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WRITING PRACTICES IN ADDITIONAL LANGUAGES IN GRADE 7 CLASSES IN THE EASTERN CAPE PROVINCE

Monica Hendricks

APPENDICES

A thesis submitted to the Faculty of Humanities, University of the Witwatersrand, Johannesburg, in fulfilment of the academic requirements of the degree of Doctor of Philosophy

Grahamstown, 2005

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Appendix 1: Information sheet for teachers, learners and parents

LANGUAGE LEARNING RESEARCH PROJECT

Information sheet

I, Monica Hendricks, am on study leave from Rhodes University, Education Department. At present I am a full-time doctoral student at the University of the Witwatersrand engaged in research into language learning at four primary schools in the Grahamstown district of the Eastern Cape. The purpose of my study is to explore several related questions. Firstly, my interest is to investigate the extent to which schooling is developing multilingual learners. Secondly, to measure children's written competence in different additional languages when they are taught as subjects, and used as media of instruction. Thirdly, to explore whether a policy of children's home language as medium with English as a subject, or English as subject and medium, would be more beneficial to children's learning in the early years of schooling.

My sample consists of Grade Seven Afrikaans, English and isiXhosa classes at four primary schools. Two of the schools are dual Afrikaans- and English-medium schools and two are English-medium. I intend photocopying the writing in isiXhosa of Afrikaans- and English-speaking learners, and the writing in Afrikaans and English of isiXhosa-speaking learners. I will also ask teachers and parents to complete questionnaires to find out about their language backgrounds. At a later stage I may need to observe and tape Grade Seven Afrikaans, English or isiXhosa classroom interaction for four weeks.

Your participation is entirely voluntary, and you may withdraw from the project at any point. In carrying out the research I promise to acknowledge the help of those who participate, respect their confidentiality and guarantee their anonymity.

Through the research, I will write a doctoral thesis and various conference papers. I undertake to provide the teachers concerned with a copy of chapters of the thesis as work in progress so that they can check the accuracy

of the information. I will also provide each school with a copy of the completed thesis for its own record.

Consent form for parents and Grade 7 learners

We, ……., the parent/guardian and, ……, the Grade 7 learner, understand the research project and are willing to participate in the research. In the course of the study the learner's classroom writing will be photocopied. In addition, Afrikaans, English and isiXhosa lessons may be observed and taped, and selected lessons transcribed. As a parent I am willing to complete a questionnaire about our family language background.

As researcher, I, Monica Hendricks, agree to respect your confidentiality and to protect your anonymity, as well as that of the school. I respect that your participation is entirely voluntary and that as willing participants you (parents or a learner) can withdraw from the process at any stage. I will acknowledge the participants in my thesis and in any report or paper that I write.

Signatures

Parent/Guardian: ……

Parent/Guardian: ……

Grade 7 learner: ……

Date: ……

IPROJEKTHI YOPHANDO YOKUFUNDWA KOLWIMI

Iphepha elinika ulwazi

Mna, Monica Hendricks, ovela kwiyunivesithi yaseRhodes, kwisebe lezemfundo, ndikwiholide yokufunda. Ngalo mzuzu ndingumfundi opheleleyo wesidanga sobugqirha kwiyunivesithi yaseWitwatersrand oxakeke luphando lokufundwa kolwimi kwizikolo ezine zamabanga aphantsi kwisithili saseRhini kwingingqi yeMpuma-Koloni. Injongo yam ngesi sifundo kukuhlola imibuzo emininzi eyeleleneyo. Okokuqala umdla wam kukuphanda ubuchule babantwana ukubhala ngeelwimi ezongeziweyo ezingazalaniyo xa zifundiswa njengezifundo zisetyenziswa nanjengolwimi lokufundisa. Okwesibini, ingaba yeyiphi indlela eya kubugcisa besiNgesi eya kulungisa ukufunda kwabantwana kwiminyaka yabo yokuqala yesikolo - besebenzisa isiNgesi njengesifundo nanjengolwimi lokufunda, okanye ukusebenzisa isiNgesi njengesifundo ze ulwimi lwenkobe lube lulwimi lokufunda? Okwesithathu, ingaba iminyaka yomntwana ekuqaleni kokufundiswa ikuchaphazela njani ukufundiswa kolwimi olongezelelweyo?

Isampulu yam iqulathe IsiNgesi nesiXhosa sebanga lesihlanu (Grade 7) kwizikolo ezine zamabanga aphantsi. Ezibini zizikolo ezifundisa ngolwimi lwesiBhulu, lo gama ezinye ezibini izizikolo ezifundisa ngolwimi lwesiNgesi. Ndingathanda ukumema ootitshala besiNgesi nabesiXhosa bebanga lesihlanu (Grade 7), ngokunjalo neeklasi zabo,bathathe inxaxheba kwisifundo sam ngokundivumela ndijonge ndirekhodisha intsebenziswano kwigumbi lokufundela. Ukulungiselela iinjongo zophando lwam, ndingathanda nokwenza isikhutshelo esifotiweyo sokubhaliweyo (photocopy) kwesiBhulu ngesiXhosa ngabafundi abantetho isisiBhulu nesiNgesi, nokubhaliweyo kwesiNgesi ngabafundi abantetho isisiXhosa. Ndizimisele ukubhala phantsi ukubhala kwabafundi abantetho isisiXhosa kwizifundo zesiNgesi nokwabantetho isisiBhulu kwizifundo zesiXhosa. Ndiya kunika kananjalo ootitshala nabazali iphepha lemibuzo ukufumanisa malunga nemvelaphi yolwimi lwabo.

Ukuthatha inxaxheba kukuwe, yaye ungarhoxa kwiprojekthi nangawuphi na umzuzu. Ngokwenza olu phando sithembisa ukubulela uncedo lwabo bathabatha inxaxheba sinike imbeko kananjalo ngokuthi sigcine imfihlo yabo.

Kwisiseko sophando, ndiza kubhala ithesis yobugqirha namaphepha amaninzi eenkomfa. Ndizimisele ukunika ootitshala ababandakanyekayo iikopi zezahluko zethesis njengomsebenzi oqhubekayo ukuze bacacelwe, yaye ndiya kunika isikolo ngasinye ikopi egqityiweyo yethesis ukulungiselela iingxelo zabo.

Ifomu yemvume yabazali nabafundi bebanga lesihlanu (Grade 7)

Thina, ..., mzali / mmeli kunye ....., mfundi webanga lesihlanu, siyawuqonda umsebenzi wophando yaye siyavuma ukuba umfundi unako ukuthabatha inxaxheba kuphando yaye ukubhala kwakhe eklasini kungabhalwa phantsi njengenxalenye yeprojekthi yokusetyenziswa kolwimi eklasini. Ekuqhubekeni phambili kweprojekthi, izifundo zesiNgesi nezesiXhosa ziya kuqwalaselwa zirekhodishwe, nezifundo ezikhethiweyo zikhutshelwe. Njengomzali ndiyavuma ukuzalisa iphepha lemibuzo ngemvelaphi yolwimi lwakuthi.

Njengomphandi, mna, Monica Hendricks, ndiyavuma ukukhusela ukungaziwa kwabafundi, ngokunjalo nokwesikolo. Kuvumelekile ukuba abathathi-nxaxheba bangarhoxa nangawuphi na umzuzu. Ndiya kubabulela abathathi-nxaxheba kwithesis yam ngokunjalo nakweyiphi na ingxelo okanye iphepha endiya kulibhala.

Imisayino:
Umzali/Ummeli:.....
Umfundi webanga lesihlanu:.....
Umhla: .....

NAVORSINGSPROJEK OOR DIE AANLEER VAN TALE

Inligtingsblad

Ek, Monica Hendricks, is in diens van die Universiteit Rhodes se Opvoedkundedepartement en is tans met studieverlof. As ’n voltydse doktorale student aan die Universiteit van die Witwatersrand is ek tans besig met navorsing oor die aanleer van tale by vier primêre skole in die Grahamstad-distrik van die Oos-Kaap. Die doel van my navorsing is om ’n aantal verbandhoudende vrae te ondersoek. In die eerste plek beoog ek om kinders se skryfvaardigheid in verskillende addisionele tale wat as skoolvakke onderrig word en as onderrigmedium gebruik word, te ondersoek. Tweedens wil ek bepaal watter benadering tot die aanleer van Engels kinders se leervermoë in die vroeë skooljare sal optimaliseer – om Engels as ’n skoolvak sowel as ’n onderrigmedium te hê, of om Engels slegs as skoolvak te hê en die kinders se huistaal as onderrigmedium te gebruik. Derdens wil ek bepaal hoe ’n kind se ouderdom aan die begin van taalonderrig op skool die aanleer van ’n addisionele taal beïnvloed.

In my steekproef gebruik ek Graad Sewe-klasse in Engels en isiXhosa aan vier primêre skole. Twee van die skole is Afrikaans-medium, terwyl die ander twee Engels-medium is. Ek wil graag met Engels en isiXhosa klasse in Graad Sewe werk om interaksie in die klaskamer waar te neem en bandopnames daarvan te maak. My navorsing behels die waarneem van klaskamer-interaksie oor ’n tydperk van vier weke tydens lesse in Engels en isiXhosa in Graad Sewe. Ek beoog ook om Afrikaans- en Engelssprekende leerlinge se skryfwerk in isiXhosa, sowel as isiXhosa-sprekende leerlinge se skryfwerk in Engels te fotokopieer. Ek sal ook aan die onderwysers en ouers vraelyste uitdeel om inligting oor hulle taalagtergrond te bekom.

U deelname is heeltemal vrywillig, en u kan u te eniger tyd van die projek onttrek. In die uitvoer van die navorsing onderneem ek om die hulp van die deelnemers te erken en om hulle vertroulikheid te eerbiedig.

Verklaring van etiek

As die navorser bevestig ek hiermee ons onderlinge verstandhouding en ooreenkoms aangaande my navorsingsprojek oor taalbeleid en -praktyk.

...…… (Hoof van ……..)

stem in om belanghebbende persone in die skoolgemeenskap toe te laat om aan hierdie navorsingsprojek aangaande taalbeleid en -praktyk in Graad 7 deel te neem. Die navorser mag skoolaktiwiteite waarneem, onderhoude voer, en leerlinge se skryfwerk met die toestemming van hul ouers fotostateer.

Handtekeninge:

Skoolhoof: ……..Datum:……

Navorser: ……Datum: ……..

Appendix 2: Questionnaire for parents and learners

HOME LANGUAGE PRACTICES (to be completed by parents/guardians)

1. What is the home language? …….

2. What other languages are spoken in the home? ……

……

3. Are you the **parent** or **guardian** of the school learner? (Please circle one)

4. Are you employed? Yes/No If yes, what is your occupation?…….

5. What languages are used for social activities?

ACTIVITY	**LANGUAGE**
Church/Prayer	
Traditional Events: e.g. Weddings Funerals Initiation ceremonies	
Relaxation times (e.g. playing games)	
Mealtimes	
Sporting activities	
Any other	

6. Please indicate with Y (for yes) or N (for no) whether you do the following, and what language(s) you prefer when you:
(a) watch TV …….

(b) listen to the radio …….

(c) use a computer …….

(d) read: newspapers …….

magazines …….

books …….

Appendix 3: Questionnaire for teachers

LANGUAGE LEARNING RESEARCH PROJECT
GENERAL QUESTIONNAIRE ON LANGUAGE USE IN SCHOOL

TEACHER IDENTIFICATION: ……

SECTION A: Teacher Profile

1. Which classes do you teach? Please state grade levels and learning areas

……

……

2. For how many years have you been teaching? ……

3. What are your professional qualifications? ……

4. Have you attended any in-service courses within the past five years? If yes, please explain? ……

……

5. What languages do your learners speak? (If you are not sure, could you please do a quick survey?) ……

……

6. What language(s) do you use as medium of instruction/language of learning and teaching, and for which classes? ……

……

……

7. What is your home/first language? ……

8. What other languages do you know/speak?……

……

SECTION B: Resources and classroom environment

1. Please briefly describe your seating arrangement in your classroom, and the reasons you have chosen for this arrangement?……

……

……

2. What language(s) are reflected in the materials that you use to support your everyday lessons? Please elaborate briefly. ……

……

3. What languages are reflected in the charts and teaching materials that are used for displays in your classroom?…….

……

4. If you keep magazines in your classroom, what are some of the titles, and what languages do they use?……..

……

5. If you have a book corner, what language(s) are the books printed in? ……

……

6. If you have a school library, what languages are represented in the books there? (Can you give some sense of the proportions for different languages?)…….

……

……

7. Have your textbooks changed over the past few years? If so, can you explain what some of the considerations have been in making the changes?……

……

……

8. Are there any differences in the language of the textbooks you now use? How so?……..

……

……

9. If you use work sheets, have these altered in any way due to curriculum change or for any other reason? If so, can you explain how and why? ……

……

……

……

10. Has the home language of the learners been a consideration in changing your work sheets? Please explain. ……

……

……

……

SECTION C: Teacher to Learner Language

1. In which language(s) are teaching/learning instruction given in your classroom?

……

……

……..

2. Are there any rules concerning the learners' use of language(s) in your classroom? If so, please explain. ……

……

……

3. How do you experience teaching in the language of learning and teaching (medium of instruction) in your school? ……

……

……

……

4. In formal classroom teaching, do you use any other language that you know, other than the LOLT/MOI, to help learners understand difficult concepts? Please explain. ……

……

……

……

5. In an informal situation, before or after school, do you use language(s) other than the LOLT/MOI? Please explain. ……

……

……

……

6. Do you ever find it necessary to code-switch (switch into another language) in your lessons? If so, when does this occur, and why? …….

