Moray House College

The Scottish Centre for Education Overseas

Writing in the Junior Secondary Phase

"Standard V"

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Abstract

This project is about writing in the Junior Secondary phase "Standard V".

Writing is a very important skill in language acquisition, and as such it requires special attention. That is why the first chapter of this project gives the reader a clear picture of the English Language situation in Namibia, a multilingual country, where English used to be considered as a foreign language while Afrikaans, the other foreign language was used as a lingua franca. This situation of the English language changed after independence and has become the main medium of instruction today.

This accounts for the high value we set on the people's consciousness of language, and of English in particular, so that the change to establish English as the medium of instruction can be effected. A map has been provided at the end of the chapter to help the reader understand fully the present status of English in Namibia.

The second chapter deals with Teaching/Learning problems in the country. Indeed, it shows that learning, especially learning to write, is associated with learning in difficult circumstances, where a teacher-centred style of teaching, students relying heavily on the teacher, inflexible/...
...inflexible methodology, rigid syllabus, all act as limitations to methodological options as far as teaching is concerned, and consequently make learning very difficult.

The same chapter provides some relevant suggestions for bringing about a change in the present approach to the teaching of writing.

Chapter three sheds light on the requirements of 'good' writing.

Chapter four proposes ways which can make writing enjoyable for students.

In chapter five we give some activities/tasks suitable for the learners to articulate their participation in the process of learning to write; the procedure attached to the process (pre-writing, writing and the comments about the given task/activities have been exemplified).

The sixth chapter is about the implementation and management of the given material related to the project. It is designed to suggest to the teacher ways which might be helpful in applying the proposed writing techniques.

The final chapter raises the problem of evaluation and suggests some ways of carrying out the evaluation of the project.
This dissertation is dedicated to the memory of my Grandmother ORPA ZAUNA, who passed away in December 1989.

May her soul rest in peace.

In the name of the Father, the Son, and the Holy Spirit,
Amen.
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1.1.2.7 Khoi-san speakers, the ancient tribe who lived in the Kalahari Desert and Cooctfontein area form 3 percent of the population.

Afrikaans, German and English language speakers, the white minority groups, with Afrikaans speakers in the majority, are mostly to be found in Windhoek (the capital city of Namibia).

The local languages stated above have official national status, except Khoi-san. Therefore, it is the case that, in Namibia, every region recognises its own language as the official language. This division was generated by the Bantustanisation policies of developing 'homelands' imposed by South African rule. That is why education in Namibia is complex.

There is more than one education system.
1.2 The Structure of Education

1.2.1 Government Schools

These schools are in the majority as they are supported by the government, and the medium of instruction is Afrikaans. English is taught as a subject from the fourth school year.

1.2.2 Private Schools

Private schools are supported by churches or councils other than the government. These schools have English as their medium of instruction. (E.g. St. George's)

There are also private schools which are half supported by the churches and half by the government, so for these schools English and Afrikaans are taught at the same level. (Dobra College, for example)

1.2.3 White Schools

Only white students were able to attend these schools; black students were not admitted because of the political situation. They had Afrikaans as the medium of instruction and English as a subject in the curriculum.

German schools were also found among these white schools, and they had German as the medium of instruction. Whites received free schooling, compulsory up to the age of sixteen.
### The Place of English in State Schools

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<th>Level</th>
<th>Age</th>
<th>Standard</th>
<th>Language of instruction</th>
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<td>6 - 8</td>
<td>Sub A, B</td>
<td>Mother tongue</td>
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<tr>
<td>Primary</td>
<td>9 - 11</td>
<td>2 - 4</td>
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<td>Mother</td>
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<td>Tongue</td>
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<tr>
<td>Senior</td>
<td>12 - 14</td>
<td>5 - 7</td>
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<td>English</td>
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<td>15 - 17</td>
<td>8 - 10</td>
<td>Afrikaans</td>
<td>English</td>
<td>German</td>
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The above structure concerns only the state schools. However, the northern region schools have already introduced English as the medium of instruction (since 1981) and their arrangements are very varied and not easily tabulated.

But there have already been language changes in Namibian education that will bring the whole country into line with the northern regional schools. There are some political implications resulting from the rapid change from Afrikaans to English as the medium of instruction in schools.
1.3.1 Political Implications of Language Use

As anthropologists say:

"Language is the wheel of culture by which culture is transferred from one generation to another." (Educamus 1989)

It is so important for us to keep our mother tongues on the curriculum and not to sacrifice them, even though they are under-developed, for foreign languages.

It is therefore important that our Namibian languages should be given more importance so that they can be fostered and preserved. There will be a great danger of deterioration in the use of mother tongues if we do not do this. Some politicians argue that keeping mother tongues on the curriculum will affect unity among the different tribes, but fortunately enough, the Namibian Constituent Assembly has agreed on the proposal that the medium of instruction shall be English but nothing in the constitution shall prohibit the use of other languages as the medium of instruction. (The Constituent Assembly [1990])

1.5/...
.../1.5 **Over View as Far as English Language Use is Concerned**

A very small proportion of the population speaks English. They are mainly expatriate employees and members of the international community. The places where English is used as the medium of instruction are at industrial centres, and they contribute very significantly to the improvement of English in Namibia by helping to integrate English into the school curriculum as the medium of instruction.
1.4 THE REPUBLIC OF NAMIBIA

Language and Population Distribution

H - Otjiherero speakers
O - Oshiwambo speakers
N/D - Nama/Damara
C - Caprivi
SE - Setswana
K - Kavango speakers
S - Khoi-san
W - Afrikaans, English, German

1.5 million people
Chapter 2

THE CAUSE OF LEARNING DIFFICULTIES IN THE WRITING CONTEXT

2.1 Learners' Attitudes and Teacher's Reaction

Before typewriters were introduced in Namibia good handwriting was a requirement, especially for pupils who wanted to work in offices. As a result, students did not pay much attention to the meaning of what they produced on paper; their major concern was to write neatly and legibly. Most of their work consisted of copying from the blackboard and their copy books were supposed to be neat.

Spelling was taught and assessed through dictation. In addition to the dictation students had to write compositions using their own words. The teacher was not supposed to give guidance and support. Students had to sit silently and complete their writing and submit their work for marking. Most of their writing was assigned as homework and needed to be done at home.

It was very difficult for students to produce anything that was meaningful and expressed in accurate English. Their copy books were marked full of red ink by the teacher, and that was very discouraging for them. Even when topics were difficult to understand the teacher followed the same procedure, because he did not want to waste his time reading. All he had to do was to draw a red line through the whole passage.
The situation is almost the same today because of a lack of understanding of what is going on in the learner's mind. The approach to teaching writing has improved a little, but there are aspects which need some consideration.

This brings us to the discussion of a number of related problem areas.

2.1.1 Teacher-centred Style of Teaching

As Namibia was not independent teachers were not in a position to bring about changes in the curriculum. because it had been designed in South Africa and imposed upon the Namibian educational context. Textbooks and resources have never been adequate. One teaching style is not enough; bits of different styles relevant, appropriate and effective for the situation are needed. Furthermore, the nature of the existing curriculum does not allow any involvement from the students, so the teacher is forced to make all the decisions without taking into account the students' expectations.

2.1.2 Students Relying Heavily on the Teacher

When implementing these decisions the teacher is not supposed to involve students. All they have to do is to respond as prescribed. The/...
The teacher evaluates the students' work without their involvement. The role of the students therefore is just to obey, respond, perform and follow.

2.1.3 **The Rigid Syllabus**

Although the aim of teaching English in Namibia is communication, the syllabus is very much structural. The present teaching styles and methods in Namibia help to achieve, if anything at all, linguistic competence. Thus, the communication aim is far from being achieved. In order to achieve the aim certain changes would have to be made:

a) The role of the teacher. The teacher would have to abandon his traditional role and involve the learners more in the learning process.

b) Assessment emphasis should be put on the learner's communicative abilities.

c) Co-operation should be encouraged between learners themselves.

(See Appendix A)

2.1.4 **Resources**

Resource availability used to be a problem for many schools in Namibia, especially in rural areas. For instance, students had to share books, share writing tables; there was a lack of copy books, tape recorders and visual teaching aids like television sets and overhead projectors.
In the absence of resources of course the model provided by the teacher assumes greater importance. If the teacher's model is inadequate, then indeed there are difficulties.

