

FINAL



KWAZULU-NATAL PROVINCE

**EDUCATION
REPUBLIC OF SOUTH AFRICA**

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

MARKING GUIDELINES

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SEPTEMBER 2023

MARKS: 80

These marking guidelines consist of 11 pages.

English Paper 2 Kwazulu

Tennyson Mgutshini



English Paper 2 Kwazulu:

The Routledge Handbook of English as a Lingua Franca Jennifer Jenkins, Will Baker, Martin Dewey, 2017-08-23 The Routledge Handbook of English as a Lingua Franca ELF provides an accessible authoritative and comprehensive introduction to the main theories concepts contexts and applications of this rapidly developing field of study Including 47 state of the art chapters from leading international scholars the handbook covers key concepts regional spread linguistic features and communication processes domains and functions ELF in academia ELF and pedagogy and future trends This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world global Englishes more broadly within English language applied linguistics and education

Between Worlds Linda Chisholm, 2017-11-30 How the story of how missionary schools adopted the Bantu education reforms gives insight into the ongoing legacy of the apartheid in the South African educational system The transition from apartheid to the post apartheid era has highlighted questions about the past and the persistence of its influence in present day South Africa This is particularly so in education where the past continues to play a decisive role in relation to inequality Between Worlds German Missionaries and the Transition from Mission to Bantu Education in South Africa scrutinises the experience of a hitherto unexplored German mission society probing the complexities and paradoxes of social change in education It raises challenging questions about the nature of mission education legacies Linda Chisholm shows that the transition from mission to Bantu Education was far from seamless Instead past and present interpenetrated one another with resistance and compliance cohabiting in a complex new social order At the same time as missionaries complied with the new Bantu Education dictates they sought to secure a role for themselves in the face of demands of local communities for secular state controlled education When the latter was implemented in a perverted form from the mid 1950s one of its tools was textbooks in local languages developed by mission societies as part of a transnational project with African participation Introduced under the guise of expunging European control Bantu Education merely served to reinforce such control The response of local communities was an attempt to domesticate and master the foreign body of the mission so as to create access to a larger world This book focuses on the ensuing struggle fought on many fronts including medium of instruction and textbook content with concomitant sub texts relating to gender roles and sexuality South Africa s educational history is to this day informed by networks of people and ideas crossing geographic and racial boundaries The colonial legacy has inevitably involved cultural mixing and hybridisation with paradoxically parallel pleas for purity Chisholm explores how these ideas found expression in colliding and coalescing worlds one African the other European caught between mission and apartheid education

The English Language Teacher in Global Civil Society Barbara M. Birch, 2009-06-02 How can English language teachers contribute to peace locally and globally English language teachers and learners are located in the global civil society an international network of civil organizations and NGOs related to human rights the environment and sustainable peace English with its special role as an

international language is a major tool for communication within this network On the local level many teachers are interested in promoting reconciliation and sustainable peace but often do not know how to do so This book provides information analysis and techniques to help teachers around the world take action toward this goal Balancing in a readable and accessible way the global and the local core and periphery cultural diffusion and resistance theory and practice pessimism and optimism outsider and insider perspectives the expert role and the apprentice role and prescriptive and elicitive methods it offers an alternative to literature about critical applied linguistics globalization and peace education that is simply too complex and wordy to spread easily from theoretician to the classroom teacher The English Teacher in Global Civil Society synthesizes threads from many fields and topics into a coherent and empowering argument for the activist role English language teachers can take to promote social change draws on humanistic education peace education cross cultural understanding problem posing cooperative learning and critical thinking methodologies to help English language teachers learn how to teach conflict resolution skills in their classrooms covers issues in critical applied linguistics approaches and methodologies in ESL EFL global and local curricular issues and specific skill areas such reading writing and speaking suggests a new goal for English language teachers global citizenship This engaging informative provocative and highly readable book is a welcome resource for English language teacher trainers pre service teachers practicing classroom teachers and Peace Corps workers around the world *English Language as Hydra* Vaughan Rapatahana, Pauline Bunce, 2012-06-22 In far too many places the worldwide trade in English language teaching testing and publishing has become a self perpetuating self congratulating neocolonial monster a veritable multi headed Hydra Too often the English language industry aggressively promotes itself as some sort of uplifting essential proper or even better means of communication than any other language Unfortunately its relentless global outreach is taking place at the direct expense and the active denigration of local and regional languages not to mention individual identities English Language as Hydra brings together the voices of linguists literary figures and teaching professionals in a wide ranging expos of this monstrous Hydra in action on four continents It provides a showcase of the diverse and powerful impacts that this ever evolving gluttonous beast has had on so many non English language cultures as well as the surreptitious drug like ways in which it can infiltrate individual psyches

