

**Voices in a university: a critical exploration of black students' responses to institutional discourse.**

**Volume II**

**APPENDICES A - U**

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**Submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of English Studies, University of Natal, Pietermaritzburg.  
1998**

### Textual Analysis.

For the next two weeks you will be involved in analysing one or two university documents that are amongst those sent to first year students at the beginning of each year. The aim of these sessions is to:

Provide you with the opportunity to read, analyse and suggest changes to some university documents which first year university students have to process at the beginning of each year.

The objectives for these sessions can be formulated as a series of questions. As you read each text ask:

- a. Is this text an example of effective communication?
- b. In which ways is it effective?
- c. Does it present any barriers to effective communication? What are these?
- d. Are there any ideas or issues raised in the text on which you would like to comment?
- e. How can the text be rewritten so that it is more accessible and acceptable to students coming onto campus for the first time?

When you come onto campus at the beginning of your first year, there are many new experiences that have to be absorbed and responded to. One of the first experiences you have of the university is of the kind of documents it produces. When you apply for admission to the institution, you are sent a wide range of information and different forms to fill in. Then in December, another set of documents arrives. Each of these texts needs to be read and understood and sometimes the sheer volume of information can be extremely confusing. In addition, if you have not encountered the type of text that is typical of the university you may feel very alienated from it and wonder how to respond appropriately to its various demands.

The purpose of this section of Learning, Language and Logic is for you to analyse one or two of these texts and to try and suggest some ways in which they could be made more accessible and acceptable to students coming to the university for the first time.

You are in a good position to do this because:

- a. You have had experience of the documents and may remember some of the responses that you had at the beginning of the year.
- b. You have had six months experience of the university and are now in a position to evaluate your experience so far.
- c. The insights you have gained in 3L about effective communication and barriers to communication should equip you to analyse the texts more critically.

Please read the following task carefully:

"Each of the three texts you have been given is amongst those sent to first year students at the beginning of the year. Choose one text, read it carefully and decide how it can be made more accessible and acceptable to students coming onto campus for the first time. Write a report in which you describe and justify the changes that you recommend. You can concentrate on any aspect of the text that you choose."

Spend the first couple of sessions discussing your response to each text with two or three other students. Once you have completed the group discussion start to work on your individual reports.

If you have time you can analyse a second text, though it is most important for you to analyse one text in detail. Your report should be between four and five pages long.

When you have completed this task, three things will happen:

1. You will present your recommendations to the whole class. This will give you an opportunity to compare your insights with those of other students.
2. Your tutor will assess your written report and the mark will count towards your final year's record.
3. All the recommendations made will be sent to Mr. Emmerich in administration so that he can see what suggestions have been made and take them into account when modifying future documents. He will also provide comments and feedback for the 3L class.



# UNIVERSITY OF NATAL

## APPLICATION FOR ADMISSION TO STUDY IN 1989

For Office Use Only.	
Student No. ....	
App. Fee Paid R .....	
Res Dep Paid R .....	
Receipt No. ....	
Date .....	
App. Ack:	
Into S.I.M.S.:	
By: .....	On: .....
Checked:	
By: .....	On: .....

Please fill in only *one* Application Form even if you wish to apply for more than one centre and for more than one degree/diploma.

**IMPORTANT:** READ NOTES ON PAGE 11 BEFORE COMPLETING THIS FORM.  
 THIS APPLICATION WILL NOT BE PROCESSED UNLESS ACCOMPANIED BY THE APPROPRIATE APPLICATION FEE, AND RESIDENCE DEPOSIT (if applicable) OR IF NOT SIGNED.  
 Whenever applicable, use an 'X' to mark the relevant block.

**SECTION 1: PREVIOUS APPLICATIONS**

Yes	No

Have you ever been a registered student at the University of Natal before?

If 'Yes': What was your Student No?

**SECTION 2: DEGREE(S)/DIPLOMA(S) YOU ARE CONSIDERING (See Note 1)**

Please fill in the degree(s)/diploma(s) you are considering, together with the intended centres for study (using the code shown alongside the table) in order of preference. You may select the same degree/diploma at different centres as separate choices, providing it is available at those centres.

