotlight this week with the World Trade Organisation meeting in Seattle, and developing countries are over there trying to win a better deal with First World economies. They want trade barriers with the West relaxed, but the trade powerhouses seem to have closed up shop. I'm Face-to-Face now with Rodger Ervin, minister-counsellor for commercial affairs at the United States Department of Commerce in Southern Africa. Rodger, why is there a perception that developing countries aren't getting anywhere with the West?
- 2 RE: Well, I think it's just a classic north-south dialogue, you know and these things have to take place at this time because these er summits come around every so often, and at that time I think everybody has to put their cards on the table and negotiate their best posture, and- and hope you're the best. And- and I don't think that it's a conflicting dialogue, I just think it's a very constructive and um and a longer term dialogue that's not going to begin or end at this summit, it's just part of a longer term process.
- 3 IR: But you know, the big guys don't have to negotiate as the small guys do because the big guys can say, we're not going to accept your textiles and your oranges when that's all the small guys are good at.
- 4 RE: Absolutely not. As a matter of fact, the developing world is where all the real opportunities now lay for American- American and European companies. And- and reciprocal access is the- the- the uh the- the- the charter for the day and I think that you'll see the- the West or the- the developed- developed world arguing as strongly as the developing world is arguing for reciprocal access.
- 5 IR: But why is the West so hard on...the poorer countries' agricultural products and textiles?
- 6 RE: Well, I- I don't know that that's actually the case. I mean I think that this is a global problem because actually if you look at- if you look at what's going on in Seattle, the real- the- the- the- the tough dialogues really happen between Europe and the United States. And um...not that that's the- the sum total of it all, but uh the- the agricultural subsidy has always been a conflicting issue between Europe and the

United States, and now that the developing world has a more sophisticated market and export capacity, there're- there're becoming part of the dialogue as well. So where it used to be a bi-lateral dialogue is now a very multi-lateral dialogue which of course becomes more complicated to uh...to – to discuss, and more complicated to solve.

- 7 IR: Yet the Western World is still very protectionist towards their own farmers, there are a lot of subsidies available.
- 8 RE: Yeah, I mean, I think that everyone has their own uh...you know protectionist faults and uh as President Clinton said yesterday, this is a dialogue for us all to sit down and resolve and that er that this issue is on the table, there's nothing back door about the discussions or what may be a resolution here and that- that we should keep it as an open dialogue and keep it as a friendly and constructive dialogue, and not let it sink...devolve down into something that er is counterproductive.
- 9 IR: But there seems to be a big battle out there between globalisation on the one hand which people say they want, and protectionism on the other hand.
- 10 RE: Yeah, I think that you know, considering the- the way that the world has er has evolved in terms of trade, it's very difficult for people when you get near the end of a process to give up the- the last vestiges of what was an old and very comfortable system. And so I think the whole world has to come to grips with globalisation, and as this process evolves, I think we'll all as other processes have in the past, I think we'll all have to get used to what globalisation really means for us uh in terms of our own personal lives and in terms of uh of national traditions and assets.
- 11 IR: So what are the pros and cons of globalisation for the Americans?
- 12 RE: For the Americans, I think the- the- the pros and cons are a more open, free trading system, is good for everybody and I think that the Americans see this as not only an opportunity for it to export goods to new markets, more developed markets, but it's also an opportunity for Americans to get cheaper products. I mean, K-Mart or Wal-Mart are perfectly good examples of the benefits of free trade. Folks that used to not have access to these types of goods, these lower price er products in terms of shirts and pants and a whole lot of other things, are now able to buy Chinese or African or Jamaican goods at a much lower price, and they can afford things they couldn't afford in the past. So I think it's- it's good for- for everyone.

