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THE HIGH SCHOOL TEACHER'S ROLE IN
MAXIMIZING LEARNERS' INITIATIVE
IN ENGLISH SECOND LANGUAGE
CLASSES IN LESOTHO: A CORPUS OF DATA

by

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An appendix to a thesis submitted to meet the requirements for the degree of

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ABBREVIATIONS USED IN THE TEXT

Notes on the text and transcription conventions:

The spelling and punctuation have been taken as they are in the original quotations (especially the transcriptions).

TRANSCRIPTION CONVENTIONS

Excerpts are numbered (1), (2), (3), (4), (5), etc.

Turns are numbered 1, 2, 3, 4, 5, 6, etc.

S	:	Student
S ₁	:	Student one
S ₂	:	Student two
Ss	:	Students (speaking together)
T	:	Teacher
R	:	Researcher

The abbreviation S refers to a student. However, in the text itself, learner and student are used interchangeably.

Signs:

//	:	Interruptions and overlaps
=	:	Smooth interrupted turn transitions
—	:	Stress
(Inaudible):	:	Excerpts that could not be transcribed
()	:	Non-verbal actions
^	:	Silent stress and falling intonation
(.)	:	Micro pause
...	:	Pause
-	:	Hesitation
Italics	:	Sesotho words

PRE-COUNSELLING LESSON

(The lesson is on composition writing)

1. T: You can sit here. You can sit there. To me there are two eh
(writes on the board) main issues ... in ... that topic Eh?
2. Ss: Yes, Sir.
3. T: You see is "changes". Right?
4. Ss: Yes, Sir.
5. T: Is "changes that had taken place in my area in the last few
years".
Bolaoane (inaudible) changes. And what else? And how these
changes had...
6. Ss: (In unison) ... had affected the lives
7. T: ...affected the ...
8. Ss: ... the lives of the people.
9. T: ... of the people. Right. Yes. So ^ We focus on these two what?
Main issues. We focus on the changes. Focus on the ...eh... on
how the lives of the people have been...
10. Ss: ...affected.
11. T: ...affected by those?
12. Ss: ...changes.
13. T: ...changes. Alright?
14. Ss: Yes Sir.
15. T: Okay ^ So ^ Eh (writes on the board) right?
Changes... Now ^ Am I going to write that whole thing there?
16. Ss: No.
17. T: No. Not me. (Cleans the board) But eh...) write just a short thing
for my what? For my topic. The ...eh... I mean what? So that in

the examination if you that the topic is too long, then try to shorten it. But don't leave out the essential eh parts of that topic. In other words, the key words. Alright?

18. Ss: Yes, Sir.
19. T: The key words must not be omitted. Okay. So you have what?
(Writes on the board) Changes in my what?
20. S₁: Area.
21. T: In my area. Okay ^ (Writes on the board)
In the...
22. Ss: ... last few years.
23. T: (Continues writing)... last few years. And what?
24. S₂: How those changes have affected the environment.
25. T: Okay. And how... Okay ^ And how they ... "they" stands for what?
26. Ss: Changes
27. T: (Writes on the board) How they have cha... or ...
28. S₃: ...affected.
29. T: Oh! affected...
30. S₄: ...the lives of the people.
31. T: Okay ^ Now, why don't you make it short?
(Inaudible) people's...
32. Ss: ... lives.
33. T: Is it ... is it apostrophe s or s apostrophe?
34. Ss: Apostroph s.
35. T: Okay. Now you are applyin tthat eh?
36. Ss: Yes.
37. T: Apostrophe...
38. Ss: ...s.
39. T: Okay ^ Right ^ Now you must never forget to do what?
40. Ss: Underline.

41. T: Underline. Yes. (Underlines the topic on the board) Here I am underlining with my naked hand. But you must - you must use your what?
42. Ss: Rulers.
43. T: You must use your rulers. Okay ^
Now ^ When you talk of changes... changes in your area... what immediately comes into your mind? What comes into your mind? We are talking about changes? Changes. What immediately comes into your mind is?
44. Ss: Development.
45. T: What immediately comes into your mind is...
46. Ss: ...development
47. T: ... is development. Development. Eh do we have development here now going on?
48. Ss: Yes, Sir.
49. T: In our area?
50. Ss: Yes, Sir.
51. T: Yes. That's right. Okay ^ So eh... that is our experience. That is something that is within your what? Your expe...
52. Ss: ...experience
53. T: ...within your experience. Your experience. Okay?
54. Ss: Yes, Sir.
55. T: Maybe you actually participated in...
56. Ss: ...it
57. T: ...in it. In the development. You have actually participated in the development. Alright ^ What are some aspects on this development?
(Long pause)
58. T: Hm? Hm? What are some of the aspects of this development? Eh? Lerato, you have a bright face. It seems you want to give me a bright view?
(Inaudible)

59. Ss: (Laugh)
60. S₅: (Inaudible)
61. T: Mm? (Laughs) /yes?
62. S₆: The police stations.
63. T: Oh, you have police station. You have police station. Hah! Okay
^ Right ^ Eh (laughs) police station. Is that essential? Is that
something very good? Something very (inaudible)?
64. Ss: Yes Sir.
65. T: Yes. That's something very important.
Okay?
66. Ss: Yes.
67. T: Why? Why is it important? Because ... why is it important?
- (Long pause)
68. T: Why is it important? To... to stop - to stop what?
69. Ss: Crime.
70. T: To stop crime. I mean, if we can stop it at all.
71. Ss: Yes.
72. T: To stop crime. And I don't know whether we are using the right
word when we say "to stop crime". Maybe to minimize crime.
Because we cannot stop crime. Can we stop it?
73. Ss: No.
74. T: We can't. We can't. We can't. So ^ (Writes on the board) To try
and minimize...
75. Ss: ...minimize
76. T: ...or reduce. Okay. We can use a simpler word. To reduce
what? Cri...
78. Ss: (In unison) ...crime.
79. T: To reduced the rate. The rate of what?
80. Ss: Crime.
81. T: The rate of crime. To reduce the rate of cri...

82. Ss: ...crime.
83. T: Okay ^ Now ^ You see, I write it and you put it down. I mean, but eh okay ^ (Inaudible) But I write it down and you put it down. Give me another point. Give me another point. Yes eh - eh Ntsane.
84. S₇: Communication.
85. T: Communication. What do you mean by communication? You are speaking - you are using big terms now.
86. Ss: (Laugh)
87. T: Alright ^ Now ^ Unless you tell me what you mean by communication (inaudible) Yes.
88. S₇: (Inaudible)
89. T: Eh?
90. S₇: (Inaudible)
91. T: Eh?
92. S₇: Postal Services.
93. T: Postal?
94. Ss: Services.
95. T: Alright ^ Right ^ Right ^ Okay ^ So that is another what? Aspect of what? Of develo...
96. Ss: ...development.
97. T: Another aspect of development. Earlier on she gave what? Police station.
98. Ss: Police station.
99. T: I mean, the police should be there... to eh help us... reduce what - the rate of what?
100. S: Crime.
101. T: Crime. Okay ^ I(.) Now somebody has just suggested something. Communica...// tion.
102. Ss: // tion.
tion.

103. T: Communication. Right ^ Okay ^ Now ^ I'm still re - I'm still reluctant to write. Eh? Okay? (Laughs) Okay ^ Right ^ And what else?
104. Ss: (Laugh) Roads.
105. T: What?
106. Ss: Roads.
107. T: Roads?
108. Ss: Yes.
109. T: Who is suggesting roads? (Laughs) Okay ^ (I'm going to put down (writes on the board) roads. Construction of roads is of vital importance. Why? Why? I say construction of roads is of vital importance. Why? Why? Matala.
110. Ss: Movement from place eh from one place to another becomes easy.
111. T: So roads are there to facilitate movement from one place to another? From place A to place?
112. Ss: - B.
113. T: Whatever. Okay? Right ^ (Writes on the board) Roads are there to facilitate. Eh? Roads to do what?
114. Ss: To facilitate.
115. T: (Writes on the board) To faci-li-tate. What?
116. Ss: Movement.
117. T: (Writes on the board) Movement. From one place to...
118. Ss: ...to another
119. T: (Writes on the board) ...to another. Right ^ Right^ Right ^ And you can elaborate on that. Eh?
120. Ss: Yes, Sir.
121. T: You can elaborate on that. Today eh, I mean, if we had roads, can we still see queues and queues of people waiting for the bus?
122. Ss: No, Sir.

123. T: The bus that will take 30 minutes, 45 minutes, 1 hour to come? Eh? And when it does come, is already full. Eh? And people wait there for a long time. They are not going to get to their destination by the time... they want. Alright ^ So ^ Eh ... if people now travel to their work places ... eh ... by what? By bus. Does that affect the life of the people?
124. Ss: Yes, Sir.
125. T: They no longer wal...
126. Ss: ... walk.
127. T: Okay? They no longer walk. Okay ^ They no longer walk. But they travel by?
128. Ss: by bus.
129. T: But they travel by bus, taxis. Taxis. Ta...
130. Ss: ...taxis.
131. T: Yah. Right ^ Okay ^ Next. Eh ... Somebody said police station. Yes. Okay ^ I - I - I keep that in mind. I don't want to write it now. I'll write it later on. Okay ^ Somebody then said communi...
132. Ss: ...cation.
133. T: I want to write it. (Writes on the board) co-mu-ni-cation. Communication. Alright ^ Here... when we talk of communication, what is it that comes into our minds? Te...
134. Ss: ...telephones
135. T: (Writes on the board) Telephone facilities. Eh?
136. Ss: Yes, Sir.
137. T: Telephone facilities. Eh because that is terribly important. Terribly important because uhm you want to transmit a message. An urgent message for that matter ... to ... to Leribe. Eh? Or to some other place in Maseru. Maybe you are calling the police already, to come to your aid because eh maybe some people have already broken into your house or into your shop to - to steal. Alright. So ^ You can be able to ...
138. Ss: ...talk.

139. T: ...to communicate with people who are living far away from your place. Maybe you have a patient who is critically ...
140. Ss: ...sick.
141. T: ...sick. And you want to take this person to?
142. Ss: hospital.
143. T: Yes. Right ^ Okay ^ Next?
144. Ss: Water.
145. T: Water. Okay ^ Now ^ Water.
146. S₉: (Inaudible)
147. T: (Laughs) Oh yes. Okay ^ Eh ... I want to call it what? (Writes on the board) Village water... I want to call it what?
148. Ss: Village water supply. I want to call it village water supply. Right ^ Yes ^ Is water important?
149. Ss: Yes, Sir. Extremely important.
150. T: Extremely important. I like it. It's extremely important. Why? That is not enough. Alright ^ That is not enough. Okay? Why? Why? Tell me why. Tell me why. Why is water extremely important?
151. S₁₀: It makes life easy. If there's no water there's no life.
152. T: Yes. Yes. Yes. Yes. Yes. Yes. I want you to define that further. No water, no life. Okay ^ Yes, Mokete.
153. S₁₁: It serves various domestic purposes. What else?
154. S₁₁: Cooking.
155. T: Eh?
156. Ss: (In unison) Cooking.
157. T: Cooking is one.
158. Ss: Washing (inaudible).
159. T: Somebody is saying building. Yes?
160. Ss: Washing.
161. T: Eh?
162. Ss: Drinking.
163. T: Drinking.

164. Ss: And watering.
165. T: Watering our plants. Okay?
166. Ss: Yes.
167. T: Just now we are experiencing a very, very terrible drought. Eh?
168. Ss: Yes, Sir.
169. T: Okay ^ Now ^ Eh we are in need of water in order to do what? To-to-to plant. To put in seeds. It is now time to put in seeds - to put seeds into... the soil. Now ^ Can seeds ... germinate without water?
170. Ss: No.
171. T: They cannot. Definitely they cannot. They cannot. They cannot germinate. So ^ In order that seeds should germinate, we need what? Moisture. Moisture comes from?
172. Ss: Water.
173. T: Water. Okay ^ So water is terribly important. Very important. It serves various domestic purposes. Right ^ Okay ^ Right ^ Now ^ Uhm... Okay ^ Are these the only aspects of development?
174. Ss: No, Sir.
175. T: No?
176. Ss: Yes.
177. T: What else?
178. Ss: Clinics.
179. T: Oh, clinics. Okay ^ (Writes on the board) Clinics. Right ^ Clinics. Clinics. Why? Kalebe.
180. S₁₂: They are important because even if you're ill, you can be given medical treatment.
181. T: Locally.
182. S₁₂: Yes, Sir.
183. T: Yes, locally. Because we are talking about what? We are talking about...
184. Ss: ...area

185. T: ...area. And we are talking about our area. So we want development in our area. So we can have what? These social services. Eh? Okay? Eh... is it a very healthy...thing, a very healthy habit to take a sick person and put him or her on horseback?
186. Ss: No, Sir.
187. T: Eh?
188. Ss: No.
189. T: No. No. Not today. Yeh? Not today. Alright ^ So ^ Eh... Okay ^ And we don't even have those horses, do we? Do we have horses?
190. Ss: Yes.
191. T: (Inaudible) very few. In certain places there are horses. But horses are not so... are not so common today. (Laughs) Even if there are some, they are very lean and emaciated, isn't it?
192. Ss: Yes, Sir.
193. T: Yes ^ Right ^ Okay ^ Right ^ So ^ Clinics. Eh? Clinics. So from these clinics we can get (writes on the board) medical what?
194. Ss: Treatment.
195. T: (Continues writing) Treatment locally. Right? Okay ^ Now ^ So here again, One other advantage is that you don't have to pay for transport and go all the way to Queen II. Right? Unless the patient is now eh (.) suffering from a-a disease that cannot eh (.) maybe...I mean, a disease that needs specialists. Alright?
196. Ss: Yes.
197. T: Okay ^ And next?
198. Ss: Fi-lling stations.
199. T: Mm?
200. Ss: Filling stations.
201. T: Filling stations. Oh, this time you are talking about filling stations, not police stations?
202. Ss: Yes, Sir.

203. T: Alright ^ Yes ^ I'm also reluctant to write it. I'm reluctant to write it. I'm going to write it. Eh (.) (Writes on the board) filling stations (stops writing). Okay.
204. Ss: Electricity.
205. T: Mm?
206. Ss: Electricity.
207. T: Oh, electricity (writes the response on the board.) Why is electricity of vital importance? Mm? John, you have been keeping quiet for the last (.) 25 minutes. Come up. Why is electricity (inaudible)? By the way, there are two Johns (.) and the third one is me.
208. Ss: (Laugh)
209. T: Okay ^ Right ^ Now unless I say John Phiela ... why is electricity important? Is electricity of any importance at all?
210. Ss: Yes, Sir.
211. S₁₃: Because (inaudible) like (inaudible).
212. T: Oh! We use electricity for light.
213. Ss: Yes.
214. T: (Writes the response on the board) To get light. To heat our houses.
215. Ss: Yes, Sir.
216. T: Right ^ Yes ^ To cook?
217. Ss: Yes, Sir.
218. T: Yes. It also serves a number of - of purposes.
219. Ss: Yes.
220. T: Alright ^ Electricity.
221. Ss: Schools.
222. T: Schools?
223. Ss: Yah.
224. T: Yah. I think schools should have (inaudible) right there. Anyway... anyway let's have schools here. I think schools should have gone right there. Right?

225. Ss: Yes.
226. T: Yes. Yes. Yes. Yes. We consider these things in their order of what?
227. Ss: Chronological order.
228. T: *Halala oe!*
229. Ss: (Laughs)
230. T: Not in a chronological order. Okay ^ In the order of importance (.) anyway. Alright ^ EH (.) schools. We need definitely need schools. In every what? In every area. We need schools. Because there can be no meaningful development without schools. (Inaudible) Eh in - in any country. In any country. I don't care. In any country (.) whether it be on the African continent (.) or anywhere. Education is of vital importance. Education is very very important. Eh so ^ We need schools. And these (writes on the board.) must provide education at various levels. You must have pre-schools, isn't it?
231. Ss: Yes, Sir.
232. T: Fine. You must have primary schools, isn't it?
233. Ss: Yes, Sir.
234. T: You must have secondary schools. Right?
235. Ss: Yes, Sir.
236. T: You must have... (writes on the board.)
237. Ss: High schools.
238. T: ...high schools. Okay ^ Right ^ Eh (.) So here (writes on the board) we have pre-schools. What?
239. Ss: Plus primary schools.
240. T: (Continues writing on the board) primary schools. What?
241. Ss: Secondary schools.
242. T: (Writes the response on the board.) What?
243. Ss: Secondary schools.
244. T: (Writes the response on the board.) What?
245. Ss: High schools.

246. T: (Writes the response on the board.) Okay ^ Okay ^ Okay ^
Now ^ Remember we are talking about what?
247. Ss: Development.
249. T: In what?
250. Ss: In our area.
T: In our area. Eh? And then how it affects the lives...
251. Ss: ...of the people.
252. T: Yes. How-how-how the life of people is?
253. Ss: Affected.
254. T: Affected. How the lives of people have been affected. Alright?
255. Ss: Yes, Sir.
256. T: Have been affected. Okay ^ I always want to tell stories.
(Laughs.) Okay?
257. Ss: Yes, Sir.
258. T: Uhm... do you know (.) do you know Likotsi?
259. Ss: Yes, Sir.
260. T: Do you know Likotsi (.) the place called Likotsi?
261. Ss: Yes.
262. T: That mountain there, right in the west of our - our place, eh?
263. Ss: Yes.
264. T: Yes. I - I was living in the west of that pl - mountain there (.) in
the west of it. Eh?
265. Ss: Yes, Sir.
266. T: And everyday (inaudible) I was already... in those days they
called - there were two sections of primary school. "Lower
primary" or they called it "Elementary". Alright?
267. Ss: Yes, Sir.
268. T: And "Higher primary" which came to be called "Intermediate".
Okay? Right ^ Now ^ When I came to this intermediate now I
had to attend school at Loretto.
269. Ss: (Laugh)
270. T: All the way from?

271. Ss: Likotsi.
272. T: From Likotsi. Right? Okay ^ And everyday.
(Long pause)
273. T: Walking every day. And there were no vehicles. There were no vehicles in those days, I tell you.
274. Ss: (Laugh)
275. T: I don't know. Most probably (laughs)
276. Ss: (Laugh)
277. T: Okay ^ That's right. So ^ Eh (.) what happened? When we went to school we walked. Alright?
278. Ss: Yes, Sir.
279. T: Now, Don't say we walked on foot because if - if you say that now you are talking what kind of (inaudible)?
280. Ss: Local English.
281. T: What?
282. Ss: Local English.
283. T: So, if you don't want - if you don't want to use the phrase "on foot" then you must say "travelled. Travelled on foot". But "walk" eh (.) if you want ... eh to use the word "walk", then leave out "on foot". Alright?
284. Ss: Yes, Sir.
285. T: Okay ^ So ^ Eh I used to travel from that place ... daily.
286. Ss: (Inaudible)
287. T: Daily. And in those days there - eh these eh ... people who are selling some (inaudible) eh you are having them in the school yard today, so that if you don't have your (inaudible) you still don't worry much as long as you have something in your pocket. Okay?
288. Ss: Yes, Sir.
289. T: Right ^ You still don't worry because you're going to get something (.) eh during break. Then you go and - and flock to those ladies there. Like what?

290. Ss: Like (inaudible)
291. T: Like insects on a what? Like flies.
292. Ss: (Laugh)
293. T: Like flies on a piece of rotten meat. Eh? Okay? You flock there. Okay ^ Eh ... right ^ So ^ Uhm (.) eh schools. Hey! Hey! Hey! Hey! Let's move fast now. What else? Anything now? Okay ^ Let me come to (writes on the board) police?
294. Ss: Station.
295. T: (Writes on the board) station. And there is the other one I didn't put on-down.
296. Ss: Filling station.
297. T: Oh! (Writes on the board) Filling?
298. Ss: Station.
299. T: Okay ^ Do we have one? Do we have one eh - eh for instance at Lithoteng.
300. Ss: No.
301. T: No. So (.) do this aspect of (inaudible).
302. Ss: (Form groups)
303. T: Eh it's very important, very important eh - eh groups to mention that eh (.) changes are brought about by development. I mean, eh we have all these things because of what?
304. Ss: Development.
305. T: Of development. Yes. And these developments bring about these changes. The changes are there because of what?
306. Ss: Development.
307. T: Because of development. Alright?
308. Ss: Yes, Sir.
309. T: That must be clear. You mustn't lose sight of that point. (coughs)
310. Ss: (Continue their group discussions)
311. T: Remember also that the composition is now (inaudible) in the discussion. It will later be done by the individuals.

(Discussion continues)

312. T: Okay ^ Now ^ If I were to do what? To call you back (inaudible) and the representative of each group eh comes to inform the class (inaudible) the points are there. Okay?
313. Ss: Some.
314. T: (Inaudible) but I'm afraid you're still very far.
315. Ss" (Continue their discussion)
316. T: Hey! Uhm ... when we (.) we - we - we - we - we do things like prepositions we do some aspects of grammar like uhm ... what was the last topic we (inaudible)?
317. Ss: (Inaudible)
318. T: Ae. Ae. I'm not talking about that. What I mean is you must be careful with your prepositions. Okay? Do not say "In different level." You say "At different levels." The preposition "in" is wrong if you're talking about levels. Okay?
319. Ss: Yes, Sir.
(Discussion continues.)
320. T: One minute.
(Discussion continues)
321. T: Okay ^ Back. Back now to your places. Quick!
322. Ss: (Stop discussion and go back to their places)
323. T: Bolaoane. Lerato. Okay ^ In each group now you choose a representative to come and (inaudible) Okay ^ Now ^ In this group? In this group? Who is representing you in - in - in your group there eh - eh Mothusi?
324. S₁₄: Lerato.
325. S₁₅: No. (Laughs)
326. T: Lerato?
327. S₁₄: Yes.
328. T: Quick.
329. S₁₅: Changes (inaudible)

330. T: Loud please.
331. S₁₅: (Reads) (Changes in our area in the last few years and how they have affected the people's lives. The change that were brought about development in our area. There are aspects of that development such as constructing clinics. Eh... first, the roads are very important because they facilitate movement from one place to another. People are no longer travelling long distances. For instance..., movement became easy for people who are working far away from their places. The businessmen are able to transport their commodities easily. Uhm... education is an important point because life would be difficult without education (stops reading). That's all.
332. T: So that is how far you went eh?
333. S₁₅: Yes.
334. T: That group?
335. S₁₅: Yes.
336. T: Okay ^ Okay ^ Okay ^ Uhm... next. Kalebe's group there. Send your representative over here. Oh! Is Kalebe himself?

GROUP TWO

337. S₁₆: (Reads) Changes in our areas in the last few years and how they have affected people's lives. All changes were brought about by development and they took a long time to exist in our (inaudible) our villages. The first change we have are schools in order to educate children at different levels, starting from pre-schools to high school level ... because it will be advantageous to their futures. And it is also beneficial to the local people because they will not use transport and they will be no need for boarding schools.
338. T: Okay. Right ^ Right ^ This group which was here! Quick please.

GROUP THREE

339. S₁₇: (Reads) Changes in my areas in the last f- in the last few years and how they affected people's lives. Development brought about changes in my area because now there are schools. Without education life would be a little harsh (.) a little harsh because education is the key to success. Now life is based on technology and it is also sophisticated. This have helped us to have teachers and doctors and many other people who are educated. Eh (.) communication helps us to communicate with other people, even though they are - they are far away from our our places (.) by means of telephone and letters (stops reading).
340. T: Now the last group! The last but not least.

GROUP FOUR

341. S₁₈: (Reads in a low voice) Changes in my area in the last few years
=
342. T: = Loud please.
343. S₁₈: (Loudly) ... and how they have affected people's lives. The changes brought about - brought by development were schools, roads, communication, village water supply, clinics, electricity, police station, filling station and (inaudible). Schools provide us with education at various levels. For instance, we have pre-schools, primary, secondary and high schools. It is ...
344. T: (Laughs)
345. S₁₈: (Continues reading). ...education is the key to success (inaudible) international (inaudible). Schools are =
346. T: = Aloud.
347. Ss & T: (Laugh)

348. S₁₈: (Continues reading) It is the key of success because some of the aspects of development are done by education peoples - education - educated peoples. For instance =
349. T: = People.
350. S₁₈: ...people. For instance, electricity. It also helps us to communicate with peoples of different languages by talking English as an international language. Roads help community to move from one place to another. People are able to go in town at every time they like. The bus are as many as possible. And the students of - students (inaudible) other areas are able to get to school in times (stops reading).
351. T: Good. Uhm... do you think that the groups have been able to cover all the aspects of development that we have suggested?
352. S₈: No, Sir.
353. T: Which ones have not been covered?
354. Ss: Clinics, water supply.
355. T: You have - you have said nothing about clinics eh?
356. Ss: Yes, Sir.
357. T: Yes. So ^ Eh (.) be careful. You cannot leave that out. Eh? It's very important. It's extremely important. Okay ^ What else has not been covered?
358. Ss: Water supply.
359. T: Water supply (.) and yet we said this is of vital importance. Yes. Yes. You cannot do a thing without water. Mm? You can't do anything without water. Right ^ What else has not been covered?
360. S₁₉: Electricity.
361. T: Mm?
362. S₁₉: Electricity.
363. T: Electricity?
364. S₁₉: Yes, Sir.

365. T: You have, I mean, all groups say absolutely nothing about electricity.
366. Ss: (Inaudible)
367. T: Mm? Mm? Mm?
368. Ss: (In low voices) shopping centres.
369. T: Shopping centres. Did you say anything about shopping centres?
370. Ss: No, Sir.
371. T: No. So ^ Eh I (.) would you say it is because of time?
372. Ss: Yes, Sir.
373. T: You didn't have time?
374. Ss: Yes, Sir.
375. T: Okay. Okay ^ Now ^ (Points at the board) This (.) will be something that people should think over... because I'm expecting - as I said earlier, I am expecting each and everyone to write this composition. Eh?
376. Ss: Yes, Sir.
377. T: Especially on Friday. Most probably I'll not be here on Friday and during that period you will be writing this composition.
378. Ss: Yes, Sir.
379. T: Yes. And I also want to, you know, to warn you against sentences that are not complete. The first group that reported here had a sentence that was not complete (.) and if it is not complete it is not a sentence. Read the first line. Can you read the first line?
380. S₁₅: (Inaudible)
381. T: Mm mm. That one is a - a good sentence. Is a complete sentence that one. But at the - the beginning of your writing ... of your paragraph there you have something that is not a complete sentence. Okay ^ Now ^ Be careful of that. And also be careful of your what? Your different aspects of your grammar. Okay? Grammar. Grammar. For instance, if you have

changes. Mm? Changes. And then you say (writes on the board) changes u - h - m you have changes and the verb is "is", that is not correct. Eh?

382. Ss: Yes, Sir.

383. T: Uhm (.) or "was - changes was". Whereas changes were brought about by development. Okay? And then you discuss the different aspects of development, isn't it?

384. Ss: Yes, Sir.

385. T: Right. (Looks for a timetable) Where do I sign? Nowhere?

386. S₁₅: Sir, I'm - I've got a question.

387. T: Yes, please.

388. S₁₅: Is it possible that the changes can be brought about corruption (.) in our villages?

389. T: Can... (End of cassette)

(From

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: How many students are there in E3?
2. T: They are now 20 ... mm mm, they are 19 (.) because initially they were 21. Mm. One dropped out. Am I right? They were 20. And now another one has recently eloped. (Inaudible) And now they are ... they are now ... they're 19.
3. R: Nineteen.
4. T: Mm.
5. R: Okay ^ How many periods do you have per week with this class?
6. T: Seven.
7. R: Seven?
8. T: Mm.
9. R: Do you integrate the four language skills?
10. T: You mean speaking, writing =
11. R: Yes.
12. T: Listening.
13. R: Mm Hm.
14. T: And the other one is (inaudible).
15. R: Or do you teach them separately?
16. T: I - no. I - I - I think I teach them at random.
17. R: You teach them at random?
18. T: Yes.
19. R: Okay.
20. T: Because I concentrate much on - on, you know, on - on grammar aspects (.) because I feel that's important I - although they are not going to be asked grammar as such. But they need

grammar in their, you know, essay writing. They need it very badly.

21. R: Thank you. Uhm do all the pupils participate in class activities?
22. T: They do.
23. R: They do?
24. T: Except a few. Yah, except a few.
25. R: What do you think is the reason?
26. T: The reason that they don't participate is that eh (.) maybe they find the work rather tough for them. That is what I feel. Besides that there are those who are shy by nature. I mean, sometimes you find that when this child writes something on paper she or he writes something sensible. But this same student never utters a word in class (.) hardly parci - participate in class. I mean, in - in discussion.
27. R: Thank you. Do you think that there is a relaxed atmosphere during your lessons (.) in - in your class?
28. T: You mean =
29. R: = is everybody relaxed? =
30. T: Relaxed that means in the sense of being what? Free or what?
31. R: Free.
32. T: Mm. Yah. They are quite free with me. They are quite free.
33. R: Uhm (.) So ^ what type of errors do you correct during oral exercises?
34. T: Eh grammar errors - grammatical errors. (Puts the telephone off)
35. R: What makes you say grammatical errors?
36. T: Yes. Eh for instance, you find that they miss uhm... the person. Say for instance, third person singular. It gives them a lot of trouble. Eh he, she, it, John, Mary, things like that. They - eh this third person give them a lot of trouble if they have to put the sentence in the pre - in the simple present tense (.) 'cos now

they forget to add an "s". That is eh the sort of thing that they eh - and this is another grammatical eh (.) grammatical mistake that is very, very disturbing. (Inaudible) eh "I went to town last week to bought." Those are things that are very, very disturbing.

37. R: Mm hm.

38. T: Yes.

39. R: Okay ^ do you ask (.) sorry. Do your students ask questions or do you ask most of the questions in class?

40. T: Some do ask questions. I have those who - like Hlompho Ntobo, (inaudible) Mahao. They do ask questions. Mothusi (.) Mariti.

41. R: But who asks most of the questions between you and the students?

42. T: I ask more. I think I ask more.

43. R: You ask more.

44. T: Mm.

45. R: Thank you. Does your class respond to your questions immediately?

46. T: I - this depends entirely on the nature of the question. Eh sometimes they do respond immediately. Sometimes they do take quite some time until they can respond to the question.

47. R: Okay fine. How do you deal with learner non-responses and/or incorrect responses?

(Long pause)

48. R: If they don't respond immediately, what do you do - what do you do to make them respond?

49. T: Eh uhm... I will - I try to be, you know, to be patient and ask more questions.

50. R: Mm hm.

51. T: And leading questions.

52. R: Mm hm.
53. T: Leading questions.
54. R: Mm hm.
55. T: Eh (.) Uhm... well ^ I think that is how I deal with them (.) non-responses to the questions.
56. R: Mm hm. And incorrect responses?
57. T: Incorrect responses. Well ^ Well ^ Eh I help them to correct their mistakes or the class must participate and correct the mistake, that is, when a student answers and the answer is incorrect. Then I try to draw the attention of the other students to whether that answer is correct or not.
58. R: How long do you wait for your class to respond to your questions?
59. T: Not very long.
60. R: Not very long?
61. T: Not very long. Otherwise - otherwise will run out of time. (Inaudible).
62. R: How do you encourage learners to communicate in your language classes?
63. T: Uhm (.) by getting them to discuss.
64. R: Mm hm.
65. T: Eh setting portions maybe o-of the prescribed book. Okay?
66. R: Mm hm.
67. T: Because our - our book ... the *Certificate English Language* has got lots of exercises. So I get them to do those exercises. To discuss among themselves.
68. R: Mm hm. Do your techniques always succeed?
69. T: Eh (.) that one? Yes, I - it does succeed.
70. R: Thank you. Do you feel confident enough to ask your class a question to which you don't know an answer?

71. T: (Laughs) Eh that I think it's one of eh ... very, very ... it's a difficult question. But, you know, I don't know how a teacher can ask a question that he himself doesn't know the answer to it.
72. R: Okay.
73. T: Uh (.) because uh ... well, I think it's rather embarrassing. I mean, if the stude - I don't know the answer and the students give the answer. How do I know it is correct?
74. R: So that means the second part doesn't apply because I have "If you sometimes do, what is your objective?" So it's not applicable. So ^ I have another question. What proportion of the turns - at - talk do learners take in the classroom interaction? In other words in the - in classroom interaction or communication, if you ask a question that is one turn. Right?
75. T: Mm hm.
76. R: And if they - your learners do respond, that is the second turn.
77. T: Mm hm.
78. R: And if you comment on their responses =
79. T: = Mm hm =
80. R: = that is the third turn.
81. T: Right.
82. R: Right?
83. T: Mm hm.
84. R: There are three turns. We have "initiation", we have "response" and we have "feedback".
85. T: Right.
86. R: So ^ How do you think it goes with your class?
87. T: Eh yes, I think it goes well because uhm.. when I ask questions, I ask questions in such a way that there will be some interaction.
88. R: Mm hm.
89. T: That is =

90. R: = interaction between?
91. T: Between me and the students (.) and among the students themselves.
92. R: Mm hm.
93. T: Yes.
94. R: Okay ^ So ^ How often do you use the following in your class: role play, pair work, group work, dialogues, interaction with you and your students as equals- at - talk?
95. T: Mm hm.
96. R: Putting your authority as the teacher aside.
97. T: Yes, I think the - the last four.
98. R: The last four?
99. T: You mentioned eh four - I think about five.
100. R: I mentioned five.
101. T: Yah. The last four.
102. R: You use the last four?
103. T: Mm hm.
104. R: How often?
105. T: Yah, eh ... very often. Especially - especially two and three. Two and - e-h three-three-three and four.
106. R: Especially three and four?
107. T: Yah. I use them - those quite often.
108. R: So ^ How do you evaluate communicative ability in class?
- (Long pause)
109. R: When you want to see whether you - your class can communicate =
110. T: mm hm =
111. R: = fluently.
112. T: Mm hm.

113. R: How do you evaluate that?
114. T: Eh (.) I get them to - to talk.
115. R: Mm hm.
116. T: Eh (.) and then ... the question is how do I evaluate that?
117. R: Mm hm. The ability.
118. T: Yes, the ability. Yes.
119. R: Mm hm.
120. T: Then if the student or the students can give me eh the right answers verbally, then I know they can communicate.
121. R: Regardless of the - uhm... maybe how long or how short the answer is?
122. T: Mm hm.
123. R: Okay ^ Alright ^ How many prescribed texts do you have for your subject?
124. T: Two.
125. R: Two?
126. T: Yes.
127. R: Do you use them along with other texts or not?
128. T: You mean, other texts do you mean those that are not prescribed?
129. R: Yes.
130. T: Yes, I do. Because I do get some excerci - say I - I am doing a certain topic from the prescribed textbook. Now ^ perhaps I - I don't have enough exercises from that book on that topic, then I get it elsewhere, from other books. Then I use some other books. Even in the scheme book I do indicate "any other suitable texts."
131. R: Mm hm. Okay.
132. T: Alright.

133. R: When they finish their course, that is, before they can write final examinations, what should your learners be able to do in English?
134. T: Uhm (.) the learners eh at the end of the academic year should be able to - to write fluently on paper. Eh... write in both long essay and the situational composition. They should be able to eh write. They should be able to comm- and their language. That is, they should be able to eh to - to guard against some common errors that may grip in as they write and maybe you find the - this spoil - spoils their what? Their written language. They should guard against that. Eh spelling errors ... eh ... errors pertaining to - to tense and so on and so forth.
135. R: Thank you for your cooperation. This is the end of my interview.

(End of the interview.)

POST-COUNSELLING LESSON

(The lesson is meant to help the learners to use language creatively
in real life situations.)

1. T: Are you well?
2. Ss: (Silent)
3. T: Are you well?
4. Ss: Yes, Sir. (Inaudible)
5. T: (Inaudible) Alright ^ I have something for you (inaudible). What is it? (Inaudible) I don't know. You will soon find out yourself what it is. You have (writes on the board) friend A (continues writing) have friend (inaudible). Something like that. It may not necessarily be (inaudible). You might not be (inaudible).
6. Ss: (Laugh)
7. T: Okay? Yes. Uhm... so if you want me to read this, I will read. Uhm this is A and this is B. So we are going to divide up into groups and work on this (inaudible). A will have its own work to do and B (inaudible) will have its own work to do. Then I will disappear a little bit and then come back to hear what you have. And I want to hear you, yeh? I want to?
8. Ss: Hear.
9. T: To hear.
10. Ss: To hear.
11. T: Yes, to hear. Okay ^ So ^ A, I want to read. (Reads) You are preparing for a final exam. (stops). That is group A. (Continues reading) which will be given tomorrow. And it is evening at home. And your friend calls to maybe offer - calls you to invite

you over for a party (stops reading) Your friend says, "Hey, come here please." What will you do?

12. Ss: (Inaudible)
13. T: I don't know. I don't know.
14. Ss: (Laugh)
15. T: Should you keep studying and ignore your friend? I don't know.
16. Ss: Yes, (inaudible).
17. T: I don't know. That is your decision. You need a break? That is for you to decide. Maybe you need a break. Forget books for a while and do something (inaudible). Yes. Because you say ... what? Only work without play makes Jack or Tom or whoever he is a dull bo. Okay ^ You know that this friend loves you - ae ... loves to (inaudible).
18. Ss: (Laugh)
- T: And may keep you there for hours. (Laughs) So that is for you to decide. That is A, yeh?
19. Ss: Yes, Sir.
20. T: *Ehe*. Now ^ B, B - now you must decide who are in group A and who are in group B. You must decide. You must decide quickly. I'm not going to do it for you, you know.
21. Ss: (Group themselves) A. B. B.
22. T: Alright ^ Don't be excited. You are over-excited. You're over-excited. B ^ Now ^ B, heh?
23. Ss: Yes, Sir.
24. T: (Reads) It is close to the end of the college semester and today is the birthday of your friend (stops reading). Now ^ I said this friend must have another name other than A. Yeh?
25. Ss: Yes, Sir.
26. T: (Reads) You and your other friends have organized a surprise birthday party for your friend. You know that A may be studying for finals (stops reading) Yeh? May be studying for finals.

(continues reading) But it is your job to call him or her up and (inaudible) an invitation to come over to your place where a party will be. Of course you cannot reveal the real purpose of your invitation (stops reading). So that is for group?

27. Ss: B.
28. T: B. So ^ Eh you bear in mind that you're going to do what? You are going to come (inaudible) and tell us. And as I said earlier, I will be listening attentively. Yeh?
29. Ss: Yes, Sir.
30. T: Good. You are responsible for everything. Unless you don't want to (inaudible). So ^ (Inaudible) two only. Yesterday we had four. Make sure... make sure that uh(.) the group is not dominated by ... by the males (.) or by the females. Yeh?
31. Ss: Yes, Sir. (Group themselves into A and B groups).
32. T: Yes ^ You must try to group proportionally. Okay ^ Now ^ Everyone must have a piece of paper. And everyone must participate. Nobody is going to keep quiet.
33. S₁: Sir!
34. T: That one is (inaudible). (Distributes question papers) Do you have enough (inaudible). If you don't have enough, please share.
35. Ss: Yes, Sir.
36. T: Share.
37. Ss: (Discuss in their respective groups)
38. T: (Inaudible) you haven't finished.
39. Ss: Yes, Sir.
40. T: Quick please. Quick. Quick.
(Discussion continues)
41. T: Back to your places.
42. Ss: (Go back to their respective places)
43. T: (Writes on the board) Alright ^ Sh - who will (.) break the ice?