……

……

7. Is there any language support for learners who are not proficient in the LOLT/MOI? Please explain. …….

……

……

……

8. What techniques and strategies do you use to ensure that learners understand what you are teaching? ……..

……

……

……

9. In many schools, there now are learners with different racial and linguistic backgrounds. How has this affected you as a teacher? …….

……

……

……

SECTION D: Learner to Learner Language

1. What language(s) do the learners use during a lesson when answering or asking each other questions? ……

……

……

2. During groupwork for (i) discussion ……

(ii) report back ……..

3. What language(s) are used when learners explain a concept to each other?

……

……

4. What language(s) do learners use during break time in the playground? …….

……

……

5. Are there restrictions as to what language is spoken in the playground? Please explain. ……..

……

……

……

6. What language(s) do the learners use during sporting or cultural activities? (Please indicate language and kind of activity, e.g. rugby, netball, choir, etc.)

……

……

……

……

7. What language(s) do learners use during assembly if they have to make announcements? ……..

……

……

SECTION E: Learner to Teacher Language

1. What language(s) are used when a learner is asking or answering a teacher during a lesson? ……..

……

……

……

2. What language(s) do learners use when they ask a teacher for clarification while doing a task? ……..

……

……

3. What language(s) do the learners use to communicate with the teacher during sporting or cultural activities? (Please state type of activity.) ……

……

……

SECTION F: Teacher to Parent/ Parent to Teacher

1. What language(s) are used during parent-teacher interviews? ……

……

……

2. What language(s) are used in letters, circulars and responses that are sent to parents? ……

……

……

3. What language(s) are used when parents and teachers communicate over the telephone? ……

……

……

Thank you for filling in this questionnaire.

Monica Hendricks

Table 6.1: Amount and kind of Afrikaans writing at St Katherine's, mid-February to mid-March 2003 (4 weeks)

Grammar exercises	Spelling list, 15 Afr. words with Eng. translations (contr)	Correction of own grammar errors in Comprehension 1 (copied)	Correction of own grammar errors in self- description 4 sentences (indep)	Punctuation (capitals, full stops, commas) 10 sentences (contr)	Spelling rules for ^, -, ë 21 words (contr)	Spelling test, earlier list 15 words (contr)
Comprehension exercises	Comprehension. 1: Naming practices 2 words (contr) 4 sentences (guided)					
Extended texts	Self-description (guided)					

Appendix 5: Comprehension passage and worksheet in Afrikaans, St Katherine's

Table 6.2: Amount and kind of English writing at St Katherine's, Jan-June 2003 (19 weeks)

Grammar exercises	Vocabulary 22 words (contr)	Vocabulary 35 words (contr)	Vocabulary, synonyms for 'happiness' 24 words (indep)	Vocabulary, replace 'got' and 'nice' 5 words (contr)	Vocabulary, dictionary extract 7 sentences (contr)	Vocabulary replace 'go' 14 sentences (contr)	Punctuation (exclamation marks) 11 sentences (contr)	Vocabulary replacing nonsense words in Jabberwocky 13 words (indep)	Simile and metaphor 2 sentences (guided)
Comprehension exercises	Compr. 1 (Romeo + Juliet) 12 sentences (indep)	Compr. 2 (Punctuation) 4 sentences (indep)	Compr. 3 (Monsoon) 8 sentences 4 words (indep)	Compr. 4 (Mafutu + the snake) 10 sentences (indep)	Compr. 5 (2 ways of seeing) 10 sentences (indep)	Compr. 6 (The king) 4 sentences 11 words (indep)			
Extended texts	Response to photo 11 sentences (indep)	Poem on colour 5 lines (guided)	Love poem 9 lines (guided)	Autobiography 17 sentences (indep)	Poem on lion 11 lines (indep)				

Appendix 7: Comprehension passage and questions in English, St Katherine's

Table 6.3: Amount and kind of isiXhosa writing at St Katherine's, mid-February to mid-March 2003 (4 weeks)

Grammar exercises	Vocabulary, Sing + Plural 10 words (IsiX-Eng) (contr)	Imperative Plural 10 words (IsiX-Eng) (contr)	Imperative Sing + Plural 8, 10, 5 sent-ences (IsiX) (guided)	Imperative Sing + Plural 10 sentences (IsiX-Eng) (guided)	Imperatives, positive + negative, sing + plural 10 sentences (IsiX) (guided)	Statements, pres. tense 10, 10, 10 sentences (IsiX-Eng) (guided)	Combined ex. on imperatives, questions + statements 10, 10 sentences (IsiX-Eng) (guided)
Comprehension exercises							
Extended texts							

Appendix 9: Ms Relly's frame to guide learners' autobiography in Afrikaans, St Katherine's

Appendix 10: Carol's Afrikaans text translation and analysis

Translation of Carol's self-description

Ek het lang bruin hare en my oë is groen. Ek is lang en ek het bruin vel. My oore is deurgesteek. Ek het een broer, sy naam is Brett. My ma se naam is Denise en my pa se naam is Carey.	*I have long brown hair and my eyes are green. I am tall and I have brown skin. I have pierced ears. I have one brother, his name is Brett. My mother's name is Denise and my dad's name is Carey.*
My skool se naam is St Katherine's. Alles by hierdie skool is mooi. Ek hou van die kinders, want hulle is goedhartig. Ek hou van die geboue want hulle herinner my aan die oudae. Die tuine is baie interessant.	*My school is St Katherine's. Everything at the school is pretty. I like the children because they are good-hearted. I like the buildings because they remind me of the old days. The gardens are very interesting.*
My beste vakansie was toe ek en my gesin Kruger Park toe gegaan het. Dit was my beste want ek het al die diere gesien.	*My best holiday was when my family went to the Kruger Park. That was my best because I saw all the animals.*
Ek het vyf troeteldiere. Ek het drie honde en twee katte. My beste troeteldier is my kat, Oscar, want hy lê op my bed in die nag en hy is grys.	*I have five pets. I have three dogs and two cats. My favourite pet is my cat, Oscar, because he lies on my bed at night and he is grey.*
As iemand vir my R100 gee, ek sal die uitgee op versinsels[1] want ek hou van versinsels. Ek dit kollekte.	*If anyone gave me R100, I would spend it on decorations because I like decorations. I collect it.*
My geliefkoosde TV program is 'Days of our Lives' en 'The Bold and the Beautiful'. Ek hou van komedie. Ek hou nie van 'Dragonbulzee' nie want dit is 'n handeling[2] program. Ek hou van adventuur en liefdesverhale boeke. Ek hou van hierdie boeke want hulle is interessant.	*My favourite TV programme is 'Days of our Lives' and 'The Bold and the Beautiful'. I like comedy. I don't like 'Dragonballzee' because it is a violent programme. I like adventure and love story books. I like these books because they are interesting.*
My geliefkoosde kos is pizza, hamburgers en aartappelskyfies. My beste sport is hokkie, muurbal, swem en tennis. Ek hou van pienk. My geliefkoosde musiek is pop.	*My favourite food is pizza, hamburgers and chips. My favourite sports are hockey, squash, swimming and tennis. I like pink. My favourite music is pop.*
My vriende is Alex en Aimee. Alex is my vriend want sy is goedhartjie. Ek hou van Aimee want sy is snaaks.	*My friends are Alex and Aimee. Alex is my friend because she is generous. I like Aimee because she is funny.*
As ek naweek tuis is sal ek gaan kyk rolprente. Ek sal ook gaan inkopies met my vriende. My vriende en ek sal 'n pizza eet.	*When I'm at home weekends I watch movies. I also go shopping with my friends. My friends and I will eat a pizza.*

[1] 'versinsel', according to the *Reader's Digest Afrikaans-Engelse Woordeboek*, translates as fabrication, concoction, invention, fiction, which makes no sense in this context. Carol may have meant to use the word '*versiering*', meaning decoration?

[2] 'handeling' according to the *Reader's Digest Afrikaans-Engelse Woordeboek*, translates as action, act, operation, which also makes no sense in this context. Carol may have meant action-packed or violent?

Analysis of Carol's self-description

Theme			Rheme
Textual	Interpersonal	Topical	
1. And		I my eyes	have long brown hair// are green.//
2. And		I	am tall// have brown skin.//
3.		I	have pierced ears.//
4.		I his name	have one brother,// is Brett.//
5. And		My mother's name my dad's name	is Denise// is Carey.//
6.		My school	is St Katherine's.//
7.		Everything at the school	is pretty.//
8. Because		I they	like the children// are good-hearted.//
9. Because		I they	like the buildings// remind me of the old days.//
10.		The gardens	are very interesting.//
11. When		My best holiday my family	was// went to the Kruger Park.//
12. Because		That I	was my best// saw all the animals.//
13.		I	have five pets.//
14.		I	have three dogs and two cats.//
15. because And		My favourite pet he he	is my cat, Oscar,// lies on my bed at night// is grey.//
16. If Because		anyone I I	gave me R100,// would spend it on decorations// like decorations.//
17.		I	collect it.//
18.		My favourite TV programme	is 'Days of our Lives' and 'The Bold and the Beautiful'.//
19.		I	like comedy.//
20. Because		I it	don't like 'Dragonballzee'// is a violent programme.//
21.		I	like adventure and love story books.//
22. Because		I they	like these books// are interesting.//
23.		My favourite food	is pizza, hamburgers and chips.//
24.		My favourite sports	are hockey, squash, swimming and tennis.//
25.		I	like pink.//
26.		My favourite music	is pop.//
27.		My friends	are Alex and Aimee.//
28. Because		Alex she	is my friend// is generous.//
29. Because		I she	like Aimee// is funny.//
30. When		I I	'm at home weekends// watch movies.//
31.		I also	go shopping with my friends.//
32.		My friends and I	will eat a pizza.//

There are 32 sentences, with 49 clauses containing finite verbs. There are 37 independent and 12 dependent clauses (9 causal, 2 temporal and 1 conditional). The level of hypotaxis is 24,5%. The finite verbs are Relational (30), Mental (10) and Material (9) and the Agent is 1st person in 22/49 clauses.

Appendix 11: Clive's Afrikaans text translation and analysis

Translation of Clive's self-description

Ek het bruin hare en bruin oë. Ek is van gemiddelde hoog. Ek het bruin vel.	*I have brown hair and brown eyes. I am average height. I have brown skin.*
My skool is baie lekker. Ek hou van my skool want die tuine is baie moie. Ek het baie kannse. My gunsteling onderwerp is Ontwerp Tegnologie. Ek hou nie van Maths nie.	*My school is very nice. I like school because the gardens are very beautiful. I have many opportunities. My favourite subject is Design Technology. I don't like Maths.*
My gunsteling vakansie is op my plaas. Ek hou van 'n vakansie op die plaas want ek hou van landbou en ons het 'n brand op die plaas watter ons gaan na dikwels.	*My favourite holiday is on my farm. I like a holiday on the farm because I like agriculture and we have a dam on the farm that we go to often.*
Ek het twee troeteldiere. Hulle is altwee honde. Hulle name is Roxy en Sindy. Hulle blaf al die tyd. Ons het twee katte gehad.	*I have two pets. They are both dogs. Their names are Roxy and Sindy. They bark all the time. We had two cats.*
As ek het R100 ek sien in die bank gesit.	*If I had R100 I see* [would] *put it in the bank.*
Ek hou van sportse programme. My beste sportse programs are 'Boots en al' en 'Extra Cover'. 'Boots en al' is 'n rugby program en 'Extra Cover' is 'n cricket program. Ek nie hou van boeke lees nie.	*I like sport programmes. My favourite programmes are 'Boots and all' and "Extra Cover'. 'Boots and all' is a rugby programme and 'Extra Cover' is a cricket programme. I don't like reading books.*
My geliefkoosde kos is pizza. My geliefkoosde kleur is pers. My geliefkoosde sport is hocky, squash en cricket. My geliefkoosde musik is Rock.	*My favourite food is pizza. My favourite colour is purple. My favourite sport is hockey, squash and cricket. My favourite music is Rock.*
Een af my vriende is Kyle. Hy is vriendelik en eerlik. Ek he weet hom nadat ek kom na St Katherine's.	*One of my friends is Kyle. He is friendly and honest. I got to know him after I came to St Katherine's.*
As ek die naweek tuis is ek sien na die plaas gaan.	*When I'm at home for the weekend, I look forward to going to the farm.*

Analysis of Clive's self-description

Theme			Rheme
Textual	Interpersonal	Topical	
1.		I	have brown hair and brown eyes.//
2.		I	am average height.//
3.		I	have brown skin.//
4.		My school	is very nice.//
5. because		I the gardens	like school// are very beautiful.//
6.		I	have many opportunities.//
7.		My favourite subject	is Design Technology.//

8.		I	don't like Maths.//
9		My favourite holiday	is on my farm.//
10. because and that		I I we we	like a holiday on the farm// like agriculture// have a dam on the farm// go to often.//
11.		I	have two pets.//
12.		They	are both dogs.//
13.		Their names	are Roxy and Sindy.//
14.		They	bark all the time.//
15.		We	had two cats.//
16. If		I I	had R100// [would] put it in the bank.//
17.		I	like sport programmes.//
18.		My favourite programmes	are 'Boots and all' and "Extra Cover'.//
19. and		'Boots and all' 'Extra Cover'	is a rugby programme// is a cricket programme.//
20.		I	don't like reading books.//
21.		My favourite food	is pizza.//
22.		My favourite colour	is purple.//
23.		My favourite sport	is hockey, squash and cricket.//
24.		My favourite music	is Rock.//
25.		One of my friends	is Kyle.//
26.		He	is friendly and honest.//
27. after		I I	got to know him// came to St Katherine's.//
28. When		I I	'm at home for the weekend,// look forward to going to the farm.//

There are 28 sentences, with 36 clauses containing finite verbs. There are 30 independent and 6 dependent clauses (2 causal, 2 temporal and 1 each conditional and relative). The level of hypotaxis is 16,7%. The finite verbs are Relational (24), Mental (7) and Material (5) and the Agent is 1st person in 20/36 clauses.