- 13 IR: The West also seems to have a lot of criticism for the developing world when it comes to their labour practices and the environment, and how they should be protecting the environment rather than, say, cutting down trees or producing goods. And that's all fine and well when you come from a lovely, wealthy country, and you can afford to say let's look after the trees. The countries where they don't have the money need everything they can get to feed families, get the medical care they need.
- 14 RE: Yeah, well you know I think that we are – I think that the United States understands that there are you know practical realities to doing these things and there are fundamental, theoretical and longer term er solutions and- and practices and philosophies about how to do this. And I don't think that anybody is trying to... (Inaudible) or impose our values on anyone else. But the reality is that we have and we've experienced this in the US as anybody else has in the world, we have- we have a shrinking global biodiversity, and we all have to take responsibility for that and we all have to figure out ways where folks in places like the Congo, for example, can have access to energy, clean water and all the things that the developed world has, and at the same time preserve its natural resource base which in the long run is probably the most valuable thing to- to countries like the Congo and- and Gabon and other places within the region.
- 15 IR: And of course the same kind of criticism can be laid as far as emissions and things like that are concerned, it's fine and well when you've moved beyond the smokestack industry, but if that's where you are, then surely buying those products helps you move beyond rather than saying we're not going to buy them because they're not made in the way we'd like them to be made.
- 16 RE: Yeah. I mean I think if you look at er what's going on today in terms of production in the United States for example and can see... Take the car industry, for example, they are putting massive resources into new technologies, cleaner technologies, and so I think that in terms of what our responsibility is for being one of the most developed countries, we are going to put a lot of emphasis on resources and RND, and I think that we are taking responsibility for- for our actions... just like others should as well.
- 17 IR: Another criticism that is laid at America's door is that should something be produced less expensively in the developing world, and then exported to the United States, they say no no, it's dumping and therefore put punitive taxes on it so that it goes into the market place at the same kind of price. So it's like you can't win. If you happen to

produce something more cheaply, you get caught out with the taxes anyway.

- 18 RE: Well, you know, I think because of what's going on in anti-dumping and WTO right now, I probably shouldn't respond because I don't want to either get ahead or be behind what the administration has negotiated in terms of these types of issues. But let me just say that uh the US is uh is aggressively moving to open access markets for the developing- the goods from the developing, and services I should add, from the developing world. And the Africa Growth and Opportunity Act is the best example. In a lot of ways, while some people would characterise this as a reciprocal bill, it really is a unilateral bill in a lot of ways. And the restrictions that will come down if that bill is passed for African products, particularly South African products, is very hopeful for the continent and I think that it meets every single goal and objective that was started... (Inaudible) in terms of developing more access to sophisticated markets.
- 19 IR: Finally, what are the things in America that Americans love from South Africa?
- 20 RE: Everything. ((Laughs))
- 21 IR: I mean do they love / / our (Inaudible: laughter)
- 22 RE: / / They love the culture, they love the music, they love the hopefulness that South Africa offers. I think in many ways they love... they love the um the courage that the South Africans have- have demonstrated in terms of really coming to grips with apartheid and knocking those walls down in a very very short time. As you know in the US, we've- we've struggled with this uh racial conflicts and racial dichotomies and racial er paradigms for- for decades and I'm not so sure that er that the South Africans don't have a lot to teach us about kinds of issues.
- 23 IR: But will they buy our bananas?
- 24 RE: I hope so. ((Laughter)) I hope you'll buy our steel.
- 25 IR: Thanks for joining us, US Department of Commerce.
- 26 RE: Thank you.

TECHNOLOGIC (SUMMIT TELEVISION)

18 November 1999 (20:45)

Interviewer (IR): Manu Padayachee

Interviewees: Dr John Fagan (Professor of Molecular Biology)
Muffy Koch (Biotechnologist: Innovation Biotechnology)