44. Ss: (Laugh)
45. T: Uh... we always start with A. We can't start with B. That's abnormal. The representative of group A ... who is representing group A? Group A. (To group A) Who is representing your group? Mm? Fumane, come up!

GROUP ONE - ROLE A

46. S₂: Uh... once I - I - one I get a message I will say no because it's dark and I am afraid that I will be broken. So it will be (inaudible) because I will be unable to write as you know that I will be writing the exams tomorrow. And I will not leave the house without anyone because (inaudible) will take an opportunity. (Whispers) That's all.
47. T: Now ^ Are there some questions or are there some comments? Some additions that you want to make? Does anyone from group A want to say something (.) without reading?
(Long pause)
48. T: Mm hm? Nthomeng, maybe you want to say something.
49. S₃: (Inaudible)
50. T: Mm?
51. S₃: No, Sir.
52. T: Okay ^ Group B please.

GROUP TWO - ROLE B

53. S₄: (Inaudible)
54. Ss: (Laugh)
55. S₄: How about if you can come to my place? As you know that we are going to write uh (.) final exam, I have got some question paper to discuss. (whispers) That's all.

56. Ss: (inaudible)
57. T: Is it too short?
58. Ss: (In unison) Yes.
59. T: May I have one copy from group B, please. Group B. Now ^ group A, does this come to you as a surprise, I mean, if your friend suddenly calls you and it is while you are seriously preparing for something? At the same time you feel that you do not want to disappoint your friend. What are you going to do? Maybe you are in dilemma. Do you know what the word "dilemma" means?
60. Ss: (In unison) Yes, Sir.
61. T: What does it means?
62. Ss: To be or not to be.
63. T: To be or?
64. Ss: Or not to be.
65. T: Not to be?
66. Ss: Yes, Sir.
67. T: Yes, you have to choose between two alternatives. Yeh?
68. Ss: Yes, Sir.
69. T: Okay ^ Now what are you going to do? What do you choose to do? You are seriously preparing for examination that is taking place tomorrow and here is a friend of yours who is (inaudible). Yes. (Inaudible). Are you going uh (.) do you regard that as uh (.) disturbing?
70. Ss: Yes, Sir.
71. T: As disturbing?
72. Ss: Yes, Sir.
73. T: Yes, tell him why think it's disturbing. Mokete.
74. Ss: I'll say it's disturbing because it came (inaudible) It - (will say it. is disturbing because it came unexpectedly.
75. T: It came unexpectedly?

76. S₅: Yes, Sir.
77. T: Ye-s. I don't think that is the only reason. Yes, one reason is that it came unexpectedly. Okay? Yes. But I don't think that is the only reason. Nthomeng.
78. S₃: Sir, I think it is disturbing because as Mokete has said, it came unexpectedly. As I was reading, I think (inaudible) should keep on studying rather than (inaudible) and not know why does he or she want to (inaudible).
79. T: Ye-s. Uhm... Yes. I think you still have a better reason. Yes. Yes. Yes. Yes. (Inaudible).
80. S₆: (Inaudible) because I know that my friend (inaudible)
81. T: Mm hm. Yes ^ Okay ^ Hlompho, you had something?
82. S₇: Sir, I was going to say (inaudible) and again I think it would be disturbing because the friend knows that I am preparing for the final exam and she does not tell me why does she invite me. She just calls. So I think it is not wise to accept his (.) invitation.
83. T: Mm hm. Y-e-s. Ye-s. Mm hm. I still maintain that there is a more important reason why you would not accept it. Yes, Ntsane. Maybe you want to =
84. S₈: = Sir, because uh (inaudible)
85. T: Yes.
86. S₈: (Inaudible) disadvantage.
87. T: Why? Why? Why? Why will you be at a disadvantage?
88. S₈: I - I need more time to sleep.
89. T: Yes. Yes. I still - I still expect you to say more. Uh... yes, Mothusi.
90. S₉: I will not accept it because it is evening.
91. T: Evening?
92. S₉: Yes, Sir.
93. T: Y-e-s, That's another good reason. Okay ^ Okay ^ (Inaudible) that will be disturbing me. Now somebody else says, "No. I

- can't. I need some rest." Somebody else says, "No. It's in the evening. It is late. It's not safe to travel." Mm? During the night maybe. Uhm (.) I still say there is yet another reason. Some people here said nothing so far. Kalebe. Kalebe.
94. S₁₀: I will not accept this invitation because it will be my last chance to prepare myself for the exams and I am going to need some chance to - to rest.
95. T: Yes. I think you have touched upon the right or more important reason. Uhm... does the examination come more than once (.) or it comes only once?
96. Ss: Once.
97. T: So that is why it is what?
98. Ss: Important.
99. T: It is important that you prepare for that examination which comes only?
100. Ss: Once.
101. T: Because you have only one chance. Right ^ And maybe your future does what? Depends on that. Yes ^ Okay ^ Right ^ Uhm... Yes?
102. S₁₁: I don't (inaudible) if uh (.) if it is - if one's (inaudible). I think to prepare himself at the last day is useless.
103. T: Oh? You don't belief that it is wise to prepare yourself at the very last moment?
104. S₁₁: Okay. Yes. Yes. And then - but you may go further. What do you need just before the examinations? Do you need to (.) fill your head with a lot - with lots of facts (.) just overnight?
105. Ss: No.
106. T: No. No. Because you may - in doing so you may confuse yourself. Eh?
107. Ss: Yes, Sir.

108. T: Yes. If you try to cram all facts (inaudible) into your head just overnight uhm ... Okay ^ Now ^ This one: It is close to the end of the college semester. Semester means? Mm? Here we call it A?
109. S₁₂: Session.
110. T: We call it a - either a quarter or a?
111. Ss: Session.
112. T: Of course a session is different from a quarter.
113. Ss: Yes, Sir.
114. T: Of course a session is different from a quarter.
115. S: Yes, Sir.
116. T: Quarter means three?
117. Ss: Three months.
118. T: Session?
119. Ss: Six months.
120. T: Six months. Now ^ At the colleges or universities they call it a semester. (Reads) and today - eh and today is the birthday of your friend. And your - you and your other friends have organized a surprise birthday party for your - that friend. You know that that friend may be studying for finals, but it is your job to call him or her up (inaudible) an invitation to come to your place, where the party will be. Of course, you cannot reveal the real purpose for your invitation (stops reading). Okay ^ Now ^ birthday party is something that is very what?
121. Ss: Important.
122. T: Very important. And it is something that we are very familiar with, isn't it?
123. Ss: It is.
124. T: Now ^ Now ^ Tell me, what is usually done when it is someone's birthday party?
(Long pause)

125. T: Mm? What is usually done (.) when it is someone's birthday party? (Talks to students who are playing outside) You are sitting here. You are loitering here. You are making a lot of noise. If I ask you to do something, you're going to say, "No. We are going to study. We are going to study." (To the class) Oh! It's time now. My attention is being brought to the fact that it is time now. It is even over, eh?
126. Ss: Yes, Sir.
127. T: Okay ^ Right ^ Eh (.) but can people say something, please. Just to round up. I-I said eh birthday parties are very important. Eh?
128. Ss: Yes, Sir.
129. T: You are familiar with them.
130. Ss: Yes, Sir.
131. T: (Inaudible) This is something that is very (inaudible) students, isn't it?
132. Ss: Yes.
133. T: Yes?
134. S₁₃: (Inaudible)
135. T: A person who is celebrating his or her?
136. Ss: Birthday.
137. T: Birthday. Yes. Okay ^ Uhm... right ^ Now you have not - you have not told me eh (.) I want all (.) or give me all. You have not - you have not given me enough. Yes. Yes. Yes. Yes (inaudible)
138. S₁₄: (Inaudible)
139. T: Right. You entertain yourself with music. Eh?
140. Ss: Yes, Sir.
141. T: And what?
142. Ss: Drinks?
143. T: Hard stuff or soft stuff?
144. Ss: Ha - Soft. Soft. Soft.

145. T: And you say Christmas comes once?
146. Ss: A year.
147. T: One a year. Okay ^ I know - I know people.
148. Ss: (Laugh)
149. T: Yes, I know people. I know people Right ^ And you say (inaudible) about it.
150. Ss: (Laugh)
151. T: Yes. Okay ^ Now ^ (Inaudible). Alright ^ Eh ... Mahao has given us something. Give us something (.) Somebody else! Come on (inaudible) is your hand up or you're just ... are you just chasing the flies? Eh? 'Mamokete ee, I haven't heard your sweet voice for quite... (End of side one and beginning of side two)
152. T: This was - this is a special occassion, yeh?
153. Ss: Yes.
154. T: Okay ^ (Inaudible) when did you celebrate your last birthday?
155. S₁₅: Sir?
156. T: When did you celebrate your last birthday?
157. S₁₅: On October, 1998
158. T: Yes, on what day in October?
159. S₁₅: On the 3rd.
160. T: Of October?
161. S₁₅: Yes, Sir.
162. T: Oh yes. Yes. And what (inaudible)
163. Ss: (Laugh)
164. S₁₅: I was turning 16.
165. T: You were turning 16?
166. S₁₅: Yes, Sir.
167. T: Alright ^ So ^ Next October you will be turning six - 17, yeh?
168. S₁₅: Yes, Sir.
169. T: Are you - are you the youngest of the class?
170. S₁₅: No.

171. T: No?
172. S₁₅: Yes, Sir.
173. T: Who is the youngest of the class by the way?
174. Ss: (In unison) Kalebe. (Laugh)
175. T: Alright ^ Okay ^ Thank you very much. Thank you very much. But - but - but - uhm ... (inaudible) Nthati, Helena, You didn't say anything. Mosele, did you ... yah, yah (inaudible)
176. Ss: (Laugh)
177. T: *Hee*, I'm sorry that we took eh some of your time. I don't know whether you are (inaudible) or (inaudible).
178. Ss: (Make noise)
179. T: Yah. Okay ^ May I say that tomorrow I won't be - you know it's the teachers' Friday tomorrow.

(The lesson ends.)

PRE-COUNSELLING LESSON

(The lesson is on the kind of compositions and letters that learners are likely to come across in the examination and how to tackle them.)

1. T: Good morning, class.
2. Ss: Good morning, Sir.
3. T: (Writes on the board) situational composition is nothing but a guided composition. Two: Information and ideas are given on which (inaudible). Three: Your composition may take different forms:
 - a) narrative, b) letter, c) report, d) any type of writing-descriptive expository, argumentative.Four: Skills involved: a) that of selecting relevant point from the given information, b) amplifying the ideas, c) rearranging, d) restating. Five: Appropriateness of the language e.g. letter to a friend should be friendly. (Inaudible) You have got, I mean, the points which you think have go - which you think maybe important to what you write. That is, maybe you select them in the order of importance starting from the simple, I mean, from the - from the less important to the most important. Or you (inaudible) can start from the most important and then go to the least important, that is, rearranging your material. (Writes on the board) Restatement. Yah. Why do you relate information in your (.) in the way that will be, I mean, eh (.) clear and ... in the simple and, I mean, clear manner? That is, you restate the information that - that has been supplied. (Writes on the board) Let's look at this, I mean, last important, I mean, item. Appropriateness of the language. (Writes on the board.) Yah. This is, I mean,

important. And I'm sure in your literature you should come across, I mean, many examples of the appropriateness of the language Let's say in your writing - let's say the situation that you're given is a better writing. If you're writing, I mean, to your - to your friend., that is, the language must be friendly. Mm? Let's say it's a letter (inaudible) a letter to a friend (inaudible) the language must be friendly. Okay ^ Say okay ^ Situational writing ... is a composition like any other composition. Okay ^ Just listen. Listen (inaudible). Situational writing is a composition like any other composition. The difference is that this one is guided. We have a free writing composition and a guided composition, that is, it is guided in the sense that the information is supplied, I mean, for - for you. You are supplied, I mean, with information which you are going to use when you write, I mean, this composition. The composition may take, I mean, different forms. Maybe, I mean, a narrative, can be a letter, can be a report, it can be any type of writing, that is, a descriptive, an - an explanation of a process or how something, I mean, is done. Could be cooking, how you cook meat (inaudible). Therefore you need, I mean, to have these skills to be able to do the following, that is, choosing the points. Yah ^ To be able, I mean, to choose the relevant points. The points which you figure they are very eh (.) uh directly, I mean, eh ... involved with the topic. The points that you're going to (inaudible) relevant, I mean, to the topic. They are there. And then you got, I mean, to amplify. That. is, to develop. Amplifying means just development of the point (.) and arranging whatever material is there, that is, in the logical, I mean, order. In the logical, I mean, order (.) so that eh your composition should be coherent. It should flow. You write in a continuous form. In a continuous form, that is, one idea must (inaudible). Therefore

language is very, very important. If it's a friendly letter then the tone of the letter must be friendly. Is it clear to everybody?

4. Ss: Yes, Sir.
5. T: You understand?
6. Ss: Yes, Sir.
7. T: Okay ^ I've got, I mean, a task here. You are not going to finish this (inaudible). I'm going to give this. (Inaudible) 10 minutes. (Inaudible) Okay ^ Look at page 90 and read this letter (.) which is from a penfriend of yours living in England. Do you see that?
8. Ss: Yes, Sir.
9. T: (Reads) Then write the answer to it. Your reply should be a normal letter as between penfriends. You should say something about the photographs you sent to Peter, since he has shown interest in them. But the main part of your letter should be about the different ways you and other people take holidays in your country. If some people are not able to take holidays, you should give the reasons in detail. If holidays in your country are very different from those taken by English people, you should comment on this, since Peter will obviously be very interested in comparing what people do in England with what people in your country do (stops reading). Alright. Then on page 91 there is, I mean, a letter from Peter. (Inaudible) read that. (Inaudible)

(Long pause)

10. T: (Walks around the classroom as students are individually working on the task.) Now you just read and I don't want, I mean, you to remember eh anything about the letter, that is, you - you read. (Inaudible), I mean, how many are you?

(Long pause)

11. T: Okay ^ Eh (.) let us, I mean, stop. Let's stop (inaudible). Let's stop. I'm sure it's going to, I mean, serve, I mean, our purpose. Alright ^ Eh you have read, I mean, the letter (inaudible). What do you think about this letter? Do you think the letter is formal or informal? Is the letter formal or informal? (Inaudible). Yes.
12. S₁: Formal letter.
13. T: Pardon.
14. S₁: Formal letter.
15. T: Is it a formal letter? Do you think it is a formal letter? Yes, (inaudible.)
16. S₂: (Inaudible.)
17. T: It is not a formal letter? Why - why do you say it is not a formal letter?
18. S₂: Because this person has (inaudible).
19. T: To his friend? Yah. A penfriend. A penfriend. That is, a letter that you write, I mean, to your - to your friend is not, I mean, a - a formal. Eh? Is not a formal - we have, I mean, formal letters and eh informal eh letters. Remember what I said about the appropriateness of the - the language to a given, I mean, situation. That is, I mean, if you write, I mean, to your friend, the tone must be a friendly - a friendly - a friendly one. Okay ^ Yah, you have an assignment today, that is, I mean, the assignment you're going to do. But not, I mean, now. Is that clear? It could be over - it could be tomorrow (.) starting from tomorrow or this evening. And you can - it can take, I mean, into the week, I mean, in - into the weekend. Okay ^ Now ^ Before you eh start, I mean, answering that letter there are some points on style, which we must, I mean, look at. (Writes on the board.) Yah. That is eh letter that I have just given you. It is an informal - it is an informal, I mean, letter because it is a letter from a friend to another friend. Penfriend is still, I mean, a friend. Yah. We are going to look at these points of - of style. (Writes on the board.)

Remember these points are very important. (Writes on the board.) Letter to a friend is - is informal. And to create an impression of friendliness, you must keep the tone of the letter relaxed and informal (writes on the board). Yah. It should be relaxed and informal. Yah. I'm going to give you, I mean, examples of what we mean by - by this. Let us, I mean, draw something like this. So ^ This is (inaudible) informal. Something like that. Just to give you an example of what we - we mean by saying we must create, I mean, a ... to create, I mean, an - an impression of friendliness. (Inaudible) to keep the tone (inaudible) and eh informal. (Writes on the board.) Yah. By formal, I mean, language they mean formal language. Here we mean the same language. We mean English here. We mean English. Yah. Look at this sentence. "I have just received good news about your examination results." (Inaudible) very formal. I've just received news about your exam re-results. What is (inaudible)? Yes (inaudible) W-word like what?

20. S₃: (Inaudible.)
21. T: "I." "I." The subject of the sentence is omitted. Now ^ It's omitted. And what else do you - do you notice? Yes, (inaudible.)
22. S₄: (Inaudible.)
23. T: Exam. Simply write "exam", that is, when you write, I mean, to your friend - if you're writing to your friend. Wha - (End of side one and beginning of side two) Yah. (Writes on the board) Look at this. Look at that. It was (inaudible) your friend. Right ^ Do (inaudible). It sounds, I mean, awkward. "It was with considerable pleasure that I learned from your last letter that you have passed, I mean, your Form E." How can you put this in a friendly, I mean, language? Let's say you're writing, I mean, to your friend who has just, I mean, passed eh (.) passed his Form E, how would you (inaudible)? How would you put that ... in such a way that would (inaudible)? "It was with considerable

pleasure that I learned from your last letter that you passed Form E." How would you put this ... in a friendly, I mean, ... friendly, I mean, relaxed tone? Yes, my friend?

24. S₅: (Inaudible.)
25. T: A_ alright ^ Remember you're writing to your - to - to - to your friend. A very close, I mean, friend. A very close friend. (Inaudible.)
26. S₅: (Inaudible.)
27. T: What about (inaudible)? Remember your friend has (inaudible) Form E. Remember this is your friend. He has just passed, I mean, Form E. How would you put that in a friendly, I mean, eh tone?
28. S₅: (Inaudible.)
29. T: Yah. Simple. (Writes on the board.) As simple as that. (Reads) It was a pleasure for me to hear that you have passed, I mean, your Form E (stops reading). Eh? Or "Congratulations for having passed, I mean, your Form E." You're writing to your friend, that is, the tone must be relaxed. Now ^ It must be relaxed. Let me give you another example now. I'm sure this one is going to make things even eh - eh (writes on the board) Yah. That is, this is the business, I mean, language. Yah. If you expect, I mean, the - a reply. If you adopt the business, I mean, tone you say, "A reply will be appreciated at your earliest convenience." Yah. How would you put this? Let's say, I mean, you expect a reply. You expect a reply, I mean, from your friend. How would you write, I mean, eh this in a relaxed (.) informal tone? What would you say? How would you put this very idea in a-informal, I mean, language? "A reply will be expected at your earliest convenience." (Inaudible.) Yes? (Inaudible.)
30. S₆: (Inaudible)
31. T: Pardon?
32. S₆: (Inaudible)

33. T: *Aha*. Hope to get, I mean, (writes on the board) hope to get the answer very quickly. Yah. Yah. Okay ^ Yes ^ It's not wrong. (Talks to himself) I can write it this side. (Writes on the board.) The answer?
34. S₇: (Inaudible)
35. T: Others. Others. Others. It's already time up my friends. *Ha re ee*. Let us, I mean, finish up this. What would you say (inaudible), I mean, your friend? Uh? (Inaudible) to reply, I mean, your letter? How would you put that? ... Yes ^ Yes, Mokhele?
36. S₈: Looking forward to your reply.
37. T: Yes. (Writes on the board) Looking forward to your reply. Yes, Mokhele. Looking forward to your reply. Yours lovingly or yours ever, so and so. Okay ^ Let's s(.)stop, I mean, there. Let's stop, I mean, there. That is okay. Say - okay ^ A letter to a friend you must know that it is an informal, I mean, letter (.) and the tone must be relaxed and informal. We have, I mean, normal English, informal English (inaudible). Therefore you adopt ...

(End of tape and lesson)

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: How many students are there in this class?
2. T: They are 19.
3. R: They are 19.
4. T: Mm hm.
5. R: How many periods do you have per week with this class?
6. T: Seven.
7. R: Seven. Do you integrate the four language skills?
8. T: Mm hm.
9. R: Yes.
10. T: Yes. Oh, just "Yes". Okay.
11. R: Okay ^ (Laughs) It doesn't matter.
12. T: Oh. Oh. Okay ^ Yes.
13. R: How do you integrate them?
14. T: Yah, they do write.
15. R: Mm hm.
16. T: They do read.
17. R: Mm hm.
18. T: Uhm... sometimes they write, they read, they speak.
19. R: In one lesson?
20. T: Mm? Pardon.
21. R: In one lesson?
22. T: Not necessarily in one lesson. It - it will differ. It will depend, I mean, on the... on the lesson. Sometimes you find that they are continuing on what they have been doing the - the previous day. Yah. But you find that okay ^ Eh sometimes you put the

students in groups. Therefore (inaudible), I mean, to - to communicate.

23. R: Alright. Do all the pupils participate in class activities?
24. T: N-o-t all.
25. R: Not all.
26. T: Not all. It is rather, I mean, a shy class.
27. R: It's a shy class.
28. T: It's a shy class.
29. R: Okay fine ^ Therefore I'll skip the next question because I have, "What do you think is the reason if they don't?" Uhm... do you think that there is a relaxed atmosphere during your lessons?
30. T: Pardon.
31. R: Do you think that there is a relaxed atmosphere during your lessons?
32. T: Yah. Definitely they are relaxed.
33. R: They are relaxed.
34. T: They are relaxed. Yes. Even though they... Yah, you get to know them. Yah. They are shy. But (.) well ^ They're relaxed because they can answer. Probably.
35. R: What type of errors do you correct during oral exercises?
36. T: During oral exercises?
37. R: Oral exercises, yes.
38. T: Maybe eh there could be, I mean, the expression.
39. R: Expression?
40. T: Mm. (Inaudible) I don't know.
41. R: Do your students ask questions or do you ask most of the question in class?
42. T: Yes. Sometimes you find eh (.) like I said eh there are those who are very, very shy.
43. R: Mm hm.
44. T: But you find that some students in fact they are very active. Eh? In class they ask, I mean, questions.

45. R: But who asks most of the questions?
46. T: It's the boys.
47. R: It's the boys?
48. T: Mm hm.
49. R: Are you sure you don't ask many questions ... maybe in a lesson?
50. T: Do you mean talking from or you mean, I mean, asking the students?
51. R: Mm hm. Mm hm.
52. T: The questions.
53. R: Mm hm.
54. T: I don't think so. I think they're balanced.
55. R: Okay. They are balanced.
56. T: Yah. Mm hm. Mm hm.
57. T: In other words you don't dominate the class. Okay. Okay ^ Do your - uhm (.) does your class respond to your questions immediately (.) during oral exercises?
58. T: Yes, they - they do respond. They do.
59. R: They do.
60. T: They do. Mh mm. Mh mm.
61. R: How do you deal with learner non-responses and/or incorrect answers?
62. T: Incorrect answers we correct them, I mean, immediately in class.
63. R: Immediately?
64. T: Yah. But does who don't, I mean, respond we try, I mean, to make them work, I mean, in groups where they will find that that they have, I mean, to contribute to - to their groups (.) to their respective groups.
65. R: How long do you wait for your class to respond to your questions?
66. T: Could be, I mean, one to two minutes.

67. R: One to two minutes?
68. T: Mm hm.
69. R: Do you think it's a short or long time?
70. T: I think it's a reasonable time because you cannot, I mean, wait and then eh wait for answers without eh, I mean, continuing the lesson (laughs). Because otherwise you'll wait and wait. Mm hm.
71. R: Okay. How do you encourage learners to communicate in your language classes?
72. T: Yah ^ That is, they argue, I mean, certain, I mean, points.
73. R: Mm hm.
74. T: Give, I mean, reasons for or explain, I mean, s - certain things.
75. R: Mm hm.
76. T: Yah.
77. R: Do your techniques always succeed?
78. T: Yah, to a greater degree they succeed. Not always. Mm hm.
79. R: Uhm (.) do you feel confident enough to ask your class a question to which you don't know an answer?
80. T: Y - e - s.
81. R: Yes.
82. T: I don't think there is anything wrong with that. Yah.
83. R: What is your objective?
84. T: Some - sometimes you may find that - you may find that you don't know, I mean, a - a certain thing. Maybe it could be the - the students - they may know about - better, I mean, about things that concern them. Maybe you want to know something, they can give (inaudible) information that you don't have (.) maybe regarding certain things.
85. R: Okay ^ What is your objective in doing so? What is your objective? Is it because you want to get information or you have other objectives (.) when you ask a question to which you don't know an answer.

86. T: (Inaudible) I don't get, I mean, your question
87. R: My question is ...
88. T: ...Mm hm.
89. R: ... You say you sometimes do...
90. T: ...Mm hm.
91. R: ...and you say it is because eh some of the things are modern -
92. T: = Yah =
93. R: = and you are not well-informed =
94. T: Yah. Yah. (Inaudible).
95. R: So I'm saying, "Is it because you only want to get information or is there any other reason?"
96. T: I - no. Maybe simple - maybe for - for information sake, that is, I mean, yah. Yah.
97. R: Okay.
98. T: Yah, to - to be clear about, I mean, certain issues. For instance, it could be the - maybe it's a topic on music, they bring, I mean, "*kwaito*"
99. R: (Laughs.)
100. T: For instance, you don't know, I mean, wh(.) What "*kwaito*" music is. They are - can explain, I mean, that better (laughs).
101. R: Okay. (Laughs.) Alright ^ What proportion of the turns-at-talk do learners take in the classroom interaction?
102. T: Pardon.
103. R: What proportion of the turns-at-talk do learners take in the classroom interaction? In other words when you - when you get in the class you ask a question. That is uhm (.) a turn. Right?
104. T: Mm hm.
105. R: It's turn number one, which is called an initiation.
106. T: Mm hm.
107. R: They answer.
108. T: Mm hm.
109. R: That is another turn which is called a "response".

110. T: Definitely. Mm hm. Okay.
111. R: So there are three turns in all. Is there any time when you think that they can take more than one?
112. T: Turn?
113. R: Mm hm.
114. T: Yes. Solely it can eh happen. That is, =
115. R: = (inaudible) =
116. T: You mean asking them a question?
117. R: Mm hm.
118. T: And you find that okay ^ they - they answer?
119. R: Mm hm.
120. T: Uh... maybe not giving the ...
121. R: ... the correct answer
122. T: ... the correct answer.
123. R: Mm hm.
124. T: And then probing them again.
125. R: Mm hm.
126. T: (Inaudible) if the answer is (inaudible) still not correct.
127. R: Mm hm. Okay.
128. T: And then maybe helping them. Reinforcing them to arrive at the correct answer. (Inaudible.)
129. R: Mm hm. Okay ^ How often do you use the following in your class; role play, pair work, group work, dialogues, interaction with teacher and students as equals-at-talk?
130. T: Mm hm, how often? Do you want me to say "often" or?
131. R: Yes. Or "I don't" or "once in a while".
132. T: Okay ^ Okay ^ the role play could be once, I mean, in - in a while (.) in a while. Yah.
133. R: Mm hm.
134. T: Because it will be more appropriate - I should think, I mean, more in literature.
135. R: Okay.

136. T: Yah. But there are - it is not that, I mean, but, I mean, but, I mean, the pair work. Yah. Almost - it happen, I mean, (inaudible) working in pairs.
137. R: Mm hm.
138. T: Yah. Almost. And then the group work.
139. R: Mm hm.
140. T: The dialogue - even the dialogue I should think it's more, I mean, (inaudible) than the group work. What do you - what do you think?
141. R: Yes, it can be in group work or - or pair work.
142. T: Where they they - they talk. Yah, the interaction.
143. R: Mm hm.
144. T: That is, I mean, talking. (Inaudible) the students.
145. R: Without you asking questions. That is what I mean.
146. T: Oh without asking, I mean =
147. R: Yes. Just eh communicating in English. Maybe for some five minutes or more.
148. T: Eh no. No. No.
149. R: Doesn't it happen?
150. T: Uhm ... no.
151. R: It doesn't?
152. T: It doesn't happen.
153. R: Why?
154. T: That is, I mean, coming in the class?
155. R: Aha.
156. T: And then we just, I mean, eh =
157. R: = Mm hm =
158. T: = talk about certain ...
159. R: ... You just chat
160. T: ... We just chat. Okay ^ well ^ (laughs.) It doesn't - it doesn't happen.
161. R: Why?

162. T: Yah, because (.) what I'm aware of is that eh the time is sh(.).short. It's limited.
163. R: Okay.
164. T: Yah. Then we don't have, I mean, that luxury of coming and spending 40 minutes (.) eh just simply, I mean, talking about eh just for the...
165. R: ... (inaudible.)
166. T: Yah. Yah, I think which are irrelevant.
167. R: (Inaudible.)
168. T: Yah. Yah, because yah - we don't really have time.
169. R: Uhm how do you evaluate communicative ability in class?
170. T: Well ^ I'll just say it's fair.
171. R: Mm hm.
172. T: It's fair.
173. R: Mm hm.
174. T: Yah. Because there are those students who can, I mean, express themselves, I mean, (inaudible).
175. R: Mm hm.
176. T: Yah. But there are few who really - who still, I mean, find some difficulties (inaudible).
177. R: Why - what makes you realize that?
178. T: (Inaudible.)
179. R: How do you come to that conclusion?
180. T: To conclusion? It is their responses, I mean, in class.
181. R: Their responses.
182. T: In class. Yah. Their responses in class and their communication, I mean, (inaudible) school campus with others. Mm hm.
183. R: How may prescribed textbooks do you have for your subject?
184. T: They are two.
185. R: They are two?
186. T: Mm hm.

187. R: Do you use them (a knock). Okay ^ How many pres - you said they're two.
188. T: Yah.
189. R: Do you use them along with other texts or not.
190. T: Yah, with other many texts (inaudible) which are not - which are not, I mean, prescribed.
191. R: Why do you do that?
192. T: Mm?
193. R: Why do you do that?
194. T: It is because I've realized that, I mean, we cannot get all that we want, I mean, in these (inaudible).
195. R: What do you mean?
196. T: Mm?
197. R: What do you mean?
198. T: That is, eh... some of these texts are lacking in certain aspects of the language.
199. R: Mm hm.
200. T: Yah. They are - they are - for instance, if eh we look at "Certificate, I mean English Language" NB (Certificate English Language is the title of the book)
201. T: Mm hm.
202. T: Now ^ You find that the comprehension exercises there (.) are very few. Very few. Mm hm.
203. R: Okay ^ When they finish their course, that is, before they write final examinations =
204. T: = Mm hm =
205. R: = what should your learners be able to do in English?
206. T: Before they?
207. R: Before they can write their final examinations.
208. T: Yes ^ they should be able, I mean, to create a text.
209. R: Mm hm.

210. T: Mm. They should be able to create a text (.) and then to understand and answer comprehension questions.
211. R: Mm hm.
212. T: In a reasonable good English.
213. R: Mm hm.
214. T: Mm hm. These are the tasks I expect them, I mean, to (inaudible).
215. R: I - is that all?
216. T: Mm?
217. R: Is that all?
218. T: I think, I mean, that is ... that is, I mean, t-he-the purpose.
219. R: Are you only basing yourself on the exams?
220. T: Yah, the final examination is the main, I mean, issue. In fact we are teaching these children for the final examination. They must pass. That is, I mean, the first thing that comes first. Yah. That is why we should, I mean, be able, I mean, to train them to write a composition. Yah. And then answering compre - this is what, I mean, they do in the examination. Yah. (Inaudible.) They can speak and do all these sorts of things (inaudible).
221. R: Thank you. Okay ^ I think that's all.
222. T: No. That ...

(End of tape)

POST-COUNSELLING LESSON

(The lesson is meant to help the learners to use language creatively
in real life situations)

1. T: (Inaudible Eh we are going to continue with our ... situational, I mean, composition, but today eh we are going to do, I mean some kind of oral work. We are going to divide ourselves, I mean, into groups. Eh you will be presented, I mean, with a situation. There a two situations and therefore eh ... you will deal, I mean, with different situations in your respective, I mean, groups. I want you to f - to form groups of three. Just divide yourself into three. Three, three (inaudible). Come here please. Come here please.
2. Ss: (Form groups)
3. T: Okay ^ Eh ... please, you should bear in mind, I mean, what we said - what I've said, I mean, concerning the (.) situational, I mean, composition, more especially the appropriateness of the - the language. Remember the formal and informal eh language. Okay ^ We have one, two, three, four, five. Why five not six? (Inaudible) Oh! Three (inaudible). Alright ^ It doesn't matter. It doesn't matter. One, two, three, four, (inaudible) and you choose a person who is going to, I mean, present this after you have (inaudible). From there ... okay ^ You can use, I mean, the - a scrap of paper to jot down the - the points that - whatever points you want, I mean, to write down. Remember eh let's take, I mean, these 40 minutes concentrating on that. And after that, in your respective groups one person must come and present. Yes, (inaudible) use it as a rough paper. You can use it as a rough paper. Yes. You can discuss.

4. Ss: (Discuss their respective tasks.)
5. T: Please, be free to talk. Be free, I mean, to talk. Okay ^ There is only one group here, which is still behind. But it doesn't matter ... no, much. Don't worry. Don't worry there. Listen (.) what about, I mean, to say. Okay ^ You have been given, I mean, two tasks. Task A and B. So what we are going to do is that okay ^ Eh I'll start with the (.) A. One group from the - those who got, I mean, task A will come and present. And then it will be followed by, I mean, the B group. Is it clear?
6. Ss: Yes, Sir.
7. T: Alright ^ Now Eh for the Bs - those who are having, I mean, the task B role, I mean, B eh the As - their task reads like this: You're preparing for the final exam, which will be given tomorrow. It is evening and your friend calls you to invite you over for a while. What will you do? Should you keep studying? You need a break. You know that this friend loves to talk and may keep you there for hours (stops reading). So ^ After (.) each group has presented, I would ask you, I mean, to make a comment concerning, I mean, the presentation. You can say anything you - you like, I mean, to say concerning, I mean, the presentation. That is, you make comments immediately after each group has, I mean, presented. Clear?
8. Ss: Yes, Sir.
9. T: Yah. Don't think that what you will say will not be, I mean, relevant. Say, I mean, your feelings concerning the presentation. Therefore I'll call, I mean, Group A. Anybody from Group A. (Inaudible.) Okay ^ (Inaudible) Okay?

GROUP ONE - ROLE A

10. S₁: Sorry that I won't (inaudible) I won't be there (.) though I wanted to. As you know the examinations - the - the exam is - is

knocking, I have to be ready for it (.) as you know that this paves my way to the future and I want to be successful. It is time to make our families proud of us. That is all.

11. Ss: (Clap)
12. T: Okay ^ Let me eh call upon eh the B Group. B Group, please. The B groups.
13. Ss: (Silent)
14. T: Oh! What is, I mean, your - your - I'm sorry. What is, I mean, your comment concerning, I mean, the presentation by the A group?
15. S₂: (Inaudible.)
16. T: Pardon. Oh, Sorry. I wanted, I mean, the comments, I mean, your feelings concerning the A Group. What can you say about, I mean, their presentation? ... Yes.
17. S₃: (Inaudible.)
18. T: R-raise up your voice. Yah.
19. S₃: (Inaudible.)
20. T: You say the - the - the presentation was okay. Eh? It was okay. But, I mean, your - what are you worried about?
21. S₃: (Inaudible)
22. T: Mm hm. You say you - didn't, I mean, eh? They didn't give you the reason, I mean, why the did not go there?
23. S₃: (Inaudible)
24. T: Probably (inaudible) because they said, "I should have come." Mm hm. What else can you say about presentation - this presentation?

(Long pause.)

25. T: No comments? Okay (To S₃): Let us eh move, I mean, to the B group. Yah. Those who have, I mean, A (.) Role A. Let me read, I mean, B Group. (Reads) It is close - to the end of the college

semester and today is the birthday of your friend A. You and your other friends have organized a surprise birthday party for your friend. You know that A maybe studying for finals, but it is your job to call him or her up and extend an invitation to come over to your place, where the party will be. Of course, you cannot reveal the real purpose for your invitation (stops reading). Come please. Come, come, come, come. Our time is limited.

GROUP TWO - ROLE B

26. S₄: Hi! How is it? Everything is okay. I know you are very busy with your final studies. But today at 6.00 p.m. we as friends have a serious party for one of our friends eh Lizy, who has just recovered and she want to see your face. So, please do us a favour. We need you there. And the venue is Maseru Sun. We shall be thankful to your-for-for your presence. Bye. Looking forward to meet you.
27. Ss: (Clap)
28. T: Okay ^ Any comment? Any comment. Yes, *Ntate*.
29. S₅: (Inaudible)
30. T: Mm hm.
31. S₅: (Inaudible)
32. T: Mm hm. Any ... other comments. Any other comments. Don't be - don't be scared. It does not mean what you are going to say will be wrong. Mm? If it is your feeling, you're saying, I mean, your feeling. Yes.
33. S₆: (Inaudible.)
34. T: (Inaudible) Group A, please.

GROUP THREE - ROLE A

35. S₇: Hi! Is it you my friend? Oh! Well, I'll see you tomorrow after lunch. As for now, I'm busy preparing for my exam which I'll be

writing in the morning. Oh! No please. I'm not rejecting your invitation. I'm willing, but on the other hand I must prepare for the exam. You know what? It's fun being with you. But the time is not on our side. So see you tomorrow after exam.

36. Ss: (Clap)
 37. T: Yah. Comment? Comments? Yes, Inaudible.)
 38. S₈: (Inaudible)
 T: (Laughs) Okay ^ Okay ^ Let me move, I mean, to B.

GROUP FOUR - ROLE B

39. S₉: (Coughs) Hi Kenny! It's I your friend. Still studying on an (inaudible) day, eh? I know you're studying very hard, but there is a serious matter to discuss - to discuss with you. Quickly rush to my place now now. And soon you'll be back to your study. Be quick about it because time wait for no man. No excuses, please. See you when you get here. Bye.
40. Ss: (Clap)
 41. T: Okay ^ The last, but not the least, group. On ... is it B? Yah. (Inaudible) Okay ^ Come. Oh! Comments ... on this. Yes.
 42. S₁₀: (Inaudible)
 43. T: Your (inaudible.)
 44. S₁₀: (Inaudible.)
 45. T: Okay ^ Come, please.

