COMPLEXITY ACCURACY AND FLUENCY IN TASK-BASED

INSTRUCTION FOR XHOSA SECOND LANGUAGE AT TERTIARY LEVEL

BY

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DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work and has not previously in its entirety of part been submitted at any University for a degree.

SIGNED:

SUMMARY

This study explores a framework for the implementation of task-based instruction for Xhosa second language at tertiary level. Central to the task-based approach to second language learning are the goals of complexity, accuracy and fluency as outcomes. The principles of task-based instruction to syllabus design are examined as this approach to syllabus design is believed to provide an effective base for successful second language acquisition.

Theoretical assumptions as propounded by various researchers are discussed paying particular reference to the nature of second language learning and teaching pedagogy. Most linguists agree on the view that Universal Grammar is a constant background against which any language learning process takes place. Universal Grammar is also viewed as the faculty which influences second language acquisition. The study will explore the relationship between second language theory and pedagogy. The Communicative Language Teaching is advanced in this study as an appropriate method for teaching language.

The task-based syllabus is discussed with reference to different syllabus types which exhibit tasks as a unit of analysis. The relationship between grammar pedagogy and task-based methodology is illustrated. A range of communication tasks for Xhosa is presented as an example of a task-based course design and analysed according to a task typology to investigate the communicative value of each task type. Salient functions, notions and language structures are identified based on Xhosa communicative task dialogues.

It is hoped that Xhosa second language teachers and researchers will pursue the approach that are advanced here and that they will be able to make a contribution to Xhosa second

language course design. It is also hoped that this study has succeeded in dealing with aspects of Xhosa second language learning and that Xhosa teaching will benefit in a variety of respects.

OPSOMMING

Die studie ondersoek 'n raamwerk vir die implementering van taakgebaseerde onderrig vir Xhosa tweedetaal op tersiêre vlak. Die doelstellings van kompleksiteit, akkuraatheid en vlotheid is sentraal aan die taakgebaseerde benadering tot tweedetaalleer. Die studie sal die beginsels van taakgebaseerde onderrig tot sillabusontwerp ondersoek aangesien hierdie benadering algemeen beskou word as 'n doeltreffende basis vir suksesvolle tweedetaalleer.

Die studie sal voorts die teoretiese aannames bespreek wat deur verskillende navorsers gemaak is met betrekking tot die aard van tweedetaalleer en onderrigmetodologie. Die meeste taalkundiges is dit eens dat Universele Grammatika 'n konstante basis is waarop tweedetaalleer plaasvind. Universele Grammatika word beskou as die mentale fakulteit wat tweedetaalleer beïnvloed. Die studie sal ook die verwantskap tweedetaalteorie en onderrig bespreek. Die kommunikatiewe taalonderrigbenadering word aangevoer in die studie as die mees gepaste metode vir taalonderrig.

Die taakgebaseerde sillabus sal bespreek word met verwysing na verskillende sillabustipes wat die taak as eenheid vir analise vertoon. Die verwantskap tussen grammatika-onderrig en taakgebaseerde metodologie sal geïllustreer word. 'n Verskeidenheid kommunikatiewe take in Xhosa sal bespreek word as 'n voorbeeld van eenhede in kommunikatiewe kursusontwerp, en die take sal geanaliseer word om die kommunikatiewe aard van elke taak te ondersoek.

Prominente taalfunksies, -begrippe en taalstrukture sal geïdentifiseer word vanuit die Xhosa kommunikatiewe taak-dialoë. Die hoop word uitgespreek dat onderwysers en navorsers van Xhosa tweedetaal die benadering wat in hierdie studie ondersoek is verder sal ontgin, en dat hulle in staat sal wees om 'n bydrae te maak tot kommunikatiewe

kursusontwerp. Die studie poog om ook aspekte van Xhosa tweedetaalleer te identifiseer wat die onderrig van Xhosa tot voordeel kan strek in verskillende opsigte.

ISISHWANKATHELO

Olu phengululo-sifundo luphononga ubume bokusetyenziswa kwendlela yokufundisa esekelwe kwimisetyenzana kufundo lwesiXhosa ulwimi lwesibini kumaziko emfundo ephakamileyo, kuqwalaselwa ukuntsonkotha, ukuchaneka nobuciko njengezona njongo zizizo kwindlela yokufundisa esekelwe kwimisetyenzana. Imigaqo kwindlela yokufundisa esekelwe kwimisetyenzana ekuqulunqweni kwesilabhasi iyaphononongwa njengoko indlela yokufundisa esekelwe kwimisetyenzana kukholelwa ukuba inika isiseko esisiso ekufundweni kolwini lwesibini ngempumelelo.

Izimvo ngethiyori ngokuveliswa ngabaphandi abohlukeneyo ziyaphononongwa kuqwalaselwa uhlobo lokufundwa kolwini lwesibini nenzululwazi ngokufundisa. Uninzi lweengcali zolwini luyavumelana kumba wokuba umgaqo lwimi jikelele osisiseko usisiseko esimileyo ekungafundwa ngaso naluphina ulwimi. Lo mgaqo lwimi osisiseko ukwafunyamiswe ukwalilo ifuthe ekufundweni kolwimi lwesibini. Ithethe ukuthi loo nto kukho ubudlelwane obububo phakathi kwethiyori yolwimi lwesibini nenzululwazi yokufundisa. Ufundiso-lwimi ngendlela yokuncokola ichatshazelwe kolu phengululo-sifundo njengendlela eyiyo yokufundisa ulwimi.

Isilabhasi eyindlela yokufundisa esekelwe kwimisetyenzana iyaphononongwa ngokubhekiselele kwindlela ezahlukenenyo zeesilabhasi ezikhethe imisetyenzana njengelungu emaliphononongwe. Ubudlelwana phakathi kwenzululwazi yokufundisa ulwini nendlela yokufundisa esekelwe kwimisetyenzana buyabonakaliswa. Uthotho lwemisetyenzana yoqhagamshelwano yesiXhosa luyabhalwa njengomzekelo wokuqulunqwa kwesilabhasi esekelwe kwimisetyenzana yaye

iphononongwe ngokwendlela ehlelwa ngayo imisetyenzana ukubonakalisa ukubaluleka kwencoko kumsetyenzana ngamnye. Imisebenzi nolwakhiwo kwimigaqo-ntetho iyakhethwa ithathwa kwiingxoxo zemisetyenzana yesiXhosa.

Kuyathenjwa ukuba uninzi lwabafundi bolu phengululo-sifundo luyakuqhubela phambali nangaphezulu imiba echatshazelwe apha yaye luya kuya nakuncwadi oluphucukileyo olube lijelo lolwazi oluninzi oluchazwe apha abaya kulufumana luxeliwe kwimeko nganye. Kuyathenjwa kananjalo ukuba olu phengululo-sifundo luphumelele ekuvandlakanyeni imiba yokufundwa kwesiXhosa ulwimi lwesibini yaye nokufundisa kwethu kuya kuzuza nokuba kungendlela ethe ngqo okanye engathanga ngqo.

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CHAPTER 1

INTRODUCTION

1.1   PURPOSE AND AIMS OF STUDY

The main aim of this study is to explore a framework for the implementation of task-based instruction for Xhosa second language at tertiary level. This will be done by examining some proposals for task-based approaches to syllabus design for an introductory Xhosa, with particular reference to the goals of accuracy, complexity and fluency as the most relevant for task-based instruction. The belief is that this framework will enable the teacher to implement task-based instruction from a more systematic and principled basis. According to Richards (1990), tasks refer to activities that teachers assign to attain particular learning objectives. The concept of tasks has been central to the studies of effective teaching.

Smith (1994) argues that second language acquisition research is, logically speaking, a crucial prerequisite to course design. More research on the way in which learners are exposed to a new language and its effect needs a lot of investigation. He further argues that in order to plan for effective second language teaching, a comprehensive view is needed of the nature and process of language program development. Providing such a view is one of the main aims of this study. Second language course design, like other language programmes, is concerned with principles and procedures for the planning and delivery of teaching. This study is dedicated to all those prospective, devoted teachers of Xhosa as a second language who may find pleasure in the confirmation of some of the techniques they have undoubtedly been using.

1.2   DEFINING SECOND LANGUAGE

Since the field of second language learning and teaching is the core concern of this study it would be appropriate to define the use of this term as early as possible. Sharwood Smith (1994) defines second language as follows:

> "Any language other than the first language learned by a given learner or group of learners, irrespective of the type of learning environment (formal or informal) and irrespective of the number of non-native languages possessed by the learner."

According to Smith, this term normally stands as a cover term for any language other than one's mother tongue including both foreign languages and languages which are not one's mother-tongue but are nevertheless spoken regularly in one's own community.

Cook (1991) does not differ much from Smith when he defines a second language as a language acquired by a person in addition to his or her mother tongue. From these two definitions of second language one can deduce that a second language is often learned in an environment in which it is not heard outside of the classroom and that makes it different to learning one's native language where one normally listens to it all day over a certain period of time as a child. Second language learning means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of forms required by the system. Second language learning therefore means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic forms used by native speakers, and the end result is free communication.

1.3   THEORETICAL ASSUMPTIONS

1.3.1   The Nature of Second Language Learning: Principles of Universal Grammar

According to Cook (1991), the Universal Grammar Model is concerned with language as part of the mind and sees learning as setting parameters from the actual sentences the learner encounters. It has increasingly been used to explain how second languages are learnt especially by those who approach second language learning from a linguistic perspective. The claim by the Universal Grammar Model is that principles and parameters are built-in to the mind that there is not even a need for learners to learn structure-dependency because their minds provide it automatically for any language they meet. Cook claims that the second language learner listens to input and sets parameters accordingly. A major learning component according to Universal Grammar is vocabulary, in addition to morphosyntax.

A question of theoretical importance when a learner begins to study second language is that of access or no access to Universal Grammar. In her article in Ritchie and Bhatia (1996), Gass articulated two possibilities. The first one claims that learners have access to Universal Grammar either fully or partially. The full access view entails that second language learners have access to Universal Grammar in the way that children do, whereas partial access means that there are other factors, like the native language, that interact with Universal Grammar, preventing full access to it. This means that Universal Grammar constrains grammar formation through the entire process of second language acquisition. Hence, the native language is an important part of the picture effectively blocking full operation of Universal Grammar. The second possibility claims that learners do not have full access to Universal Grammar, suggesting that the native language should

be regarded as the starting point providing the basis on which second languages develop.

Gass, in her article on transfer and Universal Grammar in Ritchie and Bhatia (1996), argues that both first and second languages are constrained by principles of Universal Grammar. She further reports that Schachter's research supports the view that Universal Grammar principles are available only through the first language. Schachter supported this view by investigating Subjacency violations. Gass also mentions the Subset Principle that considers the accessibility to Universal Grammar principles by second language learners. However, her general conclusion is that second language learners do not use the Subset Principle as a guiding force in second language grammar formation.

1.3.2   Second Language Teaching Pedagogy

Richards (1986) argues that linguists saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. A British linguist by the name of D.A. Wilkins proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. He emphasised the analysis of the communicative meaning that a language learner needs to understand and express. Two types of meanings articulated by him were notional categories (concepts such as time, sequence, quantity, location, frequency, etc.) and categories of communicative function (requests, denials, offers, complaints, etc.). (See appropriate examples in Section 4.5 of Chapter 4.)

The writings of Wilkins and other various applied linguists on the theoretical basis for a

communicative approach to language teaching gave prominence to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. Communicative Language Teaching appeared to reflect a methodology appropriate for the language teaching and is best considered an approach rather than a method. Richards (1986) states that learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. According to Richards, Communicative Language Teaching was seen as an approach that aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards, 1986).

Exploring the nature of Communicative Language Teaching, Littlewood (1981) states that paying systematic attention to functional as well as structural aspects is one of the most characteristic features of Communicative Language Teaching. Some linguists believed that this approach is a little more than just an integration of grammatical structures and functional teaching, whereas some believed that it is using procedures where learners work in pairs of groups employing available language resources in problem-solving tasks. Richards (1986) states that there is only one thing common about the different views on Communicative Language Teaching, that it is a theory of language teaching that starts from a communicative model of language and language use.

Crooks and Gass (1993) argue that around the beginning of the 1980s the term task began to come into deliberate use in applied linguistics, as an aspect of the research methodology used in studies of second language acquisition and curriculum design. As a result, a variety of second

language syllabus types compete for attention in the 1990s including among others procedural, process and task-based language teaching syllabuses, which took task as the unit of analysis (see Chapter 3.4 for discussion). Task-based syllabus types organise and present what is to be achieved through teaching and learning in terms of how a learner may engage his or her communicative competence in undertaking a range of tasks. It also addresses how the learners may develop this competence through learning (Breen, 1987).

In conclusion, it must be pointed out that according to Crookes and Gass (1993) citing Foley (1991), task-based second language learning is an internal, self-regulating process which will vary according to the individual. The syllabus designer or the classroom teacher cannot control that process at all except for promoting and maximising learning opportunities through adequate and appropriate classroom methodological procedure. What is nice about a method-driven pedagogy like a task-based pedagogy is that teachers and learners have a remarkable degree of flexibility as compared to content-driven pedagogy like structural approach.

1.4   ORGANIZATION OF STUDY

As mentioned at the beginning, the main goal of this study is to provide teachers of Xhosa as a second language with a reasonable framework for the implementation of task-based instruction, particularly at tertiary level. The first chapter has given an introduction to second language learning from a Universal Grammar perspective. The chapter also discussed theoretical assumptions, paying particular reference to the nature of second language learning and teaching pedagogy. The discussion on these issues has been very brief since they will be discussed in more detail in chapter two.

Chapter two explores the relation of second language theory to pedagogy. Some research issues involving the interface between theory and pedagogy will be examined. Chomsky's Universal Grammar is one of the most explicit theories of the human capacity for language learning. In this chapter research on how it influences the acquisition of second language will be reviewed, taking into consideration the question of access or no access to Universal Grammar.

Chapter three explores the principles of task-based course design. Proposals to task-based approaches will be examined, starting by defining the term task, and how it is used as a pedagogical tool and an element of course design. According to Breen (1986) the task-based syllabus explicitly crosses the theoretical divide between content and methodology because of its emphasis upon the learning process as appropriate content during language learning. Another purpose of this chapter is to tie grammar pedagogy and task-based methodology together. This will be done by focusing on grammatical form and the use fo tasks in language teaching. The chapter will also explore the three goals of task-based instruction, namely complexity, accuracy and fluency as propounded by Skehan (1996).

The fourth chapter of this study, entails a task-based approach to an introductory course design for Xhosa second language at tertiary level. A framework of a task-based course design will be presented, taking into acocunt Pica's et al (1993) typology of task types. That typology will be discussed extensively in this chapter, paying particular reference to task relationships, requirements, goals, outcomes and different task types. Communication tasks for Xhosa as a target language will be presented in this chapter, and these tasks will be analyzed according to the typology mentioned above. Analysis salient language functions, notions and grammatical structures in the final section of this chapter.

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The last and the final chapter in this study, Chapter five, is the conclusion, which will present the main findings of the study.

CHAPTER 2

THE RELATION OF SECOND LANGUAGE LEARNING THEORY TO PEDAGOGY

2.1   INTRODUCTION

Cook (1991) observes that the field of second language acquisition research which explores second language learning from a scientific perspective, has emerged. Although it is still in its early stages of development, it has already produced insights from many perspectives. The main aim of this chapter is to convey how second language learning theory is related to the science of teaching, i.e. pedagogy. Second language learning theory is a scientific discipline that tries to explain how people learn language. First of all the research on second language learning and teaching will be explored with the view that it provides valuable insights into teaching that will help teachers whatever their methodological slant.

This chapter will also examine some research issues involving the common ground between theory and pedagogy in second language acquisition. The role played by Universal Grammar (UG) in second language learning will be taken into consideration on the assumption that language theory acquisition depends on a language theory. A theory of grammar which is grounded in concerns about language acquisition will therefore be explored.

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2.2 RESEARCH ON SECOND LANGUAGE LEARNING AND TEACHING

2.2.1 Introductory Remarks

According to Cook (1991) second language learning and language teaching are vital to the everyday lives of many people because many people need to speak more than one language. Most teachers have been trained to teach, not to reflect on second language (L2) learning, and that is why the research on second language learning and teaching is believed to provide valuable insights to teachers. Cook (1991) suggests that teachers might expect to benefit from second language learning research. Through second language learning research the teacher can get a better understanding of how students accomplish and contribute to learning, how teaching techniques and methods work, and how the overall goals of language teaching can be reflected upon.

2.2.2 Expectations of teachers from Second Language Learning Research

2.2.2.1 The student's contribution to learning

Through L2 learning research the teacher can be able to understand the students' contribution to learning because, according to Cook (1991), all successful teaching depends upon learning. Students can prove that by being able to bring something with them into the classroom. That is possible because L2 learners have fully-formed personalities and minds when they start learning the L2, which have profound effects on their ways of learning and how successful they are. Students always base what they do on previous experience of learning and of using language. It is on those grounds that L2 learning research has established that the students' diverse motivations

for learning the L2 affect them powerfully. L2 learning research helps in understanding how apparently similar students react differently to the same teaching technique, and it also reveals the problems all students share.

2.2.2.2 Teaching methods and techniques

Cook (1991) argues that L2 learning research also helps the teacher to understand how teaching methods and techniques work as they both incorporate a particular view of L2 learning. This view entails that L2 learning is the acquisition of conscious knowledge and that fits in with the way one teaches grammar-translation emphasizing explanations of grammatical points. Communicative teaching methods make the students talk to each other with the view that L2 learning is growing out of communication. Task-based L2 learning research maintains that students are learning by communicating, that they are prepared to speak out in the classroom and that the education context in the country allows for learning from fellow students rather than from the teacher alone.

2.2.2.3 The goals of language teaching

Thirdly and lastly, it is also stated by Cook (1991) that L2 learning research helps the teacher to understand the goals of language teaching. She mentions a number of goals including to help people to think better, i.e. brain-training and logical thinking, appreciation of serious literature, the student's increased self-awareness and maturity, appreciation of other cultures and races and communication with people in other countries just to mention a few. According to Cook L2 learning research can help define those goals, assess how achievable they may be and contribute

to their achievement.

This section can be concluded by stating that teachers need to see the classroom from many angles, not just from that of L2 learning research. The teacher has to use his/her own discretion about what to do in a particular lesson considering all the factors involved in teaching those students in that situation. Cook (1991) further argues that L2 learning research shows some of the strengths and weaknesses of a particular teaching method or technique and it provides information that can influence and guide teaching.

2.3   SECOND LANGUAGE LEARNING RESEARCH INDEPENDENCE

Cook (1991), in her discussion about the independence of second language research considers the view that it would be more appropriate for anyone else to start by investigating how people learn language before turning to the evaluation of teaching methods. She believes that the first step in second language learning research is to study learning itself and only later one should move on to see how teaching relates to learning. According to her second language learning is distinct from language teaching, and second language learning is not necessarily the same as first language acquisition. To support this view she cites Halliday (1975) who maintains that learning is learning how to mean, which means discovering that language is used for relating to other people and for communicating ideas. Second language learning therefore would be different from first language learning because people learning a second language already know how to mean.

Another aspect considered by Cook (1991) is that second language learning is more than the transfer of aspects of the first language on to the second language. According to Cook, the first

language helps learners when it has elements in common with second language, but when they differ, it hinders them. Her suggestion in this case is that, though transfer from first language indeed turns out to be important, its role needs to be established through properly balanced research.

Cook further argues that learners have language systems of their own and she takes that as the starting point for second language learning research. In second language learning the assumption is that the student's sentence should be compared to one produced by a native speaker as native-like speech is often a goal for the students. But the second language learning research insists that learners should be judged by the standards appropriate for them, not by those for natives. The learners' sentences can be seen as the product of those learners' own language systems.

Cook maintains that where learners are making mistakes their sentences reflect their temporary language systems rather than an imperfect grasp of the target language. The teacher, the materials or even the students themselves should not be blamed for the mistakes made by the students. Mistakes should be taken as an inevitable and natural part of the learning process. A further and the last issue about the independence of second language learning research, according to Cook, is the controversy about the uniqueness of language because this controversy has strong implications for teaching. There is a view which supports the uniqueness of the language and that language teaching is unlike other school subjects and must therefore be taught in ways that are peculiar to it. The opposing view claims that besides its complexity, second language learning is not unique, but just a special case of general principles that apply to everything people do and therefore can use methods employed for teaching other subjects.

2.4 RESEARCH ISSUES ON SECOND LANGUAGE ACQUISITION AND PEDAGOGY

2.4.1 Introductory Remarks

This section has the general aim of describing some research issues involving the relationship between theory and pedagogy in second language acquisition as propounded by Cohen in Eckman et al (1995). The first issue is about the benefits of instructing learners in strategies for learning language more effectively. The second one addresses the effects of explicit instruction on the acquisition of speech acts. The third and the final issue examines the pedagogical consequences of using immersion education as an instructional approach for foreign-language acquisition.

2.4.2 Strategies for Enhancing Learning

This issue deals with the facilitation of the language learning process focusing on enhancing that process. The idea under question here is whether it is wise to leave language learners to their own devices or whether they should be offered some form of training in learning the target language. Evidence presented by some researchers showed that the training in the correct choice and use of learning strategies is needed. Cohen states that learners should be exposed to a large set of strategies at one time and be asked to identify those they are familiar with and become more aware of how to use them. The learners are given a wide choice on which strategies they will use and when. There is a great possibility that the training could be descriptive rather than being prescriptive.

The assumption by the second language learning strategy movement is, according to Cohen, that learners should be made conscious of and responsible for their selection and use of learning strategies, in order to make them more successful language learners. They can only prove their success in language learning by improving their use of classroom time, facilitating their completion of homework assignments and enhancing their use of language outside the classroom.

2.4.3   Explicit Instruction on Complex Speech Acts

The second of the three research issues as suggested by Cohen in Eckman (1995) is about the effects of explicit teaching of complex speech acts. The issue under consideration is whether it is necessary to teach second language speaking behaviour or to let learners acquire these naturally, i.e. from out-of-class experience. According to Cohen, the instructional materials make the second language speaking behaviour to be routinised and that helps learning a lot because much of what is said is predictable. Cohen makes reference to exceptional cases where language learners may tend to respond as they would in their native language and culture and find that what they say is not appropriate for the target language and cultural situation. Evidence has shown that sociocultural strategies and sociolinguistic form are not always picked up easily. Cohen maintains that it is therefore the duty of the teacher to learn how to prepare a course of instruction to teach gaps in speech act behaviour as learners do not necessarily have an adequate awareness of what is involved in complex speech behaviour.

Cohen points out that findings further suggest that the fine points of speech act behaviour such as intensification types, downgrading, different speech act strategy realizations and consideration of situational features can be taught in the foreign-language classroom. Cohen concludes that

formal instruction in the social rules of language use given in the classroom can assist learners in communicating more appropriately with natives outside of the classroom.

As far as the production of utterances by learners in speaking exercises is concerned, Cohen states that it has been found out that learners may have a more difficult time in producing complex speech acts because they need advanced knowledge to perform them successfully. By advanced knowledge is meant sociocultural knowledge about the situation and sociolinguistic knowledge about the language forms that are appropriate. The fact that some tasks make far greater demands on learners than others also needs consideration. Those tasks that may be regarded as simple and easy may demand a lot in terms of thought patterns and use of grammar resulting in extensive thought processes and repeated internal debate about which lexical word or phrase to choose.

In concluding this issue of speech acts Cohen considers another area which has the potential to impact the teaching of speech act behaviour. That is the issue of finding out more about the processes learners use when producing speech acts and responding to them. That can, according to Cohen, help the teacher in making choices about the teaching of speech acts and in training learners in speech act strategies.

2.4.4 Language Immersion Programs

Language immersion is the third and the last of the research issues propounded by Cohen in Eckman (1995). Cohen states that the issue of language immersion programs covers the consequences of selecting a pedagogical approach that is intended to bring bout rapid acceleration

of the language process. These programs promote the idea that learners should be within the target language environment and culture for second language acquisition to take place easily and rapidly.

According to Cohen, evidence has shown that learners who become bilingual through immersion programs have an advantage of making normal or even better-than-normal progress in content subjects that are taught in the second language as well as showing enhanced non-verbal abilities and problem-solving abilities especially in science. Another advantage is that of gaining ability in the foreign language and that will help the learners to be able to process input and output and function better in the foreign language.

According to the discussion above one can deduce that instruction has got the potential to enhance second language acquisition in many ways. However, Cohen still challenges researchers to identify approaches to foreign-language strategy training that are feasible for the classroom and even for the researcher to study. According to Cohen, acquisition of native-like production by non-natives may take many years and therefore more empirical research on the learning of speech acts still need to be conducted. Although it was recorded to be the documented success of immersion programs it was realized that there are still gaps in foreign-language proficiency, especially in speaking and writing skills.

2.5 THE ROLE OF UNIVERSAL GRAMMAR IN SECOND LANGUAGE LEARNING

2.5.1 Introductory Remarks

According to Gregg (1989) as cited by Ritchie and Bhatia (1996), language theory acquisition depends on a language theory and that is therefore for that reason that a well-developed theory of language called the principles and parameters approach is adopted. That is the Universal Grammar theory associated with Chomsky. Cook (1991) defines Universal Grammar as the language faculty built-in to the human mind consisting of principles that all languages have in common and parameters on which they vary.