- 1 IR: Hi and welcome to TechnoLogic. I'm Manu Padayachee. Forty-six years ago, scientists discovered the genetic fingerprint DNA, the coding that defines all organisms. Now technology has evolved to the point where these genes can be isolated, cut, and pasted into a completely different species. So a gene from yeast could make crops last through dry seasons, a gene from an arctic fish could protect tomatoes from frost. The technology that allows for the genetic modification of food has been hailed as a possible solution to world hunger. But others call these creations Frankenstein food or mutant crops that's sparked off an ethical debate across the globe. Joining me in the studio to discuss this very issue is Muffy Koch, a biotechnologist with Innovation Biotechnology, and Dr John Fagan, Professor of Molecular Biology at the Mararishi University of Management in the United States. John, you've had the opportunity of- of checking out our biotechnology industry for a few days. What have you – What sort of impression have you come away with?
- 2 JF: In the last ten days, I've had the opportunity to meet with and discuss these issues with uh a large number of- a wide range of people, from government regulators to academics, scientists, to people in industry, and the heartening thing is that it's clear South African...the people that are responsible for developing regulations in this area are here in South Africa...are well aware of the risks, both health and environmental, associated with these things. And there is that sense of South African independence that they're not going to just follow what other countries have been doing but are going to do it right. And this is very good.
- 3 IR: Where do we stand in relation to the United States in terms of the development of the technology?
- 4 JF: Um...in terms of regulation, uh the US does not have a law relating to the safety, regulation or um commercialism of genetically engineered crops. They've used a patchwork of regulation from other areas which has not been at all successful in dealing with the issue. Here in South

Africa, the decision has been made to have a regulation that's explicitly going to deal with this issue.

5 IR: Muffy, how stringent are these regulations, are they enforceable?

6 MK: Well enforceability is absolutely primary in any regulation procedure. And so a lot of work has gone into making sure that whatever regulations are in place are enforceable. And they're very strict. We really don't want to make a mistake. This is a very valuable technology, but as with any technology, it could be abused and we don't want to make that mistake.

7 IR: So...give me some specifics of the regulations. What do they deal with?

8 MK: Well the GMO act that John was referring to covers all living genetically modified organisms and the problem with a living organism is that if it is released unintentionally, it can escape into the environment and it can reproduce and it can spread its genes. And so before that step happens, we need to be sure that this is something we actually want in our environment, and that it is something that is safe for our environment. And so these regulations cover the development of genetically modified organisms and check them very carefully before they are released.

9 IR: What are the dangers?

10 MK: Well there're dangers in various areas, but I think at the moment South Africa's focusing on food and the problem with foods... one isn't sure whether one is going to get long-term... (Inaudible) in the city... any of these issues. So a lot of effort is put into human safety. What is this new genetically modified food? Are there any inherent dangers? And after we've checked the human safety, we then look at the environmental safety. Is this going to become a weed? Are these genes going to move into South African plants and animals and cause problems? That's the second tier, also very thoroughly studied.

11 IR: Now one of the big problems in the US is that food manufacturers weren't obliged to state on the packaging um that the crops were genetically modified.

12 JF: Yes, this is the case. In addition to that, although uh there was uh mouth service given to uh safety assessment and environmental assessment, this was not being done effectively so that consumers really were not taken care of carefully. I would like to here put in a word of caution about the uh situation in- in South Africa. And that a

law is a framework upon which regulation must be implemented. The current regulation according to people in the Department of Agriculture here is the first shot. They say we're learning, this is going to evolve and um in our discussions, it has become very clear with- with Muffy, with other people in the scientific community that um although there is a start, the regulations as they now exist are not really completely adequate even here in South Africa. That in fact what's needed is uh real human safety testing. What that means is actually testing these things on human volunteers, paid volunteers, before they reach the market. This- this is because allergies and many kinds of toxins cannot be tested effectively either in laboratory tests or with animal tests. And therefore, long-term safety testing with human volunteers is essential if this is going to really be safely implemented. As I understand, this is not the case here in South Africa at this point.