GROUP FIVE - ROLE B

46. S₁₁: Hi Thabile! Won't you just come up to my place this evening at 6.00? Be as - as elegant as you can man. You know what? I've just got a new girlfriend and I just want you to be the first person to know her. Be on time man. Remember that we've got to be punctual so that she gonna trust us. 'Member I trust you man. Righto! Help me get my bird.
47. Ss: (Clap)

- T: Are there any eh comments? What do you say about, I mean, the last presentation?... What do you say about the last presentation, Ntobo?
48. S₁₂: (Inaudible.)
49. T: Pardon?
50. S₁₂: (Inaudible.)
(Long pause)
51. S₁₂: (Inaudible.)
52. T: (Inaudible) what about other groups? What do you say about, I mean, presentation?
53. Ss: No comments.
54. T: Why no comments? What about the other groups? What do you say, I mean, representation? Yes, Elliot. (Inaudible.)
55. S₁₃: (Inaudible.)
56. T: (Inaudible.)
57. S₁₃: (Inaudible.)
58. Ss: (Laugh)
59. S₁₃: (Inaudible)
60. T: Okay ^ Alright ^ (Inaudible.) That is good. Okay ^ Let me just make, I mean, some few comments, I mean, on - on this. Yah. Well, the presentation generally eh was, I mean, okay. And the - I'm (.) happy that you - most of you in fact all of you were - are aware that this is telephonic, I mean, situation. That is, in this situation you made, I mean, eh it is as if a friend has just, I mean, rung you and then you got, I mean, to take a phone and then speak, I mean, to him. And the appropriateness of the language, that is, eh the language you write - I mean, you speak, I mean, to this - you use, I mean, the normal, I mean, language. That is - therefore this - in fact it shows us that how English in fact is used in real life as opposed, I mean, to the English that you study. That is the grammatical, I mean, eh - eh construction, etc. etc. But when we speak, we - we sometimes

do not, I mean, eh - eh speak according, I mean, to the rules of grammar. You don't cha - you don't say, "Okay ^ Now I'm going to use, I mean, the subject, the verb and etc." But you speak, I mean, the - with the language, I mean, spoken. That is why you find that okay ^ When you - eh talking over the telephone you - you're going to use the, I mean, grammatical sho - short cuts. You're going to use the relaxed, I mean, eh eh tone of language (.) and the language is going to be informal. I'm sure you - you did that. And ... one thing that you have just pointed is very important. That is, if you're, I mean, eh responding, I mean, to your friend's invitation, that is, if you don't respond, I mean, positively you got, I mean, to show that okay ^ you appreciate what your friend in fact eh ... eh has, I mean, done by inviting you to his party. But you must give, I mean, convincing reasons. That is, it should be reasons that he must, I mean, eh be - believe. Okay ^ There were some eh little mistakes in grammar there and there. But (inaudible) are not, I mean, very important. What is important is that you should be able, I mean, to express yourself. If you're able to express yourself, then the writing will be a little bit easier. When it comes, I mean, to writing you'll feel a little bit, I mean, comfortable. Okay ^ Eh now call on 'M'e to give us a few comments. Hey, listen carefully.

(End of tape.)

(From Di Pietro, R.J.

1987. *Strategic Interaction: Learning Languages Through Scenarios*. Cambridge: Cambridge University Press. p.50.

PRE-COUNSELLING LESSON

(The lesson is on how to answer comprehension questions
in the examination)

1. T: Now ^ Uhm... what we are going to do this afternoon is really a continuation of eh the work we started looking at last week. And that is uhm... the English comprehension paper 2 and finally leading on to the summary question. Now ^ What I asked you to do was... uhm to go through number one. To go through number one on your own (.) uhm... and that I'll go around at – and look at your work individually and then eh... when we've all done number one (writes on the board) we will then go eh go over the work together (.) uh in preparation for both the mock and the final examination. Now ^ We are talking about how to pass the uhm (.) the examination. Now ^ I believe that you've all done number one. What I want us to do now is, I want us to do together on the blackboard... uhm so that we compare our answers eh and before we add – we add on anything that we think we should have eh included. Now ^ Eh... so, please, if you look at page two of the reading comprehension.
2. Ss: (Turn to page two of their question papers)
3. T: Uhm (.) I think I've got extra copy and let me (inaudible.)
4. Ss: (Whisper)
5. T: Yes ^ Oh ^ Now ^ The reading comprehension uhm sometimes – sometimes the title is give – sometimes the title is – is given. But eh where they don't give a title, at the beginning of a passage there is always a short summary at the top. Uhm (.) and could somebody please read that eh summary at the top (.) of what the passage is all about. Who would like to do it before us, please? In a very clear, loud, beautiful voice... as beautiful as my voice.

6. S₁: (Volunteers to read.)
7. T: Yes.
8. S₁: (Reads) The author grew in the plains of Argentina during (inaudible) century. In the passage below he describes a season in which the giant thistles grew unusually wild.
9. T: Yes ^ Now ^ That says a lot. Please, don't ignore it uhm in the examination, because that helps you to-to-to place the passage. It helps you to uhm... to-to-to give you a little bit more light on what the passage eh is all about. So that your mind does not wander all about the place. Now ^ Uhm (.) so here is about a season – the season. How many seasons are there in the year?
10. Ss: (In unison) Four.
11. T: Four. There are four, yes. Which one is your best season?
12. Ss: Summer.
13. T: Summer?
14. Ss: Winter.
15. T: Summer. Some are saying summer. Some are saying winter.
16. Ss: Some are saying autumn. Spring.
17. T: Yes. Could you please save time?
18. Ss: (Laugh)
19. T: Okay. Okay.
20. S₂: Summer. Because I get – you go home very late and they don't (inaudible).
21. T: Oh?
22. Ss: (Laugh)
23. T: Okay ^ Winter? Yes. Anyway without wasting time, so ^ We know what this passage is all about. You could safely say that it's going to to talk about a season of the year. A season of the year. Uh... but then we have to wait and see what exactly uh the passage is it uhm... really uhm... talking – talking eh talking about. Okay ^ Now ^ Having said that, you know? Can I also quickly remind you that again that you know? Although it's not possible for us to – to ... to say the passage that we will get in

November will be about this or that particular subject, but uh... we do know for sure that uh from the examiner's uhm that the passages that we get will be... passages on modern writing. Do you understand?

24. Ss: No.
25. T: Do you understand the meaning of modern writing?
26. Ss: Y-e-s.
27. T: What does it mean? I'm saying the passage will cover uhm... an area that has been talked about recently. Meaning that they won't ask us to eh... they won't give us a passage which talks about the ancient world (.) or a passage which talks about uhm... pre-history. A passage that talks about something that we have never heard of in our lives. It will be a passage uhm... which covers something that has happened not very long ago. Right ^ Uhm (.) now ^ Okay ^ Having done that, could somebody please read the first paragraph for us? In a very – very beautiful clear voice. We want a – a girl for a change. We want a girl for a change for balance. Yes.
28. S₃: (Reads) The appearance of the plan was different in what was called a "thistle year". The giant thistle which usua – usually grew in isolated patches suddenly sprang up everywhere, and for a season covered most of the – of the land. In this luxuriant year the plants grew as thickly as (inaudible) and were taller than usual, attaining the height of about three metres. The wonder was to see plants which throw out such vast leaves producing stems so close together as to be virtually touching. Standing among the thistles in the growing season one could almost hear them growing, as the huge leaves feed themselves with a jerk from a cramped position, producing a crackling sound.
29. T: Yes. Do you remember what we said about eh writing (writes on the board) our names at the top? That is my name, please. In

the examination don't write name: Mundoma. Okay ^ You must write your own name.

30. Ss: (Laugh)
31. T: I'm just giving an example. Yes. (Writes on the board.) And this is our centre number, 538. I number it. Is it 538 for Masianokeng High School?
32. Ss: Yes.
33. T: Yes. And then eh... who wants to give me this country's number? Anybody here. Who wants to give me this country's number? Yes?
34. S₄: Zero zero three nine.
35. T: Oh! Are they four?
36. Ss: (Inaudible) three.
37. T: Three. Not 0039. I think they are three. Yes. So it must be 039 (writes on the board.) And then of course uhm... you can then also put your English Language Paper two and then the date. When are we writing this paper?
38. Ss: Nine.
39. T: (Writes on the board) Ninth November 1999.
40. Ss: Nine.
41. T: Now ^ And then we said uhm... the left hand margin is one that is used for numbering. The left hand margin uh is the one that we use for – for numbering and we – we look at instructions on the front page. We don't have them on this paper because they are not eh photocopied. But uh (.) we will go over that. And then so number one. The number in the margin. And we have got number one (a). Who would like to read number one (a)? (Inaudible.) Please, read number one. Yes, (inaudible.) Go on. Yes.
42. S₅: (Reads) Why were certain years known as 'this-thistle years'?
43. T: Yes. And how many marks are there?
44. Ss: One.

45. T: Yes. Why were certain years called – eh known as ‘thistle years’? So ^ The answer you give uh... can’t be that long because there’s only one mark. Instead uh... you can get away – where is it? Where – where you can, get away with eh one word answer. But otherwise, do you find a reason to write eh four, five, six words (inaudible) get it wrong? (Inaudible.) This paper, especially number one, is set in such a way that ehm... you can easily give one–word answers. So ^ From your answer sheet, what is number one – the answer? “Why?” “Why?” One needs the reason. You know? And the reason must be there in black and white. Yours is just to quote it. Yes. One. Yes, please.
46. S₆: Thistles were yielded (inaudible).
47. T: Hallo!
48. S₆: Thistles were yielded much (inaudible).
49. T: Thistles?
50. S₆: Thistles were yielded much (inaudible).
51. T: Y(.) Yes. Why were certain years – why were certain years – why were certain years known as ‘Thistle years’? Why were certain years? Yes. Why would a year be called a ‘year of hunger’, for example? Why would the – why would – why would one year be called the – the – the – the – the ‘gun year’ for example? Yes, please.
52. S₇: (Inaudible.)
53. T: They were taller than usual. So ^ That year was called a ‘thistle year’. Hallo! Hallo! They can’t hear. (Inaudible) shout.
54. S₈: Because the thistles were growing everywhere.
55. T: She says it’s because thistles were growing everywhere. Anybody else, please, to save time. Yes.
56. S₉: Because of mass production – because of mass production eh (inaudible).
57. T: No. There answer must come from there.
58. S₉: Yes.

59. T: Yes, the answer must come from there. The answer must come from paragraph number one. So ^ Let us read together. Okay ^ Please, tell me to stop (inaudible) where – where the answer is. (Reads) The appearance – the appearance of the plain – the appearance of the plain was different in what was called a 'thistle year' (stops). The plain – the appearance was different. Okay ^ So ^ Why was it different? Why was it different? Let's continue. (Reads) The giant thistles comma, which co – which usually grew in isolated patches comma suddenly sprang up everywhere, and for a season – and for a season covered most of the land (stops reading). It is there.
60. Ss: (Inaudible.)
61. T: The appearance is different. One which did this comma suddenly did that. So what is the answer?
62. Ss: (Inaudible.)
63. T: Yes. That they sprang up everywhere. Thistles sprang up everywhere. Yes. Thistles sprang up everywhere. (Writes on the board) "thistles sprang", if you want even if there is no "up everywhere". Alright ^ Number (b). Number (b)? Please, somebody read number two (.) eh part (b). Yes. Yes, please. Number two (b). One (b).
64. S₁₀: What was the appearance of the plain (inaudible). Yes. It's – it's contrast. (Inaudible) when it was like that it was like that. When it was not like that it was like this. So ^ (coughs) What is the answer for (b)? What is the answer for (b)? It is there. Compare and contrast. Thistle year it was like that. When it is not a thistle year it is an ordinary year. Therefore? Yes.
65. S₁₁: (Inaudible)
66. T: Yes. You know, now say it again please. Tell me your answer. (Writes on the board.) There?
67. S₁₁: There were no thistles (inaudible.)
68. T: (Writes on the board) There were no thistles...
69. S₁₁: ... all over the world.

70. T: (Continues writing on the board) ... all over the – the ...
71. Ss: ... the world.
72. T: ... the world. Yes, continue.
73. S₁₁: They grew in isolated patches.
74. T: (Writes on the board) They grew in isolated patches. Now ^ Is that wrong or is it correct?
75. Ss: Wrong. Correct.
76. T: Some say it's wrong. Some say it's correct.
77. Ss: Partly wrong. Wrong, Sir.
78. T: Yes (inaudible) please.
79. T: Now ^ She – she is saying that – he is saying that no, there is nothing wrong with that answer except that, you know, (inaudible) information that is not part of the answer. Now ^ If for example, you know, if a child – if a child put that definition, for number (a) – for number (a) it put that there were no thistles all over, oh no, it's okay - it's wrong. But if they say, "there were – there were thistles", then it would be correct. Now ^ This is not to be part of the answer (cancels). The answer is "grew in isolated patches". This is the word – the key word here. That is the key word. It's "everywhere" and "isolated". So the answer is "grew". (writes on the board). Even if you put "isolated – isolated patches". Now ^ I'm just going to show you that, you know, you can get away with a very short answer. Because if for example, at Cambridge – if at Cambridge uh... if a child put just this "isolated patches" for example, we give it a mark. Why? Because this is the key word here. "Isolated – isolated patches". That is the key word. So ^ Uhm "grew" eh (writes on the board) if you want "in i... okay ^ "Grew", leave it out – in. Okay ^ But "grew in isolated patches". So we get our – Okay ^ Not yet. Relax. Number (c). Number (c). Number (c). Number (c). Raise up your hands. (Inaudible) too correct now? (Inaudible) number now from uh (.) your own work? (Inaudible) which you're are marking as honestly as you can. (Inaudible) too correct?

80. Ss: Mm. Yes.
81. T: Okay ^ What about one? What about two?
82. Ss: Yes. Yes.
83. T: Okay ^ That's good. That's good. Okay ^ number (c). Number (c), please Number (c). Yes. Where is the little box? Is next to you. Talking – talking to it.
84. S₁₃: (Reads) One could almost hear them grow. Explain fully why the (mispronounces "author") arthur means (inaudible) "almost" here?
85. T: Yes. Now ^ (Writes on the board) A lot of pressure in – in this paper uh (.) what are called vocabulary. Are called vocabulary. Now ^ What is meant by vocabulary. What's it that we mean when we are saying that a lot of the questions in this paper are questions that test vocabulary? Now ^ What is the meaning of vocabulary? What is meant by vocabulary? What is vocabulary? Yes.
86. S₁₄: That is how much you know.
87. T: Yes. How – how – how many words you know. How many words. How many words and they're many. Do you know? How many, I don't know. Even if I know (inaudible) but I believe it's a lot of words. But of course we know more in our mother eh language. Alright ^ Now ^ Uhm... So ^ The question now is can you explain the meaning of 'almost'. What does it mean? Tell me, if I say, you know, "I almost died". Did I die?
88. Ss: No.
89. T: What happened to me? I almost died.
90. Ss: (Inaudible) nearly.
91. T: Nearly what? You are saying...
92. Ss: ... about ... about to die.
93. T: ... Yes. It means that, you know, eh I didn't die. But eh I was only on the point of dying. Now ^ If I say to you, "I can almost – I can almost eh...I can almost hear eh my mother calling me."

- What am I saying. I can almost hear my – my mother's voice calling me. Am I hearing the voice?
94. Ss: No.
95. T: What is happening to me (inaudible) I can almost hear my mother's voice calling me?
96. Ss: You are afraid. (Laugh) You imagine.
97. T: Here's you know your – your imagination. It's imagination. You – you're (writes on the board) thinking. She has used the good word. She said, "imagination". It means that you – you think. You think. You can hear your mother of course. But don't eh (inaudible). But what is the answer there now (.) if it says "almost"? You could almost hear them growing. Now ^ We have agreed that I almost died. I – I almost died. I almost hear my mother's voice. It doesn't mean that you actually hear it or you actually died. What do you think it means here? You could almost hear them.
98. Ss: It means that you could almost hear them grow.
99. T: But remember, in your answer the word "almost" must not be there.
100. S₁₅: Oh!
101. Ss: Yes.
102. T: Yes. That is the word that you're supposed to give the meaning of. And that is the key word. You know, that is the – the key word. That is – it is called the data. It is the given information. (Inaudible) squares. It's the data. Eh? That's what you're given. What do you think it means here? The – you could almost hear them. Can hear – can you hear them?
103. Ss: No.
104. T: No. So ^ What was happening?
105. Ss: (Inaudible) that the – he think that (inaudible)
106. T: Yah. Thinks. He thinks. Thinks. (Writes on the board.) He thinks. He – h – e thinks. Yes. He thinks. He thinks or he imagines. Yes, imagines. Either "imagine" or "imagines". Or ... yah, or

- "thinks". He thinks. He thinks. Alright ^ Number (d). Number (d). Please, I want to ... we want to hear more of your voices as well. Class participation. Yes. Number (d). Number (d), please. Who would like to read it?
107. S₁₆: (Reads) What caused their leaves to be cramped?
108. T: Yes. Uh (.) it says, "what caused their leaves to be cramped?" Now ^ If you look at line number ... wait. Where is "cramped" there? What line is it in?
109. Ss: Number ... line number nine.
110. T: Yes, line number?
111. Ss: Nine.
112. T: Nine. Yes.
113. Ss: Eight. Ae, eight.
114. T: Nine. Nine. Yes. Okay ^ Sh – s – h. (Reads) The – from line eight. (Reads) As the huge leaves freed themselves with a jerk from a cramped position, producing a crackling sound (stops reading). Yes. What is the meaning of – of say, if you say, "I am cramped"? We used the word eh "cramped" yesterday. "Cramped". Okay ^ "Cramped" or "Cramp." "It's cramped." What does it mean? Yes. You know, if you're sitting in a taxi or, you know, in a – in a bus and there are too many of you uh squeezing one against the other, when you get down to – to – to go home uh you find that your feet are – are – are – stiff (inaudible) and your – you walk with difficulty and then you do this (demonstrates) Oh my God! Let me stretch my muscles. I am cramped.
115. Ss: (Laugh)
116. T: (Inaudible) So ^ You get cramped because you are too many in eh in a – in a room. You get cramped because, you know, there is not enough space for you to – to – to – to sit as freely as you are. Now ^ In this case here, if "cramped" means "pushed against the other", why – the question is "why? Why?"
117. Ss: "What caused?"

118. T: Yes, "what caused?" Yes. "What caused?" In a taxi (inaudible) in the – in the bus too many people. Now ^ The leaves (.) what do you think is making them squeeze one against the other? What is it? (Inaudible.)
119. S₁₇: They – they grew next to each other.
120. T: So? Yes, so?
121. S₁₇: so they ha // d to...
122. T: // what grew next to each other? Is it the plants or?
123. Ss: Leaves.
124. T: The leaves?
125. Ss: Leaves. Leaves.
126. T: We're talking about the leaves now.
127. S₁₇: Sir.
128. T: Yes, I'm listening.
129. S₁₇: (Inaudible) with each other that they – they didn't have eh enough space for them maybe to be exposed to the light.
130. T: Okay ^ Now ^ Comprehension, it means – what does it mean? Comprehension? What does it mean? What is a comprehension?
131. Ss: (Inaudible.)
132. T: Comprehension means? Hallo! It means you read and then you understand. That is – that is the essence. That is the ... the whole idea. The idea – eh the reading comprehension. Now ^ Let us look at line five. Let us look at line five. (Reads) The wonder – the wonder was to see plants which throw out such vast leaves (stops reading). When you read, don't allow anything to – to escape your eye. What is it about the leaves we are told there?
133. Ss: (Mumble) They a – re va – st.
134. T: Yes, they are vast. The leaves are?
135. Ss: Vast.
136. T: Vast. So the answer is "vast leaves". They are vast. (Writes on the board) The answer is "vast leaves." Or if you want you can

- say, "the huge" Some put "huge leaves". Some even put "big". "Big". Yes. It doesn't matter. You can put "vast". It is a full mark. "The huge leaves". Yes. Uhm (.) the "big leaves", Yes. If it is (inaudible) they're large.
137. S₁₈: Large leaves.
138. T: Yes. Yes. Because they are large. Yes. Yes. That's the reason. That is why they are cramped. Because they are so big. They're – they're so large. Anybody – so how many marks now? Uh (.) one, two, five marks. Five marks. How many do you think you'd have got uhm (.) yourselves? From (inaudible)
139. Ss: One. Three. Five.
140. T: Okay ^ Okay ^ Since we are all average, I think for the most of us ... since we are all average I think for most of us ... uh (.) let's say I managed to get two – two out of five. What is two out of five? What is two out of five as a percentage? It means a lot.
141. Ss: No. No, Sir. No. No.
142. T: It is a lot of marks.
143. S₁₉: Yes.
144. T: What I mean by – by a lot of marks is that, you know, that is the basis of passing school certificate. School Certificate. COSC. It's School Certificate. That School Certificate means that out of your so many subjects there must be English inside those. There must be English. If there is no English inside these, then you get a G.C.E. Even if you get one, one, one, one, one all others. Okay ^ If you get 14 it's a lot of marks. It means you're already sitting on School Certificate. Mm? It's good, eh?
145. Ss: (Laugh)
146. T: Right ^ Yes, please. Some question. Now ^ Yes?
147. S₂₀: In the ... question number (d).
148. T: Yes, please.
149. S₂₀: What if – what if I – I said the leaves grew clumsy?
150. T: (Writes on the board) The leaves. – the leaves grew. Now ^ There are three words there. There are three words there

(Writes on the board) The ... leaves – oh sorry. There are more than that. (Writes on the board) grew eh clumsy. Now ^ Here, in this one here, in number (d) here I think, you know, what – what the answer centres on is size of the leaves. It is the size of the leaves. A vast dam. Does it tell me about the – the size of a dam? It does. A huge house. It tells me about the size of the house. A big tree tells me about the size of eh – a large. Now ^ Tell me, is there a word in “the leaves grew clumsy” – is there a word there that says something about size?

151. Ss: No, Sir. No.

152. S₂₀: Sir, if – if the leaves grows on top of each other and they are trying to free themselves, that means they’re – they will cramp. And – and (inaudible).

153. T: Now ^ You see... there’s – now ^ ...

(End of side one and beginning of side two)

154. T: Now ^ Let us agree on one thing. You see, his problem is also our problem. What he’s saying is that, you know, eh ... how far - how far can you give an answer that is nearer? (Writes on the board.)

155. Ss: (Speak among themselves)

156. T: Now ^ If - now ^ He is saying that you know. Eh let me explain this one here. This one here is an adverb. This one here is an adverb. “O ja hantle.” (Inaudible.) “hantle” is an adverb of manner. “U tsamaile joang?” Something like that. It means the manner in which he went. The manner in which he ate. So ^ That’s called an adverb and an adverb modifies the verb. “O - ho ja hantle. Hantle. Ho ja.” (Inaudible.) So ^ These two go together. Now ^ I’m going to answer this question. You know, unfortunately - unfortunately, you know, in this examination or in this exercise, the answers must come from within a box. They must come from within a box. Now ^ “Mr Mundoma does not

wear a hat ... because eh because of his religion." You understand? Now, if - if the question says, "Why does he not wear a hat?" You must say, " Because (inaudible.) "Now ^ That is one good reason. But since Mr Mundoma in this box does not wear it because of his religion, so the answer must be "Because of his religion." You understand?

157. Ss: Yes, Sir.

158. T: Don't take it outside the box. Yes. Don't take it outside the ... uhm the box. Okay ^ Now ^ I think, you know, we uhm (.) we will stop there. We will stop there. (Inaudible). You will continue on your own tomorrow.

159. Ss: Yes, Sir.

160. T: Thank you.

161. Ss: (Get out.)

162. T: Now ^ Tell me, how do you stop this one?

163. S₂₁: Sir... (to other students) hey, hey, hey.

164. T: How do you take it out?

(End of the lesson)

(From the Cambridge General Certificate of Education Ordinary Level English Language Paper 2, 1994.)

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: How many students are there in this class?
2. T: Sixty.
3. R: Sixty. How many periods do you have per week with this class?
4. T: Seven.
5. R: Seven.
6. R: Yah.
7. R: Do you integrate the four language skills?
8. T: Yah, I do.
9. R: You do?
10. T: Yes.
11. R: How?
12. T: Uhm... that is uhm (coughs) we-we-we adopt a - a living approach.
13. R: A living approach?
14. T: Yes. That is eh (.) we don't teach one eh aspect in isolation.
15. R: Mm hm.
16. T: Yes.
17. R: Mm hm. Okay fine ^ Eh do all the pupils participate in class activities?
18. T: No. Not all.
19. R: No. Not all. What do you think is the reason?
20. T: Eh the reason, you know, is that eh we have some really very poor students.
21. R: Mm hm.
22. T: Who are uhm absolutely (inaudible) they don't understand what is happening or they are too shy.

23. R: Okay, fine. Uhm .. okay ^ That means this will be a sort of repetition. Do you think that there is a relaxed atmosphere during your lessons?
24. T: Uhm... yes, there is.
25. R: There is? Okay fine.
26. T: There is. Yes. Partly I think to do with my own character. Yes.
27. R: Okay ^ So why don't you think that that can contribute to their eh maybe participation?
28. T: Eh... the problem is I think they - they think that - that they are very poor in English and I think they are even too shy to - to attempt anything or to try.
29. R: Okay.
30. T: They're just shy.
31. R: Okay. They don't have confidence.
32. T: But I - I, you know, if you prompt them =
33. R: = mm hm =
34. T: = then they will say something.
35. R: Okay ^ what type of errors do you correct during oral exercises?
36. T: Eh well ^ The - the very first one is eh of course pronunciation.
37. R: Pronunciation.
38. T: Where, you know, a child really - where the pronunciation i-is really weird, like somebody said, "Liutenant" for Lieutenant". Then of course that is one important eh term that (inaudible) to pronounce it.
39. R: Immediately?
40. T: Immediately, yes.
41. R: Okay.
42. T: And then also uhm (.) sometimes, you know, like in debates which are really oral eh I jot down a few words of uhm ... uhm wrong pronunciation like I said and then eh grammatical errors. Yes.

43. R: Okay.
44. T: Mm hm.
45. R: Do your students ask questions or do you ask most of the questions in class?
46. T: Unfortunately I ask most of the time.
47. R: You ask // most of the time.
48. T: // most of the time.
49. R: In other words you dominate the class?
50. T: Yah.
51. R: Okay ^ Fine ^ Does your class respond to your questions immediately?
52. T: Eh I have a problem here that, you know, it is the - the - the - the same people who are always there to answer the questions immediately.
53. R: Immediately?
54. T: Yes.
55. R: How do you deal with learner non-responses =
56. T: = Eh =
57. R: = or incorrect ones?
58. T: What I do, you know, is I - okay ^ I will try to - say, if I am asking a question =
59. R: = Mm hm =
60. T: = I will try to - to paraphrase it =
61. R: = Mm hm =
62. T: = in as many ways as I can. And then get to students directly and say, "Look, this is what I'm saying. I want you to - to give me an answer. Try." Individual approach.
63. R: Okay ^ Individually. How long do you think you wait for your class to respond to your questions?
64. T: Uhm... maybe a minute.
65. R: Maybe a minute.
66. T: Yes.

67. R: Okay fine. How do you encourage your learners to communicate in your language classes?
68. T: Uhm... eh debates.
69. R: Mm hm.
70. T: Imromptu speaking.
71. R: Mm hm.
72. T: Uhm writing eh articles.
73. R: Mm hm.
74. T: Eh, you know, uhm... spontaneous writing.
75. R: Mm hm. Do your techniques always succeed?
76. T: I'm afraid not.
77. R: You're afraid not?
78. T: I'm afraid not.
79. R: Okay fine. Do you feel confident enough to ask your class a question to which you don't know an answer?
80. T: Uhm... I haven't come across that situation. Where I don't know I'll say I don't know. Yes.
81. R: Do you ever eh - have you tried?
82. T: No, I haven't.
83. R: You haven't.
84. T: I haven't. I haven't.
85. R: Eh if you some - Okay ^ Fine ^ I shouldn't read the second part because it doesn't apply. What proportion of the turns - at-talk do learners take in the classroom interaction?
86. T: Of the lesson?
87. R: Yes.
88. T: Uhm half.
89. R: Half?
90. T: Yes, half the class, I mean, half the period. You mean, of the 40 minutes how much time?
91. R: Not of the 40 minutes. What I mean is uhm (.) you ask a question. Right?

92. T: Yah.
93. R: They answer.
94. T: Yah.
95. R: You comment.
96. T: Yah.
97. R: I_is it like that always?
98. T: Eh ... well ^ Then, you know, if it becomes eh ... if there are more people, I mean, who want to - to - to, you know, to have a go or an attempt I give them, you know, I'll give four or five students to - to - to try and give me their own answers.
99. R: To give their own answers?
100. T: Yah, before I comment.
101. R: But it still goes like that. Initiation, response and comment.
102. T: Yah.
103. R: In other words they take one?
104. T: Yes. Sometimes I ask them, you know, to comment before I comment. So somebody - I ask a question and then somebody - and then I'll say, "Any comments from the class?" (Inaudible)
105. R: W(.)what sort of comments?
106. T: Yah, on what somebody had said, for example. I mean, if they have no opinions. Do they think it's right or do they have another view?
107. R: Okay fine ^ In other words it's not always that you take eh two out of three
108. T: No. No. No.
109. R: They sometimes take two out of three, that is, two turns.
110. T: Yah. Yah.
111. R: Okay fine. Uhm how often do you use the following in class: role play, pair work, group work, dialogues, interaction with the teacher and students as equals-at-talk?
112. T: Uh... you know, in the - in Form 5 =
113. R: = Mm hm.

114. T: Of course I must say that, you know, eh the kind of syllabus that we fall =
115. R: = Mm hm =
116. T: = Uh... there is no - no room for, you know, there's no oral examination =
117. R: Mm hm
118. T: = Uh most of the - in fact all of the - is in written form.
119. R: Mm hm.
120. T: So we try to spend as much time as we can eh, you know, looking at passages or talking about compositions and there is very little room for things like sketches, dramatization, role plays and so on and so on.
121. R: Okay fine. Thank you. Eh how do you evaluate communicative ability in class?
122. T: Poor on their part.
123. R: Yes.
124. T: It's pa - it's poor.
125. R: No, what I mean is, what do you do to see whether it's poor or good?
126. T: Uhm ... they _ I give them, you know, a piece of work, an assignment where I want everybody to - to have a core and when ... after some time I want them to - to, you know, to give me a feedback. (Inaudible)
127. R: In other words - do you ever give them enough time to express themselves orally?
128. T: Oh, yes.
129. R: Orally?
130. T: Yes. Yes. (Inaudible.)
131. R: Alright.
132. T: Mm hm.
133. R: So how do you evaluate it in oral - during oral lessons?

134. T: Oh, you mean how do I - again, you know, it's really on eh on the, you know, it's really on eh on the, you know, on their response.
135. R: Mm hm.
136. T: Is what you mean?
137. R: Mm hm.
138. T: Yes, I mean, I can only find out if they have understood =
139. R: Mm hm =
140. T: = eh by, you know, their responses. But if they keep quiet - then either they're shy or they didn't understand. So ^ Then, you know, is really a very difficult thing to assess.
141. R: Okay.
142. T: Yes, it's very difficult.
143. R: How many prescribed textbooks do you have for your subject?
144. T: Three
145. R: Three?
146. T: Mm hm.
147. R: Do you use them along with other texts or not?
148. T: Yes, we do.
149. R: You do?
150. T: Yah.
151. R: Why do you do that?
152. T: Because, you know, the texts are really rigid and eh meant strictly for the purpose of examination.
153. R: Mm hm.
154. T: But then we try to - to make the lessons or as - as practical as - as lively as we can. So I try to be as resourceful as I can.
155. R: But earlier on you said you have to base yourselves on eh (.) exams only.
156. T: W.well ^ But, you know, in the day to day learning of English.
157. R: Mm hm.

158. T: Yes, together with the core texts. They are called the core texts actually.
159. R: Mm hm.
160. T: We use other things as well.
161. R: Okay fine.
162. T: Yes.
163. R: When they finish their course, that is, before they can write final examinations, what should your learners be able to do in English?
164. T: Well, you know, eh they should have mastered ... the four concepts eh the four principles of the syllabus.
165. R: Mm hm.
166. T: Eh that is free composition.
167. R: Mm hm.
168. T: Situational composition.
169. R: Mm hm.
170. T: Comprehension and summary.
171. R: Mm hm. Eh (.) is it because you think they can eh (.) use these even after or outside the classroom?
172. T: Uh... well, you know, unfortunately, you know, if I had my way =
173. R: = Mm hm =
174. T: = the kind of English that we - we do in Form 5 =
175. R: = Mm hm =
176. T: = is really - the examination that we sit for =
177. R: Mm hm =
178. T: = has no - doesn't really test anything, you know, so that uhm (.) they - it doesn't really eh emphasize on com - communicational abilities - conversational abilities. It's really how to pass an examination. (Inaudible) understand. So ^ Honestly I'm afraid that, you know, I'm teaching something that I don't believe in.
179. R: Mm hm.
180. T: Yes.

181. R: *Ntate* Mundoma, thank you for your cooperation.
182. T: Okay.
183. R: Thank you.

(End of the interview.)

POST-COUNSELLING LESSON

(The lesson is on questioning and answering skills.)

1. T: Okay ^ Eh good morning, students - good afternoon.
2. Ss: Good afternoon, Sir.
3. T: Before the remaining part of this class eh we are going to - to do uhm an exercise in a speaking skill, that is, speaking eh ... with clarity. Uh speaking uh with clear voice (.) uhm and also being uhm being able to - to - to take instructions and to follow instructions. I'm going to quickly uhm ask you to - to - to sit or to form groups of four or five. So ^ This is one ... group here. Our one group. This is another group here. Uh, sit eh come around together. Another group here. Yes, another group there. Let's save time. Another group. Alright ^ Right, there is a good there. There is a good group there. And what I want you to do - what I will like you to do very quickly in - in these groups is uhm ... uhm one person volunteers to be interviewed or asked questions by the others. One person. Yah. One person is going to be asked questions. (Inaudible) questions by - by the rest of you. Yes, (inaudible.)
4. Ss: (Inaudible)
5. T: Okay.
6. Ss: (Discuss their respective tasks)
7. T: Sh - s - h. We are starting now.
8. Ss: (Speak among themselves.)
9. T: Group one. (Inaudible) here. Where is group one? Okay ^ This is group two. Okay ^ We start with Group two, it doesn't matter.
10. Ss: Group one. Group one first.
11. T: (Inaudible.)

12. Ss: Group one. This is Group one.
13. T: Please, let us start. You start asking. Please, we are recording this interaction. So don't make noise.
14. Ss: (Speak among themselves.)
15. T: Continue now. (Inaudible.) Tell us, please. (Inaudible) very quickly what (inaudible.)

GROUP ONE

16. S₁: Eh in our group Sir, we are having an interview of eh - eh ... a terrorist has just been caught and then he is questioned on what he - on - on - on his career and why he does what he does. Yes, Sir.

(Long pause)

17. T: (Inaudible) questions.
18. S₁: Yes, Sir.
19. T: Please, ask him questions now.
20. S₁: Eh Mr Abdul Chakalaka, uh is - is being interviewed today for he has - he has been caught since his career of terrorism. (To the terrorist) And then eh Mr - *Monna* - Mr Abdul, tell us, what - what motivates your - your career?
21. S₂: Well ^ Sir, exactly what motivates my career is the reason behind my terrorism. All what's behind my terrorism is the reason. My father was killed. That's what behind my terrorism.
22. S₃: And - and - and eh why - wh - what can accomplishments are you - are you seeking in your - in your exploits?
23. S₂: Oh ^ Nothing much but to kill, kill and kill.
24. S₁: Eh which means you - your - your main aim in your exploits is the fun of murder?
25. S₂: Yes.

26. S₁: Eh (coughs) you have been known to destroy eh shops and so on belonging to - to - to the Americans and so on. What - what main message is there in that?
27. S₂: Well ^ My message is that I hate them. I hate them
28. S₁: For what particular reason can you say you hate them?
29. S₂: Because they are (inaudible)
30. Ss: (Laugh)
31. S₃: Mr Chakalaka, do you think you're going to heaven?
32. S₂: Well ^ I don't think I (inaudible)
33. Ss: (Laugh).
34. S₃: Do you think you are going to be a perfect (inaudible)
35. S₂: Those who want to kill?
36. S₃: Yes. Eh how - how do you feel when you see eh - eh blood of your brothers and sisters?
37. S₂: Well ^ I don't have brothers and sisters. They died long ago. So ^ It's fun to me. (Inaudible)
38. S₁: You mean you enjoy killing?
39. S₂: I enjoy killing (inaudible).
40. S₂: Okay. Thank you.
41. S₃: Mr Abdul, do you really know that what you're doing will come back to (inaudible)?
42. S₂: I know, but I don't care.
43. S₃: And why - what - why - why don't you - what is the reason that
44. you don't care? Is it because you have given up life or you disvalue your own life?
45. S₁: Well, Not that ... I don't care. I don't care in the sense that I kill, fine. I get killed, fine.
46. S₃: So you have committed yourself to the sword (.) so to speak?
47. S₂: You're right.
48. S₁: Eh do you tell us Mr Abdul eh since you're - you say you hate eh (inaudible) and you say you hate them because (inaudible)

- do you think that is a moral standard? Is that the only reason why to hate an object?
49. S₂: With me, yes. With other people, I hate them because they came all the way from their land into our land. So ^ That's the only reason I hate them.
50. S₃: So it is a - a thought eh (inaudible) in fact avenging?
51. S₂: Exactly.
52. S₃: So you are a man of revenge?
53. S₁: Of course.
54. S₃: So ^ Tell us, do you think that in killing them that is the only mean to - to solve - to solve the pain against the cause or to remedy it?
55. S₂: I'm not trying to solve, I'm trying to kill out of blank killing.
56. S₁: No (inaudible) you know that there have been other plans past your killings?
57. Ss: (Laugh)
58. S₁: (Laughs) Thank you. That was the interview with Mr Chakalaka.
59. T: Okay ^ Thank you very much. That was Group one. Eh we move on to Group two. Now ^ Group two, please. Could someone very quickly tell us what is happening in your group.
60. Ss: (Inaudible.)
61. T: What is that?
62. Ss: (Inaudible)
63. T: Yah, tell them quickly what is happening ... just in eh - full sentences. In your group, what is happening here? We are recording already. We are waiting for somebody to talk. You are wasting a cassette there. Silence please. Who is narrating here?
64. S₄: Hlompho. Hlompho.
65. T: You're wasting time. Why can't ... Group two.

GROUP TWO

66. S₅: (In a shaking voice) Here we have Mrs Lepolesa.
67. T: = Okay ^ Please.
68. S₅: Who wants to works as a (inaudible) and she is being examined here ... by the manager, Mrs Molaoli.
69. S₆: What is it that makes you take this post?
70. S₇: Eh (.) is because I did well in Accounting and Commerce. So I wanted to continue with them so that I can work at the bank.
71. S₆: What are your qualification?
72. S₇: Well ^ I ... completed my Std 10 in 1989 and I obtained first class and moved on to NUL - National University of Lesotho and where I got my degree. And I was employed at Lesotho Bank for two years. From there I went to Uni - United Kingdom where I was going to do my Masters. In 1998 I completed my Masters.
73. S₆: Do you have any experience to your work?
74. S₇: As I have just said, I was employed at Lesotho Bank for two years.
75. T: Some more questions from the others.
76. S₆: What were you - what were all your interests in the job?
77. S₇: Uhm... was to deal with money.
78. S₈: So, are you competent with your work?
79. S₇: Yah. Uhm - yes, uhm ... I like my work. I enjoy it very well.
80. S₉: (In a low voice) What makes you to enjoy it?
81. S₇: To work with people (.) to help them.
82. S₉: In what way?
83. S₇: Uh depositing their cheque and ... banking their money, helping them to ... to fill the cheque.
84. S₁₀: Do you think it's best to deal with the community?
85. S₇: Is best because ... (inaudible).

86. S₅: Okay. We thank you Miss Lepolesa. We thank you very much for what we are doing and we hope ... you will succeed in your work.
87. S₂: Thank you.
88. T: Okay ^ That was the presentation from Group three - Group two. It was somebody applying for uhm a vacancy in a - in a bank - in a company uhm at a bank. Now we move on to Group three. Please, can I just quickly say that (inaudible) and let everybody in a group to have a go. (Inaudible.) In an interview situation so that we could all talk and say something. Uh group three. Now ^ Somebody here quickly tell us what is happening in your uh in your group.