Appendix 12: Assessment criteria for Afrikaans writing, St Katherine's

Appendix 13: Photograph of Afrikaans/English parallel medium chalkboard notes, Sea View

Table 7.1: Amount and kind of Afrikaans writing at John Bishop, mid-February to mid-March 2003

Grammar exercises	Vocabulary, words from jumbled letters 5 words (contr)	Divide words into syllables 9 words (contr)	Fill in missing vowels 12 words (contr)	Underline consonants 7 words (contr)	Fill in missing consonants 7 words (contr)	Change present to past tense 9 sentences (guided)	Change present to future tense 4 sentences (guided)	Change singular to plural 3 sentences (guided)
Comprehension exercises	Me in Grade 7 6 sentences (guided)							
Extended texts	Self-description (indep)							

Table 7.2: Amount and kind of Afrikaans writing at Sea View, mid-February to mid-March 2003

Grammar exercises	Commonly confused words 5 sent's (contr)	Greetings 5 words (contr)	Vocab. opposites 8 words (contr)	Form filling, personal info (indep)	Pres. to past tense 9, 12, 5 words (contr)	Word order 4 sent's (guided)	Sing/Pl 9, 7 words (contr)	Fill in person. pronoun 14, 15 words (contr)	Fill in preposi-tions 10 words (contr)	Multiple choice 6 sent's (contr)	D'grees of comp. 11 words (contr)	Diminutives 9 words (contr)
Comprehension exercises	Comprehension 1: Rose Blanche 8 words (contr)		Comprehension 2: Boy trapped in hole 7 words (contr)									
Extended texts	Diary entry for one day (indep)											

Appendix 16: Mandla's Afrikaans text translation and analysis

Translation of Mandla's self-description

My naam is Mandla. Ek is 12 jaar oud. My ma se naam is Noncedo. My pa se naam is Khayalethu. Ek het 2 susters. Ek bly in nomber 6 mcdonald straat. Ek bly met my ouma. My ouma se naam is Nodiza. Ek hou meet. My oupa se naam is Mkhokheli. Ek leer in mnr Craig se klass. Ek hou beeldradio. Ek hou my vriend Ntombi. Ek hou nie LO. In Sondag ek gaan kerk. Ek leer en John Bishop Skool in graad 7. Ek hou aat[3]. Ek hou bisckit. Ek hou te speel cricket. Ek hou te clean. Ek hou my ma en pa. My oom se naam is Bulelani. Ek het nie en tantes.	*My name is Mandla. I am 12 years old. My mom's name is Noncedo. My dad's name is Khayalethu. I have two sisters. I stay at number 6 mcdonald street. I stay with my granny. My granny's name is Nodiza. I like meat. My grandpa's name is Mkhokheli. I learn in Mr Craig's class. I like television. I like my friend Ntombi. I don't like LO. In Sunday I go church. I learn and John Bishop School in Grade 7. I like *. I like biscuit. I like to play cricket. I like to clean. I like my mom and dad. My uncle's name is Bulelani. I don't have any aunts.*

Analysis of Mandla's self-description

Theme			Rheme
Textual	Interpersonal	Topical	
1.		My name	is Mandla.//
2.		I	am 12 years old.//
3.		My mom's name	is Noncedo.//
4.		My dad's name	is Khayalethu.//
5.		I	have two sisters.//
6.		I	stay at number 6 mcdonald street.//
7.		I	stay with my granny.//
8.		My granny's name	is Nodiza.//
9.		I	like meat.//
10.		My grandpa's name	is Mkhokheli.//
11.		I	learn in Mr Craig's class.//
12.		I	like television.//
13.		I	like my friend, Ntombi.//
14.		I	don't like LO.//
15. In Sunday		I	go church.//
16.		I	learn at John Bishop school in Grade 7.//
17.		I	like *aat*.//
18.		I	like biscuit.//
19.		I	like to clean.//
20.		I	like my mom and dad.//
21.		My uncle's name	is Bulelani.//
22.		I	don't have any aunts.//

There are 22 sentences, all of which are simple sentences consisting of a single clause with one finite verb each. There are no dependent clauses and the level of hypotaxis is 0. A transitivity analysis of the finite verbs shows that 10 are Mental, 9 Relational and 3 Material. What is striking is the limited range of verbs used: 8/9 Mental processes repeat 'like' and all 9 Relational processes are 'is' or 'have'. The over-use of these rudimentary verbs indicates Mandla's

[3] '*aat*' does not exist as an Afrikaans word.

limited Afrikaans vocabulary. The Agent is mainly a 1st person narration of self in 16/22 clauses, not unusual in self-descriptive or autobiographical writing.

Appendix 17: Nandi's Afrikaans text translation and analysis

Translation of Nandi's self-description

My naam is Nandi. Ek is 12 jaar oud. Ek bly in Joza lokasie. Ek bly met my ma en niggie. My ma se naam is Liziwe en my niggie se naam is Thembela. Ek leer in John Bishop Skool. In hierdie jaar ek is in graad 7. My klasonderwyser se naam is Mr Craig. In skool ek hou van wetenskap en geskiedenis. Wanneer ek is die huis agter skool ek was die koppies en my uniform. Agter ek doen my werk, ek slaap vir 30 minute en gaan na my vriende se huis. My vriende se naam * Okhule en Esihle hy is twins en hy is 13 jaar oud. Ek hou van tennis en musiek. Ek wil 'n dokter wees. In die huis my popies sit in my bed en ek speel met hulle. Ek hou nie van LO nie.	*My name is Nandi. I am 12 years old. I live in Joza location. I stay wih my mom and cousin. My mom's name is Liziwe and my cousin's name is Thembela. I learn in John Bishop School. In this year I am in grade 7. My class teacher's name is Mr Craig. In school I like science and history. When I am home after school I wash the cups and my uniform. After I do my work, I sleep for 30 minutes and go to my friends' house. My friends' name * Okhule and Esihle he is twins and he is 13 years old. I like tennis and music. I want to be a doctor. At home my dolls sit on my bed and I play with them. I don't like LO.*

Analysis of Nandi's self-description

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		My name	is Nandi.//
2.		I	am 12 years old.//
3.		I	live in Joza location.//
4.		I	stay with my mom and cousin.//
5. And		My mom's name my cousin's name	is Liziwe// is Thembela.//
6.		I	learn in John Bishop school.//
7. In this year		I	am in Grade 7.//
8.		My class teacher's name	is Mr Craig.//
9. In school		I	like science and history.//
10. When		I	am home after school// wash the cups and my uniform.//
11. After and		I I	do my homework// sleep for 30 minutes// go to my friend's house.//
12. and		My friend's name he he	* Okhule and Esihle// is twins// is 13 years old.//
13.		I	like tennis and music.//
14.		I	want to be a doctor.//
15. At home And		my dolls I	sit on my bed// play with them.//
16.		I	don't like LO.//

There are 16 sentences, with 23 clauses containing finite verbs including one with a missing verb, indicated by *. There are 21 independent clauses and 2 (temporal) dependent clauses. The level of hypotaxis is 8,8%. The finite verbs are Relational (10), Mental (5) and Material (8) and the Agent is 1st person in 15/23 clauses. Nandi uses very similar verbs to Mandla for most of her text: 3/5 Mental processes repeat 'like', while all 10 Relational processes are 'is'.

However, Nandi’s text is more fluent because it has more, and more varied, Material processes than Mandla’s.

Appendix 18: Nosisa's Afrikaans text translation and analysis

Translation of Nosisa's self-description

My naam is Nosisa. Ek bly in Joza lokasie my huis nommer is 243 uitbuik 4. Ek is 13 jaar oud. My kos is vleis. Ek is in graad 7. My klas onderwyser is mnr Craig. Die beste onderwyser in die skool is juffrou mesie sy is mooi en ek lief haar. My ma se naam * primrose en my pa se naam is Wilson ek het een suster en een broer. My broer se naam is Christopher Thulani en my suster se naam is precious nontuthuzelo. My suster se baba se naam is unathi. Die prinsipal se naam is mnr Pearson. Mnr Pearson is moei prinsipal. Die naam van my skool is John Bishop skool. My niggie is ntombovuyo en nandipha en siyabonga. Die vakke waarvan ek hou is NS, HSS, LLC, EMS, LO is my beste vakke. My vriend se naam is anele en Zendade. Ek is lief vir my ma en papa. Ek is lief my familie. In die middag ek luister vir die radio of kyk televisie. On die Sondag ek gaan by die kerk. My ouma se naam is Ntini. In die middag ek kom by die skool en slaap. Ek * lief vir my vriend anele of ntombovuyo. Ek is life vir sing in die kombuis.	*My name is Nosisa. I live in Joza location my house number is 243 extension 4. I am 13 years old. My food is meat. I am in grade 7. My class teacher is Mr Craig. The best teacher at the school is Ms Mesie she is pretty and I love her. My mom's name * Primrose and my dad's name is Wilson. I have a sister and brother. My brother's name is Christopher Thulani and my sister's name is precious nontuthuzelo. My sister's baby's name is unathi. The principal's name is Mr Pearson/ Mr Pearson is good principal. The name of my school is John Bishop school. My cousin is ntombovuyo and nandipha and siyabonga. The subjects I like are NS, HSS, LLC, EMS, LO are my best subjects. My friend's name is anele and Zendade. I love my mom and dad. I love my family. In the afternoon I listen to the radio or watch television. On the Sunday I go to the church. My granny's name is Ntini. In the afternoon I come from school and sleep. I love my friend anele or ntombovuyo. I love to sing in the kitchen.*

Analysis of Nosisas's self-description

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		My name	is Nosisa.//
2.		I my house number	live in Joza location// is 243 extension 4.//
3.		I	am 13 years old.//
4.		My food	is meat.//
5.		I	am in Grade 7.//
6.		My class teacher	is Mr Craig.//
7. And		The best teacher at the school she I	 is Mrs Meisie// is pretty// love her.//
8. And		My mom's name my dad's name I	* Primrose// is Wilson// have a sister and brother.//
9. And		My brother's name my sister's name	is Christopher Thulani// is precious nonthuthuzelo.//
10.		My baby sister's name	 is Unathi.//
11.		The principal's name	is Mr Pearson.//
12.		Mr Pearson	is a good principal.//
13.		The name of my school	 is John Bishop school.//
14.		My cousin	is Ntombovuyo, nandipha and siyabonga.//
15.		The subjects I	are NS, HSS, LLC, EMS, LO// like// are my best subjects.//

16.		My friend's name	is anele and zendade.//
17.		I	love my mom and dad.//
18.		I	love my family.//
19. In the afternoon Or		I	listen to the radio// watch television.//
20. On Sunday		I	go to church.//
21.		My granny's name	is Ntini.//
22. In the afternoon And		I	come from school// sleep.//
23.		I	love my friend anele or ntombovuyo.//
24.		I	love to sing in the kitchen.//

There are 24 sentences, with 34 clauses containing finite verbs including one with a missing verb, indicated by *. Sentence 15, which has a missing conjunction and confused word order, I counted as having one relative clause. There are 33 independent clauses and 1 dependent relative clause. The level of hypotaxis is 2,9%. Nosisa's choice of verbs is very similar to that of Mandla and Nandi. The pattern is mainly Relational processes (21/22 'is' and 1 'have'), 6 Mental processes ('like' or 'love') while the 6 Material processes are more varied. The Agent is the 1st person in 15 of the 34 clauses.