2.2 The Dominance of Afrikaans

Afrikaans has been the lingua franca of Namibia for almost a century. As a language of colonialism it excludes the use of other languages throughout the whole country. English, on the other hand, used to be considered as the language of the elite, and people were discouraged from using it. This attitude started to change when people began to regard English as the language of liberation, and a number of people, especially politicians, have been motivated to learn it.

The only obstacle towards the use of English within Namibian society has been a widespread fear of it among individuals. One should notice that on the one hand people have been discouraged from speaking English by the colonisers (white South Africans) and on the other hand English and Mathematics as subjects on the curriculum were regarded as difficult subjects anyway.

Therefore it has been difficult for the students to cope with English from the moment it appears on the timetable.
On top of this difficulty, students' Afrikaans was required to be good enough to allow them to proceed to further studies.

Therefore, it is very pleasing to note that the current move away from Afrikaans will hopefully bring changes in attitudes and the approach to teaching and learning English.

2.3 The Current Approach to Teaching Writing

Writing has been a neglected area. Instead of teaching writing the technique which was used was testing. As said before in this chapter, the teacher-centred style that is practised does not accommodate student characteristics and learning capabilities. Therefore, writing is not made enjoyable for students and needs a lot of change in the ways in which it is taught, learned and assessed. Teachers mark the students' work by searching for possible errors, so that students do not get appropriate guidance during the writing process. We agree with Raimes (V.19: 2 247) that unskilled foreign language learners expect the teachers to correct what they produce. This is their expectation: they themselves have an incomplete and wrongly informed view of what constitutes learning and teaching. At least, though, they expect to make errors which worries them less than first language learners are worried by their errors. It/...
.../It is our belief, therefore, that if we put forward some suggestions based on an understanding of how people learn and of what constitutes the process of writing, we will eventually notice a lot of change.

2.4 Need for Change

The aim in teaching writing is usually only to fulfil the bare minimum of syllabus requirements. There is little concern to develop the competence of the students, to encourage them to write meaningfully and for a purpose. Students should be given opportunities to develop their ideas. Therefore, it is important for the teacher to take into account the four following basic aims of writing:

a) The student has to be able to use the basic mechanical skills of writing, like letter formation; he has to be able to construct sentences in acceptable English (grammar, syntax and vocabulary selection).

b) He has to be able to plan his work, draft it, and rewrite it for final submission.

c) He has to be able to express his ideas in a clearly sequenced and logical way.

d) He has to write for specific audiences and for a purpose, and to enjoy expressing himself in writing.

If we can do these things, our writing lessons will be beneficial for learners and the teacher will notice a satisfactory change. Furthermore/...
.../Furthermore, writing can also become enjoyable for our students if we encourage them to read a lot, because through reading they will develop their vocabulary knowledge which will give them more confidence for writing.
Chapter 3  WRITING 'PROCESS AND PRODUCT'

3.1 Definitions

Writing is the use of graphic symbols to form words, as Byrne (1979:1) says. He also says that it is not as easy as we might assume, because these symbols are to be arranged according to certain conventions in order to form words, and these words have to be arranged to form sentences.

This is not to say that words which are not in sentences do not perform the task of writing, but this is to mean that any writing has to involve the encoding of a message of some kind.

Rivers and Temperley (1978) say that "good writing implies a knowledge of the conventions of the written code."

As it appears from these definitions we can notice that writing is not an easy task; indeed, there are some factors involved which make it difficult to perform.

3.2 Constraints Generated by Writing

Writing is a difficult skill to learn, even in the mother tongue, and in a foreign language it is more difficult. We shall look at problems of writing under the identification of differences between writing and speaking as given by different authors.
Byrne (1979: 2) says that speech is a normal medium of communication since we most readily use the language and get more or less instant feedback.

Writing, on the other hand, is a solitary activity which requires an individual to work alone. It does not involve interaction at the time of production and it does not supply immediate feedback. In speaking, speakers keep the communication going and so it is spontaneous.

"Speech is repetitive. Ungrammatical utterances can be tolerated." (Byrne, 1979)

Writing is not spontaneously learnt as speech is. It is learnt through formal instruction.

Moreover, the reader is not present, so it is very important that we should organise our ideas in such a way that they can be understood by him. It is relatively easy to acquire listening and speaking skills but much more difficult to learn to write.

Writing composition is a major difficulty but it is not the only one. Students face problems like the study of vocabulary, parts of speech, clause analysis, literary devices and styles, analysis of punctuation and so on. Therefore it is vitally important for the teacher to know if his writing lesson will be done to offer a coherent purpose and not simple practical exercises with little purpose. However/...
However, presenting the learners with the appropriate stages required by good writing can help the teacher to enable his pupils to learn productive skill in language easily. Writing can become easy if the learner is trained gradually through the different stages of this productive skill. That is through controlled, guided and free writing. I would also like to come back to each of these stages later because of their importance in the process of the learning of the writing skill.

Another point I would like to make is that learning to write should take into account the classroom teacher for whom the learner is writing as well as for any wider audience. But when it is directed towards a wider audience rather than the teacher, writing becomes more challenging. For example, while dealing with free-writing the learner is often hindered in his performance when he starts to worry about making mistakes. Therefore, when it comes to this type of situation the students need to change their usual way of writing in order to avoid error.

Furthermore, writing comes to be difficult and this difficulty depends on either the type of writing we are dealing with or on the level of the writer as well as on what this writer wants to say.

These constraints on writing have been raised by Pringle and Yalden (1983) when they say that the idea of mental capacity plays a key role as far as the human cognitive process is concerned. Like/...
...Like them, Underwood, M., (1989) in her book 'Teaching Listening', argues that human beings store information in their long-term memory or short-term memory and they only partly make use of it while talking. This applies also to writing.

"Writing brings out differences among individuals. Some people find it very easy and enjoyable while others find it continuously difficult." (Smith, 1982:5)

To understand this I would like to turn now to the process of writing.

3.3 The Process of Writing

Before putting anything on paper one has to gather ideas, discuss them, draft them, select the essential ones and rewrite them again for final submission.

Recent techniques used in teaching writing such as controlled and guided writing are seen as artificial exercises by many people, but they are essential for organising ideas since they are backed up by supported input supplied by the classroom teacher.

The teacher using these stages of guided writing can demonstrate to the learners how to organise ideas while writing. For instance, re-organising jumbled sentences would be guided but the essential part of the activity is organisation.

Institutional writing is defined in White, R (1980) as writing produced in a particular profession such as administration, business, school subjects and so on. Personal/...
...Personal writing concerns friends, parents and relatives. The activities in chapter five will help in understanding these two headings. This will bring us to the point of style in our writing, formality and unity of the theme and topic.

It is fairly certain that from these two variants of writing learners will discover the purpose and meaning of their production. For instance, letters to pen-friends, letters to editors and so on will enable the student to prove his production because writing to strangers is not as easy as writing to someone known.

3.4 Controlled Writing

Exercises in the controlled writing process are to be devised in such a way that pupils make fewer mistakes. At this level of standard five controlled writing is appropriate since our pupils are foreign language learners and need to acquire a lot of language. We can practise different techniques such as joining sentences, forming paragraphs, using substitution tables and so on. Pincas (1986:93) recommends direct imitation from the teacher through models like letters, essay paragraphs, which we will see in chapter five.

3.5 Guided Writing

"Guided writing is a bridging piece of exercise between free and controlled writing." (Pincas, 1986)
In this writing process students are given part guidance and part freedom. The teacher can use different methods to make it meaningful and enjoyable for the students. As Pincas (1986) says, transformation, completion and reproduction are good examples for guided writing. We will see these examples in chapter five as well.

3.6 Free Writing

Traditionally, free writing was the only way of getting the students to write composition, since composition was assigned as homework. As I mentioned in my second chapter, according to the research I did in Scottish secondary schools and according to how many authors view this idea I have realised that free writing has to take place in the classroom. It has to be regarded as a normal classroom activity and not as homework. Students have to get support from the teacher before they start writing. The uncompleted work can be done at home but at least they have to start their work in the classroom.