Order of Preference	Degree/Diploma	Code	Office Use	Code	Centre
1				A	Durban
2				B	Pietermaritzburg
3				C	Medical School
				D	Natal Technikon (Education only)
				E	Edgewood College (Education only)

(Engineering and Durban Science applicants MUST state department — see degree list on Page 12)

Do you intend registering (please indicate one choice in each column):

As a:  Full-Time Student       Degree/Diploma Purposes  
 Part-Time Student       Non-Degree Purposes

**SECTION 3: PERSONAL DETAILS**

Surname:	First Names (as per Birth Certificate):				
Maiden Name:					
Correspondence Address: (not a School address)	Date of Birth:	Y 1	Y 9	Y	Y
.....	Title:	Mr	Miss	Ms	Mrs
.....	S.A. Identity No. (or Passport No. if no S.A. I/D No)	Dr	Prof	Rev	.....
Postal Code: .....	Contact Telephone Number:				

**PERSONAL DETAILS (Section 3) (Continued)**

Marital Status

1	<input type="checkbox"/>	Married
2	<input type="checkbox"/>	Single
3	<input type="checkbox"/>	Divorced
4	<input type="checkbox"/>	Widowed

Proposed Accommodation During Term Time

1	<input type="checkbox"/>	University Residence
2	<input type="checkbox"/>	Parents' Home
3	<input type="checkbox"/>	Private Lodging
4	<input type="checkbox"/>	Own Home

Present Activity

1	<input type="checkbox"/>	Secondary School
2	<input type="checkbox"/>	National Service
3	<input type="checkbox"/>	University Student
4	<input type="checkbox"/>	Technikon Student
5	<input type="checkbox"/>	Technical College Student
6	<input type="checkbox"/>	College of Nursing Student
7	<input type="checkbox"/>	Teachers' Trg. College Student
8	<input type="checkbox"/>	Employed
9	<input type="checkbox"/>	Other (.....)

Note: Admittance to a University residence requires a separate application and approval, and may affect the closing date for application forms.

(See Note 4)

Military Service

1	<input type="checkbox"/>	Completed
2	<input type="checkbox"/>	Deferred/Awaiting deferment
3	<input type="checkbox"/>	Exempted
4	<input type="checkbox"/>	Not Applicable

Nationality

7	5	0	<input type="checkbox"/>	South African
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (.....)

Activities Since Leaving School (See Note 5)

YEAR		ACTIVITY (e.g. University, Unemployed, Employed)
FROM	TO	
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**INFORMATION REQUIRED FOR STATISTICAL PURPOSES**

**BY DEPARTMENT OF NATIONAL EDUCATION**

<p><u>Sex</u></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20px; text-align: center;">1</td> <td style="width:20px; border: none;"></td> <td>Male</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="border: none;"></td> <td>Female</td> </tr> </table>	1		Male	2		Female	<p><u>Residence Status</u></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20px; text-align: center;">1</td> <td style="width:20px; border: none;"></td> <td>S A Citizen</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="border: none;"></td> <td>Foreign with permanent Residence Permit</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="border: none;"></td> <td>Foreign with Temporary Residence Permit</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="border: none;"></td> <td>Foreign – permanently resident outside SA while studying</td> </tr> </table> <p>All foreigners permanently resident outside SA or with temporary residence permits should complete the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">                 Country of Permanent Residence             </div> <div style="margin-top: 10px;">                 Office use <table border="1" style="display: inline-table; width: 60px; height: 20px; vertical-align: middle;"></table> </div>	1		S A Citizen	2		Foreign with permanent Residence Permit	3		Foreign with Temporary Residence Permit	4		Foreign – permanently resident outside SA while studying	<p><u>Home Language</u></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width:20px; text-align: center;">1</td><td style="width:20px; border: none;"></td><td>Afrikaans</td></tr> <tr><td style="text-align: center;">2</td><td style="border: none;"></td><td>English</td></tr> <tr><td style="text-align: center;">3</td><td style="border: none;"></td><td>Afrik. &amp; English</td></tr> <tr><td style="text-align: center;">4</td><td style="border: none;"></td><td>North Sotho</td></tr> <tr><td style="text-align: center;">5</td><td style="border: none;"></td><td>South Sotho</td></tr> <tr><td style="text-align: center;">6</td><td style="border: none;"></td><td>Swati</td></tr> <tr><td style="text-align: center;">7</td><td style="border: none;"></td><td>Tsonga</td></tr> <tr><td style="text-align: center;">8</td><td style="border: none;"></td><td>Tswana</td></tr> <tr><td style="text-align: center;">9</td><td style="border: none;"></td><td>Venda</td></tr> <tr><td style="text-align: center;">10</td><td style="border: none;"></td><td>Xhosa</td></tr> <tr><td style="text-align: center;">11</td><td style="border: none;"></td><td>Zulu</td></tr> <tr><td style="text-align: center;">12</td><td style="border: none;"></td><td>Other (.....)</td></tr> </table>	1		Afrikaans	2		English	3		Afrik. & English	4		North Sotho	5		South Sotho	6		Swati	7		Tsonga	8		Tswana	9		Venda	10		Xhosa	11		Zulu	12		Other (.....)
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**SECTION 4: ADDITIONAL INFORMATION**