Appendix 19: Sizwe's Afrikaans text translation and analysis

Translation of Sizwe's self-description

My naam is Sizwe. Ek is 12 jaar oud met bruin oë en kort hare. Ek is ook lank. Ek woon met my ma en my pa en my 2 broer en 2 suster. Ons woon in Grahamstad in nommer 5 york straat. Ons ook woon met my pa se ma en my pa se suster Mavis. My pa se naam is David. My ma se naam is Lindiwe. My broer se naam is Siphesihle, suster is Nosimphiwo, skanyiselive. Ek hou van my familie en my vriende. Ek loop skool op John Bishop. My onderwyser is Mnr Craig. Ek is in graad 7. Ek speel nie in die klas van ek het werk te doen. Ek maak klaar met my werk eerste dan ek slaap of ek lees 'n boek of maak klaar 'n ander onderwyser se werk of ek teken ek ook speel rugby met my friende van ek gaan huis to ek maak myself kos te eet. Die vakke ek hou van LLC. Ek hou van beeldradio te kyk. My beste maat is Akhona. Ons hou van fiets te ry ons swem wan is warm in my friend se huis. Hy is 12 jaar oud. Hy is graad 5 in John Bishop in Grahamstad. Hy woon in nommer 12 Jackson straat. Ek wil een dag 'n dogter wees. Wan is 'n Surtedag wees ek gaan bodaans met my ma en pa en my suster en my broers ons gaan kry vlais en swem ek ook waas my pa se motor. Op 'n sondag ons gaan kerk toe met my ma en my pa my broers en suster. Dan ons gaan by die lokaase na my pa se pa. Ek gaan na my friende melisizwe daan ek speel maables en ek ry met my fiets daan ek gaan huis toe.	*My name is Sizwe. I am 12 years old with brown eyes and short hair. I am also tall. I live with my mom and dad and my 2 brother and 2 sister. We live in Grahamstown in mumber 5 york street. We also live with my dad's mom and sister, Mavis. My dad's name is David. My mom's name is Lindiwe. My brother's name is Siphesihle, sister is Nosimphiwo, skanyiselive. I like my family and my friends. I attend school at John Bishop. My teacher is Mr Craig, I am in grade 7. I don't play in class when I have work to do. I first finish my work then I sleep or I read a book or I finish another teacher's work or I draw I also play rugby with my friends when I go home I make myself food to eat. The subjects I like LLC. I like watching television. My best friend is Akhona. We like to cycle we swim when is hot in my friend's house. He is 12 years old. He is grade 5 in John Bishop in Grahamstown. He lives in number 12 Jackson street. One day I want to be a girl. When it wants to be a Saturday I go over there with my mom and dad and sister and brothers we go and fetch meat and swim and I also wash my dad's car. On a Sunday we go to church with my mom and dad my brothers and sister. Then we go to the location to my dad's dad. I go to my friend Melisizwe then I play marbles and I cycle and then I go home.*

Analysis of Sizwe's self-description

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		My name	is Sizwe.//
2.		I	am 12 years old with brown eyes and black hair.//
3.		I	am also tall.//
4.		I	live with my mom and dad and 2 brother and 2 sister.//
5.		We	live in Grahamstown in number 5 york street.//
6.		We also	live with my dad's mom and sister, Mavis.//
7.		My dad's name	is David.//
8.		My mom's name	is Lindiwe.//
9.		My brother's name sister	is Siphesihle// is Nosimphiwo, Skanyiselive.//
10.		I	like my family and my friends.//
11.		I	attend school at John Bishop.//
12.		My teacher I	is Mr Craig,// am in Grade 7.//
13.		I	don't play in class//

When		I	have work to do.//
14. then or or or when		I first I I I I I also I I	finish my work// sleep// read a book// finish another teacher's work// draw// play rugby with my friends// go home// make myself food to eat.//
15.		The subjects I	like LLC.//
16.		I	like watching television.//
17.		My best friend	is Akhona.//
18. When		We we it	like to cycle// swim// is hot in my friend's house.//
19.		He	is 12 years old.//
20.		He	is in Grade 5 in John Bishop in Grahamstown.//
21.		He	lives in number 12 Jackson street.//
22. One day		I	want to be a doctor.//
23. When and and and also		it I I	is a Saturday// go over there with my mom and dad and sister and brothers// go// fetch meat// swim// wash my dad's car.//
24. On a Sunday		we	go to church with my mom and dad and brothers and sister.//
25. Then		we	go to the location to my dad's dad.//
26. then and and then		I I I I	go to my friend Melisizwe// play marbles// cycle// go home.//

There are 26 sentences, with 46 clauses containing finite verbs – 42 independent and 4 dependent (temporal) clauses. Sizwe (like Nosisa and Thabo) has a sentence, 15, that reads like an attempted relative clause, with confused word order and a missing conjunction. Because it only has one verb, I counted it as a simple sentence. The level of hypotaxis of Sizwe's text, therefore, is 8,7%. The pattern of Sizwe's verb choices is different to that of the other John Bishop learners. While Relational and Mental processes (mainly 'is' or 'like') dominate in the texts of all the others, Sizwe uses mostly Material processes (27/46) and unlike others, he has 2 Existential processes. The rest of his finite verbs, Relational (13) and Mental (6), are similar to those of the other learners. The Agent is the 1st person in 15/34 clauses.

Appendix 20: Comprehension passage and questions in Afrikaans, Sea View

Appendix 21: Amy's Afrikaans text translation and analysis

Translation of Amy's diary entry

Liewe dagboek: Van dag was 'n baie warm en sportief dag. Skool was baie deurmekaar vandag omdat die onderwysers ons periodes opgemors so ons dag was baie deurmekaar. By geluk het ons monitors laaste periode los om ons huiswerk te doen. Na skool het ek tennis gehad – van 2 uur tot half 3 maar na tennis het ek 'cheerleading' met Ashton, Sam, Amy en Shane gehad! Dit was baie lekker. Na my sport het ek huis toe gekom en middag-eetes geeet en my huiswerk gedoen. Ek het dan my boek kla gelees. Dis al vir nou, sien jou! Tot siens!	*Dear Diary:* *Today was a very hot and sporty day. School was very mixed up because the teachers messed up our periods so that our day was confused. By luck our monitors left last period for us to do our homework. After school I had tennis - from 2 to half 3 but after tennis I had cheerleading with Ashton, Sam, Amy and Shane! It was great fun. After sport I went home and ate lunch and did my homework. I then completed my book. That's all for now, see you! Bye!*

Analysis of Amy's diary

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		Today	was a very hot and sporty day.//
2. because so that		School the teachers our day	was very mixed up// messed up our periods// was confused.//
3.	By luck	our monitors	left last period for us to do our homework.//
4. After school but after tennis		I I	had tennis from 2 to 2.30// had cheerleading with Ashton, Sam, Amy and Shane.//
5.		It	was great fun.//
6. After sport and and		I	went home// ate lunch// did my homework.//
7.		I then	completed my book.//
8.		That	's all for now// see you.//

The 8 sentences consist of 14 clauses containing finite verbs – 12 independent and 2 dependent (causal) clauses. The level of hypotaxis is 14,3%. Most of the finite verbs Amy uses are Material (7) and Relational (5), and 2 are Existential. Unusually in a diary entry, there are no Verbal or Mental processes. The Agent is the 1st person in 6/14 clauses. Amy's diary entry is the only Afrikaans text with an Interpersonal Theme (sentence 3). In the entire data set, there are only two instances of learners using an Interpersonal Theme – this one, and Palesa in her English autobiography.

Appendix 22: Tenji's Afrikaans text translation and analysis

Translation of Tenji's diary entry

Vandag ek is baie bly omdat my ouma is nie siek nie. Gister dag my ouma was siek maar vandag sy is nie. My ouma is baie bly en my oupa. My ma moet Peddie toe gaan op Saturdag en my oupa is baie bly.	*Today I am very glad because my granny isn't sick. Yesterday my granny was sick but today she isn't. My granny is very glad and my grandpa. My mom must go to Peddie on Saturday and my grandpa is very glad.*

Analysis of Tenji's diary

Theme			**Rheme**
Textual	Interpersonal	Topical	
1. Today because		I my granny	am very glad// isn't sick.//
2. Yesterday but today		my granny she	was sick// isn't.//
3.		My granny	is very glad and my grandpa.//
4. and		My mom my grandpa	must go to Peddie on Saturday// is very glad.//

The 4 sentences consist of 7 clauses containing finite verbs – 6 independent and 1 dependent (causal) clauses. The level of hypotaxis, 14,3%, is the same as that of Amy's text even though Amy's text is more varied and informative than Tenji's. The Transitivity analysis of the finite verbs reveals Tenji's over-use of the rudimentary Relational verb 'is' (6/7 times) and the repetitive textual pattern of 'is very glad'. Tenji introduces different people as Agents to recycle the same information, so that only in the first clause is the Agent 1st person.

Appendix 23: Zoleka's Afrikaans text translation and analysis

Translation of Zoleka's diary entry

Liewe dagboek: Ek het my beste vriend gesien. Ons het ons huiswerk gedoen. Ons het stories gevertel. Ons het televisie gekyk. Ons was klaar met ons huiswerk dan het ons * privaat dinge soos ons seuntjies of boyvriende. Ons was klaar om te praat want ek wou huis toe gaan. Die tyd was 18:35. Eerste het ons geeet en ek het huis toe gegaan. Ek dan het my ander werk gedoen. Ek het my Velentine briefies gelees. Ek het van my boyfriende gedink. Die Eind	*Dear diary:* *I saw my best friend. We did our homework. We told stories. We watched television. We finished our homework then we * private things like our boys or boyfriends. We had finished talking because I wanted to go home. It was 18.35. First we ate and I went home. I then did my other work. I read my Valentines day cards. I thought about my boyfriend. The End.*

Analysis of Zoleka's diary (Afrikaans)

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		I	saw my best friend.//
2.		We	did our homework.//
3.		We	told stories.//
4. then		We we	finished our homework// * private things like boys and our boyfriends
5. because		We I	had finished talking// wanted to go home.//
6.		It	was 18.35.//
7. First and		we I	ate// went home.//
8.		I then	did my other work.//
9.		I	read my valentine cards.//
10		I	thought about my boyfriend.// The End

The 10 sentences consist of 13 clauses containing finite verbs – 12 independent and 1 dependent (causal) clauses. The hypotaxis level of 7,7% is lower than that of Tenji or Amy's texts, pointing to the limitations of hypotaxis alone as a measure of writing competence. Unusually in such a personal genre, Zoleka's text has no Relational processes and a more varied spread of verbal processes than Tenji or Amy's: 7 Material, 3 Mental, 2 Verbal and 1 Existential processes. The Agent is 1st person in 12/13 clauses.

Table 8.1: Amount and kind of English writing at Enoch Sontonga, January-June 2003

Grammar exercises	Learners' names and favourite fruit 3 words (contr)	Spelling tests 5, 10, 19, 10 words (contr)	Vocabulary from Compr.1 10 words (contr)	Punctuation, capital letters 3 sentences (contr)	Dictation 5 sent's (contr)	Vocabulary from Compr. 2 8 sentences (contr)	Filling in verbs and prepositions 8 words (contr)	Forming antonyms from prefixes 10 words (contr)	Vocabulary 10 sentences (indep)
Comprehension exercises	Comprehension 1 from a READ book 15 sentences (indep)		Comprehension 2 from a READ book 8 sentences (indep)						
Extended texts	Poem on coal, done by six learners (indep)		Ad/poster about coal (group project) (indep)		Template of a friendly letter (copied)				

Appendix 25: Comprehension passage and worksheet in English, Enoch Sontonga

Table 8.2: Amount and kind of English writing at John Bishop, January-June 2003

Grammar exercises	Identify nouns 22 words (contr)	Match adjective to body parts 14 words (contr)	Word puzzle 22 words (contr)	Word search	Arranging words in alphabetical order 24 words (contr)	Vocabulary, explanatory sentences of new words 6 sentences (indep)	Punctuation, capital letters 10 sentences (contr)	
Comprehension exercises	Comprehension 1: Artero Argosy (teacher written) 13 sentences (indep)		Comprehension 2: from a READ book 5 sentences (indep) 7 words (contr)		Comprehension 3: from a READ book 3 sentences (indep) 7 sentences (contr)			
Extended texts	Factual description 11 sentences (indep)	Friendly letter (copied)	Factual info 7 sentences (guided)	Diary 5 sentences (guided)	Feelings, family and locality (indep)	2 poems and I prayer (copied)	Summary of READ stories, varied number (indep)	Grade 7B only Recount Dialogue (indep) (guided)

Appendix 27: Comprehension passage and worksheet in English, John Bishop

Table 8.3: Amount and kind of English writing at Sea View, January-June 2003

Grammar exercises	Punctuation of direct speech 12, 3, 9 sentences (contr)	Direct to reported speech 8, 7, 4, 8, 8, 5, 22, 14, 8, 22, 7, 6, 6, sentences (guided)	Vocabulary words to replace 'said' 11 sentences (contr)	Negation 6 sent's (contr)	Spelling tests 10, 15. 15, 15, 20 words (contr)	Punctuation, capital letters 21 words, 4, 9, 3 sentences (contr)	Punctuation, commas 6, 6, 3, 14, 14 sentences (contr)	Vocabulary plurals and meanings 18 words (contr)	Dictation, homily 5 lines (contr)
Comprehension exercises	Comprehension 1: 8 sentences (indep)		Comprehension 2: 7 sentences (indep)		Comprehension 3: 15 sentences (indep)				
Extended texts	Autobiography (indep)	How I feel when … (indep)	Diary (one week) (indep)	Poem, Respect (indep)	Summary (indep)				

Appendix 29: Comprehension passage and questions in English, Sea View

Appendix 30: Ms Jawana’s lesson plan for the advertisement/poster in English

Appendix 31: Enoch Sontonga learners' advertisement /poster

Appendix 32: Enoch Sontonga learners' advertisement /poster

Appendix 33: Enoch Sontonga learners' advertisement /poster

Appendix 34: Enoch Sontonga learners' advertisement /poster

Appendix 35: Enoch Sontonga learners' advertisement /poster

Appendix 36: Enoch Sontonga learners' poems about coal

Amanda

JOB OPPORTUNITIES

Tiny and black as I am
I am proud of my self because
I make jobs for many
Food is bought because people dig me up.

I bring money to the government
I am sent to other places – bought
with big money
Without my help South Africa could be poor.
I am happy to be helping people
Please take care of me
I take care of both
young and old
I am a big help to my people

Busi

COAL

Black round balls
With nearly no holes
They turn red and yellow
When a blaze red fire runs over them
It's a pity I can't say the same for the
Fire cause as soon as it runs out
They turn back to black round balls

Norma

MAGIC ROCKS

In our homes
In the community
In the society
We need you, Coal

Black as you are
Sticky as you are
Black as the night
We need you, Coal

Where do you come from
Who is your parents
Whatever the case
We need you, Coal

Lihle

FUEL FOR CARS

I am born at the province of KwaZulu Natal
I do not know where my parents are
What I know I help everyone

People change me to fuel to keep your cars moving
Without me cars will not works
I am an asset to mankind

Petrol go up and down
People are sometimes angry
I make people happy when they have money to buy me.
My boss makes money.
Takes care of me always
Coal is a friend to mankind.

Ntombi

THE MAGIC ROCKS

Rock, a solid ground
Rock, a firm foundation
Rock, a high shelter
No! not a magic rock.