GROUP THREE

89. S₁₁: Okay ^ Okay ^ Here we are going to interview Mrs Maleke about ... uh here we are going to interview Mrs Maleke who had applied for being secretary in our (inaudible) Alright ^ You can take over (to other group members).
90. S₁₂: Uhm... madam, what is your - what is your (inaudible)?
91. S₁₃: Uhm... I'm called Paulina Maleke.
92. S₁₂: Uh your age?
93. S₁₃: Uhm ... 18 years old.
94. S₁₂: Eighteen years old?
95. S₁₃: Yes.
96. S₁₂: Are you a marriage or not?
97. S₁₃: No, I'm just s-single.
98. S₁₂: Single?
99. S₁₃: Yes.

(Long pause)

100. S₁₂: Uh what's your ... (inaudible)?
101. S₁₃: Uh, you know, I am somebody who enjoy watching movies... uh playing netball. That's my best hobbies.
102. S₁₂: Eh what's your nationality?
103. S₁₃: Uhm... I am *mokuena. Kuena*.
104. S₁₂: *Kuena* from Lesotho?
105. S₁₃: Yes.
106. S₁₂: Okay ^ I understand.

(Long pause)

107. S₁₂: Why oh - why did you choose this kind of work?
108. S₁₃: Uhm... it's because uhm... it's bec- it's my - favourite eh job. Because uhm... for my experience in life. I have eh covered that that is the best job that eh goes with my (inaudible).
109. S₁₂: Okay ^ Did you ever experience this work before?
110. S₁₃: Eh I think I have just experiences once a year.
111. S₁₂: Once a year eh where?
112. S₁₃: At uhm... uhm...a place called Machabeng.
113. S₁₂: Okay ^ A place called Machabeng. Okay ^ Could you please tell me your quali - qualification?
114. S₁₃: Eh ... I have done my masters in ... uh at the University of Cape. So ^ I was eh accountant there and I did - I dealt with eh Maths and Accounting.
115. S₁₂: Maths and accounting?
116. S₁₃: Yes.
117. S₁₂: Okay ^ We thank you. That's all.
118. S₁₃: Okay ^ Thank you.
119. T: Okay ^ Thank you very much Group eh three. Yes. There is a lot of questions. Eh what's your age, your interests, eh interests in the job? What experience do you have? There is a lot of

activity. Now ^ We move on to Group four. Somebody - group six - is it group six?

120. Ss: Yes, Sir.
 121. T: Okay ^ It doesn't really matter. (Inaudible) on six now. Eh please, quickly tell us what (inaudible) Group six.

GROUP SIX

122. S₁₄: (Inaudible) is to // (inaudible.)
 123. T: // Give them a chance. please.
 124. S₁₄: Eh here we are going to have an interview with eh international coach from Europe. Thank you.
 125. S₁₅: Mr (inaudible), which team did you coach before?
 126. S₁₆: And I coached the team in uh in the European countries in England uh in 19 uh 56. That's uh the team in England, the Leeds United. And uh I went to uhm (.) the same country the - I went for Manchester in 19 uh 57.
 127. S₁₇: How - how many - how many trophies did - did you win?
 128. S₁₆: When I was in uh England I only woned two trophies and then went back to home and rest.
 129. S₁₈: Eh can you tell us more about your previous clubs?
 130. S₁₆: You know, my clubs - I went in England let me say, and worked there uh as a young guy, you know, in England. And those uh clubs were actually the clubs which I thought uh would take me far. That improve me and then I'm satisfied with them. They were good uh clubs.
 131. S₁₉: So ^ How many trophies did you win - did you get uh from uh Leeds United?
 132. S₁₆: I only got one trophy and one from Manchester.
 133. S₁₉: Okay ^ How does our soccer differs from European soccer (.) as you are here in South Africa?

134. S₁₆: You know, it really doesn't uh differ that much. But uh (.) eh I can just say the grounds differs, you know, coaches differs and uh equipments used for football. That's only the difference. And uh the difference is only the speed. I can see uh the African football is not that much uh ... I can say the players are not that much s-eh running, you see.
135. S₂₀: Eh Mr (inaudible) would you please uh tell us your secret for the game.
136. S₁₆: You know, I am a believer, Sir. I always pray before the game and uh trust the God. I always tell the guys to - to do what uh they have been taught in practices, not what they think and uh to trust the God. Thanks.
137. S₂₀: Yah ^ Well ^ Here in South Africa people believe in *muti*. Is there any believers uh in Europe who believe in *muti*?
138. S₁₆: Yah, some people do believe in *muti* and I don't (mispronounces believe) believe in *muti* at all because uh I'm a bliever, you know. I think God will also uh support me. If you are a player you - you - you actually do what you have been taught, not *muti*. *Muti* can never help you in - in the games.
139. S₂₀: But uh... in reality, do you think uh *muti* is something that can help uh... person?
140. S₁₆: Really I - I don't think so, because I don't even have an evidence because I never... I have never seen such uh people. I have never seen a person performing because of *muti*.
141. S₂₀: Well ^ Uh how would you like to see some changes uh within the team that you - you will be coaching from now?
142. S₁₆: No, the changes will just be from the management of the team. That is, I will only be told by the team - the management of the team how to do the changes there if I - let me say the changes will come after I have seen the team itself.
143. S₂₀: Thank you, Mr (inaudible).. Thank you very much.
144. S₁₆: Thank you, Sir.

145. T: Okay ^ Thank you very much. That was a-a football situation. Okay ^ We are going to have this group here. Okay ^ Down here. (Inaudible) Yes, Group five. Group five. Group five. Group five. Please, give them chance. (Inaudible.) Group five. Yes, go ahead.

GROUP FIVE

146. S₂₁: Here we are going to interview Miss Ache who wants to be a (inaudible).
147. S₂₂: Miss Ache, what made you to decide to be a nurse?
148. S₂₃: Uhm... I decided to be a nurse because I like that job.
149. S₂₄: Okay ^ You like it?
150. S₂₃: Yes.
151. S₂₄: Do you think you will manage to treat eh a patient?
152. S₂₃: Yes, I can.
153. S₂₄: Well ^ (Inaudible.)
154. S₂₅: Have you ever faced - sorry. Have you ... ever had a career guidance before?
155. S₂₃: No.
156. S₂₅: How do you feel - what do you feel when you see a bad injury person... as a nurse?
157. S₂₃: I feel busy. But nothing I can do. What I can do is only to help that patient quickly so that (inaudible.)
158. S₂₆: How - how do you feel when you see a bad injured person? Bad injured person. How do you feel when you see (inaudible.)
159. S₂₃: I feel angry.
160. S₂₆: Why? Why?
161. S₂₃: Because of ... his or her injured - injuries. But nothing I can do. What I can do is only to help him before she or he can die.
162. S₂₂: Do you have - do you some ... first aid or something like that help (inaudible.)

163. S₂₃: Yes.
164. S₂₂: Do you know that if a person die in your present you take the responsibility?
165. S₂₃: Yes.
166. S₂₂: For how long have you been working as a nurse?
167. S₂₃: One year.
168. S₂₂: What qualifications do you have?
169. S₂₃: Eh (inaudible) life to become a nurse.
170. Ss: (Giggle)
171. S₂₂: What do you like most when you are relaxed at home, not at work?
172. S₂₃: Watching TV.
173. S₂₂: Watching TV?
174. S₂₃: Yes.
175. S₂₂: Do you have a TV?
176. S₂₁: Okay.
177. Ss: (Laugh)
178. T: Order please. As quick as - somebody tell us quickly what is happening here.

GROUP FOUR

179. S₂₇: Okay ^ Here - here we are going to interview Mr Atello in the post of being a secretary. So ^ Mr Atello, why do you want to be a secretary?
180. S₂₈: Uhm... well ^ I have read from your - eh from "Moeletsi oa Basotho" your advertisement and I heard from the radios being eh advertized that eh you would like to have eh secretary (inaudible)
181. S₂₇: Okay ^ Mr Atello, what qualifications do you have?
182. S₂₈: Well ^ I completed my eh COSC in 1987 at Lesotho High School. Then I went eh to National University of Lesotho where

I only eh spent - I happened to spend eh three years. Then I had a scholarship that eh... took me to United States of America where I had my Masters degree in Secretarial eh management.

183. S₂₉: Eh have you ever employed as a secretary before?
184. S₂₈: As I have just said uh eh I - when I completed my COSC, I subsequently went to University of Lesotho. Then in my three years I went to United States. By so saying I am trying to say honestly I have no experience in this kind of job.
185. S₂₉: Do you know eh each member of this company?
186. S₂₈: Mm mm. No, Sir.
187. S₂₉: Okay ^ Eh (.) it's like eh your post is eh welcomed here and you will be employed very soon. Thank you.
188. S₂₈: Thank you.
189. Ss: (Laugh)
190. T: Another group. Where is my group?
191. Ss: There.
192. T: Oh yes. Another group. Yes. Okay ^ It's warming up now. It's warming up. Yes. Okay ^ Loudly, please.

GROUP SEVEN

193. S₃₀: Eh... eh... we are talking to a young politician eh who would... (others whisper) who would like to see some changes within the country and eh we would like to hear from him.
194. S₃₁: Eh Mr Thabo, how did you became a politician?
195. S₃₂: Yes, I became a politician. I was encouraged by my father when I was still young.
196. Ss: (Laugh)
197. S₃₁: Eh - if you win these coming elections, what major changes would you like to see within the country?
198. S₃₂: In this country?
199. Ss: (Laugh)

200. S₃₂: I want to see each and every young children in this country to get a free education.
201. S₃₃: How can our future (inaudible) this developing country.
- (Long pause)
202. S₃₃: You - your future plans, Mr eh Thabo, for this developing country could be what, Sir?
203. S₃₂: Okay ^ We are going to ...
204. Ss: (Laugh)
205. S₃₂: We are going to...
206. Ss: (Laugh)
207. T: Okay ^ Continue.
208. S₃₂: They are going to - to make the roads.
209. Ss: (Laugh)
210. T: Please.
211. S₃₂: To (inaudible) if we are going to have a visitor from outside the country they can see that South Africa they proved theirself.
212. S₃₄: Eh Thank you Mr eh Thabo. We would like to see how you would - eh we would like to see the results from the elections. Thank you.
213. Ss: (Drag their chairs to their places.)
214. T: Okay ^ Order. Order. (Inaudible) Okay ^ Now ^ In conclusion - in conclusion I would like to say eh to you by way of eh trying to explain what is happening (inaudible) Okay ^ We can all do that very fine. But then we don't have the - the - the speaking skills because this course does not prepare you to-to-to be good speakers when (inaudible) Form 6 next year. And I saw it myself very clearly here that, you know, many of us we don't know what to do when attending an interview, because some of the - the simplest things like to start by greeting, to start by asking uhm people's names and things like that we don't know.

Yet, you know, we are going to spend all our lives talking to people (inaudible.) But then, you know, we are not prepared for it. We are not prepared. But anyway as time went on. I - you know, you got warmed up. You know, you got interested and I would like to-to-to-to say to (inaudible) that, you know, eh apart from just concentrating on the (inaudible) of - of eh examination, I think more time should be spent on equipping you with speaking skills which you need for the rest of your life. (Inaudible.)

(End of the lesson)

(From Klippel, F. 1984. Keep Talking. Cambridge: Cambridge University Press. p.26)

PRE-COUNSELLING LESSON

(The lesson is on the conversation between a manager
and an interviewee.)

1. T: Thank you. I said, "Thank you."
2. Ss: (Speak among themselves and drag their chairs)
3. T: This lesson has to take us about (writes on the board) 30 minutes. In 30 minutes we will have done this work and (inaudible) that later we are going to read in the group. So ^ We hope to divide ourselves into groups of four. The simple way to do it is to make the people in front to turn round and face those behind them, just to turn round the desk.
4. Ss: (Turn round)

(Long pause)
5. T: (Inaudible) Right ^ I won't ask you (writes on the board) I would like us to turn to page 50 & 51 (Writes on the board.) Alright (Inaudible) Right ^ (Reads) (Inaudible) interview (inaudible) for the fact that they have left school. You have passed all the examinations and you want to make - you want to make the career in the sales division (stops reading). Now you - you didn't give the record of the interview that somebody had with a certain manager. But the sentences are incomplete. You can see that. All you have to do now would be to read the manager's conversation before and after each black space and then in this way you will be able to write your own ideas or your own answers. Now (Inaudible) Right ^ Sometimes you may only

need to write one sentence. But in - in other cases you can probably write several sentences. Now (Inaudible) Right ^ There is no need for you to write what was said by the manager. All you have to do is to put numbers, to write number (writes on the board) one, two, three, four and then you give your own answers of the conversation. You do that in the group. You do that in your group. You write your answers to the conversation and then later in the same lesson the secretary of the group will read your answers. One of you will be the manager and then the - the other person will be the interviewee.

6. Ss: (Discuss their respective tasks.)
7. T: You start writing. (Inaudible) You are translating from English?
8. Ss: (Continue their discussion.)
9. T: We have a group that has already answered up to number (f) and that group is willing to present now.
10. Ss: No.
11. T: Why do you say "no"?
12. Ss: Because we have not yet (inaudible.) Ae.
13. T: You are not going to write what they have. Sorry. Sorry. Can you please listen to them. Louder. We are listening.

GROUP ONE

14. S₁: Thank you very much Sir. I have - I haven't been waiting long.
15. S₂: I'm sorry to have kept you waiting. Please come in and sit down.
16. S₁: Thank you, Sir.
17. S₂: Have you had a good journey?
18. S₁: Yes, Sir. But our train broke down.
19. S₂: That's fine. The same thing happened to me last year. I had to go (inaudible.) How long did it take - how long did they take to repair it?
20. S₁: Two hours.

21. S₂: Two hours? That (inaudible) too bad. Did you (inaudible)?
22. S₁: Yes, Sir.
23. S₂: Good. Now perhaps we would start (inaudible) your qualification. What (inaudible)?
24. S₁: Masianokeng High School and I have been doing well.
25. S₂: What was your favourite subject?
26. S₁: Principals of accounts.
27. S₂: Why was it your favourite?
28. S₁: I liked to work in the - in the sales department.
29. S₂: Are you planning to take any more examinations?
30. S₁: Yes, of course.
31. S₂: (Inaudible)
32. S₁: Do you contribute towards the fee?
33. S₂: Yes, of course. We - we pay all the examination fees and we allow you to go to the college for one day only - for one day a week. Just before the examinations we allow you to have two weeks leave.
34. S₁: That's interesting. What sort of examinations do you insist the staff to take?
35. S₂: The staff take all sorts of examinations. Usually at your age it is high - it is higher school certificate.
36. S₁: (Inaudible.)
37. S₂: (Clap.)
38. T: Is there any other group that has finished?
39. Ss: (Grumble)
40. T: You have only 45 minutes. You have only five minutes to finish.
- (Long pause)
41. T: (Inaudible) their group is ready to present. There is a group that's ready to present.

GROUP TWO

42. S₃: Thank you very much Sir. I haven't - I haven't been waiting long.
43. S₄: I am sorry to have kept you waiting. (Inaudible) and sit down.
44. S₃: Thank you sir.
45. S₄: Have you had a good journey?
46. S₃: No, Sir.
47. S₄: Oh, that's fine. The same thing happened to me last year. I had
- I had to =
48. T: Sorry, what did - what did happen to you? What has happened
to you? You - you just said, "no, sir". And Sir says the same
thing happened. What happened? Answer the question.
49. Ss: (Speak among themselves)
50. T: Answer the question. (Inaudible) something should have
happened. Something happened that made eh (inaudible.) Just
proceed. Those have a problem. They have to solve their
problem first. (Inaudible.) obviously something happened.
51. Ss: (Discuss their tasks)
52. T: Any other group, while we are waiting for them ... any other
group when we are waiting for them. Are you now shy? Are you
ready now? Maama and the group? Let's - let's give them
chance. Our presenters are ready now.

GROUP THREE

53. S₅: Thank you very much Sir. I haven't been waiting long.
54. S₆: I am sorry to have kept you waiting. Please come in and sit
down.
55. S₅: Thank you, Sir.
56. S₆: Have you had a good journey?
57. S₅: No, Sir. Our train (inaudible) down on the way.

58. S₆: (Inaudible) The same thing happened to me last year. I had to go by train to visit one of our branches and it (inaudible) down (inaudible.) How long did it take to repair it?
59. S₅: Two hours, sir.
60. S₆: Two hours. That is not too bad. Did you manage to get something to eat on the way?
61. S₅: Yes, Sir.
62. S₆: Good. Now (inaudible) by going through your education. What schools have you been at - what schools have you been (inaudible)
63. S₅: Masianokeng High School and I did very well sir.
64. S₆: What was your favourite subject?
65. S₅: English, Sir.
66. S₆: Why was it your favourite subject?
67. S₅: It is because it is an international language. So I can be able to express myself everybody.
68. S₆: Are you (inaudible) to take anymore examinations?
69. S₅: Yes, Sir.
70. S₆: This depend on you. We don't - we don't - we don't insist on our staff taking other examinations. But we hope (inaudible).
71. S₅: I will also - will you - will you also pay examinations fee for me, Sir.
72. S₆: Yes, of course. We pay all examinations fee and we will allow you to go to college for one day a week. Just before the examinations we allow you to (inaudible).
73. S₅: I will be very glad Sir.
74. S₆: The staff take... the staff take all sorts of examinations usually =
75. T: = you are not attentive =
76. S₆: The staff take all sorts of examinations. Usually at your age it is higher school certificate.

77. S₅: (Inaudible)

(End of the lesson)

(From Russell, A. & Russell, C.M. 1976. *Compositions, Situations, Grammar and Usage for New School Certificate*. Oxford: Heinemann pp. 50-53.)

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: How many students are there in your class?
2. T: S-Seventy-two... 72.
3. R: Seventy-two. How many periods do you have per week with the same class?
4. T: Seven lessons.
5. R: Seven lessons. Do you integrate eh the four language skills?
6. T: They are always integrated.
7. R: They are always integrated. Do all the pupils participate in class activities?
8. T: If they are divided in groups you find that there are dominant... who can communicate will lead. But there are those who can't.
R: What if you are working with the whole class?
9. T: If I'm working with the whole class few individuals who - whose command of the language is okay are the ones who are always prominent.
10. R: Mm hm. What do you think is the reason... that they can't uhm all participate?
11. T: (Inaudible.)
12. R: Yes.
13. T: Okay (Inaudible) Right ^ The reason is all the time they speak Sesotho. When they are outside the class, in the taxis, everywhere.
14. R: Mm hm.
15. T: Even at home they speak Sesotho. So (Inaudible) Right ^ The only time when they have a time to speak English is in the classroom and they find it difficult. It's as if English is a torture

- to them. If you ask them, "Speak English" it's as if you have just cut off - open a wound on some of them.
16. R: Okay (Inaudible) Right ^ Do you think that there is a relaxed atmosphere during your lesson?
17. T: I agree.
18. R: You agree?
19. T: Mm.
20. R: Okay fine (Inaudible) Right ^ What type of errors do you correct during oral exercises?
21. T: Normally sentence structures. If somebody uses a wrong tense in a sentence it is corrected immediately.
22. R: Mm hm. Okay (Inaudible) Right ^ You - do your // students...
23. T: // (inaudible)
24. R: Or should I continue? Okay fine (Inaudible) Right ^ You can continue.
25. T: Sometimes you find that there is a slip of the - of the tongue.
26. R: Mm hm.
27. T: A student wants to use the pronoun "he" for male student. Instead... if it's a girl she says "she" instead of "he". So (Inaudible) Right ^ Such things are corrected.
28. R: Okay fine (Inaudible) Right ^ Do your students ask questions or do you ask most of the questions in class?
29. T: I - most cases I make them do things. I give them an exercise where they ask each other - one another questions in the group.
30. R: Mm hm.
31. T: And then they will answer those questions and that (inaudible) the answers. At the end of the lesson in most cases I ask them to maybe to - to - to - to present the lesson so that at least some of them could have time to - to speak English.
32. R: Okay (Inaudible) Right ^ What kind of exercises are those?
33. T: Sometimes you find that they have to write a diary, if they have to write a diary.

34. R: Mm hm.
35. T: They - they'll have to group themselves to jot down the...
36. R: the points
37. T: ... the points. And then somebody would read those points or they may dis - they may be discussed in the class?
38. R: Mm hm.
39. T: Or you make them do the exercises like they did the interview where most of them had to what? To talk. Sometimes there's a debate question. They are given notes. Theirs is to elaborate on those notes and then one of them what? One of the members of the group reads as the - as - as somebody for the motion or as somebody against the motion.
40. R: Okay fine. Does your class respond to your questions immediately?
41. T: No. (Laughs) It takes them a lot of time.
42. R: How - how do you deal with learner non-responses and/or incorrect responses?
43. T: I sometimes I uhm... I make other students correct the mistakes. If say s- for example, somebody... once you ask a question, instead of asking that question directly the person finds difficulty.
44. R: Mm hm.
45. T: The other students could say, "I - I think he wants to say this."
46. R: Mm.
47. T: The person could say, "Yes, that is what I wanted to say."
But // (inaudible)
48. R: // How (inaudible) in a hurry. Okay, continue (laughs).
49. T: You should be - there isn't much time. Sometimes you find uhm you make them ask the questions that have already been structured for them. But still, some people h-have problems with reading the - the words the - maybe the word they never come

- across. Then they find a problem ... when asking that question. Somebody else may intervene.
50. R: Alright. How long do you wait for your class to respond to your questions? You said they don't eh respond immediately. How long do you think you wait for them to respond?
51. T: Normally I restructure the question, make it a little simple.
52. R: Mm hm.
53. T: I - at - as - if they don't respond immediately I take it for granted they did not understand. Then I (inaudible).
54. R: Mm hm.
55. T: Then I have to restructure it to make it very simpler.
56. R: Mm hm.
57. T: And then they will answer.
59. R: Okay. How do you encourage learners to communicate in your language classes?
58. T: I... uhm to be honest =
60. R: = Mm hm =
61. T: = I make them read a lot.
62. R: Mm hm.
63. T: That is helping a great deal.
64. R: Mm hm.
65. T: I make them go to the library to borrow boo - to take a book, read it for a week. Reading has made it possible for me to communicate with them.
66. R: Mm hm.
67. T: Because they now understand. Earlier they couldn't. They read a lot of newspapers.
68. R: So what do you do to make sure they can communicate?
69. T: I made them write.
70. R: Write.
71. T: Mm. There's a lot of writing.
72. R: There's a lot of writing. Do your techniques always succeed?

73. T: Mm.
74. R: Okay. Do you feel confident enough to ask your class a question to which you don't know an answer?
75. T: (Sighs deeply) Has a teacher come across such a situation?
76. R: No?
77. T: *Ache*. I - I don't know if that could be possible. 'Cos you decide what you want to go and teach. So (Inaudible) Right ^ You prepare, and because you have prepared you go to class knowing exactly what you want to ask and knowing the answer to that question.
78. T & R: (Laugh)
79. T: So I don't think it would be easy for a teacher to go to the classroom and ask a question from the air.
80. R: Okay fine. So (Inaudible) Right ^ What proportion of the turns-at-talk do learners take in the classroom interaction?
- (Long pause)
81. R: Eh... yes, I'll explain it. I know people won't quite eh take it easily.
82. T: Mm (inaudible).
83. R: When you get into the class, after greeting your class you sometimes ask a question on what was done the previous day. right?
84. T: Mm hm.
85. R: That is called initiation Your turn, is turn one.
86. T: Mm hm.
87. R: They answer.
88. T: I'm sure the - the are ...

(End of side one and beginning of side two)

89. R: You have the first one and the last one. Right?
90. T: Mm.
91. R: So they have only one turn. Is that true?
92. T: Yes.
93. R: Okay fine. Uhm... so they have one out of three?
94. T: Mm hm.
95. R: Okay fine. How often do you use the following in your class: role play, pair work, group work, dialogues or dialogue, interaction with the teacher and students as equals-at-talk? In other words the last one is interaction between you and the students without any asking or answering closed questions.
96. T: Can you read so that I can answer them individually. They are far too may.
97. R: Yes. Yes. Yes. (Laughs)
98. T: You just have to explain the first one, role play.
99. R: Role play? In role play students take parts. Maybe in a play or in a dialogue. But they eh take parts of other people. For instance, they play your part, sometimes after my departure they can take *Ntate* Mundoma's part or anybody's part. You see?
100. T: Wha - (inaudible.) What we do is we make them take parts that are already in their books.
101. R: Mm hm.
102. T: Like what we did this morning. Somebody became the manager.
103. R: Mm hm.
104. T: Other person the interviewee.
105. R: Mm hm.
106. T: The words were already there in the ... in - in the book except the - the words of the interviewee.
107. R: Mm hm.
108. T: (Inaudible) this role play (inaudible.)

109. R: It doesn't quite. Because everybody has to come up with his own part. His or her //own words.
110. T: // I think I like that.
111. R: In role play students know what others are going to say.
112. T: I think I like that.
113. T: Okay fine. Thank you.
114. T: Because I haven't done that I'm sure, because I didn't know it.
115. R: Mm hm.
116. T: But I could do it.
117. R: Okay fine.
118. T: Now (Inaudible) Right ^ This pair work they do a lot. And the group work, the dialogues. But in most cases we use the dialogues that are in the books.
119. R: In other words they don't make their own. Fine.
120. T: They don't make their own. But I think having learned this role play today (inaudible).
121. R: Mm hm. Okay.
122. T: I will make them make their own. Now (Inaudible) Right ^ This interaction with the teacher and students as equals-at-talk, if eh - if explained again.
123. R: I - I say, normally the work of the teacher - we think that ours is to ask questions when we get into class. Or give directions. After that we tell whether we are satisfied with the responses or not. So what I mean here is that - whether there is a time when you just get into class maybe for some 10 to 15 minutes, just talk with the students? Maybe about something that happened over the weekend or anything in school?
124. T: Normally I - I make them talk.
125. R: Mm hm.
126. T: For example, if-if-if-if you che- meet them you ask them how they spent their weekend. Some few individuals will tell you what happened over the weekend.

127. R: In class?
128. T: Yah.
129. R: Okay.
130. T: What I never started is what happened to me?
131. R: So how do you evaluate communicative ability in class?

(Long pause)

132. R: What is it that you eh look for which will tell you these people can express themselves eh ... maybe fluently or satisfactorily?
133. T: Mm hm. What happens is eh the students who have the command of English are always those who answer questions. They are not shy to do that. But there are some shy students who even when they know the answer, they won't. They won't shout it in class.
134. R: Mm hm.
135. T: So when they have written I - I look eh at their exercises and say, "This one is good. This one is not."
136. R: Mm hm. Okay (Inaudible) Right ^ In other words there is nothing you do to make the shy students speak in class?
137. T: Unless there's a group work.
138. R: Unless there's a group work?
139. T: Mm.
140. R: In other words you only concentrate on the talkatives?
141. R: In quotes I do.
143. T & R: (Laugh)
144. R: (Laughs) In quotes you do. Uh how many prescribed textbooks do you have for your subject?
145. T: Three.
146. R: Three?
147. T: Mm.
148. R: Do you use them along with other texts or not?

149. T: I have my own personal copies of books that are different from those prescribed for students. But I photocopy if I need - if need be.
150. R: Mm hm. Why do you do that?
151. T: Sometimes there are topics which are not in their books.
152. R: Mm hm.
153. T: Which I regard as important. And then I'll photocopy and give them to them.
154. R: To the students. Okay fine. When they finish their course, that is, before they can write final examinations=
155. T: Mm hm.
156. R: What should your learners be able to do in English?
157. T: In actual fact they are examined by Cambridge.
158. R: Mm hm.
159. T: They have to write compositions. Maybe - p-paper one is compositions and something else. That could be anything. Maybe interviews. Maybe letters. So I'm teaching them those.
160. R: Those things.
161. T: Mm.
162. R: You only base yourself on that?
163. T: Mm.
164. R: Okay. Thank you.
165. T: Now (Inaudible) Right ^ Paper two is the comprehension passage - comprehension passages. They are asked short answer questions. They have to infer meaning of words. They have to - to - to - to give the meanings of words according to the way they're used in the passage, which I regard as a vocabulary exercise.
166. R: Mm hm.
167. T: They also do the summary. So I exercise them a lot on those.
168. R: M - m vocabulary exercises?
169. T: Especially summarises.

170. R: On Summary. Okay fine. How do you work on uhm vocabulary?
How do you normally do it?
171. T: I, you know, I make them read a lot.
172. R: Mm hm.
173. T: They read a lot of English.
174. T: Now (Inaudible) Right ^ That has helped them to at least ...
seduced - deduced the meanings of words from texts. If a word
has been underlined in the passage they are reading and they
have to give the meaning of the word without using the
dictionary, they can.
175. R: But how do - how do you eh test it in class... this vocabulary?
176. T: I make them write. Then I mark.
177. R: Write what?
178. T: I give them a passage.
179. R: Mm hm?
180. T: In the passage some words will be underlined, that they have to
give the meanings of.
181. R: Mm hm.
182. T: So they give the meanings and then I'll mark.
183. R: Okay.
184. T: (Inaudible.)
185. R: Okay. Thank you for your cooperation.

(End of the interview)

POST-COUNSELLING LESSON

(The lesson is meant to help the learners to use language creatively in real life situations.)

1. T: Will you please divide yourself into groups of ... six.
2. Ss: (Form groups.)
3. T: (Gives copies of tasks to students.) Role A, you (inaudible) So write that. Corrected?
4. Ss: No, madam.
5. T: Line two, "got the chance." Write "chance." (writes on the board). Role B (writes on the board) Oh, sorry! Line four. Role A, line four (writes on the board) you say to her – write "you say to." *Ausi Palesa* and *ausi Itumeleng*, come and get it. Role B, line one, "You have invited" (writes on the board) "you discover that your (inaudible)." What will you (writes on the board) Now ^ The whole sentence makes something like this (reads). While she is sitting in the living room, you discover that your roast has burned. What will you say to your mother-in-law? (stops reading) Is that what you have?
6. Ss: Yes, madam.
7. T: Fine. Now ^ Which groups would decide to become mothers-in-law?
8. S₁: (Inaudible.)
9. T: One, two-group one, two, three. Alright ^ The - the remaining groups will become daughters-in-law.
10. Ss: Yes.

11. T: Now ^ Let us see what happens. We are now at role A. (Reads) Your son has – role A: Your son has married a woman (inaudible) you have not got the chance to meet her until now. She invites you for a meal so that you can get to know each other. How will you react? What will you say to her? (Stops reading.) Now ^ Every group could decide – each group of the ... mother-in-law or daughter-in-law would decide what to say. You understand?
12. Ss: Yes, madam.
13. T: Now ^ You have to invi – role B, you have invited your mother-in-law to dinner. You are a newly – you are a newly-wed. And this is her first visit to your house. While she is sitting in the living-room, you discover that the roast has burned. What will you say to your mother-in-law? Just write and tell us what you would say. You can add your own points if you want your account to be more interesting.
14. Ss: (Discuss their respective tasks.)
15. T: Some - one of you (inaudible.)
16. Ss: No, madam.
- (Discussion continues)
17. T: (Inaudible)

GROUP ONE (Mother-in-law)

18. S₂: You are welcome in this family my child. I am very excited to found this opportunity to introduce myself to you so that (inaudible) you can we can get to know each other. As long as my son (inaudible.) But don't give us any troubles.
19. Ss: (Laugh)
20. S₂: It has been a pleasure to meet you. Thank you. But if you have any problems, please conduct me. (Inaudible)

21. Ss: (clap.)
22. T: (Inaudible.)

GROUP TWO (Daughter –in-law)

23. S₃: Excuse me mum. I smell that something is burning in the kitchen. I think it's the roast. May I go and check it? May I go and check it please? I am extremely sorry. The roast has burned.
24. Ss: (clap.)
25. T: Any other group that's ready? M-mother-in-law group.

GROUP THREE (Mother-in-law)

26. S₄: Good day my mother-in-law. (Inaudible) I am Mrs Mandla. I hope (inaudible) It is such an honour to meet with you. Can you please introduce yourself.
27. Ss: (clap and laugh)
28. T: You (inaudible.) When you present we would like (inaudible.)
29. Ss: (Whisper)

GROUP FOUR (Mother-in-law)

30. S₅: Uh I am (inaudible) from Lesobeng. I'm Rethabile's mother. You are very welcome in our family. But one thing you have to know is, in our culture there are a number of things you'd have to do and know, such as going to the initiation school, and to supply the whole family with some cash.
31. Ss: (clap and laugh.)
T: You are happy now? Can you listen to (inaudible)

GROUP FIVE (Daughter-in-law)

32. S₆: Mrs Kotsie, it is pleasure to meet you. I am Rejoice Toi, the daughter of Mr and Mrs Toi from Port Elizabeth. I am very glad to see you and meet ... Oh! Mum, this is a sorry sight. I discovered that my roast is burned by the time I was introducing myself.
33. Ss: (clap)
34. T: Any mother-in-law group that's left?
35. Ss: (Laugh) Once more.
36. T: Are you ready?
37. Ss: Yes.
38. T: Alright ^ (Inaudible.) I give you only one minute. After that (inaudible) your minute is gone.
39. Ss: Yes, madam.
40. T: What do you think (inaudible)?

GROUP SIX (Daughter-in-law)

41. S₇: Oh (inaudible) mother, please excuse me for a while. It seems like there is something smelling bad in the kitchen. I'm afraid of what has just happened to look on it again. And this is a sorry sight. I'm ashamed. I am extremely ashamed to serve – to serve such a damned dish.
42. Ss: (clap and laugh)
43. T: I think now I know that I am teaching Form 5s. I have accumulated so much energy.
44. Ss: (Laugh)
(End of lesson.)

(From Di Pietro, R.J. 1987. Strategic Interaction: Learning Languages Through Scenarios. Cambridge: Cambridge University Press. P. 62.)

PRE-COUNSELLING LESSON

(The lesson is on composition writing - points to bear in mind when writing a composition. It is also on comprehension Skills – how to look for relevant points in a passage.)

1. T: (Inaudible) Eh ... we are having a visitor today. 'Mé is doing her master's degree.
2. Ss: Hm-m-m!
3. T: Now She would like to see what things we do in class. So ^ let us not fear anything (inaudible) so that she can actually (inaudible) the situation, how we do things in this class. This shows that we are very lucky to be visited by people like her.
4. Ss: Yes, sir.
5. T: Sit down.
6. Ss: (sit down)
7. T: Eh ... Now ^ we are going to discuss – to discuss what we eh started reviewing this week. And eh trying to go back to guided composition (inaudible) but which we are trying to uhm ... to go back and find, trying to get some important points. Just like you do in (inaudible) certain topics in guided composition eh ... are treated in the same way. Especially if you look at for instance – if-like you have seen a picture yesterday. That is a picture that tells a story. All this shows that we have learned in storytelling ... uh ... are right just in the same way. Now ^ I would like us to go back a little bit ... to those principles that we have eh ... laid down as storytelling principles. Just to remind ourselves.

8. Ss: (open their books)
9. T: Maybe (inaudible) we said in storytelling (inaudible) Yes, what things are there?
10. S₁: We consider the choice of topics.
11. T: The-the first (.) you do – you consider the good choice of topic. In other words we choose a topic that we are familiar with. Again a topic that we know we can say something about – about. That is, what we think ... is a – a topic that we are familiar with. And then what other things? Eh Mohobane.
12. S₂: Choice of Subject matter.
13. T: Choice of subject matter. Choice of subject matter. Did we say we choose things that are outside our experience or what?
14. Ss: (In unison) No.
15. T: What did we say about that? Yes.
16. S₃: We said we choose eh the topic which we have experience on. (Inaudible)
17. T: Mm hm. Topic on which we – on which we can have a good imagination of or something that we have experience on. Lerato.
18. S₄: And we should ... know what language is used to (inaudible.)
19. T: Mm hm. Now ^ We must be very clear that we are going to be technical. The language that we use also has to be eh technical. So that we don't beat about the bush when we try to express our ideas clearly. 'Mateboho.
20. S₅: It should be an exciting story.
21. T: Then it should be choosing something that is exciting if it's a story. Something that is exciting. (Inaudible.)
22. S₆: We should consider variation of paragraph structure.
23. T: We should also consider variation of paragraph structure. Rethabile.
24. S₇: And the punctuation must be exciting.

25. T: Punction also should be exciting. You know eh what we mean by saying punctuation must be exciting. Is it an ordinary punctuation which now eh we punctuate ... we-we-we-we only indicate pauses? Is it punctuation like that you are talking about?
26. Ss: (In unison) No.
27. T: On top of that we must have some meaningful punctuation. Serutla.
28. S₈: We must have some suspense.
29. T: There must be ... suspense.
(Long pause)
30. T: Okay ^ Now ^ We must have suspense.
31. S₉: It should be logical (inaudible)
32. T: Logical approach of ideas. Logical approach of ideas. Khoase.
33. S₁₀: (Inaudible) expression (inaudible.)
34. T: Language now. You should choose exciting expressions and beautiful choice of words. Right? Mm.
35. S₁₁: Sentence structure.
36. T: Sentence structure. We must have sentences of same size also. Lineo.
37. S₁₂: Paragraphs should be coherent.
38. T: Paragraphs should be coherent. Coherent-paragraph coherence is one of those important things that we should observe. (Inaudible)
39. S₁₃: We should also have a climax.
40. T: A climax should be there. Try to organize (inaudible) in such a way that you have a climax. Yes.
41. S₁₄: We should have a dialogue and (inaudible.)
42. T: Dialogue and (inaudible) here and there. Or you are going to say (inaudible) *Aha!* Yes.
43. S₁₅: (Inaudible)
44. T: Clarity of expression. Clarity of ideas.

45. S₁₆: A composition should have a sense of humour.
46. T: A composition should also have eh the sense of humour. There must be humour. There must be humour. Now ^ There is something that we said again about eh ... about eh ... we didn't say anything about ... we have made a good choice of uhm ... uhm ... subject matter or we have made a good choice of topic. Good choice of subject matter. Now ^ How do we go about with uhm ... uhm ... do we just start writing or wha- wha- what should we do? What (inaudible) do? Yes.
47. S₁₇: Eh we should – we should consider the fact that (inaudible.)
48. T: Okay ^ Okay ^ Okay ^ My question is ... we have chosen a topic. Right?
49. Ss: Yes.
50. T: That is the first step. Now ^ We have got on the subject matter. Now ^ What is the next step? Do we start writing? Now ^ We just (inaudible) in the introduction? What do we do? Yes.
51. S₁₈: We arrange our ideas logically.
52. T: *Aha*. We arrange our ideas logically. In other words we ... eh we plan. *Akere?*
53. Ss: Yes.
54. T: One of the things that we do is that we plan. And then when we plan eh (.) from there when we start a paragraph, each and every paragraph (inaudible.) Yes.
55. S₁₉: We must have a topic sentence.
56. T: We must have topic sentences. Now ^ All those tips that we said should be ... eh present in our memory (inaudible.) And now we are trying to do this-this in order revise. The point is we are trying to revise some important things at – after this eh session. And now this will be the last quarterly test that we have. Then we must show that we know these things and eh we must try to eh (.) to work out

these points. I have eh ... have a diagram here, which I would like us to look at ... although it – it was drawn in a (inaudible.) But the thing is we are trying to establish some points before we get – we carry on with our yesterday practice. Before we carry on with our yesterday practice because we get a (inaudible). (Places a diagram on the board) Let us look at the (inaudible) it might not be well-placed. I'm sure it's going to remind us certain things. Now ^ Here ... let me (inaudible). Let us look at this composition that – here that is ... (distributes copies of a composition to the whole class) Right ^ Let's look at those eh ... eh ... (inaudible). Eh let's study that for – for a second. Let's study that for a second. (Silence) Right ^ Now ^ We have that topic as "Caught in storm" and then we have – after that that we have "clouds pile up". Then "storm (inaudible)," "happiness as children land." What do you think those are? Are those phrases? Are those sentences? Are those paragraphs? What are those? Tseliso

57. S₁₈: (Inaudible)
58. T: They are – these ones (.) are we actually (inaudible) a topic sentence or what? Pinki.
59. S₁₉: I think they are paragraphs.
60. T: They are paragraphs. This is the outline of paragraphs. *E, bo-'mé le bo-ntate?*
61. Ss: (In unison) Yes.
62. T: This is the (.) Outline of paragraphs. We are making an outline of eh o-o-o. of – of paragraphs. In other words when we look at that picture we say we are going to have paragraph one, paragraph two, paragraph three, paragraph four. These are (inaudible) paragraphs. Well ^ It's true that sometimes we may extend some ideas so that eh ... well ^ In fact you (inaudible) two paragraphs. And you still can have more than four paragraphs depending on

what we want. Now ^ When we come to this point we have this-this-this eh area here, where we're saying "Dark heavy clouds overshadowed the sea. Dark heavy clouds overshadowed the sea." Now ^ Wha-wha-what is that? (Inaudible) Maybe (inaudible) What is that?