It is advisable that most of our writing activities have to show communicative effectiveness. That is why I want to touch on that area below.
In general, people, when learning a foreign language, set a high value on the overriding priority of the ability to use the target language communicatively. This clarifies why in any educational context nowadays teaching a foreign language is mostly done using a communicative approach. But in my home situation people still stick to their traditional method of teaching.

That is why I would like to present communicative writing activities in chapter five in order to encourage our learners to take this method of learning a foreign language. To do so, I will propose activities like writing to real friends, penpals and so on. Therefore, I will help them to realise Trim’s statement (1980) which reveals: “For every human act of communication the message is produced by a sender and imposed upon the receiver. Communication is not something that one can do alone.”

Therefore, it is essential that we should create situations that will make our writing, in most cases, communicative.

Rivers and Temperley (1978) indicate ways of improving students’ writing when they talk about students completing application forms in order to make arrangements for travel, concerts, or for competition purposes. In /...
In addition, students have to know how to write letters of complaint, how to give information, how to express themselves in writing poems, rhymes and autobiographical narratives. Therefore, it is important for the teacher to respond positively to his students' work.

3.8 **Teacher's Response to the Students' Writing**

It is important for the teacher to look for the meaning when marking the students' work. The student can fail to understand the topic but it is the teacher's task to find out why the student has done what he or she has done. Another important issue here concerns sensitivity towards audience. It is the teacher's task to make sure that the students take into account the audience they are writing for. So the teacher in such a process can ask questions which may help the learner in his or her writing, to take account of the intended reader. It is also advisable for the teacher to avoid changing the student from what he wants to say to what the teacher is expecting him to say. (Sommers, 1982:150) Moreover, the teacher is expected to praise the students throughout the writing process by making encouraging comments such as: "Well done", "a very good introduction", "a strong discussion on this issue", "excellent", "nice work", etc. Sian/...
.../Sian and Ugwegbu (1988:15) point out that: "If we praise and recognise the child's effort to cope with the demands of life, he will begin to gain confidence and the security he needs for optimum development."
Chapter 4 DEVICES TO MAKE WRITING ENJOYABLE TO STUDENTS

In this chapter we are going to suggest ways and means which we hope will be very helpful to our learners during the composition process.

4.1 Adjusting the Level of Difficulty to the Students' Level

4.1.1 Subject Matter

It is essential for the teacher to grade writing by subject matter. This will make the writing process easier, because the learners would be more involved in it and feel more motivated. As Gausten, quoted by Stern (1983:385) argues: "The motivation of learners initiates and maintains the learning process..."

We can see that if learners are stimulated by a relevant subject they can respond to the task. The current approach in most Namibian classroom situation differs from the proposal in that teachers generally give such subjects as 'My dog' which are more appropriate for lower elementary than for intermediate or advanced students, who would be insulted by being given such a topic. Instead the teacher can choose subjects like 'A letter to your pen-pal' asking him/her for specific information about his/her country. In/...
In doing this, students will relate the writing tasks to real-life issues. In addition, the teacher can present lexical items and structures which might be useful in the writing task.

4.1.2 Presenting Lexical Ideas and Grammar Structures

This does not aim at teaching new language as such but serves as a means of helping learners to cope with reading the text which will be the input of the writing task. Therefore, the teacher would present some key lexical items and grammar structures to be found in the text. Furthermore, he could raise the learner’s consciousness of some words related to the subject, though it would be difficult to predict the right words they will actually use when writing. Therefore, the potential cognitive and linguistic demands placed on learners will determine the choice of subject and the grading of difficulties.

4.1.3 Motivating Students Before They Write

Pupils at standard five have already mastered the elementary mechanics of writing, such as punctuation, handwriting, capitalisation, phrase and sentence construction and discourse creation. Now our major concern is to encourage them to write for a purpose, i.e. in a meaningful way. Among the ways that might help are the nature of the topic, the activities and the choice of materials.
4.1.3.1 **Nature of the Topic**

The chosen topic should be relevant and interesting for the students. In doing so it should relate to what they might do in real life; for example, going out on a trip, playing football, basketball, a party with their friends might engage the students' interest because these are things they might want to do.

4.1.3.2 **The Activities**

Before the actual writing the teacher can introduce the topic by means of class discussion or role play which are realistic activities which bring a social context into the classroom. In addition, they involve learners in interaction.

4.1.3.3 **Choice of Material**

The nature of material used by the teacher can motivate learners to write; for example, pictures, recorded T.V. or radio programmes, short stories, newspaper articles can supplement the usual text book extracts.
4.2.1 Planning

During the planning session students should be divided into groups and group discussions should be encouraged. The teacher's role is that of co-communicator, a resource and monitor. I would agree with Roger (1982) that the teacher should plan what the students are going to do, sit with the groups and give them help with each paragraph if necessary.

The guidance of the teacher would also extend to showing students how to write properly and what to put in one paragraph.

4.2.2 Drafting

As writing is an individual activity, Russo (1983) says each student should attempt to write his first draft at his own speed. The person who corrects this draft has to concentrate on the spelling, sentence constructions, word order and punctuation. After this correction every student has to re-draft his work.

By the way, it would not be harmful for the student to write his work as many times as he needs until he gets it right. As Bright and McGregor (1970:145) point out: "a first draft is something to be read over and worked on."
I would suggest that the teacher has to select the best essays and have them printed in the school magazine if possible, so that the learners have a feeling of achievement which is likely to motivate them.

4.3 The Use of Linking Devices in composition

Here we are going to discuss another aspect which deserves attention for this level of standard five.

I have realised that students fail to use linking devices effectively, so I would like to list some of them as suggested by Pincas (1982: 55 - 60).

4.3.1 References

References consist of pronouns, demonstratives and some adverbs, i.e. 'this', 'likewise', 'similarly', and 'otherwise'.

4.3.2 Conjunctions

Conjunctions are used to show addition, opposition, cause and temporal sequence, i.e. 'yet', 'so', 'furthermore', 'in spite of', 'as a result of', 'after this'.

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4.3.3 Substitutions

We can use substitutes to replace other items such as words or phrases which we do not want to repeat.

i.e. This book is relevant to your course.

Get this book.

Get it.

4.3.4 Lexical Relationship

Words in the same text can be linked to maintain cohesion in the text.

i.e. Repetition: I met her last night; maybe she will recognise me.

Synonym: Vety is a brilliant boy. That bloke will pass.

General word: he brought a table, chairs, a bed.... a lot of furniture.

4.3.5 Ellipsis

Omission of words or phrases needed to complete a construction or meaning from a sentence.

e.g. They didn’t come yesterday. They will soon.

4.3.6 Pattening

Parallel structures can be used to link sentences.

i.e. It is possible that she will succeed and it is equally possible that her plan will fail.
It will be shown in chapter five how these devices are to be taught.

4.4 **Integration of the Four Skills**

Writing is a skill which operates together with the others, i.e. listening, speaking and reading. In real life we listen or speak, read and write. For example, we can reply after reading someone's letter, we listen to a lecture and take notes, we write a summary of a debate after listening to it.

Therefore, classroom activities reflect real-life situations as much as possible, if we mean to encourage learners to write in a meaningful way and for a purpose. Therefore, for the teacher to let his pupils realise that writing is a follow-up activity of what has been learned during the listening or the reading activities, he should plan a sequence of activities as appears in Byrne (1979: 69). Raimes (1985: Vol. 19. 2: 247) confirms the proposal in what she calls 'think aloud' during the composing process, which means putting pupils together and encouraging them to discuss the given topic. So the students listen to each other, talk and write at the same time.

Pre-writing activities are to be practised because they prepare the students for writing through listening, reading and speaking.
Chapter 5 EXEMPLIFICATION

Introduction

The ultimate aim of teaching writing, as mentioned before, is to enable our learners to express their ideas in a communicative way.

In doing so, we expect them to show their feelings and attitudes.

Therefore, it is important for us to create activities which will help our learners to achieve this goal. As our learners are foreign language learners and particularly since the Standard 'V' is a very low level, I would not expect my goal to be reached easily. So it is our belief that patience will bring about gradual effective improvements. This chapter is concerned with what has been discussed in chapters three and four. It aims to show the way the teacher can put these ideas into practice.

It will also be noticed that the teacher is provided with guidelines.

The suggested activities are suitable for improving the writing skill in the Standard 'V' year group.