It’s black as the night
It’s tough as a stove
It’s shinny as a mirror
Yes! Its typical magic rock.

Rocks that brightly burn
Rocks that bring warmth
Rocks that bring money
Wow! That’s magic rocks

Olwethu

THE MAGIC ROCKS

Black shiny rocks
You are beautiful and wonderful
When you are red you are harmful
When you produce heat you are peaceful

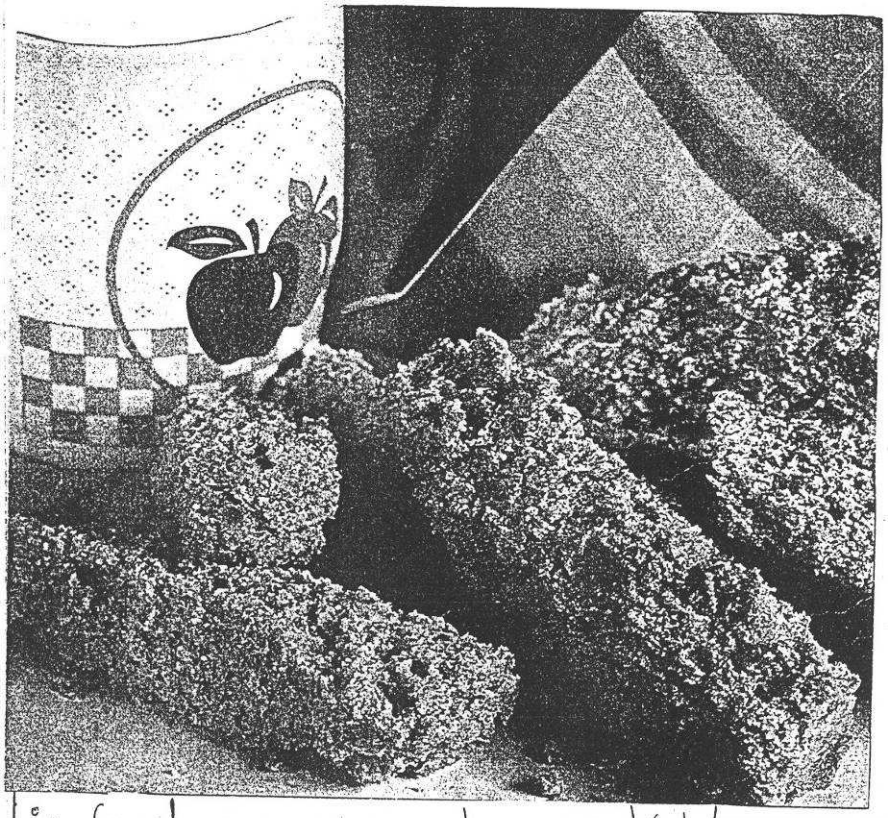
In a corner, there is fireplace
My parents sat near the place
The magazine basket is in place
Near the fire there is a space

Sometimes you are black and shiny
Sometimes you are red and hot
Sometimes you are cold and grayish
One day you will turn into gold

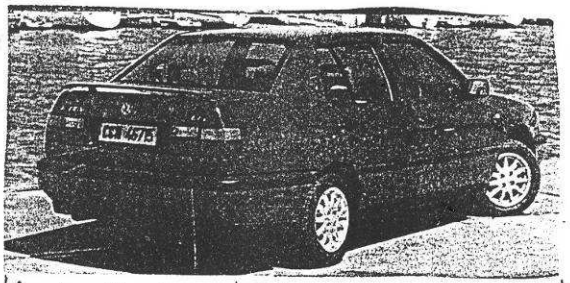
Appendix 37: Emile's 'Feelings, family and locality' text, John Bishop

Things that makes me Happy

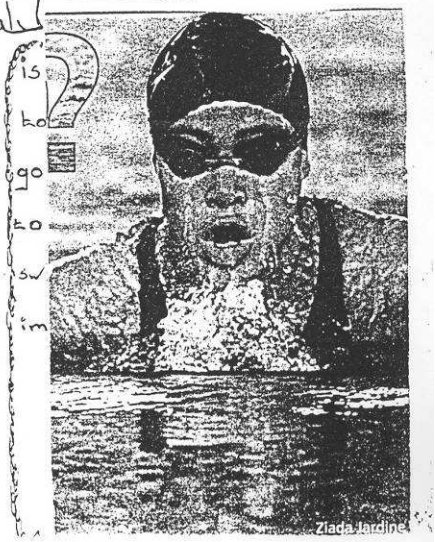
there is things that makes me Happy and that is to go to church and to Have friends in my life and to toke to them and to play with them that is what makes me very Happy and that is not all that I want to say and to Have a very Happy family and that is what makes me Happy very Happy thats all I want to say



is food to eat and tea to drink



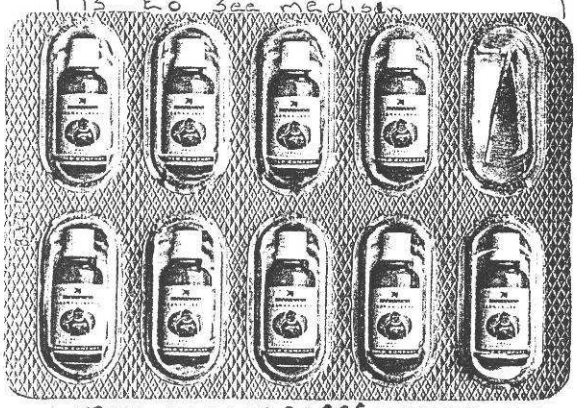
is to Have a dream car



Things that makes me unhappy/sad

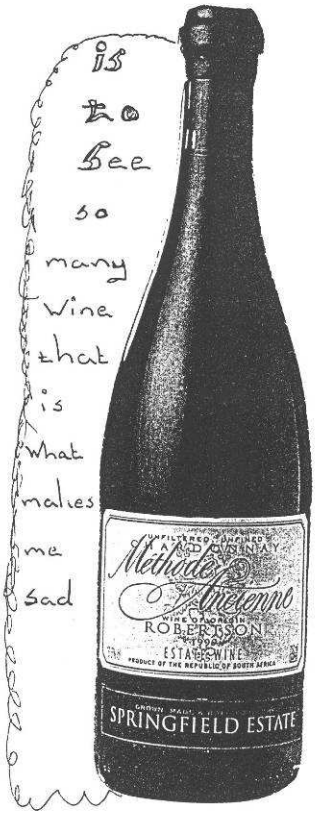
There is things that makes me unhappy very sad and that is to see so many people not going to church and to see how the devil makes the people fite one another and I dont like to see how the workers destroy our world and future

is to see medisin



is to see ther soccer team lose





KEY INDICATING LEVELS OF PERFORMANCE

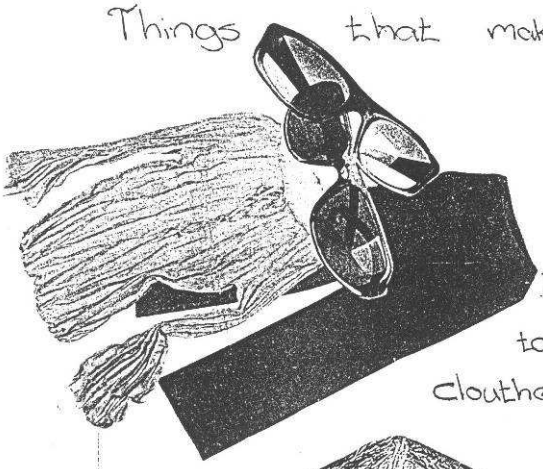
- ✓✓ = Exceeds the criteria
- ✓ = Meets criteria
- → = Developing, but needs more opportunities
- ⊗ = Needs support

Appendix 38: Candice's 'Feelings, family and locality' text, John Bishop

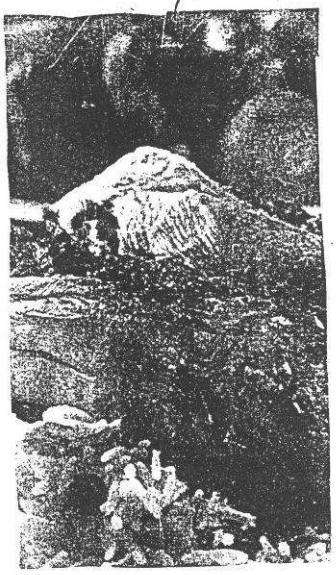
Things that makes me Happy Writing ✓

Pictures ✓

hand/parents ✓



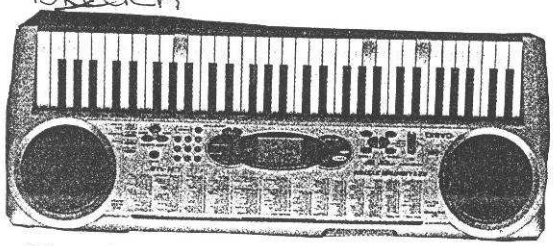
I like to wear clouthes



I like to eat food



My dream is to sit on the beach



I like to hear music



My dream is to play golf

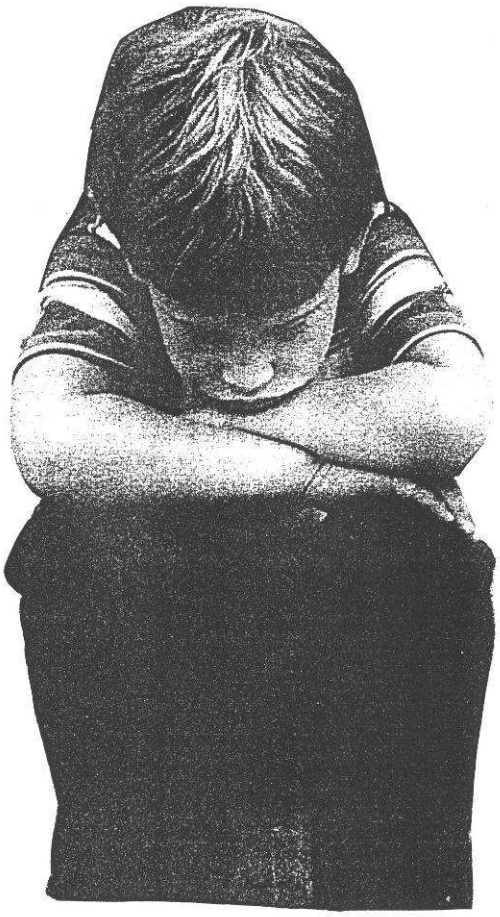
KEY INDICATING LEVELS OF PERFORMANCE

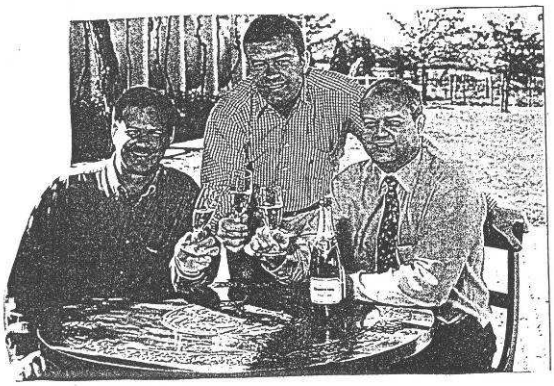
- ✓✓ = Exceeds the criteria
- ✓ = Meets criteria
- → = Developing, but needs more opportunities
- • = Needs support

Thing that makes me unhappy



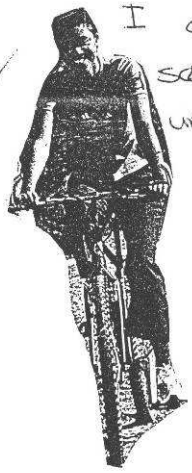
I dont like kissig
Becous its whong ?





I dont like drinkig
becous it is dangerus

I dont like to be
sad then I am
unhappy



Becous
you can
fall

Davidene Hendricks

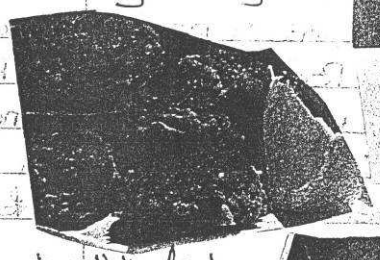
Appendix 39: Yvonne's 'Feelings, family and locality' text, John Bishop

Appendix 40: Nosisa's 'Feelings, family and locality' text, John Bishop

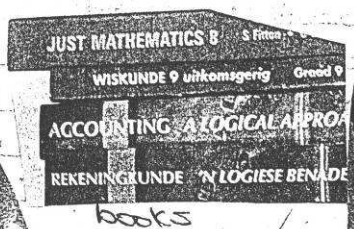
Things that makes me Happy

Good

I Love to make joke with my friends And Families, In the new year sometimes we Love to go and swim, I Love spending time with my Family. I Love my class teacher, because he understand other pobples feelings. His AAme is Mr R. Coetzee I Love my education because it's the key to sucess to all the doors of education. I like to listen to the radio or read my schod books. I Love to look after my sister little baby his name is unathi, His one year old boy. My best friend is my family.



healthy food



books



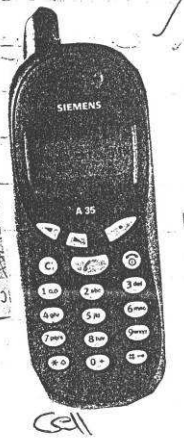
my sister baby boy



ring

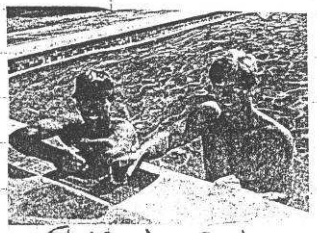


money



cell

Writing: →
Pictures: ✓
Family hands: ✓



Swimming Pool



birds

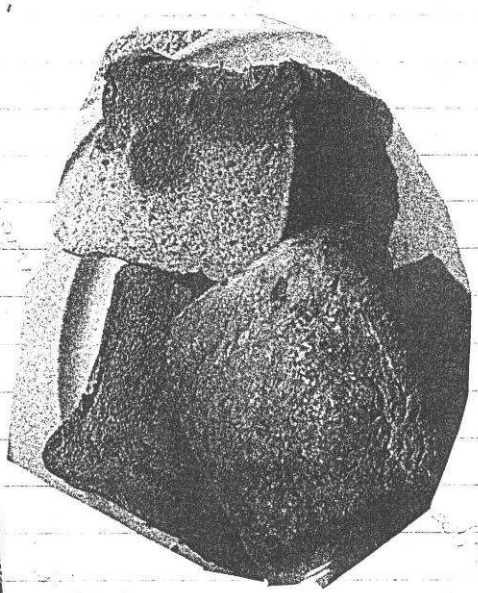
KEY INDICATING LEVELS OF PERFORMANCE

✓ = Exceeds the criteria
✓ = Meets criteria
→ = Developing, but needs more opportunities
☺ = Needs support

Things that makes unhappy / SAD

I don't like people say wrong things to other people. I don't like to see old or young people living on the streets. The president must do something about that. I don't like to see my Father going back to Port Elizabeth.





not good to give to suffering people bread like this

need, water, houses, food.