2.5.2 A Theory of Principles and Parameters

In the works of Ritchie and Bhatia (1996), White explains this approach as having a dual aim, that of characterizing the native speaker's knowledge of language or linguistic competence, and to explain the possibility of the acquisition of such competence. According to White, this knowledge stems from innate knowledge which takes the form of a Universal Grammar. She claims that linguistic competence extends beyond the input as it is possible for both children and adults to understand and produce sentences that they have never heard before. This view holds that first language acquisition is assumed to proceed on the basis of naturalistic positive evidence interacting with innate principles and parameters of Universal Grammar with negative evidence not playing a big role. By positive evidence it is meant the actual sentences that learners hear and the negative evidence is the other way round, including correction.

According to Cook (1991) an example of a UG principle is structure-dependency. She further argues that it is inconceivable for the second language learner to produce sentences that are not structure-dependent because this type of grammar affects the nature of interlanguages. As a result it is very rare to find sentences said by the second learner that breach the known language principles such as structure dependency. Cook argues that second language learners do not need to learn principles such as structure-dependency as they will use them automatically.

As was mentioned in the above paragraph Universal Grammar also contains parameters, which are principles that differ in the way they work from language to language. Cook (1991) further discusses the pro-drop parameter variation which has effects on the grammars of all languages. Each of the language is either pro-drop or non-pro-drop. By pro-drop is meant those languages in which the subject in the sentences does not need to be actually present whereas in non-pro-drop languages must always be present in declarative sentences. Cook suggests that second language learners need to acquire new parameter settings for parameters such as pro-drop, often starting from their first language.

This theory of principles and parameters is regarded by Cook (1991) as very useful because of its close link to language acquisition. In it the only parts of language that have to be learnt are just the settings for parameters on which languages vary, whereas the principles that all languages have in common need not be learnt. Learning in this theory is a straight forward matter of getting the right input which is the evidence out of which the learner constructs knowledge.

2.5.3   The Kind of Access the Learner has to Universal Grammar

The question of access or no access is addressed by Cook in her article in Odlin (1994). He explores three models namely, the no-access, direct access and indirect access models. In the no-access model the second language learners acquire the grammar through other mental faculties not involving the Universal Grammar stored in their minds. In the direct access model second language learning is exactly the same as first language learning with Universal Grammar directly accessible. It is possible for learners to set values for parameters according to the second language evidence they encounter. Lastly, in the indirect access model second language learning is, according to Cook, influenced by the parameter values set in the first language, meaning that learners have access to Universal Grammar through what they know of the first language.

2.5.4   The Involvement of Universal Grammar in Second Language Acquisition

Considering at the relationship between Universal Grammar and second language acquisition, Cook in Odlin (1994), examines three areas with the choice being between direct and indirect access. First, he mentions the question of the initial second language parameter settings. Cook argues that it will only be possible for second language learners to start with the same values for parameters as first language learners if the direct access is correct. That means they would set each parameter from scratch. Cook regards the starting point for second language learners as the values of their first languages if indirect access is correct. These values may or may not be the unmarked settings for first language acquisition.

The second question is about what changes the second language value for a parameter and that

concerns the issue of the type of evidence available to the child. According to Cook, in second language learning very few learners master the second language to the same extent that they master their first language. The possible cause of that second language deficiency, according to Cook, may be that the varieties of evidence available to the second language are not available in the first language. That includes things taking place in the classroom like habit-based structure drills, grammatical explanation or controlled communication games. Secondly, is the concept of marked and unmarked parameter settings. Cook states that the principle of learning called Subset Principle claims that it is impossible in the second language to reset from a marked value to an unmarked value from positive evidence. All these mentioned deficiencies may give the learner reason for changing a parameter setting which is unavailable in first language learning.

The last of the three questions is whether the principles and parameters change as the second language learner learns. Cook in Odlin (1994) argues that access to Universal Grammar might depend upon the learner's age. According to Cook the second language development in children goes hand in hand with first language development if there is no delay between Universal Grammar property manifestation itself in the first language and the second language. Such a delay might be possible. He further argues that according to the Critical Period Hypothesis the ability to learn language normally disappears after about the early teenage years, meaning that there is a decline of second language learning ability with age. According to researchers, Universal Grammar is more accessible in younger children.

The above discussion shows that Chomsky's Universal Grammar is the most explicit theory of the human capacity for language and its acquisition. It can be concluded that Universal Grammar-based research paradigms can and should guide educators in building efficient language teaching

methodologies. The findings demonstrate that the Universal Grammar research paradigm has proven fruitful in identifying those areas of language learning which do present additional levels of complexity for the second language learner.

2.6   CONCLUSION

The main aim of this chapter was to explore how second language learning theory is related to pedagogy. The literature on research on second language learning and teaching was explored, paying particular reference to what the teacher can expect from second language learning research and its independence. The relation between second language learning theory and pedagogy has also been examined by discussing some research issues involving the interface between the two. The main issue under discussion was whether instruction might enhance second language acquisition.

The role played by Universal Grammar in second language learning has also been taken into consideration. The question that has dominated the discussion is that of the role of the principles and parameters of Universal Grammar in second language acquisition. According to White in Ritchie and Bhatia (1996), principles and parameters theory have attracted considerable attention as a potential component in a theory of second language acquisition.

CHAPTER 3

PRINCIPLES OF TASK-BASED COURSE DESIGN

3.1   INTRODUCTION

When we are confronted with the task of teaching a learner a second language, one of the first

decisions to be made is what samples of the target language should be provided, how to provide

such samples and at what moment that should be given. The aim of this chapter is to give answers

to such questions by exploring the different principles that one needs to consider when designing

a task-based course. Proposals to task-based approaches will be examined in this chapter. First

of all the term task will be defined and its use as a pedagogical tool and as an element of course

design will be considered. The second aim of this chapter is to give an explanation of the key

properties of the task-based syllabus and to examine the different types of task-based syllabi, as

proposed by various writers. Then grammar and task-based methodology will be examined and

as the final section of this chapter, goals of task-based instruction will also be addressed.

3.2   DEFINITION OF A TASK

Crookes and Gass (1993) argue that some researchers have the view that anything done in the

classroom can be regarded as a task, whereas others are of the opinion that a task is any section

of classroom practise which involves second language learners in carrying language-based

interactions which relate to something they might have to do, using the second language in the

world outside the classroom. In terms of the non-pedagogical definition of a task by Long

(1985), cited by Crookes and Gass (1993), a task is a piece of work undertaken for oneself or for

others, freely or for some reward. He gave examples of many different things like painting a fence, dressing a child, filling out a form, buying a pair of shoes and many other things. That means, according to him, by task is meant a number of things people do in everyday life, at work, at play and in between. This one definition by Long is regarded as a non-pedagogic one because it describes the sorts of things individuals do with language outside the classroom.

Let us further consider the one by Richard et al (1985), also cited by Crookes and Gass (1993), who offer a more pedagogically oriented definition, stating that a task is an activity or action which is carried out as the result of processing or understanding a language. Richard et al further argue that listening to an instruction and performing a command, may be referred to as tasks. Crookes and Gass (1993) define the communicative task as a piece of classroom work which involves learners in comprehending manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. They further argue that the task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

Let us end this section of task definition by considering what Skehan's (1996) view is about what a task. Skehan takes a task to be an activity in which meaning is primary and there is some sort of relationship to the real world. He further argues that task completion has some priority and the assessment of task performance is in terms of task outcome. He also cites Long and Crookes (1991), saying that tasks have a clear pedagogic relationship to out-of-class language use, in that needs analysis should clarify how students will need to use language in real-life.

On the basis of the above characteristics of tasks by different writers, one can deduce that work

on second language classrooms, syllabus design and materials development can benefit from a task-oriented perspective. It is concluded that task is a productive analytic unit for looking at classrooms and a productive unit with which to construct syllabi and materials.

3.3   THE TASK-BASED SYLLABUS

Breen (1987) explains that the task-based syllabus was initiated in the early 1960s, being influenced by analysis of knowledge and capabilities needed by learners to achieve skills through thematic materials used in the classroom and through the use of problem-solving for learning. He also proposes that for the task-based syllabus to be compared with formal and functional syllabuses it must be interpreted on the basis of knowledge and capabilities it gives priority to selection, division, sequence of what is to be learned and its particular rationale.

3.3.1   The knowledge the task-based syllabus gives priority to

Breen (1987) maintains that knowledge of linguistic form or knowledge of a range of language functions are surface and partial definitions of what is to be learned. Communicative knowledge is seen as knowing the rules and conventions governing the orchestration of code, behaviour and meaning. In addition to all that the task-based syllabus also gives priority to the learner's own experience and awareness of language learning. Breen also points out that the task-based syllabus plans what is to be achieved in terms of communication tasks and learning tasks. He considers the communication tasks as tasks which involve the actual sharing of meaning through spoken or written communication using the target language. On the other hand, learning tasks focus upon the exploration of the workings of the knowledge systems and how these may be worked upon

and learned. This all makes the task-based syllabus to be a two-fold syllabus in being a syllabus of communication tasks and a syllabus of learning-for-communication tasks. Breen points out that the task-based syllabus is referred to as a syllabus which gives priority to communicative knowledge as a unity of text, interpersonal behaviour and ideation.

3.3.2   The capabilities the task-based syllabus gives priority to

Breen (1987) further argues that the task-based syllabus gives priority to communicative abilities and learning capabilities within which a learner works in order to learn how to be correct or accurate, to be socially appropriate and to be meaningful or share meanings, meaning being an essential design feature of any communicative task. This type of syllabus assumes that learning tasks call upon and engage the same abilities which underlie communication itself, thus interpreting and expressing are taken to be the important elements of the task-based syllabus. Breen states that both the participation on communication and communicating for learning are equally valuable and, indeed, necessary activities when a person is confronted with the challenge of discovering a new language.

3.3.3   Selection and sub-division in the task-based syllabus

According to Breen (1987), communication tasks and learning tasks are used for the selection and sub-division of what is to be achieved in the task-based syllabus. Communication tasks derive from an analysis of the actual tasks which a person may undertake when communicating through the target language, or even through any other language for that matter. The priority of the syllabus designer of communication task is stated as that of engaging the underlying competence

required of a participant in a range of communicative events. In addition to that the designer also looks beneath the actual language use to the rules and conventions, to the knowledge required of a participant to be accurate, appropriate and meaningful and to undertake interpretation expression and negotiation by the learner. Those tasks which are most common in the target situation or most generalisable are the ones to be selected and clustered. Breen points out that learning tasks are selected on the basis of metacommunicative criteria. In providing the groundwork for the learner's engagement in communication tasks, the learning tasks address how the knowledge systems work, how abilities are to be used in communication and how the learning and development of these things may best be done.

Breen (1987) further agues that task-based syllabuses are divided on the basis of task type. One form of sub-division involves the mapping of facilitative learning tasks onto or around communicative tasks. A third form of sub-division in terms of a single large activity which entails subordinate tasks which together contribute to the completion of the overall activity. For instance the learners may be involved in different projects such as planning a journey or be required to interpret written material, express ideas in either writing or speech or undertaking tasks. Breen states that task-based syllabus may also be sub-divided on the basis of overriding sequencing or grading criteria.

3.3.4 The sequencing of the task-based syllabus

According to Breen (1987) the sequencing of the task-based syllabus relates to the nature of a task and the emerging learning problems of learners which are uncovered during participation in a communication task. Sequencing therefore can be characterised as cyclic in relation to how

learners move through tasks and problem-based activities in relation to the ongoing difficulties which learners themselves discover. There will be a sequence of refinement in learner competence and one of diagnosis and remediation alongside gradual refinement. Breen thus proposes that sequencing be looked at in two ways, as one relating to task and the other one relating to learning problems.

3.3.4.1 Sequencing relating to task

Breen argues that tasks may be sequenced from those which are familiar in terms of learners' current competence to the less familiar or from the most generalisable type of task to the least generalisable and these can apply to the nature of the knowledge and abilities required in a task. Sequencing of communication and learning tasks are planned as a syllabus in advance on the basis of the relative familiarity of the task to the learners' current communicative knowledge and abilities, and the relative inherent complexity of the task in terms of the demands placed upon a learner.

3.3.4.2 Sequencing relating to learning problems

Sequencing relating to learning problems cannot, according to Breen, be worked out in advance, but only depends on the identification of learning problems as they arise and the prioritising of particular problems and the order in which they may be dealt with, the identificaiton of appropriate learning tasks which address the problem areas. According to Breen, sequencing on the basis of learning problems will derive from the learner's experience of working with the new language.

3.3.5 The rationale for the task-based syllabus

Breen (1987) views the task-based syllabus as one which represents the means whereby the learner's initial competence can be engaged as the foundation upon which new knowledge and capabilities may be accommodated during the undertaking of tasks. It also assumes that participation in communication tasks will itself be a catalyst for language learning with the emphasis upon using language to communicate in order to learn. Another rationale, according to Breen, is that the task-based syllabus addresses knowledge and abilities in a problem-based and analytical way through learning tasks focusing upon the individual's learning process. The task-based syllabus is both means-focused and end-focused. The last assumption of the task-based syllabus is that learning is necessarily both a metacommunicative and a communicative undertaking based on the belief that learners can be analytical in their exploration of communication in the target language.

3.4   THREE TYPES OF TASK-BASED SYLLABUS

According to Crookes and Gass (1993) the task-based syllabus comprises of three types, namely procedural syllabuses, process syllabuses and task-based language teaching.

3.4.1   Procedural syllabuses

Crookes and Gass (1993) state that the procedural syllabus is associated with the work of Prabhu, Ramani and others, relating to the Bangalore/Madras Communicational Teaching Project. According to Crookes and Gass, Prabhu (1982) supports the idea that students need plenty of

opportunity to develop their comprehension abilities before any production is demanded of them. Prabhu also believes that acquisition of a linguistic structure is not an instant, one-step procedure. It is also claimed by Prabhu (1987) that language form is acquired subconsciously through the operation of some internal system of abstract rules and principles when the learner's attention is focused on meaning, i.e. task completion, not language.

Crookes and Gass (1993) further argue that tasks in a procedural syllabus should be intellectually challenging enough to maintain students' interest. It must sustain learners' efforts at task completion, focus them on meaning and engage them in confronting the task's linguistic demands. Opinion gap, information gap and reasoning gap were the most favoured tasks in procedural syllabus.

It is further argued that a procedural syllabus is mostly of the kind familiar in many variants of so-called communicative language teaching (CLT). Communicative language teaching is the task-based in the analytic sense, but sometimes employs problem-solving communication activities in the practice phase of lessons. However, the procedural syllabus presents at least some difficulties but are not to be discussed as they are beyond the scope of this chapter.

3.4.2 Process syllabuses

According to Crookes and Gass (1993) a second task-based approach to course design is the process syllabus as suggested by Breen and Candlin (1980, 1984, 1987). Breen and Candlin's focus was and is of the learner and learning processes and preferences, not language or language-learning processes. They argue that any syllabus is constantly subject to negotiation by teachers

and learners in the classroom. Both Breen and Candlin believe that it is the negotiation process itself that drives learning, including language learning.

Crookes and Gass (1993) further argue that the process syllabus is a plan for incorporating the negotiation process and thereby learning processes into syllabus design. They also state that in the process syllabus a design consists of providing the resources and materials needed for making general decisions about classroom language learning, alternative procedures for making those decisions, alternative activities and alternative tasks.

3.4.3   Task-based language teaching

According to Crookes and Gass (1993), a third approach to course design which takes task as the unit of analysis is task-based language teaching. This approach emphasizes a focus on form in the design of language teaching. According to this approach focus on form may help second language acquisition in many ways with each way having some empirical support. The first way is when instruction in marked or more marked second language forms may transfer to implied unmarked or less marked items. Secondly, this approach holds that giving increased salience to non-salient grammatical features may decrease the time needed for learners to notice them in input. Thirdly, increased planning may promote use of more complex language and more advanced interlingual form. Again instruction must be targeted at an appropriate level so as to speed up passage through a developmental sequence and extend a scope of application of new rules. Finally, it is argued that openly done feedback on error may help destabilize an incorrect rule. According to Long (1998) as cited by Crookes and Gass (1993) this view supports systematic provision for a focus on form in the design of language teaching.

3.5 GRAMMAR AND TASK-BASED METHODOLOGY

3.5.1 Communicative tasks

Crookes and Gass (1994) examine ways in which the communicative tasks have been considered. They state that communicative tasks have been considered one of the more promising elements of the communicative approach and often been seen principally as devices to allow learners to practice using the language as a tool of communication, rather than a means to make learners to put their mind on grammatical features of a language. They propose that tasks can promote negotiated language use in particular situations or for specific purposes.

Crookes and Gass (1993) believe that there is a basic distinction between open and closed tasks. They explain open tasks as those tasks where the information which learners must exchange is relatively unrestricted or indeterminate, while closed tasks are just the opposite, in the sense that in them the information needed for task completion is very determinate or discrete. For that reason closed tasks were favoured as compared to open tasks for a number of reasons. Among other things they are favoured because they promote negotiation of meaning and therefore likely to facilitate comprehension. In addition to that they seem to promote focus on the form of utterances in input/output. Those two factors make closed tasks to be better suited for use in teaching than open tasks.

3.5.2 Characteristics of tasks that facilitate grammatical development

Crookes and Gass (1993) argue that for learners to notice gaps in their knowledge the relevant

aspect of grammar must be crucially involved in successful task performance in a specific sense, i.e. essentialness. It is suggested that the designer is required to exercise a great deal of control over the language used in class for a successful creation of appropriate tasks.

According to Crookes and Gass (1993), a second language acquisition can be successful if it can take place through important acquisitional processes of automatization and restructuring. They have the assumption that both automatizing and restructuring play an important and complementary role in second language acquisition.

3.5.2.1 Automatization

In describing automatization Crookes and Gass (1993), describe it as a process which involves a learned response that has been built up through the consistent mapping of the same input to the same pattern of activation over many trials. It occurs through practice as it is believed that practice makes perfect. It is also believed that a response which is automatized is relatively permanent and can be executed both quickly and with little effort.

3.5.2.2 Restructuring

Crooks and Gass (1993) explain restructuring as a process which accounts for the sudden moments of insight in clicks of comprehension as it is frequently reported by second language learners. It is likely governed by inferencing and hypothesis testing. It is argued that restructuring occurs when the learner notices a gap in his/her representation of the relationship between a given linguistic form and its function that is an example of one sort of hypothesis which a learner may

hold. For that noticing to be successful, it must involve some degree of conscious attention.

Crookes and Gass (1993) further argue that hypothesis need testing and they can be tested in a number of ways, like for instance, through comprehension or production and can also be tested either introspectively, or through interaction with an interlocutor. As a result they have made a clear distinction between comprehension and production strategies. Strategies are referred to as ways that are used by second language learners in their efforts to work within their constraints to acquire the target language.

According to Crooks and Gass (1993) comprehension strategies are taken to be the process which takes place within the comprehender's mind and therefore are referred to as internal strategies. They deal with information from syntax, semantics, pragmatics, morphology and lexicon. Crooks and Gass (1993) further argue that the research has shown that moment-to-moment comprehension involves a complex interplay of information derived from these linguistics and non-linguistic sources. Under production strategies they include reduction strategies and achievement strategies. According to Faerch and Kasper cited by some authors in Crookes and Gass (1993), very few chances that reduction strategies can lead to hypothesis formation or restructuring because of the way they work where learners may decide to reduce the goal in terms of information content or even deciding not to communicate the information. Another method is that of confining oneself to only a small well mastered area of the linguistic system. On the other hand, achievement strategies can, according to Crookes and Gass, be regarded as the ones which might result in changes to the learner's linguistic system because learners with gaps in their linguistic knowledge are exposed to compensatory devices of paraphrase, word coinage, interlingual transfer and generalization. Other devices like gestures, miming or diagrams are also

allowed in a face-to-face interaction.

3.6   THE RELATIONSHIP BETWEEN GRAMMAR AND TASK

In Crookes and Gass (1993), Loschky and Bley-Vroman suggests that tasks which involve grammatical knowledge should be constructed in different ways and to varying degrees. As a result, they distinguish among three types of involvement of a grammatical structure in a task, namely task-naturalness, task utility and task essentialness.

As far as task-naturalness of a structure is concerned, they state that, for the successful completion of the task, the accurate use of grammatical structures is not required in the sense that task can easily be completed without the structure. Hence, there is a great possibility for that structure to arise just naturally during the performance of a particular task. If the structure is used frequently, the possibility is that the task will lend itself in some natural way. Loschky and Bley-Vroman further argued that the simplest objective measure of task naturalness is how frequently something will arise when native speakers perform a task. They suggest to relativize task-naturalness to the particular stage of learner development structures with certain characteristics can arise naturally only if grammatical development is at a certain stage.

Under task-utility of a structure, Loschky and Bley-Vroman argue that although mastery of a grammatical structure is not so essential for the performance of a task, it can be useful in the sense that, with the knowledge of the structure, the task becomes much easier. In this type of involvement the task should be created in such a way that the utility of the targeted structure is so clear that learners naturally attend to that structure and that will result to more efficient

completion of the task with great success if the structure is used correctly. The last type of grammatical involvement, according to Loschky and Bley-Vroman, is when it is important to attend to a particular grammatical structure for the completion of a task and it is called essentialness. In this type of involvement the performance of a particular task is just impossible without the use of a particular grammatical knowledge. The grammatical structure is regarded as the essence of what is to be attended to. According to Loschky and Bley-Vroman, task-essentialness causes attention to be paid to the relevant structures and this attention facilitates initial hypothesis formation or restructuring.

To sum up this section on degrees of involvement of grammar and task, it needs to be mentioned that tasks in which the structure is essential are harder to create than tasks in which the structure is natural or useful.

3.7   GOALS IN TASK-BASED INSTRUCTION

Before concluding this chapter on the core properties of task-based course design it would be appropriate to address the features of accuracy, complexity and fluency as goals in task-based instruction. Skehan (1996) argues that a general goal in foreign language learning is that of becoming more native-like in one's performance. He further argues that within this general goal there is a proposal that learners' goals could be separated into three main areas of accuracy, complexity and fluency.

According to Skehan (1996) the issue of accuracy is related to the learners' capacity to handle whatever level of interlanguage complexity each one has currently attained. To explain that in

more detail, he argues that accuracy relates to a learner's belief in norms and to performance which is native-like through its rule-governed nature. Accuracy as a goal is relevant because without it a learner's communicative effectiveness could be impaired and fossilized. Inadequacy of the underlying interlanguage, poor competence-performance relationship, and the way in which communicative pressure has led to the view that errors being made can be regarded as causes of inaccuracy. For the promotion of accurate language use well-integrated aspects of the interlanguage system which is to avoid what is not known and use what is well-known, will be helpful. By doing that, the learner will be using some sort of conservative communication strategy.

The second of these goals, according to Skehan (1996), is complexity which is also known as restructuring. It is concerned with the stage and elaboration of the underlying interlanguage system. Thus the underlying interlanguage system should continuously become more complex, more elaborated, more structured, more efficient, more consistent with input data and more native-like. If for some reasons there is a lack of interest on the part of the learner, such that no efforts made to change and re-organise an interlanguage system or maybe there is impoverished input, all the necessary conditions for restructuring will be impaired. Skehan states that to promote the achievement of restructuring, sequencing of teaching activities like relevant preparation and appropriate post-task activities will be supportive for restructuring. He points out that an interest on the part of the learner in achieving native-like performance, helpful input as well as interactive opportunities would be of great help.

The last of the three goals addressed by Skehan is fluency. Fluency is concerned with the learner's capacity to mobilize an interlanguage system to communicate meaning in real time. As far as

fluency is concerned, a learner must be able to produce and comprehend speech at relatively normal rates. If not, difficult patterns of interaction will be achieved. To be fluent enough, the learner must be able to integrate as knowledge the results of emerging and developing the restructuring in actual communication. Skehan observes that if the learner is more drawn towards other goals like accuracy and complexity of speech, there will be lack of fluency because that will mean the learner does not value fluency. Even if there is insufficient opportunity for the proceduralization of language and excessive pressure to communicate, fluency will be lacking. Skehan argues that if restructuring becomes automatized or becomes an exemplar, the teacher will be promoting effective fluency. This can be done, according to Skehan, by giving learners communicative problems to solve at the right level of processing difficulty, and moreover cycles of activity should be organized so that there is a balance between a focus on form and a focus on communication.

Skehan points out that there is a problem in achieving these three goals simultaneously because there is no sufficient capacity for learners to devote resources to each of them. This means that during communication and learning the teacher has to make decisions as to how to prioritize attentional resources. This will, according to Skehan, also give problems, because if one is concentrating on performance that is likely to prioritize fluency putting restructuring and accuracy in the inferior position. On the other hand, Skehan states, if the teacher is concentrating on development, restructuring will come first with accuracy and fluency being less important.

3.8 CONCLUSION

In this chapter different principles that researchers and teachers need to consider when designing

a tasked-based course have been described, starting by defining a task and its importance as a tool in second language teaching. Focus has been put on the task-based syllabus and its types and that discussion has shown that task-based syllabi in general, and task-based language teaching in particular, are likely to have most to offer the second language teacher and learner, on both empirical and conceptual grounds. From this discussion about the task-based syllabus and its types one can deduce that the selection of tasks for inclusion in a syllabus is determined by the results of the task-based needs analysis. The discussion also stated that pedagogic tasks are derived from the task types and sequenced to form the task-based syllabus. It is those tasks that teachers and students actually work on in the classroom.

An outline of the teaching of grammar from a communicative perspective has been given. This discussion has tried to tie grammar pedagogy and task-based methodology together by focusing on grammatical form and the use of task in language teaching. It has been argued that the best way to incorporate grammar in language instruction is not by use of drill or of grammar exercises. According to Rutherford and Smith as cited by Loschky and Bley-Vroman, the best way to incorporate grammar in language teaching is by the use of consciousness-raising activities which facilitate the development of grammatical knowledge through hypothesis-testing and inferencing using meaningful communication tasks. A distinction between automatization and restructuring as central characteristics of tasks that facilitate grammatical development has been given, and the degrees of involvement of grammar and task were explored, i.e. task naturalness, task-utility and task essentialness. In the final section of this chapter, the goals of accuracy, complexity and fluency were addressed as the most relevant for task-based instruction.