- 13 IR: Are we looking at that kind of testing?
- 14 MK: Yes, very definitely. As the new act is being implemented and the new regulations are going to be implemented, one of the first steps is that the Department of Health is completely reviewing the system of checking human safety. That's underway at the moment. The other thing that is advantageous to us is that these crops are arriving in South Africa three to five years after they're released in other countries. So we do have the benefit of that testing period as well, where these crops have been commercially used, they've been eaten in communities for a number of years before they get here. But what John says about regulations is true is that you've never finished your regulations. Almost every case of a genetic modification in a crop requires a new... safety check. There's something new with every case. And so these regulations have been built on our experience over the last ten years, and they will continue to grow... as new crops become available.
- 15 IR: But how long is long-term? We know that some organisms have a long incubation period.
- 16 MK: Well I suppose an example is soya. We've been eating soya for hundreds of years, and only now as more people are eating soya and soya's becoming more available, is it becoming apparent to health safety people that there's allergenicity in soya. And although one might say allergenicity is increasing, it's always been there. But because people haven't been eating soya in great quantities, we've never detected it. And so one has to be realistic in this sense.
- 17 IR: If one wants to avoid genetically modified food, how does one go about it?

- 18 JF: Well, at this point, in the US and in South Africa, it's almost impossible because these foods are not labelled and therefore they're not um... There's no way to choose uh... Imported foods from the US, from Europe, are coming into South Africa containing genetically engineered ingredients um... Although the law that Muffy's describing deals with quote living GMOs um... mealies um mealie meal for instance or um flour from maize coming into this country would not be regulated. And these things – If this is used uh for instance uh in some areas of South Africa where there are people whose primary calory source is mealies, and if this is the case, and a GMO comes in that is risky in some way, it could have a serious impact on them. In fact, there is at least one variety of genetically engineered corn or maize for which there are serious allergenicity questions right now.
- 19 IR: Are we addressing that in imported foods?
- 20 MK: First of all, that sort of maize has not been approved in this country. And secondly, our supermarkets have gone to a lot of effort to be able to give consumers the information so that they can make this choice. In South Africa we have very few genetically modified organisms. We only have cotton and maize. And the maize is not a white maize, it's not our popular eating maize, it's a yellow maize. As soon as white genetically modified maize becomes available, there will be a big public awareness campaign so that people are aware of what they're eating um... John spoke about imported foods and these foods are covered by our health legislation, and so the supermarkets have put information out as to which countries are using genetically modified crops and what those crops are so that consumers can pick up the box in the supermarket, look at where it was produced, look at the contents and make a decision in their own right as to whether they want to eat it or not. But I must stress that the reason to choose not to eat genetically modified food will not be a safety issue. It will be a personal choice based probably on ethics. But there's absolutely no reason to be scared of these foods. They're good foods, they're good quality foods.
- 21 IR: Let's look at the ethical issues. What are opponents of GM foods concerned about?
- 22 MK: Well, I think we must ask John to speak specifically about the Mararishi and his concerns, but there are concerns in some religions that we could be tampering with genes and is this the correct thing to do. Some people prefer a holistic approach to life and don't want to be involved in high technologies, and so they need to have the right to say I don't want to eat this.

- 23 IR: John, your comments?
- 24 JF: Ah yes. My concerns are completely scientific, and there are a number of scientists around the world, a good selection of scientists, very well respected ones, who have serious concerns about the safety of these foods, period...uh... So there is a serious scientific controversy as to the safety of these foods. And the reason for instance, in Europe and in Japan, in South America and now growing in America, there are there is resistance to these for consumers... is not for ethical reasons primarily, but because housewives see that whoa, even the scientists, even the experts, can't agree on whether these things are safe and I certainly don't want to feed these things to my children until I know that there's at least agreement on that level. So, it should be recognised that there are very serious scientific questions about the foods yet that are not resolved and will not be resolved until research is done to evaluate these better or effectively, and until – At this point, there are not even methods available in some cases that have been standardised for assessing the safety of these. So there needs to be some very fundamental research done, and until it's done, we will not know whether these are safe. A third thing here is that uh every genetically engineered crop is different, so as they come down the... (Inaudible) pipeline, we're going to have to evaluate each one on its own merits. It isn't adequate to say, no, this one has had five years of experience or of use in the world, and therefore, the rest of them must be safe. And it isn't even valid to say, well this was used in America for five years, and therefore it's safe in South Africa because dietary needs are different. In the US, mealies may account for one percent of the diet. Here, for some people, it may be eighty or ninety percent. So we have to be very scientifically focused on the safety issue. And this is where Muffy and I disagree on whether the scientific issues as to safety... And I would assure you that I'm not the only one who holds this particular position.
- 25 IR: John Fagan, Muffy Kock, thank you very much for joining us on TechnoLogic.