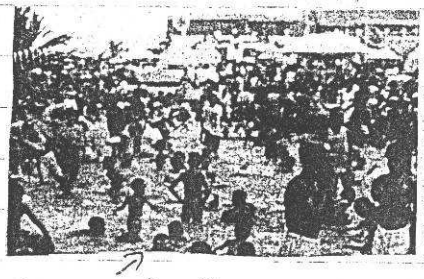
People.

People must stop giving old food to suffering the need shelters, fresh water, Fresh Food. neat places.

Appendix 41: Nandi's 'Feelings, family and locality' text, John Bishop

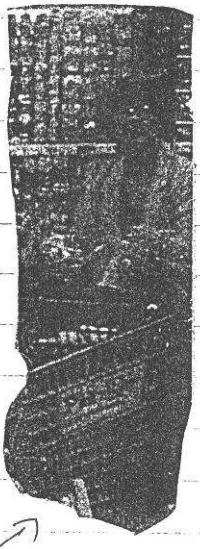
Things that makes me happy





bieng in the water

Having the opotunity to learn



going shopping



Playing

Having a home to live in.
Having God beside me and my family
Going to church



Caring for Babies

Things that makes me sad.

1. Sieng people die of desceases.
2. Child and women abuse.
3. Sieng children who are orphans because of H.I.V.
4. Children who havent got the opotunity to go to school.
5. Having no food.

KEY INDICATING LEVELS OF PERFORMANCE

- ✓✓ = Exceeds the criteria
- ✓ = Meets criteria
- → = Developing, but needs more opportunities
- ● = Needs support

Pictures ✓
Drawings ✓
Writing ✓

Good and Neat /
ASSIGNMENT.

Appendix 42: Babalwa's 'Feelings, family and locality' text, John Bishop

Appendix 43: Thabo's 'Feelings, family and locality' text, John Bishop

Appendix 44: Sizwe's 'Feelings, family and locality' text, John Bishop

Appendix 45: Mandla's 'Feelings, family and locality' text, John Bishop

Appendix 46: Analysis of Mandla's Big Walk

Theme			Rheme
Textual	Interpersonal	Topical	
1. During previous big walk		we	were gaved lists to collect an R20 amount of money.//
2.		We always we	go in the same place// went the previous big walk.//
3. All and		we we	do// walk 5 kilometres// sit down.//
4. **If**		I we	think// contact through letters, faxes or E-mail Business in town to sponsor the school with Danation shop like Spar/Shoprite Fruit and Veg and coca cola sa.//
5.		Fruit and veg	can sponsor us with box of apple, pocket of orange.//
6.		Spar also	can sponsor our school with bread, ice-cream and something to go the bread.//
7.		We	Would like to * whith a train this time not to go on that farm again.//
8. And		our parent	can also sponsor us whith a danation of are R20 per parent//
9. And and		we we	will apritioyate their werk// go//
10. Because who		there	are people// did not go with a train like me.//
11. and because		I I never	want to go to the train// raid it// raided a train.//
12.		That I	is all// can say for this big walk.//

There are 12 sentences, with 21 clauses containing finite verbs, including one with a missing verb indicated by a *. 15 are independent and 6 dependent clauses (2 causal and 2 relative and 1 each conditional and noun). The level of hypotaxis is 28,6%. A transitivity analysis of the finite verbs shows that 14 are material, 4 are mental, 2 are existential and 1 is verbal. The Agent in Theme position switches between 1st person (in 15 clauses) and 3rd person (in 3 clauses). Mandla also shifts from the past to the present tense rather confusedly in the first part of her text, like Babalwa does. She places the conjunction 'if' in sentence 4, the first sentence of the second paragraph, where it helps to signal the shift to the 'suggestions' part of the text. Also in sentence 4 there is an attempted projected clause whose verb Mandla forgets in the complicated list of various means of contacting various businesses to sponsor the Big Walk.

Appendix 47: Analysis of Nandi's Big Walk

Theme			**Rheme**
Textual	Interpersonal	Topical	
1. In the past few years		I	've been at this school.//
2. Every year		we	have Big Walks.//
3. which		Our parents the school	are asked to collect an amount of money with the lists// provides.//
4. which		Each sum of money we it	 collect// must be brought to school everyday.//
5.		The day of the big walk then	 arrives.//
6. wich		There they	is this boring place// take us to very year, 'Hoegenoeg'.//
7.		It	is totally boring.//
8. and and		We	travel by foot// walk about 5 kilometres// rest somewhere.//
9. and and then		We then	get an orange// drink water// go back to school!!!//
10. **If**		I I	were to be the school principal for a day,// would at least spend an amount of R2000 for the big walk.//
11. because and		The parents they children	take the money out of their pockets// care about their children's education,// deserve better treatment.//
12.		I	would ask the children at least to bring R40.//
13. or and		I	would arrange a visit to the monument// take a ride on a train// take them to Alicedale.//
14. and what		We scholars at the university	could also go to Rhodes University Park-School// find out// go through.//

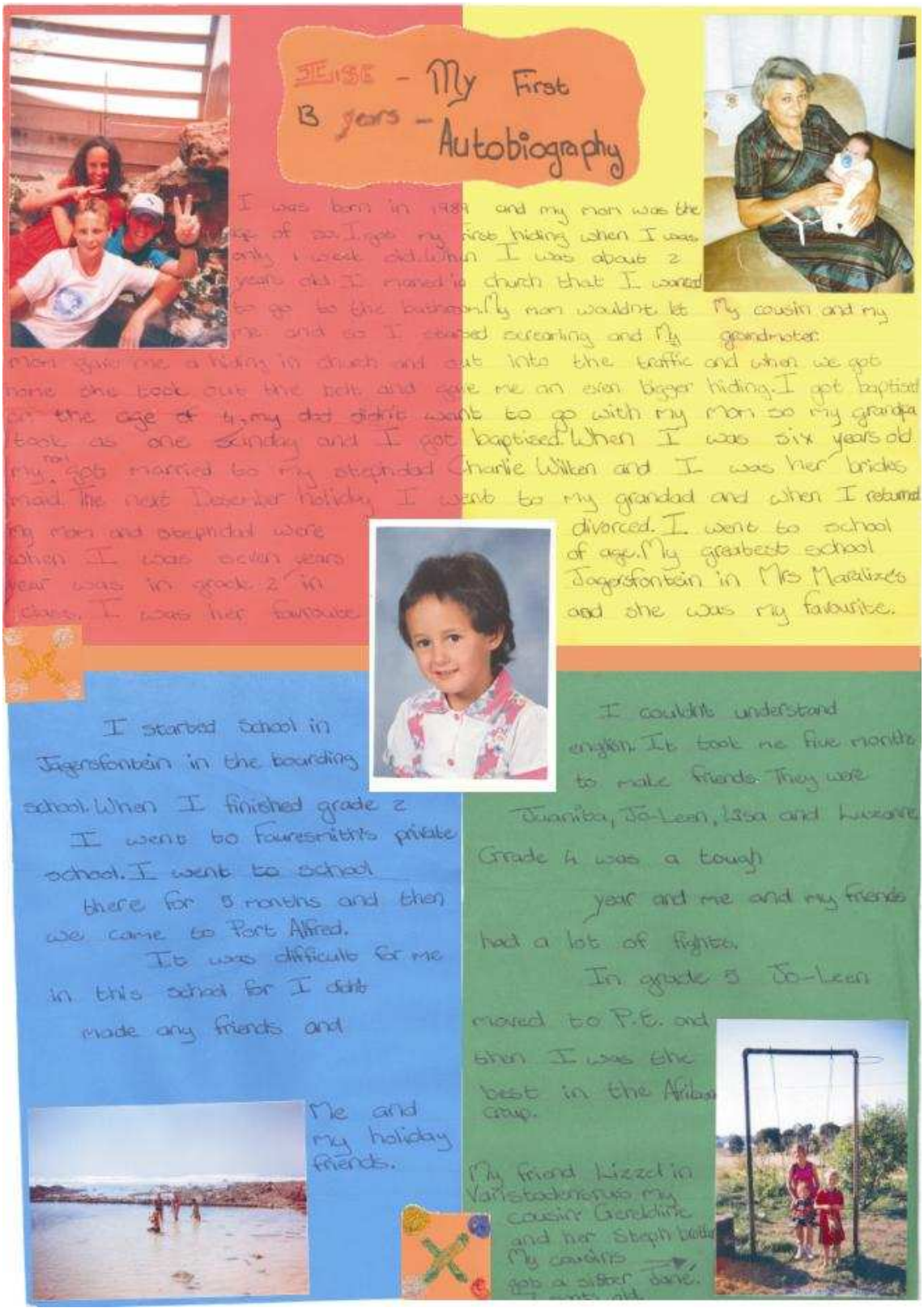
There are 14 sentences, with 28 clauses containing finite verbs – 22 independent clauses and 6 dependent clauses (3 relative, 1 each causal, conditional, and noun). The level of hypotaxis, is 21,4%. This level of hypotaxis, lower than Mandla's, conceals Nandi's two perfectly formed projected clauses (in sentences 3 and 12) which, as questions not statements, have infinitives. A transitivity analysis of the finite verbs shows that 19 are material, 3 are relational, 2 each are verbal, existential and mental. The Agent in Theme position switches between 1st person (in 16 clauses) and 3rd person (in 11 clauses), but Nandi is consistent in her use of the timeless present tense in the recount to indicate the habitual nature of the event. She is also the only writer to place the dependent 'if' clause in a Thematically marked position to emphasise the shift to the 'suggestions' part of the text.

Appendix 48: Analysis of Thabo's Big Walk

Theme			Rheme
Textual	Interpersonal	Topical	
1. During the previous years.			
2.		We	were given rafles or lists to collect an amount of R20 or more.//
3.		We	walk nonestop for about 5 kilometres.//
4.		We	were given only one orange for walking house to house with a list.//
5. why		We they	don't play games or be told// chose to go there.//
6. In other words		there	's no education or fun in it.//
7. **if** and and		I we shoprite, spar and Fruit and Veg	would like it// would go to Rhodes University or to the army on this big walk and be trained like real soldiers but not hard training and be sponsored by Coca Cola Company with half a pallet of coke// sponsor us with food// go home the following day.//
8.		The games I	would like to be played// are tug-of-war and chess.//
9.		We	must be told about the main risen for war and having an army in our country and be told a lot of things about world war one and two.//
10.		That	would please me.//
11.		The learners	would enjoy it.//

There are 11 sentences, with 15 clauses containing finite verbs – 12 independent and 3 dependent clauses (1 each conditional, relative and noun). The level of hypotaxis is 20%. A transitivity analysis of the finite verbs shows that 7 are Material, 5 are Mental and 1 each are Existential, Verbal and Relational. The Agent in Theme position switches between 1st person (in 9/15) and 3rd person (4/15 clauses). Thabo's projected clause (in sentence 5) is the only one among John Bishop learners with a finite verb, unlike Mandla's (in sentence 4) or Nandi's (in sentences 3 and 12). Like Mandla, Thabo places the conjunction 'if' in the first sentence of the second paragraph, a salient position to signal the shift to the 'suggestions' part of the text.

Appendix 49a: Elsa's autobiographical poster



Appendix 49b: Analysis of Elsa's poster

Theme			Rheme
Textual	Interpersonal	Topical	
1. and		I my mom	was born in 1989 was the age of 20.
2. when		I I	got my first hiding was only 1 week old.
3. When that		I I I	was about 2 years old moned to church wanted to go to the bathroom.
4. and so and and when and		My mom I my grandmother we she	wouldn't let my cousin and me started screaming gave me a hiding in church and out into the traffic got home took out the belt gave me an even bigger hiding.
5. so and		I my dad my grandpa I	got baptised on the age of 4, didn't want to go with my mom took us one Sunday got baptised.
6. When and		I my mom I	was six years old got married to my stephdad, Charlie Wilken was her bridesmaid.
7. The next December holiday and when		 I I my mom and stephdad	 went to my granddad returned were divorced.
8. when		I I	went to school was seven years of age.
9.		My greatest year	was in grade 2 in Jagersfontein in Mrs Maralize's class.
10. and		I she	was her favourite was my favourite.
11.		I	started school in Jagersfontein in the boarding school.
12. When		I I	finished grade 2 went to Fauresmith's private school.
13. and then		I we	went to school there for 5 months came to Grahamstown.
14. for and		It I I	was difficult for me in this school don't made any friends couldn't understand English.
15.		It	took me five months to make friends.
16.		They	were Juanita, Jo-Leen, Lisa and Luzanne.
17. and		Grade 4 me and my friends	was a tough year had a lot of fights.
18. In grade 5 and then		Jo-Leen I	moved to P.E. was the best in the Afrikaans class.