CHAPTER 4

A TASK-BASED APPROACH TO AN INTRODUCTORY XHOSA

SECOND LANGUAGE AT TERTIARY LEVEL

4.1 INTRODUCTION

This chapter is concerned with the presentation of a framework for task-based course design for Xhosa second language at tertiary level, focusing on the theme of law and the law courts. It is designed to provide the communicative tasks and the language used in the field of law, so as to enable legal representatives to communicate well with their clients whose mother tongue is mainly Xhosa.

First of all the typology of task types as proposed by Pica et al (1993) will be dealt with extensively. In this task typology, the issue of engaging second language learners in experiences that are goal-oriented and activity generating will be addressed. This will be done by looking at task relationships, requirements, goals, outcomes and different task types.

Secondly, a number of communication tasks will be written for Xhosa as a target language. Each of these tasks will be analysed in accordance with the typology mentioned in the previous paragraph. These tasks are exemplified by a dialogue (see appendix) which demonstrates the authentic contents associated with each task. These example dialogues can serve as core for the design of task content for second language learning of Xhosa for legal purposes. It is believed that what is presented in these example dialogues is applicable to the learning of Xhosa as a second language with the rationale that the language is best learned through interaction with

learners exchanging information and communicating ideas. The dialogues are structured so that learners interact with the aim of sharing ideas and opinions working towards a single goal or achieving individual goals.

Then thirdly and lastly, these communication tasks will be analysed in accordance to possible salient language functions, notions and grammatical structures as grammar has some role to play in the communicative language learning. It is important that second language learners be provided with both knowledge of grammatical structures and grammatical use.

4.2   A FRAMEWORK FOR ACTIVITY AND GOAL AS TASK FEATURES

Before dealing with the task typology, it is necessary to consider the features of activity and goal as they play a big role towards the completion of any task. These have been identified and discussed by Pica et al (1993) as categories of interactant relationship, interaction requirement, goal orientation and outcome options. All these have been put under a framework labelled as Table 1 (see the next page) where interactional activity and communication goals are linked with opportunities for learners to gain assistance with comprehension of second language input. In terms of this table learners are given opportunities to receive feedback on the comprehensibility of their interlanguage output and to respond to feedback through modification of their interlanguage. The category of interactant relationship is related to the responsibilities given to participants to hold, request and/or supply the information needed to achieve task goals.

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TABLE 1

TASK ACTIVITIES AND GOALS	IMPACT ON OPPORTUNITIES FOR LEARNER		
	Comprehension of input	Feedback on production	Interlanguage modification
A. INTERACTIONAL ACTIVITY			
1. Interactant relationship of request and suppliance activities, based on which interactants hold, request, or supply information directed towards task interaction and outcomes:			
a) Each interactant holds a different portion of information and supplies and requests this information as needed to complete the task.	expected	expected	expected
b) One interactant holds all information And supplies it as others(s) request it.	expected if repeated, with roles reversed		
c) Each interactant has access to Information and supplies it if other(s) Request it.	possible	possible	possible
2. Interaction requirement for activity of request-suppliance directed towards task outcomes:			
a) Each interactant is required to request and supply information.	expected	expected	expected
b) One interactant is required to request, the other(s) required to supply informaiton.	expected if repeated, with roles reversed		
c) Each interactant is expected to request and supply information, but not required to do so.	possible	possible	possible
B: COMMUNICATION GOAL:			
3. Goal orientation in using ifnormation Requested and supplied:			
a) Interactants have same or convergent Goals.	expected	expected	expected
b) Interactants have related, but Divergent goals.	possible	possible	possible
4. Outcome options in attempting to meet goals:			
a) Only one acceptable outcome is Possible.	expected	expected	expected
b) More than one outcome is possible.	possible	possible	possible

(Pica et al. 1993:14-15)

Participants can be engaged in a mutual relationship when they can act either as requesters or suppliers of information or work independently as requesters to suppliers and suppliers of requesters. Mutual relationship can result in a two-way flow of information as opposed to one-way flow when interactants work independently. That is all under the category of interactional activity (1) according to Table 1. The category of interaction requirement is labelled as category (2) and it is about whether obligations to request or supply information are required or optional.

There is also the component of communication goal, labelled as (3) goal orientation and (4) goal outcomes. In goal orientation, interactants are required to work towards either convergent or divergent goals for the completion of the task. Under the category of (4) goal outcomes, it is either only one acceptable outcome is possible or more than one.

All this information in Table 1 is organised in Table 2 as a typology of communication task types (see the next page). The typology is made up of five task types, each with a different configuration of activity and goal. The typology is organised in such a way that it shows how each task type can be differentiated from each other in terms of the categories of interactant relationship, interaction requirement, goal orientation and outcome option. The typology also shows the different impact each of the five task types may have on chances for learners to comprehend second language input, and also how they can be given feedback on their production and how to modify their output.

4.3   DIFFERENT COMMUNICATION TASK TYPES

4.3.1   Jigsaw

According to Geddes and Sturtridge (1979), as cited by Pica et al (1993), in this type of a task, participants must select and share information in order to make a decision or complete an assignment. Further elaboration and endorsement is also provided of jigsaw as a principle which ensures students opportunities to be both second language receivers and producers. Each jigsaw participant holds, requests and supplies information related to task completion and is engaged in a relationship of mutual request and suppliance. In this type of a task, no one is given all the information needed to complete it and therefore that means the flow of information is two-way, i.e. from x to y and from y to x. Task participants here hold dual roles as information holders, suppliers and requesters. Participants are expected to achieve a convergent (+) goal and a single outcome (l). This task can be considered as the one likely to generate opportunities for interactants to work towards comprehension, feedback and interlanguage modification processes related to successful second language acquisition because the configuration of task features links all the 'a' categories from Table 1.

TABLE 2

Task Type	1 INF holder	2 INF requester	3 INF supplier	4 INF requester- supplier relationship	5 Interaction requirement	6 Goal orientation	7 Outcome options
Jigsaw	X & Y	X & Y	X & Y	2 way (X to Y & Y & X)	+ required	+ convergent	1
Information gap	X or Y	X or Y	X or Y	1 way > 2 way (X to Y/Y to X)	+ required	+ convergent	1
Problem-solving	X = Y	X = Y	X = Y	2 way > 1 way (X to Y/Y to X)	- required	+ convergent	1
Decision-making	X = Y	X = Y	X = Y	2 way > 1 way (X to Y/Y to X)	- required	+ convergent	1+
Opinion exchange	X = Y	X = Y	X = Y	2 way > 1 way (X to Y/Y to X)	- required	- convergent	1+/-

4.3.2 Information gap

According to Johson (1981), as cited by Pica et al (1993), an information gap is created when one participant holds information that the other does not already know, but needs to know in order to complete the task. That means in this type of a task one interactant (x) holds relevant information and the other (y) must request this information. There is a gap in the distribution of information and that results in a one-way flow of information from the sender (x). The interaction is required to reach the convergent goal (+) and single outcome (l). Just like in the jigsaw task, interactants work together towards a convergent goal and single outcome, thus meeting descriptions of goal orientation 3a and outcome option 4a from Table 1. However, mutual opportunities for working towards comprehension, feedback and interlanguage modification are limited because the task assigns each interactant a fixed role. The interaction of information might correspond to the two-way flow of request and supplier only if the interactants can reverse roles.

4.3.3 Problem-solving

According to Duff (1986) and Ur (1984), cited by Pica et al, the problem-solving task has been used to characterize tasks oriented towards a single resolution of outcome. Crookes and Gass (1993) argue that in problem-solving tasks the singular goal (l) and outcome option 4a of Table 1 make this task more likely to generate opportunities for interactants to work towards making themselves mutually understood, by seeking and providing help in comprehending unfamiliar or unclear information, and modifying production towards comprehensibility.

4.3.4 Decision-making

As cited by Pica et al (1993), Doughty and Pica (1986), use the term 'decision-making' to refer to tasks in which participants are expected to work towards a single outcome, but have a number of outcomes available to them. Crookes and Gass (1993) further argue that in this task participants must converge towards a single decision as their goal (+), but no one specific decision is required for task completion and thus the task has more than one outcome option (1+). Furthermore, in keeping with goal orientation 3a and outcome option 5b, decision-making participants can choose to seek, withhold or exchange information, and reach one of many possible decisions as they work to complete this task. Comprehension, feedback, and production opportunities become increasingly reduced as more than one task outcome is allowed.

4.3.5 Opinion exchange

According to Ur (1981, 1984), as cited by Pica et al (1993), the term opinion exchange as a task decriptor is implicit in a variety of classroom activities which engage learners in discussion and exchange of ideas. Just like the problem-solving and decision-making tasks, the opinion exchange task is carried out under Table 1 categories of interactant relationship 1c and interaction requirement 2c. According to Crookes and Gass (1993), the fewest opportunities for comprehension, feedback, and modified production would be found in opinion exchange tasks . There is no requirement for interaction (-), and a single interactant (x or y) therefore might dominate. The interactants are not expected but permitted to converge towards a single opinion or goal (-) and therefore any number of outcome options, including no outcome at all, is possible (1+/-). This corresponds with goal orientation 3b and outcome option 4b of Table 1.

4.4   ANALYSIS OF COMMUNICATION TASKS IN TERMS OF THE TASK TYPOLOGY

TASK 1

Uyintloko yesebe kwicandelo lezomthetho eRhodes. Yiveki yezifundo zoqhelaniso. Unencoko nabafundi abanomdla wokwenza izifundo zomthetho kwisebe lakho. Bulisa abafundi ubamkele. Zazise wazise namalungu estafu akhoyo. Chazela abafundi ngako konke okuqhubekayo kwisebe lakho nokulindelekileyo kubo. Phendula yonke imibuzo abangaba nayo ngendlela eyakuthi ibatsale babhalise njengabafundi kweli sebe. Babulele ngokubonakalisa umdla kwisebe lakho ubathembise ulonwabo lodwa xa bengaba ngabafundi kweli sebe.

(You are a Head of Department in the law department at Rhodes. It is an orientation week. You have a conversation with students who are interested in doing law courses in your department. Greet the students and welcome them. Introduce yourself and other members of staff who are available. Explain to students everything that is taking place in your department and what is expected of them. Answer all the questions they ask about the course in a way that can attract them to register as students in this department. Thank them for showing interest in your department and promise them all the happiness if they can be students in this department.)

ANALYSIS OF TASK 1

This task shows characteristics of information gap task where one participant holds information that the other does not already know but needs to know in order to complete the task. That

means it corresponds to interactant relationship 1b and interaction requirement 2b from Table 1.

Here, the Head of Department holds all the information and supplies it to students who act as requesters. The students do not know all the information about what is taking place in the law department. They will only know it after they have requested it, and that will result in a one-way flow of information.

Although the flow is one-way, interaction is required because students do ask some questions when there is a need and the Head responds. Moreover, everyone is working towards a convergent goal and single outcome. The students' goal is to know everything about the law department and the Head is helping them to achieve that goal.

TASK 2

Ungumphathi kwiofisi yeLegal Aid yaseYunivesithi. Abafundi abatsha kwicandelo lezomthetho bahambele le ofisi ngeenjongo zokufunda banzi ngale ofisi. Babulise uzazise kubo ubamkele. Bachazele yonke into malunga nokuba yintoni na iLegal Aid yaye isebenza njani. Phendula yonke imibuzo abangaba nayo ubachazele nangeenkonzo ezinikwa yile ofisi. Emva kwencoko babulele ngotyelelo lwabo ubathembise ukuba bamkelekile nakwixesha elizayo.

(You are a director at the University Legal Aid Office. The new students from the law department have visited this office with the aim of learning more about the activities of this office. Greet them, introduce yourself and welcome them. Explain everything they want to know about what the Legal Aid is all about and how it works. Answer all the questions they may have and

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explain to them all the services offered by this office. After the conversation thank them for coming and ask them to call again.)

ANALYSIS OF TASK 2

In this task law students are requesting the information from the director who willingly supplies them with it, and therefore this task can be identified as an information gap. The director is holding all the crucial information about what the legal aid is and how it works. For the completion of this task the students need to know this information and therefore act as requesters. That means there is a gap in the distribution of information and that results in a one-way flow of information from the sending director to the receiving students.

However, all the interactants work towards a convergent goal and single outcome. The students aim at knowing the activities of the Legal Aid Clinic and the director assists them aiming at the same goal. To reach this convergent goal and single outcome, interaction is required.

TASK 3

Ningabafundi abenza umthetho abamenywe luluntu kwintlanganiso yalo. Uluntu lufuna ukuxoxa iziphumo zenkundla malunga netyala leendlavini ezaphule umthetho. Ezi ndlavini zikhululwe ngaphandle kokubekwa ityala. Niceliwe ukuba nicebise uluntu olucaphukileyo malunga namanyathelo olunokuwathatha ukuze lubone ukuba ubulungisa buyaqhubeka, amaxhoba afunyanwe enetyala yinkundla. Umhlalingaphambili akuba eyivulile intlanganiso uvulele amalungu oluntu nabafundi bavelise izimvo zabo.

(You are a law student who has been invited by a local community to its meeting. The community wants to discuss the outcome of the court hearing about the gangsters who have committed crime. These gangsters have been released without any charge being laid. You are asked to advise the angry community about the steps they can take to see to it that justice is done and the culprits are found guilty by the court. The chairperson, after having opened the meeting, opened the floor to the members of the community and the students to voice their opinions.)

ANALYSIS OF TASK 3

At the beginning this task shows characteristics of an opinion-exchange task type where the participants are given a chance to voice out their opinions about the way the court has handled the case of the gangsters. They also give their suggestions about what they think should be done. The discussion at this stage is open-ended and does not require the participation of everybody. There is also no expectation of convergence of opinions to any particular outcome. At the same time there is no single participant given all the information needed for task completion. Each of the participants hold a portion of information about what can be done to deal with the problem of gangsterism. They all share this information in order to make a decision engaging themselves in a relationship of mutual request and suppliance. Thus the flow of information is two-way and the interaction is absolutely required of participants as they alternately seek and give information in a mutual relationship. They are all aiming at one goal and a single outcome, that of getting a solution of teaching the gangsters a lesson of their lives. This is in accordance with jigsaw task features.

In addition to jigsaw this task also includes information gap task features when other participants

intervene, explaining to them the dangers of taking the law into their own hands. It is evident through their questions and statements that the community is unaware of these dangers, but only law students who are holding this crucial information.

The community members only act as requesters of information as they ask a lot of questions from the students. Students act as suppliers of information by answering their questions, explaining to them the dangers of acting unlawfully and also suggesting what they can do to solve the problem. The flow of information at this stage is one-way. The goal orientation is still convergent with one possible outcome, that of finding a solution about convicting the gangsters.

The angry community, together with the students, must decide how to get these gangsters convicted. They share access to the information needed for the completion of this task. The task information is expected to flow two ways and converge to one outcome. To solve this problem students advise the community on forming a vigilante group to gather evidence for the successful prosecution of the criminals, and to form a Youth Human Rights Education Programme. The participation of all interactants is however not necessary.

Finally, after the participants, representing the community, has given the information by the students about how they can solve their problem they must in their discussion come to an agreement as regards electing a community police forum and also decide that those people must consider the issue of setting up a vocational centre. Again a two-way exchange of information is expected, though not required, and more than one task outcome is possible.

TASK 4

Njengabafundi abenza umthetho woluntu nigqibe ekubeni nihambele intolongo yasekuhlaleni. Nikwiphulo lokubuyisela ulutsha kwimeko yesiqhelo. Ninengxoxo namabanjwa alulutsha malunga nomcimbi wobundlobongela basekhaya. Nixoxa malunga nokuba yintoni ubundlobongela basekhaya yaye ubachazela nokuba umthetho ubujonga ngokuba buyintoni obu bundlobengela. Nixoxa nangonobangela wobundlobongela basekhaya. Nina namabanjwa nibonisana malunga neendlela zokubuphepha nokubuphelisa obu bundlobongela.

(As street law students you have decided to visit the local prison. You are in a juvenile rehabilitation campaign. You have a discussion with juvenile inmates about the issue of domestic violence. You discuss the nature of domestic violence and you explain to them what the law considers to be domestic violence. You also discuss the causes of domestic violence. You and inmates exchange opinions about ways of avoiding and curbing this violence.)

ANALYSIS OF TASK 4

At the beginning this task exemplifies a jigsaw and opinion exchange task types where students and prisoners discuss the issue of domestic violence. All the participants here are holding portions of information which must be exchanged and manipulated. They are giving each other turns in voicing out what one understands about domestic violence. This means the participants are acting as requesters as well as suppliers of information. A two-way interactant relationship is taking place. They are all expected to achieve a convergent goal and a single outcome, i.e. that of being able to come up with some solutions and ways of avoiding the perpetuation of this social problem.

At some stage, i.e. in the second part of the task, information gap features take the lead now because the students must help the prisoners to find a solution to do away with domestic violence. The students now are acting as suppliers of information when they suggest to prisoners to have self discipline and stay away from drugs and alcohol. Prisoners act as requesters of information asking a lot of questions, wanting to be sure that they do understand what is being said.

At the end of the day the convergent goal with one possible outcome is achieved since all interactants work towards making a decision about how to perpetuate this social problem of violence.

TASK 5

UShane enifunda kunye naye ubanjiwe ngesityholo sokubulala. Wena nabafundi xoxani ngokufuna igqwetha lokummela. Ingxaki yenu enkulu yimali. Xoxani ngalo mcimbi. Elowo makanike izimvo zakhe nide nifikelele kwisigqibo esinye.

(Shane, your fellow classmate, has been arrested on charge of murder. You and your fellow students discuss about getting a lawyer to represent him. Your main problem is money. Discuss this matter. Each of you must voice out his opinion until you come up with one solution.)

ANALYSIS OF TASK 5

This task is a combination of almost all the task types, the problem-solving, the decision-making, the opinion exchange and the jigsaw. In all these task types participants are exposed to the

necessary information in order to complete the proposed task. There is also a possibility of a two-way exchange of the information without the necessity of interaction to carry out the task, with the exception of jigsaw because in it the interaction is required.

At the beginning of task 5 the task participants are giving their opinions on which lawyer can be approached. They come up with different names but at the end agreed upon one lawyer. That means they engaged themselves in an opinion exchange and decision-making tasks which demand a convergent goal orientation, which is in this case to find a lawyer. There is also no interaction required and more than one outcome option is possible.

In this task the interactants can choose to seek, withhold or exchange and reach one of many possible decisions of which that is exactly what happens in this task because participants, after suggesting different lawyers, they finally agreed upon choosing one possible lawyer. The flow of information here is two-way because the participants have to make a decision together, but the interaction is not required.

At some stage the problem arises, they don't have money. To solve this problem the participants are expected to hold, request and supply information to each other so that the task can be completed. They need to address the issue of not having money giving their opinions. At the end they manage to reach a convergent goal and a single outcome by deciding to go to the Legal Aid Clinic. Two-way flow of information is possible as the interactants are working towards a convergent goal and a single outcome and the interaction is required as they engage themselves in a jigsaw task type.

TASK 6

Uligqwetha kwiLegal Aid Clinic. Kufika abafundi bakuxelele ngomhlobo wabo ovalelweyo ngesityholo sokubulala. Bazokucela uncedo lokumelwa. Babulise uze emva kokuba uyimamele ingxaki yabo ubabuze imibuzo uqonde okwenzekileyo kakuhle. Fowunela umcuphi ophanda eli tyala uze emva kokuba uvile ngamacala omabini ubaxelele ukuba uza kubanceda ummele mmhlobo wabo. Xoxani ngendlela oceba ukubanceda ngayo ubacacisele zonke izinto abanqwenela ukuzazi. Emva koko bakhulule bahambe ubanike ithemba lokuba izinto ziza kulunga.

(You are a lawyer in the Legal Aid Clinic. There arrive students and they tell you about their arrested fellow student on a charge of murder. They have come to ask for help to be represented. Greet them and after you have listened to their problem ask them questions, finding out what happened. Call the detective investigating this case and after you have heard from both sides tell them that you are going to help them to represent their friend. Explain everything they want to know. After that release them and promise them that everything is going to be just fine.)

ANALYSIS OF TASK 6

This task is characterised by information gap task features which stipulate that the information for the completion of the task should be held by one participant and the other should request it. In this task the lawyer does not know what happened and therefore students have to supply him with all that information, and he acts as a requester. The students have to inform the lawyer about why and how their friend got arrested so that the lawyer can be able to help them.

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It is obvious therefore that the flow of information is one-way, from the students to the lawyer. The interaction is required in this type of a task. However, they all work together towards a convergent goal and a single outcome, that of getting a representative for their friend and the lawyer is helping them to achieve that goal.

TASK 7

Uligqwetha elimele uShane obanjiweyo ngesityholo sokubulala. Udibana naye okokuqala. Mbuze imibuzo kakuhle malunga nokwenzekileyo. Mxelele ngengxelo ebhaliweyo ekufuneka eyibhalile umchazele nangendlela ozimisele ukulisingatha ngayo ityala lakhe.

(You are a lawyer who is representing Shane who has been arrested on a charge of murder. You are meeting him for the first time. Ask him questions thoroughly about what has happened. Tell him about a written statement he has to write and explain to him how you plan to handle his case.)

ANALYSIS OF TASK 7

This is an information gap task where one participant holds information that the other does not know, but needs to know to complete the task. The arrested student holds all the crucial information which his lawyer does not know but needs to know, so that he can be able to help him. The lawyer wants to know about the arrested student's fight, he needs a written statement from him and his personal particulars too. Shane has to provide his lawyer with all this information. That means a lawyer is a requester and Shane a supplier.

In this task the flow of information is expected to be one-sided, from the sending interactant who is Shane to the receiving interactant who is the lawyer. Interaction is always required in this type of task. Both interactants are working towards a convergent goal and a single outcome which is to save the arrested student.

TASK 8

Kusenkundleni kamantyi kuvavanywa ityala. Uligqwetha elimele ummangalelwa. Udibana nomantyi, nomtshutshisi uMnu Saqhwithi noShane ummangalelwa. Nicela ukuba ityala limiswe wacelela nommangalelwa ibheyile. Ubonisa umantyi nomtshutshisi izizathu zokuba abe ummangalelwa angayinikwa ibheyile. Umantyi, akuba ephulaphule kuwe nakumtshutshisi, bakubuza imibuzo, unixelele ukuba ityala limisiwe nebheyile uyinikiwe ummangalelwa.

(It is at the Magistrate's Court and is a court hearing. You are a lawyer representing the accused. You meet with a magistrate, a prosecutor, Mr Saqhwithi and Shane, the accused. You ask that the case be postponed and you also apply for bail. You convince the magistrate and the prosecutor about the reasons why the accused should be granted bail. The magistrate, after having listened to you and the prosecutor, and they ask you questions, he informs you that the case has been postponed and the bail has also been granted to the accused.)

ANALYSIS OF TASK 8

The first part of this task fits in the parameters of an information gap task type. One participant here, who is the prosecutor, holds all the information needed for the completion of the task. The

flow of information is likely to be one-way as the prosecutor has to inform everybody in court why they are gathered there. The participation of all the interactants is required to reach the goal which is the postponement of the case and granting of bail.

The next task type involved in task 8 is an opinion exchange type as the participants, i.e. the prosecutor and the defence lawyer are given opportunities to voice out their opinions. This generates a discussion between the participants since there is a controversy between the prosecutor and the defence lawyer about the granting of the bail. However, both participants start out with shared access to the information needed for task completion, when they both ask for the postponement of the case. There is a two-way exchange of information although interaction is not necessary and therefore a single interactant might dominate, who is in this case is a defence lawyer. The interactants are permitted although not expected, to converge towards a single opinion without any particular outcome.

The decision-making is also included in this task but it starts out by an information gap where the defence lawyer, the participant who holds all the information is giving it to participants who are requesting it, i.e. the magistrate and the prosecutor. This information is about why he thinks the accused should be granted bail. Concerning decision-making, a two-way exchange of information among participants is expected though interaction is not required and more than one task outcome is possible. Based on the circumstances described by the defence lawyer the magistrate must choose whether to grant the bail or not, that is decision-making.

TASK 9

Uyijaji eyongameleyo kwinkundla ephakamileyo. Amangqina kammangali nakammangalelwa abiziwe ukuza kunika ubungqina kwityala. Amangqina abuzwe imibuzo ngumtshutshisi negqwetha lommangalelwa ngokulandelelana. Emva kokuva bonke ubungqina uxelela inkundla ngesigqibo sakho.

(You are a presiding judge at the Supreme Court. The witnesses are cross-questioned by the prosecutor and the defence lawyer respectively. After hearing all the evidence you inform the court about your verdict.)

ANALYSIS OF TASK 9

Initially this task shows characteristics of an information gap task type as the participants, who are witnesses in this case, are all holding the crucial relevant information and the other, who is the judge, must request this information via the prosecutor and the defence lawyer. This whole process of prosecutor and the lawyer asking questions from the witnesses results in a one-way flow of information, from the witnesses to the judge. Task interactants here are all working towards a convergent goal and a single outcome, that of establishing the truth.

The second aspect of this task entails decision-making. Based on the evidence given to him the judge now is in a position to decide whether the accused is guilty or not. Interaction is not required for decision-making although it is possible and more than one task outcome is possible.