Some activities will require letter-writing and will sustain motivation as mentioned in chapter three, so that our pre-writing activity should at least consist of listening, or reading, or interpreting pictures.
We will see how effectively these pre-writing activities can be presented.

The other noticeable thing in this chapter is the use of a variety of activities which might show the Standard 'V' teacher that writing has to be taught in different ways to motivate the students.

Some activities will seem to be too personal and they will be determined by the teacher's approach to the students. We believe that these activities would not be harmful if there was a good relationship between the teacher and the target students.

If the teacher tries to examine these activities very carefully before coming to the classroom, his/her confidence will hopefully convince the students and ensure a very good class atmosphere.

Having established the frame in which we expect the teacher to carry out his teaching of writing, we would like now to turn to the appropriate activities relevant to the level of the target pupils, i.e. pupils who are in Standard 'V'.
5. Topic: An important day in my life

Each student writes about an important day in his/her own life.

Pre-writing

The teacher can bring to the class pictures related to an important event in a given person's life. He divides the class into groups of three and leads in the discussion by providing the students with a timetable of what happened to that particular person.
Timetable of important day

Event: Standard Ten exams - result

Date: 23rd December, 1981.

Morning
7.00 a.m. : Got up.
9.00 a.m. : Bus to Augustineum
10.00 a.m. : Met friends, went to notice-board.

Afternoon
12.30 p.m. : Went to cinema.
4.00 p.m. : Went back to notice-board. Saw result - I had passed.

Evening
8.00 p.m. : Had a party.

Pre-writing
The teacher can write out some of these topics on the blackboard as a guide to help students in their groups to write out a timetable more or less like the given example.

- Topics:

1. My mum bought me a bicycle.
2. I spoke on the radio.
3. I passed my std. four exams.
4. I went for the first time to Walvisbay.

One/...
One student can act as a secretary and note down everything they discuss and agree on. The teacher does the monitoring and helps the students who need more help. If the teacher finds satisfaction in what the students are doing he/she can now introduce the writing stage.

Writing

Ask each student to write about an important day in his life.

Firstly, he/she has to say what the date was, then explain what happened. He/she has to express his feelings on that particular day, say whom he/she met and what time the actual event happened, in the morning or afternoon or evening.

The students can use their lists as examples but this time it has to be done in paragraphs - at least three.

Example

Event: **Standard Ten results.**

Monday, the 23rd of December, 1981 was the important day of my life. It was the day I got my standard ten result.

I woke up early on the Monday morning and took the bus to Augustineum Secondary School. I found my friends standing there waiting for the results. We/...
.../We walked together to the notice-board and it was written: "Final Std. 10 results at 3.00 p.m." That meant six hours to wait! I was so excited that I could not eat. My friends tried to persuade me but all in vain.

When we came back to the notice-board at 3.00 p.m. the results were up. I saw my name first and I was very happy: I had passed. No one failed, so we were very happy and organised a party.

Commentary

Before they complete their task for final marking this first draft can be given either to the teacher or to the peer group to correct. Then the student can rewrite his final draft if the teacher is happy with the marking of the first marker.

(Adapted from Jupp, T. C., and Milne, J. 1970)
5.2 Topic: Planning a Journey by Air

Letter Writing

Function: Giving information
Form: Informal letter

Students imagine that they are travelling abroad and need to give information to the person they are going to visit.

Make copies of a written letter (use the given example or the teacher can write another letter, depending on himself).

Pre-writing

Introduce the topic by asking students if they have been abroad. Ask them to suggest guidelines about how a person travels.

Put the students in groups. Hand out the letter and ask them to read it through. Draw their attention to the important information by giving them these questions to reply to.

1. What is Saapi’s address?
2. How does he begin his letter to his Mum?
3. What is the flight number to London?
4. When does the plane arrive in London?
5. What does Saapi say in his last paragraph?
Writing Ask the students to write a letter using some structures from the example. Ask students to write something original if they can.

Example:

P. O. Box 20666,
Windhoek,
9000,
Republic of Namibia,
1 January, 1990.

Dear Mum,

Many thanks for your letter and for your offer to meet me at the airport. Thank you, Mum, for your invitation to stay with you during the hard time which you are having while completing your studies in the U.K.

I will fly on Concorde from Windhoek Airport on Sunday, 7th March. I've always wanted to fly faster than sound. My flight number is SA 250. The Concorde will leave Windhoek at 8.45 p.m. and will arrive in London at 1.05 p.m., local time.

Customs and immigration will probably take about half an hour. I will look out for you in the arrival area.

I am very excited about seeing you again, Mum.

With lots of love,

Your son,

Saapi.
Commentary

This activity is quite communicative in the sense that it will prepare the student to be able to give travel information to someone abroad. It is fascinating because many students are curious to know how people travel abroad. So the teacher can provide examples of documents, i.e. a passport, an air ticket, traveller’s cheques, etc.

(Adapted from Hedge, 1988)
5.3 **Topic**: Thanks Very Much

A letter to a pen pal.

Form: Informal

The students have to choose; they can either write a letter to thank a pen pal for inviting him to come over and visit him, or a letter of invitation to a pen pal.

The teacher has to prepare a recording of this dialogue.

Ruth: Hello, Lucy.
Lucy: Hello, Ruth. Why are you so happy this afternoon?
Ruth: I received a letter from my pen pal in Thailand.
She is inviting me to visit her during the Christmas holidays.
Lucy: That is brilliant! You should not hesitate.
Ruth: How will it happen? I'm afraid Mum and Daddy will not allow me to go.
Lucy: Come on, Ruth, you are joking. I will help you to persuade them. Let us go to them.
Ruth: Mum and Daddy, how do you feel about me going to visit my pen pal in Thailand?
Mum: Oh, who is that? Is it Michi?
Ruth: Yes, Mum, and I have just received a letter from her.
Mum: You are welcome to make an effort to please her. I am sure you will enjoy your time there. Michi sounds a very nice girl.
Lucy/....
.../Lucy: O.K., Ruth. You are happy now, so write soon and send her some pictures of the family. I'm sure she will like them.

Writing

Students listen to the recording and each writes a letter in the form of a heart.

Hello, Michi

3 October

I was very pleased to see your letter. I spoke to my family and they all agree. So I'm now planning to come over there on the mentioned date. Enclosed, find pictures of my family.

See you soon.

Love,

Ruth.

Commentary

It is a free writing activity. Students can write to real pen pals if they have them, and send the letters. If they do not have pen pals it must be a simulated activity.

(Adapted from the Council of Europe, 1988)
5.4 Topic: Anonymous Letters

Pre-writing

Ask students to write a letter individually about a real or imaginary problem. Jumble these letters and distribute them again to the class. Make sure that no-one gets his own letter. Ask the students to reply to this letter giving suggestions as to how to solve the problem.

Writing

Every student can start his writing and consult the teacher if necessary. Stick the anonymous letter to the reply and give it in for marking.

Discuss with the class what type of problems or errors they come across in these letters. Then discuss the content: what kind of impression did the letter give them? Make copies of these letters and provide each group with copies; make sure that all letters appear on the copies.

Examples: Letter

I am worried about being neglected by my father. When he comes home from his job he does not ask me about my school work or how I spent the day. But he talks nicely to my elder sister. What can I do to get my father’s attention?

Reply to the letter.

Dear/...
.../Dear Friend,

   My advice is: when your father comes home from his job, go and talk to him. Ask him questions such as: how did you spend your day?

   Tell him what you did at school. I hope he will start paying attention to you.

Commentary

   This is an example of free writing and at the same time a game. Students will write for fun and enjoy writing.

(Adapted from Pincas, 1982)
5.5 Topic: A School Guide Using Cohesive Devices

In this activity students are practising cohesive devices by combining ideas. They have to design a visitor's guide to their school.

Pre-writing

Each student gets a copy of the task sheet. The teacher divides the students into groups of five. He asks them to think of important things to be included in the school brochure.

The teacher has to write all suggestions on the blackboard.

He asks the students to combine sentences and write the end product on the blackboard.

Writing

Now the students will be working individually but remain in groups; each student has to combine the sentences on the sheet by following the given instructions.

Worksheet

1. C. Huva is a beautiful school.
2. It is four hundred kilometres from Windhoek.
3. The school spreads over 24 hectares of grounds.
   (Combine sentences 1, 2 and 3 beginning with 'Spreading across...')
4. /...
4. The Central Government granted 10 million rand for the project.