**APPENDIX ii: CLASSROOM
SIMULATIONS OF BUSINESS-
NEWS INTERVIEW DISCOURSE**

6 March 2000

Group 1

- 1 F: Okay, everyone, good morning.
- 2 Ss: Good morning.
- 3 F: Today we're going to be doing an oral...and what I'd like you to do after I've briefed you is I'd like you to divide yourselves into groups. As you can see from the material in front of you, you're going to be doing a scenario. In groups, one of you is going to choose to assume the role of an interviewer. And the other one is going to play the part of the interviewee. And...what you're going to be discussing today is one of those articles I gave to you, Lloyds fined for rule-breaking. That's the one that we're going to be concentrating on. And, as the interviewer, you have to perform certain functions. Number one, you have to introduce the interviewee, you then have to ask the interviewee questions, and then close the interview down. Now there are various techniques for opening the interview that I want you to use as the interviewer. And I will be writing this down on the board when you rehearse in your groups. I'll be coming around to help you. Make sure that as you...decide what you're going to say to each other, that you write down your dialogue. So when it comes to performing it, you've got the script in front of you. Right, the first thing you've got to do is announce the headline. And I've mentioned some very technical words there. The first one is the news headline...the news announcement and the second is an agenda projection. It's up to you how you want to do it. If you simply use the news announcement, you straightforwardly announce the event. For example, you could say good morning everyone, welcome to SAfm...um...Recently, as you know, Lloyds was fined for mismanagement of their unit trusts. I'm joined in the studio now by Eric Smith, spokesperson for Lloyds. So that would be your opening. And I'll then come around to help you with each of your individual openings. Now that's quite an easy part. Then you've got to launch into the interview itself. And you've got to come up with three questions to ask your interviewee. Make sure that the interviewee will be able to respond based on the information in the text. So don't ask something that's outside of the range of the text, otherwise the interviewee won't be able to answer your question. In groups, you decide what you're going to ask and you will also work on the interviewee's response. What is the interviewee going to say? Now as far as the three questions are concerned, I'm going to make it quite challenging for you. I want you to ask three questions, but those

three questions have got to contain very specific items. First of all, one of your questions must contain a passive verb. For example, in the last paragraph... of Lloyds Fined for Rule-breaking: It said Lloyds failed to properly administer the unit trusts. As the interviewer, you could perhaps use a passive verb there. Why? To actually create the appearance of neutrality. You could for example say it is said or... (Inaudible) that you failed to properly administer your unit trusts. Is this true? And by simply putting in the passive verb, you create some distance, and you've tried to be objective. So...it is said or it is alleged... (Inaudible) the following about your company. That's the first thing um...a passive verb. It should then also— One of your questions should also contain a question preface. What do I mean by this? I simply mean something like...let me ask you this, how are you going to compensate your customers? Or let me ask you this question, or let me ask you the following question. We call that a question preface. Because you are actually announcing to the interviewee that a question's going to follow...let me ask you a question. So that's what it's got to contain, a passive verb, a question preface, and thirdly, the third question should contain a tag question. What do I mean by a tag question? I mean a question like isn't it?, aren't you?...um...You are compensating your customers at the moment, aren't you? You have paid out nearly a million Pounds in compensation, haven't you?...isn't it...weren't you, et cetera, et cetera. So in groups now, I'd like you to actually rehearse what you're going to say to each other and I'll come around and help you. And then I want you to perform this dialogue. Script it and perform it for me.