TASK 10

Uligqwetha elingumfundi lwiLegal Aid Clinic yeyunivesithi yakho. Uhanjelwe linenekazi elalikungqubano lweemoto. Imoto yalo yonzakala kakhulu yaye likuxelele ukuba ungqubono lwadalwa ngokupheleleyo kukungakhathali komqhubi wenye imoto. Libulise uze uzazise kulo, ulibuze nokuba ingaba ikhona na into ongalinceda ngayo. Libuze yonke imibuzo malunga nengozi leyo uze ekugqibeleni ulithembise ukuba uza kulincedisa ekubizeni iindleko kumqhubi owatshayisana naye.

(You are a candidate attorney at the Legal Aid Clinic of your university. You are visited by a lady who was involved in a car collision. Her car was badly damaged and she told you that the collision was solely caused by the driver of the other car. Greet her and introduce yourself to her, and also ask her if there is anything you can help her with. Ask her all the questions in connection with the accident and at the end promise her that you are going to help her to claim the costs from the driver with whom she collided.)

ANALYSIS OF TASK 10

Task 10 is a typical example of an information gap task type. In this task the lady who has come to ask for help from the lawyer is the one who holds the information that the lawyer does not already know but needs to know in order to be able to help the lady. The lawyer therefore must request this information by asking the lady all sorts of things about the accident, and the lady has to supply all this information by explaining how, when and where the accident happened.

This way of distributing information results in a one-way flow of information from the sending interactant who is the lady to the receiving interactant who is the lawyer. In this task interaction is required as the interactants are working towards achieving the convergent goal and single outcome which is to claim the money.

4.5   ANALYSIS OF COMMUNICATION TASKS IN TERMS OF FUNCTIONS AND NOTIONS

4.5.1   Introductory remarks

This section aims at identifying functions and grammatical structures found in Xhosa dialogues presented in the Appendix. The idea here is to draw the educator's attention to specific aspects of grammar that are essential to successful execution of the tasks. Attention will be paid to those structures that are regarded as relevant and needed for pedagogic purposes. The scope of functions and notions is a very wide one and should be noted therefore that not a complete list of all the functions and notions that is going to be identified in one task. That means those that will be identified will not be the only ones, and some of them occur regularly and therefore will not always be marked, especially the ones that are assumed that learners are more familiar with.

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4.5.2 Analysis of Tasks

<u>TASK 1</u> (refer to dialogue 1 in appendix)

<u>FUNCTIONS</u>

A. <u>Ukubulisa</u> (Greetings)

(i) Molweni bafundi

  (<u>molo</u>, singular; <u>molweni</u> plural)

B. <u>Ukuzazisa/ukwaziswa</u> (Introducing)

(i) NdinguProfesa Wessels.

  (1st person SC singular + copulative NP)

(ii) Lo ngunkosikazi Hepburn.

  (1st position demonstrative + copulative NP)

C. <u>Ukucela</u> (Rquest)

(i) Ndingathanda ukwazi ukuba zeziphi izifundo ...?

  (potential <u>nga</u> + <u>thanda</u> + infinitive -<u>azi</u> + clause with question phrase <u>zeziphi</u>)

(ii) Kha uthi gqaba-gqaba ngezinto umntu anokuzenza.

  (Hortative + verb-<u>thi</u>)

D. <u>Ukubuza</u> (Asking)

(i) Ingaba zeziphi izifundo ekufuneka ...?

(question phrase with <u>ngaba</u> and <u>phi</u>)

(ii)   Izifundo ingaba zihamba njani ngakumbi ...?

(<u>ingaba</u> + clause with question word <u>njani</u>)

E.   <u>Ukubika</u> (Reporting)

(i)   Abanye abaphumelelanga ukuza, niya kudibana nabo ezifundweni.

(Subject + negative VP + future tense Indicative clause)

(ii)   Apha kweli candelo samkela bonke abafundi ...

(Locative NP + Indicative clause with quantifier - <u>onke</u>)

F.   <u>Ukuchaza</u> (Describing)

(i)   Ndingathi senzisa isidanga esingaphantsi seminyaka emine iLLB.

(N + relative clause with locative + possessive phrase as time adjunct)

(ii)   Xa sithetha ngeIntroduction to the study of law kulapho abafundi ...

(<u>thetha</u> + <u>nga</u> + N)

G.   <u>Ukucebisa</u> (Advise)

(i)   ... usenokuba ngumhlohli, ungaba ngumcebisi kwifemu ye ... (potential <u>nga</u> + copulative

<u>ba</u> + <u>umcebisi</u>)

H.   <u>Ukubulela</u> (Thanking)

(i)   Enkosi profesa.

(<u>enkosi</u>)

(ii)   Ndiyanibulela kakhulu ngokubonakalisa kwenu umdla.

(indicative clause with V-<u>bulela</u> + PP with <u>nga</u> + infinitive)

I. <u>Umdla</u> (Interest)

(i) ... samkela bonke abafundi abanomdla ekwenzeni ...

(associative <u>na</u> + <u>umdla</u>)

(ii) Ndiyanibulela kakhulu ngokubonakalisa kwenu umdla.

(object noun <u>umdla</u>)

J. <u>Ukuvumelana</u> (Agree)

(i) Kunjalo kanye.

(copulative <u>njalo</u>)

(ii) Yinyaniso leyo.

(copulative <u>inyaniso</u>)

K. <u>Ukuncoma</u> (Praise)

(i) Kumnandi kunjalo ke kweli sebe.

(copulative <u>mnandi</u>)

L. <u>Ukumka</u> (Taking leave)

(i) Hambani kakuhle.

(imperative <u>hamba</u> + manner adjunct)

(ii) Salani kakuhle.

(imperative <u>sala</u> + manner adjunct)

(iii) Masibonane emagumbini okufundela.

(subjunctive clause + PP)

NOTIONS

A. Indawo (Place)

(i) Kule yunivesithi.

(locative preposition ku + NP with demonstrative)

(ii) Ndingathanda nazi ukuba apha kweli candelo samkela ...

(apha + locative preposition kwa + NP with demonstrative)

B. Ukucwangcisa (Arrangement)

(i) Okokuqala ndingathanda nazi okokuba ...

(okokuqala)

(ii) Kodwa ke profesa okokugqibela ...

(okokugqibela)

(iii) Elokuqala sithi ukulibiza ... ukuze elesibini sithi ...

(emphatic possessive with ukuqala, isibini.

C. Isimnini (possessive)

(i) Intloko yesebe kwicandelo lomthetho.

(ya + isebe, la + umthetho)

D. Ukubaluleka (Importance)

(i) Izifundo zeelwini zibalulekile ngakumbi isiNgesi kuba ...

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(NP subject with descriptive possessive + <u>balulekile</u>)

(ii)   Kwi Foundation of law kubalulekile ukuba abafundi ...

(impersonal <u>ku</u> + <u>balulekile</u> + <u>ukuba</u> clause)

E.   <u>Future Tense</u> (Ixesha elizayo)

(i)   Xa sowusebenza uza kudibana nazo zonke iindidi zabantu.

(future tense -<u>za</u> + infinitive verb)

(ii)   .... ngethemba lokuba niza kubhalisela izifundo zomthetho.

(NP with descriptive possessive ukuba + future tense clause)

F.   <u>Ubude bexesha</u> (Length of time)

(i)   ndingathi senzisa isidanga esingaphantsi seminyaka emine iLLB.

(descriptive possessive with time)

G.   <u>Ixesha</u> (Time)

(i)   ... xa efunde izifundo zomthetho.

(<u>xa</u> + participial clause)

(ii)   ... ukuze bakulungele ukusebenza bakugqiba ukufunda.

(time aspect <u>baku</u> + <u>gqiba</u>)

H.   <u>Umgama</u> (Distance)

(ii)   Kanti ungaba nguye nommeli kumazwe aphesheya.

(locative preposition ku + NP)

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I.   Ubungakanani (quantity)

(i)   Abantu abaninzi banempazamo yokucinga ukuba ...

        (NP with adjectival modifier ninzi)

(ii)   Ukuba ndikuva kakuhle maninzi kakhulu amathuba ...

        (copulative with -ninzi + quantity adjunct)

TASK 2 (refer to dialogue 2 in appendix)

FUNCTIONS

A.   Ukunceda (Assistance)

(i)   Ndinganinceda ngantoni?

        (potential nga- + nceda + question phrase ngantoni)

B.   Ukubuza (Asking)

(i)   ... iLegal Aid le yintoni, yaye isebenza njani?

        (copulative with question word ntoni, njani)

(ii)   ... abasebenzi bahlawulwa ngubani, iingoobani abasebenzayo?

        (passive verb - hlawula + copulative question word bani)

C.   Ukuchaza (Describing)

(i)   ILegal Aid ngumbutho ongenangeniso oxhomekeke ngokupheleleyo kwizipho.

        (copulative NP + relative clause with PP)

(ii)   ILegal Aid incedisana nabantu abahlwempuzekileyo ...

(reciprocal verb <u>nceda</u> + object NP with relative clause)

D.   <u>Ukulandula</u> (Denying)

(i)   Khange ndiyazi yonke le nto ...

(negative <u>khange</u> + subjunctive complement clause)

E.   <u>Ukungavumelani</u> (Disagreement)

(i)   Hayi, abafundi abameli bantu enkundleni.

(Hayi + negative indicative clause)

F.   <u>Ukubika</u> (Reporting)

(i)   Joel, abantu abathembakalanga, yaye benjalo nje bayazithanda ...

(indicative clause + participial clause)

G.   <u>Ukuqinisekisa</u> (Certainty)

(i)   Niqiniseka njani ukuba ubani ufanelekile?

(<u>qiniseka</u> + question word <u>njani</u> + indicative clause)

(ii)   Kwenzeka ntoni kanye-kanye apha?

(impersonal subject + VP with <u>enzeka</u> + question word <u>ntoni</u> + <u>kanye-kanye</u>)

H.   <u>Ukuvumelana</u> (Agreement)

(i)   Abantu banjalo nyhani.

(copulative <u>njalo</u> + <u>nyhani</u>)

I.   Ukuncoma (Praise)

(i)   Utsho kamnandi Joel.

        (tsho + kamnandi)

J.   Ukunqwenelela (Wishing)

(i)   Nibe nexesha elimnandi ezifundweni zenu.

        (Subjunctive clause with copulative -ba + NP complement with NP with nominal relative)

NOTIONS

A.   Ukuthelekisa (Comparison)

(i)   ... ezinje ngeengcebiso ngomthetho, ...

        (NP with relative clause with nje)

(ii)   ... ingxaki ezingolwaphulo-nthetho njengobugebenga.

        (relative clasue with nje + nga)

B.   Ukulandelelana (Ordering)

(i)   ... iingxabano zemisebenzi nokuqokelelwa kwemali yamatyala.

        (na + passive infinitive qokelela with descriptive possessive)

C.   Ubungakanani (Quantity)

(i)   Ininzi kakhulu into eyenziwa apha.

        (copulative with ninzi)

(ii)   Inkulu kakhulu indima edlalwa ...

(copulative with <u>khulu</u>)

D.   <u>Ugqaliso</u> (Focus)

(i)   Abafundi bona badlala eyiphi indima.

         (Subject NP with <u>bona</u> absolute pronoun)

E.   <u>Isikhombisi</u> (Demonstrative)

(i)   Ngumbuzo olungileyo lowo.

         (copulative NP with demonstrative)

<u>TASK 3</u> (refer to dialogue 3 in appendix)

<u>FUNCTIONS</u>

A.   <u>Ukuvumelana</u> (Agreement)

(i)   Ewe, unyanisile mhlalingaphambili.

(ii)   Livakala liphilile gqitha icebiso lenu.

(iii)   Niyathetha bafana.

B.   <u>Ukungavumelani</u> (Disagreement)

(i)   Ungasixeleli ngokwaphula umthetho apha.

         (negative imperative clause)

C.   <u>Ukubika</u> (Reporting)

(i)   Indlela osebenza ngayo umthetho kweli lizwe ibolile.

       (NP + verbal relative with PP)

(ii)   Amapolisa kaRhulumente ayoyiswa ngoko ke simele siwabonise.

       (complex NP + subjunctive clause)

D.   <u>Ukufanisa</u> (Identification)

(i)   Sithi abazintlekisa kule lokishi.

       (copulative absolute pronoun)

(ii)   Yimbono yethu ukuba baphela besenza ulwaphulo-mthetho ...

       (copulative NP)

E.   <u>Ukonela</u> (Satisfaction)

(i)   Sanele gqitha

       (stative verb <u>anele</u>)

F.   <u>Icebiso</u> (Suggestion)

(i)   Simele ukuba sithabathele umthetho ezandleni zethu.

       (<u>mele</u> + <u>ukuba</u> subjunctive clause)

(ii)   Ndicebisa ukuba iqumrhu lamapolisa esiza kulonyula namhlanje ...

       (<u>cebisa</u> + <u>ukuba</u> subjunctive clause)

G.   <u>Ukuyala</u> (Warning)

(i)   Kuza kufuneka nilumkele ukonyula iqela lokulinda ...

       (<u>funeka</u> + subjunctive clause)

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H.   Ukuyalela (Instruction)

(i)   Kufuneka nikhumbule umntu uthathwa ...

        (impersonal ku + funeka + subjunctive clasue)

(ii)   Masiyitshaye isaqhuma.

        (hortative clasue)

(iii)   Kuza kufuneka sonyule abantu abathembakeleyo.

        (funeka + subjunctive clause + relative clause)

I.   Ukunqwenelela (Wishing)

(i)   Sininqwenelela impumelelo kuyo yonke imizamo yenu.

        (applied -nqwena + NP)

(ii)   UThixo abe nani.

        (NP + subjunctive clause)

J.   Ukufuna (Need)

(i)   Into esifuna ukuyenza kukusindisa ubomi bethu kuphela.

        (funa + inifinitive clause)

NOTIONS

A.   Isikhombisi (Demonstrative)

(i)   La makhwenkwe besiwabambile nje ...

        (1st position demonstrative)

B. <u>Ixesha elizayo</u> (Future Tense)

(i) Kanti ndiza kubulala umntu.

(-<u>za ku</u>-)

C. <u>Ukutsho</u> (Expression)

(i) Ndisathi masihambeni sibambe la makhwenkwe ...

(thi + hortative clause + subjunctive clause)

D. <u>Ugqaliso</u> (Focus)

(i) Eyona nto esimele ukuyenza.

(emphatic absolute pronoun + indicative clause)

(ii) Into esiza kuyenza kuphela kukufundisa ...

(<u>kuphela</u> + infinitive)

E. <u>Ukulandelelana</u> (Ordering)

(i) nangona ndiyiqonda ingqumbo yenu.

(<u>nangona</u> + indicative clause)

(ii) Le nkqubo iza kufundisa ulutsha ngamalungelo alo nokubaluleka ...

(<u>na</u> + <u>ukubaluleka</u>)

F. <u>Isimnini</u> (Possessive)

(i) ... ndiyiqonda ingqumbo yenu, iingcebiso zenu ...

(NP + descriptive possessive)

G.   Ukucinga (Reflections)

(i)   Ndiyacinga ukuba kuza kufuneka sonyule abantu ...

         (cinga + indicative clause + relative)

(ii)   Thina besicinga ukuba isisombululo sisekuwabambeni ...

         (cinga + ukuba clause)

H.   Ixesha (Time)

(i)   Namhlanje sihlangene apha.

         (namhlanje + perfect tense clause)

(ii)   Phambi kokuba ndiyivale le ntlanganiso ...

         (conjunctive + subjunctive clause)

TASK 4 (refer to dialogue 4 in appendix)

FUNCTIONS

A.   Ukubuza (Asking)

(i)   Njani? Ucebisa ukuba masithini?

         (question word njani, ukuba + hortative clause)

(ii)   Nicinga ntoni ngodlwengulo?

         (question word ntoni _ adverbial nga)

(iii)   Uthetha ukuba indoda inelungelo lokubetha ...

         (thetha + ukuba clause)

B.   Ukuvumelana (Agreement)

(i)   zonke iimbono zenu zilungile.

(NP with quantifier + relative clause)

(ii)   Niyavuma nonke?

(Indicative clause + quantifier)

(iii)   Nyhani! Injalo loo nto?

(iv)   Siza kukhe siyizame loo nto xa siphuma apha.

(-khe + subjunctive clause)

(v)   Sikuvile.

(Perfect tense -va)

C.   Ukuyalela (Instruction)

(i)   Abafazi mabayeke ukunxiba iziketi ezifutshane.

(NP + hortative clause + infinitive clause with adjectival phrase)

(ii)   Musa ukusebenzisa indawo okuyo ...

(imperative negative musa + inifinitive clause)

(iii)   Phuma egusheni.

(imperative phuma + locative phrase)

D.   Ukubika (Reporting)

(i)   Namhlanje siza kujonga umba wobundlobongela basekhaya.

(NP + PP)

(ii)   Uluntu lusiqhelise ukwamkela ukuba abafazi ...

(NP + causative qhela + ukuba clause)

E.   Ukuchaza (Describing)

(i)   Udlwengulo lolunye uhlobo lobundlobongela basekhaya ...

(NP + relative clause)

(ii)   Ubundlobongela basekhaya buquka zonke iindlela zokuphatha ...

(NP + VP with PP)

F.   Icebiso (Suggestion)

(i)   Simele ukuba siyiqonde sonke into yokuba intlonipho ...

(mele + ukuba clause)

(ii)   Masisebenzise ezinye iindlela ukusombulula iingxabano.

(hortative clause)

G.   Ukuvuya (Pleasure)

(i)   Ndingavuya nyhani.

(potential nga + vuya)

H.   Ukwahlukana (Parting)

(i)   Masiyivale le mini.

(hortative clause)

(ii)   De sibuye sihlangane.

(de + subjunctive clause)

NOTIONS

A.   Ixesha elizayo (Future Tense)

(i)   Namhlanje siza kujonga umba ...

        (za + infinitive)

B.   Ukucinga (Reflections)

(i)   Ndicinga ukuba ubundlobongela basekhaya ...

        (cinga + subjunctive clause)

(ii)   Nicinga ukuba yintoni ubundlobongela basekhaya?

        (cinga + indicative clause)

C.   Umenzi (Subject)

(i)   ... ekubethweni kwabantwana ngabazali ekhaya.

        (copulative)

D.   Ukuphinda-phinda (Frequency)

(i)   Ngamanye amaxesha ingayimeko apho ...

        (adverbial nga + NP)

E.   Ubuninzi (Quantity)

(i)   ... oluchaphazela abafazi ubukhulu becala.

        (khulu + possessive)

(ii)   Wonke umntu unaso isisombululo.

(quantifier -<u>nke</u> + NP)

F.   <u>Ubukho</u> (Presence)

(i)   Akukho sisombululo.

(negaitve -<u>kho</u>)

G.   <u>Unobangela</u> (Reason)

(i)   Indoda ibetha umfazi kuba engayithobeli.

(<u>kuba</u> + situative)

(ii)   Nicinga ukuba yintoni unobangela wobundlobongela ...

(<u>ukuba</u> + question word <u>ntoni</u> + indicative clause)

(iii)   Ndiyacinga ukuba isizathu samadoda sokubetha ...

(<u>cinga</u> + <u>ukuba</u> clause)

H.   <u>Ukufanisa</u> (Identifying)

(i)   Indoda yintloko yekhaya.

(copulative + descriptive possessive)

(ii)   Undoqo kukuzeyisa.

(copulative NP)

I.   <u>Isimnini</u> (Possessive)

(i)   Intlonipho yabafazi bethu

(NP + descriptive possessive)

J.   Isikhombisi (Demonstrative)

(i)   ... bavuselela amadoda, loo nto

        (loo - 1st position)

(ii)   Ingaziindlela ezinjani mhlawumbi ezo?

        (ezo - 2nd position)

(iii)   Akukho nto yedlula leyo

        (leyo - 2nd position)

K.   Ukutsho (Expression)

(i)   ndiyaphinda ndithi kukuzibamba

        (thi + infinitive clause)

TASK 5 (refer to dialogue 5 in appendix)

FUNCTIONS

A.   Ukucela ukuhoywa (Attracting attention)

(i)   He bantu!

(ii)   madoda!

(iii)   He manene!

(iv)   Heyi bafana!

(v)   Masiqwalasele

        (hortative clause)

B.   Ukubika (Reporting)

(i)   UShane ubanjiwe.

        (NP + passive -bamba)

(ii)   singabafundi asiphangeli.

        (copulative NP + indicative, negative)

C.   Ukufanisa (Identification)

(i)   Yingxaki enkulu kakhulu le.

        (copulative NP + adjectival clause)

(ii)   Yingcungela kumatyala okubulala nawentsangu.

        (copulative NP + locative phrase)

(iii)   Asinguye wonke umntu onemali.

        (negative copulative)

D.   Ukuqinisekisa (Certainty)

(i)   ... uchan' ucwethe.

(ii)   Yinyaniso engenakuphikiswa leyo.

        (copulative + relative clause with na)

E.   Ukungavumi (Disapproval)

(i)   Le siyenzayo into ayilunganga.

(ii)   Hayi, mna andimthembi uMnu Yanta.

(iii)   Musa ukusigalela amanzi.

        (imperative musa + infinitive clause)

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F.   Ukuyalela (Instruction)

(i)   Kuza kufuneka umntu ngamnye abethe amashumi ...

(funeka + subjunctive clause)

G.   Injongo (Intention)

(i)   ... ukuze sihlawule ibheyile ukuba uShane ...

(subjunctive clause)

H.   Ukuncoma (Praise)

(i)   Malusi, uyingwenya mfondini.

(copulative with ingwenya)

(ii)   Icebo lakho liyaphilisa.

(possessive NP subject + causative verb -phila)

I.   Ukwahlukana (Taking leave)

(i)   Masohlukane.

(hortative clause)

(ii)   Sakubonana ngomso.

(reciprocal bona _ time adjunct)

NOTIONS

A.   Ixesha (Time)

(i)   Emva koko uJoe aye esikhululweni samapolisa.

(emva koko + subjunctive clause with locative)

(ii)   Sakubonana kusasa ngomso xa sisiya eLegal Aid.

(xa + situative with locative)

(iii)   Ingxaki yethu nguye okwangoku.

(adverbial kwa + ngoku)

(iv)   Usandula ukulahlwa lityala kutsha nje.

(kutsha nje)

(v)   Ngomso lo usayo ngentsimbi yesibhozo.

(adverbial phrase)

B.   Ubude bexesha (Length of time)

(i)   Usandula ukulahlwa lityala ...

(auxiliary verb -andula)

C.   Indawo (Place)

(i)   Sibhetele thina kuba singaphandle.

(adverbial nga + phandle)

(ii)   Nithini ngalo ungaphaya kwezitshixo.

(adverbial nga + phaya + descriptive possessive)

(iii)   Ngubani ke oza kuya eLegal Aid.

(locative phrase)

D.   Ubungakanani (Quantity)

(i)   Ndiyakuseka ngamandla kuloo nto.

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(adverbial <u>nga</u> + <u>amandla</u>)

(ii)   Umntu ngamnye abethe amashumi amahlanu eerandi.

(iii)   Ndibona ingxaki kuyo yonke le nto.

         (quantifier -<u>nke</u>)

(iv)   Amagqwetha afuna imali eninzi.

         (NP + adjective -<u>ninzi</u>)

E.   <u>Ukubandakanya</u> (Inclusion)

(i)   Nathi ngokunokwethu asimsulwanga.

         (associative <u>na</u> + absolute pronoun <u>thina</u>)

(ii)   Siyabandakanyeka kakhulu ...

(iii)   ... sihlawule nedipozithi yegqwetha.

         (<u>na</u> + <u>idipozithi</u>)

F.   <u>Ugqaliso</u> (Focus)

(i)   Nithini ngalo ungaphaya kwezitshixo?

         (adverbial <u>nga</u> + demonstrative)

(ii)   Ingxaki yethu nguye okwangoku.

         (absolute pronoun copulative)

G.   <u>Ukulandelelana</u> (Ordering)

(i)   Kodwa ke mna ndibona ...

         (<u>kodwa ke</u>)

(ii)   Ngubani ke oza kuya eLegal Aid?

(<u>ke</u>)

H. <u>Isikhombisi</u> (Demonstrative)

(i) Yingxaki enkulu kakhulu le.

  (<u>le</u> - 1st position)

(ii) Yinyaniso emsulwa leyo.

  (<u>leyo</u> - 2nd position)

(iii) Ndiyamazi loo mfo lowo.

  (<u>loo</u> short form of <u>lowo</u> 2nd position)

I. <u>Ixabiso</u> (Value)

(i) … umntu abethe amashumi amahlanu eerandi.

  (amashumi amahlanu eerandi)

<u>TASK 6</u> (refer to dialogue 6 in appendix)

<u>FUNCTIONS</u>

A. <u>Imvume</u> (Permission)

(i) Hlalani phantsi nazo izitulo.

  (Imperative - plural)

B. <u>Ukunceda</u> (Assistance)

(i) Ndinganinceda ngantoni?

(potential <u>nga</u> + <u>nceda</u> + question phrase <u>ngantoni</u>)

C.   <u>Ukucela</u> (Request)

(i)   Sicela uncedo kuloo ndawo.

(<u>cela</u> + NP with locative)

(ii)   Kha nithi gqaba-gqaba ngokwenzekileyo.

(hortative clause)

D.   <u>Ukubuza</u> (Asking)

(i)   Uvalelwe phi?

(applicative passive <u>vala</u> + question word <u>phi</u>)

(ii)   Yenzeke nini loo nto?

(<u>enzeka</u> + question word <u>nini</u>)

(iii)   Kwenzeke ntoni?