**Next of kin**

Relationship:      Father       Mother       Guardian       Spouse       Other       None

Surname:	Initials:	Title: (Mr, Mrs etc)
Residential Address: ..... ..... ..... Postal Code: .....	Occupation:	
	Home Telephone No	Work Telephone No
	Dialling Code: .....	.....
	Number: .....	.....

Have you requested a "Financial Aid Application Form" (See Page 9)

Yes	No

Did either of your parents study at this University?  
(Note: This is for statistical purposes only and will not affect your application)

		Father
		Mother
		Neither

The University is sensitive to the needs of handicapped students.

Do you have a major disability?

Yes	No

If "YES" give brief details .....

.....

**SECTION 5: FACULTY INFORMATION**

Do you intend becoming a TEACHER?

Yes	No

Do you intend becoming a LAWYER?

Yes	No

Indication of intended major subject specification (if known) .....  
 (This is an indication only and will not be binding on you.)

**SECTION 6: POST SCHOOL ENROLMENT (See note 6)**

If you have **ever** enrolled for any post-school studies (e.g. at a University, Training College, Technikon, Nursing College etc.) complete the following:

Institution		Years Attended		Degree/Diploma/Certificate				Year of Graduation				
Name:	Office Use	From	To	Name:	Office Use	Complete		Y	Y	Y	Y	
						Yes	No					

What was your student number at the last University you attended .....

Have you ever been refused entry to or been excluded from a University, College or Technikon?

Yes	No

If 'Yes' give details: .....

**SECTION 7: EXEMPTION FROM COURSES (See note 7)**

Do you wish to apply for exemption from certain courses?

Yes	No

Do you wish to enter into a year of study *other* than 1st year

If 'yes', then which year of study ..... (2nd, 3rd etc.)

Yes	No

**SECTION 8: POST GRADUATE APPLICATIONS**

Name of Department in which you wish to register: Degree choice 1 .....

Degree choice 2 .....

Is application for Admission to Status required?  
 (To be completed by POSTGRADUATES who are entering this University for the first time) –

Yes	No

If 'Yes,' to which degree:

See note 8

Masters' and Doctoral candidates should state subject of study or research .....



**SECTION 9: SECONDARY SCHOOL EXAMINATION DETAILS** (See notes 9, 10 and 11)

Examining Authority:

01	Cape Education Dept.	08	OFS Education Dept.
02	House of Representatives (Coloured Education)	09	Transvaal Education Dept.
03	Education & Training (D E T)	10	GCE
04	House of Delegates (Indian Education)	11	Cambridge
05	Joint Matric. Board	12	AEB
06	Natal Education Dept.	13	Transkei Educ. Dept.
07	Dept. of National Education	14	Other (.....)

Details of school where you will complete (or have completed) your final year of high school.

Name of school: .....

Town: .....

Province or Country: .....

Year of Matriculation: .....

1988 Matriculants only

Matric Exam No: .....

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Is this your first attempt at Matric

**SUBJECTS** (Please fill in **all** your subjects and levels and the results where available)

Subjects	Office Use	End of Standard Nine		Matric Trials		Matriculation	
		Level HG, SG, S.O	Symbol	Level HG, SG, A.S.O	Symbol	Level HG, SG, A.S.O	Symbol
1							
2							
3							
4							
5							
6							
7							
8							
9							
Point Score (office use only)							

The type of Matriculation exemption should be indicated below if already obtained:

(If not already obtained — See Note 1)

1	Full	4	Conditional — Foreign Students
2	Conditional — Ordinary	5	Conditional — Immigrant
3	Conditional — Mature Age	6	Senior Certificate (No Matric)

**DECLARATION AND UNDERTAKING**

**TO BE COMPLETED BY APPLICANT**

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

.....  
Date

.....  
Signature of Applicant

(To be completed where applicant is a minor)

Assisted by me

.....  
Signature of Parent/Guardian

***SURETYSHIP*** (To be complete where applicant is a minor)

I, the undersigned, the lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidium and co-principal debtor with the above named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

.....  
Signature of Parent/Guardian

**SECTION 11: RETURN ADDRESSES.**

Return this form when *fully* completed, with the required application fee (see Note 13) to the centre of your FIRST choice in Section 2.