63. S₂₀: (Inaudible.)
64. T: We're-we're-we'-re-we're we are focusing on this sentence here. This is the sentence, "Dark heavy clouds overshadowed the sea." Now ^ Another one is "Sails were not there altogether and the boat began to (inaudible) or the boat (inaudible)." Another one is here, "An idea flashed in Bob's mind to improvise sails." What do you call all these sentences? They are sentences. What-what do you call those sentences?
65. S₂₁: Topic sentences.
66. T: They are topic sentences. That's right. They are topic sentences. Now we have come to paragraphs pattern. All the paragraphs start with a topic sentence. And now you have (inaudible) you have things like (inaudible) of lightening, thunderbolt, children terrified, sails, (inaudible.) Now What would you call that information, Mosala? What would you call that?
67. S₂₂: Selection of phrases.
68. T: *Aha*. It's the selection of phrases. What is the idea behind selecting – selecting eh phrases and – and words like that? Yes.
69. S₂₃: (Inaudible)
70. T: Sentence structure eh are there. But what do we do on this sentence, including all that? What do we do on that sentence? Majoro.
71. S₂₄: (Inaudible)
72. T: *E-e*. We are saying this is the topic sentence. There is something I think we did not talk about as we talked about coherence and all

those things. What – what is it that we are doing when we have this sentence here as the first sentence of the – of the paragraph? And now we have those ideas ... in relation to – to the first one. Lerato?

73. S₄: We are – we are introducing (inaudible).
74. T: Mm hm. She says what Majoro?
75. S₂₄: I think we are describing.
76. T: We are describing? We can be des- what do we – what do we do – why is it – what is the purpose of describing? E, 'Malintja?
77. S₂₅: I think we are supporting the topic sentence.
78. T: We are supporting the topic sentence. You are right. And now what is the technical word that we use when we support the topic sentence that way? Yes.
79. S₂₆: Sub-topic sentence.
80. T: Sub-sub-uh topic sentence? Paragraph one? Paragraph one? You were on the right track. In paragraph – paragraph one. What do we do to that paragraph? Rethabile.
81. S₇: The paragraph structure.
82. T: Ae. The paragraph structure we – this one is – is a little eh longer. Do you see that?
83. S₇: Yes.
84. T: This one is a little eh is – is not that – that long – that long. This one is longer. And the other one there is longer. And the other one here is very long. That is what we call paragraph eh structure or variation of paragraph structure. Majoro.
85. S₂₄: Paragraph building.
86. T: Paragraph building. Paragraph development. E. Paragraph development. Something that beats so many people. Paragraph development. People get stuck as to how to develop the paragraph efficiently. Right ^ So these are eh things that I wanted to say

before I would continue with other – before I would continue with our other – with our other – other – other ... compositions that – eh composition that we have started yesterday. Now ^ Let us have that group work. Yesterday some of you brought to me ... or one group brought to me the – their – their composition. I would like us to – to work on paragraph two of the compo – composition. Then others will bring (inaudible.)

87. Ss: (Group themselves for discussion)
88. T: Could we get to the second one now.
89. Ss: (Discuss the composition)
90. T: Now ^ Let's get back to our seats and then listen to what they have written now that you have finished the two paragraphs.
91. Ss: (Go back to their seats)
92. T: (Inaudible) on the first paragraph. They have written nicely. But now that these ones have finished and I have marked, I want to (inaudible) eh (inaudible.) Eh starting with the first eh ... first paragraph there. Now ^ Let's look at it. In this we are looking for coherence, whether the paragraphs are coherent. We look at the development. Are they well developed? Topic sentences. Do they have eh (inaudible) topic sentences? A. and now ^ More importantly the language. The quality of language. Right. The first one goes (reads): It is time for splendid summer when everything is green and large (stops reading). Hm-m!
93. Ss: (Laugh)
94. T: (Reads) "When everything is green and large" (stops reading). Mm? The rythm. The rythm of the sentence. (Inaudible) They can already view. It is so highly superb that one feels like contemplating (inaudible.)
95. Ss: (Laugh)

96. T: (continues reading) It is the time when people are working strenuously in the fields, eradicating the weeds that (inaudible) the crops. Mr Makitolo was working in the (inaudible) hot sun exterminating with his hoe when his son, Tseliso, approached with a calabash full of fresh water to quench his thirst. What a day! (stops reading)
97. Ss: (Applause)
98. T: Now ^ Eh ... there is something I want ... in that paragraph there, the use of the (inaudible) has been exact(.) in that one word was not repeated. Let's look at the word. There-there-there is a word "exterminating." "Exterminating weeds." Which word eh ...
99. Ss: (Laugh)
100. T: ... (inaudible) like "exterminating"? Yes, Mohobane.
101. S₂: (Inaudible) rather use "eradicate."
102. T: Eradicating. Yes. Do you see how (inaudible) the things?
103. Ss: Yes, sir.
104. T: *Aek'hona*. Paragraph two (reads): Mr Makitolo goes for the rest and gulps heavily while Tseliso aids eh by proceeding with the work. It was so (inaudible) that the farmer could not resist to sit under a gigantic (inaudible) of green leaves outlying the (inaudible) of green leaves outlying the (inaudible) sun. Tseliso was toiling under the fierce biting rays of the sun (stops) The adjectives that have been used there! *Bo-'me' le bo-ntate! Ache! Ache!* Now I think we should clap hands for these people now.
105. Ss: (Clap)
106. T: Now ^ That is uhm .. uhm .. now when we look at coherence – what did we say about coherence? Is there anything that you fel was outside what the topic suggested?
107. Ss: No.

108. T: Au. The parag – both paragraphs were quite coherent. Right? And there were good topic sentences there to develop. Now ^ Let's (inaudible) that we are running short of time now. Let's change and go to something else. Now ^ You know that we have prepared ... we have prepared some comprehension for discussion today. And ... where is (inaudible)?
109. Ss: She is sick.
110. T: Ao 'nake-e. One thirty-seven. Let's loo – lets read that first. Then we go to – to the questions afterwards. Lerato, will you read that? Now ^ You listen carefully to the eh ... to her reading. If there is something we need to correct, let's – let's do that. Read that loudly!
111. S4: (Reads) A typical savanna baboon troop has an average of forty members. How the troop organizes itself can be seen in the way its members group themselves both at rest and on the move, more typically the (.) more typically the latter. The group moved – moves all day foraging for food, mostly grass (.) and each member fends for himself. At the centre of the group are the dominant males never more than about six adults, however large the troop. Around them cluster the females and young. Spread out around this central core are the cadets – the more junior males who are candidates for the central hierarchy. The peripheral males are confined to the edges of the group. Here these animals who have left their mothers and moved to the borders are joined by some of the older males that have not made the central hierarchy. The males of the central core act as bosses, defenders, policemen and leaders in a complex set of actions and interactions. Within the hierarchy there are coalitions of animals, usually two or three, which, when acting in concert – in concert, can outrank an individual, no matter how strong. This system has great advantage

to a troop moving across savanna. The peripheral males relatively unimportant ones, are at the edges, where they are most likely to encounter predators and give the warning. The mothers and young are near the big males. In the event of danger from lions or leopards, for example, the big males will come out and threaten and usually succeed in driving off the foe. A large male baboon with his huge sharp canines is a formidable fighting animal, and even carnivores hesitate to risk wounds that might prove fatal. A group like this has to be disciplined in order to survive and this discipline is (.) maintained by the ranking system. For example, the large males will tolerate little quarrelling within the group and will quickly stop fights between females and juveniles. Furthermore, the attention of the lower-ranking animals is directed mostly toward the top male. Among the top-ranking males there is little fighting over food, space and females. One of the ranking ...

112. Ss: Once.

113. S4: (Reads) ... once the ranking has been determined threats are enough to maintain it: a fierce (inaudible) of the canines will put a subordinate in its place very quickly. The ranking pattern therefore tends to be very stable over time. Palace revolutions do occur from time to time, and other males are out – ousted, but it is remarkable how – it is remarkable how long a dominant male can hold his position, even when he has grown old and lost his teeth and could easily be defeated by a (inaudible) junior. The habit of obedience dies hard. On the other hand, some animals that are individually quite dominant do not seem to have the taste for leadership. Some achieve power only to discover that they do not like it. They leave the band and become solitaries. Sometimes they return for brief periods to play among the peripherals, but most of the time they prefer their own company. This happens to males at the top when

for some reason the group gets very large. In a large group there are sub-units of female relatives and their young which also act in some sort of coalition. The females have their ranking too, even if it is not as clear and is less permanent than the male hierarchy. The ranking of males is important, since the sons of high-ranking mothers stand a better chance of making it into the hierarchy than do the sons of (inaudible) ma- females. Perhaps this is because the high-ranking mothers are nearer the dominant males and are able to keep their youngsters with them longer. The sons of the lesser females move out to the edge as early as one year after birth, but the aristocrats can stay in the court circle for two or three years. The big males learn to recognize and tolerate them, and they themselves learn that they are born dominant. Their mothers can probably outrank even some of the males; the youngster probably becomes accustomed to seeing animals fleeing from him and the emotional tone and confidence of a dominant female are his to share.

(End of the passage.)

114. T: That's right. Now ^ She has read beautifully. Eh we would like *abuti* Majoro to come in front now eh to lead the discussion. And now ^ Shall we choose a secretary to write the answers up there?
115. Ss: Mohlakore.
116. T: Pinki?
117. Ss: (Laugh)
118. T: Or do you have (inaudible)?
119. Ss: Yes. No. No.
120. T: Okay. Pinki (inaudible.) Now ^ Let's get to the discussion now.
121. S₁₉: Question one. Describe the "central core" (inaudible) of the baboon troop.

122. S₅: Eh at the heart of a troop- of the centre are superior males of more than six and (inaudible) and children. Around them are subordinate males and unimportant (inaudible).
123. S₁₉: Do you agree?
124. S_s: Yes. No.
125. S₁₉: (Inaudible) Yes, Lerato.
126. S₄: It is a (inaudible) of females (inaudible) which are surrounded by (inaudible.)
127. S₁₉: Which one is the best?
128. T: (Inaudible)
129. S_s: (Laugh)
130. S₁₉: Okay.
131. S₄: (Inaudible)
132. T: I like that (inaudible) sentence. (Inaudible.) Right?
133. S_s: Yes.
134. S₇: (Inaudible)
135. S₁₉: Question two. Does the leadership of the group depend on strength? Support you answer. Khoase.
136. S₁₀: Yes. Because eh at the border-at the ... at the boundry of the core were males which eh – eh fight against any – which eh fight against an enemy attacking them.
137. S₁₉: I beg you pardon. Khoase, I beg your pardon.
138. S₁₀: I said yes, the – they (inaudible) because at borders – at boundry of the core were males which can fight against an enemy which – which ... invade them.
139. S₁₉: Tseliso
140. S₁₈: Eh the leader (inaudible)
141. S₁₉: Are you saying yes or no?
142. S₁₈: I say yes. Because ... sometimes the leader eh threatens the other animals so that (inaudible.)

143. S₁₉: Lerato.
144. S₄: No. They didn't have to depend on strength because the – the baboons which (inaudible) and the ones that were at the end were the weaker ones so that they used as – they were used to keep their force (inaudible) only to frighten their enemies.
145. S₁₈: Sir, I (inaudible.)
146. Ss: (Laugh)
147. T: Do you agree eh with (inaudible) that the context here (inaudible)?
148. Ss: No, Sir.
149. S₁₉: Lerato.
150. S₄: Yes. About (inaudible) the monkeys that – that (inaudible) which I think (inaudible.)
151. T: There is another – another interesting thing (inaudible.)
152. S₄: Eh Sir, *akere* sometimes (inaudible) sometimes the other monkeys here (inaudible) if it is not powerful enough it will be easily overthrown.
153. S₁₉: Lerato, support your – your answer.
154. S₄: I don't know.
156. Ss: (Laugh)
157. T: Yah. Because – let us – let us start from line 29. (Reads) For example, the large males will tolerate little quarrelling within the group and and will quickly stop fights between females and juveniles. Furthermore, the attention of the lower-ranking animals is directed mostly toward the top males. Among the top ranking males there is little fighting over food, space and females. (Stop reading). Right?
158. Ss: Yes, Sir.
159. T: (Reads) Once the ranking order has been determined (inaudible) are enough to maintain it: a fierce baring of the canine ... (stops

- reading) *E*, what does that mean? Fierce baring of the canines, *e*?
 You're doing biology (inaudible). Yes. Yes. Yes. Yes, Rethabile.
160. S₇: I think (inaudible)
161. T: (Inaudible)
162. S₇: No. A fight.
163. T: A(.) A fight. Because they fight with?
164. Ss: (Mumble)
165. T: *Bo-'mè le bo-ntate? E?* Listen to that. (Inaudible) who are now obeying the – the – the high one there. And then I think (inaudible) is correct. 'Mateboho.
166. S₂₇: (Inaudible) The subordinates of the lower – lower class – lower rank animals (inaudible) are present so that (inaudible).
167. S₁₉: Three. How are lions and leopards driven off? Mpho.
168. S₁: The big males will just (inaudible) them.
169. S₁₉: Four. What may happen to a predator which is bitten by a large male baboon? Mohlakore.
170. S₂₃: It may have an (inaudible).
171. S₁₉: Do you agree?
172. Ss: Yes.
173. S₁₉: Question five. What happens when females and juveniles fight each other? What happens? Lineo.
174. S₁₂: The large male (inaudible)
175. S₁₉: What is the importance of the ranking system to a baboon troop?
 'Mateboho.
176. S₅: (Inaudible)
177. S₁₉: Do you agree.
178. Ss: (In unison) Yes.
179. S₁₉: Seven. What do you understand by "palace revolution" (line 38)?
 Khoase.
180. S₁₀: (Inaudible)

181. S₁₉: I beg your pardon.
182. S₁₀: Turns of royalty.
183. S₁₉: Royalty?
184. T: Is it "royalty" or "royalty"? (Inaudible)
185. Ss: Royalty.
186. T: Oh.
187. S₁₉: Tseliso.
188. S₁₈: Uhm I am just (inaudible)
189. Ss: (Mumble)
190. T: You are talking to – to (inaudible)
191. S₁₈: Oh, I'm asking whether (inaudible)
192. Ss: No.
193. S₁₉: (Inaudible) 'Mateboho.
194. S₂₇: What is the original – the usual meaning of (inaudible)?
195. S₁₉: What is our position?
196. Ss: (Laugh)
197. T: (Inaudible.)
198. Ss: (Mumble)
199. S₁₉: What effort has the ranking of – of females on their sons? Mosala.
200. S₂₂: Eh the sons learn the tactics (inaudible.)
201. S₁₉: E? The tacs Lerato.
202. S₄: (Inaudible) so that (inaudible.)
203. T: Okay ^ Now ^ Eh let's stop here for today. (Inaudible.) Okay
Thank you.

(End of the lesson)

**INTERVIEW BETWEEN THE TEACHER
AND THE RESEARCHER**

1. R: This interview is between the teacher and the researcher as I said I have a questionnaire for students. How many students are there in E1?
2. T: Twenty-eight.
3. R: There are 28 students. How many periods do you have per week with this class?
4. T: Seven.
5. R: Seven?
6. T: Mm.
7. R: Do you integrate the four language skills?
8. T: Mm hm. Yes, I do.
9. R: How?
10. T: Well ^ There are – there are times for writing, there are times for reading. One period is eh allocated to writing and another for speaking. Like sometimes we do have some debate and today you realized that I – I - I was just doing the discussion among them so that they – they learn to express themselves. (Inaudible.) Sometimes I have someone to lead the discussion so that they can learn.
11. R: Okay.
12. T: (Inaudible)
13. R: Okay ^ Thank you. Okay ^ Do all the pupils participate in class activities?
14. T: They do, except few.
15. R: Except a few.

16. T Just a few. In that class we have about eh who are – who are shy. They are just shy. But if you ask a que- when you ask a question =
17. R: = Mm hm =
18. T: = they just stand up and an- and answer. And sometimes we have the lead to one of them. They feel free to answer.
19. R: Okay fine. So I'll skip question five because I have "If they don't, what do you think is the reason?" So you have already answered it. Do you think there is a relaxed atmosphere during your lessons?
20. T: Very.
21. R: Very?
22. T: Mm.
23. R: Okay fine ^ What type of errors do you correct during oral exercises?
24. T: Oh, during oral exercises there are ... sometimes tense.
25. R: Tense?
26. T: Tense errors.
27. R: Mm hm.
28. T: Eh time. Eh agreement of words.
29. R: Mm hm.
30. T: Those are the main ones.
31. R: Mh hm.
32. T: Eh those are the main ones. And ... yes, tense and agreement of words.
33. R: Mm hm. Thank you.
34. T: Agreement. Sometimes with subject and verb.
35. R: Mm hm. Okay.
36. T: (Inaudible)
37. R: Do your students ask questions or do you ask most of the questions in class?
38. T: No, at times the – they do ask.

39. R: Mm hm.
40. T: They do ask questions. Normally they – they ask, although is not very often. But they do ask. They are, you know, that is the ... they talk. Yes.
41. R: Does your class respond to your questions immediately?
42. T: Mm hm. But not very often. But they do.
43. R: Okay.
44. T: Generally they do.
45. R: Okay ^ How do you deal with learner non-responses and/or incorrect responses?
46. T: Uh ... sometimes those who – those who are learning and they don't – they don't respond (inaudible.)
47. R: Mm hm.
48. T: What I do is sometimes I give them the lead. They are the ones to stand in front and eh and talk.
49. R: Mm.
50. T: But I try to a – assure them that they can do good work. Now that they have seen that with some of their colleagues =
51. R: = Mm hm =
52. T: = they feel great to stand in front of the class and (inaudible)
53. R: I – I mean non-responses during your lead.
54. T: During my lead?
55. R: Yes.
56. T: Well ^ I just – I just ask a question and a - an easy question and I direct it to someone who doesn't respond.
57. R: Mm hm.
58. T: To – to - to make him try.
59. R: Mm hm.
60. T: Mm. And most of the time they succeed and this gives them confidence.

61. R: So you simplify the questions?
62. T: Mm hm.
63. R: What about the incorrect ones?
64. T: Well ^ Incorrect ones I usually pose it back to the floor.
65. R: Mm hm.
66. T: To – to say, "What do you feel of this answer?" And then I try to set up some questions that will go around – that will go around that one. So that they see the point.
67. R: Okay.
68. T: Through questioning I – I make them see the point.
69. R: Okay ^ U-h-m how long do you wait for your class to respond to your question? You said they do answer. So how long do you wait for them to respond?
70. T: Sometimes when see they're started it takes something like three seconds.
71. R: Mm hm.
72. T: Mm. I make them wait for – to think for three seconds.
73. R: Mm hm.
74. T: And then if I see that the – still they cannot answer =
75. R: = Mm hm.
76. T: That's when I start, you know, asking other questions that will make them see the point.
77. R: Okay. How do you encourage learners to communicate in your language classes? I can see I'm repeating myself because it is clear.
78. T: Yes. Yes.
79. R: So how do you encourage them to communicate?
80. T: Eh sometimes through debate I – I just throw some controversial things.
81. R: Mm hm.

82. T: Sometimes out of the – of the lesson.
83. R: Mm hm.
84. T: Eh if I – if I realize that they are – they are – sometimes they are too silent =
85. R: = Mm hm=
86. T: = I just throw in something that is – that is of interest. Now they start talking. From there – after ten minutes of doing that – of trying to debate on something.
87. R: Mm?
88. T: Eh (inaudible).
89. R: So I hope your techniques always succeed?
90. T: M-m. Some of them don't.
91. R: Some of them don't.
92. T: Mm. Yes, some of them don't.
93. R: Okay. Which ones don't succeed?
94. T: Well ^ Too much telling. Sometimes I – I come up with a new thing and then I try to explain and explain.
95. R: Mm hm.
96. T: Uhm in trying to set up examples and making demonstrations at times.
97. R: Mm hm.
98. T: I find that I fail. It's not like they have understood. I shall have to go back and see some other methods that (inaudible.)
99. R: Do you feel confident enough to ask your class a question to which you don't know an answer?
100. T: Yes, I do. I do and sometimes I get eh good answers from students.
101. R: What is your objective?
102. T: By?
103. R: By asking such questions?

104. T: Do you mean something that I don't know?
105. R: Yes. Now ^ I mean a question – yes, something to which you don't know the answer.
106. T: (Inaudible.)
107. R: Maybe you ask them a question to which you don't know an answer in advance.
108. T: NO. NO. NO.
109. R: Okay.
110. T: Usually when I come across things I don't know ...
111. R: Aha?
112. T: ... is in the process of – of learning.
113. R: Oh, it's in the process of learning?
114. T: Yes. If I realize in my preparation that there is something that I don't know I – I - I look for information in the books or I contact other teachers to discuss.
115. R: Why – why don't you ask such a question?
116. T: Eh ... which I don't know?
117. R: Mmmm.
118. T: Just throw it to students?
119. R: Mm hm.
120. T: (Laugh) It's because when they are beaten – the thing is if they are beaten ...
121. R: Mm hm?
122. T: ... and then all the time students will think that the teacher knows – knows things.
123. R: Mm hm.
124. T: Although eh sometimes I – I - I say, "well ^ (Inaudible). to – to look for this." There are – there are cases when I do that.
125. R: Okay.

126. T: But in my preparation I don't want to go to class with something that I don't know. Because, you know, they expect you to eh ...
127. R: ... know everything.
128. T: Although in reality things are not like that. But they expect you to know everything.
129. R: Mm hm.
130. T: So I think I am comfortable to ask them a question and they say, "Well ^ You know, if it beats us then he will have some way of solving our problem."
131. R: Okay. Uhm what proportion of the turns-at-talk do learners take in the classroom interaction?
132. T: Turns?
133. R: Turns-at-talk. What I mean is eh...
134. T: ... (inaudible)
135. R: Yes. Yes.
136. T: Mm hm.
137. R: Okay.
138. T: So – so you want – you want to know ...
139. R: ... the proportion that you think they take in the classroom interaction.
140. T: Mm hm.
141. R: Mm hm.
142. T: Now ^ They – they do take turns. But the thing is ... uhm ...
143. R: ... let me eh let me simplify my question.
144. T: Yes.
145. R: Uhm ... You ask them a question.
146. T: Yes.
147. R: That is turn one.
148. T: Mm hm.
149. R: It's called initiation.

150. T: Mm hm.
151. R: They respond.
152. T: Mm.
153. R: That is turn two.
154. T: Mm hm.
155. R: It's a response.
156. T: Mm hm.
157. R: You comment ...
158. T: Mm hm.
159. R: ... on their responses.
160. T: Mm hm.
161. R: It's feedback. Right?
162. T: Mm hm.
163. R: So ^ It doesn't always go like that. A teacher sometimes changes a number of turns ...
164. T: Mm hm.
165. R: ... that should be taken by students.
166. T: Mm hm.
167. R: If it goes like this it means they take one out of three.
168. T: Mm hm.
169. R: So ^ How – how does it go with your class?
170. T: Well ^ Eh proportionally (inaudible) I try to see that the – the questions are distributed – the – the – the – they all answer. That is the general principle.
171. R: Mm hm.
172. T: I do comment.
173. R: Mm hm.
174. T: But sometimes I give eh the-the-the-the-the comment ...
175. R: Mm hm.

176. T: ... comment part of it to – to other students, especially the brighter ones.
177. R: Mm hm.
178. T: So that it's not myself who always comments and what have you.
179. R: Okay.
180. T: Then mine is to say, "Well, what so and so has said there is correct."
181. R: Mm hm.
182. T: And if you listen to – to – to ...
183. R: Lerato and Tsepo.
184. T: *Aha*.
185. R: Is he Tsepo?
186. T: Tseliso.
187. R: Tseliso.
188. T: Mm hm.
189. R: Yes, I did.
190. T: I usually – I usually ... say, "Well ^ so and so," just that "what do we say to the answer that so and so has given?"
191. R: Mm hm.
192. T: Right?
193. R: Mm hm.
194. T: And I – it's quite rare that I – I – I make comments, but I usually want students themselves to comment on what others say.
195. R: In other words you give them two out of three?
196. T: Yes. Yes. Yes. That's right. Yes. Yes. Yes.
197. R: Okay. Thank you. How often do you use the following in your class: role play, pair work, group work, dialogues, interaction with teacher and students as equals-at-talk? How often do you use each of them?
198. T: I think I try to balance.

199. R: You try to balance?
200. T: I try to balance these. Like for instance, you know, sometimes I – I create with the – with the drama ...
201. R: Mm hm.
202. T: ... that they internalize and now they – they play ...
203. R: Mm hm.
204. T: ... in class.
205. R: If they internalize it means its role play.
206. T: Mm hm.
207. R: You give them eh some parts.
208. T: Yes. Yes, to play.
209. R: To play and you even tell them what to say.
210. T: What to say. Yes. Yes.
211. R: Okay fine. That is role play. What about pair work?
212. T: At least once a week.
213. R: Once a week?
214. T: Yah.
215. R: When we do composition. Like (inaudible) today.
216. R: Mm hm.
217. T: When we do comprehension like now.
218. R: Mm hm.
219. T: Form Ds are doing group work now in comprehension. So ^ I just balance them (inaudible). I think I have seven periods. Eh some of them – some of those periods are assigned for group work and – and pair work.
220. R: Okay. What about dialogue?
221. T: Dialogue ... well ^ To a little extent. I think once a month.
222. R: Once a month?
223. T: E. Dialogues as dialogue?
224. R: Aha. Aha.

225. T: Yes. Yes.
226. R: Once a month?
227. T: One a month, but as for debate we do it every week I think. Something like debate (inaudible) every week.
228. R: Okay. What about interaction with you as equals-at-talk, where you don't eh talk to them as a teacher who asks questions, who tells whether responses are correct?
229. T: Mm hm. That also is the atmosphere that we create. For instance, we do ... on – fortnightly.
230. R: Mm hm.
231. T: In my classes we sit like this =
232. R: = Mm hm.
233. T: I usually say, "Let's make a round table."
234. R: Mm hm.
235. T: Then I throw something like – there are people who say, "I agree with sir." Then we discuss as – as a group. They don't consider me (inaudible) teacher now.
236. R: The authority. Yes, I understand. How do you evaluate communicative ability in class? What do you do to tell that these people are now communicatively competent?
237. T: I do it eh, you know, ... I do it through – through things like – like – like debate as I said.
238. R: Mm hm.
239. T: Uhm ... I do it through – sometimes I – when someone comes up with an answer that might be controversial I say, "so you agree with what he says or she says?"
240. R: What if the answer is "no"?
241. T: Then if the answer is "no" I let – I let them eh have what they feel. The one who came up with the answer and the one who
// says "No".

// says "No".

242. T: Mm.
243. R: What if the answer is "yes"?
244. T: If the answer is "yes" then I switch to another one to – to say, "Do we all agree with so and so at this point?"
245. R: What if an attempt to shy away from explaining they all say, "yes."?
246. T: I – I come up with my own point and then I say, "I don't agree." Sometimes still seeing the point is strong. But I just come up with something which they – something which we can attack.
247. R: Mm.
248. T: And say "No. No. No. You are coming up with the ..."
Sometimes they say, "Sir, your – your - your point is quite trivial. We think we have a stronger point here and there." They -they do that. Just to make them talk.
249. R: Mm hm. Just to make them talk.
250. T: Just to make them talk. Mm.
251. R: Okay. How many prescribed textbooks do you have for your subject?
252. T: Eh ... prescribed ones?
253. R: Yes.
254. T: Eh I think I have three.
255. R: You have three?
256. T: Yes. Started – in comprehension we started with eh Russells.
257. R: Mm hm.
258. T: Comprehension passages by Russells.
259. R: Mm hm.
260. T: We have the grey book "Certificate English Language".

261. R: Uh-m we have finished that one and then I am going back to passages in "Step by step" that we didn't finish when we were in Form D. And we also have "O' Level." Mm.
262. R: Okay. Do you use them along with other texts or not?
263. T: I do.
264. R: You do?
265. T: Eh ... the reason is, you know, I – I realized that if I stick to one textbook, one – one textbook is strong on a certain point. For instance, let's take "Certificate English Language." It is a strong book as far as composition writing is concerned. It has a lot about compositions. Uh-m not much about comprehension because the comprehensions that are there I think (inaudible). And they are about five or six. So ^ if I – I wish to do something on com – com – comprehension, Russells is more stronger on comprehension than eh than "Certificate English Language". Sometimes it is because I realize I – I notice that this book here has a wide vocabulary. Children are exposed to eh to different fields of technical words. Then I do that so that they can at least express themselves in everything. So this is the reason why I use them.
266. R: Okay. When they finish their course, that is, before they can write final examinations, what should your learners be able to do in English?
267. T: They should be able to communicate in English. They should be able to write strong essays in English.
268. R: Mm hm.
269. T: They should be able to eh listen. They must be good listeners to the English eh speaking people. Mm hm.
270. R: Okay ^ I wish to thank you for your cooperation.

(End of the interview.)

POST-COUNSELLING LESSON

(The class discusses a summary question from a past examination paper. They also have a general discussion of the whole passages.)

1. T: (Inaudible)
2. Ss: Good morning, Sir.
3. T: (Inaudible) Now ^ don't disturb us. Eh ... Nothing strange. I think we usually – sometimes we have a discussion where eh it's only that now we have to report shortly the – the points very, very shortly so that we don't destroy the discussions that we are going to have. Alright ^ Now ^ Eh here we go. We would like to start now. Who is going to read the question for us so that we ... 'Malintja, read loudly.
4. S₁: (Reads) Uh number four. The pas – the passage is (inaudible) the material from line two to line 57. Your account which should be in continuous writing must not be longer than 160 words, including the 10 words given below. Begin the summary as follows: The drovers had to overcome the problems for (inaudible)...
5. T: *Ntate*, you raise up your hand. You can talk. You can ask someone to (inaudible)
6. Ss: (Laugh)
7. S₂: I – I can give you the first point. Uh they had to travel a long distance.
8. S₁: Majoro.
9. S₃: (Inaudible) There was a (inaudible)
10. S₄: (Inaudible) Sure that it (inaudible)
11. S₅: (Inaudible) so that the – the cattle don't run around (inaudible)
12. S₁: *Abuti* Sekaleli.

13. S₆: (Inaudible)
14. S₁: Our first – I think when someone ... hey! I'm the (inaudible) we have to discuss it before (inaudible) other point.
15. S₆: (Inaudible)
16. S₁: Let's tal – let's first talk about Majoro's point whereby he said there was a shortage of food.
17. S₇: (Inaudible)
18. S₈: I miss Majoro's point. They have to travel long distances (inaudible) huy eh fresh pastures for the animals so that they can (inaudible.)
19. S₁: (Inaudible) Pinki.
20. S₉: The animals (inaudible) And they do not have eh (inaudible.)
21. T: But before that she said something. Before that you said something. Pink, did you (inaudible)?
22. S₉: I said the animals (inaudible)
23. S₁₀: Eh I am hearing Pinki say much problem. The animals feared a lot of (inaudible) and they travelled for long distances.
24. S₁: I think everything is clear on that point. So the next problem.
25. S₁₁: Eh they had to – to leave her so that the cattle don't wander around (inaudible)
26. S₁₂: (Inaudible) The other problem is that it was time – by the time (inaudible).
27. S₁: Okay ^ Rethabile.
28. S₁₃: I am trying to support (inaudible) point. The – the – the drovers – there was the possibility that the – the – the uhm... the quarrels (inaudible) as animals have (inaudible)
29. S₁₄: Eh the drovers had to ride on horseback to check whether there was (inaudible) left with (inaudible)
30. S₁₅: I (inaudible) to (inaudible) point. I didn't (inaudible) or get what (inaudible) said eh on the (inaudible) the cattle were – were grouped – were put in groups.
31. S₁₆: Eh I think (inaudible)
32. S₁₇: Does "manoevring" means eh to put things in groups?

33. S₁₆: No. (Inaudible) What I – what (inaudible) is that the – the – the animals ... (inaudible).
34. Ss: Raise up your voice.
35. S₁₆: Eh what I understand is that the animals they're often spread out over considerable distances.
36. S₁₇: But your point is still not clear.
37. S₁₆: Maybe you don't understand.
38. Ss: (Laugh)
39. S₁₆: (Inaudible) but there was no-no-no (inaudible)
40. S₁₈: (Inaudible)
41. S₁: Pinki (inaudible)
42. S₉: I think this is another difficulty for the drovers. Because if their animals are scattered, they have to make sure that they – they bring them together. Not grouping them, but eh in a – in a (inaudible)
43. S₁₉: Because you cannot drive (inaudible) You cannot drive 200 – 200 cattle on the same track. And I think maybe can divide the groups. The other – the other men (inaudible) and then the others (inaudible)
44. S₁: (Inaudible) I don't think you have to – to answer this thing with what you think. You have to talk about the things (inaudible) in the comprehension.
45. S₁₉: But what do you understand by "often spread out over (inaudible)"?
46. Ss: (Mumble)
47. S₂₀: (Inaudible) over a large area.
48. S₁: (Inaudible) you are not sure. And then if you are not sure you don't have to argue (inaudible)
49. S₂₀: (Inaudible) why is it that here it is said that the – the – the drover (inaudible)? What did (inaudible)?
50. S₁: (Mohlakore
51. S₂₁: (Inaudible) in order to see that (inaudible) or to be – he had to look out, to take a good care of the cattle. (Inaudible)

52. S₂₂: That is a difficulty. I think this drove (inaudible) the scattered cattle. It shows skill.
53. S₂₁: And then ... it shows skill, but why do you decide to (inaudible) my point? Because that point eh he had to ride again on horseback to check (inaudible). So why (inaudible)?
54. S₁: I think you have taken a long time (inaudible) solution.
55. T: Well ^ We will come back to that point. Maybe ... eh uhm we – we pass on to the others. We shall come back to that.
56. S₁: Soaisa.
57. S₂₃: Eh the cattle were easily frightened (inaudible) so they would scatter and (inaudible).
58. S₁: (Inaudible)
59. S₂₄: Another problem is that the cattle watch the robbers (inaudible) or take his (inaudible)
60. S₁: Lerato.
61. S₂₅: They also had to have full knowledge of (inaudible) so as to know how – how (inaudible) for their good health. Because they have to reach the market still healthy.
62. S₁: Yes, Ntholl.
63. S₂₆: Eh they must (inaudible) a rest.
64. Ss: Mm?
65. S₂₆: They must have a rest.
66. S₁: (Inaudible)
67. S₂₆: The drovers. The drovers must have a rest.
68. S₁: You speak as if you are talking about something you are not sure of.
69. S₂₆: I am saying, to overcome their (inaudible) they have to take a rest – to have a rest.
70. S₁: To have?
71. S₂₆: To have a rest.
72. S₁: (Inaudible) the animals to have a rest. Letsie.
73. S₂₇: So that (inaudible)
74. S₁: Matlakala

75. S₂₈: They have to avoid (inaudible) so as to – they have to avoid (inaudible)
76. S₁: Yes. *Kehore*...
77. T: ... the thing is she didn't finish.
78. Ss: (Inaudible)
79. S₁: Matlakala, we have to extract some materials from line 16 to line 47.
- (Long pause)
80. S₁: Some other point?
81. S₉: Eh the drovers had to make sure that their – their cattle don't intermingle with other – with other drovers' cattle on the way because there – there would be quarrels between – between them.
82. Ss: (Inaudible)
83. S₁: Majoro.
84. S₃: Eh drovers (inaudible) because they would easily destroy (inaudible)
85. Ss: Yes.
86. S₃: I want (inaudible) as to make the – as to make the (iaudible)
87. Ss: (Laugh) Yes.
88. S₁: (Inaudible) go back to Serutla's point.
89. Ss: (Inaudible)
90. S₁: Serutla, (inaudible) what's the meaning of "manoeuvre"?
91. S₁₂: I think to "manoeuvre" means to put up some things together or to (inaudible) then, here in this passage I think it means that the animals are – need to be – they need to be collected, then – so that there is assurance that they will go together. (Inaudible) or ahead of the others.
92. S₁: Sekaleli.
93. S₆: Eh ...
94. S₁₂: ... not that they were divided into groups

95. S₆: ... eh the word "manoeuvre" here I think it me – it shows (inaudible) control.
96. S_s: Yes.
97. S₆: A question.
98. S_s: Yes.
99. S₆: How could he – how could they drove (inaudible) how could they drive without putting them together?
100. S₁₂: No. anything (inaudible)
101. S_s: (Inaudible)
102. S₁: Are you still arguing, 'Mateboho?
103. S₁₂: (Inaudible)
103. S₃: It doesn't mean that those – those cattle were put into small groups. It meant that the – the drover had to make sure that – he had to make sure that the animals would not (inaudible) they would not go astray.
105. S₁: (Inaudible)
106. S₁₂: I want to ask Tseliso a question.
(To Tseliso) Tseliso, don't you ever think eh ... the (inaudible) go eh up to (inaudible)?
107. S₁₅: (Inaudible) because eh they have grouped them.
108. S_s: Yes.
109. S₁: And ... Serutla.
110. S₂₀: Don't say eh maybe eh they have grouped them because I can say another - another possibility is that eh they - they can use something that (inaudible) a lorry to take them (inaudible)
111. S₁: Serutla, eh I think the other good example maybe the students of Mazenod are going somewhere. We have the prefects. Maybe (inaudible) and Moleboheng will be in front and the monitors and the monitresses will help them. We won't be put in groups, but we will go because there are some people who will help them even if they are in front.
112. S_s: Yes.
113. S₁: Yes. Is it clear Serutla?

114. S₂₀: Yah, somehow.
115. Ss: (Inaudible)
116. S₂₀: (Inaudible)
117. Ss: (Inaudible)
118. S₁: Eh ... Serutla, you say eh they were grouped in small groups. I think - I think it was not necessary for the drover to ... to (inaudible)
119. S₂₀: (Inaudible)
120. Ss: (Laugh)
121. S₁: (Inaudible)
122. S₂₀: (Inaudible)
123. S₁: (Inaudible)
124. S₂₀: Also (inaudible)
125. Ss: (Shout) No. No.
126. S₁: Don't shout at him. Just tell us what you think "considerable distance" means...