(question word <u>ntoni</u>)

(iv)   Ingaba ninalo ulwazi.

(question phrase with <u>ingaba</u>)

E.   <u>Ukuncoma</u> (Praise)

(i)   Yantle loo nto.

F.   <u>Ukubulela</u> (Thanking)

(i)   Sibulela ngokungazenzisiyo.

(<u>bulela</u> + relative clause with <u>nga</u>)

G.   Ukubika (Reporting)

(i)   Sinengxaki enkulu kakhulu.

       (copulative with na + adjectival phrase)

(ii)   Umhlobo wethu uvalelwe.

       (NP with possessive + passive vala)

(iii) Umhla wokuvavanywa kwetyala ungoMvulo.

       (NP + descriptive possessive + time adjunct)

H.   Ukubalisa (Narrating)

(i)   UShane uhlaselwe ngomnye umgewu ngemela ngoLwesibini.

       (NP + passive hlasela + copulative + NP with PP with time adjunct)

(ii)   Uye waphindisa ngenqindi ngelizikhuselayo wawa phantsi esopha sabaleka.

       (present subjunctive in consecutive actions)

I.   Ukuxela (Reporting)

(i)   Kwenzeke ntoni?

       (enzeka + question word ntoni)

(ii)   Yenzeke nini loo nto?

       (enzeka + question word nini)

J.   Ukugathandi (Dislike)

(i)   Yambi loo nto.

K.   Icebiso (Suggestion)

(i)   Makhe nditsalele umnxeba omnye wabo.

(hortative clause)

L.   Ukufanisa (Identification)

(i)   Umcuphi ophanda eli tyala nguSajini Dekeda.

(NP + relative clause + copulative)

(ii)   Abaya babambe ooShane bathe bangooSajini Nondzube noDekeda.

(copulative NP)

M.   Ukuyala (Instructing)

(i)   Kha nime ke.

(hortative clause)

(ii)   Kuza kufuneka ndifowunele phaya ...

(funeka + subjunctive clause)

N.   Ixhala (Worry)

(i)   O! Nkosi yam.

(ii)   Uthetha ukuba uShane uza kuhlala esiseleni ...?

(question phrase with ukuba clause)

O.   Ukulandula (Denying)

(i)   Musani ukuxhalaba.

(imperative musa, plural + infinitive clause)

(ii)   Ningaxhali konke.

(negative imperative + quantifier)

(iii) Inene andazi.

(NP + -azi negative)

(iv) Hayi ngelishwa.

(Hayi + adverbial with nga)

P. Ukucela ukuhoywa (Attracting attention)

(i) Mamelani apha.

(imperative, plural + locative)

Q. Injongo (Intention)

(i) Ndiza kulisingatha eli tyala.

(-za + ku-)

(ii) Ndiza kucela umantyi alimise ..., ndiza kumcelela ...

(-za + ku-)

R. Ukwahlukana (Taking leave)

(i) Sakubonana enkundleni.

(reciprocal bona + locative)

NOTIONS

A. Ubude bexesha (Length of time)

(i) Sendivile ukuba ningabafundi abaphuma eRhodes.

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(se + perfect -va + ukuba clause)

(ii)　… uza kuhlala esiseleni impela-veki yonke.

B.　Ukulandelelana (Logical)

(i)　Mna ke ndinguSonwabo Conjwa.

(ke)

(ii)　… umhla wetyala kuba noko awukudanga.

(noko)

(iii)　Kodwa ke ndiza kwenza unako-nako.

(kodwa)

C.　Ixesha elidlulileyo (Perfect Tense)

(i)　Bekutheni aze ahlaselwe.

(be-)

D.　Ubungakanani (quantity)

(i)　Sinengxaki enkulu kakhulu.

(copulative with na + adjectival adjunct with khulu)

(ii)　Ngethamsanqa ndiyabazi bobabini.

(-bini)

(iii)　Makhe nditsalele umnxeba omnye wabo.

(-nye)

E.　Indawo (Place)

(i)   Sakubonana enkundleni.

(reciprocal -<u>bona</u> + locative)

(ii)   Uthetha ukuba uShane uza kuhlala esiseleni impela-veki yonke.

(indicative clause + PP with locative)

(iii)   Kuza kufuneka ndifowunele phaya kwisikhululo samapolisa.

(locative preposition <u>kwa</u> + NP)

(iv)   Kwisikhululo samapolisa apha eRhini.

(locative preposition <u>kwa</u> + NP + descriptive possessive _ locative phrase)

F.   <u>Isikhombisi</u> (Demonstrative)

(i)   Abaya babambe uShane bathe ...

(<u>abaya</u> - 3rd position demonstrative)

G.   <u>(xesha</u> (Time)

(i)   Uvalelwe ngoLwesihlanu emva kwemini.

(adverbial <u>nga</u> + time adjunct)

(ii)   Sobonana ngoMvulo.

(reciprocal -<u>bona</u> + time adjunct with <u>nga</u>)

(iii)   NgoMvulo ngentsimbi yesithoba.

H.   <u>Ukucwangcisa</u> (Arrangement)

(i)   Okokuqala ndiza kucela umantyi alimise ityala.

(<u>okokuqala</u>)

(ii)   Okwesibini ndiza kumcelela ibheyile uShane.

<u>(okwesibini)</u>

I.   <u>Ubukho</u> (Presence)

(i)   ngethamsanqa besikhona ukwenzeka kwayo ...

(perfect <u>be-</u> + <u>khona</u> + infinitive clause)

<u>TASK 7</u> (refer to dialogue 7 in appendix)

<u>FUNCTIONS</u>

A.   <u>Ukuqinisekisa</u> (Certainty)

(i)   Enyanisweni akukho nto intle kwaphela.

       (<u>enyanisweni</u>, <u>kwaphela</u>)

(ii)   Ndiyavakala?

(iii)   Ndifuna undixelele okwenzekileyo kanye-kanye ...

       (<u>kanye-kanye</u>)

(iv)   Ndikuva kakuhle mhlekazi.

B.   <u>Ukucela</u> (Asking)

(i)   Masingalahli themba.

       (hortative clause)

C.   <u>Ukuvuya</u> (Pleasure)

(i)   Ndingavuya kakhulu mhlekazi.

(NP with <u>nga</u> denoting possibility)

D.   <u>Ukuvumelana</u> (Agreement)

(i)   Hayi ke ndikuvile.

(ii)   Ndikuva kakuhle mhlekazi.

(iii)   Kunjalo kanye mhlekazi.

(iv)   Yonke into oyithethayo iyavakala mhlekazi.

E.   <u>Ukubalisa</u> (Narrating)

(i)   Emva kwemini xa besivela evenkileni sidibene negquba ...

(compound NP with situative clause and indicative clause)

(ii)   Kuphendule mna ndathi asitshayi.

(impersonal <u>ku</u> perfect <u>phendula</u> + indicative clause)

F.   <u>Ukunqwenela</u> (Wish)

(i)   ... ndinqwenela ukukubuza imibuzo.

(<u>nqwenela</u> + infinitive clause)

G.   <u>Ukufuna</u> (Desire)

(i)   Ndifuna undixelele okwenzekileyo.

(<u>funa</u> + subjunctive clause)

H.   <u>Ukunyanisa</u> (Correcting)

(i)   ... sidibene negquba lamakhwenkwe angengobafundi.

(negative copulative)

I.   Ukukhuthaza (Encouragement)

(i)   Qhuba ndimamele.

        (imperative, singular)

J.   Ukufanisa (Identifying)

(i)   Yiloo nto kanye emcaphukisileyo.

        (copulative NP with demonstrative)

(ii)   ... singabafundi, asiphangeli.

        (copulative NP)

K.   Injongo (Intention)

(i)   ... bangasihlaseli ngeenjongo zokuphindisela umhlobo wabo.

        (adverbial nga + iinjongo)

(ii)   Kuza kufuneka ndikuvulele ifayile ibe negama lakho.

        (-za + ku-)

L.   Ukuthanda (Liking)

(i)   Ndingathanda ke wazi ...

        (NP with nga denoting wish)

M.   Ukulandula (Denying)

(i)   Hayi mhlekazi, akabulewanga ndim.

(negative passive -<u>bulala</u> + copulative NP)

(ii)   Hayi, zange ndisinde tu.

(negative <u>zange</u> + subjunctive clause)

N.   <u>Ukuyalela</u> (Instruction)

(i)   Yonke into oyithethayo uza kuyibhala phantsi.

(future tense -<u>za</u> + infinitive clause)

(ii)   Ndingathanda wazi ukuba ...

(NP with <u>nga</u> denoting with + <u>azi</u> + <u>ukuba</u> clause)

O.   <u>Ukunyanzeleka</u> (Obliged)

(i)   Ngoku ke kuza kufuneka wenze ingxelo ebhaliweyo.

(<u>funeka</u> + subjunctive clause)

(ii)   Kuza kufuneka ndikuvulele ifayile ...

(<u>funeka</u> + subjunctive clause)

P.   <u>Ukubika</u> (Report)

(i)   Ityala liya kuthethwa ngomhla wokuqala ...

(remote future tense <u>ya</u> + infinitive clause with time adjunct)

NOTIONS

A.   <u>Ubukho</u> (Presence)

(i)   Enyanisweni akukho nto.

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B.   Ukucinga (Reflections)

(i)   Ndiyayicinga imeko onoba ukuyo.

        (cinga + indicative clause)

C.   Ukulandelelana (Logical)

(i)   Kodwa ke masingalahli themba.

        (kodwa + subjunctive clause)

D.   Ixesha langoku (Present Tense)

(i)   Namhlanje ke ndinqwenela ukukubuza imibuzo.

        (namhlanje)

(ii)   Ngoku ke kutheni nibalela nje?

        (ngoku)

E.   Ixesha (Time)

(i)   Ityala liya kuthethwa ngomhla wokuqala.

        (adverb of time with nga + descriptive possessive)

(ii)   Emva kwemini ngoLwesihlanu.

(iii)   … ngoLwesihlanu xa besivela ezivenkileni.

        (xa + situative clause)

F.   Ubuninzi (Quantity)

(i)   Xa besivela evenkileni sidibene negquba lamakhwenkwe …

        (na + igquba + possessive)

(ii)   Yonke into oyithethileyo ...

(quantifier -nke)

(iii)   Enkosi kakhulu mhlekazi.

(kakhulu)

(iv)   Enye yawo yasicela icuba.

(-nye)

G.   Ixesha elizayo (Future Tense)

(i)   ... ngomhla wokuqala kule nyanga izayo.

H.   Indawo (Place)

(i)   Xa besivela ezivenkileni sidibene ...

(situative clause with locative)

(ii)   ... njengobungqina enkundleni yamatyala.

(complex NP + locative with descriptive possessive)

I.   Ukuphinda-phinda (Frequency)

(i)   Kwakutheni inguwe nje osoloko ephendula.

(soloko + situative clause)

J.   Unobangela (Cause)

(i)   Yiloo nto kanye eyamcaphukisayo kuba uthe ndinenyongo ...

(kuba + indicative clause)

K.   Ukuhamba (Motion)

(i)   ... uthe ndinenyongo watsho esondela kum ...

        (complementary situative verb + locative)

L.   Icala (Direction)

(i)   ... ngengalo yam yasekhohlo ndalahla ngenqindi lasekunene.

        (khohlo, kunene)

M.   Ubude bexesha (Length of time)

(i)   ... into ethetha ukuba sineeveki ezintathu phambi ...

        (possessive NP with na + veki + adjective thathu)

N.   Ubuphambili (Posteriority)

(i)   ... ezintathu phambi kokuba lithethwe ityala.

        (phambi kokuba)

TASK 8 (refer to dialogue 8 in appendix)

FUNCTIONS

A.   Ukuyalela (Instructing)

(i)   Indlu mayiphakame.

        (hortative clause)

(ii)   Hlalani phantsi.

(plural imperative + locative)

B.   Ukubika (Reporting)

(i)   Namhlanje sidityaniswe apha nguShane Magadaza, umfundi ...

(time adjunct + passive verb clause)

(ii)   ... othe ngomhla wesihlanu kuSeptemba emva kwemini wahlasela ...

(perfect tense - thi + time adjunct + A past tense clause + consecutive clause)

(iii)   Ityala lona limiselwa umhla weshumi kule nyanga izayo.

(passive verb clause + time adjunct)

(iv)   Inkundla iphumile.

(perfect tense indicative clause)

C.   Ukuchaza (Describing)

(i)   Ummangalelwa ungumfundi ozithandayo kakhulu izifundo ...

(copulative NP + relative clause + NP with adjective)

(ii)   Ungumfundi oneenjongo kakhulu ukuba angathi ...

(copulative NP + relative clause with na + ukuba clause with potential verb)

(iii)   Ngaphezulu ukunyaka wakhe wokugqibela.

(adverbial phrase + possessive clause)

D.   Ukuba nakho (Ability)

(i)   Loo mali ingasiso nesiqinisekiso ...

(NP with demonstrative + copulative with nga denoting possibility)

E.   Ukubuza (Asking)

(i)   Ingaba akukho nto ofuna ukuyithetha?

         (question phrase with ingaba)

(ii)   Kutheni unqwenela ukuba ityala limiswe nje?

         (question phrase with kutheni, nje)

(iii)   Sithini isicelo sakho Mnu Conjwa?

         (-thi + question word ni)

F.   Ukulandula (Denying)

(i)   Andinanto yakuthetha mhlonipheki.

         (negative possessive andinanto)

(ii)   Ndisichasile kakhulu mhlonipheki.

         (perfect tense clause with verb -chasa)

G.   Ukufanisa (Identification)

(i)   Namhlanje sidityaniswe apha nguShane Magadaza.

         (copulative NP)

(ii)   ... ukuba ungumntu onenkathalo.

         (impersonal copulative + relative clause)

H.   Ukuqinisekisa (Assurance)

(i)   Asinaso isiqinisekiso sokuba ...

         (negative copulative NP + isiqinisekiso)

(ii)   Loo mali ingasiso nesiqinisekiso ...

(NP with demonstrative + copulative with <u>nga</u> denoting possibility + PP with <u>na</u>)

I.   <u>Uloyiko</u> (Fear)

(i)   Le nkundla inoloyiko lokuba.

        (possessive with <u>na</u>)

NOTIONS

A.   <u>Ixesha langoku</u> (Present Tense)

(i)   Namhlanje sidityaniswe apha nguShane Magadaza.

        (time adjunct <u>namhlanje</u>)

B.   <u>Ixesha</u> (Time)

(i)   Umfundi othe ngomhla wesihlanu kuSeptemba ...

        (adverbial <u>nga</u> + N + descriptive possessive + locative)

(ii)   ... ukuba angathi ngeli xesha lonyaka.

        (adverbial <u>nga</u> with demonstrative + NP with descriptive possessive)

(iii)   Ityala lona limiselwe umhla weshumi kule nyanga.

        (NP + descriptive possessive + adverbial phrase with preposition <u>ku</u>)

C.   <u>Unobangela</u> (Cause)

(i)   Kutheni unqwenela ukuba ityala limiswe nje?

        (<u>kutheni</u> + situative verb + <u>ukuba</u> clause)

(ii)   ... ukuba eli tyala lingamiswa njengoko ndisafuna ...

(njengoko clause)

D.   Ukulandelelana (Logical)

(i)   Andinanto yakuthetha mhlonipheki, koko ndicela ...

        (koko + indicative clause)

(ii)   ... zizifundo zakhe kanti sekusondele ixesha ...

        (kanti + indicative clause)

(iii)   Angangumfundi ogqibezelayo kodwa ukuba ungumntu ...

        (kodwa + ukuba clause)

E.   Ugqaliso (Focus)

(i)   Ityala lona limiselwa ...

        (NP + absolute pronoun lona)

(ii)   ... ukuba ityala limiswe nje?

        (nje)

F.   Ubude bexesha (Length of time)

(i)   ... kanti sekusondele uviwo.

        (sele + infinitive sondela)

G.   Ubandakanyo (Inclusion)

(i)   Nam ndingavuya ukuba ...

        (na + absolute pronoun)

H.   Ukucinga (Reflexions)

(i)   Kuba ilityala elikhulu kangaka eli, ndicinga ukuba ...

       (Cinga + ukuba clause)

I.   Ixesha elizayo (future Tense)

(i)   Ungumfundi uza kuphoswa zizifundo zakhe.

       (za + infinitive clause)

(ii)   ... limiselwa umhla weshumi kule nyanga izayo.

       (nyanga izayo)

J.   Ubungakanani (quantity)

(i)   Kuba ilityala elikhulu kangaka eli ndicinga ...

       (adjectival clause + adverbial with kangaka)

(ii)   Ndingathanda ukufumana ixesha elaneleyo lokuqokelela ...

       (NP + relative clause)

K.   Ixabiso (Value)

(i)   Ndicinga ukuba amawaka alishumi eerandi afanelekile.

(ii)   Mnu Saqhwiti ucinga ukuba ingayimalini ibheyile?

L.   Isikhombisi (Demonstrative)

(i)   Kuba ilityala elikhulu kangaka eli ndicinga ukuba ...

       (eli - 1st position)

(ii)   Loo mali ingasiso nesiqinisekiso.

(<u>loo</u> - 3rd position)

M.   <u>Indawo</u> (Place)

(i)   Ngaphezulu ulisekela Warden phaya ehostele.

          (locative phrase)

N.   <u>Isimnini</u> (Possessive)

(i)   Ummangalelwa ulilingu lequmrhu labafundi.

          (copulative NP + descriptive possessive phrase)

(ii)   ... usiva njani isicelo sebheyile.

          (descriptive possessive)

(iii)   Ngaphezulu ndinesinye isicelo.

          (possessive with <u>na</u>)

TASK 9 (refer to dialogue 9 in appendix)

FUNCTIONS

A.   <u>Ukuyalela</u> (Instructing)

(i)   Inzolo enkundleni! Inkundla mayiphakame!

          (imperative clause, singular)

(ii)   Ngena emkhumbini uphakamise isandla sakho uthi ...

          (imperative clause, singular)

(iii)   Kha uxelele le nkundla ...

(hortative clause)

B.   Imvume (approval)

(i)   Mnu Saqhwithi ndinikezela kuwe.

        (applied -nika + locative)

(ii)   ... ungabiza awakho amangqina.

        (nga denoting permission with biza + possessive + object noun)

(iii)   Ndingathanda ukunika ummangalelwa ithutyana ...

        (infinitive nika)

C.   Ukubalisa (Narrating)

(i)   Kwafika abafana ababini beze kuxela ukuba umhlobo wabo ubhubhele esibhedlele

        ngokuhlatywa ngumfundi wase univesithi.

        (complex NP + VP with A past tense + ukuba clause)

(ii)   Emva koko siye eyunivesithi noSajini Nondzube safuna loo mfundi samfumana.

        (adverbial adjunct + subjuntive clause with PP)

D.   Ukubika (Reporting)

(i)   Shane Magadaza, le nkundla ikubeka isityholo sokubulala.

        (indicative clause)

(ii)   Ummangalelwa uphose inqindi kuba ezikhusela xa ebehlaselwa ngumfi ngemela.

        (past perfect, indicative clause + situative clause with kuba and xa)

E.   Ukucela (Requesting)

(i)   Ndincede nkosi ndithethe imyaniso.

         (indicative clause)

(ii)   Ndicela ukunika le nkundla eli phepha.

         (cela + infinitive nika)

F.   Ukubuza (Asking)

(i)   Unetyala nokuba akunatyala?

         (question phrase with nokuba)

(ii)   Ubabuzile ukuba kwenzeke ntoni?

         (question phrase with -enza and ntoni)

(iii)   Wayenze ntoni, laphelela phi elo tyala?

         (A past tense with -enza + question words ntoni and phi)

G.   Ukulandula (Denying)

(i)   Andinatyala mhlekazi.

         (negative possessive with na)

NOTIONS

A.   Isimnini (Possessive)

(i)   Ngena emkhumbini uphakamise isandla sakho sokunene.

         (absolute pronoun possessive + descriptive possessive)

(ii)   ... beze kuxela ukuba umhlobo wabo ubhubhele ...

         (wa + absolute pronoun)

B.   Ukucwangcisa (Arrangement)

(i)   Ndiza kubiza ingqina lokuqala.

        (descriptive possessive - lokuqala)

(ii)   ndiza kubiza ingqina lesibini.

        (lesibini - descriptive possessive)

(iii)   Emva koko siye eyunivesithi.

        (emva koko)

C.   Ummenzi (Subject)

(i)   ... ngokuhlaselwa ngumfundi waseyunivesithi.

        (copulative NP with descriptive)

D.   Ixesha (Time)

(i)   ... ngomhla wesihlanu kuSeptemba.

        (time adverb with nga)

(ii)   Emva kwemini ngoLwesihlanu kuSeptemba.

        (time adverbial clause)

(iii)   ... xa ebehlaselwa ngumfi ngemela.

        (xa + situative clause with PP)

(iv)   Ngoku ndibiza ingqina lesibini.

        (present tense - ngoku)

E.   Ubandakanyo (Inclusion)

(i)   ... kubungqina enibuvileyo nani.

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(na + absolute pronoun)

(ii)   Kukwakho noluhlu lwezinto ...

(impersonal ku + adverbial kwa + khona + associative na + uluhlu)

F.   Ukwahlukisa (Contrast)

(i)   ... ezipokothweni zakhe ezifana nebhokisi yemidiza ...

(fana)

(ii)   ... esingebukhali esinjenge nqindi.

(njenge)

G.   Unobangela

(i)   Aba bafana bathi sasiyintoni isizathu sokuhlaselwa ...

(A past tense + question word ntoni + noun + descriptive possessive)

(ii)   ... wayengafuni cuba kuba wayenalo.

(kuba clause)

(iii)   Yayiyintoni unobangela wokophisa nengongoma ebunzi?

(A past tense with question word ntoni + NP with unobangela)

H.   Okwexeshana (Temporary)

(i)   Xa ndandimxilonga kwakhona emva kweeyure ...

(kwakhona)

I.   Ubude bexesha (Length of time)

(i)   ... kwakhona emva kweeyure ezimbini ndafumanisa ...

<u>(emva kweeyure ezimbini)</u>

(ii)   ... wetyala lakhe kwiminyaka emibini edlulileyo.

<u>(kwiminyaka emibini edlulileyo)</u>

J.   <u>Ubukho</u> (Presence)

(i)   Kukwakho noluhlu lwezinto ezafumaneka ...

(impersonal <u>ku</u> _ adverbial <u>kwa</u> + kho)

TASK 10 (refer to dialogue 10 in appendix)

FUNCTIONS

A.   <u>Uncedo</u> (Assistance)

(i)   Ndingakunceda ngantoni?

(<u>nceda</u> with potential <u>nga</u> + question word <u>ntoni</u>)

B.   <u>Ukucela</u> (Requesting)

(i)   Ndize kucela icebo ngokwasemthethweni.

(indicative clause + NP with PP)

(ii)   Kha undixelele ngale ngozi.

(hortative clause)

C.   <u>Ukubuza</u> (Asking)

(i)   Ndingakunceda ngantoni?

(question word <u>ntoni</u>)

(ii)   Yinto yanini leyo, yayenzeke phi?

(question words <u>nini</u>, <u>phi</u>)

(iii)   Ukutshayise njani?

(question word <u>njani</u>)

D.   <u>Ukumangaliswa</u> (Amazement)

(i)   Hayi bo!

E.   <u>Ukulandula</u> (Denying)

(i)   Ungakhangeleki ngathi ubukhe wenzakala nje?

(negative VP neutor passive <u>khangeleka</u>)

(ii)   ngethamasanqa zange konzakale mntu.

(negative auxiliary <u>zange</u> + subjunctive clause)

(iii)   Hayi ncam-ncam mhlekazi.

(<u>hayi</u>)

F.   <u>Ukufuna</u> (Desire)

(i)   Into endiyifunayo kukuba ahlawule ...

(NP with relative clause with <u>funa</u> + subjunctive clause)

G.   <u>Ukubalisa</u> Narrating)

(i)   Imoto yam yangqubana nenye imoto.

(<u>A</u> past tense indicative clause)

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(ii)   Lo mqhubi zange amise ezirobhothini. Mna ndandicinga uza kumisa.

(present subjunctive clause with locative. Indicative clause)

(iii)   Ungene kumnqamlezo wendlela ngexesha elingafanelekanga engakhange ajonge kakuhle.

(present indicative clause + present subjunctive clause)

H.   Ukuchaza (Describing)

(i)   NguMnu Dlomo, wayeqhuba imoto enombolo ingu CB 111-000.

(copulative NP + VP with descriptive possessive)

I.   Ukubulela (thanking)

(i)   Ndiyakubulela kakhulu mhlekazi ngoncedo lwakho.

(ii)   Enkosi kakhulu.

NOTIONS

A.   Ubunzima (Difficulty)

(i)   Yintoni ingxaki yakho nkosazana.

(ingxaki)

B.   Ibala (Colour)

(i)   ... kuba iirobhothi zazibomvu.

(-bomvu)

C.   Isantya (Speed)

(i)   Wayeqhuba ngesantya esiphezulu.

(adverbial with <u>nga</u> + relative clause)

D.   <u>Ubungakanani</u> (Quantity)

(i)   Wayeqhuba ngesantya esiphezulu.

(relative clause with <u>phezulu</u>)

(ii)   Yho! Yamininzi le mibuzo yakho.

(copulative with <u>ninzi</u>)

(iii)   Imoto yam yonzakala <u>kakhulu</u>.

(manner adverb - <u>khulu</u>)

E.   <u>Injongo</u> (Intention)

(i)   Hayi ke, ndiza kukuncedisa ukubiza ...