5. Local builders began construction in June 1980.

(Combine sentences 4 and 5 beginning with 'After...')

6. Students at C. Heuva are required to take two business studies.

7. One must be business economics and the other one must be accountancy.

(Combine sentences 6 and 7 by using a comma and reducing sentence 7.)

8. The School is equipped with modern cafeteria, classrooms and seminar rooms.

9. It has workshops, gymnasium, but no swimming pool.

(Use a connective of addition to combine sentences 8 and 9.)

Commentary

It is advisable for the teacher to provide students with some brochures as examples. This activity gives an example of how linking devices can be used to show the relationship between sentences and paragraphs.

(Adapted from Jupp, T.C. and Milne, J., 1980)
5.6 Topic: A Statement to the Police

Pre-writing

Ask the students to listen to the recording and note down all the important information they hear in the conversation. They can now discuss in groups of three what they understood from the text. The teacher can monitor the discussions and explain anything they did not understand. He can play the tape over if there is a need for the students to hear it more than once.

Writing

Ask the students to complete as if they were Sekina. Each group is given a copy of the statement. They can only write about the important information.

It is advisable to write the first draft on a piece of paper before they write it neatly on the given material.

Students have to be encouraged to imagine it to be a real event.
Recorded Material

Good afternoon, boys. What is all this about?
Sekina turned round suddenly. He was not expecting anyone
to talk to him in the post office. A policeman was
standing behind him.
Is that your scooter outside?
Yes, it is. Have I parked it in the wrong place?
No, no. It is a bit damaged, isn't it? Have you had an
accident?
Well, yes, but only a very small one.
But what happened?
I was driving to the north and lost Gairloch. I put the
brakes on and tried to stop it.
Did you hurt yourself?
No, not really.
Right, you know what a statement is, don't you?
Yes, I think so.
Try to remember every detail you told me.
Statement made by Sekina Tjitemisa, 18, of Gobabis, in connection with a motor-scooter accident by Omitara, at 3 p.m. 18 July, 1990

I was driving along the road about half a mile north of Omitara when my scooter....

Tjitemisa
S. Tjitemisa

Commentary

This type of writing is beneficial for the teacher as well as the learners. The teacher has less work to mark at home and students themselves learn a lot from friends during the group discussions.

(Adapted from Howatt, A., 1970)
5.7 Topic: My Day’s Work

As the students go out for the next lesson, they can approach anybody, a teacher or any adult they meet, and ask him some questions about his daily programme. They have to write down what is said and keep the notes.

Pre-writing stage

Writing

Ask the students to write down the answers to their questions about the person’s working day and place of work. The teacher can sit with groups and tell them what to put in the first paragraph. He/she can move from one group to another in order to help the poor writers.

Worksheet

Name ...........................................

Place of work/study ..............................

Place ............................................

Number of employees ............................

Function of work place ..........................

Size of work place ..............................

Working hours .................................

Job .............................................

Work begins ...................................

Work breaks .................................

Work finishes ..............................

Arrives home ..............................

Example/...
Example

Name: Undjie, Kavee, Eben, Frieda
Place of work: Augustineum
No. of employees: 800 students,
240 workers
Function of work place: study
Size of work place: 13 wards
Working hours: 6 hours
Job: students
Work begins: 6:45 a.m.
Work finishes: 1:00 p.m.
Arrive home: 1:30 p.m.

The four girls in the picture are studying at Augustineum
Secondary School, one of the best secondary schools in
Windhoek. About 800 students attend this school. The
teaching staff and workers altogether form a number of 240
members. These girls are in standard seven. They arrive
at the school at about quarter to seven every morning.
Their class teacher is Mrs. Rough. They finish school at
one o'clock. They do not go to school on Saturdays and
Sundays.

Commentary

In this activity the teacher creates a discovery
technique. The students have to act as journalists and
interview people, e.g. a staff member. They are therefore
obliged to use questions beginning with who, what, when,
where, why, in order to explore the subject.

(Adapted from Jupp, T.C. and Milne, 1990)
Pre-writing

Divide the class into small groups. Write the topic on the blackboard, i.e. 'Love is...' Ask each student to write a sentence beginning with 'Love is...'

In...
...In groups ask them to form paragraphs from the sentences they have just formed. Make sure that these sentences make sense and are coherent. Sit with the groups and see what they have done.

Writing

Provide each group with the original poem. Ask them to read it through. They have to expand on their poems using some ideas from the hand-out, but encourage them to think a lot and to use their own ideas. They are free to split and each to write his own poem, or remain in a group and produce one poem for the group.

Commentary

This is a creative writing activity. Other approaches to poems can be:

1. Find a title for the poem.
2. Add extra verses to the poem.
3. Filling in of missing words.
4. Sorting out jumbled sentences.

(Adapted from Communication in the Modern Languages Classroom, the Council of Europe, 1988)
Pre-writing

Divide the class into groups of four and provide each group with a picture.

Ask/...
Ask the pupils to discuss what they can see in the picture. They have to write down everything they see. After ten minutes they should report back what they have seen in the picture.

The teacher checks the answers and sees if the children understand what is going on in the picture. If not, a class discussion which will follow will clarify anything that was not understood.

**Writing**

The students have to complete the given passage by filling in the missing words. They can still do it in groups or individually if they want. They can ask each other if they want to. The teacher has to monitor the writing and provide the correct answers.

**Material/**

A old m. -- w-------- along a path in a field.

H. -- h-------- and r-------- a b--------.

Th. ... is c-------- in fr-------- o-------- h--------, but h-------- s--------

s-------- it. H-------- n-------- l-------- k-------- where h-------- go--------.

H-------- w--------ed straight into t-------- c--------! T-------- c--------

-- v-------- sur--------. T-------- o-------- m-------- h-------- dr-------- ed h--------

um-------- and h-------- gl--------. H-------- c-------- t-------- s-------- properly

with-------- h-------- gl--------.

H--------- th--------. 'I h-------- w-------- in-------- a woman. Oh,

d--------ri' H-------- t-------- k-------- o-------- f h-------- h--------. H-------- say--------.

'I am v-------- sorry' to t-------- c--------. T-------- c-------- m-------- e

sur--------.

T-------- o-------- m-------- w-------- k-------- away fr-------- t-------- c--------.

H-------- h-------- p-------- on h-------- gl-------- ag--------. H-------- l-------- k--------

back at t-------- c--------. Now he s-------- s-------- th-------- t-------- a c--------.

H-------- feels v-------- foolish. Th--------- is a l-------- w--------

standing in f-------- t-------- o-------- hi--------. H-------- st-------- l-------- k-------- a-

-------- c--------.

H-------- h-------- w-------- str-------- i-------- t-------- w--------! H--------

h-------- dr-------- h-------- gl-------- ag--------.

H--------- th--------. 'I h-------- w-------- i-------- ano-------- r c--------.'

H--------- becomes v-------- an--------. H--------- beg-------- to hit t--------

w-------- w-------- h-------- um--------. S-------- and h-------- fr--------

a-------- ru-------- aw--------. T-------- o-------- m-------- ru-------- after

the--------.
Material

B...d...o...gentleman w...w...k...al... h...an um...and r...a b...H...h...t...wear gl...bec...h...c...d n...s...pr...ly...out...em.

Th...w...a c...i...f...o...h...w...s...bus...reading h...b...th...h...w...not l...k...wh...h...w...g...g...S...h...bumped right in...t...c...wh...w...v...s... f... T...o...g...h...dr...h...gl...and therefore h...ld...t...ee...erly.

Th...ing th...t...c...w...a wo...h...t...off h...h...and apologised for b...ping in...h...

T...c...w...ev...m...s... 

Commentary

This is a guided exercise in which many students will not face a lot of problems but there will be one or two mistakes. The teacher needs to monitor and assist his/her students.

(Adapted from Taylor, H.J.S., second edition)
Topic: Vesora's Story: Charity Begins at Home

Aim: The aim of the teacher in this activity is to get the students to act as teachers and decide what mark the writer should get out of 20. This is done so that the students can mark the work of someone their own age and see if they can notice the mistakes he made.

The teacher will provide each student with a copy of Vesora's story, which contains some mistakes for the students to correct, and ask each student to give a mark out of 20.