(End of side one and beginning of side two)

127. S₆: If scattered all around - all over - if they were (inaudible) eh the drovers... if it is possible (inaudible) you understand?
128. Ss: (Laugh)
129. T: Okay ^ Okay ^ How many points do we have? (Inaudible) do we have?
130. Ss: (Mumble)
131. T: I thought you took a record of (inaudible) Yes (inaudible)
132. S₁: Fifteen.
133. T: Fifteen?
134. Ss: (In unison) Yes, Sir.
135. T: So (inaudible) Serutla's point. Now ^ Serutla, what was your - what was your point?

136. S₂₀: Eh Sir, I said that the drover had to divide the animals into groups so they will be able to drive them. Then we started arguing.
137. T: Uhm ... that is a solution to a problem.
138. Ss: Yes.
139. T: That is a solution. What problem is it?
140. S₂₀: It was not easy for (inaudible)
141. T: Is that a problem that you are saying?
142. Ss: Yes, Sir.
143. T: And what was its solution?
144. S₂₅: (Inaudible) So that the animals do not get astray. And then after doing that they have to put them back to the right track.
145. Ss: Yes.
146. T: Oh. Is that clear Serutla?
147. S₂₀: Yes, Sir.
148. T: Eh *bo-'m'e le bo-ntate*, now suppose you were - you were - you were to leave school and now get to ... and be a drover, live like a drover. What would you do? Would you like eh to be a drover? Would you like to live this kind of life?
149. Ss: Yes.
150. T: (Inaudible) live this kind of life?
151. Ss: Yes, Sir. Yes (inaudible)
152. S₉: I think I don't have to leave school and go and live as a drover for the cattle. It is, I mean, it is a tedious and a boring job. For even to be (inaudible) No one will take her - care of (inaudible) but the robbers might eh tra - might attack the drovers and take all (inaudible) a poor person without education.
153. Ss: (Laugh)
154. S₉: But the more he is educated, might be eh employed somewhere else and live a better life.
155. T: Yes, 'Maliintja
156. S₁: I would like to leave school...
157. Ss: (Laugh)

158. S₁: ... and be a drover because of - I would become rich quickly. I would sell my cattle and do whatever I like with that money. So if I'm here at school, I won't have =
159. T: = Yes. Yes =
160. S₁: I won't have money as quick as...
161. T: When you (inaudible) a drover.
162. S₁: When ...
163. T: ... a drover?
164. S₁: Yes.
165. T: Oh, *bo-'m'e le bo - ntate*, there is a slight contradiction here with (inaudible) that, you know, sometimes you find people complain and say, "Food here at school - we are always having food that is not changed" but when she has to go and live on a lot of meat and change - have some meat she says she would not like to eh to lead a life like that - to live like that - eh to live a life like that. Lerato.
166. Ss: (Laugh)
167. S₂₅: I like to be a drover. If eh the - the - there are thieves and (inaudible) I - I - I won't have a - such a large herd of cattle (inaudible) I will have a gun.
168. Ss: (Laugh)
169. S₂₅: And (inaudible) everyone of them will tell me where they come. And I will disguise. They will not know that I am the owner. And I will shoot. But I - I will not shoot for death. No. I shoot so that some - that some - that someone will (inaudible)
170. Ss: (Laugh)
171. S₂₅: Being a drover again, you know, I sell to the butchery - butcher. The - the (inaudible) and if my - my cattle (inaudible)
172. Ss: (Laugh)
173. T: Eh *ntate* Letsie, wha- what do you feel, I mean, what do you feel?
174. S₂₇: Uhm I think (inaudible)
175. T: (Inaudible)

176. S₂₇: Yes, Sir. Because (inaudible)
177. T & Ss: (Laugh)
178. T: Majoro.
179. S₃: I would like to leave school and become a drover. Because being a drover a person becomes famous. I will not remain unfamous as I am here at school now. Because here at school I spend a lot of money on school, buses and so many things. But then (inaudible). When I am a farmer I like to - to - to help the people (inaudible)
180. S₉: Before I can give my - the final decision (inaudible) Those who say they'll leave school, will you be able to socialize with people or will you be busy with your cattles? I want the answer. Yes, Lerato.
181. S₂₅: As far as I am concerned, you don't have to socialize (inaudible)
182. S₉: I see that you don't bother yourself much. Later on things are chan - changing now. What will you do if when you arrive there at the butchery? We just tell you that "Here is a scale. Will you weigh that animal and you tell me how many kilograms."
183. S₂₅: I think at the butchery people are paid for their special duties. There'll be someone to help me.
184. S₂₀: If you want to show that you are well educated (inaudible)
185. S₁: You don't have to talk between each other. We also want to contribute.
186. S₂₇: (Inaudible)
187. Ss: (Laugh)
188. S₃: (Inaudible)
189. Ss: (Laugh)
190. S₁₅: (Inaudible) I want to have many sheep for people who run the shops ... eh the people who are interested in farming. And the teachers are beating us.
191. Ss: (Laugh)
192. S₁: Mohlakore.

193. S₂₁: Eh I want to be (inaudible) I think people have to socialize because we don't know what will happen to the nation. Maybe (inaudible) because if you don't socialize no one can (inaudible)
194. Ss: (To S₁) Madam!
195. S₁: Pinki.
196. S₉: I think Majoro (inaudible) I mean, when you have animals you need to sell them and other people also wish to sell them - their own animals. So it's - it's nice having a competition because life itself it's a... eh it's a challenge. So you have to be challenged in your school or eh being a drover. So I'll like to remain at school and not be a drover. because eh being a drover needs a lot of thinking than at school because here at school we don't think. We are just taught and ours is only to remember what we have been taught. When you are a drover of animals you have to think what you will do for your animals so that you could benefit from them.
197. S₁: Eh Letsie.
198. S₂₇: I would like to ask people who say they would like to be eh drovers. How would they communicate with those people they are going to eh to sell their animals to them if they don't know anything about school?
199. S₃: Our grandfathers used to communicate.
200. S₂₇: But then they were cheated. They were not given the money which was supposed to be given to them because if the - the - an ox - animal weighs eh 200 kilograms and then a kilogram is R20,00, what will be given - the - the - the buyer will not give you the money which you were supposed to get. He is going to cheat you. And you will that you eh have got a lot of money because (inaudible) You won't think that you are cheated.
201. S₁: What about other people?
202. Ss: (Mumble)

203. S₁₂: Lineo, you will tell the - the eh the seller that eh one kilogram is R20,00 but because you don't know how to count money you will be cheated.
204. S₁₂: My parents know, they have taught me how to count the money and I won't be cheated. (Inaudible)
205. ss: (Mumble)
206. S₁: Anyone to continue with Lineo's argument.
207. S₁₅: Eh you have - first of all, if I want to be a drover (inaudible)
208. T: (Inaudible)
209. S₁₅: Yes.
210. S₁: Sekaleli.
211. S₆: Eh Lineo, in this world there is bribing everywhere. Including when you are looking for a job. You have to bribe. So ^ So ^ Those people also (inaudible) to bribe.
212. S₁₅: (Inaudible)
213. Ss: (Laugh)
214. S₁: Mohlakore.
215. S₂₁: I think Serutla's point is (inaudible)
216. S₁₅: If he say that how to - how to take care of cattle, it will need a lot of time because if you want to (inaudible)
217. S₁: Matlakala.
218. S₂₈: Eh ... I want to be a drover. I won't just jump into that business of being a drover.
219. Ss: (Laugh)
220. S₂₈: I will have to make some researches first. I won't go there without knowing how - eh first of all (inaudible) even if I am from primary level.
221. Ss: (Laugh)
222. S₂₈: I will use R100,00, R100,00 till I - I - I don't know until when.
223. S₁: Rethabile.
224. S₁₃: I would leave school because at - at school we - we - we are being put under great care. We are told at which time to eat.
225. Ss: (Laugh)

226. S₁₃: And which time to do anything. Whereas when I am a drover I will be my own boss. No one will tell me what to do.
227. T: *Bo-'me' le bo-ntate*, were there eh interesting things about this story?
228. Ss: Yes, Sir.
229. T: What things were interesting? Normally (inaudible) what things were interesting about this story? Majoro.
230. S₃: (Laugh)
231. Ss: (Laugh)
232. T: Aloud.
233. S₃: I say it is not interesting. It is monotonous.
234. T: Why? Can you tell us.
235. S₃: Because I don't like animals.
236. Ss: (Laugh)
237. S₁: Lerato.
238. S₂₅: I think this story is not interesting.
239. S₃: Because as we are ... we are new generation so...
240. Ss: (Laugh)
241. S₂₅: ... this story tells us about the things those were done in the past. And then the things that we cannot even do 'cos we are - we are new generation. And ...
242. Ss: Tell us.
243. S₂₅: ... we know nothing about drovers.
244. Ss: (Inaudible)
245. S₁: Lineo, I mean, Soaisa.
246. S₂₃: I find the story interesting because it is adventurous. As the drovers might be attached by the robbers, they can sometimes outwit them. (Inaudible) where I come from.
247. T: Okay ^ Okay ^ Thank you very much. Now you can go back to your desks. (The bell rings) We shall look at some of the points.

(End of the lesson)

PRE-COUNSELLING LESSON

(The lesson is on composition writing)

1. T: (Inaudible) We are looking at the style. We are going to compare. (Inaudible) *Le entse Lerata*, you can't hear me. (Inaudible) to worry about (inaudible). Listen first. Get to your groups later. I said you are going to present your essay (inaudible) Because I would like you - stay right there and wait! I'd like you to notice the different style of writing. (To students who come late) I never said "Go out." But I said, "Stand there at the door." Come in and stand there! Come in and stand at the door. Instruction *ea ka e bonolo. Kenang le eme monyako!*
2. Ss: (Laugh)
3. T: Now I would like you to notice that in different books you notice different styles of writing. That is what we want to see. How can it differ? What type of different styles can we use in (inaudible) topic as (inaudible) what type of topic allows you to make a debate, have a discussion, tell a story, to narrate or describe an event. Okay? So ^ We will note as we hear the presentation, whether the stories are so different. What can we copy? What can we throw away and so on and so on? So as you get to your groups, for the first time (inaudible) I expect you to finish up your work (inaudible) before. (Inaudible) write the essay right now. I expect you to finish up your work, choose a presenter, come and present and then (inaudible.) Get into groups.
4. Ss: (Form groups and discuss their tasks)
5. T: Let's quickly have one group to start reading of their secretary - their essay..
6. Ss: (Mumble)

7. T: And just try to read (inaudible) very slowly so that we can hear everything.

GROUP A

8. S₁: (Inaudible)
9. T: Can you (inaudible) title, Sir.
10. Ss: (To the representative) stand up.
11. T: What is their title?
12. Ss: (Inaudible)
13. T: Yes?
14. S₁: (Reads) Oh my goodness, What a disgusting thing that happened!
15. T: (To the class) You are not quiet. You are not quiet.
16. S₁: (Continues) He promised her marriage and his parents did not approve of it, and so did hers. They advised her to leave him, but she was not intended to do - to do it. Even though they were madly in love, there came a point where they were about to be out of their heads because their parents agreed when they wanted to marry. He had forced parents to go to the girl's home. But unfortunately they ended up in a (inaudible.) They were so (inaudible) that they came to the conclusion that they will just go without their permission, if they continued with their refusal. Not even after long, they both (inaudible) from their families and left for dilapidated house not very far from their village. Both families were scared out of their wits and began to move from place to place including the police, to investigate and make an announcement to the public to help. It went over their heads when they found that they were living together somewhere. Due to that - to that, they had to unite and make an arrangement - arrangements for both the parents to unite and agree on which date they will (inaudible) for their couple and solve the matter.

They did all the arrangements as fast as possible and the party was held. After the meeting they celebrated together jubilantly.

17. Ss: (Clap)

18. S₁: (Continues) Both the parents decided to let bygones with bygones and considered that the couple should marry with a very white wedding. Oh, the couple seem to be in seventh heaven! I cannot imagine how they looked on their wedding day. The bride was like red-green angel in her white gown, just like the snow. Her irresistible diamond ring that glittered on her finger was really opulent. Really it was everything was made for them. On their life later, every time he gazed at her he felt the feeling that (inaudible). On top of that she respected her parents - in - law (inaudible) They too admired her. At the end they were blessed with two children, which was the boy and the girl whom they showed their parental love to.

19. Ss: (Clap)

20. T: (Inaudible) Now ^ Let us hear comments. because (inaudible) Now ^ Comments? What is the style (.) that they have used of writing? Who tells us the story? The narrator? The writer? So they opted for the point of view of the writer, telling us things from the writer's point of view. Now their style of of writing? Let's hear people's views on it.

21. S₂: Is the simple.

22. T: It's the simple style of writing. That's one comment. What else do you have to say about it? Clear to understand. Easy to follow. And I noted a point where they did a description. Describe things here and there and narrate others. Remember when I was saying you read the two, narration and description. And somewhere you are going to describe the beauty of the bride and the wedding gowns and so on. (Inaudible) narrated things (inaudible) what happened. But somewhere along the line they're putting a description of how they looked. Any more

comments? Okay ^ What we could do is to photocopy (inaudible) time to go and rewrite neatly. To photocopy so that each one of us gets a copy of - from a certain group so that we eh have personal (inaudible) in our files. The next group! That is group H - G. That is group E - Group E. Oh, before group E moves forward, any more question?

(Long pause)

23. T: Group E.

GROUP E

24. S₃: The heading is "Whatever happens to my friend." (Reads) "Hey Dan! What's that?" I asked. "It looks like is - it's going to rain." "But it's impossible as you can see the weather is good here", answered Dan. Immediately there came clouds heavy with anger and impregnated with rain. The strong wind nearly blew (inaudible) way. But we struggled to keep ourselves strong and we thought it would be over very quickly. After a few minutes the wind stopped and we felt relieved. But that was unfortunate as the storm followed. The storm was so heavy that the ground instantaneously slipped. Then we struggled to walk holding ourselves carefully to the rocks. My friend hapha-haphazardly stepped on the slippery rock. Thereby he felled and rolled down where he nearly hurt himself - where he hurt himself. Sorry. (Continues reading) He (inaudible) like a small child because he was in severe pain. The storm continued heavily and vigorously. We tried to run, looking for a place where we could - could be safe. But because of the slippery ground we were not able to run as fast as our feet could carry us. "Be careful, Dan!" I shouted as a large rock rolled towards

him. He moved to the other side. Luckily the rock did not harm him. Having struggled along in that way, I saw a narrow cave where we forced ourselves into for safety. "Hey, Dan! Come over here", I heartily said because I was mightily ex-exhilarated. In the cave, we were a little confident. But as we were busy conti- (inaudible) and discussing on how we were going to get safe, there was a vigorous shaking of the cave. We tried to hold each other tight making sure that we were still together. A strong wind blew into the cave and as a result we were separated from each other. I tried to look for the (inaudible) for Dan. But he was nowhere to be found. "Dan", I shouted. But there was no answer. I shouted once more and this time I heard his scream from far behind the cave. I intended to save his life. But it was difficult for me to find him in that murky cave. I leaned against the wall until the shaking and the wind stopped. I forced my way out of the cave to see what was happening outside. Luckily the storm was over and the rain was just (inaudible). I decided then to go back down the mountain as I was unable to find my only friend. I only (inaudible) nothing I could do. I was now scared and panic stricken. Then I decided to go and see his whereabouts. I searched everywhere hoping to find him. But it was unfortunate that I did not find him. I was very flummoxed as to what was going - as to what I was going to say to his parents. But then I boldly went home meditating on what to say. Currently and em - what? Concurrently and (inaudible) question coming to my mind because my grandmother - my grandmother predipredicted that there was something flabbergasting to happen to us. But we forced ourselves - ourselves to go there. I will never try to teach my grandmother how to suck an egg. But whatever happened to Dan was just incomprehensible.

25. Ss: (Clap)

26. T: Thank you. Uhm... I would like us to comment. First of all about her reading. Is it clear?
27. Ss: Yes, madam.
28. T: (Inaudible)
29. Ss: (Inaudible)
30. T: About the style.
31. Ss: (Mumble)
32. T: One person at the time, please. (Inaudible)
33. Ss: (Laugh)
34. T: Yes, quick. Quick. Quick. Comment!
35. S₄: (Inaudible)
36. Ss: (Laugh)
37. T: They should avoid big words. Avoid too many words. That is your comment. Any other? Yes, what about their description? Was it good or bad? The description was very good.
38. Ss: Yes, Madam.
39. T: I like it. I was there with them in the cave with - hiding away from storm. The picture is revealed. The atmosphere was there. The tension, the feeling, the scare - the scary atmosphere was there. Okay ^ Apart from the fact that they have too many big words (inaudible) Right?
40. Ss: Yes, Madam.
41. T: Anything else... about the style? How did they start? (Inaudible) How did they start?
42. Ss: (Inaudible)
43. S₅: Indirect speech.
44. T: Direct speech. Direct speech started their essay. Their opening paragraph the two people talking and (inaudible) straight away into the action. Immediately we know there is something going on from what they say. So they differ slightly from that one where they were telling us the author's point of view. These

ones are now (inaudible) the action by two people talking and immediately they are (inaudible) the story. Right?

45. Ss: Yes, madam.
46. T: Right ^ I don't mind if you would like me to give you a few more minutes because I can see others have not finished. (To other groups) Are you ready?
47. Ss: No, madam.
48. S₆: Some are ready madam. (Inaudible)
49. T: Let us all pay attention. Oh yes, one more (inaudible)
50. Ss: (Inaudible)
51. T: (Inaudible) unfamiliar but you have to (inaudible) Let's hear their - their work. Group B.

GROUP B

52. S₇: Whatever happened to me.
53. T: Pardon.
54. S₇: Whatever happened to me. (Reads) There I was lying on the hospital bed with bange-bandages about my head. I did not know how I go - how I got there. I opened my eyes and looked around. The place was unfamiliar to me. (Inaudible) I tried to move but my body could not let me as it was hurting. Suddenly I heard a voice beside my face saying, "Relax. Don't try to move. You are in a bad situation." I looked around and saw the doctor next to me with stethoscope around his neck. Hearing I was in a bad situation, I tried to figure out what happened. As the doctor left from me, there came my family and friends and surrounded my bed. My mum was in tears for I was badly hurt. I tried to slap my father's cold face but there was no use, for he was angry for what I did. My mum recognized the situation and tried to calm my father down so that we could solve the problem. And my mother did not want our family to have conflicts. I tried to figure

out what happened and quickly memories (inaudible) into my head. The previous night my mum refused to let me go to my friend's 21st birthday party. I left. I felt I would be unfaithful to my friend as I promised to be there. My mum went to bed and I also pretended to be asleep. Suddenly I heard a hooter and there I was, out of my bedroom's window. By the time we arrived, the party was in full swing. My friend came to us and offered us alcoholic beverages and we spoiled ourselves. I enjoyed myself so much that I even forgot that I was forbidden to be there. The party went on and on. And I was still grooving till the (inaudible) of dawn. I felt so tired and I asked one of my friends to take me home. She told me that she was tired. Moreo - moreover drunk. So she could not drive. I persuaded her till she gave up. The car went off in a high speed. I fell asleep on a passe - passenger's seat. Momentarily the car went off the road and I heard my friend screaming. As I was till recalling the events of the last night, my mum asked me if I were okay. But instead of answering her I cried and asked her where my friend was. My mum told me she was okay. I told them everything that happened and my father listened to everything carefully. But at the end he said, "The evil that men do lives after them. And the good is often (inaudible)." And he left.

55. Ss: (Applause)
56. T: Okay ^ Comments. Comments. The use of a flashback, was that well done?
57. Ss: Yes, madam.
58. T: It is a good (inaudible) style of writing. We have three different styles already. But then (inaudible) flashback I would like to say something before I recommend it. That is tense. Be careful about the tense in the flashback. Here is the hospital and she is reflecting what – what has happened. Immediately. (inaudible) Okay?

59. Ss: Yes, Madam.
60. T: (Inaudible) for all of us. (Inaudible) Okay?
61. Ss: Yes, madam.
62. T: Any more comments?
63. S₈: (Inaudible)
64. T: Pardon.
65. S₈: (Inaudible)
66. T: (Inaudible) in the style of writing. And the writer (inaudible) things are happening in the right order. Okay?
67. Ss: Yes, Madam.
68. T: That is another way of writing. Yes. Eh there are things that are general in all the three essays (inaudible) which style has been adopted. Do you agree?
69. Ss: Yes, Madam.
70. T: Okay ^ Can we hear another group? The next group, please.

GROUP C

71. S₉: (Reads) Whatever happened to Chiwali. On – on June the 16th I was invited to a party just to barbecue with a few friends. Surprising to me to find Chiwami there. Beside (inaudible) Chiwani was still a carefree and ever smiling boy. We grew up in a village of Volta, not far from Denva. He was a friend (inaudible) our friendship was rare until he moved to a new village. That was the last time I saw – I saw him, though we kept on communicating by telephone. Later on the calls all dried up. We did not have much to say to each other except just to look back at the past. His face was quite startled to see me after a couple of years. I almost (inaudible) for one special girl. I left Chiwali at the party without saying goodbye ... for the reason of being occupied by a sweet smiling girl just in front of Chiwali. I knew what they could be possibly be talking about. So I didn't

want to interfere with anyone's business by the time. Chiwali has told me about his (inaudible) of Menduza, where I had to be the next morning without a delay. When I arrived Chiwali was now the talk of the village. He had not been seen for the past two days and that really surprised me. Fear was back. I was with him. Where could he be? I told them about Chiwali, the party and the village of Denva where – which they believed Chiwali never thought about. They went to look for Chiwali in the village and he was not there. No one knew him or heard about him. Even the girlfriend was now scarce by the time. She did not want to say a lot and besides, one could see something hidden behind. We almost (inaudible) for Chiwali and his being present. Still hardly any evidence of where he could have gone. A (inaudible) feeling flashed in my mind about how kindly we used to play together. But I (inaudible) those. Lastly ... lastly we saw his (inaudible) with some blood being thrown in the rubbish. My heart sank so deep for his mother and tears of curiosity fell in (inaudible) Where could this boy be?

72. S₈: (Applause)
73. T: Comments. Reading?
74. S₁₀: That was good.
75. T: The reading (inaudible) would go alone. (Inaudible) Comments – on the style.
76. S_s: Hm – m – m.
77. T: I just hear people saying hm – m – m. What's that hm – m – m?
78. S_s: (Inaudible)
79. T: That was good. Thank you. Uhm.. sort of thing which is going to historical background. How did they (inaudible) before now? Now ^ It's basically about the missing person. We heard so far. One group gave us a story about two lovers who got married. Another group gave us a story about or narrated event

(inaudible) a storm. Another one tells us about somebody who was hospitalized. Do you remember all the stories?

80. Ss: Yes, Madam.
81. T: The last story is the one about the person who has become – who has gone missing. So ^ Let us hear yet another group work and see whether there is anything that we can note that might (inaudible) so far. Yes.
82. S₁₁: No, madam. This one madam.
83. T: The two groups which are (inaudible)
84. Ss: (Inaudible)
85. T: Okay ^ Group ... group D. Group D. I know that it's slightly short. It doesn't matter. And please, we are not going to have Mpolokeng (inaudible)

GROUP D

86. S₁₂ (Reads) Whatever happened to ... whatever happened to the good-looking Tom – Tom. Oh, there are people that I am forget. But Tom I will never forget. He was a man of good manners. (Inaudible) and generous to his villagers. The wealthy amazing middled ma – gentleman. He was a happily married wo – married man blessed with two children. These all changed when there was drought in the rural areas. So Tom had to go and look for a job in the ... to take care of his family. After a long struggle while living under the poor condition he finally got a job as a ... gardener. Being a hard worker and devoted to his work, he was able to ... impress his employer and earned a remarkable salary which he sent home to support his family for the first few months. He was still very polite and not only to his employer, but to other people as well. He also lived in a very comfortable – comfortable house with electricity, water and some household equipment. Suddenly his lifestyle changed. Having been

sociable man, lot – lot of ladies liked him (.) including his employer's wife. He started (inaudible) and drinking. Therefore he was unable to send money to his family back home. Having been involved with his employer's wife due to his (laughs) eh ... due to his looks and charm, that's when ... he lost his job when his employer found out about their confidential relationship. Unfortunately that higher way for Tom – high way ... for Tom. When days are dark, friends are few. This exactly what ex – what Tom experienced upon losing his job. Even an inch of gold can never buy time lost. Tom thought of the times of his wealth. Eh ...

87. Ss: (Laugh)

88. S₁₂: ... eh that's all. Oh! Eh (reads) Tom, a man of eh ... a man who had known to be wealthy for a long, generous to his villagers now is miserable, not very sure either to go back home to his – to fact his wife and children ... or to commit suicide ^ He tries to master up his thoughts and imagine how miserable his family was just few weeks away just few weeks ago during his nice time (inaudible) Finally he... oh, oh that's all.

89. Ss: (Laugh)

90. T: (Inaudible)

91. S₁₂: No. It's just one sentence.

92. T: Okay. Comments.

93. Ss: (Clap)

94. T: Yes. Let's note a number of things about eh for example, that construction and (inaudible) having been a hard worker, having and hearing that (inaudible) can we quickly hear your work the last group. (Inaudible) okay.

GROUP F

95. S₁₃: (Inaudible) than done. (Inaudible) hard to tackle. Some things are better left as mysteries ... than if they are told. But whatever

happened to Mandoza is still unknown. Even today we ask as what has become of our friend and for myself (inaudible) I never heard. The past must remain in the past, they say. The police know the truth and the people who confronted them and stand up to them with the truth. They ... they ended up in the (inaudible) Mandoza was an attorney who came close to the truth about illegal budgets made ab – made by the police and some of the most notorious criminals in Soweto. In e- in every upset he was there to represent his people and that they say made it hard pill to swallow. Mandoza was captured two days after the bus boycott. After... for we learned afterwards that the boycott was just a (inaudible) for a bank robbery. At first the police said that they arrested Mandoza because he was a prime suspect in attempted robbery. But later we learned by the police ... police (inaudible) that Mandoza was a leader of a gang which robbed the Central Bank. The trial went for six months, Mandoza being suspended and denied bail. The police always came up with evidence which was not clear to the local people of the – of things Mandoza did. The notice of his capture was never confirmed by the police (.) either to the local people or media for he was – for his criminal involvement. He never was committed – convicted as the evidence was not – was not just enough for the court of law to have him convicted. The evidence presented by the prosecution was pure speculation – speculation not facts. But the trial was suspended until exactly two months later. He was supposed to be released on the following day. But Mandoza wa – but Mandoza never showed up (stops)

96. T: Thank you. Comments.
97. Ss: (Clap)
98. T: (Inaudible) the statement...
(End of tape)

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: (Laughs) Okay ^ Eh how many students are there in that class?
2. T: That class?
3. R: Mm hm.
4. T: Thirty... six.
5. R: Thirty-six?
6. T: Mm.
7. R: How many periods do you have per week with this class?
8. T: We have three double lessons. So (inaudible) to six.
9. R: Six?
10. T: Mm.
11. R: Do you integrate the four language skills?
12. T: Yes, I do try.
13. R: How?
14. T: You mean, the language – lis – the listening, speaking, writing?
15. R: Mm hm.
16. T: The activities that I come up with ...
17. R: Mm hm.
18. T: ... most of the time would require eh ... sometimes listening eh mixed up with writing.
19. R: Mm hm.
20. T: Eh reading and afterwards writing and at times discussion – there is speaking, at the same time writing.
21. R: Okay. Do all the pupils participate in class activities?
22. T: They do. But (inaudible) not yet probably used to me. So it took them a bit of time to open up. But bit by bit I can see an improvement in their participation.
23. R: Okay fine ^ It means we should skip question five.

24. T: Mm hm.
25. R: Do you think that there is a relaxed atmosphere during your lessons?
26. T: Mm. I think so. Yes. Because that is the first thing I have to work on since I know for English teaching I want them to be as open as possible. I would like them to ... come up with anything that they can into class. So I try to create that atmosphere the first few sessions that I have with them.
27. R: Mm. What type of errors do you correct during oral exercises?
28. T: At times I look into their grammatical, tense and ... whatever types of grammatical aspect type of mistakes. But I always try to reduce that so that I can do it on their ... done some written work.
29. R: Mm hm.
30. T: So ^ Even at times I do pronounce – help them in their pronunciation. Especially if they ask. But I try to keep it at the minimum so that they don't feel discouraged.
31. R: Do your students ask questions or do you ask most of the questions in class?
32. T: I have realized that of never asking questions. It's always me who has to ask. At times it is not just asking but prompting. Try and make them to say something. Especially in the discussion, I just keep prompting and not exactly asking them to say "yes" or "no".
33. R: Does your class respond to your questions immediately?
34. T: Ye – at times they do. But most of the time this is why I end up prompting because you find that they keep quiet for some time.
35. R: Mm hm.
36. T: And they don't (inaudible) response so quickly. And I end up trying to rephrase the question in different ways making it simple. Like getting examples and all those things.

37. R: Okay ^ How do you deal with learner non-responses and/or incorrect responses?
38. T: For incorrect responses – usually if we have discussion. So far we have discussion so that most of the time you can't even say the question is right or wrong. (Inaudible) just try to move them away from whatever they were saying. But not showing them whether they were right or wrong.
39. R: How long do you wait for your class to respond to your questions?
40. T: I must (inaudible) impatient if they don't answer (Laughs). I try to do something somehow to make them talk. I can't just wait there silently.
41. T & R: (Laugh)
42. R: How do encourage learners to communicate in your language classes?
43. T: I do insist on – eh when we're having – especially on group – having group (inaudible).
44. R: Mm hm.
45. T: I always insist that each one has a turn to – to add their views and say something. And also I would like them to always – I force them to speak in English, but of course I do hear pupils sometimes speaking in Sesotho.
46. R: Mm hm.
47. T: I do get such pupils.
48. R: Okay ^ Do your techniques always succeed?
49. T: Any type of technique?
50. R: Mm hm.
51. T: Not always. At times like we had - I remember last time when we had a discussion on ... I thought the topic which involves teenagers, problems of teenagers...
52. R: Mm hm.

53. T: ... I thought they would really open up. But it took them time.
Towards the end of the lesson that's when they were heated up.
But (inaudible)
54. R: Okay fine. Do you feel confident enough to ask your class a
question to which you don't know an answer?
55. T: Yes, I do. Because there are times when I want to give them an
idea of (inaudible) meaning research.
56. R: Mm hm.
57. T: When at times I tell them, "Let's all try to find an answer to this
question" I find it more challenging that way at times. Not
always of course.
58. R: Okay fine. What proportion of the turns – at – talk do learners
take in the classroom interaction?
59. T: Turns-at-...
60. R: ... at talk. Yes.
61. T: What does that mean?
62. R: What I mean is eh you initiate. Right?
63. T: Mm.
64. R: Either by introducing the lesson or asking a question.
65. T: Mm hm.
66. R: They ask – they – they answer or respond to your initiation and
you give feedback, if you do.
67. T: Mm hm.
68. R: Does it happen that way?
69. T: That pattern?
70. R: Mm hm.
71. T: Yes. At times it does. But do you want me to tell you whether
there is success or failure in that?
72. R: No
73. T: Oh, I see. Okay. M – m, yes. Like probably the idea of
(inaudible) eh ...
74. R: Mm

75. T: ... Okay ^ Basically when we are dealing with comprehension.
76. R: Mm hm.
77. T: We ... work individually.
78. R: Mm hm.
79. T: But then I come to a session where I try to give - show them how I got answer =
80. R: = Mm hm =
81. T: = by imparting certain comprehension skills. For example, checking for - referring to the line number to get them answer. Those are sessions where I find myself telling them and expecting them to respond. When they don't, I come back and show them how to get it.
82. R: Okay fine. How often do you use the following in your class: role play =
83. T: = That one we haven't had opportunity to do.
84. R: Pair work?
85. T: Quite often.
86. R: Group work?
87. T: Quite often.
88. R: Dialogues?
89. T: A few occasions.
90. R: Interaction with teacher and students as equals - at - talk?
91. T: This is where - this is the one I like most (laughs).
92. R: Why?
93. T: I like them to open up.
94. R: Okay. How do you evaluate communicative ability in class?
95. T: How good they are at communicating students in class?
96. R: Yes. Yes. How do you evaluate it?
97. T: No. I (inaudible) looked into it seriously because maybe I am at the stage where I'm still trying to let them talk so that I don't (inaudible) do it well. Evaluation simply meaning how to check whether they are good at it or not? Of course it comes

automatically. You can tell that this one is more expressive than that one. But doing it at a more professional (inaudible) I haven't looked at it.

98. R: Okay. How many prescribed textbooks do you have for your subject?
99. T: We have one. In fact we should have two, but we have only one with the students right now.
100. R: Mm hm.
101. T: But funny enough I have not even used one page of it so far. Because I'm dealing with all these other things getting material from different sources and bring it into the class.
102. R: Why do you do that?
103. T: Uhm ... basically I compared the type of skills I want to impart. That is comprehension.
104. R: Mm hm.
105. T: Trying to check their prescribed textbook and found that type of passages they had in that book were not what I would like to - to impart - the skills that I had to impart. So I opted for another - probably I used - most of the time I used past exam papers.
106. R: Okay fine. When they finish their course, that is, before they can write final examinations, what should your learners be able to do in English?
107. T: Basically communicate.
108. R: Mm hm.
109. T: Use English practically.
110. R: Mm hm.
111. T: In everyday life.
112. R: Mm hm.
113. T: Uhm ... but I must not (laughs) but uhm ... yes, be able to - to - to - it's actually used as a medium of instruction in eh further institutes of learning. So they should be conversant with the type of English - eh different sorts of English that they probably

opt for different careers, maybe Medicine and so on. Okay ^
They will get into details later on but for n - for the basics they
should start from here (.) at - from this high school level. Mm.

114. R: Okay. Thank you for your co-operation.

115. T: Thank you.

(End of the interview)

POST-COUNSELLING LESSON

(Students have to convince the whole class whether or not a mine should be set up in a place indicated on the sheets)

1. T: (Inaudible) Okay ^ (inaudible) try to get together ... in our groups as usual. While you're waiting for others coming (inaudible)

(Long pause)
2. Ss: (Group themselves)
3. T: Right ^ I just explained to the others who were already in here that maybe (inaudible) don't worry about tense. Okay.
4. Ss: Yes, Madam.
5. T: And for today's lesson, I thought that we would rather have something like (inaudible) group work and discovered that the speed was too slow. So for this particular lesson let us put away that group - eh composition and carry on with this particular lesson which I'll explain to you. Can you (inaudible) pass it on to the next group. Yes? One for each student. (Inaudible) of papers per group. Now ^ I would like us to look at what we have in front of us. Let's look at the first page which is page 133-104 ... 104. This is an extract which I took from - which (inaudible) and I would like us to look at this one.
Title: Speaking practice. I would like us to look at this particular project.
6. Ss: Yes, Madam.

7. T: Right. (Inaudible) underneath that it's written 'roleplay'. Yesterday when we were working on the questionnaire one person asked me, "What is to role play"? I think (inaudible) to explain. A role is a part that somebody takes in anything. For example, (inaudible) right now you are students, I am a teacher. That is my role here. So ^ When you are playing a role, you are pretending to be somebody who does something else. For example, in this particular activity you will see that I'll be asking you to play different roles. Okay?
8. Ss: Yes, Madam.
9. T: Now ^ Let us (inaudible) in front of us. It is entitled 'The proposed mine'. You all know what a mine is.
10. Ss: Yes, Madam.
11. T: Now ^ We are going to talk about (inaudible) of proposed. Let's hear what it's trying to say. (Reads) A certain mining company has proposed to open a new nickel mine in the area indicated in the village on page 105 (stops). You (inaudible) 105. (Reads) There is plenty of debate in the village about whether or not the proposed mine is a good idea (stops reading). Let us underline the idea of whether or not the proposed mine is a good idea (.). Because this is where the main issue is (stops). Now ^ When you say a thing is - something is a debate - who can tell us what it means to say something is a debate? What is a debate? Yes.
12. S₁: (Inaudible)
13. T: Pardon.
14. S₁: (Inaudible)
15. T: It's an a - a discussion where you reach an agreement. Do you agree with him?
16. Ss: Yes, Madam.
17. T: Where there is that quarrelling or arguing and disagreeing. Right?
18. Ss: Yes, Madam.

19. T: But what is the purpose of the debate? Do you want...
20. S₂: ... (inaudible)
21. T: ... to keep arguing for nothing? Eh?
22. S₂: The purpose is to solve differences.
23. T: To solve differences. Very good. Do you all agree with him?
24. Ss: Yes, Madam.
25. T: When you come to the debate you want to convince each other so that at the end of the debate you have solved that difference - that disagreement. Can you just (inaudible) to solve differences. But this is done through arguing. We don't do it through fighting of fists. Right? So we debate. (Inaudible) agreeing. So the main idea of the debate is to convince. Right? Now ^ (Reads) Here are some facts about the village and what the mining company has to offer (stops reading). Here are some facts about the village and what the mining company has to offer. The facts are - the facts are things like - (reads) The village is over 60 years old. First la - first settlers came in 1930s. There are a total of 4000 - 400 people and 39 households. Most of the people are quite related. And livestock: cattle and goats (stops reading). I want you to - it to be part of the task for the group. But I would like to get questions from you as you work - as you go along. Now ^ Let us move on to page 105. Now ^ Let's start where it says (reads): Now imagine a meeting is held (stops reading). That is our task for today. (Reads) Imagine a meeting is held to decide whether or not the mine should be set up (stops reading). ... You are (inaudible). The purpose of the meeting is to decide whether the mine should be set up. Remember we said people are debating about whether there should be a mine in the village. Now ^ You are one of the people below. The four different people. In our groups I'll - I'll delegate different tasks to a group so that you are going to talk - give us a talk on whether or not the mine

should be set up. I'm going to give you time to prepare yourself and choose one person to be your representative for your group. And he will stand and say what you think. No, we are not going to choose Mpolokeng. You are already pointing at Mpololokeng. I am not going (inaudible) forget. Okay? Okay ^ So ^ Eh I would like you to first of all - to quickly read through all this background information because it will help us know the basics of our (inaudible) talk and also to use the diagram as a way to see where eh the gold mine will (inaudible) The whole idea of the mine, what type of space it will require and so on and so on. But all these, I know that you are quite sure. I hope you can do - I am going to give you 20 minutes to read through all that. Then I'll tell you when it's time to start on the task. Can we just have our group to discuss (inaudible). Maybe we have one person in the group who reads the whole information that we have for us so that we have an idea. (Inaudible)

26. Ss: (Discuss the task)
27. T: Shall we have the (inaudible) now please. Can we all stop talking and listen.

GROUP ONE (Peasant farmer)

28. S₃: (Inaudible)
29. T: You are talking to this audience.
30. S₃: Oh!
31. T: There's a meeting.
32. S₃: (Laughs)
33. T: Shall I quickly go through what you are to do? Here is a meeting whereby you are trying to convince us whether or not we should have this mine. Or you, having lived here for 50 years want to tell us what your views are on the idea of a mine (inaudible).
34. S₃: Oh! Ladies and gents...