(-<u>za</u> <u>ku</u>-)

F.   <u>Ixesha</u> (time, Tense)

(i)   Bendigaxeleke engozini yemoto.

(<u>be</u> - past perfect)

(ii)   Ngoku ke ufuna ndikuncedise.

(<u>ngoku</u> - present tense)

(iii)   Kuza kufuneka lo mfo ndimthumelele iisamani kwanamhlanje.

(<u>kwanamhlanje</u> - time adjunct present tense)

(iv)   Enkosi nkosazana, ndiya kukufonela ndikwazise.

(remote future - <u>ya</u> <u>ku</u>-)

G.   Ukuqinisekisa (Assurance)

(i)   ... ufuna ntoni kanye-kanye.

        (kanye-kanye)

H.   Unobangela (Reason)

(i)   Ewe ndiyamazi kuba wazazisa.

        (kuba)

(ii)   Kutheni usitsho nje?

        (question phrase with kutheni)

(iii)   ... ungqubano lwabangwa kukungakhathali.

        (passive verb - banga)

4.6   CONCLUSION

In this chapter the guidelines about how to analyze communicative tasks were given.   Ten

communication tasks were analyzed according to the typology of Pica et al (1993). This typology

states that there are categories through which these tasks can be identified, classified and

compared to assess their contribution to providing comprehension, production and feedback

opportunities to second language learners.   Those are categories of interactant relationships,

interaction requirement, communication goals and outcome options.   The ten tasks presented in

the appendix were analyzed according to those categories, and the type of a task each dialogue

resembles was identified.   Task types dealt with are jigsaw, information gap, problem-solving,

decision-making and opinion exchange, with jigsaw and information gap being the most effective

while opinion exchange is regarded as the least effective of them all.   This chapter also focused

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on grammatical form and the use of communicative tasks in language, and that was done by identifying the possible salient language functions and options from those ten communication tasks presented in the appendix.

CHAPTER 5

CONCLUSION

According to various researchers, task-based learning is an area which has grown in importance enormously during the last ten years, and can now be approached from a number of perspectives. This present study has taken as its main aim the task of giving a framework for the implementation of task-based instruction for Xhosa second language, by exploring some proposals for task-based approaches to syllabus design. Second language competence is gained via many processes which we are only just beginning to understand.

Chapter one of this study, after having defined the term second language, has addressed some theoretical assumptions with special reference to the nature of second language learning and teaching pedagogy. The role of Universal Grammar in the language learning process, has been discussed as regards the background it constitutes against which language learning process takes place. Universal Grammar inhibits learners from entertaining wild hypotheses when learning and it sets the framework within which linguistic forms in first and second languages can be seen to be related.

This chapter also addressed second language teaching pedagogy paying special attention to communicative proficiency. Changes in language teaching methods over many years have reflected recognition of changes in the kind of proficiency learners need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study. They have also reflected changes in theories of the nature of language and of language learning. It was for that reason that Wilkins and other various applied linguists had proposed a communicative approach

to language teaching, referred to as Communicative Language Teaching. This is the communicative movement in language teaching which subscribes to the view that language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and it leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

In the same discussion about second language teaching pedagogy, the term task has been mentioned as it is believed that the term has begun to come into deliberate use in applied linguistics, as an aspect of the research methodology used in studies of second language acquisition and curriculum design. The task-based learning is a current vogue in communicative language teaching.

Chapter two has elaborated on the theoretical assumptions introduced in chapter one, paying particular reference to the relation of second language learning theory to pedagogy. All researchers agree on the importance of grounding second language acquisition research within a theoretical framework that will illuminate the nature of language. The role played by Universal Grammar has been explored as a prominent issue currently receiving attention in this regard since it is a coherent theory of language most commonly applied to second language data.

Gass and Schachter (1989) cited Chomsky's words saying Universal Grammar is taken to be the set of properties, conditions or whatever that constitute the initial state of the language learner, hence the basis on which knowledge of language develops. They further argued that second language learners have access to universal principles - either indirectly, through the facts of their

native language, or directly, in much the same way as do child first language learners. That is why, according to Gass and Schachter, a theory of second language acquisition must elucidate the interaction between innate linguistic principles and input so as to explain how learner can arrive at a grammar of the target language. However, in this regard Cook and Newson (1996) argue that though many people start to learn a second language, few, if any, manage to gain a knowledge of the second language equivalent to that of the first language.

Chapter three has focused on the different principles that one needs to consider when designing a task-based course. In the first part, after the definition of a task has been given, preliminary comments of the nature and function of the task-based syllabus have been made. Discussion was included in Breen's (1987) argument that syllabus is a decision-making process which has to be responsive to a range of requirements upon any syllabus including its sensitivity to the curriculum, classroom, and educational contexts for which it is designed. According to him the designer will meet these requirements only if he/she creates a syllabus on the basis of the four organising principles of focus, selection, sub-division and sequencing.

Procedural, process and task syllabuses were explored as examples of the analytic syllabus type where the target language whole chunks at a time are presented without linguistic interference or control. Task has appeared as the unit of analysis in these three syllabuses and when combined with a focus on form the task finds more support in second language acquisition research as a viable acquisition unit. In Crookes and Gass (1993) Long and Crookes argued that task-based language teaching shows some potential as an integrated approach to program design, implementation and evaluation.

This chapter has also considered the role of grammar in second language pedagogy as it is assumed that focus on grammatical form may be a factor in the advantage that instructed second language learners sometimes enjoy over naturalistic learners. Peter Skehan (1996) argued that recent developments in cognitive psychology proposes the goals of accuracy, complexity and fluency as the most relevant for task-based instruction.

The final chapter of this study presented a framework for task-based course design where communication tasks were analysed according to the typology proposed by Pica et al (1993). It is believed that these communication tasks are effective in assisting language learning in the classroom and can help the learners to communicate in real world situations. The communication tasks included not only elements of grammar and lexis but also specified the topics, notions and concepts the learner needs to communicate about. They are regarded as an attempt to spell out the implications of the functional view of language for syllabus design.

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APPENDIX

TASK 1

Uyintloko yesebe kwicandelo lezomthetho eRhodes. Yiveki yezifundo zoqhelaniso. Unencoko nabafundi abanomdla wokwenza izifundo zomthetho kwisebe lakho. Bulisa abafundi ubamkele. Zazise wazise namalungu estafu akhoyo. Chazela abafundi ngako konke okuqhubekayo kwisebe lakho nokulindelekileyo kubo. Phendula yonke imibuzo abangaba nayo ngendlela eyakuthi ibatsale babhalise njengabafundi kweli sebe. Babulele ngokubonakalisa umdla kwisebe lakho ubathembise ulonwabo lodwa xa bengaba ngabafundi kweli sebe.

(You are a Head of Department in the law department at Rhodes. It is an orientation week. You have a conversation with students who are interested in doing law courses in your department. Greet the students and welcome them. Introduce yourself and other members of staff who are available. Explain to students everything that is taking place in your department and what is expected of them. Answer all the questions they ask about the course in a way that can attract them to register as students in this department. Thank them for showing interest in your department and promise them all the happiness if they can be students in this department.)

DIALOGUE 1

Profesa: Molweni bafundi.

                (Good morning students)

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Abafundi: Molweni Profesa

               (Good morning Professor)

Profesa: Mna ndinguProfesa Wessels, intloko yesebe kwicandelo lomthetho kule

               yunivesihi. Lo nguNkosikazi Hepburn, umhlohli nomququzeleli wekhosi. Lo

               ngumnumzana Twala, umhlohli Abanye abaphumelelanga ukuza niya kudibana

               nabo ezifundweni. Siyavuya ukunibona namhlanje. Okokuqala ndingathanda nazi

               ukuba apha kweli candelo samkela bonke abafundi abonomdla ekwenzeni izifundo

               zomthetho.

               (I am Professor Wessels, a head of law department in this university. This is Mrs

               Hepburn a lecturer and a course co-ordinator. This is Mr Twala, a lecturer.

               Others haven't managed to come, you'll meet them in lectures. We are pleased to

               see you today. First of all I would like you to know that in this department we

               admit all students who are interested in doing law courses.)

Umfundi: Uxolo Profesa, ndingathanda ukwazi ukuba ingaba zeziphi izifundo ekufuneka

               umntu ezipase kakuhle kwamatriki ukuze amkeleke ekwenzeni umthetho.

               (Excuse me Professor, I would like to know which subjects one must pass best in

               matric so that she/he can be admitted in doing law.)

Profesa: Izifundo zeelwini zibalulekile kakhulu, ngakumbi isiNgesi kuba kaloku xa

               sowusebenza uza kudibana nazo zonke iindidi zabantu.

               (Languages count a lot, especially English because when you are working you'll

               meet all the different types of people.)

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Umfundi: Ingaba kuthatha iminyaka emingaphi ukwenza izifundo zomthetho?

(How long does it take to do law?)

Profesa: Ndingathi senzisa isidanga esingaphantsi seminyaka emine iLLB.

(I can say we are offering a four years' undergraduate LLB.)

Umfundi: O! siyabona. Izifundo ingaba zihamba njani ngakumbi kulo nyaka wokuqala?

(O! I see. How are the courses especially during the first year?)

Profesa: Kunyaka wokuqala sinamaphepha amabini, iphepha lokuqala nelesibini. Elokuqala sithi ukulibiza, yiIntroduction to the study of law, ukuze elesibini sithi yiFoundations of law.

(During the first year we offer two papers, first paper and second paper. The first one we call it, Introductions to the study of law, and the second one we call it, Foundations of law.)

Umfundi: Yho! Profesa watsho salahleka mpela ngoku. Ziintoni ngoku zonke ezi zinto uthetha ngazo?

(Oh, Professor, you are confusing us more now. What are all these things you are talking about?)

Profesa: Hayi, thobani izibilini. Akukho nto inzima tu. Xa sithetha nge Introduciton to the study of law kulapho abafundi baziswa ukuba yintoni na umthetho, umsebenzi neenjongo zawo. KwiFoundation of law kubalulekile ukuba abafundi baziswe

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ngemvelaphi yomthetho baziswe nangeekqubo zomthetho zelizwe.

(No, calm down. There's nothing difficult at all. When we are talking about Introduction to the study of law, it's where the students are introduced to the nature of law, functions and purpose of law. In Foundations of law it is necessary that students are taught about the sources of law and also taught about the major legal systems of the world.)

Mfundi: O! kwatsho kwasa ke ngoku Pofesa. Kodwa ke okokugqibela kha uthi gqabagqaba ngezinto umntu anokuba zizo xa efunde izifundo zomthetho.

(O! It's clear now Professor. But lastly just explain briefly what one can be when she/he has studied law.)

Profesa: Abantu abaninzi banempazamo yokucinga ukuba ukwenza umthetho kukuba ligqwetha, umtshutshisi okanye umantyi kuphela. Hayi, akunjalo kuba usenokuba ngumhlohli, ungaba ngumcebisi kwifemu yeinshorensi, ebhankini, emgodini, kwarhulumente, ndibala ntoni na? Kanti ungaba nguye nommeli kumazwe aphesheya.

(A lot of people make the mistake of thinking that to study law is to be a lawyer, a prosecutor or a magistrate only. No, it's not like that because you can also be a lecturer, a legal advisor in an insurance company, at the bank, in a mine company, in the government, just to mention a few. Moreover, you can also be a legal representative in the foreign countries.)

Umfundi: Enkosi Profesa, ukuba ndikuva kakuhle maninzi kakhulu amathuba emisebenzi

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kweli cala lezomthetho. Ingaba abafundi beli candelo abalufuni uqeqesho ukuze

bakulungele ukusebenza bakugqiba ukufunda?

(Thank you Professor, if I get you right there are many job opportunities in this

route of law. Do your students not need training so that they can be fit for work

when they have finished studying?)

Profesa: Kunjalo kanye. Ngenxa yeso sizathu sinesebe lezomthetho esilibiza ngokuba

yiLegal Aid Clinic. Kulapho sibathumela khona abafundi ukufumana uqeqesho.

Kanti sikwanaso nesifundo ekuthiwa siStreet Law apho abafundi bethu bathi

bafumane ithuba lokuthetha nabantu bebafundisa ngamalungelo abo.

(That is just like that. As a result we have our law branch called the Legal Aid

Clinic. It is where we send our students for training. We also have a course

called Street law where our students get a chance to talk to people educating them

about their rights.)

Umfundi: Profesa, inomdla yonke le nto.

(Professor, this is all interesting.)

Profesa: Yinyaniso leyo. Kumnandi kunjalo ke kweli sebe. Ndiyanibulela kakhulu

ngokubonakalisa kwenu umdla. Masibonane emagumbini okufundela ngethemba

lokuba niza kubhalisela izifundo zomthetho. Hambani kakhule.

(That is true. That's how nice it is in this department. Thank you for showing

interest. Let us meet in the lecture rooms with the hope that you'll register for law

courses. Good bye.)

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Abafundi: Salani kakuhle Profesa.

                 (Stay well, Professor.)

TASK 2

Ungumphathi kwiofisi yeLegal Aid yaseYunivesithi. Abafundi abatsha kwicandelo lezomthetho

bahambele le ofisi ngeenjongo zokufunda banzi ngale ofisi. Babulise uzazise kubo ubamkele.

Bachazele yonke into malunga nokuba yintoni na iLegal Aid yaye isebenza njani. Phendula yonke

imibuzo abangaba nayo ubachazele nangeenkonzo ezinikwa yile ofisi. Emva kwencoko babulele

ngotyelelo lwabo ubathembise ukuba bamkelekile nakwixesha elizayo.

(You are a director at the University Legal Aid Office. The new students from the law

department have visited this office with the aim of learning more about the activities of this office.

Greet them, introduce yourself and welcome them. Explain everything they want to know about

what the Legal Aid is all about and how it works. Answer all the questions they may have and

explain to them all the services offered by this office. After the conversation thank them for

coming and ask them to call again.)

DIALOGUE 2

Umphathi: Molweni bafundi. NdinguJoel Mize. Ndinganinceda ngantoni?

                 (Good morning students. I'm Joel Mize. What can I do for you?)

Abafundi: Molo mhlekazi. Singabafundi abenza umthetho eYunivesithi. Singathanda

usicacisele ukuba iLegal Aid Clinic le yintoni, yaye isebenza njani.

(Good morning Sir. We are law students at the university. We would like you to explain to us what the Legal Aid Clinic is, and how it works.)

Joel: ILegal Aid Clinic ngumbutho ongenangeniso oxhomekeke ngokupheleleyo kwizipho.

(The Legal Aid Clinic is a non-profit-making organisation which depends entirely upon donations.)

Umfundi: Xa kungekho ngeniso apha abasebenzi bahlawulwa ngubani, ingoobani abasebenzayo?

(When there's no profit-making here, who is paying the workers, and who are working?)

Joel: Ngaphandle kwam umphathi, apha sinamagqwetha aseluqeqeshweni amahlanu, unobhala netoliki, kuhlawula iLegal Aid Board.

(Besides me, the director, here we have five candidate attorneys, a secretary and an interpreter, the Legal Aid Board is paying.)

Umfundi: Kwenziwa ntoni kanye-kanye apha?

(What is it that is actually done here?)

Joel: ILegal Aid Clinic incedisana nabantu abahlwempuzekileyo nabafundi ngaphandle kwemali, simahla.

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(The Legal Aid Clinic is assisting indigent people and students free of charge.)

Umfundi: Iingaba ziinkonzo ezinjani ezo ezinikwa abantu ngaphandle kwentlawulo?

(What types of services are offered to people free of charge?)

Joel: Zonke izinto ezinxulumene nomthetho ezilindelekileyo kwiofisi yamagqwetha

ezinje   ngeengcebiso   ngomthetho,   iingxaki   ezingolwaphulo-mthetho

njengobugebenga neengxabano zasekuhlaleni, ukubhalwa kwezivumelwano,

iingxabano zemisebenzi nokuqokelelwa kwemali yamatyala.

(All types of work connected to law that would be expected of an attorney's

office, like legal advice, problems including criminal and civil litigation, drafting

of contracts, labour disputes and debt collection.)

Umfundi: Ininzi kakhulu into eyenziwa apha. Khange ndiyazi yonke le nto, yaye inomdla.

(There's a lot done here. I didn't know all this, and it's interesting.)

Joel: Kakhulu. Ngaphezulu siyabamela abantu bethu enkundleni sibamele nakumatyala

angoqeqesho.

(Very much so. Moreover we represent our clients in court and also in

disciplinary hearings.)

Umfundi: Abafundi bona badlala eyiphi indima?

(Which role is played by students?)

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Joel: Inkulu kakhulu indima edlalwa ngabafundi bomthetho. Bafumana uqeqesho lwabo apha. Bafundiswa ukuthetha nabantu abaneengxaki, balungise amaxwebu asemthethweni neencwadi, bajonge iifayile zabantu baqhube nophando lwabo phantsi kweliso lam.

(The role played by law students is big. They get their training here. They are trained to consult with clients, draft documents and correspondence, manage clients' files and conduct their research under my supervision.

Umfundi: Ingaba abafundi bayabamela abantu enkundleni?

(Do students represent clients in court?)

Joel: Hayi, abafundi abameli bantu enkundleni. Ukuba ingxaki abayiphetheyo ifuna inkundla bayidlulisela kwigqwetha eliqeqeshwayo ize ibe lilo elimela umntu enkundleni.

(No, students don't represent clients in court. If the case they are handling needs court they refer it to the candidate attorney so that it can be him who represents the client in court.)

Umfundi: Joel, abantu abathembakalanga, yaye benjalo nje bayazithanda izisulu. Niqiniseka njani ke ukuba ubani ufanelekile na ukuba ancedwe yiLegal Aid Clinic?

(Joel, people are untrustworthy and moreover they like free of charge services. How do you make sure that one qualifies to be helped by the Legal Aid Clinic?)

Joel: Ngumbuzo olungileyo lowo. Abantu banjalo nyhani. Ke ngoko senza into ebizwa

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ngokuba yiMeans Test. Yifomu esithi siyizalise leyo isinike zonke iinkcukacha

ngomntu, sitsho sazi ke ngoko ukuba ufanelekile na.

(That is a good question. People are really like that. Therefore we do what is

called a Means Test. It is a form that we fill in and it gives us all the particulars

of the person and then we know therefore is she/he qualifies.)

Umfundi: Utsho kamnandi Joel. Siyabulela kakhulu ngenkcazo yakho. Yonke into icacile

kuthi ngoku.

(You have said it very nicely Joel. We thank you very much for your explanation.

Everything is clear to us now.)

Joel: Nam ndiyabulela. Nibe nexesha elimnandi ezifundweni zenu. De sibuye sibonane.

(I also thank you. Have a nice time in your studies. Till we meet again.)

TASK 3

Ningabafundi abenza umthetho abamenywe luluntu kwintlanganiso yalo. Uluntu lufuna ukuxoxa

iziphumo zenkundla malunga netyala leendlavini ezaphule umthetho. Ezi ndlavini zikhululwe

ngaphandle kokubekwa ityala. Niceliwe ukuba nicebise uluntu olucaphukileyo malunga

namanyathelo olunokuwathatha ukuze lubone ukuba ubulungisa buyaqhubeka, amaxhoba

afunyanwe enetyala yinkundla. Umhlalingaphambili akuba eyivulile intlanganiso uvulele amalungu

oluntu nabafundi bavelise izimvo zabo.

(You are a law student who has been invited by a local community to its meeting. The community

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wants to discuss the outcome of the court hearing about the gangsters who have committed crime. These gangsters have been released without any charge being laid. You are asked to advise the angry community about the steps they can take to see to it that justice is done and the culprits are found guilty by the court. The chairperson, after having opened the meeting, opened the floor to the members of the community and the students to voice their opinions.)

DIALOGUE 3

Umhlalingaphambili: Ndiyazibulisela kuni nonke. Namhlanje sihlangene apha ukuba sibonisane

ngendlela umantyi awuqhube ngayo umcimbi wolwaphulo-mthetho kule lokishi.

(I greet you all. Today we are gathering here to discuss the way the magistrate

has handled the case of crime in this township.)

Isithethi 1: La makhwenkwe besiwabambile nje avalelwa, yintoni ngoku?

(We have apprehended these boys and they were arrested, what is it now?)

Umhlalingaphambili: Indlela osebenza ngayo umthetho kweli lizwe ibolile. Jonga la makhwenkwe

besiwabambile ngoku ehla esonyuka kwezi zitrato esihleka.

(The justice system in this country is rotten. Look at these boys we caught, they

are now roaming the streets laughing at us.)

Isithethi 2: Ewe! Unyanisile mhlalingaphambili. Sithi abazintlekisa ngoku. Kanti, ndiza

kubulala umntu.

(Yes! You are right Mr Chairman. We are the ones with egg on our faces now.

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I am just going to kill someone.)

Isithethi 3:   Sanele gqitha. Simele ukuba sithabathele umthetho ezandleni zethu. Ndisathi masihambeni sibambe laa makhwenkwe kwakhona siwafundise into okanye ezimbini ngendlela yokuziphatha kule lokishi.

(Enough is enough! We must take the law into our own hands. I still say let us go and catch these boys again and teach them a thing or two about appropriate conduct in our community.)

Abantu: Ewe!!!

(Yes!!!)

Isithethi 4:   Eyona nto esimele ukuyenza. kukumisela iqumrhu lethu lamapolisa labucala lusikhuphele impambano kwezi zaphuli-mthetho.

(In fact we should set up our own private police force which is going to beat the madness out of these criminals.)

Isithethi 5:   Amapolisa kaRhulumente ayoyiswa ngoko ke simele siwabonise.

(The state policemen are failing therefore we must show them.)

Umfundi: Manene namanenekazi, nangona ndiyiqonda ingqumbo yenu, iingcebiso zenu ziya kuyenza mandundu imeko.

(Ladies and gentlemen, whilst I understand your outrage, your suggestions will make the situation worse.

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Isithethi 4:   Uthetha ukuthini? Into esiya kuyenza kuphela kukufundisa ezi zaphuli-mthetho

isifundo ubomi bazo bonke.

(What do you mean? All we will do is to teach these criminals a lesson of their

lives.)

Umfundi: Ukuthathela umthetho ezandleni zenu akwahlukanga kwinto eyenziwa zizaphuli-

mthetho. Niyakuba nenza okuchasene nomthetho.

(Taking the law into your hands is not different from what the criminals are doing.

You will be acting unlawfully.)

Isithethi 6:   Ungasixeleli ngokwaphula umthetho apha, akukho mthetho kweli lizwe, siphila

ngomthetho wasehlathini. Into esifuna ukuyenza kukusidisa ubomi bethu kuphela.

Ucebisa ukuba senze ntoni?

(Don't tell us about breaking the law here. There is no law in this country, we live

by the law of the jungle. All we want to do is to save our lives. What do you

suggest we do?)

Umfundi: Umbono wequmrhu lamapolisa asekuhlaleni umhle kakhulu. Nangona kunjalo

eyona nto ibalulekileyo kukuba umkhosi wasekuhlaleni uncedise umkhosi

wamapolisa ekuqokeleleni ubungqina balo naluphina ulwaphulo-mthetho.

(The idea of forming a community police forum is good. However, what is

important is that the force forum must help the police force in gathering evidence

on any crime committed.)

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Isithethi 7: Ndiyacinga ukuba kuza kufuneka sonyule abantu abathembakeleyo.

(I think we should elect responsible people.)

Umfundi: Kunjalo kanye. Kuza kufuneka nikulumkele ukonyula iqela lokulinda eliza kuphela lizenzela owalo umthetho. Ngaphezulu kufuneka kungabikho namnye oza kukhusela nasiphina isaphuli-mthetho.

(That's right. You must guard against forming a vigilante group which will end up being law unto itself. Furthermore no one should harbour any criminal.)

Isithethi 8: Kwenzeka njani kwezi nkundla nokunika ibheyile kwezi zikrelemnqa.

(What about the courts and the giving of bail to these scoundrels?)

Umfundi: Iinkundla zenza izigqibo zazo ngokubhekiselele kubungqina obuphambi kwazo. Ukuba ngaba kukho ubungqina obunganelanga inkundla iyabakhulula abantu. Kufuneka nikhumbule nokuba umntu uthathwa njengomsulwa de abonakaliswe ubutyala.

(The courts make their decisions based on the evidence before them. If there is insufficient evidence, the court will set the people free. You must also remember that a person is presumed innocent until proven guilty.)

Isithethi 9: Msulwa! Njani? Siyazi sonke ukuba izikrelemnqa ziyagrogrisa elokishini yethu. Imele ukuba yanele loo nto.

(Innocent! How could that be? We all know that these criminals are running terror in our community. That should be enough.)

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Umfundi: Ukongeza, singathanda nokucebisa inkqubo yolutsha yokufunda ngamalungelo oluntu.

(To add, we would also like to suggest a youth Human Rights Education Programme.)

Isithethi 10:   O-o! Yintoni ngoku leyo?

(O-o! What is that now?)

Umfundi: Le nkqubo iza kufundisa ulutsha ngamalungelo alo nokubaluleka kokuhlonipha amalungelo abanye abantu.

(This programme will teach the youth about their rights and the importance of respecting other people's rights.)

Isithethi 10:   Livakala liphilile gqitha icebiso lenu.

(Your advice sounds very good.)

Umfundi: Ngaphezulu nimele nicinge nangokuseka iziko loqeqesho kubugcisa ukuze nibe nako ukuqeqesha nixhobise ulutsha.   Yimbono yethu ukuba baphela besenza ulwaphulo-mthetho kuba bengenanto yakwenza.

(Furthermore you should think about establishing a vocational training centre so that you can train and empower these young people. It is our view that they end up committing crime because they have nothing to do.)