After the first marking, the teacher will ask the pupils what mark they gave, and what they deducted marks for.

The pupils can list all the mistakes they have found and with the teacher they will look for grounds of agreement.

Vesora's Story: Charity Begins at Home

When I was young my Mum use to live me looking after my younger brother and sisters. I was not always very happy because I wanted to went and play with my friends. Anyway it was a good preparation for me because I am now a big boy and know how to dealt with small children whereas my friend Mbanda always fight and harass them.

After...
.../After this first marking, the teacher will ask individuals to modify their marking.

The teacher can now correct the story with the help of the class and write it down on the blackboard.

The teacher can suggest another marking. The pupils have to decide whether it is correct to get a full mark or not.

Students need to look for:
1. Poor punctuation
2. Poor sentence construction
3. Any other errors, e.g. words misspelt, etc.

Vasora's Story (corrected): Charity Begins at Home

When I was a young boy, my Mum used to let me look after my younger brothers and sisters. This did not always mean that I was very happy, because I sometimes wanted to go and play with my friends instead.

However, it was a good preparation for me. I am now a big boy and know how to deal with small boys, whereas my friend, Mbanda, always fights and harasses them.

(Adapted from Forsyth and Gray, 1977)
5.11 Topic: Planning an Argument

Bring the idea of facts and opinion to the students' attention. Make sure that they understand both terms.

Facts are statements which are known to be true, whereas opinions are personal beliefs which may be true or false.

Pre-writing

Present the vocabulary to the students first. Ask volunteers to say what they understand about one of the topics. By doing so the teacher will be trying to illuminate most of the difficult statements to be explained. Divide the class into two groups; I prefer boys against girls.

Ask them to distinguish between facts and opinions. They have to write down the distinction. Ask them to report their findings and to justify them.

Writing

Each group has to write about a selected topic.

They can use the ideas which have already been discussed in class, and expand on them.

The secretary of the group will write and the group members have to read the passage through and see if there are any errors.

The teacher can monitor and help with language.

Topics/...
.../Topics: Which is opinion and which is fact?

1. Poverty is caused by laziness.

2. Intelligence is affected by the environment.

3. The earth revolves round the sun.


5. Materials expand when they are heated.

Commentary

This activity is a bit demanding and needs to be done in the third term.

Well-expressed essays can be published in the school magazine.

(Adapted from Glendinning, E. and Mantell, H., 1983)
5.12 Topic: Looking for a New Job

Integrating Skills

The teacher can make copies of an advertisement from any local newspaper, e.g. the Namibian.

Provide each student with a copy of the advertisement.

1. A.

---

Projects Manager

Arandis Community Enterprises wishes to appoint a Projects Manager to oversee the introduction of small business development into Arandis town.

Ideally, the candidate will understand and have experience of the business environment and be able to assist in identifying projects and encouraging entrepreneurial involvement in the community.

A formal qualification would be an advantage, but the main attribute required is the ability to facilitate small business development in Arandis quickly and successfully.

Appropriate salary and conditions will be available to the right candidate. Applications may be sent to:

Mr. K.G.M. Macrae
Managing Director
Arandis Community Enterprises Ltd.
Private Bag 5005
Swakopmund
Namibia

Pre-writing/...
.../Prewriting

The pre-writing activity can be performed as a role play. The teacher can create a dialogue and ask volunteers to act in front of the class. They can read the dialogue and act as the secretary and the person who is looking for a new job.

1.B. Example:

Secretary: Extension 3, Mr. Macras' secretary, please?
Kayeu: Oh, my name is Kayeu. I'm ringing about that vacancy you advertised in 'The Namibian' newspaper.
Secretary: Which one was that now? Was it the Project Manager?
Kayeu: Yes, that's right.
Secretary: Well, I'm afraid we've already filled that vacancy. I'm very sorry.
Kayeu: Have you? Oh, well, thanks very much. Goodbye.
Secretary: Goodbye.

1.C. Kayeu rings up another secretary who asks her to write. So, the class should complete this letter which Kayeu writes to the Arandis Community Enterprises.

July 1990.

Dear Sir,

I am writing to apply for the post of Manager, which was advertised in 'The Namibian' newspaper.

Now/...
.../Now say: how old you are;
where you are working;
what job you are doing;
whether you have any experience of project managing;
whether you can drive.

My former class teacher at C. Heuva School, Mr. H.P. Karumendu, will send you a reference if you require one.

Yours faithfully,

A. Kayeurirue

Students can sit in small groups, discuss, and write each one letter.

This is the reply which Kayeu got from Mr. Macras.


Dear Ms Kayeurirue,

Thank you for your letter of July 1190. I should like you to come for an interview on Monday, 30 July, at 11.25 a.m. Could you please phone my secretary for confirmation?

Yours sincerely,

K. G. M. Macras
2. B. Kayeu phones the secretary to confirm that she can come to the interview.

A conversation between Kayeu and the secretary. 
As the students have the background information about the previous unit, they should complete this conversation.

3. A. Kayeu is being interviewed by Mr. Macras. Suggest what Kayeu said.

Mr. Macras: Right, Kayeu. Sit down. Now, tell me something about yourself.

Kaye:

Mr. Macras: And how long have you been in your present job?

Kaye:

Mr. Macras: Really? I'm surprised you want to leave, then.

Kaye:

Mr. Macras: Well, I've had a word with Chris Shipanga. But I'd like to speak to your present employers. Is that O.K.?

Kaye:

Mr. Macras: Well, thanks very much for coming along. We will let you know sometime next week.

Kaye:

3. B. /...
.../3. B. Mr. Macras decides to offer Kayeu a job. This is
the letter he wrote.

30 July, 1990

Dear Kayeu,

I am pleased to be able to offer you the job of Project
Manager at a starting salary of R1500 a month. Would you
please confirm that this is acceptable?

Can you also let us know when you will be able to start?

Yours sincerely,

M. Macras.

Students are still in groups. They should now write a
reply, accepting or refusing the job.

4. A. The following week Kayeu meets Claudia, her friend.
Claudia is Mr. Macras' daughter. Kayeu tells her friend
what she has been doing recently.

Make up a conversation between Kayeu and Claudia.

4. B. Kayeu is now in Arandis. Her boyfriend is in Gobabis.
Write a letter which Kayeu would send to Erenfried.

Commentary/...
Commentary

The four skills are being practised in the form of a 'story-line'. We can see that the skills here form a sequence:

Listening -> Listening + Note-taking -> Reading -> Writing.

(Adapted from Byrne and Holden, 1976)
CHAPTER 6

IMPLEMENTATION OF THE GIVEN MATERIAL

6.1 Aim of the Project

The aim of this project is to provide Namibian standard five English language teachers with material which will help them in planning effective writing activities for the target learners. It is obvious that achieving this aim might be difficult, taking into account the prevailing educational situation in Namibia today on the one hand, and, on the other hand, the limitation created by the transition from Afrikaans to English as the medium of instruction. But if our action is taken properly a solution can be found to the problems I have just mentioned. It is to be hoped that this dissertation can bring about the desired innovative changes.

6.1.1 This Project as Innovation

As known, any renewal in education is seen as innovation, and any initiator should anticipate resistance. Therefore, I can predict resistance from my readers, i.e. teachers, students, public readers etc. But/...
...But the objective of this dissertation is not to
design a rigid and strict approach of management and
implementation of the project under consideration but to
suggest ways and means which can lead to the achievement
of my proposal which is producing materials to help in
more effective working activities.

6.2 The Implementation Process

It is always easier to suggest improvements than to
put them in action.

As an assistant teacher and not a teacher trainer, my
aim therefore would not be to teach fellow teachers but to
come up with 'Normative re-educative strategies'.
(Kennedy, C. 11/3, 1987)

This strategy, however, does not require one to impose
changes compulsorily, but it requires a kind of
'collaborative problem-solving approach' as stated by many
innovators. Therefore I would expect all teachers,
including the headteacher, students, and even the
authorities in education, to be flexible towards this
innovation. I would suggest workshops run by the subject
head. These workshops would take place once a week. The
subject head as well as all English language teachers
would have to attend the workshops and actively
participate.
The teachers are welcome to propose ways which they would find more helpful than simply adopting the new techniques proposed here. Blair, R. (1986) points out that "the teacher is not there to follow the textbook only but he/she has to rely on his/her own skill of understanding to produce ways from which the students get most benefit".