35. Ss: (Laugh)
36. S₃: ...since you can see from the picture or the - the - the - the area - the area within - the area which the mining - the mine is to be constructed since we already have serious shortage of land and our fields are going to be affected there. So ^ As you have already seen, most of the people (inaudible) the village here are - actually depend on subsistence farming. So what do you think is going to happen?
37. Ss: (Laugh)
38. S₃: And the ... eh (inaudible) we have our ancestors there within the planned area of construction. So it will be a very great sin to them just by digging (inaudible) their skeletons.
39. Ss: Hm mm.
40. S₃: And also our houses actually are going to be affected because they are also placed within the planned area of construction. We have our rocks and boulders which we use for building houses of course (inaudible). It's true that the grazing lands will not be affected. But what is going to be affected is the material or equipment which we use for building the kraals: Thank you (laughs)
41. Ss: (Clap)
42. T: I wouldn't like to comment. Now ^ Can we have the headmaster please.

GROUP TWO (The headmaster of school)

43. S₄: (Inaudible)
44. T: Order please.
45. S₄: We as the school have seen that (inaudible) the mines might provide better schools. Looking eh realizing that - that there are 160 in a class we have - as we see that this mine is - has - this mine has a disadvantage because the students... before the

mines are the - the mine is eh ... eh has built schools, the students have to travel seven kilometres to the next school. So it means that some who are not able to travel that long won't do any - won't have anything to do and then will end up going to the mines. So it means the land will not be developed. And also, if the mine is set up and they build schools the m- as the work is done in their mines there'll be noise and uhm... noise and eh pollution due to the machinery - the equipment that is used. And also we see that when there are - even though the mines will build schools, the students will stop going to school so that they have eh more money. Then it means they'll go and work in the mines and stop going to school. That's about it.

46. Ss: (Clap)

47. T: Can we hear an owner of a shop, butchery or bottle store.

GROUP THREE (Butcher)

48. S₅: I have a butcher uhm... (inaudible)

49. T: Can we please hear your views... don't worry about (inaudible)

50. S₆: Okay ^ (Inaudible) Right ^ I as a butcher agree that a mine should be set up. Because... there'll a lot of income in our business as a result of employment. And also, I might like - I might extend my butchery to offer more employment. And by doing that, there'll be a lot of income... to my - to my business. And also because there are - the butchery is not going to be affected... Again the departing villagers and some of their employed farmers might like to sell - to sell their cattle to me. By doing that there'll be an increase amount of their = the meat. Uhm... also that mm.. the villagers who have some improved houses uhm (.) employment. That's all.

51. Ss: (Clap)

52. T: And let us hear from another shop owner please. What do you have, Sir? A shop, a butchery, a bottle store? What do you have?
53. S₇: (Laughs)
54. T: A general shop - general dealer?
55. S₇: A general dealer.
56. T: Thank you.

GROUP FOUR (General dealer)

57. S₇: Yes. Yes. Yes. I'm agreeing that a ...
58. T: Louder please.
59. S₇: ... I am agreeing that a mine should be established because it will employ the mi - the poor inhabitants and they get some income - and will get some income so that they wi - and they will get some income from the mines if they will be employed. And they will buy our - our - our goods and we shou - we'll get the income. By the time school will be build the materials that will bui - this will build the school will be bought from the shop and in - in that way our income will be increased. Also ... they ... they'll buy every material they require in rebuilding the - the community. Due to the fact that there are some houses which are built from the rock boulders the - and they needed to be cut using the special materials. So those materials that will cut the stones will be bought from our - from my shop and also they'll be increasing the income. Men who had been initially employed at the shop will be - will be leaving the shop to work in the mines and the money that was paid to them is going to be my income. Machines - also machines that will be used in building - in - in establishing the mines will - will - will be bought from my shop. So in that way my income will be increased. And - and it - and it can (inaudible)

(End of side one and beginning of side two)

60. T: One more - one more - we need just one more farmer. And then we shall (inaudible) company manager. So I would like to hear what people have to say so far. (Inaudible) eh the farmer and the mine manager. Shall we hear whether people have questions to each other. What - what should we do with this meeting? What do you suggest? Are the views clear so far? Are we - we need to ask questions. Yes ^ Let's ask questions within each other. For example, the tea - the headmaster probably has the question to the shop owner. Let them (inaudible) question? Or do you remember what people said? Do you remember each - what each person said? Can I quickly brief of each, I mean, brief - retell what they said? The farmer talked about the land belonging to them. Having been there for a long time and eh they have boulders for example, for building houses. He mentioned that they cannot dig up their dead. (Inaudible) it's a sin to dig up the dead. Basically he said that they're used to their homes. They don't want to move. And the headmaster mentioned that there'll be too much noise from the mines. The schools that will probably be built will be too far and that there will be a problem of schools - students who abandon schools and opt for mining. And they'll see that mining is a good source of income and therefore they would leave education and go for mining. The butcher said that he will have a lot of income because people will probably sell their animals and get - eh in order to be removed and therefore get money, I mean, get the - the - the - the animals and sell them and get more money from that. And also that he will see more customers to his butchery because people will come and settle around the mining area and more people bring more income for him. Eh he said that

again there will be an improvement in the housing. That too I (inaudible) the connection, but I don't want to comment. I want you to comment. Then there was a general dealer who talked about - this shop owner here, who talked about getting more people to buy from him because he will sell all the goods that are needed for mining. Probably the tools, equipment that is needed for mining would be sold in his shop and therefore a lot of money will be there for him. And he'll get rid of some of his employees send them off to the mines so that he keeps the money for himself. That's what he said. I don't know if from there there are questions. Let's hear questions. Quickly, please. Yes.

61. S₅: (Inaudible)
62. T: Tell us who you are directing a question to. I'm no longer madam. I'm the chairlady of the meeting.
63. S₅: (Laugh)
64. T: Okay.
65. S₈: I (inaudible) question to the butcher.
Instead of (inaudible).
66. T: When you look at the picture of where the butchery is, the question there for you Mr Butcher is that "Are you going to move your butchery or are you just going to expand or to extend it from where it is?"
67. S₅: I'll extend it from where it is.
68. S₈: Eh I think eh if you extend it from where it is eh there is going to be eh pollution (inaudible).
69. S₅: (Inaudible) I don't know whether it's clear or not. If that place is going to be occupied by the mine (inaudible).
70. T: Oh yes. (Inaudible) where is the digging going to take place?
71. S₅: (Inaudible)
72. T: There is no much information to tell us from all the information we have. We are just shown the eh boundary of the mine. So Mr

Butcher is hoping that the mine itself, the digging, the hole where (inaudible) down, the shaft won't be so near his butchery. That's what he says. (Inaudible) Okay ^ Let's hear another question from somebody. That one I think we can come back to it maybe later. Yes.

73. S₉: (Inaudible) So what the owner of the shop is saying I think (inaudible).
74. T: The owner of the shop sounded very selfish. That's what she is saying.
75. T & Ss: (Laugh)
76. T: Never said anything about others but "I will get money. I'll be richer." Right? Eh Okay ^ Let us do this; I think - I would suggest that we finish off by hearing all the other groups. Then we can come back and have a discussion and con - and show - and see whether the mining manager will be able to convince us. Let us hear the first farmer. Don't say "*Jo nna oe.*"
77. Ss: (Laugh)
78. T: (Inaudible)

GROUP FIVE (Peasant farmer 2)

79. S₉: For me eh me as the farmer I think the mine should not be constructed because it is taking most of the - of the fields - the part of the fields. Because these fields are very fertile and me as the farmer and the villagers are depending on them. And ... and about the - the houses being built, I have been living in the hut. And I think I prefer to live in the hut and (inaudible) big houses. And about the cemeteries, there are some of my ancestors and the founder of the village are buried there and I think it won't be a - a good idea to remove the cemeteries. Uhm... and the school. I think it won't be a good idea to remove the school as most of the villagers have helped to build it up.

And uhm... it is not - it won't be good for the - for the village - for the children to move - to go to - to walk such a long distance to another school while they have - they built the school - the school for them. And we are not sure where - how long it will take for the mine to build another school. And... uh I think that is all.

80. Ss: (Applause)

81. T: Shall we move on to the company and hear how well they could convince us... of the good of the mine before we round off our discussion (inaudible). Thank you very much.

GROUP SIX (The manager of the mining company)

82. S₁₀: (In a deep voice) Eh... uhm... ladies and gentlemen, since we as the company we know that this is the hard pill to swallow, we assure you that even though we move you, you still gain some further profit than you are gaining here. Because as we check our statistics, we find out that there's 400 people who - which live in this village. And out of that 400 if we clude - if we exclude the seven which already have work in towns we are left with 393 in this village. Now ^ If we remove that 600 once, I mean, 160 students plus the three, I mean, plus the two teachers and the principal, we are left with 230 people who don't - do not have employment. Now ^ Since the company is offering eh job (inaudible) for 25 people from the 230 people who were remaining in this village we are left with 205... people. Now ^ Since part of the acres in part of the fields will still be useful, these 205 people can use that - those villages, I mean, those fields and still get some income for the year. Now ^ As for your children, the next village is seve - seven kilometres away. But we are - are trying - we will give you transport for those - for the children to go from here to the village and back. And uh for the

people who will be affected we know that the location for the next houses might be a little bit uh of some concern - (inaudible) concern to financial business. So we are offering to give you 600 which will help you get up (inaudible) and start a new house. Thank you very much.

83. Ss: (Applause)
84. T: Right. Ladies and gentlemen, let us find out how far we are convinced about this mine. Let us hear people's views after he, the manager, has said his points. I hear people clapping and I hear them saying "Hm mm." Somehow they are convinced that the (inaudible). Let us hear those (inaudible). Let us hear those views that we heard earlier on. Questions, comments, anything general before we move on to (inaudible). Yes.
85. S₁₁: I would like to answer - to ask the manager of the mining company about their village cemetery. (To the manager) What are your arrangements about the village cemetery?
86. S₁₀: Uh... that - we are very sorry to announce that. Since we know that your fathers and grandfathers have been buried there, like we said people who will be... affected in this mining we will uh ... compensate them with 600 and we will ask for forgiveness from God for doing this bad thing.
87. Ss: (Applause)
88. T: Any more questions (inaudible) others. Yes, comments. Questions.
89. S₁₂: Eh what about a few houses that you are going to build for us (inaudible)?
90. S₁₀: (In a deep voice) No. Just like the terms says - say here, the grazing lands, your... parts of the fields and your playing grounds won't be affected. The things which will be affected are those which are shown here.
91. S₁₂: Yes, (inaudible). But what about - about the construction of new houses for us?

92. T: What does (inaudible) say? About the construction of the new houses? What construction?
93. S₁₂: (Inaudible)
94. T: Of the new houses?
95. S₁₀: Eh as we take a look at this map, outside the boundary there's some land - there's some piece of land which you can use if your (inaudible) about your grazing land. So we might use that land.
96. S₁₂: So (inaudible) the new cemetery.
97. Ss: (Laugh)
98. S₁₀: If you say you have (inaudible) for new cemeteries we might find a little bit of land somewhere. From - from the (inaudible) we have now, it will still be arranged. For - like we said, we will still compensate you.
99. T: Right ^ Uhm now that most of the people who are talking to the mining manager are those who said they shou - they don't like the mine, I would like to hear with - those who like the mine to say something so that we don't have one-sided debate. Let us hear the shop people, butcher (inaudible) somebody. (Inaudible) but I would like to hear views. Shop owner for example, he is very happy to hear about that.
100. Ss: (Laugh)
101. T: Let's hear him. Sort of (inaudible) the manager. (Inaudible) Shop owner will be out. Yes.
102. S₁₃: Uh people as we che - as we uh searched, we found that most of people who live here are so closely related. So and their houses are like - are like in groups of their relations. So if we build 15 houses and those houses have three bedrooms as we compare them with your huts, the huts is just a - one room which has a centre where you cook. But we offer you houses with three bedrooms plus a kitchen which wi - which will help you. Since most of you are earning money differently, this will make

- you come together. And money which you earn from working from the mines will put in gene - will be put by yourselves in the house in maintaining of the house yourselves which will make more income than what you used to do when you were... selling the crops. (Inaudible).
103. T: Thank you very much Mr Manager. We have a question for you. Probably not a question but some point.
104. S₁₄: (Inaudible)
105. T: Louder please.
106. S₁₄: (Inaudible) what if they (inaudible) you see that all these (inaudible) so if (inaudible)
107. T: (Inaudible)
108. S₁₄: I am saying what if this eh (inaudible) caught fire? So you see those - those houses are being near to that house also are going to get fire.
So (inaudible)
109. Ss: (Grumble)
110. S₁₄: I'm saying // inaudible)
111. T: // Let us hear her point.
112. S₁₄: You see these houses are being too close together. So what if one house has caught fire? So the - the vi - all the house are going to get fire from one house. (Inaudible) poor.
113. S₁₅: So what's her question?
114. T & ss: A point.
115. S₁₄: (Inaudible)
116. T: Okay. Are we clear on the point?
117. Ss: (In unison) Yes, Madam.
118. T: We opt for the idea (inaudible) where there's not so much of the hazard. (Inaudible) the fire. (Inaudible)
119. S₁₆: (Inaudible) bribe to be employed in order to get money. Like now, we have seen that ... we have very small fields. Isn't it

good for you to get income rather than leaving the - the cemetery and all that there? Isn't it good for you?

(Long pause)

120. T: Okay ^ The butcher believes now that there will be some - not some but more, more people employed. Their question, Mr Butcher, is whether - don't you think that it would be better to reduce the idea of farming since the - the land is (inaudible) and opt for the idea of being employed and getting income? Anyone to respond to that or say whatever you would like to say? Their point - the butcher thinks that it would be better for us to opt for another form of living. (Inaudible) subsistence farming and for being employed and get money.
121. S₁₇: (Inaudible)
122. T: Louder please.
123. S₁₇: I would like to ask the shop owner a question. (To the shop owner) What makes you think that your workers will go to the mines? Because you said that they will go to the mines.
124. S₇: I think that (inaudible) if they heard from - over the radios that there is going to be // (inaudible)
125. T: // Louder please.
126. S₇: If they heard that owner - if the - the owner of the company has in - has introduced that each person who - who will work in the mines will be paid more money than that which I pay them, they will go to the mines rather than working to our shops.
127. T: Let us hear from (inaudible) please. (inaudible)
128. S₃: So the farmer is now changing.
129. Ss: (Laugh)
130. T: The farmer is now changing. (Inaudible)
131. Ss: (Laugh)

132. S₁₈: I also like to ask the manager (inaudible) leave school they won't (inaudible) money. As you see that (inaudible) it means they're uneducated. Therefore we'll have nothing else to do because the mine will have taken the field where they farm - where they used to farm and also they are uneducated. There will be no more development.
133. T: I would like that answer - to be answered by the mining manager (inaudible) the question of assuring us whether there will never be retrenchment.
134. S₁₀: (Inaudible) so for school children... school children are very (inaudible) in our minds. So what we do is eh we deliver them to school and bring them back to school. Since we have some acres left, those acres will still - they will still eh work in the acres which are left but I assure you that they'll never work in the mines because they are (inaudible).
135. T: Okay ^ I would like to suggest that in our discussion we don't have just one person in our group. (Inaudible)
136. S₁₉: Me as the farmer have lived for 50 years in this village.
137. T: Yah. (Inaudible) "No." Yes.
138. S₂₀: Eh about (inaudible) madam, this-this-this mine which has been established, we are not quite sure whether is going to be established here, where eh the school (inaudible). So Madam having said that this eh mine - this company is going to offer the - is going to offer the - the - the - this...
139. Ss: ...(whisper) local
140. S₂₀: ...this local what? (Inaudible) and houses and everything. So madam, (inaudible) at the fact that (inaudible) much about their income. Yes.
141. T: (Inaudible) the mine itself brings about better things to people.
142. S₂₀: Yes, Madam. If again - just imagine if the - the mine is established here between the rock boulder and field, the - this - the space is quite open and just imagine if the mine is

- established here and the local - these things are remo- are removed (inaudible) madam. (Inaudible) affect them.
143. T: (Inaudible)
144. S₂₁: Oh, Madam I would like to direct my question to (inaudible).
145. Ss: (Laugh)
146. S₂₁: To the manager. (To the manager) Eh The manager, can you tell us how long do you think you'll manage to transport children from home to school? For how long? After how many years do you think (inaudible)?
147. Ss: Ae. Ae.
148. S₁₀: (Inaudible) years to build - to rebuild the schools and (inaudible).
149. S₂₁: So are you aware that during the establishment there will be more people coming to settle near the mines? So will you still manage to take their children also to school?
150. S₁₀: (Inaudible)
151. S₂₁: So // (inaudible)
152. S₁₀: // (Inaudible)
153. S₂₁: So how will you know that these - this one is coming from outside the village or not?
154. S₁₀: (Inaudible)
155. Ss: Ae. We don't.
156. S₂₂: (Inaudible)
157. S₂₃: (Inaudible)
158. T: Who can come and help the manager? Quickly please.
159. S₂₄: (Inaudible)
160. Ss: (Laugh)
161. S₂₄: Your children will go to the mine. (inaudible). Listen. Because (inaudible).
162. Ss: (Laugh)
163. S₂₅: We aren't that old to work (inaudible)

164. S₂₆: Eh... okay ^ The farmer (inaudible) with the land. So there - they will have to buy (inaudible) our shop. (Inaudible) so that they can survive.
165. S₂₇: (Inaudible)
166. T: Louder please.
167. S₂₇: I thought the manager said that uhm... the children (inaudible) So how (inaudible) and yet the ... children are going to school?
168. T: Okay ^ Can I (inaudible) probably (inaudible) at first they are students. Later they're something. Okay?
169. S₂₈: (Inaudible)
170. S₁₀: (Inaudible) that side.
171. T: Thank you very much. I would like us to - I know that you like us - you would like us to go on and on. But unfortunately the time is on and I would like us to just quickly say the last - the finishing touches and (inaudible). I was very happy with the participation. The only point I want to emphasize however is that our (inaudible) be more convincing. When you talk to the people you want to get them to listen to you (inaudible) idea. So what I'm saying about your speeches or your talk was that you needed to put more life in it. I know that (inaudible) our first experience, but the next time we have such a - activity, try to get people involved. Force them to agree with you. And how do you do that? There are tricks in doing that. You just - politicians have that skill.
172. Ss: (Laugh)
173. T: They make you feel like you are part of the show. You are the most important person. Right?
174. Ss: Yes, Madam.
175. T: That is what I want to (inaudible) I don't know if you are happy with the conclusion. Yes, (inaudible) wants to say something.
176. Ss: (Laugh)
177. T: Listen to him. Are you saying something (inaudible) nothing?

178. S₂₉: Madam.
179. T: Yes. (To the rest of the class) Sh-sh.
180. S₂₉: I think - I think the money is too little to bu - to build the house.
181. T: The money - the \$600,00?
182. S₁₀: (Inaudible)
183. Ss: Yes.
184. T: (Inaudible) the money is too little.
185. Ss: (Inaudible)
186. T: Okay. Okay. Okay. Let us end here. Probably we can have another discussion and continue our next topic and then round it off in a nice way.
187. Ss: (In unison) Yes, Madam.

(The lesson ends)

(From Chinodya, S. 1992. Step Ahead Students' Book 3: New Secondary English. Harare: Longman Zimbabwe)

PRE-COUNSELLING LESSON

(The lesson is on letter and report writing)

1. T: Can you give 'me' a seat please. Alright ^ Uhm... do you have (inaudible).
2. Ss: (Inaudible)
3. T: Can - can you stop talking. (Inaudible) You are not (inaudible) you are too busy (inaudible). Thank you. Alright ^ Yesterday I asked you to - to write different types of uh ... letters. Right? And reports. So if (inaudible) you have the same uh letter which was a letter to a teacher. Alright ^ You have just written your (inaudible) COSC examination in which you thank your teacher - your mathematics, whatever teacher, whatever subject. Right? For the extra lessons she gave you or he gave you to help you to prepare for the mathematics paper. Write the letter. Alright ^ Now ^ The point to bear in mind is you have just written. The results are not yet out. You have just written the examination. The results are not yet out. Don't assume. Follow the instructions. And this candidate here... he has written. Right? He has written a letter to thank Mr Spencer. Right ^ National Univers - let's go together, and as we are going together, note the things which are not in place. Not particularly uh about grammar and uh punctuation and things like that. But we want to look at the content itself. Uhm we are concerned about the content. Is it appropriate? Right? The layout and the content. (Writes on the board.) That are - those are (inaudible). Unless... uh if we cannot avoid talking about uh certain - certain instructions and things like that. Alright ^ (Reads) National University of Lesotho, P.O. Box 145, Roma, Maseru 100. 19 August 1999. Dear Mr Spencer (stops) That's the teacher. (Reads) I would - I would hereby like to thank you

for the assistance you gave me in my learning as my Biology teacher and moreover as a tutor - as my tutor in Mathematics. Since my Maths teacher went on sick-leave, I had lost all hope of passing my COSC examinations. But fortunately you sacrificed your leisure time but instead taught my class Maths. I appreciate your help very much and I (inaudible) and content to tell you that I achieves As in both Maths and Biology. I am now in the uh National University of Lesotho and studying Medicine and I hope that I will succeed in my studies due to the strong foundation that you gave me. I'd very mu - uh I'd very much like to thank you for everything you did for me (stops reading). And I would also like to say - do you see anything? If it's good, tell us it's good. Layout, I mean, structure itself. The address, the date, the salutation, the paragraphing and the signing off. What is your comment? What do you think? Yes.

4. S₁: (Inaudible)
5. T: For how long have you been taught that?
(Long pause)
6. T: You are not ye - you have never been taught this? I thought that when we held that session of all teachers brainstorming in the hall we talked about it. (Inaudible). Because what? Once you don't skip a line you are going back to the indented system. It goes... remember we - once we use the block system whereby we don't punctuate and you need to skip a line. After the uh Maseru 100 you skip a line. Write the date. Skip a line. Write your salutation. Write your paragraphs skipping lines. Yours sincerely. I hope you are not talking about the top line before the "yours sincerely" here. (Inaudible) talking about?
7. Ss: No.
8. T: That one is not necessary. Don't skip a line. You just write the next line. Use your own habit. It doesn't matter. But between

yours sincerely and your name there is - you skip a line because it's a block system. Right? In other words I'm supposed to ask questions, not you asking questions. Yes. (Inaudible).

9. S₂: (Inaudible)
10. T: (Inaudible)
11. S₂: Yes.
12. T: Alright ^ (Inaudible). Yes.
13. S₃: Do I need to write *ntho* ... names on top of the address?
14. T: (Inaudible). I don't expect that. (Inaudible) because you want me to know who has written the letter. Right? I don't know but I don't see it necessary to write the le - your name at the end. In the examination you're going to write or in an - you are going to write where the space is provided (inaudible) number and your name. Alright? Okay ^ Let's look at the structure. What do you see which is not proper or which is proper?
15. Ss: (Inaudible)
16. T: Don't look at the grammar, punctuation and things like that. I just want us to look at the layout, content.
17. S₃: (Inaudible)
18. T: I said we are not going to look into that.
19. Ss: (Laugh)
20. T: Yes.
21. S₃: The results are not (inaudible).
22. T: Are we through with the layout?
23. S₃: (Inaudible)
24. T: Are you sure? Can someone comment on the signing off? Can someone uh... uh... what did we way? Can someone comment on the signing off?
25. Ss: (Inaudible)
26. T: Mm?
27. Ss: (Inaudible)
28. T: I said, "Can you comment on the signing off?"

29. Ss: (Inaudible)
30. T: How many classes do I teach at Lesotho High School? I have B3, I have Form D, I have Form E3, I have Form C. I have four classes. Right? Form B 58, Form D 30, form E3 39, Form C uh two 38. Right ^ How many students are there? Quite a number. Now ^ If somebody (inaudible) says Makhasane, how many Makhasane do you know I teach here at the school?
31. Ss: One.
32. T: How do you know there's no any other Makhasane?
33. Ss: (Inaudible)
34. T: Yes?
35. Ss: (Inaudible)
36. T: If you - if you specify... I'm saying... right? If Makhasane - that's your - his first day. Right? *Ntate* Spencer or Mr Spencer is teaching a number of classes and you don't know (inaudible) Form A with any Makhasane.
37. S₄: (Inaudible)
38. Ss: (Laugh)
39. T: Remember you're writing the examinations. You are not writing to the teacher. That one should bear in mind. You are just being given a context of writing to a teacher, but this is for exam purposes. It's for examinations. The examiner is not going to get who Mr Spencer is, who you are and things like that. He should have used his full name because this is a formal letter. Right? This (inaudible) between business and friendly letter. So the language is formal. And you should have the full name. Right? How do you know if I have two senior classes and I teach them Science or English and there are two Makas- Makhasanes? If it's a big school whereby we have maybe (inaudible) 10, how would you know? Right? That's what I'm trying to say (inaudible) because it's a formal letter you have to write your full name. Is that clear?
40. Ss: Yes, Madam.

41. T: Right ^ Let's move on. Uh... any group that (inaudible) here? Let's move on to the content of the letter. What do you think? What (inaudible). Yes?
42. S₅: I think the content is (inaudible) and irrelevant.
43. T: Can you speak out?
44. S₅: (Inaudible)
45. T: Alright. Paragraphs three and four are irrelevant. It's true. Because the instruction says uh you have just written your COSC. So there is no point for you to talk about your - what you got in Maths and Biology. Because the results - as - as far as the question is concerned... right? The teacher has just helped you to prepare for the paper and you have just written COSC. You haven't got your results yet. Right? You haven't got the results yet. It does specify just - words "just written" tell you the results are not yet out. Right? Maybe the paper is even not yet marked. Maybe eh you have just written the last paper and you have gone. And the papers are on their way to the examinations centre and things like that. Alright? So paragraph three and four ... is it three and four? So three. Only three is irrelevant. Would you have talked about (inaudible)? What would you have talked about? Ae, I have never taught you a choir. You put your hand up and I have always been saying that. Mm hm?
46. S₆: Eh I talk about (inaudible).
47. T: You do - you (inaudible) to get better results. Yes? What else should you talk about? Mm hm?
48. S₇: (Inaudible)
49. T: (Inaudible)
50. S₇: (Inaudible)
51. T: (Laughs) Someday he will be (inaudible) for his health. Is it necessary?
52. S₈: Yes, Madam.
53. S_s: Ae. No.

54. T: I don't think it is. Maybe. What (inaudible) about? What about (inaudible) and greetings? How are you going to (inaudible) for the lessons he has given you? How are you going to comment(.) over the Maths paper you have just written and the help he has given you?
55. S₉: (Inaudible)
56. Ss: (Laugh)
57. T: It is what?
58. S₉: (Inaudible)
59. Ss: (Laugh)
60. T: (Inaudible). What can you say in relation to the uh to the help he has given you? (Inaudible) the paper? Mm hm?
61. S₁₀: (Inaudible)
62. T: You should comment. Right? Some of the things he has done with you which you found in the paper and how it was difficult, that is, uh... the (inaudible). Or if it was of much help, how much has it helped you?
63. S₁₁: (Inaudible)
64. T: Mm hm?
65. S₁₁: (Inaudible)
66. T: Right. It helped you get into the examination confident. Because you feel you have been given enough (inaudible). You had the inadequate knowledge of subject. Right? You can talk about such things. Alright. I - I have another letter here. I want you to compare the two. (Inaudible) for you. (To one student) Give this one quickly. Give quickly. (To the rest of the class) Can you stop talking? This is another student. Can you stop talking Mojela and Khosi? (Inaudible). Alright ^ Here is the letter (inaudible) here is a different topic. Alright. (Inaudible).
67. Ss: Yes, Madam.
68. T: (Writes on the board) What did you say? Unfortunately I don't have extra, but you can give extra one to the girls. Uh? Alright ^ You can listen or you can share with the people behind you.

(Reads) Lesotho High School, P.O. Box 46, Maseru 100. 21st September 1998. Dear Mrs Moerane. Oh, I'm very well indeed. Although I was very strained and frightened during my final exams. I would like to thank you very much for the extra Maths lessons you gave us during the last days before our exams. This (inaudible) that I gained A in maths, which was unexpected from me. Most of all, I thank you for your kindness which you showed to us. You worked very hard to see that everyone of us understands whatever you taught us. You (inaudible) which made us free when approaching you. You did what lots and lots of teachers would not do, to teach an extra subject together with the subject which you were supposed to give us. I still thank you because (inaudible) achieved a B in Biology. (Inaudible) how much I troubled in your class. My parents were very pleased about my performance to an extent that they made a very big party to thank me. But I told them that a person who to be thanked was you for making sure that I always understood what you told me. For all these reas - for all these reasons I thank you very much. You should consider to do such a wonderful eh wonderful job to the coming COSC students. From you I have learnt what - that hard working is the fruit for success. Thank you very much. Yours sincerely, Koili (stops reading).

69. Ss: (Clap)
70. T: Alright ^ Any comment on the layout?
71. Ss: Yes.
72. T: Any comment, please. Let's start from the very beginning... on the layout.
73. Ss: (Inaudible)
74. T: You are not talking to yourselves. You are talking to me and I'm talking to you. If you have nothing to say, you keep quiet. If you comment, you comment (inaudible) the rest of the class. Yes.

75. S₁₂: (Inaudible)
76. T: Are we starting from Salut - what about the address? Check on the address. Is there anything out of order?
77. Ss: No, Madam.
78. T: Are you sure?
79. Ss: Yes, Madam.
80. T: Are you sure?
81. Ss: The 21st.
82. T: Yes. He has written 21st September 1999. Right? You don't put 23rd or 26th. You just put 26, a month and the year. Alright ^ Okay ^ And then at the end, yours sincerely. He has not skipped a line. And this has been hammered upon since Form One and I don't know when people are going to understand it. And even now these people are still going to face the same mistake. If you are not sure, go back and look at the layout of uh a letter so that you don't make unnecessary mistakes. Alright ^ Now ^ Let's (inaudible) on layout itself. What about the content? What is this "oh, I'm very well indeed?"
83. S₁₃: (Inaudible)
84. Ss: (Laugh)
85. T: Alright. The le - the - the fact that the letter is formal, there are no greetings. Right? And there is no need to use informal language. You are bound to lose marks for that because it's a formal letter. Alright. What else?
86. S₁₄: (Inaudible) how - how (inaudible)
87. T: How much is what?
88. S₁₄: How much you gained in the exam.
89. T: How much you gained? What's this? I don't (inaudible)
90. S₁₄: (Inaudible)
91. T: Alright ^ According to the instructions the results are not yet out, so we don't expect you to be talking about results. It's the same as the first person who has written. He has made the same mistake about talking about results. Alright?

92. S₁₅: Eh paragraph five (inaudible)
93. T: Eh That's what we are talking about. That results are not yet out. So whatever concerns results is out. Yes?
94. S₁₅: (Inaudible)
95. T: Eh?
96. S₁₅: (Inaudible)
97. T: He didn't write his full name. Right? Because it's a formal letter. As much as I know, you have to write the full name because it's a formal letter. Like what I said yesterday, you might foun - eh you might be a friend I'd - maybe come and see me at my house. Maybe I visit or maybe I am a family friend (inaudible) you are writing to a teacher and it's a formal letter one should write. As much as I know you, you write uh a full name. Yes?
98. S₁₆: Eh Madam (inaudible) uh the last paragraph (inaudible).
99. T: You see? He has...
100. Ss: ... (inaudible)
101. T: What? It - it - for you the way he has written the last paragraph (reads) For all these reasons I thank you very much. And you should continue to do such a wonderful job to the coming COSC students. From you I have learnt that hard working is the fruit for success. Thank you very much (stops reading). Alright ^ Besides the grammatical problems uh mistakes there it sounds quite good. Uh from the way he - this person has appreciated. Yes.
102. S₁₇: (Inaudible)
103. T: Alright.
104. S₁₇: (Inaudible)
105. Ss: Yes.
106. T: I think it's appropriate. You can't say I - somebody is out of line. Do you - if the teacher could give extra lessons which he or she is not paid for out of his or her own good will, that's kindness. Right? And if one thinks uh we should - one should

mention such a thing, I'm sure it's not out of line. And the person who reads this letter is going to be pleased to realize that he or she has that kind of uh character. Alright ^ It - anyway when somebody helps you, it's not because one has to, but thinks, "I should help in that - in this case." It's kindness. Right? Because I have stipulated working hours. Right? I have my own class. I have my own load. If I get out of my way, say I will teach you extra lessons, that's out of kin - kindness. Not that I have to. Right?

107. Ss: Yes, Madam.
108. T: Because there is no gaining or what. If he was teaching for money or she was teaching for money, that's a different issue altogether. Right? But he was doing it - has done it uh for you to - to perform better. What else can you talk? Uh what else can you comment? (Inaudible)
109. S₁₈: (Inaudible)
110. T: Alright.
111. S₁₈: (Inaudible)
112. T: Uh? (Inaudible) there is nothing (inaudible) out of 20 there.
113. Ss: (Laugh)
114. T: Right?
115. S₁₈: (Inaudible)
116. T: Alright. The lay - formal letters lie in between a friendly letter and a business letter but are written in a formal style. Alright. And this letter has (inaudible) business matters. (Inaudible) this is what we were discussing yesterday. You are not supposed to write the second... it's not necessary. Alright ^ But you may, at the same time not compulsory. Right? Then why waste time and write the second address if it's just a formal letter and the person you have known for so many years? Alright ^ And you have to address the person using the person's name because you know the person. You are not going to say "Dear Sir or Madam." You know who your

Science teacher is. Right? You get letters like letters to a sports master and sometimes they are like that if you know the person, depending on the situation you have been given. Alright. This is one letter which was written by one candidate... right? (Reads) Uh Dear Mrs Thabo. We have just completed our Mathematics examination and I am pleased to tell you that I have found the extra few sheets over the last few months helped me a great deal. In fact there were several questions where the method and principles involved were the very ones which you have so patiently covered with me. I shall always be extremely grateful for your time and effort and hope that I have done full justice to your excellent teaching. Yours sincerely, Khotso Sepitla (stops reading) Alright.

117. Ss: (Applause)
118. T: Okay ^ I'm not saying it's Khotso who wrote it. I'm just (inaudible)
119. Ss: Ae. (Mumble.)
120. T: Okay ^ Let's look at this one. Eh this length is not enough. Remember what I said? It's between 250 words to 300. So (inaudible) that you need really to get out of way - your way and find more information to talk about. For example, this person has gone to the extent of talking about the principles or - I don't know about mathematics anyway. Principles (inaudible) you know the kinds of things which go with that subject. Right? In case the letter comes saying eh English, Geography, you know. You should look at what goes with that kind of subject for you to have more information to write uh well. Any questions on letters or this particular one, a formal letter? Mm hm.
121. S₁₉: (Inaudible)
122. T: I never got the chance of counting whether the length is enough. Right? Never got the chance of counting. It is reasonable, but mainly to - you know your handwriting. In the

page - on the page you should know how many words approximately you have written for you to cover the required length. By now, you should know, "If I write a page I have written so much." Alright ^ Uhm... because you might not get the chance of counting the words. There's no time. It's only one and half hours and normally people spend more time on Section A (inaudible) on part one of paper one. (Inaudible) long compositions and you find there's - sometimes there's a very little time for Section B. Alright ^ Okay ^ Any questions about formal letters or anything you want to know or to discuss about formal letters in this instance?

123. S₂₀: (Inaudible)
124. T: Speak up!
125. S₂₀: (Inaudible)
126. T: We are just looking at the body. I think there's nothing to do without it. (End of side one and beginning of side two.)
127. S₂₁: Do you have to write those dots?
128. T: Yes.
(Long pause)
129. T: What kind of a question is that? Why are the dots there? What are the dots? What are those dots?
130. Ss: Post Office abbreviation.
131. T: Abbreviation. And what have I said about (inaudible) to pass?
132. Ss: (Inaudible)
133. T: Uh?
134. Ss: (Inaudible)
135. T: I said what? What are they standing for?
136. Ss: (Inaudible)
137. T: Those dots are not standing for (inaudible)
138. Ss: (Laugh)
139. S₂₁: (Inaudible)
140. T: Can you put your hands up. How many times do I need to talk about that?

141. S₂₁: (Inaudible)
142. Ss: (Laugh)
143. T: This is a classroom situation, whether we like it or not. You have a tendency of just commenting whatever you want to comment from where - from whatever direction. (Inaudible) Is that behaviour? Whether there's a visitor or there's no visitor it's there. You have it. You are abbreviating Post Office. They have to be there. Only on that abbreviation. Right? Otherwise you say PO without uh the - the abbreviation - the - the punctuation. (Inaudible) you haven't ... uh... you haven't uh what is it? (Inaudible) can you stop talking? You haven't punctuated and you are marked wrong. Right? Thank you for considering it as an error. Any other questions? Any other questions? I am not going to go back to letters. Once you have done (inaudible) I am not going to go back (inaudible). Yes.
144. S₂₂: (Inaudible)
145. T: Form E? I don't know what I'm supposed to say. What am I supposed to say? I told you whatever you write, whether friendly, whether formal, whether business, there should be good language. Right? Appropriate, good language. Otherwise in most of (inaudible) in all these you get less than 50%. There is nothing. Just ordinary talking. Right? Very poor. You get it flat and you get less than uh 50%. I don't know - I don't know. Good language has nothing to do with what you are writing. Good language is needed for any piece of writing the - the (inaudible). Alright ^ Even this one, if it was to be graded, it's too - it's too uh too flat. Right? Maybe the person would get uh what is it? (Inaudible) which is appropriate to what the person is talking about. And (inaudible) for excellence. But is it enough? There is need - this is (inaudible) during examination (inaudible) just a few. Remember to put some good vo- good vocabulary is a way of writing. There shouldn't be any difference. Whether it is a composition or whether it's a letter

or it's a report. Right? But in a business letter the good vocabulary - is it always - is it uh... is it practical to put idioms? Unless if you have idioms, but it's rare. (Inaudible) vocabulary you are going to use should be very good. Alright? Besides good grammar and things like that. But the vocabulary should be quite good. Show them uh we care. (Inaudible) writing because I am writing an application letter. You fail even if you have written very well. Alright ^ Any questions? Alright ^ I'll never go back to formal letters again. Right? If you have questions it is the time of questions. If you don't have I presume I - I think you are okay. And then we go - we move on to the next. I want those papers back. *Aha* ^ Let's look at this report. They didn't hand back those uh papers.

146. Ss: (Hand the papers back)

147. T: (To one student) Give one per pair.

(Long pause)

148. T: Alright ^ Before we read, by just looking at them, what's wrong with the layout? No paragraphs. (Inaudible). Why (inaudible) paragraph?

149. S₂₃: (Inaudible)

150. T: She is telling me she is not sure whether they should have paragraphs. She is not sure whether she should have paragraphs. And that's coming from a COSC student who has only one or two months to write. (Inaudible). They know you are reserved. (Inaudible) listeners, we have done this thing ever since (inaudible) before. Then if you are - what's this name?