(The rehearsal phase begins, and during this time, students who have assumed the roles of interviewer and interviewee script their dialogues together)

- 4 F: Okay, are you almost finished? Nearly?
- 5 Ss: (Mixed responses)
- 6 F: (Approximately 5 minutes later) Okay, who would like to go now? Who's going to come up— I'd like you to actually come up and speak here in front of the recorder.
- 7 Ss: (Students deliberate for a few minutes)

Performance phase

First pair

S1: IR

S2: IE

(Students representing the IR and IE perform the interview by reading aloud from their notes)

- 8 IR: Okay, welcome to RSFM ninety-four to ninety-seven. Joining us in the studio is Professor Stewart and we will be discussing the fining of Lloyds for rule-breaking. It is said that Lloyds' unit trust division was fined four hundred and twenty-five thousand Pounds by the UK's Investment Regulatory Organisation for rule-breaking. Is this true?
- 9 IE: Yes, it is true. Unfortunately, several breaches of the organisation's rules in the running of these unit trusts was not met.
- 10 IR: Let me ask you this, did the bank pay out some money in compensation to customers?
- 11 IE: Yes, we paid out almost one million as a result of our breaches relating to events that occurred.
- 12 IR: Lloyds failed to properly administer its unit trusts, didn't they?
- 13 IE: Yes, that is true. Lloyds overcharged its unit trusts.
- 14 IR: Thank you for joining us. We'll be back next week debating South Africa's share development.
- 15 F: Good. Okay.

Second pair

S3: IR
S4: IE

- 16 IR: Good evening um...tonight joining us at the News Hour is one of Lloyds' unit trust manager's. The topic we are discussing is why Lloyds were fined for rule-breaking. Welcome sir.
- 17 IE: Thank you.
- 18 IR: It is said that the unit trust managers were fined four hundred and twenty-five- four hundred and twenty-five thousand Pounds by the UK's Investment M.R.O. Is this true and why and what are you doing about it?
- 19 IE: Unfortunately, yes, we've experienced some difficulties with the organisation's rules in the running of our unit trusts.
- 20 IR: And may I ask you what you have done in compensation for what happened between December 1993 and December last year.
- 21 IE: Fortunately, we've- we were able to pay almost one million Rands in compensation to our customers that were effected by this problem.
- 22 IR: Um...Lloyds failed to properly administer its unit trusts, isn't it and what happened?
- 23 IE: Yes. In addition, we've overcharged unit trusts and failed to organise internal affairs.
- 24 IR: Thank you for your time and we'll be back after the break.
- 25 F: Lovely, okay.

7 March 2000

Group 3

- 1 F: Good morning everyone. Today, we're going to do something slightly different and a little bit later on, I'm going to be dividing you into

groups. As you can see there, you've got a scenario in front of you...And you're going to divide yourselves into those who assume the role of an interviewer and those who assume the role of an interviewee. Now what happens is, I've based this scenario on one of these articles...the second one under Tutorial Test 3...Lloyds fined for rule-breaking. Now what I want from you is...Some of you are going to assume the role of an interviewer. And you have certain tasks to perform as the interviewer. First of all, you have to open the interview and you do this in various ways. For example, you could choose to use a simple, straightforward news announcement. ((Facilitator writes on the board)) Right, this is the first one...a news announcement. And I will be coming around just to help you a little bit and to guide you through this because you will actually be rehearsing your part of the dialogue...and then you will perform it later on...in front of the class. You can either open it with a news announcement which is announcing a particular event. For example, recently Lloyds' unit trust division was fined for mismanagement of funds...That would be your news announcement. You could also establish a headline with what we call an agenda projection ((Facilitator writes on the board)) And, for example, you could say today, or tonight, this evening, this morning, we focus on...we focus on the following...Or today, we will be focusing on...er the Lloyds trial, for example. It's actually quite an interesting coincidence...We're doing this when the Lloyds trial is going on at the moment in London. So it's quite a coincidence there. That's how you will establish your headline. Then, you will have to announce or introduce your interviewee. ((Facilitator writes on the board)) You'll have to introduce your interviewee. And this you will do, for example, by referring to the interviewee's rank...position, title, the organisation that he or she is affiliated with...You could, for example, introduce...Eric Smith, an analyst with Lloyds or CEO or economist...Whatever the case may be. So what's going to happen is, you have to set the interview up, formulate questions to ask the interviewee...and I think just before you actually perform this scenario, you should just get together with the interviewee and make sure that you know his or her name and rank et cetera. Because remember, this is going to be an unpredictable scenario. You, as the interviewee, are not sure what questions the interviewer is going to ask. I'll come to the interviewee's part in a moment. We're still... (Inaudible) Okay, that's the opening. Then you're going to have to formulate three questions. This is now the interview itself. ((Facilitator writes on the board)) You then have to formulate three questions...to ask the interviewee. The challenge is that each question has to contain a certain item. Firstly, it's got to contain a- what we call an agenda- an action projection...This is when you actually announce to the interviewee that you're going to ask a question. You usually say something like...let me ask you a question...or let me ask you this, is