As said in chapter five, it is also possible to find resistant students and the teacher has to know how to solve the problems they throw up.

6.2.1 **Resistant Students**

Students may have no interest in the subject, or their discipline is not good. Some may not want to work in groups or pairs.

I would therefore point out that if the teacher happens to come across this type of resistance he/she has to know how to tackle this problem. For example, the teacher has to deal with the problem gradually from the known to the unknown, the less complex to the more difficult. Nolasco, R. and Arthur, L. (40:2:1986) give an example of a Moroccan teacher who took ten weeks to make pair work a routine to his pupils. This is not the case with every class.

The structure shown overleaf, adapted from Nolasco and Arthur (1986:105), will help the teacher to introduce group and pair work gradually.
Table 1: A ten-week plan for introducing students to and training them in the use of pair and group work

<table>
<thead>
<tr>
<th>Week</th>
<th>Aim</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To extend responsibility for initiative and short responses to the learner.</td>
<td>Teacher-controlled open and adjacent pair work on question-and-answer exercises.</td>
</tr>
<tr>
<td>2</td>
<td>Consolidation plus introduction of dialogue exchange in pairs.</td>
<td>Dialogue reading: learner takes one part. Move from Teacher reading A and learners B through open and adjacent pairs to whole class work in closed pairs.</td>
</tr>
<tr>
<td>3</td>
<td>Consolidation plus introduction of learners to the habit of choosing the content of communication in oral work.</td>
<td>Longer read dialogues, followed by the introduction of cue dialogues.</td>
</tr>
<tr>
<td>4</td>
<td>Consolidation plus introduction of the idea of working together in English.</td>
<td>Introduce discourse chains to prompt recall of known dialogues; get learners to work on comprehension exercises in English.</td>
</tr>
<tr>
<td>5</td>
<td>Introduce the idea of guided role play, as well as simple problem solving.</td>
<td>Introduce role cards on the basis of familiar material: a short period in closed pairs; work on problems of grammar.</td>
</tr>
<tr>
<td>6</td>
<td>Consolidation plus introduction of 'information-gap' exercises.</td>
<td>Longer guided role plays: practice in moving quickly into pair work exercises; information gap in which half the class sees the picture; teacher controls questions and answers.</td>
</tr>
<tr>
<td>7</td>
<td>Consolidation and extension.</td>
<td>Information gap similar to (6), but done in closed pairs: jigsaw reading.</td>
</tr>
<tr>
<td>8</td>
<td>Consolidation and extension.</td>
<td>Introduce free role-play activities in pairs, then threes and fours; small group essay preparation for the final stage of guided composition lesson.</td>
</tr>
<tr>
<td>9</td>
<td>Consolidation and extension.</td>
<td>Introduce ranking activities.</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation and extension.</td>
<td>Group preparation of ideas and structure for essay.</td>
</tr>
</tbody>
</table>

Andrian Doff (1988) says the pair work encourages students to share their ideas and knowledge.
Chapter 7

EVALUATION OF THE PROJECT

It is always easier to see somebody else's mistakes than one's own. That is why initiators have to anticipate judgements from readers in order to see how successful their innovation has been. For Alderson (1985: 2) "Evaluation may point out the need for a change and the information gathered may provide ideas about what and how modification should be implemented."

Bearing Alderson's ideas in mind, we think that evaluation in this dissertation is linked to formative evaluation but it does not mean that we are excluding summative evaluation. We say formative because we are expecting the teachers who are going to implement this project to carry out this evaluation through the different tests they will give to their learners. These tests are supposed to be given from time to time while the project is under implementation. The objective of such tests is to find out whether the project suits the level of the target learners on the one hand, and on the other to seek for the improvement of its content and the quality of the language used in it.

Such tests will provide grounds for the teachers to select remedial activities which will enable them to reach the goal attached to the project.

This/...
...This evaluation is formative in the sense that the evaluation sheets provided will accordingly guide the teacher in discovering the ways and means which can turn the project into a source of motivation, inspiration and knowledge for the target learners.

These questionnaires can be sent to the schools where the project is being implemented, and the head teacher with his teaching staff might evaluate it in the light of guidance constituted by the information supplied through the different points raised in the questionnaires.

Finally, this evaluation is summative because it can be carried out through follow-up. Here, what we mean is that an expert on the topic under consideration, that is writing, can go to the schools where the project is being carried out to observe the given teachers committed to its implementation, and through clinical supervision, he can evaluate it, and the objective of this evaluation is to find out the level of attainment as far as teachers' performance as well as students' learning are concerned.

To typify what we have been saying, we propose the following evaluation sheets in order to find out the strengths and weaknesses of the project.
Evaluation sheet No. 1 (overall)

Please remain anonymous if you wish. Some space is provided after each question for more comment if you wish.

1. Did the material meet your needs and expectations?
   Why/why not?
   .................................................................
   .................................................................

2. Did you learn anything from it?
   .................................................................
   .................................................................
   .................................................................

3. Are there any ideas which are not relevant to the target year group?
   .................................................................
   .................................................................
   .................................................................

4. Which ideas do you think need more elaboration?
   .................................................................
   .................................................................
   .................................................................

5. Is the suggested way of implementation realistic?
   .................................................................
   .................................................................
   .................................................................

6. Other comments:
   .................................................................
   .................................................................
   .................................................................
   .................................................................
In order to help us better to understand the tasks and activities contained in this project we would like you to answer the following evaluation question.

Please feel free to express your feeling and opinion, and remain anonymous if you wish.

Space is provided after each statement for further comments.

**Evaluation sheet No. 2**

1. Did you find the given tasks helpful? If not, why?

2. Taking into account your learners' background knowledge do you think the tasks/activities can meet their needs and expectations?

3. Are the ideas conveyed by the tasks/activities encouraging or discouraging as far as learning English is concerned?

4. Express your viewpoints about the clarity of the instructions attached to the activities.

5. How did your learners respond to the activities? Were they willing or reluctant?

6./...
7. What would you say about pair and group work? Did they suit your teaching style? If not, give suggestions.

8. Other comments

It is important for the students to be given at some time evaluation sheets to complete about their peers' writing. For example:

Evaluation sheet No. 3

1. What are the writer's main ideas in this passage? 

2. How many examples does the writer use? What do you think of the given activities/tasks?

3. Does this passage provide you with any new ideas? If yes, comment on them

4. /
... 4. Point out the different misspelt words you encounter in the passage...

5. What is your general impression about the passage?

6. What, according to you, are the positive aspects of this passage?
CONCLUSION

It is our hope that this project will provide relevant ideas to help the implementation of writing in Namibian schools. It provides for one level only, 'Standard V', but even so, the standard (VI) and (VII) teachers can still adapt the given material for their classes provided that they know how. As the language of instruction is going to be English, we believe that the aims and objectives in the syllabus will accordingly be given much attention and thereby generate some changes in the way the language is taught. The suggested activities/tasks can be used according to the syllabus requirement. In so doing, the problem generated by the transition from Afrikaans to English as a medium of instruction will, hopefully, be solved successfully and our concern about wider communication will be fulfilled fruitfully.
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Namibia Std 5, 6 and 7 syllabus National Education


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APPENDIX A

The Syllabus for Second Language O.G.

Standard V to Standard VII.

1 PERSPECTIVES

1(1) This syllabus is concerned with English as a means of communication in our multilingual society.

Pupils whose mother tongue is not English may fall into one or more of the following groups:

those for whom English is a second language because it is used frequently in their social environment;

those for whom English is virtually a foreign language because they have very little contact with it in their daily life; and

those for whom English is a medium of instruction.

It is obvious, then, that pupils' needs and the strategies available to teachers may vary greatly from area to area; but in all cases the English programme must witness to the usefulness of the language, making pupils aware of its importance for their personal, social and intellectual development.

1(2) Language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing, and sometimes of deliberate investigation of the structure of the language. This syllabus is detailed under different headings, but it should be read as encouraging an appropriately integrated and interactive approach to language teaching.