(Inaudible)

(Long pause)

151. T: I normally say 1, 2, the 3rd. (Inaudible) to throw it away. Alright ^ the reports are not paragraphed. How do you expect a

person to read such a piece of work? By now these are not the things I should be talking about - I should be talking about. These are things you are supposed to have mastered. Because it's just a layout (inaudible). Alright ^ Let's start with Moliehi's report based on statistical data. (Inaudible) topic for the report. The question was the report based on statistical data. That's the - the topic uhm of the book. (Inaudible) what you are going to do. (Inaudible) studying at the same university and (inaudible) the same monthly allowance. Both rent rooms and have to travel to lectures. The below uh the (inaudible) show uhm in percentage how each student uses his allowance in an average of a month. You should look for your topic. What topic Moliehi has written? Whose budget? Don't just write budget. Whose budget? Uh? Whose budget? The budgeting and lifestyle of two university students. Look for appropriate topic. Right? If - it's going to be marked because you're supposed to provide. It's never provided. The topic is never provided. You have to look at what you are going to write, and you get a topic. Alright ^ (Inaudible) eh Moliehi's are (reads) Two student studying at the same university. Moreover spending their money in different ways. It seems that (inaudible) pay more money for rent while Walter pay less money. I think Walter likes food and drink so much. He spend most of his money on them. Furthermore buys (stops reading)... who buys? There's no subject there. (Reads)... buys tobacco which reduce his money which is to buy clothes and shoes. (Inaudible) tobacco or to buy cigarettes. (Explains) When you talk about buying tobacco, you are talking about (inaudible) to put it into cigarettes. That's what you are talking about. You are talking about (inaudible) tobacco (inaudible) for companies who make cigarettes. (Reads) Furthermore - Sorry - while Abigail uses less money for food and drink because he (stops) - is that Abigail a he?

152. Ss: She.
153. T: (Read) He does not eat much like a child who lost the leg (stops). (Inaudible) lost a leg? (Reads) Moreover he does not spend money on useful things like tobacco, which even destroy the person's lungs (stops). There's contradiction there.
154. Ss: Useful things.
155. T: Useful things which destroy someone's lungs. Right?
(Long pause)
156. T: (Reads) Walter uses - use less money... (stops reading)
(Inaudible) talk about singular plural? (Reads) Which destroy - sorry. Walter uses less money because for transport he used (stops). Now he has changed tense, 'use' and 'used'. (Reads)... it for useful things like tobacco (stops). Is it useful? What are you talking about? (Inaudible)
157. T: Moreover (stops)... what is this "moreover"? (Reads)... his money well and leave enough money for transport (stops reading). It seems like (inaudible) no apostrophe.
158. Ss: (Laugh)
159. T: (Reads) Walter spend money for maintaining his motor cycle and insuring. (Inaudible) always present at school while - while Walter (inaudible) spend more money again on stationery, books and magazines. Moreover (stops). How many "moreovers" has he written?
160. Ss: (Laugh)
161. T: (Reads). Walter spend less money because he is not interested in buying magazines. Abigail thinks like (inaudible) hm mm. (Inaudible) more money for entertainment because he knows how to budget his money (inaudible). They have the same amount of money but they spend it differently. (Inaudible) once you buy cigarettes it means you smoke. (Inaudible) it seems like Abigail spent a lot of money than Walter. (Inaudible.) I just want to compare this with other. (To the students) Can you stop talking. Alright ^ Here is another

one. (Reads) A kind of life led by university graduates (stops.)
They are not graduates. They are undergraduates.

162. Ss: (Laugh)
163. T: Before you are qualified and you have your cap and the hood, you are an undergraduate. You are not a graduate. You only become a graduate after completion ... and you have uh graduated. (Reads) This (inaudible) is the key requirement of all university students. The following for years under special (inaudible) between two students, Abigail and Walter. The basic needs are always starting point of uh responsible citizens. (Inaudible) almost the same for the... maybe living around eh (stops). Is it homogeneous? Homologeous?
164. S₂₄: Homologous.
165. T: (Reads)... homologous premises.
166. Ss: (Laugh)
167. T: (Inaudible) due to lack of interest in the house decorations and tidiness. (To the class) Whose lack of interest are you talking about? Of Walter or (inaudible)? Éh (reads) Another (inaudible) because she is a female. Just like Walter, while Abigail tries in many ways than one to look the utmost best and gorgeous (stops) While? What - is this complete? (Reads) The opposite occurs as Abigail (inaudible) it looks very possible that Walter could be having or (inaudible) of beer, wine etc. (stops). Never write etc, etc. The examiner says, "What are those etc, etc's they have written there?" (Reads) Therefore his food cost will escalate more. Also reasonable but - also reasonable as African people eat little to keep slim and attractive. I think Abigail digest or lot of food (stops). We don't need to digest. We use it. (Read) (inaudible) of Walter's food intake and (inaudible) by his musculani - uh muscularity. It seems that Abigail is the wild shopper as her baskets eh load elevated. Walter bus fares are low explainably because he lives on campus, never misses out of his favourite sport on ...

TV. Life (inaudible) around with (inaudible) and because of this he owns the motor cycle. It would be absurd for him to increase his (inaudible) and go for local (stops.) That's a good paragraph. (Reads) All males are fond of (inaudible) comedy and scientific movies. So where other than the movies can they (inaudible) themselves? Obviously Walter's entertainment fare will dominate over Abigail's as a result. Walter's costs (inaudible) of the uhm... the motor cycle lift up his costs (stops). Alright ^ They have the same amount of money. Right? The only thing you compare them is how to use - spend their money. Because if you say uhm lift up his costs (inaudible) by M100.00. Right? Because that's what they are given. Alright ^ The first paragraph reads (inaudible) all university students. Nobody requires you. You lead your own life. You are an adult. Whether you get your pay out and squander it in one day, it's up to you. Depending on how you're going to survive through the whole semester. Nobody is going to say you should (inaudible.) Whose point of view are you (inaudible)? It's my own business. Whether I get M900,00 and use it for the things I want to use it for and by the time I am busy begging for food, it's up to me. Right? That statement is out. Alright ^ This // (inaudible)

168. S₂₅: // Madam!
169. T: Aha?
170. S₂₅: (Inaudible)
171. T: Which one? For me... there are (inaudible) which are good and there are (inaudible) which are not good. Right? Uhm... though this person tried to deal uh with the needs of the - of the what? Of the report. Right? You should comment why this is like this. Why you look at every other article given? Right? Tuition fees, stationery. This person (inaudible.) Right? Entertainment and miscellaneous? Miscellaneous, this is the money we use which sometimes is never on the budget, like uh buying a

newspaper... uh... such things. That - those are miscellaneous. Buying uh... things which are not really necessary. Buying chocolates once in a while and things like that.

172. Ss: (Inaudible.)
173. T: (Inaudible) according to life you can do. We are looking at the - these are basics. And we are looking at important things because buying a chocolate is not necessary. You can live without a chocolate as many months as you can.
174. Ss: No.
175. T: Alright (Reads) Write a comparison of two stude - of how two students managed their budget in how they appeared to live. Those are the key words. "How they managed their budget and how they eh seemed to live." Right? Okay. (Inaudible.) Write Abigail - 19. Walter (inaudible) eh 18. Walter is not on campus. He is also renting a room or a house or whatever it is. Uhm... this is 19%. Tobacco - sorry, put "and drink." Walter - 29. (Clothing and footwear - Abigail - O, Walter - 3.
176. Ss: Tobacco Madam.
177. T: Also tobacco. Abigail O, Walter 30%. Clothing and footwear: Abigail 12, uh Walter 0 6. Busfares: Abigail 13, Walter 4. Maintenance of the motor cycle and insurance uhm... Walter 10. Tuition fees: Abigail 18, Walter 16. Stationery and books and magazines: Abigail - 18, Walter 16 uh sorry 9 and 8. Uh entertainment and miscellaneous : Abigal 10, Walter 6. Alright. Why do you think the rate is different, one is paying 18% and the other one is paying 19%?
178. Ss: (Inaudible)
179. T: Rent is stipulated by the landlord. Is not you who stipulates the rent.
180. S₂₆: (Inaudible)
181. T: It depends on what?
182. S₂₆: (Inaudible)

183. T: We are not talking about how do houses look like. The most possible thing is the rates different people... aha.
184. S₂₇: (Inaudible)
185. T: Okay. Maybe they have different charges. Right? They are not the same. One is 200, the other is 250. The other one - depend (inaudible) depending on uh the type of uh house or room one wants. Food and drink : Abigail only 19, Walter 29. (Inaudible) possible reason why Walter uh has so much money to - on drinks?
186. Ss: (Inaudible)
187. T: Maybe. Normally men drink. Right?
188. Ss: Mm.
189. T: And this (inaudible) this is where the whole thing starts from. You find that - or he entertains friends. (Inaudible) that way. More friends. And it makes it so easy for them to buy beers for others. Right? (Inaudible) for us women it's not like that. You buy your own drink.
190. Ss: (Laugh)
191. T: Right ^ But when men are at the bar, they normally have rounds. Right? So and so (inaudible) buy for the ten people. And you find that people end up using more ... when you do such. Because maybe that day normally (inaudible) is only six cans of beer. Right? But now when you are ten, somebody is bound to ten of you to have ten - ten beers - buy ten beers. It means you are going to use more money. Maybe that is the reason why Walter - but then most probably he drinks and beer is a bit expensive. Right? Uh comp- compared to soft drinks. Hey! Tobacco. Walter is obvious. Walter smokes. Abigail does not. But these days is becoming very common (inaudible) women are smoking.
192. Ss: (Laugh)
193. T: Clothing and footwear : Abigail 12, Walter 6. I think that one is obvious.

194. Ss: Yes, Madam.
195. T: Uh... girls or women normally like beautiful clothes. (Inaudible) men, as long as they are presentable, most - the majority of the men are not very very particular. They like nice things but not to the extent of women. Right? Of course there are also exceptions of men who are like women, who like good clothes. Right?
196. Ss: (Laugh)
197. T: (Inaudible) budget, uh every uh month there is a shirt or something else. Whatever (inaudible) in those days (inaudible) there are some people who are like that. Right?
198. Ss: Yes, Madam.
199. T: But (inaudible) typical of women to have this uh passion of clothing. Right? Sometimes men who buy clothes a lot - normally sometimes their kind of job - their kind of job might uh ... actually require a lot of clothing and good clothing. (Reads) Busfares : Abigail 13 (inaudible) she does not have a motor cycle. Walter may (inaudible.) He uses buses when?
200. Ss: (Inaudible)
201. T: When does he use - when - when do you think he uses uhm microbus?
202. Ss: (Inaudible) his licence.
203. T: He uses the motor cycle to go to school. Aha?
204. Ss: (Inaudible)
205. T: He (inaudible) just when he (inaudible) to the bank.
206. Ss: (Inaudible)
207. T: (Inaudible) when he goes to school he has - he goes on a motor cycle and (inaudible) on a bicycle or on a motor cycle or in a car?
208. Ss: (Inaudible)
209. T: Good. When the motor cycle is broken ... down. That's when he uses or he doesn't have enough money for fuel. That's when he uses bus fare. But in most cases form of transport is

a motor cycle. Maintenance of motor cycle insurance : Abigail
O, Walter 10. That's obvious because here is the motor cycle.
It means maintenance, wear and tear are for - for routine
maintenance and things like that. Tuition fees : Abigail 18,
Walter 16. Why? (Inaudible) they are at the same university?
Mm?

210. Ss: Abigail is (inaudible)

211. T: Going to classes does not mean that the pay is different. There
are people who are always ou - in and out of school in this
room. But it does not mean that they pay less.

212. S₂₈: I think they pay different...

(End of the cassette)

INTERVIEW BETWEEN THE TEACHER AND THE RESEARCHER

1. R: Okay ^ Eh how many students are there in E3?
2. T: Thirty.
3. R: Thirty. How many periods do you have per week with this class?
4. T: M - m six.
5. R: Six. Do you integrate the four language skills?
6. T: Yes. Uh you find that in each - you might have, for example, comprehension.
7. R: Mm hm.
8. T: You are going to find that they are going to write. They're going to - they're going to listen.
9. R: Mm hm.
10. T: Uh... you find that they are doing all the four skills at the same time. But depending on which one you are laying emphasis on.
11. R: Okay. Do all the pupils participate in class activities?
12. T: Not quite. There are some who are a bit (inaudible) in most cases if you don't say uh "Give the answer!" they won't.
13. R: Alright. What do you think is the reason?
14. T: Some of them are quite shy. In the sense that they are afraid of people. Because this is the (inaudible) sensitive (inaudible) age. They are afraid of people - other people to s-to laugh at them. "Maybe I'll give the wrong answer. So it's better for me to keep quiet and be safe."
15. R: Do you think there's a relaxed atmosphere during your lessons?
16. T: I think so.
17. R: What type of errors do you correct during oral exercises?

18. T: U - h... in most cases tenses.
19. R: Mm hm.
20. T: U - h - m do you mean learning or anything involving the classroom situation?
21. R: Everything.
22. T: Mm hm. Behaviourwise you find // (inaudible)
23. R: // Not behaviourwise.
24. T: Okay.
25. R: I mean during oral exercises.
26. T: Ora - oral excercises. In most - in most cases tenses.
27. R: Tenses.
28. T: And the uh ... word usage. You find that sometimes they (inaudible) wrong word where they are su - *ehe*.
29. R: Do your students ask questions or do you ask most of the questions in class?
30. T: They ask questions. But it depends on topic.
31. R: It depends on the topic.
32. T: Mm hm.
33. R: Does your class respond to your questions immediately?
34. T: Yes. There are some students who do that.
35. R: Some.
36. T: Some.
37. R: How do you deal with those who don't respond?
38. T: Normally I ask them to give questions - to give answers first.
39. R: What about incorrect responses? How do you deal with them?
40. T: Incorrect - you find that any response ... is the - somewhere to start from. Even if it's wrong. Then you know uh how to develop that child's answer to the correct answer.
41. R: Mm hm. How long do you wait for your class to respond to your questions?
42. T: Uhm ... about five seconds.

43. R: Okay. How do you encourage learners to communicate in your language classes?
44. T: U - h - m ... in terms of activities?
45. R: Yes.
46. T: Discussions, debates.
47. R: Mm hm.
48. T: Uh ... uh we normally look at very ... uh what is it? Topics which are of concern to them as youth to encourage them to participate more.
49. R: Mm hm.
50. T: Normally we start from what they know and going out to what they don't know.
51. R: Mm hm.
52. T: Uhm ... I think so. Mm.
53. R: Okay. Do your techniques always succeed?
54. T: In some cases no.
55. R: In some cases.
56. T: Depending on the topics we are dealing with.
57. R: Do you feel confident enough to ask your class a question to which you do not know an answer?
58. T: Yes.
59. R: What is your objective?
60. T: U - h - m if I don't know the answer, uh I would rather work with them for the answer.
61. R: Mm hm.
62. T: Yes.
63. R: What proportion of the turns - at - talk do learners take in the classroom interaction?
64. T: Can you come again?
65. R: Uh what proportion //
66. T: // Mm hm.
67. R: ... of the turns-at-talk do learners take in the classroom interaction?

68. T: You mean between the teacher and students?
69. R: Yes.
70. T: It's - it should be normally 80% because they should more - do more talking.
71. R: Mm hm. They should do more talking?
72. T: More participation than the teacher.
73. R: Mm hm. Okay.
74. T: I am going to direct and ... and correct, but it should be their ball.
75. R: Okay. In other words you mean it happens like that.
76. T: Sometimes. It all depends on what you are dealing with. Mm.
77. R: How often do you use the following in your class //
78. T: // Mm hm.
79. R: Role play, pair work, group work, dialogues and interaction with teacher and students as equals - at - talk? I repeat the first one.
80. T: Role play?
81. R: Mm hm.
82. T: Okay ^ Role play ... mm mm. Not much.
83. R: Not much.
84. T: But the rest, that's what - that's how we - we learn.
85. R: Okay.
86. T: Besides uh if it's writing. Even in writing we do it in some groups, pair work and so on. And dialogues.
87. R: Okay. How do you evaluate communicative ability in class?
88. T: Mm mm. That one is not easy.
89. R: It's not easy?
90. T: It's not easy. U-h-m evaluate how is to, I mean, the communication between the teacher and students?
91. R: No. Evaluate how uh competent the students are.
92. T: To communicate with anybody?
93. R: Yes.

94. T: M-m, we can only evaluate it when they are really - when they are participating. Then we are able to see this one is good - is competent at communication and things like that.
95. R: Participating as individuals or among themselves?
96. T: Normally as individuals talking to the rest of the class.
97. R: To the rest of the class?
98. T: Ye-s. Because when they're in group work in most cases there is a tendency of resorting to - to vernacular instead of using the formal language we would be using in the class. Mm.
99. R: How many prescribed textbooks do you have for your subject?
100. T: Myself?
101. R: Yes.
102. T: As the teacher?
103. R: Yes.
104. T: For the same class?
105. R: Yes. Yourself as well as the students.
106. T: The students only have two copies.
107. R: Mm hm.
108. T: Uh and as a result we - we resort to the uhm... res-resource.
109. R: Mm hm.
110. T: Uhm... I have ... (inaudible) because some of them are my own texts.
111. R: Okay. Do you use them along with other texts or not?
112. T: Yes.
113. R: Why do you do that?
114. T: We want to vary. It's boring to follow a text.
115. R: Why?
116. T: U - h... most of the - all texts don't have everything.
As a result //
117. R: // Everything in what sense?
118. T: In the sense of uh the - let's say it's the passage - the summary...

119. R: Mm hm.
120. T: ...they are not dealt with the same way, the same quality and as a result we have different texts which - whatever offers uh a better ethic depending on the topic. We use that text. Whatever uh offers good passage or newspapers and things like that. Whatever it's uh what is it? Which I think is applicable and will really bring out what I want, my objective at the end of the lesson. That is what I use. I don't follow the text.
121. R: When they finish their course, that is, before they can write their final examinations, what should your learners be able to do in English?
122. T: To communicate.
123. R: Mm hm.
124. T: Uh verbally.
125. R: Mm hm.
126. T: To communicate in writing.
127. R: Mm hm.
128. T: And to be confident in the subject itself.
129. R: Thank you for your cooperation.

(End of the interview)

POST-COUNSELLING LESSON

(The lesson is on drug abuse. Students are to suggest what should be done in order to prevent young people from using drugs)

1. T: Alright ^ In your groups I'm going to have a person who is going to present to the rest of the class your solution to drug - to uh to drug abuse. (Inaudible) from what we did last week. Right. One person is going to present to the class. Right? The class if there is something they don't agree with or they want to emphasize some of the points which are said, they raise their hands and the person who is presenting is in charge of controlling the class. But the rest of the group will help that one (inaudible) the solutions they have in their group. Is that clear?
2. Ss: Yes, Madam. (Students discuss their tasks).
3. T: Any question.
4. Ss: No.
5. T: No questions. We are going to start with Khotso's group.
6. S₁: Excuse me madam.
7. T: Yes.
8. S₁: Eh when we present the - the points //
9. T: // You list.
10. S₁: (Inaudible)
11. T: You list. You just (inaudible) But if the rest of the class does not understand what (inaudible) then you are free to stop and (to the rest of the class) can you stop talking? (To s₁) That's exactly what I have just said and you are repeating that. You - you wait for the class to comment. Right? On what you have said. (Inaudible) comment. They put up their hands. You as the

presenter you are in charge of the class. Right? I am going to be an observer. Alright. We are starting with Khotso's group. (To Khotso's group) You start from the second solution. You (inaudible.) And you raise your voice.

GROUP ONE (KHOTSO'S GROUP)

12. S₂: Drug sale should be restricted to youth under the age of 18...
drug selling should be restricted to youth under the age of 18.
13. T: (To S₂.) Speak up so that we are going to hear. (Inaudible.)
14. S_s: (Inaudible.)
15. T: I said (inaudible) what you discussed. Stop speaking and stop giggling.
16. S₂: Youths should not be domina - dominant - dominated by the working families, but be allowed enough freedom to go to the entertainment like parties.
17. S_s: (Laugh)
18. T: (Inaudible)
19. S₃: How will that help them?
20. T: Speak up.
21. S₃: How will that help them (inaudible)?
22. S₄: Madam //
23. T: // (Inaudible)
24. S₅: (Inaudible)
25. S₆: But don't you think that eh as they go to the parties that's where (inaudible)
26. S₂: (Inaudible)
27. T: Speak up.
28. S₂: (Inaudible)
29. S₅: (Inaudible)
30. S₆: At the party (inaudible) who will ensure that drugs are not used?
31. S₂: At least if you are talking about parties that (inaudible.)

32. S₈: (Inaudible)
33. S₂: I think the reason why eh (inaudible) and I think there is - there is no (inaudible.)
34. S₇: You know that parties are (inaudible) and you know that (inaudible) alcohol and everything you can find there. (Inaudible.)
35. T: (Inaudible.)
36. S₈: (Inaudible) on you, how responsible you are. You got to learn to be responsible as a youth. You got to learn (inaudible.) You can go to parties and enjoy yourself without using drugs.
37. Ss: (Inaudible)
38. S₈: You should - you should learn to be responsible (inaudible.) Be responsible. Learn to be trustworthy. It doesn't - it doesn't depend how (inaudible) or who. But you yourself you are going to tell yourself you are going to tell yourself that, "I am responsible. I am trustworthy. I don't want my parents to treat me as a drug dealer or something."
39. T: (Inaudible)
40. Ss: (Inaudible)
41. T: (Inaudible) to the chairperson.
42. S₉: Music.
43. S₁₀: Braai.
44. T: Lots of (inaudible)
45. Ss: Yes, madam (Laugh.)
46. T: That's what people think makes a good party.
47. Ss: (Laugh)
48. T: And if it's the party for youth, how many adults are interested to be there, and are they not uh thought as people who are there to be prefects over us? (Inaudible) do people take drugs (inaudible) and then it becomes a habit of taking drugs? Because you have to. They are like a lie whereby once you lie (inaudible) that, "I didn't come to school yesterday madam

because my mother was very ill." Right? Tomorrow (inaudible)
because I am going to ask you and say, "How is she today?"
(Inaudible) another lie and another lie and another lie. Until you
become a great liar.

49. Ss: (Inaudible.)
50. T: I don't know. (To S₂) Go on.
51. S₂: Parents and teachers and guidance should be - should
(inaudible) on their children in occupations (inaudible) and
behaviour. ... Like - your parents should look after you like if you
have bad friends. (Inaudible) if you have friends who drink they
shouldn't allow you to go with those friends.

(Long pause)

52. T: Chairperson, the hand has been up.
53. S₁₁: (Inaudible.)
54. Ss: (Laugh.) That person?
55. S₂: (Inaudible.)
56. T: (Inaudible) this person who is coming to take my child
(inaudible) is a good person.
57. S₁₁: (Inaudible) the parents should look after such people.
(Inaudible.)
58. Ss: (Inaudible) them.
59. T: (Inaudible) no need to come to my house and say (inaudible.)
60. Ss: (Inaudible.)
61. T: (Inaudible)
62. Ss: (Laugh)
63. T: I am not a group leader. I want the group to discuss and give
further (inaudible) and teachers to be there and see what the
children are doing. (Inaudible.) I don't have 30 eyes to
(inaudible.)
64. S₁₁: But madam, if the - the - the - the children behave (inaudible.)

65. Ss: (Laugh.)
66. S₁₂: (Inaudible)
67. Ss: Ae. (Inaudible.)
68. S₁₂: (Inaudible)
69. S₁₃: They should be allowed freedom. The child.
70. T: But you always feel (inaudible) where you are.
71. Ss: (Laugh.)
72. S₁₂: (Inaudible) parents have the ability to judge uh (inaudible)
73. S₁₃: No. Not all of them.
74. S₂: It depends on what relationship (inaudible.)
75. T: Speak up.
76. S₂: It depends the relationship between the - a - a child and a parent.
77. S₁₄: I think once - once you - you (inaudible)
78. T: (Inaudible)
79. Ss: (Inaudible)
80. S₂: But I think you (inaudible) she - he or she (inaudible) maybe he (inaudible.)
81. T: I think that's a good answer. You look at the habits because you can't judge the book by the cover. By seeing those (inaudible) and say it's good.
82. Ss: (Laugh)
83. T: (Inaudible) because it's not easy to cover up everything. At some times you say certain things unaware. Right? Then you come from a soccer match you go straight there. (Inaudible) Right? You can't love somebody hiding drunkenness.
84. Ss: (Laugh)
85. T: Or I have a headache. (Inaudible) to avoid a (inaudible.) That should put a question mark. Alright?
86. Ss: Yes, Madam.
87. T: Uh ... besides observing how things are, even when we go for trips we drink. There are a lot of things we see. I remember we

were having a Form C1 one year and he had a can of beer in his pocket. Right? (Inaudible) and then we went close to him. We found that there were two cans of - of beers in his school bag and he was smelling of beer. It's very easy to tell. It's not that we are going to keep an eye of - off you. But would just be careful on taking note of exactly what is happening (inaudible) to put across and (inaudible) not working as a policeman over you but just watching over. Being observant and taking note of what a child says, you can tell a lot of what is happening. For example, one child says (sighs deeply), "Senkhani, Senkhani did this and did that and did that." Then there was a full stop. And she went on to say, "There is something I won't tell you. I only (inaudible) for children."

88. Ss: (Laugh.)
89. T: One is bound to know that there is something funny there, which the child (inaudible.) Right?
90. Ss: (Laugh)
91. T: It's not that it's for children. But it's something that she cannot say in front of the adults. Which means (inaudible) she can't say it's for children. What is it (inaudible)?
92. S₁₅: Why are the youths not allowed to drink alcohol? (Inaudible)
93. Ss: (Laugh)
94. T: Can someone answer him? Why is the youth not allowed to drink and adults are allowed to drink?
95. S₂: (Inaudible)
96. Ss: (Laugh.)
97. T: If adults (inaudible) what about youth? Right? Adults - these are old men and old women who are mature. Thirty, forty, fifty. They get drunk, they become a nuisance. What about boys and girls?
98. Ss: (Inaudible)
99. T: What about young men and young women like Moliehi? Because we think if you are an adult you are supposed to be

mature, behave in a respectable manner which is acceptable to the society. But if adults, all the men, all the women as soon as they have beer uh they become uhm ... wild. Then what about youth who don't have a sense of what the society (inaudible) how I am supposed to behave. The fact that you are youth and they are adults that is the difference. (Inaudible) drink beer even if you drink. We know you drink.

100. Ss: (Laugh.)

101. T: But according to the rules you are not supposed to drink. (To S₂) Go to the next point.

102. S₂: Their needs and ambitions should be taken into consideration and should be solved if possible. Their needs and ambitions should be taken into consideration and be solved.

103. T: How does that help the problem of u-h-m how does that bring the solution to drug abuse and to uh stopping from getting drunk? I am asking the group.

104. S₁₆: Say uh - uh a boy need something like let's say he needs shoes, beautiful shoes...

105. Ss: (Laugh.)

106. S₁₆: ... and then (inaudible) the money of buying those shoes, then he - he becomes depressed and he prefers (inaudible) drugs and make himself forget about that problem to that. Then - that's how (inaudible.) So, if the parent uh... or if the parent does not refuse to give that - the child uh (inaudible) then the child won't be depressed.

107. T: I don't know.

108. Ss: Yes.

109. T: I'm just saying I don't know. My girl went to Durban and the other one was asking for 150,00.

110. Ss: Hm mm.

111. T: (Inaudible) what was given to the one who went to Durban. This is the six year old.

112. Ss: (Laugh)
113. T: (Inaudible) And what was given to the other one I had to give to her. Am I supposed - am I supposed to give whatever they ask for even if I don't have?
114. Ss: (In unison) No.
115. S₂: I think that children should - should be aware that parents are not money machines if they (inaudible.)
116. Ss & T: (Laugh.)
117. S₁₇: Sometimes - Sometimes (inaudible) Sometimes you may find that the youth (inaudible) like uh... if the youth wants to - is interested in music it may sound arrogant to the parent. The fact that the parent has - has paid for the school fees and the child is not going to school uh (.) is not going to use that knowledge of Science and Maths and (.) English and (inaudible.) And that (.) and this will depress the child because his aims are not taken into considerations. And he is being forced to take Maths and accounts and other subjects because uh (.) the parents will say that are better than taking uh (inaudible.)
118. T: Right.
119. S₁₈: (Inaudible) there's anything that (.) that uh that causes a child (.) that causes a child to (inaudible) and I think that the - the child can be (inaudible) can be given uhm... all that he needs (inaudible) to go to class. And please, don't be (inaudible) upon him. He said (inaudible.)
120. Ss: (Laugh.)
121. T: (Inaudible.) Right? If they can afford (.) they should take uhm the children's needs into consideration. (Inaudible) there is need for confidence between parents and children. But they cannot afford. (Inaudible) I cannot afford. When I can afford, I'll consider and buy what the child needs. Right? And the idea of realizing the children's uh (.) what (inaudible) not needs but in terms of careers and things like (inaudible) we find that in

African culture there's really academic (.) uh (.) performance. Even when the child is not really academically gifted. Right? Maybe it's true that we should run away and try to learn children and see what areas they can do best, what they are gifted uh in and try to pursue that. Then that depends on the whole educational curriculum of the nation to cater for children who are not gifted academically but they have other (inaudible.) It doesn't mean that if one is not good at books, he or she (inaudible) the other things that person can do. Right? That's what they - I'm sure the other group is trying to say that parents should promote (.) children's interests. Right? If he or she likes music, but also (inaudible) there should be minimum standard of education for the child. Then if you are to pursue uh your "a" Level interests that's another thing. But there should be hope for that. I'm sure that's what the group is trying to put across. There should be role of flexibility amongst parents in terms of promoting the children's interests.

122. Ss: (Clap.)

123. T: Alright. Sekamotho's group. Just look at the points which are not stars and that's what we are going to talk about. Anybody who can speak up. I want somebody to speak up. If he doesn't speak up then there's no point. We are trying to record the - the lesson. Sekamotho, (inaudible) and go and present. It doesn't matter who (inaudible) and for the purpose of recording.

(Long pause)

GROUP TWO (Sekamotho's group)

124. S₁₉: Parents and the whole community should encourage to join the Blue Cross. They will – okay – to – to join the Blue Cross.

Parents and the whole community should encourage youths to join the Blue Cross.

125. T: What is the Blue Cross?
126. Ss: (Laugh)
127. S₂₀: It's a – it's like Socie – a society. Something like a group of youths who make eh (.) (inaudible) things like that.
128. T: How does this Blue Cross work?
129. S₂₁: How are they going to be encouraged?
130. S₁₉: (Inaudible) and I think it's somehow positive for the youth to join Blue Cross. (Inaudible) They know that it's helpful but because they follow those (inaudible.)
131. S₂₀: Like I said (inaudible) in the sense that uhm (.) the – the – the youths that are there are already making (inaudible.)
132. Ss: How?
133. S₂₀: Uhm (.) by serving the interests of others.
134. Ss: (Laugh.)
135. S₂₂: (Inaudible.)
136. Ss: (Laugh)
137. T: (Inaudible.) That's right. I just want to come in. It's true. Uhm (.) they don't have the same tastes. Right? They are different people. It's only a suggestion. It's one in a million things to do. There are other things - there are other groups too (.) for other things. Once we (inaudible) one, they are out of the street. Right? They're being (inaudible.) Right? They're being (inaudible.) Right? You might help, through that help (inaudible.) There are so many of them. Right? Which are different. (Inaudible) worthwhile to do. Not (inaudible) beer drinking and things like that. I am not saying (inaudible) are good. If they are treated in the way they are supposed to be treated, there's nothing wrong. You can go and enjoy yourself, being with friends, having a drink, uh (.) meeting people of your age and things like that. But not necessarily going for beer

drinking (inaudible.) That's not the idea (.) behind the whole – even a party, you can hold a party where there is no beer or where there are no drugs. There are such parties.

138. Ss: Yes, madam.
139. T: Right? (Inaudible) you are free to bring your own opinion. It doesn't mean that when you go to a party, it has to be a party involving drug and beer drinking. Right?
140. Ss: Yes, madam.
141. T: Actually I find parties with beers very noisy (.) and boring.
142. Ss: Ae.
143. T: It depends on di – on different people and we have different // tastes.
144. Ss: // tastes.
145. T: Right?
146. Ss: Yes, madam.
147. T: I don't (inaudible) we all drink. And remember when people are drunk they behave not the way they normally behave. It is not Mrs Manyame we know. Is this the teacher? It's the time. Right?
148. Ss: Yes, madam.
149. T: And you – sometimes you (inaudible) down because you are not sure whether I am behaving in the manner I should behave. Because you know how I behave normally. Not necessarily that it's – a party has to be – it can have a lot of meat and a lot of drinks, a lot of food and (inaudible.)
150. Ss: (Inaudible.)
151. T: I think we should go on.
152. S₁₉: Other points are (inaudible.)
153. S₈: (Clap)
154. T: (Inaudible.) Is that (inaudible) all?
155. S₁₉: Yes, madam.
156. Ss: (Laugh.)

157. S₁₉: Eh (.) think there should be free education to keep the (.) children af – off the streets.
158. S₂₃: (Inaudible.)
159. S₁₉: "*Metsi a Lihlaba*" will help us.
160. S₂₄: (Inaudible)
161. S₁₉: No. No.
162. T: They (inaudible) to be educated and more intelligent (inaudible) there. But always believe you are educating for the good.
163. S₁₉: (Inaudible)
164. Ss: (Laugh)
165. S₁₉: (Inaudible.)

(End of side one and beginning of side two.)

166. T: (Inaudible) Some people don't go to school because they are (inaudible) are poor. (Inaudible.)

GROUP THREE

167. S₂₅: Eh (.) there should be biblical studies and (.) yah, biblical studies.
168. S₁₃: (Inaudible) and if there are biblical studies you know (inaudible.)
169. T: And (.) can you come again?
170. S₁₃: I think they are already (inaudible) study Bible. But still (inaudible) they are still (inaudible.)
171. Ss: (Inaudible.)
172. T: (Inaudible.)
173. S₁₃: No, Madam.
174. T: Yes. It's true.
175. Ss: (Inaudible)
176. S₂₅: Busy clubs like Scripture Union and music clubs.

177. T: It doesn't matter (inaudible) any body. If there are few members who follow it, fine. It's also a solution (inaudible.) It doesn't mean that you have to change, but those who change are better. Not necessarily that you have to become a christian. Nobody forces you. It's your choice. You have a right to make a choice.
178. S₁₀: If you are talking about things like Scripture Union it's like (.) eh it's the same as Blue Cross. Not everybody will join the Scripture Union. We have a (inaudible)
179. S₁₅: Not only the Scripture but then the busy clubs. We don't have the busy clubs here.
180. S₂₅: No. I said there should be biblical studies and then we should try to uh (.) create clubs (.) like Scripture Union or any other clubs. Say a music club, a Science club.
181. Ss: (Laugh.)
182. S₂₆: It means chi – uh children should be given enough money to // (inaudible)
183. S₁₃: // The thing is you never know when (inaudible.)
184. S₂₅: But then... if you give your child a lot of money the – the – the child will misuse the money.
185. Ss: No.
186. S₁₃: And if you give your child R2,00 when he – he or she is going to school, the other money (inaudible.)
187. Ss: Ae. No.
188. S₂₅: Let me say uhm children should be given enough money. How much is that?
189. S₂₆: (Inaudible.)
190. S₁₃: How much is that?
191. T: Enough (inaudible) needs of the child. Right?
192. Ss: Yes, Madam.
193. T: Everyday your parents know how much you need to school. Right? That's enough.

194. S₂₅: And everyday the parents // (inaudible.)
194. T: // Alright. And it's true. Those are very expensive by the way.
195. Ss: Yes, Madam.
196. T: So much that they need a lot of money for you to be able to keep up with that habit. They are very, very expensive. It's true not here in Lesotho, but when you go to other places it costs you so much and not people can (.) many people can afford that. And it looks like some who have eaten at school are going to eat again.
197. S₂₅: I think we as the youth should avoid irresponsible friends. (Inaudible) this you know.
198. S₂₀: How about if it's their taste?
200. T: Let me come in. We are already old. We are all old. We (inaudible) from what is right. Right? Even when we do wrong, we know we are doing wrong. We know it. There is no (inaudible) about it. Right? And (.) each and every one of us (inaudible) We have a choice. We choose what we do and what not to do. What the school is expecting (inaudible) I make a choice. Right? The administration expects me to do this but I can make a choice to that (.) at the end of the day. Everyday when we live the kind of things we do are the things we want to do. We don't want them, we don't do them We have a choice we have (.) We know what is right and what is wrong. (Inaudible) what is wrong. We know it. Even those people when they murder, they know it's wrong. It's not like they don't know. They know it. Simple and straight forward. The know what is bad, they know what is good. And we make our choice. Whether young or old (.) when you go off late you know you are doing wrong. You are not supposed to do that.
201. Ss: No. No.
202. S₂₅: Their freedom should be restricted to put them under control.

203. Ss: *Hee! Ae.*
204. S₂₇: Children should not be controlled like small creatures.
205. Ss: (Laugh)
206. S₂₅: Yes, Sir. What I am saying is they should be restricted.
207. T: (Inaudible.) It caters for people on the street and they are paid by the government and from the tax payers' money like – just like any other civil servant in Lesotho.
208. S₂₈: (Inaudible.)
209. Ss: (Laugh.) Yah. Yah.
210. T: Let people talk by the order.
211. Ss: (Inaudible.)
212. S₂₈: (Inaudible.)
213. Ss: (Clap.)
214. T: I am just wondering (inaudible) how is the government involvement (inaudible.) These are money making things. Right? And it's adults who are involved. I don't know if youths are involved.
215. Ss: (Inaudible)
216. T: But if it's the way you are finding the source of living and you are providing your needs, I think it's bad. Unless you (inaudible.)
217. S₂₅: The youths should be taught about the disadvantages of drugs - drug usage.
218. T: It could be those concerns about the forum, who said it and where. What she is saying is the youth should be made knowledgeable about the pros and cons of each situation. Which I think it's correct.
219. Ss: (Clap.)
220. T: Right ^ Right now they are dealing with – this is another forum. A classroom discussion whereby we are talking about drugs. Some of you are going to feel something out of it. Right? Some are going to fall in it. It depends on (inaudible.) And some who

are already there might be heading on for disaster. The forum (inaudible) should be available. Who is going to do it? The government, schools, what have you. That's something different. Even churches, they organize such speeches. Right? To talk to the youth. That's good. Just to make (inaudible.) But such information should be made available so that when you choose to be a drug-dealer you know what it is involving. Right? (Inaudible.)

221. Ss: Yes.

222. T: Okay. Next group. (Inaudible.) I told you in time so that when you (inaudible) what you wrote. Makhasane, when they are preparing, Makhasane's group. (Inaudible.)

GROUP FOUR (Makhasane's group)

223. S₂₉: (Inaudible) by the government for the youth who should be found using drugs.

224. Ss: (Laugh)

225. S₂₉: (Inaudible) should be taken into account for youth who should be found using drugs.

226. T: Sorry. I didn't hear that, speak up.

227. S₂₉: Strict and severe measures should be taken if any youths are found using drugs.

(Long pause)

228. Ss: (Inaudible)

229. T: They want to join.

230. Ss: (Inaudible)

231. S₂₉: (Inaudible)

232. Ss: (Laugh)

233. S₂₉: Why don't we get people look at things in the positive side.
(Inaudible.)
234. T: And point of correction. This is to correct not to punish. Right?
And they are counselling, it's not for punishment. It's for
correction. (Inaudible) should be there for correcting people not
to torture them. Alright. Otherwise youth should be taken to ha –
to rehabilitation centres for correctional services so that they
are corrected and maybe learn one or two (inaudible.) Right.
235. Ss: (Inaudible)
236. T: Alright ^ Let's stop there. Right? Hopefully this has made other
people or all of us aware (inaudible) of a discussion.
(Inaudible.)

(End of the lesson.)