it true that... (Inaudible) as an example. So you should have an action projection. Secondly, you should have a tag question. What do I mean by a tag question? ((Facilitator writes on the board)) I mean a question that ends with something like isn't it...aren't you...For example, it has come to our attention that you will have to pay...your customers some kind of compensation... (Inaudible) isn't it...(Inaudible) aren't you...weren't you, haven't you, et cetera, et cetera. So make sure that the tag question comes at the end of your question. Thirdly...the last one...One of your questions should contain a passive verb. ((Facilitator writes on the board)) For example, it is said, or it is claimed, or it is alleged that Lloyds did the following...By doing that, you are able to actually stand back and be more objective as an interviewer. Instead of saying I believe you have committed fraud, you are able to stand back and maintain some kind of neutrality. That's what the interviewer has to do. Once you have asked your questions – your three questions containing one of these items – you then simply close the interview down. And here, you can simply use an acknowledgement. We also call it an acknowledgement token. ((Facilitator writes on the board)) Thank you for joining us. And that will be your interview. And of course, what about the interviewees now? The interviewees have to go and take a look at Lloyds fined for rule-breaking. And study it well. Because you will be asked three questions that you have not heard before... So make sure that you've done your homework. In other words– So what I'd like you to do now is, we're going to have quite a long rehearsal phase. I'll come around and help the interviewer and the interviewee. I'll guide you through this scenario. Once you have rehearsed it, you will come and perform this scenario. Right, I think you should divide yourselves into groups now. Perhaps the interviewers on this side, and the interviewees on that side. Okay, decide which role you want to take on. Because I'm going to get the two of you together and we'll see how many people we can actually listen to today. Okay, are you ready?

2 Ss: Yes. Yes. (Murmurs of assent)

(The rehearsal phase begins, and during this time, students who have assumed the role of the interviewer decide how they are going to open the interview, formulate their questions, and terminate the interview. Those students who have assumed the role of the interviewee discuss what kinds of questions the interviewers could ask)

- 3 F: (Approximately 30 minutes later) Okay, we seem to have run out of time um... Who would like to come up as the interviewer now. Who's going to...? (Inaudible)
- 4 Ss: (Students deliberate amongst themselves)
- 5 F: So you have to stand quite close to... (Inaudible)

Performance phase

First pair

S1: IR
S2: IE

- 6 IR: Good evening, welcome to Kovsie News. Tonight we are focusing on Lloyds and we are speaking to Mr. Rowan de Klerk, a media spokesman from Lloyds. And we are going to ask him some questions about the company's involvement in rule breaking... (Inaudible) defrauding of the unit trust division... Let me first ask you, in your personal view, do you think your company administered its unit trusts badly?
- 7 IE: Uh... I won't say that at the moment because we are still investigation- We are still under investigation by a team that's an internal and external team. So my um... I have no comm- comment at this moment.
- 8 IR: It is said that even though you have the skill, care and diligence as a company, you did not properly administer the unit trusts which in addition led to your customers... paying too much for the unit trusts without getting paid interest...
- 9 IE: Okay um... The clause in that situation wasn't stated clearly so er... We've fired the- the head of that department and we got another person in his place. So that is sorted out at this moment.
- 10 IR: It is said that your company paid one million Rand in compensation to the customers... and some say it's a guilty plea, isn't it?
- 11 IE: I have... No, I won't say so because I think what happened is a really bad situation. And our company's name has been damaged about

that. So we paid out this compensation in er good faith to show people er we made a mistake. We feel bad about it and we're- we're changing our situation and what happened. So we paid it, that's why.