Isithethi 11:   Hayi, niyathetha bafana. Thina besicinga ukuba isisombululo sisekuwabambeni nje

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kuphela la makhwenkwe. Kodwa ngoku la magqwetha asenze saqonda ngezinto ezininzi ezisemxholweni nezibalulekileyo.

(No, you are right young men. We thought that the solution is just in apprehending these boys. But these lawyers have made us aware of a number of issues which are relevant and important.)

Isithethi 12: Ukuqukumbela, ndicebisa ukuba iqumrhu lamapolisa esiza kulonyula namhlanje liqalise ukuqokelela ubungqina libuse emapoliseni ezi zikrelemnqa zitshutshiseke ngempumelelo.

(To conclude, I suggest that the community police forum that we are going to elect today, start getting evidence and present it to the police for the successful prosecution of these criminals.)

Umhlalingaphambili: Ingathi intlanganiso yanamhlanje isinike izisombululo ezibhetele.

(It seems today's meeting has given us even better solutions.)

Abantu: Kunjalo kanye. Masiyitshaye isaqhuma.

(That's right. Let us act now.)

Umhlalingaphambili: Phambi kokuba ndiyivale intlanganiso ndingathanda ukuyithetha into yokuba ikomiti iza kuqwalasela umcimbi weziko loqeqesho.

(Before I close the meeting I would like to mention that the committee will consider to set up a vocational centre.)

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Isithethi: Mhlalingaphambili, ndingathanda ukuwabulela ngokwam la magqwetha

aseYunivesithi. Basincedile kakhulu.

(Mr Chairman, I would like to thank these university laywers myself. They helped

us a lot.)

Umfundi: Nathi siyanibulela ngokusithemba kwenu. Sininqwenelela impumelelo kuyo yonke

imizamo yenu.

(We also thank you for trusting us. We wish you all the best of luck in your

endeavours.)

Abantu: Hambani kakuhle, nani uThixo abe nani.

(Good bye. God be with you too.)

Abafundi: Salani kakhule.

(Stay well.)

TASK 4

Njengabafundi abenza umthetho woluntu nigqibe ekubeni nihambele intolongo yasekuhlaleni.

Nikwiphulo lokubuyisela ulutsha kwimeko yesiqhelo. Ninengxoxo namabanjwa alulutsha malunga

nomcimbi wobundlobongela basekhaya. Nixoxa malunga nokuba yintoni ubundlobongela

basekhaya yaye ubachazela nokuba umthetho ubujonga ngokuba buyintoni obu bundlobengela.

Nixoxa nangonobangela wobundlobongela basekhaya. Nina namabanjwa nibonisana malunga

neendlela zokubuphepha nokubuphelisa obu bundlobongela.

(As street law students you have decided to visit the local prison. You are in a juvenile rehabilitation campaign. You have a discussion with juvenile inmates about the issue of domestic violence. You discuss the nature of domestic violence and you explain to them what the law considers to be domestic violence. You also discuss the causes of domestic violence. You and inmates exchange opinions about ways of avoiding and curbing this violence.)

DIALOGUE 4

Umfundi 1:   Molweni manene namanenekazi. Namhlanje siza kujonga umba wobundlobongela basekhaya. Nicinga ukuba ibhekiselele entwenini loo nto.
(Good morning ladies and gentlemen. Today we will be dealing with the issue of domestic violence. What do you think that refers to?)

Ibanjwa 1:   Ndicinga ukuba ubundlobongela basekhaya bubhekiselele ekubethweni kwabantwana ngabazali ekhaya.
(I think domestic violence refers to the beating up of children by their parents at home.)

Ibanjwa 2:   Ngamanye amaxesha ingayimeko apho indoda ibetha umfazi kuba engayithobeli imithetho yayo.
(Sometimes it may include the situaiton where a man beats up his wife because she has defied his orders.)

Ibanjwa 3:   Udlwengulo lolunye uhlobo lobundlobongela basekhaya oluchaphazela abafazi

ubukhulu becala.

(Rape is also a kind of domestic violence which mostly affects women.)

| Umfundi 1: | Zonke iimbono zenu zilungile, ubundlobongela basekhaya buquka zonke iindlela zokuphatheka kakubi ezenzeka kusapho ezilulwaphulo-mthetho. |

(All your views are correct, domestic violence includes all forms of abuse that occur in the family which are mostly criminal.)

| Umfundi 2: | Nicinga ukuba yintoni unobangela wobundlobongela basekhaya? |

(What do you think the causes of domestic violence are?)

| Ibanjwa: | Ndiyacinga ukuba isizathu samadoda sokubetha abafazi kukuba abayimameli imiyalelo, luphawu lokungabi nambeko olo. |

(I think the reason for the men to beat their wives is that they don't listen to the orders, which is a sign of disrespect.)

| Umfundi: | Uthetha ukuba indoda inelungelo lokubetha umfazi wayo? |

(Are you suggesting that the husband has the right to beat up his wife?)

| Ibanjwa: | Ewe! Indoda ingenza ntoni xa umfazi engenambeko? Akukho sisombululo ngaphandle kwenduku. |

(Yes! What should a man do if his wife is disrespectful? There is no solution but the stick.)

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Umfundi: Niyavuma nonke?

(Do you all agree?)

Ibanjwa: Uluntu lusiqhelise ukwamkela ukuba abafazi mababethwe ngamadoda.

(Society has socialised us into accepting that women should be beaten up by the

husbands.)

Umfundi: Yintoni enika amadoda ilungelo lokubetha abafazi babo?

(What gives men the right to beat up their wives?)

Ibanjwa: Indoda yintloko yekhaya ngoko ke kufuneka ishaye umthetho kungenjalo usapho

luya kufa.

(A man is the head of the family and as such he has to crack the whip otherwise

the family will crumble.)

Umfundi: Nicinga ntoni ngodlwengulo?

(What do you think of rape?)

Ibanjwa: Abafazi mabayeke ukunxiba iziketi ezifutshane kuba bavuselela amadoda loo nto

iphelele kudlwengulo.

(Women must stop wearing short skirts because that provokes man and results in

rape.)

Umfundi: Ungayithini into yomntwana ononyaka adlwengulwe, okanye ixhegokazi elidala?

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Bonke aba bantu badlwengulwa kuba benganxibanga kakuhle?

(How do you explain a year old baby being raped, and an old woman? Are all these people being raped because they do not dress up properly?)

Ibanjwa: Abanye baba bafazi ekuqaleni bayavuma ukwabelana ngesondo baze benze ngathi badlwengulwe xa bengayifumani into abayifunayo.

(Some of these women initially agree to sex and they foul cry when they don't get what they want.)

Ibanjwa: Ziyintoni ke ngoko izisombululo zobu bundlobongela basekhaya?

(What are the solutions of this domestic violence therefore?)

Umfundi: Wonke umutu unaso isisombululo. Undoqo kukuzeyisa.

(Everyone has the key to the solution. The issue is self control.)

Ibanjwa: Uthetha ukuthini xa uthetha ngokuzeyisa?

(What do you mean by self control?)

Umfundi: Abantu mabazifundise ukuziqeqesha ekusebenziseni ulawulo lwabo.

(People must learn to control their exercise of power.)

Ibanjwa: Njani mhlekazi?

(How sir?)

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Umfundi:	Musa ukusebenzisa indawo okuyo yolawulo ngendlela engeyiyo komnye umntu.
	(Don't abuse your position of strength against your fellow men.)

Ibanjwa:	Nyhani! Injalo loo nto?
	(Really! Is that so?)

Umfundi:	Ewe. Ngaphezulu yeka ukuthatha izinto ezizakukwenza ungakwazi ukuba nolawulo lwezenzo zakho, izinto ezifana notywala neziyobisi.
	(Yes. Furthermore desist from taking substances that deprive you of control of your actions, substances like alcohol and drugs.)

Ibanjwa:	Siyisombulula njani ingxaki yabafazi abangayimameliyo imiyalelo yamadoda abo? Sibalobole aba bafazi abangenambeko.
	(How do we solve the problem of women who do not listen to the orders of their husbands? We paid lobola for these disobedient women.)

Umfundi:	Simele ukuba siyiqonde sonke into yokuba intlonipho yabafazi bethu ibalulekile. Ukuphatha abafazi kakubi makuphele tu.
	(We must all understand that respect is very important for our women. Abusing women must come to an end.)

Ibanjwa:	Njani? Ucebisa ukuba masithini?
	(How? What do you suggest we do?)

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Umfundi: Masisebenzise ezinye iindlela ukusombulula iingxabano.

            (Alternative measures must be used to resolve disputes.)

Ibanjwa: Ingazindlela ezinjani ezo mhlawumbi? Phuma egusheni.

            (What type of measures maybe? Be specific.)

Umfundi: Iindlela ezizezinye ezifana nothethathethwano, ulamlo nentethelelo.

            (Alternative measures like negotiation, mediation and arbitration.)

Ibanjwa: Hayi uyathetha. Siza kukhe siyizame loo nto xa siphuma apha.

            (Well you talk sense. We will try that when we get out of here.)

Umfundi: Ndingavuya nyhani, kuba ke nizibonile iziphumo zokusebenzisa intonga

            njongesisombululo. Ingaba lityala lokuhlasela, ukubulala okanye nasiphina isenzo

            solwaphulo-mthetho.

            (I would be very glad because you have seen the consequences of using a stick as

            a solution. That may be a criminal assault, murder or any other cirminal action.)

Ibanjwa: Lilonke ke sithi yintoni esona sisombululo sobundlobongela basekhaya?

            (All in all what do we say is a solution to domestic violence?)

Umfundi: Ndiyaphinda ndithi kukuzibamba nokuzeyisa. Akukho nto yedlula leyo.

            (I repeat, restraint and self-control. There is nothing more than that.)

Ibanjwa: Sikuvile.

(We have understood you.)

Umfundi: Masiyivale le mini. De sibuye sihlangane.

(Let us call it a day. Until we meet again.)

Amabanjwa: Hambani kakuhle, bahlekazi.

(Leave well, sirs.)

TASK 5

UShane enifunda kunye naye ubanjiwe ngesityholo sokubulala.   Wena nabafundi xoxani
ngokufuna igqwetha lokummela. Ingxaki yenu enkulu yimali. Xoxani ngalo mcimbi. Elowo
makanike izimvo zakhe nide nifikelele kwisigqibo esinye.

(Shane, your fellow classmate has been arrested on charge of murder. You and your fellow
students discuss about getting a lawyer to represent him. Your main problem is money. Discuss
this matter. Each of you must voice out his opinion until you come up with one solution.)

DIALOGUE 5

Malusi: He bantu! Siza kuthini? UShane ubanjiwe.

(Hey people! What are we going to do? Shane is arrested.)

Litha: Madoda! Yingxaki enkulu kakhulu le. Nathi ngokunokwethu, asimsulwanga.

(Men! This is a very big problem. Even us, we are not innocent.)

Joe: Hayi, asimsulwanga tu. Siyabandakanyeka kakhulu kuba sasikhona ukwenzeka

kwale nto.

(No, we are not innocent at all, we are deeply involved because we were present

when this happened.)

Malusi: Sibhetele kodwa thina kuba singaphandle.

(We are better off because we are outside (the cell.)

Litha: Sibhetele ntoni? Asikho bhetele tu kuba singazibona singamangqina enkundla.

(How are we better off? We are not better off at all because we may find ourselves

being the state witnesses.)

Joe: He manene, yintoni ngoku naxoxa ngani kodwa ningaphandle? Nithini ngalo

ungaphaya kwezitshixo? Ingxaki yethu nguye okwangoku. Masiqwalasele loo

mcimbi.

(Hey gentlemen, what is it now, why are you discussing about yourselves whereas

you are free? What are you saying about the one who is behind the bars? Our

problem is him right now. Let us concentrate on that issue.)

Malusi: Unyanisile uJoe manene. Le siyenzayo into ayilunganga. Sithini ngoShane?

(Joe is right gentlemen. What we are doing is not right. What are we saying

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about Shane?)

Litha: Mna ndicebisa ukuba sifune igqwetha lokumela uShane. Nithini ngaloo nto?

(I suggest that we find a lawyer to represent Shane. What are you saying about that?)

Joe: Yinyaniso emsulwa leyo. Ndiyakuseka ngamandla kuloo nto, yaye ndiphakamisa igama likaYanta wakwaBorman and Botha Associates.

(That is true. I support you strongly in that, and I propose the name of Mr Yanta of Borman and Botha Associates.)

Litha: Hayi, mna andimthembi uMnu Yanta, usandula ukulahlwa lityala kutsha nje. Mna ndicinga ngoMnu Mpofu wakwaMpofu Attorneys.

(No, I personally don't trust Yanta, he has just lost a case recently. I think about Mr Mpofu of Mpofu Attorneys.)

Malusi: Heyi Litha, uchan'ucwethe. Ndiyamazi loo mfo lowo. Yingcungela kumatyala okubulala nawentsangu.

(Hey Litha, you are quite right. I know that guy. He is an expert in cases of murder and dagga.)

Litha: Kuza kufuneka umntu ngamnye abethe amashumi amahlanu eerandi ukuze sihlawule ibheyile ukuba uShane uyayifumana, sihlawule nedipozithi yegqwetha.

(It will be necessary that each person contribute fifty rands so that we pay money

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for the bail if Shane gets one and we pay the money for the lawyer's deposit.)

Joe: Heyi bafana, ndiyayiva yonke le nto niyithethayo, andiyichasanga tu. Kodwa ke

            mna ndibona ingxaki kuyo yonke le nto.

            (Hey guys, I hear all what you are saying, I'm not against it at all. But, I

            personally, see the problem in all this.)

Litha: Hayi Joe, mfondini, musa ukusigalela amanzi, yingxaki yantoni ngoku leyo.

            (No Joe, my man, don't discourage us, what is that problem all about now?)

Joe: Siza kuyithatha phi imali? Asinguye wonke umntu onemali. Singabafundi,

            asiphangeli. Amagqwetha afuna imali eninzi. Imalana encinci esinayo asoze

            iyanele imali ebizwa ngamagqwetha. Alikho ke igqwetha elingavuma ukuthatha

            eli tyala ngaphandle kwemali. Siza kuthini?

            (Where are we going to get the money? Not everybody has got the money. We

            are students, we are not working. Lawyers need a lot of money. The small

            amount of money we have will never-be sufficient to the money charged by the

            lawyers. There is no lawyer who can agree to take this case without money.

            What are we going to do?)

Litha: Joe, yinyaniso engenakuphikiswa leyo. Siza kuthini manene?

            (Joe, that is true. What are we going to do gentlemen?)

Malusi: Manene, kwatsho kwathi qatha into.

(Gentlemen, something has come into my mind.)

Litha: Yintoni leyo Malusi mfondini? Khawuyitsho mhlawumbi ingaluncedo olukhulu.

(What is it Malusi my man? Just say it maybe it can be of great help.)

Malusi: ILegal Aid Clinic. Ndiyacinga ingasinceda kule nto.

(The Legal Aid Clinic. I think it can help us in this.)

Joe: Owu Malusi, yinto oyicinge ngantoni le? Yaz'uba unyanisile? UMnu uJoel Mize

kaloku utshilo ngokuya ebesixelela ngeLegal Aid.

(Oh Malusi, how do you think about that? Do you know that's true? Mr Joel Mize

said so when he was telling us about the Legal Aid.)

Malusi: Ewe, utshilo ukuba iLegal Aid iyabanceda abafundi kwizinto ezifuna umthetho

ngaphandle kwemali.

(Yes, he said that Legal Aid helps students in cases needing legal service free of

charge.)

Litha: Bendixakiwe ukuba ingxaki efana nale siza kuyisombulula ujani. Malusi,

uyingwenya mfondini. Icebo lakho liyaphilisa.

(I was wondering that how are we going to solve this problem. Malusi, you are

a star may man. Your advise is very good.)

Joe: Ngubani ke oza kuya eLegal Aid Clinic, nini?

(Who will go to the Legal Aid Clinic, when?)

Malusi: Sonke njengabahlobo bakaShane. Ngomso lo usayo ngentsimbi yesibhozo.

(All of us as Shane's friends. Just tomorrow morning at 8 o'clock.)

Litha: Masohlukane. Sakubonana ngomso kusasa xa sisiya eLegal Aid Cllinic. Emva

koko uJoe aye esikhululweni samapolisa. Enkosi kuni nonke.

(Let us depart. We'll see each other tomorrow when we are going to the Legal

Aid Clinic. After that Joe will go to the police station. Thank you to all of you.)

TASK 6

Uligqwetha kwiLegal Aid clinic. Kufika abafundi bakuxelele ngomhlobo wabo ovalelweyo

ngesityholo sokubulala. Bazokucela uncedo lokumelwa. Babulise uze emva kokuba uyimamele

ingxaki yabo ubabuze imibuzo uqonde okwenzekileyo kakuhle. Fowunela umcuphi ophanda eli

tyala uze emva kokuba uvile ngamacala omabini ubaxelele ukuba uza kubanceda ummele umhlobo

wabo. Xoxani ngendlela oceba ukubanceda ngayo ubacacisele zonke izinto abanqwenela ukuzazi.

Emva koko bakhulule bahambe ubanike ithemba lokuba izinto ziza kulunga.

(You are a lawyer in the Legal Aid Clinic. There arrive students and they tell you about their

arrested fellow student on a charge of murder. They have come to ask for help to be represented.

Greet them and after you have listened to their problem ask them questions, finding out what

happened. Call the detective investigating this case and after you have heard from both sides tell

them that you are going to help them to represent their friend. Explain everything they want to

know. After that release them and promise them that everything is going to be just fine.)

DIALOGUE 6

Igqwetha: Molweni bafundi, hlalani phantsi nazo izitulo.

(Good morning students, sit down, there are the chairs.)

Abafundi: Enkosi mhlekazi.

(Thank you sir)

Igqwetha: Sendivile ukuba ningabafundi abaphuma eYunivesithi. Mna ke ndinguSonwabo

Conjwa. Ndinganinceda ngantoni?

(I've already heard that you are students from the university. I'm Sonwabo

Conjwa. What can I do for you?)

Joe: Mhlekazi, sinengxaki enkulu kakhulu. Umhlobo wethu uvalelwe. Sicela uncedo

kuloo ndawo. Igama lakhe nguShane Magadaza.

(Sir, we have a very big problem. Our friend is arrested. We ask for help there.

His name is Shane Magadaza.)

Mnu Conjwa: Uvalelwe phi?

(Where is he detained?)

Joe: Kwisikhululo samapolisa apha edolophini.

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(At the police station here in town.)

Mnu Conjwa: Yenzeke nini loo nto? Sithini isityholo abekwa sona?

(When did that happen? What is the charge?)

Joe: Uvalelwe ngoLwesihlanu emva kwemini, ebekwa isityholo sokubulala.

(He was detained on Friday in the afternoon on charge of murder.)

Mnu Conjwa: Kwenzeke ntoni? Ingaba ninalo ulwazi?

(What happened? Do you have a clue?)

Joe: Kakhulu mhlekazi, ngethamsanqa besikhona ukwenzeka kwayo yonke le nto.

(Very much so sir, fortunately we were right there when this happened.)

Mnu Conjwa: O-o! Yantle loo nto. Kha nithi gqaba-gqaba ngokwenzekileyo.

(O-o! That's nice. Just explain briefly what happened.)

Joe: UShane uhlaselwe ngomnye umgewu ngemela ngoLwesihlanu. Uye waphindisa ngenqindi ngelizikhuselayo wawa phantsi esopha, sabaleka. Ngoku sive ngamapolisa ukuba ubhubhele esibhedlele.

(Shane was attacked by a thug with a knife on Friday. He hit back with a fist defending himself and he fell down bleeding, and we ran away. Now we heard from the policeman that he died in hospital.)

Mnu Conjwa: O-o! Yambi loo nto. Bekutheni aze ahlaselwe?

(O-o! That was bad. Why was he attacked?)

Joe: Umgewu uye wacela icuba, uShane wathi asitshayi, wacela imali uShane wathi asiphangeli. Uthe uShane unento eninzi, wamhlasela.

(The thug asked for tobacco, Shane said we don't smoke, he asked for money, Shane said we are not working. He said Shane has a lot to say and he attacked him.)

Mnu Conjwa: Khanime ke. Ingaba niyazi ukuba uza kuvela nini enkundleni?

(Just hang on. Do you know when he is going to appear in court?)

Joe: Hayi ngelishwa. Kukhona ndiza kuwubuza umhla wetyala namhlanje xa ndiye kubona uShane.

(Unfortunately not. It's only today that I'm going to ask that when I have gone to see Shane.)

Mnu Conjwa: Kuza kufuneka ndifowunele phaya kwisikhululo samapolisa ndiqonde umcuphi ophanda eli tyala.

(It will be necessary that I phone the police station and find out the detective who is investigating this case.)

Joe: Abaya babambe uShane bathe bangooSajini Nondzube no Dekeda.

(Those who arrested Shane said they were Sergeants Nondzube and Dekeda.

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Mnu Conjwa: Ngethamsanqa ndiyabazi bobabini. Makhe nditsalele umxeba omnye wabo ndibuze.

(Fortunatley I know both of them. Let me call one of them and find out.)

Joe: Ufumanise ntoni? Bathini?

(What have you found out? What are they saying?

Mnu Conjwa: Umcuphi ophanda eli tyala ngu Sajini Dekeda.

(The detective who is investigating this case is Sergeant Dekeda.)

Joe: Uthi unini umhla wokuvavanywa kwetyala?

(When does he say is the date of trial?)

Mnu Conjwa: Umhla wokuvavanywa kwetyala ungoMvulo ngentsimbi yesithoba. Sixoxe nangebheyile.

(The date of trial is Monday at 9 o'clock. We also discussed about the bail.)

Joe: Uthini ngebheyile? Uza kuyifumana uShane ibheyile?

(What is he saying about the bail? Is Shane going to get the bail?)

Mnu Conjwa: Uthi masele ndilinda umhla wetyala kuba noko awukudanga.

(He says I must wait for the date of trial because at least it's not far.)

Joe: O! Nkosi yam! Utheth' uba uShane uza kuhlala esiseleni impela-veki yonke?

(Oh my God! Do you mean Shane is going to be in the cell for the whole week-end?)

Mnr Conjwa: Musani ukuxhalaba. Mamelani apha. Ndiza kulisingatha eli tyala. Okokuqala ndiza kucela umantyi alimise. Okwesibini ndiza kumcelela ibheyile uShane.

(Don't panic. Listen here. I'm going to handle this case. Firstly, I'm going to ask the magistrate to postpone it. Secondly, I'm going to apply for Shane's bail.)

Joe: Unalo ithemba lokuba umantyi uza kumnika uShane ibheyile?

(Do you have hope that the magistrate is going to grant Shane a bail?)

Mnu Conjwa: Inene andazi kuba ke ityala lokubulala lelinye lamatyala amakhulu. Kodwa ke ndiza kwenza unako-nako.

(I really don't know because a murder case is one of the serious cases. But I'm going to do the best I can.)

Joe: Enkosi mhlekazi, sikubulela ngokungazenzisiyo. Noko ingxaki yethu uyicuthile ngokulithatha eli tyala. Sobonana ngoMvulo.

(Thank you sir, we thank you ever so much. At least you have reduced our problem by handling this case. We will meet on Monday.)

Mnu Conjwa: Ningaxhali konke. Zonke izinto ziza kulunga. Hambani kakuhle. Sakubonana enkundleni.

(Don't panic at all. Everything is just going to be fine. Leave well. We will meet

in court.)

TASK 7

Uligqwetha elimele uShane obanjiweyo ngesityholo sokubulala. Udibana naye okokuqala. Mbuze imibuzo kakuhle malunga nokwenzekileyo. Mxelele ngengxelo ebhaliweyo ekufuneka eyibhalile umchazele nangendlela ozimisele ukulisingatha ngayo ityala lakhe.

(You are a lawyer who is representing Shane who has been arrested on a charge of murder. You are meeting him for the first time. Ask him questions thoroughly about what has happened. Tell him about a written statement he has to write and explain to him how you plan to handle his case.)

DIALOGUE 7

Igqwetha: Molo Shane. Kunjani kodwa?

(Good morning Shane. How is it?)

UShane: Molo mhlekazi. Enyanisweni akukho nto intle kwaphela.

(Good morning sir, truly speaking there's nothing good at all.)

Igqwetha: Ndiyayicinga imeko onoba ukuyo. Kodwa ke masingalahli themba. Izinto zizakulunga.

(I can imagine what you are going through. But let us not lose hope. It's going to be fine.)

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UShane: Ndingavuya kakhulu mhlekazi.

(I'll be very glad sir.)

Igqwetha: Namhlanje ke ndinqwenela ukukubuza imibuzo malunga nomlo wakho nomfi.

Ndiyavakala?

(Today I wish to ask you questions about your fight with the deceased. Do you

get me?)

UShane: Ndikuva kakuhle mhlekazi.

(I get you straight sir.)

Igqwetha: Ndifuna undixelele okwenzekileyo kanye-kanye ngale mini.

(I want you to tell me what really happened during this day.)

UShane: Mhlekazi, emva kwemini ngoLwesihlanu xa besivela ezivenkileni sidibene negquba

lamakhwenkwe angengobafundi. Enye yawo yasicela icuba.

(Sir, in the afternoon on Friday when we were coming from the shops we met a

group of boys who are not students. One of them asked us for tobacco.)

Igqwetha: Qhuba, ndimamele.

(Go on, I'm listening.)

UShane: Kuphendule mna ndathi asitshayi sonke. Ndakutsho ucele imali esithi uza

kuzithengela icuba, ndathi asinayo, asisebenzi singabafundi.