18 sentences, 42 clauses – 33 independent and 9 dependent (7 temporal, 1 causal, 1 noun). Hypotaxis level 21,4%. 5 Marked Themes, all temporal. 26/42 clauses have 1st person as Agent. Of the 42 clauses, 23 are Material, 15 Relational, 3 Mental and 1 Verbal processes.

Appendix 50: Analysis of Elsa's 'Feelings when unfairly blamed'

Theme			Rheme
Textual	Interpersonal	Topical	
1.		It	has happened a lot to me especially with my mother and her friends.//
2. and sometimes like that that		I I nobody nobody I	will feel lost and confused// felt// liked me and afraid// will ever believe me// 'm not guilty.//
3. when that and if and		I I I I	remember once// was little// went over to my 'big' friends home// asked them// could go// play with them.//
4. because		They they	said no// were leaving for town.//
5. and that and that and		I they I	went// told my mom// were leaving for town// could not go over// play.//
6. and why		She I	went over there// talked to them,// don't know.//
7. and and then and		She she	came back with cross look on her face// gave me a very big hiding// told me never to go// break their toys again.//
8. that		I I	know// did not even break a stick in there yard never mind there toys.//
9.		I	remember feeling lonely and confused and very much hurt.//
10. but that that		I still I never I one of my best friends June I	get blamed for things// have done// found out// have blamed me for a lot of things// haven't done.//
11. So even		friends you're best 'budz'	do that.//

There are 11 sentences, with 35 clauses containing finite verbs – 23 independent and 12 dependent clauses (6 projected, 2 relative and 1 each adverbial, temporal, conditional and causal). The level of hypotaxis is 34,3%. Of the total of 35 clauses, 17 of the verb processes are Material, 9 are Mental, 7 are Verbal and 2 are Relational. The Agent in Theme position switches between 1st person (in 21 clauses) and 3rd person (in 14 clauses). Ms Usher gave her 6/10 and a sympathetic comment.

Appendix 51: Analysis of Kobus's 'Feelings before a maths test'

Theme			Rheme
Textual	Interpersonal	Topical	
1. whether		I I	will always be scared before a maths test// have learnt or not.//
2. if because maybe and		I my marks my dad I	won't be glad// are not good// will hit me on my bums// will get detention// have to write out the test a few times.//
3.		I	will * on the rapport.//
4. If		I my parents	have a bad result// will forbid me to wath television or play on the play station.//
5. From now on and because		I it	will learn hard// try to do my best// is not pleasant to be scared.//
6.		It	is an awful feeling inside me to be on my nerves.//
7.		I	will be scared if the low marks on my rapport.//

There are 7 sentences, with 15 clauses containing finite verbs – 10 independent and 5 dependent clauses (3 conditional and 2 causal). The level of hypotaxis is 33,3%, very similar that of Elsa's text. Of the 15 clauses, 5 finite verbs each are Material, Mental and Verbal. The Agent in Theme position switches between 1st person in 9/15 clauses and 3rd person (6/15). Ms Usher gave him 6/10 and a sympathetic comment.

Appendix 52: Analysis of Kobus's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1.		I	was born on 17 April 1990.//
2. where		We we	lived on a farm in Jansenville// farmed with cattle and Angora goats.//
3. In Grade one and		I	went to Volkskool// lived in a hostel during th weeks.//
4. Weekends and there		I I	liked to shoot with my gun// learned to drive my fathers tractor and Toyota bakkie.//
5.		I	helped my father with the calves and to sheer the Angora goats.//
6. 1 year ago		my father we	sold one of the 2 farms// moved to Grahamstown.//
7. Now		I	am in Grade 7.//
8. where and		We still we	go to the other farm// have cattle// have hunting trips.//
9.		I	like to hunt kudus during the Winter.//

There are 9 sentences with 15 clauses containing finite verbs – 13 independent and 2 dependent adverbial clauses. The level of hypotaxis, 13,3%, is much lower than his 'Feelings …' text and the level of emotional engagement is also lower. Even though the Agent is 1st person in 14/15 clauses, the flatter emotional tone is reflected in his choice of verbal processes. Whereas in the former text he had an even split between Material, Mental and Verbal processes, in this text he uses 9 Material and 3 Mental and Relational processes each, effectively reducing the extent to which he can articulate his own thoughts and feelings. This text received the lowest mark, of 4½/10.

Appendix 53: Analysis of Nadia's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1.		My mom, dad and I	come from Port Elizabeth.//
2.		(I	was born there.//)
3. so		My grans and granpas I	 is still there// miss them alot.//
4.		I	was 2 years in pre-primary.//
5. When		I I	turned 7,// went to Sub A.//
6.		(I	was the class bully.//)
7. In Grade 2 and		I	stopped fighting// started making friends.//
8. When because		I my work I	got to Grade 3// started to improve// was so scared of that teacher.//
9.		(I	forget her name.//)
10.		Grade 4	was probably the best year of my life.//
11.		I	got my first true best friend.//
12.		Her name we boath	was Diandra,// liked the same things for eg horses, horse-riding, swimming and even fruit salad with viniger over.//
13.		Grade 5 we	was probably the sadest year for me,// moved to Grahamstown for 6 months.//
14. how how		(My first reaction	was// could my mom and dad move to Grahamstown after 11 good years in Port Elizabeth.//)
15. So now and just, well,		I	had to leave my friends, school// cope.//
16. When		I I	got to Grahamstown,// got a new a new best friend, Mary-Anne.//
17. But just when		 I we	 got settled in// moved to Port Alfred.//
18. and		My dad I	found a riding pace for me// got some new friends.//
19.		My best hobbies	are horse-riding, swimming, tennis, keraty, bike riding and lots, lots more.//
20.		My goal in life	is to become a vet for horses.//
21. Because and		I it	love horses// makes me happy to see them running happily in whide meadows.//
22. But what		to see a stunning animal like a horse being mishandeled, I I	 don't know// will do.//
23. as		I also they	want to do research on tigers// are a indangered speeshies.//
24. And how		I also they	would like to know// live,//

and			hunt,// play// grow up.//
25. but		I I I	know// can see all this on TV// 'de rather see it with my own eyes.//

There are 25 sentences with 46 finite clauses – 33 independent and 13 dependent (5 noun, 4 temporal, 3 causal and 1 projected) clauses. The level of hypotaxis is 28,3%. A transitivity analysis of the finite verbs shows that there are 27 Material, 11 Relational and 8 Mental processes. The absence of Verbal processes is masked by the personal, almost conversational asides that Nadia achieves through her sophisticated use of punctuation, bracketing off certain clauses (sentences 2, 6, 9 and 14). Her understanding of punctuation is demonstrated in consistently well-structured sentences as well as accurate, sensitive use of commas to separate the dependent clause when it is a Marked Theme (in sentences 5 and 16). The Agent is 1st person in 28/46 clauses, unsurprisingly in autobiography. Ms Usher gave a mark of 6/10.

Appendix 54: Analysis of Anna's 'Feelings when unfairly blamed'

Theme			Rheme
Textual	Interpersonal	Topical	
1. When		I I my feelings	get blamed for something// haven't done// are strong angry.//
2. why if when		I they I I	feel respectless, also not nice// should I trust someone// don't trust me// say// haven't done it.//
3.		I	feel hated.//
4.		I I it	wish// could show// wasn't me.//
5. why like which		I I I	get punished// feel so unhappy,// pined to a board,// feel like fire// is burning out or the sun going down, hard, unfair, thinking of it as a joke, like a little stupid bad child.//
6. as if as		I I angry I	feel// was locked in a stinky room with my heart hitting even harder// am thinking why over and over again.//
7.		Feeling like never coming to this punishment driving away on my bike, preying to God.	
8.		Feeling like a bad educated girl.	
9.		It	feels so unfair.//
10.		I never	deserved it.//
11.		Some others	may be have but not me.//
12. that		I something evil	feel// got stuck in my head.//

There are 12 sentences with 25 clauses containing finite verbs – 13 independent and 12 dependent clauses (3 temporal, 3 adverbial, 2 relative, 2 projected noun and 1 each conditional and noun). The level of hypotaxis, 48%, is the second highest in this data set. The proportion of Mental and Verbal processes (13/25) among the finite verbs in Anna's text (11 Mental, 10 Material, 2 each Verbal and Relational) indicates how she was able to voice her thoughts and feelings so forcefully. The participial phrases (sentences 7 and 8) not included in the transitivity count add to the density and energy of the text. It is as though Anna's control of sentence structure buckles under the number and force of the verbal forms that she employs. The Agent is 1st person in 16/25 clauses. Ms Usher gave a mark of 6½/10 and an encouraging comment on her writing.

Appendix 55: Analysis of Anna's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1.		My name	is Anna.//
2. and who		I	am 12 years old// have a brother// is 16.//
3.		I	lived in Spain with my parents and brother for 8 years.//
4. In those years		we	had a wonderful life.//
5. When which		I we	was 8 years old// had a great adventure// was a world cruise.//
6. and		It	started in Nice// went all over the world.//
7. which		We I	visited the Phillipiens, America, Australia, Mexico, China, Japan, Hawaii, Karibic, Singapore, Shanghai, Madras and even more// can not remember.//
8. and		We we	went through the Panama Canal on my mum's birthday// sail through the Suez Canal.//
9.		The Suez Canal	flows from the Mediterranean Sea to the Red Sea.//
10. where		The world cruise everyone	ended in Venice// was sad to leave the ship.//
11. In school and		they	put up a world card// followed us all over.//
12. and when		They I they	wrote faxes// came back// were all very happy.//
13.		I	had to answer many questions//

There are 13 sentences with 24 clauses containing finite verbs – 18 independent and 6 dependent clauses (3 relative, 2 temporal and 1 adverbial). The level of hypotaxis is 25%. The spread of the finite verbs - 12 Material, 10 Relational and 1 each Mental and Verbal – is completely different to her 'Feelings' text in which Mental and Verbal processes were prioritised. The brief emotional references, in sentences 4 and 10, are through adjectives rather than verbs. The controlled emotional content, even in a genre as personal as autobiography, includes faultless control of sentence structure and punctuation in this text. Adding to the contrast with her 'Feelings' text and in contrast to most other learners' autobiographies, the Agent is 1st person in half of the clauses, 12/24. Ms Usher gave a mark of 5½/10 – 3 for content and 2½ for presentation.

Appendix 56: Analysis of Tenji's 'Feelings when unfairly blamed '

Theme			Rheme
Textual	Interpersonal	Topical	
1.		This I	has happened to me lots of times, being blamed by my friends, parents and sisters for something// didn't do.//
2. and		I my face	get cross, furious// gets filled with anger.//
3.		Why they not	do// give you a chance to explain?//
4. and and		They just that they I	shout,// shout// shout// 's all// do// hate it.//
5. Sometimes but and that		I I just he'd	feel like bursting into tears// look at him/her// wish// let me explain.//
6. when		I really I I	hate it// get blamed for something// didn't do.//
7. But as much as and when		I I they the what really	've learnt a lesson from being blamed of something// didn't do,// Let them shout// please,// 're finished// start to explain to them// happened.//
8.			Don't feel bad,// let them feel bad.//
9. when		People they they	do feel bad// have been blamed for something// do.//
10. but		I also I	feel bad// get over it very soon.//
11.		 I	Believe me, being blamed of something// didn't do// is not nice.//
12. that when and		The worse thing about it they they you just	 is// apologise// expect you to forgive them// have to.//

There are 12 sentences with 40 clauses containing finite verbs – 26 independent and 14 dependent clauses (5 relative, 4 temporal, 3 noun, 1 projected noun and 1 adverbial). The level of hypotaxis is 35%. The spread of the finite verbs is 15 Material, 12 Mental, 9 Verbal, 3 Existential and 1 Relational. In contrast to her autobiography, the Agent is 1st person in a minority of clauses, 14/40.
Ms Usher gave a mark of 8/10 and an encouraging comment on her writing.