2 AIMS

2(1) Foster a desire to learn English, and to assist pupils to meet the challenge of living in a multilingual society;
help pupils listen with accuracy, sensitivity and eventually with
critical discernment;

help pupils speak fluent and acceptable English confidently and
with an awareness of audience;

guide pupils towards reading with increasing comprehension, enjoy-
ment and discernment;

develop the pupils' ability to write English appropriate to their
purpose; and

promote the pupils' control of English through a knowledge of its
structure and usage.

POLICY AND OBJECTIVES

Teachers must create a climate within which pupils can use English
with interest, purpose and enjoyment.

However language is used, it should be seen in relation to context:
i.e. to purpose, audience and circumstance.

Teachers should use the opportunities which come their way to foster
their pupils' awareness of the many kinds of language and ways of
using them, even though these may not be specified in the syllabus.
Furthermore, they should encourage them to experiment across the
range, correcting them only when their choice or use of language is
inappropriate.

It is only for convenience that the objectives which follow are
listed under oral, oral, reading and writing. Teachers are encouraged
to design activities in which they work towards realising several
objectives, perhaps from different sections, at the same time.
Throughout the junior secondary course considerable stress is laid on an ability to understand the native speaker of English and to speak the language so that communication is effective.

The **minimum objectives** of aural work are that pupils should be able to -

(a) distinguish between words which sound similar in fluent spoken English;

(b) follow instructions, commands and requests so as to be able to carry them out;

(c) recognise the way in which the voice is used (e.g. stress, intonation, pause) to express subtleties of meaning;

(d) recognise how speakers, or people reading aloud, are -

   • introducing or developing an idea;

   • emphasizing a point;

   • illustrating a point;

   • changing a line of thought; or

   • drawing a conclusion;

(e) listen to oral presentations (e.g. lessons, talks, newscasts, interviews), so as to be able to distinguish main ideas, arguments and facts, and so as to take notes;

(f) follow the argument in conversations, small group discussions and debates, so as to be able to participate in them;
(g) recognise different social situations and relationships suggested by different choices of words, idiom and register.

3(2) Oral

Oral and aural work must be closely integrated. Accordingly, oral work should include exercises arising from aural activities.

The minimum objectives of oral work are that pupils should be able to:

(a) speak English at an appropriate level of fluency, articulating and pronouncing words in an acceptable manner;

(b) read a text aloud, accurately, and with appropriate use of pause, stress and phrasing to convey meaning;

(c) speak English in ways appropriate to circumstance and situation, especially by apt organisation and choice of words, idiom, register and intonation enabling the pupil to use the language in:

(i) basic social interaction with people of differing ages and rank, by:

- initiating, conducting and closing conversations;

- greeting and responding to greetings;

- introducing someone and responding to being introduced;

- paying and responding to compliments;

- apologising;

- offering congratulations;

- expressing sympathy;

- giving instructions;
reacting to requests for information;

commenting informally on matters of common interest;

and

asking for help, information, directions;

(ii) **participating in discussion and debate by**

- presenting or challenging a point of view;
- disagreeing politely;
- arguing a point clearly; and
- asking questions to resolve uncertainty or clarify an issue;

(iii) **presenting short talks clearly and coherently**; and

(iv) **dramatization and role-playing**; and

(d) appreciate the function of tone, attitude and body-language in verbal communication.

3(3) **Reading**

The importance of reading is reaffirmed. Unless pupils have both a desire to read (reading for enjoyment and information) and the ability to do so (reading skills), they will not be able to cope adequately in the classroom, nor will they later be able to use to the full the many opportunities for career advancement in a literate society.

(a) The **minimum objective** of reading is that pupils should be able to comprehend and enjoy a variety of texts. They should be able to

(i) use an English dictionary to find the appropriate meaning of words encountered in their reading:
(ii) see the function, in books, newspapers and journals, of -

• title and contents pages;

• an index;

• chapter and paragraph heading;

• indentation, italics and bold print; and

• footnotes;

(iii) respond to the features which show that a writer is -

• introducing or developing an idea;

• emphasizing a point;

• illustrating a point;

• changing a line of thought; and

• drawing a conclusion;

(iv) distinguish -

• main points from supporting arguments; and

• statements from examples;

(v) skim a text to get the gist of it;

(vi) scan a text to extract information on a particular topic;

(vii) distinguish between fact and opinion, and factual and emotive language;
(viii) distinguish between and respond to, literal and figurative language;

(ix) infer meaning expressed through implication and figurative language;

(x) recognise techniques of persuasion, especially in the mass media;

(xi) recognise the differences in the demands made on them by the style and organization of the texts they have to read (e.g. short stories, poems, advertisements, text books, cartoons, diagrams, application forms);

(xii) respond to and appreciate the texts in the reading programme; and

(xiii) follow and extend their individual interests by reading a variety of texts of their own choice.

(b) Reading programme

In addition to the encouragement of private reading by pupils (cf. 3(3)(a)(xiii) above), teachers should actively support this process by providing many opportunities for discussion of books read by pupils in a teacher-assisted private reading programme.

The following prescribed reading programme must also be implemented in each year of the course:

(1) **Standard 5**

Section 1: 10 poems or 200 lines of poetry

Section 2: A novel

and/or
Section 3: A minimum of five short stories

or

A minimum of two one-act plays

(11) Standard 6

Section 1: 10 poems or 200 lines of poetry

Section 2: A novel

and/or

Section 3: A minimum of five short stories

or

A minimum of two one-act plays

(111) Standard 7

Section 1: 12 poems or 200 lines of poetry

Section 2: A novel

and/or

Section 3: A minimum of six short stories

or

A minimum of three one-act plays (or one three-act play)
(c) Silent reading

Wherever possible, time should be allocated daily to uninterrupted silent reading throughout the school. This time should be obtained equally from all subjects. The material should be of the pupils’ own choice; should preferably be fiction; and may be either English or Afrikaans. The co-operation of the principal and of teachers of other subjects must be sought.

34) Writing

The minimum objectives of written work are that pupils should be able to:

(a) punctuate skilfully and consistently in order to clarify meaning and pupils should know how and for what purposes to use –

- the full stop;
- the comma;
- the colon;
- quotation marks;
- the exclamation mark;
- the question mark;
- the apostrophe; and
- brackets;

(b) express themselves competently in the writing of diaries, informal letters, dialogue, descriptive and narrative composition;
(c) express themselves in a formally ordered way as required in a
given context for a specific purpose and audience, with due
attention to -

* choice of word and idiom;

* sentence construction: variation in sentence length and
structure;

* interpretation of a topic;

* basic methods of developing an argument (topic sentences and
paragraphing, linking words and phrases);

* other persuasive (rhetorical) techniques; and

* methods of drawing the writing to a close;

(d) apply the conventions appropriate to -

* telegrams;

* notices; and

* simple formal letters; and

(e) plan, draft, revise their work.

NOTE:

Oral and aural work and reading are beneficial to writing.

3(5) Language structures and usage

This syllabus is concerned with developing the pupils' communicative
competence. Accordingly, all parts of it involve the study of language.
An over-formal/non-functional programme of work on language structures
and usage is neither required nor appropriate; but teachers should be
alert to the needs of individual pupils in regard to -
(a) the functional use of

- parts of speech/word classes;
- tense;
- concord;
- mood;
- voice (active and passive);
- direct and reported speech;
- words;
- word order;
- forms of negation;
- forms of emphasis;
- interrogative forms;
- parts of a sentence; and
- punctuation; and

(b) knowledge of word formation and spelling.

4

ASSESSMENT

4(1) All tests and examinations must be designed to assess how far the stated objectives of the course have been attained.
(a) Aural and oral work:

(i) responding to what has been read and heard

(ii) proficiency in understanding and speaking English

(iii) reading aloud (prepared and unprepared)

(b) Reading and written work:

(i) descriptive or narrative composition

(ii) dialogue

(iii) writing for a specific purpose, e.g. informal letters [see 3(4)(b)]

(iv) specific skills, e.g. spelling, punctuation, paragraphing

(v) comprehension of works in the reading programme

(vi) comprehension of non-literary texts

4(7) Teachers are encouraged to adopt an integrative approach to evaluation.

5 MARK ALLOCATION

NOTE:

Where a range of marks is allowed for any component, the range is indicated in brackets, and in respect of internal assessment education authorities may decide which option is to be followed in their schools; provided that the mark allocation shown below, shall apply in partially external assessment.