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(I answered saying that we don't smoke, all of us. When I said so he asked for some money so as to buy tobacco for himself, I said we don't have it, we are not working, we are students.)

Igqwetha: Kwakutheni inguwe nje asoloko ephendula?

(Why was it you who always answered?)

UShane: Yiloo nto kanye eyamcaphukisayo, kuba uthe ndinenyongo watsho esondela kum wafaka isandla epokothweni yam.

(That's exactly what annoyed him because he said I'm too cheeky, and he came closer putting his hand in my pocket.)

Igqwetha: O-o. Injalo kanti loo nto?

(O-o, Is it so?)

UShane: Ewe! Ndimtyhalele phaya kude, wacaphuka wakhupha imela wandihlaba. Ndizikhusele ngengalo yam yasekhohlo ndalahla ngenqindi lasekunene empumlweni wagxadazela. Ndagalela kwakhona ebunzi, wathi khithatha pha, sabaleka nabahlobo bam.

(Yes, I pushed him away, he got angry, taking out his knife and stabbed me. I defended myself with my left arm and I punched him with my right fist on the nose and he staggered. I punched again on the forehead and he fell down. That was the end, we ran away.)

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Igqwetha: Ngoku ke kutheni nibaleka nje?

(Then now why did you run away?)

UShane: Sasibaleka abahlobo bakhe bangasihlaseli ngeenjongo zokuphindisela umhlobo

wabo.

(We ran away from his friends so that they don't attack us with the intention of

hitting back for their friend.)

Igqwetha: Wena wasinda kuyo yonke le nto?

(You survived all this?)

UShane: Hayi, zange ndisinde tu. Ngelaa xesha ndizikhusela ngengalo ndaphela ndihlatywa

apha engalweni.

(No, I didn't survive at all. By the time I was defending myself with an arm, I

ended up being stabbed in the arm.)

Igqwetha: MntakaMagadaza, njengegqwetha lakho ke ngoku, ndifuna undixelele inyaniso

emsulwa. Ingaba umfi ubulewe nguwe na?

(Magadaza's child, as your lawyer now, I want you to tell me the honest truth. Is

the deceased really killed by you?)

UShane: Hayi mhlekazi, akabulewanga ndim.

(No sir, he is not killed by me.)

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Igqwetha: Uqinisekile?

(Are you sure?)

UShane: Ndiqinisekile.

(I am sure.)

Igqwetha: Hayi ke ndikuvile. Ngoku ke kuza kufuneka wenze ingxelo ezeleyo ebhaliweyo.

Uyandiva?

(Okay then, I've got you. Now you have to make a full written statement. Do

you get me?)

UShane: Ndikuva kakuhle mhlekazi.

(I get you straight sir.)

Igqwetha: Yonke into oyithethileyo uza kuyibhala phantsi. Ndingathanda ke wazi ukuba iza

kusetyenziswa njengobungqina enkundleni yamatyala.

(Everything you have said you are going to write it down. I would like you to

know that it is going to be used as evidence in court.)

UShane: Yonke into oyithethayo iyavakala mhlekazi.

(Everything you say is clear sir.)

Igqwetha: Kuza kufuneka ndikuvulele ifayile ibe negama, idilesi nenombolo yakho yemfono-

mfono.

(I have to open up a file for you with your name, address and telephone number.)

UShane: Kulungile mhlekazi, andinangxaki naloo nto.

(It's okay sir, I don't have a problem with that.)

Igqwetha: Ityala liya kuthethwa ngomhla wokuqala kule nyanga izayo, into ethetha ukuba

sineeveki ezintathu phambi kokuba lithethwe.

(The hearing will be on the first day of next month, which means we have three

weeks before the hearing.)

UShane: Kunjalo kanye mhlekazi.

(It is just like that sir.)

Igqwetha: Okwakaloku nje kusalungile.

(For now, that's fine.)

UShane: Enkosi kakhulu mhlekazi. Sobonana.

(Thank you very much sir. We'll see each other.)

TASK 8

Kusenkundleni kamantyi kuvavanywa ityala. Uligqwetha elimele ummangalelwa. Udibana

nomantyi, nomtshutshisi uMnu Saqhwithi noShane ummangalelwa. Nicela ukuba ityala limiswe

wacelela nommangalelwa ibheyile. Ubonisa umantyi nomtshutshisi izizathu zokuba abe

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ummangalelwa angayinikwa ibheyile. Umantyi, akuba ephulaphule kuwe nakumtshutshisi, bakubuza imibuzo, unixelele ukuba ityala limisiwe nebheyile uyinikiwe ummangalelwa.

(It is at the Magistrate's Court and is a court hearing. You are a lawyer representing the accused. You meet with a magistrate, a prosecutor, Mr Saqhwithi and Shane, the accused. You ask that the case be postponed and you also apply for bail. You convince the magistrate and the prosecutor about the reasons why the accused should be granted bail. The magistrate, after having listened to you and the prosecutor, and they ask you questions, he informs you that the case has been postponed and the bail has also been granted to the accused.)

DIALOGUE 8

Ipolisa: Indlu mayiphakame.

                (All rise.)

Umantyi: Hlalani phantsi.

                (Be seated.)

Mnu Saqhwithi: Mhlonipheki, namhlanje sidityaniswe apha nguShane Magadaza, umfundi othe
                ngomhla wesihlanu kuSeptemba emva kwemini wahlasela wabulala uMatateyi
                Mngcongo. Enkosi mhlonipheki.
                (Your worship, today we are gathered here by Shane Magadaza, a student who
                on the fifth day of September in the afternoon attacked and killed Matateyi
                Mngcongo. Thank you, your worship.)

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Mnu Conjwa: Mhlonipheki, ndiligqwetha lommangalelwa, Enkosi.

(Your worship, I'm the defence lawyer. Thank you.)

Umantyi: Mnu Sqhwithi ingaba akukho nto ofuna ukuyithetha?

(Mr Saqhwithi don't you have anything to say?)

Mnu Saqhwithi: Andinanto yakuthetha mhlonipheki, koko ndicela eli tyala limiswe.

(I don't have anything to say, your worship, but I ask that this case be postponed.)

Umantyi: Kutheni unqwenela ukuba ityala limiswe nje?

(Why do you wish that the case be postponed?)

Mnu Saqhwithi: Ndingathanda ukufumana ixesha elanelayo lokuqokelela ubungqina.

(I would like to have enough time to gather evidence.)

Mantyi: Wena Mnu Conjwa akunamibuzo na?

(You Mr Conjwa don't you have questions?)

Mnu Conjwa: Andinamibuzo mhlonipheki. Nam ndingavuya ukuba eli tyala lingamiswa

njengoko ndisafuna ukuthetha-thethana nommangalelwa. Ngaphezulu ndinesinye

isicelo, mhlonipheki.

(I don't have questions your worship. I would also be happy if this case can be

postponed as I still need to consult with the accused. Moreover, I've got another

request, your worship.)

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Mantyi: Sithini isicelo sakho Mnu Conjwa?

(What is your request Mr Conwa?)

Mnu Conjwa: Ndicelela ummangalelwa ibheyile, mhlonipheki. Ungumfundi uza kuphoswa zizifundo zakhe kanti sekusondele uviwo.

(I'm applying for the bail for the accused your worship. He is a student and he'll miss his lectures, whereas the exam is close.)

Mantyi: Mnu Saqhwithi usiva njani isicelo sebheyile?

(Mr Saqhwithi, how do you feel about the application for the bail?)

Mnu Saqhwithi: Ndisichasile kakhulu mhlonipheki. Asinaso isiqinisekiso sokuba ummangalelwa akazi kubaleka akukhululwa apha.

(I'm totally against it, your worship. We don't have a guarantee that the accused is not going to run away after he has been released.)

Mantyi: Mnu Conjwa le nkundla inoloyiko lokuba ummangalelwa angasuka aphele emehlweni. Uthini ngaloo nto?

(Mr Conjwa, this court has a fear that the accused will vanish. What do you say about that?)

Mnu Conjwa: Mhlonipheki, ummangalelwa ungumfundi ozithandayo kakhulu izifundo zakhe. Ungumfundi oneenjongo kakhulu ukuba angathi ngeli xesha lonyaka alahle izifundo zakhe. Ngaphezulu ukunyaka wakhe wokugqibela.

(Your worship, the accused is a student who likes his studies very much. He is a student with objectives to give up his studies at this time of the year. Moreover he is in his final year.)

Mnu Saqhwithi: Angangumfundi ogqibezelayo kodwa ukuba ungummtu ongenankathalo angayiyeka yonke loo nto.

(He can be a final student but if he is an irresponsible person he can give up all that.)

Mnu Conjwa: Mhlonipheki, ummangalelwa ulilungu lequmrhu labafundi into ebonakalisa ukuba ungumntu onenkathalo. Ngaphezulu ulisekela Warden phaya ehostele, ungumntu onoxanduva ke ngoko.

(Your worship, the accused is the member of the students' council, something which shows he is a caring person. Moreover, he is a Sub-Warden in the hostel, therefore a person with responsibility.)

Umantyi: Phantsi kwezi zinto ezibekwa ligqwetha lommangalelwa ndicinga ukuba masimnike ummangalelwa ibheyile. Mnu Saqhwithi ucinga ukuba ingayimalini ibheyile?

(Based on the issues stated by the defence lawyer I think we should grant the accused a bail. Mr Saqhwithi what do you think the amount for the bail should be?)

Mnu Sqhwithi: Kuba ilityala elikhulu kangaka eli ndicinga ukuba amawaka alishumi eerandi

afanelekile. Loo mali ingasiso nesiqinisekiso sokuba ummangalelwa akanakubaleka.

(Since this is such a serious case, I think ten thousand rands is suitable. That amount can also be a guarantee that the accused won't run away.)

Mnu Conjwa: Ndiyabulela kakhulu mhlonipheki.

(Thank you very much your worship.)

Mantyi: Ityala lona limiselwa umhla weshumi kule nyanga izayo. Inkundla iphumile.

(The case is being postponed to the tenth day of next month. The court is adjourned.)

TASK 9

Uyijaji eyongameleyo kwinkundla ephakamileyo. Amangqina kammangali nakammangalelwa abiziwe ukuza kunika ubungqina kwityala. Amangqina abuzwe imibuzo ngumtshutshisi negqwetha lommangalelwa ngokulandelelana. Emva kokuva bonke ubungqina uxelela inkundla ngesigqibo sakho.

(You are a presiding judge at the Supreme Court. The witnesses are cross-questioned by the prosecutor and the defence lawyer respectively. After hearing all the evidence you inform the court about your verdict.)

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DIALOGUE 9

Ipolisa: Inkundla mayiphakame.

(All rise.)

Ijaji: Hlalani phantsi.

(Be seated.)

Ipolisa: Shane Magadaza, ngena emkhumbini uphakamise isandla sakho sokunene uthi

ndincede Nkosi ndithethe inyaniso.

(Shane Magadaza, get into the witness box and raise your right hand and say, help

me God.)

UShane: Ndincede Nkosi ndithethe inyaniso.

(Please help me God.)

Ijaji: Shane Magadaza, le nkundla ikubeka isityholo sokubulala uMatateyi Mngcongo

ngomhla wesihlanu kuSeptemba. Unetyala nokuba akunatyala?

(Shane Magadaza, this court is accusing you of murdering Matateyi Mngcongo

on the fifth day of September. Do you plead guilty or not guilty?)

UShane: Andinatyala mhlekazi.

(Not guilty, sir.)

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Ijaji: Mnu Saqhwithi ndinikezela kuwe.

(Mr Saqhwithi, over to you.)

Mnu Saqhwithi: Enkosi mhlonipheki. Ndibiza ingqina lokuqala. Kanene mhlekazi ungubani,

usebenza phi?

(Thank you, your worship. I call the first witness. By the way sir, who are you,

where do you work?)

Umcuphi: NdinguMnu Dekeda. Ndingumcuphi kwisikhululo samapolisa apha edolophini.

(I am Mr Dekeda. I'm a detective in the police station here in town.)

Mnu Saqhwithi: Khawuxelele le nkundla ngokwenzekileyo emva kwemini ngoLwesihlanu umhla

wesihlanu kuSeptemba.

(Will you tell this court about what happened in the afternoon on Friday the fifth

day of September.)

Mnu Dekeda: Kwafika abafana ababini beze kuxela ukuba umhlobo wabo ubhubhele esibhedlele

ngokuhlaselwa ngumfundi waseyunivesithi.

(There arrived two young men to report that their friend died in hospital because

of an attack by a student from the university.)

Mnu Saqhwithi: Ubabuzile ukuba kwenzeke ntoni?

(Did you ask them what happened?)

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Mnu Dekeda: Ewe mhlekazi ndibabuzile bachaza yonke into. Emva koko siye eyunivesithi

nosajini Nondzube safuna loo mfundi samfumana samvalela.

(Yes sir, I asked them and they explained everyting. After that we went to

Rhodes with Sergeant Nondzube and searched for that student, we arrested him.)

Mnu Saqhwithi: Enkosi mhlonipheki andinamibuzo yimbi.

(Thank you your worship I don't have any further questions.)

Ijaji: Mnu Conjwa?

               (Mr Conjwa?)

Mnu Conjwa: Sajini, aba bafana bathi sasiyintoni isizathu sokuhlaselwa komhlobo wabo?

               (Sergeant what these young men say was the reason for their friend's attack?)

Mnu Dekeda: Bathi wacela icuba waza ummangalelwa waphendula ngokuphosa inqindi.

               (They said he asked for tobacco and the accused answered by punching a fist.)

Mnu Conjwa: Ummangalelwa uphose inqindi kuba ezikhusela xa ebehlaselwa ngumfi ngemela.

               Wena Sajini ubuqala ukusingatha ityala apho umfi achaphazelekayo?

               (The accused punched a fist to defend himself when he was attacked by the

               deceased with a knife. You sergeant, was it the first time you handled a case

               where the decased was involved?)

Mnu Dekeda: Hayi mhlekazi, ndandikhe ndangumphandi wetyala lakhe kwiminyaka emibini

edlulileyo.

(No, sir. I was once the investigator of his case two years back.)

Mnu Conjwa: Wayenze ntoni, laphelela phi elo tyala?

(What did he do, what was the outcome of that case?)

Mnu Dekeda: Wayehlabe ixhegokazi waliphanga imali yalo yendodla.

(He stabbed an old woman and mugged her pension money.)

Mnu Conjwa: Enkosi mhlonipheki, akukho mibuzo yimbi.

(Thank you your worship, no further questions.)

Ijaji: Mnu Saqhwithi?

(Mr Saqhwithi?)

Mnu Saqhwithi: Ngoku ndibiza ingqina lesibini. Gqirha Mazibuko njengomntu owayesebenza

ngomhla wesihlanu kuSeptemba kha uxelele le nkundla ukuba umfi wafika

esibhedlele ekwimeko enjani?

(Now I'm calling upon the second witness. Dr Mazibuko as the person who was

on duty on the fifth day of September, will you tell this court in which condition

did the deceased arrive at the hospital?)

Gqirha: Wafika esophisa ngeempumlo enengongoma enkulu apha ebunzi, intliziyo ibetha

kancinci. Xa ndandimxilonga kwakhona emva kweeyure ezimbini intliziyo

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yayingasabethi konke.

(He arrived, nose bleeding with a big swelling on the forehead, the heart was beating slowly. When I examined him again after two hours the heart was no longer beating at all.)

Mnu Saqhwithi: Yayiyintoni unobangela wokophisa nengongoma ebunzi?

(What was the reason for bleeding and a swelling on the forehead?)

Gqirha: Yayikukubethwa ngesixhobo esingebukhali esinjengenqindi.

(It was being beaten by a non-sharp object like a fist.)

Jaji: Mnu Conjwa?

(Mr Conjwa?)

Mnu Conjwa: Gqirha Mazibuko ngokoqhaqho lwesidumbu ubulewe yintoni umfi?

(Dr Mazibuko, according to the postmortem, what killed the deceased?)

Gqirha: Ndifumanise ukuba ubulewe kukuma kwentliziyo.

(I found out that he was killed by heart failure.)

Mnu Conjwa: Ngokwembali yakhe yokugula umfi ebengumntu osempilweni entle?

(According to his health history, was the deceased a healthy person?)

Gqirha: Xa ndijonga ezincwadini ndifumanisa ukuba ebengumntu okhathazwa yintliziyo.

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(When I looked at the records I found out that he was suffering from a heart attack.)

Mnu Conjwa: Enkosi mhlonipheki, akukho mibuzo yimbi.

(Thank you your worship, no further questions.)

Jaji: Mnu Saqhwithi?

(Mr Saqhwithi?)

Mnu Saqhwithi: Ndiyalivala elam ityala, mhlonipheki.

(I am closing my case, your worship.)

Ijaji: Mnu Conjwa ndinikela kuwe ungabiza awakho amangqina.

(Mr Conjwa, I hand over to you, you can call your witnesses.)

Mnu Conjwa: Enkosi mhlonipheki, ndibiza unesi Daweti. Nesi Daweti njengomntu owamkela umfi ukufika kwakhe esibhedlele kha uxelele le nkundla ngezinto umfi awayezinxibile ukufika kwakhe.

(Thank you your worship, I am calling upon sister Daweti. Sister Daweti, as a person who admitted the deceased in hospital, will you tell this court about what he was wearing when he arrived?)

Nesi: Ndicela ukunika le nkundla eli phepha. Kweli phepha kukho uluhlu lweempahla ezazinxitywe ngumfi umkwamkelwa kwakhe esibhedlele.

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(I would like to give the court this paper. In this paper there is a list of clothes worn by the deceased when he was admitted.)

Mnu Conjwa: Ewe, qhuba.

(Yes, go on.)

Nesi: Kukwakho noluhlu lwezinto ezafumaneka ezipokothweni zakhe ezifana nebhokisi yemidiza nematshisi.

(There is also a list of things that were found in his pockets like a box of cigarettes and matches.)

Ijaji: Uzama ukubonisa ntoni ngezi zinto Mnu Conjwa?

(What do you want to prove about these things Mr Conjwa?)

Mnu Conjwa: Mhlonipheki, ndizama ukubonisa ukuba umfi wayengafuni cuba kuba wayenalo, qha nje kucaca ukuba wayeqhwaya udushe. Enkosi mhlonipheki.

(Your worship, I'm trying to show that the deceased didn't want tobacco because he had it, it's only clear that he was initiating a fight. Thank you, your worship.)

Ijaji: Phambi kokuba ndivakalise isigwebo, ndingathanda ukunika ummangalelwa ithutyana lokuthetha ukuba unento afuna ukuyitsho.

(Before I announce a sentence I would like to give the accused a chance to talk if he has anything to say.)

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UShane: Andinanto yakuthetha mhlekazi.

(I don't have anything to say sir.)

Ijaji: Ndikuvile konke ebekuthethwa apha ndanela. Omabini la macala alinikiwe ithuba elaneleyo lokuvakalisa izimvo zawo. Ngoku ndizakuwisa isigwebo ngokubhekiselele kubungqina enibuvileyo nani. Kucacile ukuba umfi ngumaphuli-mthetho omdala, nowaziwayo. Ngaphezulu ungumntu wesifo sentliziyo into ethetha ukuba akabulewanga kukubethwa ngummangalelwa ngaphandle kokuba emelwe yintliziyo. Ngoko ke, le nkundla imfamanisa uShane Magadaza engenatyala.

(I've heard all that was said here and I become satisfied. Both sides were given enough time to voice their opinions. Now I am going to announce a sentence based on the evidence you also heard. It is clear that the deceased is an old and well-known criminal. Moreover, he is a person of heart attack, which means he was not killed by being beaten by the accused, except that he had heart failure. Therefore, this court finds Shane Magadaza not guilty.)

Abantu: Yhu! Njani?

(Gosh! How?)

Ipolisa: Inzolo enkundleni! Inkundla mayiphakame.

(Silence in court! All rise.)

TASK 10

Uligqwetha elingumfundi lwiLegal Aid Clinic yeyunivesithi yakho. Uhanjelwe linenekazi elalikungqubano lweemoto. Imoto yalo yonzakala kakhulu yaye likuxelele ukuba ungqubano lwadalwa ngokupheleleyo kukungakhathali komqhubi wenye imoto. Libulise uze uzazise kulo, ulibuze nokuba ingaba ikhona na into ongalinceda ngayo. Libuze yonke imibuzo malunga nengozi leyo uze ekugqibeleni ulithembise ukuba uza kulincedisa ekubizeni iindleko kumqhubi elatshayisana naye.

(You are a candidate attorney at the Legal Aid Clinic of your university. You are visited by a lady who was involved in a car collision. Her car was badly damaged and she told you that the collision was solely caused by the driver of the other car. Greet her and introduce yourself to her, and also ask her if there is anything you can help her with. Ask her all the questions in connection with the accident and at the end promise her that you are going to help her to claim the costs from the driver with whom she collided.)

DIALOGUE 10

Igqwetha: Molo nkosazana. NdinguMnu Mabindisa mna. Ndingakunceda ngantoni?

               (Good morning mistress. I am Mr Mabindisa. How can I help you?)

Janet: Molo Mnu Mabindisa. Mna ndinguJanet Plaatjies. Ndize kucela icebo ngokwasemthethweni ngengxaki endinayo.

               (Good morning Mr Mabindisa. I am Janet Plaatjies. I have come to ask for legal

advice in connection with the problem I have.)

Igqwetha: Yintoni ingxaki yakho nkosazana?

(What is your problem miss?)

Janet: Bendigaxeleke engozini yemoto, imoto yam yonzakele kakhulu.

(I was involved in a car accident, my car was badly damaged.)

Igqwetha: Hayi bo! Ungakhangeleki ngathi ubukhe wonzakala nje? Yinto yanini leyo

yayenzeke phi?

(Oh no! You don't look as if you were injured, when did that happen and where?)

Janet: Ngomhla we 15 kuAgasti kulo nyaka, kwiirobhothi zeSomerset Street neBeaufort

Street apha edolophini.

(On the day of 15 August this year, at the robots of Somerset and Beaufort Street

here in town.)

Igqwetha: Kwakwenzeke ntoni Janet? Kha undixelele ngale ngozi.

(What had happened Janet? Tell me about this accident.)

Janet: Imoto yam yangqubana nenye imoto. Ndiyacinga ukuba ungqubano lwabangwa

kukungakhathali komnye umqhubi lo.

(My car collided with another car. I think the collision was caused by the

negligence of the other driver.)

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Igqwetha:	Njani Janet? Kutheni usitsho nje?
	(How Janet? Why do you say so?)

Janet: Lo mqhubi zange amise ezirobhothini. Mna ndandicinga uza kumisa kuba iirobhothi zazibomvu kwelakhe icala. Ungene kumnqamlezo wendlela ngexesha elingafanelekanga engakhange ajonge kakuhle. Wayeqhuba imoto ngesantya esiphezulu.

(This driver didn't stop at the robots. I thought he was going to stop because the robots were red on his side. He entered the intersection at a time when it was unsafe to do so without a proper lookout. He was driving at a high speed.)

Igqwetha: Ukutshayise njani?

(How did he run over you?)

UJanet: Ndandisendiphakathi kumnqamlezo wendlela wangena waphelela kum ecaleni.

(I was in the middle of the intersection and he completley got onto my side.)

Igqwetha: Uyamazi phofu umqhubi wale moto? Unazo iimpepha zokuqhuba? Nawabiza amapolisa?

(Do you know the driver of this car? Does he have a driver's licence? Did you call the police?)

Janet: Yho! Yamininzi le mibuzo. Ewe, ndiyamazi kuba wazazisa. Ngu Mnu Dlomo, wayeqhuba imoto enombolo ingu CB 111-000. Sawabiza amapolisa.

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(Gosh! Many questions. Yes, I know him because he introduced himself. He is
Mr Dlomo, he was driving a car with the registration CB 111-000. We called the
police.)

Igqwetha: Akuzange kubekho mntu wenzakeleyo kule ngozi?

(Was there anybody injured in this accident?)

Janet: Ngethamsanqa zange konzakale mntu.

(Fortunatley no one injured.)

Igqwetha: O-o! Ndiyabona ke. Ngoku ke ufuna ndikuncedise ekubambeni lo mntu?

(O-o! I see. Now do you want me to help you lay a charge against this person?)

Janet: Hayi ncam-ncam mhlekazi. Yena wabanjwa kwangalaa mini kuba wayeqhuba

engenazimpepha.

(Not really sir. He was arrested on that same day because he was driving without

a driver's licence.)

Igqwetha: Kanti, ufuna ntoni kanye-kanye?

(Well, what do you really want?)

Janet: Into endiyifunayo kukuba ahlawule iindleko zokulungisa imoto.

(What I want is that he pays the costs of repairing a car.)

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Igqwetha: O-o! Sowayilungisa imoto? Ikudle malini?

(O-o! have you already fixed the car? How much did it cost you?)

Janet: Ewe, ndayilungisa. Indidle iR13 400. Nantsi nerisiti yeepanel beaters.

(Yes, I fixed it. It cost me R13 400. Here is also a receipt of the panel beaters.)

Igqwetha: Hayi ke ndiza kukuncedisa ukubiza iindleko zakho kule ndoda. Kuza kufuneka

lo mfo ndimthumelele isamani kwanamhlanje.

(Well, I'm going to help you claim your costs from this man. I have to send him

summons today.)

Janet: Ndiyakubulela kakhulu mhlekazi ngoncedo lwakho. Sala kakuhle.

(I thank you very much sir for your help. Stay well.)

Igqwetha: Enkosi kakhulu nkosazana. Ndiyakukufowunela ndikwazise okuqhubekayo.

Hamba kakuhle.

(Thank you very much miss. I'll call you and let you know about what is

happening. Leave well.)

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