Appendix 57: Analysis of Tenji's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1. that when		The bad thing my friends at Peddie	 happened to me// is// lied to me.//
2. but anyway		I we	was so cross// made up.//
3. that when		Another thing I she	 happened to me// is// broke my sister's phone// was so cross.//
4. The next day cause		I she never	was so angry// spoke to me that day.//
5.The next day that and and		 I she I it "I	 remembered// loves chocolate// decided to buy her a PS// was written// 'm sorry" on it.//
6.		I also	wrote her a letter apologising to her.//
7. Well and that		she "I	was smiling at me// said// forgive you."//
8. and now		I she	was so glad// has a new cellphone.//
9. that when and now that		The good thing I I I	 happened to me// was// passed Std 4// 'm so glad// did.//
10. when		The other thing my mom, sister and cousins	was// planned a surprise party for me.//
11. and		I I I	was turning 10 years old// must say// was so surprised and happy.//
12.		I	got lots of presents.//
13. that when		The other thing my friend and I	 happened to me// was// went to Port Elizabeth to her house.//
14.		We	went to lots of places.//
15. that that that		The best thing I my mom and aunt	 happened to me// was// found out// bought a new house in town.//
16. and		I	was so happy// couldn't wait to see it.//
17. When		I I	saw it// was so happy.//

There are 17 sentences with 45 clauses containing finite verbs – 28 independent and 17 dependent clauses (5 relative, 6 temporal, 3 projected noun, 2 noun and 1 causal). The level of hypotaxis is 37,8%. The spread of the finite verbs is 19 Material, 6 Mental, 4 Verbal and 16 Relational. Predictably in an autobiography, the Agent is 1st person in most clauses, 23/45. Ms Usher gave a mark of 5½/10

Appendix 58: Analysis of Xolo's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1.		I	was born on March 1990 in Port Alfred.//
2. and		I my hobbies	live in Kenton-on-Sea// are acting, sport and dancing.//
3.		My role models	are my parents and my second big brother.//
4.		I	have four brother and two sisters.//
5. and		My second oldest sister	 is married// has five children.//
6. but		The oldest sister	has four children// * not married.//
7. but now because and now because and		My favourite relative his he I he I	 was my third big brother// * not// is married// don't spend time with him// has to look after his family now// understand that.//
8. because		My favourite relative now I	 is cousin// spend more time with him.//
9.		My dreams	* to be a singer and to be an actor.//
10. In order		to rich to things I	should practice them.//

There are 10 sentences with 19 clauses containing finite verbs, including 3 with missing verbs (or an incorrectly formed verb, in the case of sentence 7) indicated by *. There are 16 independent and 3 dependent (causal). The level of hypotaxis is 15,8%. The spread of the finite verbs is 8 Material, 10 Relational and 1 Mental. Unusually in an autobiography, the Agent is 1st person in fewer than half of the clauses, 7/19. There was no mark on this text.

Appendix 59: Analysis of Zoleka's 'Feelings when she loses a game of draughts'

Theme			Rheme
Textual	Interpersonal	Topical	
1. Sometimes		I	used to play graftes with my brother at home.//
2. until		We the sun	used to play// sets.//
3. when		I I	loved it very much// beated him in the game.//
4.		I	used to laugh at him very much.//
5. Sometimes		he	used to beat me.//
6. Those times and because		I I	was very angry// would shout at him with anger// lost.//
7. Everytime and		I he I usually	lost// used to laugh at him [me]// wanted to replay the game.//
8. One day who		we whoever the one	made a deal,// wins// loosed// will work for the winner for a week.//
9.		I I just	didn't even think// said yes.//
10. and		We I	played the game// lost.//
11. when		That I	's// sat with my mom all the time.//
12.		My mom a deal I	told me// is a deal// 'll have to do it.//
13. whatever		I my brother	started doing// told me to do.//
14.		All those days I	were very hectic// say.//
15. Even at night when		 I he	 was asleep,// used to wake me up just to bring him some juice.//
16. When because		the week I I	ended,// was releaved// didn't have to work again.//
17. When like		I I I	loose a game,// feel// want to shout my lungs out.//

There are 17 sentences with 38 clauses – 24 independent and 14 dependent (7 temporal, 2 causal, 2 noun, 1 each relative, adverbial and a projected noun) clauses. The level of hypotaxis is 36,8%. Of the 38 finite verbs, 23 are Material, 5 Mental, 5 Verbal, 4 Relational and 1 is Existential. Ms Usher gave a mark of 8/10.

Appendix 60: Analysis of Zoleka's autobiography

Theme			Rheme
Textual	Interpersonal	Topical	
1. when when		I I I	started school// * here in Sea View// was 7 years old.//
2. when		I I	started at Bambi// was six years old.//
3.		I	made my first birthday here at Bambi with aunt Sarah.//
4.		All my teachers	were Afrikaans speakers.//
5.		I	have past every year of my school career.//
6. when		I we	love it// get certificates for school work.//
7.		We only	get them by the end of the year.//
8. When		we I	went to outings// loved it the most
9. when		The most of all we	is// did concerts for the school in the morning and at night for our parents and other people.//
10. when because		I we we	like it// practise// won't be doing school work.//
11.		I definitely	loved it in the junior primary.//
12.		My teachers	were MsL, Ms V, Ms P and Ms K.//
13.		Ms K	was my best teacher.//
14. when		I I	was very nervous// was going to the senior primary.//
15. and		Everything my teacher	went well// was Ms W.//
16.		I	loved her very much.//
17.		Everything	went well with my Std 2 work.//
18. when		That we	's// didn't do anymore concerts.//
19. At the senior primary		 we	 don't do any concerts at all.//
20.		This	is a picture of Sub A in Ms L's class.//
21.		I	was only 7 years old that time.//
22. Sometimes but in the middle of the year when		I that I	was really scared of her// 's// wasn't scared of her anymore.//
23. that		She I	helped me with everything// needed help with.//
24. because		She all the other teachers I	was my best teacher in Sub A// was scared of.//
25.		This	is a picture of my class in Sub B in Ms P's class.//
26.		I	was going to turn 8 years old that time.//
27.		I	was never scared for Ms P//

and		I	don't know why.//
28.In the middle of the year		I	started to be naughty.//
29.		Ms P	sent me to Ms K.//
30. So and		she	shouted at me// punished me.//
31. At the end of the year		we	had a concert.//
32. In the concert		I	was a butterfly.//
33. when because		I we we never	loved it// had to practise// did any school work.//
34.		I	got a certificate for my school work.//
35. and		I I	was very happy// succeeded in Sub B.//
36.		This	is a finaly my best class in the junior primary.//
37.		This	is a grade 3 photo of the class.//
38.		My teacher in this class	was Ms K.//
39.		She I	is a strict teacher but not very strict// assume.//
40. when that		I I I	was most definitely scared of her// found out// was in her class.//
41. that because		I I I	promised myself// would do my best// didn't want her to shout at me.//
42.		My only friend in that class	was Vuyokazi.//
43. One day because		we we	were late for second brake// were sitting in the senior section.//
44. that when		We there that we we	didn't notice// wasn't any people anymore in the field// 's// realized// were late.//
45.		We	were very scared.//
46. When		we Ms K	got to the classroom// hadn't entered the classroom yet.//
47.		We	were so realifed.//
48.		I	had played a stickman in the concert.//
49.		My class's heading	was the circus.//
50. When		we I	got the certificates// was also happy// congreculated by people.//
51. and		We that	were shown the Talk of the Town book// made me even more happier.//
52. In that year		I	was also doing chore and drama of coarse netball for sport.//
53. In that time		I	was the first best player for netball.//
54. For chore		we	went to sing at Settlers' Park for the old

			people.//
55.		I	enjoyed singing there.//
56.		Our chore teacher	was Ms L.//
57. Drama and		we I also	did it with Ms H// enjoyed drama.//
58.		Gr 3 I	was my best junior class// say.//
59. like		I I I	felt// was a prefect// thought.//
60.		I She	loved Ms K// was the best of my best junior school teacher Ms L.//
61. The most thing that and		 I she she I	 love about the teacher// is// didn't show us how strict// was// was very generous// say.//
62. that		This	is a certificate// was awarded to me in the 12 November 1998.//
63.		It I	said// had progress in English, Maths and Courtesy.//
64. when		I I	was in Ms P's class// received this certificate.//
65. when and		This I	was one of the days// was very happy// congreculated.//
66. First – Second – Third – Fourth -		One from Sub B/ Gr 2 in Ms P's class. One from Std 2/Gr 4 in Ms W's class. One from Std 3/Gr 5 in Ms V's class. One from Std 4.Gr 6 in Ms M's class.	
67.		This certificate	was awarded to me in year 2000 in 6 November.//
68.		I	got it for Merit.//
69. when		I I	was in Ms W's class// received this award of mine.//
70. and		I	was happy// congreculatered like the other days.//
71.		This certificate	was awarded to me in 5 November 2001.//
72.		It	was for sport.//
73.		My sport	was netball.//
74.		It I	said// was the most improved player in u-11.//
75.		My coach	was Ms G at that time.//
76. and		I	was happy// congreculated.//
77.		It	was awarded to me in 4 November 2002.//
78.		It	was for my school work.//

79.		It	was given to me for neatness and progress in NS.//
80.		My teacher then	was Ms M.//
81. and when		I I	was happy// congreculated like any day// was awarded something.//

There are 81 sentences with a total of 135 clauses - 99 independent and 36 dependent clauses (19 temporal, 5 causal, 4 projected noun, 4 noun, 3 relative and 1 adverbial) clauses. The hypotaxis level is 26,7%. Of the total number of 135 finite verbs, 56 are Relational, 51 are Material, 18 are Mental, and 5 each are Verbal and Existential processes. Unlike most others, Zoleka wrote only about her school experiences, and not of her home or family. She also included 3 class photos and 5 photocopies of certificates she had been awarded, in her text. Only two others included photos: Thabo had one in his Afrikaans text (analysed in Chapter 7) and Elsa had five in her English autobiographical poster (analysed in Chapter 8). Zoleka, however, was the only one to integrate the visual material into her writing (sentences 20, 25, 37, 62, 66, 67). Ms Usher gave a mark of 6/10 and wrote (the only comment on any learner's autobiography) *"A pity you only told about your school life or you would have done better."*

Table 9.2: Amount and kind of isiXhosa writing at Sea View, January-March 2003 (9 weeks)

Grammar exercises	Difficult sounds 5 letters (r, hl, c, x, q) (contr)	Intro. 5 words 3 sent's (IsiX-Eng) (contr)	Vocab. 10, 4, 11, 6 words (Eng-isiX) (contr)	Intro. 2 sent's (isiX) (copied)	Greeting relatives 8 sent's (IsiX) (guided)	Intro + greeting 4, 5 sent's (isiX) (guided)	Greeting, formally 3, 4 sent's (Eng-isi) (guided)	Imperative Sing + Pl. 2, 5, 6 sentences (Eng-isiX) (guided)	Vocab. plural, locative 6 words (Eng-IsiX) (guided)	Farewell 12 sent's (IsiX) (guided)	Vocab, naming 5, 3 words (IsiX-Eng) (contr)	Imperative 12, 18 sentences (isiX) (guided)
Compre-hension exercises												
Extended texts												

Appendix 62: Carol's isiXhosa L2 text translation and analysis

Translation of Carol's introductory paragraph

Igama lakho Carol. Ndivela 2A Lansdowne Rd, iRhini. Ndithanda iilekese, ibhabhathane nelokwe. Andithanda iminqathe, ighina namafo[4]. Ndifunda iSt Katherine's. Ndinezinthathu izinja. Ndinezimbini iikati.	*Your name is Carol. I live at 2A Lansdowne Rd, Grahamstown. I like sweets, a butterfly and a dress. I don't like carrots, a tie and namafo. I'm studying at St Katherine's. I have three dogs. I have two cats.*

Analysis of Carol's paragraph

Theme			**Rheme**
Textual	Interpersonal	Topical	
1.		Your [my] name	is Carol.//
2.		I	live at 2A Lansdowne Rd, Grahamstown//
3.		I	like sweets, a butterfly and a dress.//
4.		I	don't like carrots, a tie and namafo.//
5.		I	'm studying at St Katherine's.//
6.		I	have three dogs.//
7.		I	have two cats.//

There are 7 simple sentences, all of which have one finite verb. There are no dependent clauses and the hypotaxis level is 0. Of the 7 finite verbs, 3 are Relational, 3 are Mental and 1 is Material. The limited range of verbs used indicates Carol's limited isiXhosa vocabulary. The Agent is mainly a 1st person in 6/7 clauses, not unusual in self-descriptive or autobiographical writing.

[4] 'namafo' is not a word in isiXhosa.

Appendix 63: Clive's isiXhosa L2 text translation and analysis

Translation of Clive's introductory paragraph

Molo, igama lam nguClive. Ndi vela eRhini neBhayi. Ndinobuthinesisi igamalam ngoCalvin, Craig, Kate. Ebhayi ndifama ubisi. Ndithanda efama ndinostuthuthu no zimbini 4 wheela. Ndithanda iilekesi no schokalati. Andithanda intlanzi kodwa ndithanda loba intlanzi. Ndine zimbini izinja, igama uSindi noRoxi.	*Hello, my name is Clive. I live in Grahamstown and Port Elizabeth. I have brothers and a sister my names are Calvin, Craig, and Kate. In Port Elizabeth I farm dairy. I like the farm, I have a motorbike and two four-wheelers. I like sweets and chocolates. I don't like fish but I like fishing. I have two dogs called Sindi and Roxi.*

Analysis of Clive's paragraph

Theme			**Rheme**
Textual	Interpersonal	Topical	
1. Hello		my name	is Clive.//
2.		I	live in Grahamstown and Port Elizabeth//
3.		I my [their] names	have brothers and a sister// are Calvin, Craig and Kate.//
4. In Port Elizabeth		I	farm dairy.//
5.		I I	like the farm// have a motor bike and two four-wheelers.//
6.		I	like sweets and chocolates.//
7. but		I I	don't like fish// like fishing.//
8.		I	have two dogs// called Sindi and Roxi.//

There are 8 sentences with 12 clauses – 11 independent and 1 dependent relative clauses. The hypotaxis level is 8,3%. Of the 12 finite verbs, 5 are Relational, 4 are Mental and 3 are Material. Clive uses a similar range of verbs to Carol and Palesa, but he is the only learner to form a dependent clause (sentence 8). Interestingly, it is a relative clause, according to Kress (1994), a more difficult construction than a temporal clause. His earlier attempted relative clause, in sentence 3, points to the difficulty of forming a relative clause. The Agent is 1st person in 9/12 clauses, not unusual in self-descriptive or autobiographical writing.