Extended Curriculum Programmes Tennyson Mgutshini, 2022-04-30 The introduction of ECPs in South African Universities is seen by many as South Africa's key strategy for addressing the problem of poor patterns of student success and has its basis on the uncontested acceptance that an extended study duration may be necessary to bring some categories of learners to a level of parity with the readiness expectations of their course of study Even so this transformative strategic imperative has been plagued by a range of challenges that include poor systems readiness poor selection mechanisms in the identification of ECP students poor numeracy and literacy amongst students and indifferent teacher involvement in ECPs This volume offers a rare insight into many of the above recognised challenges and in so doing

provides critical matter for thought for educators within the higher education sector **Black African Literature in English, 1997-1999** Bernth Lindfors, 2003 This volume lists the work produced on anglophone black African literature between 1997 and 1999 This bibliographic work is a continuation of the highly acclaimed earlier volumes compiled by Bernth Lindfors Containing about 10 000 entries some of which are annotated to identify the authors discussed it covers books periodical articles papers in edited collections and selective coverage of other relevant sources The Use of Technology in English Medium Education Jack K. H. Pun, Samantha Curle, Dogan Yuksel, 2022-06-06 This volume discusses how the use of technology creates opportunities for effective teaching practice and illustrates ways to apply innovative and stimulating ways to engage and interact with students on line This research led book brings together teaching practice and case studies and provides a comprehensive understanding of how technology can enhance teaching and learning through English as medium of instruction It helps to further the understanding of challenges that language teachers and learners may experience and provides suggested solutions to address these challenges It also reflects on the use of technology through case studies and practical tasks This book brings theory and practice together and it informs research and classroom practices It will therefore be of great value to teachers in training as well as to those already working or researching in the field

Language Policy and Planning in Universities Anthony J. Liddicoat, 2018-10-18 In a world where higher education is increasingly internationalised questions of language use and multilingualism are central to the ways in which universities function in teaching research and administration Contemporary universities find themselves in complex linguistic environments that may include national level language policies local linguistic diversity an internationalised student body increasing international collaboration in research and increased demand for the use and learning of international languages especially English The book presents a critical analysis of how universities are responding these complexities in different contexts around the world The contributions show that language issues in universities are complex and often contested as universities try to negotiate the national and the international in their work In some contexts universities language policies and the ways in which they are implemented may have a negative impact on their ways of working In other contexts however universities have embraced multilingualism in ways that have opened up new academic possibilities for staff and students Collectively the chapters show that universities language policy and planning are a work in progress and that much further work is needed for universities to achieve their language goals This book was originally published as a special issue of Current Issues in Language Planning Negotiating Englishes and English-speaking Identities Jacqueline Aiello, 2017-07-06 This book explores the effects of the global spread of English by reporting on a sequential explanatory mixed methods study of the language attitudes motivation and self perceived English proficiency of youth in two Italian cities Participant narratives highlight the far reaching role that English plays on the performance and attainment of present and desired future selves illustrate that English is understood not as singular but as plural and paradoxical and reveal that English learners who do not

all accept the capital of native speakers utilize tactics to negotiate their positions with respect to their target language On the one hand by narrowing in on a specific population and drawing extensively on interview exchanges this work provides readers with a nuanced depiction of the identities milieu and learning experiences of English language learners in Italy On the other hand this level of detailed analysis gives insight into the understandings construction of meaning and negotiations of language learners who need and want to acquire English the global language worldwide Indeed the issues and questions that are raised in this book such as those concerning research approaches and the definitions assigned to key concepts have profound implications on the research of Englishes today and can inform future directions in global English teaching

The Ambiguity of English as a Lingua Franca Stephanie Rudwick, 2021-08-29 Grounded in ethnography this monograph explores the ambiguity of English as a lingua franca by focusing on identity politics of language and race in contemporary South Africa The book adopts a multidisciplinary approach which highlights how ways of speaking English constructs identities in a multilingual context Focusing primarily on isiZulu and Afrikaans speakers it raises critical questions around power and ideology The study draws from literature on English as a lingua franca sociolinguistics and the cultural politics of English and dialogues between these fields It challenges long held concepts underpinning existing research from the global North by highlighting how they do not transfer and apply to identity politics of language in South Africa It sketches out how these struggles for belonging are reflected in marginalisation and empowerment and a vast range of local global and glocal identity trajectories Ultimately it offers a first lens through which global scholarship on English as a lingua franca can be decolonised in terms of disciplinary limitations geopolitical orientations and a focus on the politics of race that characterize the use of English as a lingua franca all over the world This book will be of interest to students and researchers in linguistic anthropology sociolinguistics World Englishes ELF and African studies **The English Academy Review**, 2006

Benn's Media, 2001 South African Language Rights Monitor 2004 Theo du Plessis, Johan Lubbe, Elbie Truter, 2011-11-01 The South African Language Rights Monitor SALRM Project surveys the mainstream newspapers of South Africa with a view to compile annual reports on the developments on the language front in the country While the main focus is on language rights and language rights activism the yearly Monitor also covers other language related problems including name changes as well as aspects of language promotion For anybody interested in subjects ranging from the proposed renaming of Bloemfontein Louis Trichardt Pretoria Port Elizabeth and Johannesburg International Airport to the incident of Johann Rupert withdrawing his advertisements from a British magazine and from the saga on mother tongue education at schools to the language policy in the judicial system and the success of the South African films Yesterday and U Carmen eKhayelitsha the SALRM 2005 provides a rich source of information The SALRM Project is housed in the Department of Language Management and Language Practice at the University of the Free State *India and South Africa* Javed Majeed, Isabel Hofmeyr, 2017-10-02 South Africa and India constitute two key nodes in the global south and have inspired