12 IR: Thank you Mr. Rowan de Klerk. See you next week on Koviesie news.

Second pair

S3: IR

S4: IE

13 IR: Welcome to EDK one one four. Today, we will focus on the fraud allegations surrounding Lloyds. Joining us is George Matesane from the public relations division of Lloyds... Let me ask you, is it true that Lloyds committed fraud?

14 IE: No, it's not true that Lloyds committed fraud. That story that emanates from papers- It's not true. What has been happening is that er our customers have simply just requested us to carry out an investigation into some of those alleged fraud... (Inaudible)

15 IR: You have paid out over one million pounds in compensation to your customers, haven't you?

16 IE: Indeed, we did pay out one million pounds to our customers. This was just to restore their trust in our company.

17 IR: It is said that Lloyds failed to properly administer its units trust... even though they had the due skills, care and diligence. What would you say is the reason for this?

18 IE: The reason for this is that the...the performance of the unit trusts at that particular time was not good. There was a downswing in the market... in the unit trusts and people normally are worried about their investments at this particular time.

19 IR: Thank you for join- joining us. And now we go over to Peter with the weather.

14 March 2000

Group 1

Third pair

S5: Interviewer

S6: Interviewee

- 1 IR: Good morning er...Welcome to DK's Talk Show. Today, we're going to discuss Lloyds' unit trust division and the fact that they were fined four hundred and twenty-five thousand Pounds by the UK's Investment Regulatory Organisation...for several rule breaking. Today, I am joined by Professor...Ern- Ernest, spokesperson of Lloyds' unit trust division. Welcome...
- 2 IE: Thank you very much.
- 3 IR: It is said in the business section of the London News that you were fined four hundred and twenty-five thousand UK Pounds for several breaches of the organisation's rules...in the running of its unit trusts. How far true is that?
- 4 IE: Okay. We were fined four hundred and twenty-five thousand pounds, but we're having an internal investigation... (Inaudible) mismanagement of our unit trusts. And in a week's time, there'll be a full press conference where we will discuss all the details...and all the allegations.
- 5 IR: Okay. You also failed to pay interest, didn't you?
- 6 IE: Ya...The interest part is that... (Inaudible) also included in our full investigation and in the press report, all the details will be given.
- 7 IR: Uh...Let me ask you, what have you done about the whole situation?
- 8 IE: Like I said we— Lloyds is having a full investigation, all the manpower needed to have a full-scale investigation of our unit trust division. And we have several experts coming from outside the company to- do er...investigation. ((Laughs)) Ya.

- 9 IR: Uh...Thank you for joining me. Well, that was Professor Ernest...clearing his company's name. ((Laughs)) And from me, DK, join me next time. Thank you.

Group 2

Fourth pair

S7: IR
S8: IE

- 1 IR: Welcome to Lesedi FM. Today, we'll be discussing the allegation that Lloyds was fined for rule-breaking within the organisation. Joining us this morning in the studio is Mr. Mofokeng, the manager of Lloyds' unit trust division. Mr. Mofokeng, let me ask you a question. It is true—Is it true that the company was fined for rule-breaking?
- 2 IE: Yes...Unfortunately, it is true. The company was fined. But we are still investigating the matter and we hope to come with a solution as soon as possible.
- 3 IR: It is said that Lloyds failed to properly administer its unit trusts including personal equity plans...with due skills, care and diligence. Can you please expand on this particular issue.
- 4 IE: Unfortunately this was— This happened due to mismanagement within the company...But as far as our equity plan is concerned, we have maintained a higher standard.
- 5 IR: You have come up with a way to compensate your disgruntled customers, haven't you?
- 6 IE: Yes, we have certainly come up with a solution to this whole dilemma...Because we feel that it doesn't just affect us, but also our customer's confidence in the company. So we have taken one million in our... (Inaudible) to compensate...all those affected.
- 7 IR: Mr. Mofokeng, I thank you for being with us this morning... (Inaudible)