new modes of non Western transnational history Themes include anti imperial movements Gandhian ideas comparisons of race and caste Afro Asian ideals Indian Ocean public spheres This volume extends these debates into the cultural and linguistic terrain The book combines the methods of Indian Ocean studies and Comparative Cultural Studies both committed to moving beyond the nation state Case studies explore classics and concomitant ideas of civilisation colonial linguistics and the history of languages and theatre Topics include the use of classics by colonisers and the colonised in British India and South Africa differences between South African Indian English and Indian English how the Linguistic Survey of India conflicted with colonial and nationalist mappings of India and its references to African languages the rise of Hinglish in contemporary India a South African play dealing with African Indian interactions This book was published as a special issue of *African Studies* English Quarterly ,2003 Life History Research ,2009-01-01 Much has been written about lifehistory research in recent times It has been paraded as a counterculture to the traditional research canon and celebrated as a genre that promotes methodological pluralism However lifehistory researchers have an obligation to transcend spurious claims about the perceived merits of the methodology and extend the debates around how the genre simultaneously problematises and responds to the competing challenges of Epistemology Methodology and Representation In conceiving of each of the chapters from an epistemological perspective the authors focus on how their individual work has crossed or expanded traditional borders of epistemology and ontology of how the work has satisfied the rigours of thesis production and contributed to changing conceptions of knowledge what knowledge gets produced and how knowledge is produced when we make particular methodological choices Since any methodological orientation is invariably selective and the researcher is always involved and implicated in the production of data the authors focus on what selections they have made in their projects what governed these choices what benefits deficits those choices yielded and what the implications of their research are for those meta narratives that have established the regimes of truth legitimacy and veracity in research Knowledge production is inextricably linked to representation In the process of articulating their findings each author made particular representational choices sometimes transgressing conventional approaches The book explores why these choices were made and how the choices influenced the kinds of knowledge generated The book provides theoretical justifications for these transgressions and reflect on how the experience of representation helped disrupt the authors essentialist notions of research production and for whom it is produced This book is not another celebration of lifehistory as a counterculture The book hopes to be a deeply critical contribution to disrupt notions around epistemological authority voice and power and how these are mediated by the delicate relations of the researcher and researched The problematises and complicates the assumptions that frame this genre with a view to highlighting the potential hazards of the method while demonstrating its potentiality in shaping our conceptions of Ethics Methodology and Representation *English-Medium Instruction and Translanguaging* BethAnne Paulsrud,Zhongfeng Tian,Jeanette Toth,2021-01-20 This book offers a critical exploration of

definitions methodologies and ideologies of English medium instruction EMI contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom Applied Language Learning ,2008

Self-directed learning research: An imperative for transforming the educational landscape Elsa Mentz,Thabisile Buthelezi,Josef de Beer,Adri du Toit,Aubrey Golightly,Sarah Gravett,Marietjie Havenga,Anitia Lubbe,Judah P. Makonye,Neal Petersen,Paulinah Phahamane,Jessica Pool,H.J. (Hennie) Steyn,Johannes (Hannes) L. van der Walt,Charl Wolhuter,2016-12-31 This book will benefit specialists in the field of the education sciences It represents significant progress in knowledge production Self directed learning has become increasingly important not only for education in South Africa but also for education sciences in the international arena This is a result of the changing education landscape caused by the demands of the 21st century as well as the rapid change in knowledge production Learners should be equipped with skills to take responsibility for their own learning New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education Traditional teacher centred practices are still the norm in most South African schools and higher education institutions and do not adequately prepare students for lifelong learning in the 21st century The content focuses on the theory behind self directed learning explores strategies such as cooperative learning problembased learning case based teaching and large group teaching that enhance self directed learning and the use of blended learning in a self directed learning environment The book demonstrates how self directed learning can be enhanced in mathematics computer science and life science education and through the use of student tutors for geography Digital technology could for example also be used in innovative ways for education in isiZulu folk poetry The findings are based on original empirical research and a sound theoretical conceptual framework In an environment of rapidly changing knowledge production this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning The book presents innovative teaching and learning strategies for meeting the changing demands in education Group activities the responsibilities of learners and the obstacles that hinder their learning are analysed and the way in which educators can support them is discussed Educational values such as mutual trust are discussed and self directed assessment is explored This is a timely collective work authored by experts who subscribe to the approach of self directed learning Educators should discover new teaching and learning strategies and value the integration of self directed learning in the classroom **The Long Road to Freedom** Ime John Ukpanah,2005 Inkundla Ya Bantu was the only

independent African journal to play a significant role in the resistance press against the white minority government. It was launched in 1938 as a moderate African nationalist community paper and would cease publication in 1951 just seven months before the launch of the Defiance Campaign. Ime Ukpanah tells the story of the paper and the people who founded it, later to be key figures in the ANC. Having no official press of its own, the ANC adopted Inkundla Ya Bantu as its PR organ.

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