**Centres A, D & E**

The Registrar  
University of Natal  
King George V Avenue  
DURBAN  
4001

(Ph: 031-8169111)

**Centre B**

The Registrar  
University of Natal  
PO Box 375  
PIETERMARITZBURG  
3200

(Ph: 0331-63320)

**Centre C**

The Registrar  
Medical School  
University of Natal  
PO Box 17039  
CONGELLA  
4013

(Ph: 031-254211)



# UNIVERSITY OF NATAL

## APPLICATION FOR ADMISSION TO RESIDENCE

For Office Use Only.
Student No .....
Receipt No .....
Amount .....
Date .....
Matric PTS .....
Std 9 PTS .....
Academic Sel: .....
Res Sel: .....

1. This form constitutes your application to residence only and does not imply an offer of accommodation until you are notified accordingly.
2. If you wish to submit an application for admission to residence in respect of one or more of your degree choices, complete the proposed degree column in the same order as on Page 1 of the academic application form, and indicate your preferred residence in the appropriate block. Leave blank those residence blocks for which you do not wish to be considered for residence. Check that the centres (Durban, Pietermaritzburg) correspond for both degree choice and residence choice.
3. Closing dates:      New 1st Year undergraduates                      30 September  
                                  Post-graduates (other than H D E)                      30 November  
                                  All others (including H D E)                              31 October
4. Deposits:            R200 residence deposit must accompany this form in addition to the R30,00 University application fee. (Refer to Procedure for Admission to Residence.)  
                                  Applicants for Alan Taylor Residence **only** must send a R50,00 (not R200) deposit with this application form. (Note: Alan Taylor Residence is not available to 'white' students.)
5. Documentation:    Attach a certified copy of your Standard 9 end-of-year report (or equivalent) if writing Matriculation (or equivalent) at the end of this year.

	PROPOSED DEGREE		DURBAN Preferred Residence	PIETERMARITZBURG Preferred Residence
	Degree Name:	Centre		
1st Choice	.....	.....	.....	.....
2nd Choice	.....	.....	.....	.....
3rd Choice	.....	.....	.....	.....

SURNAME			SEX	
FIRST NAMES			DATE OF BIRTH	AGE
ADDRESS FOR ALL CORRESPONDENCE				
POSTAL CODE				
TELEPHONE NUMBERS	DAY: DIALLING CODE	NUMBER	EVENING: DIALLING CODE	NUMBER

NAME OF LAST SCHOOL ATTENDED:
YEAR OF MATRICULATION / A or M LEVELS:

RESULTS OF MOST RECENT EXAMINATIONS WHICH HAVE BEEN WRITTEN – Fill in either (A) or (B)  
 Copies of results and reports to be submitted.

(A) SCHOOL LEAVER

SUBJECTS	END OF YEAR STANDARD NINE		MATRICULATION	
	Level	Symbol	Level	Symbol
	HG,SG,O,M		HG,SG,A,M	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

DO NOT TEAR OFF

DO NOT TEAR OFF

(B) UNIVERSITY EXAMINATIONS: (If results of University examinations are not available complete Matric Section A as well.)

Note: INDICATE EXAMINATION RESULT BY (Choose one method only):

- (a) MARK e.g. 60%
- (b) F = FAIL
- (c) S = SUPPLEMENTARY
- (d) DNW = DID NOT WRITE
- (e) BLANK = RESULTS NOT AVAILABLE

\* If University of Natal, state whether Durban or Pietermaritzburg.  
 \*\* Indicate all courses for which you entered.

DEGREE/DIPLOMA: .....

1.

INSTITUTION*	CALENDAR YEAR	COURSE **	RESULT	INSTITUTION *	CALENDAR YEAR	COURSE **	RESULT

HAVE YOU PREVIOUSLY STAYED IN A UNIVERSITY OF NATAL RESIDENCE?

Yes	No

If "YES" which years ..... Name of Residence(s) .....

2. POST-GRADUATE STUDENTS INDICATE DEGREE/DIPLOMA COMPLETED: .....

3. GIVE FULL DETAILS OF EMPLOYMENT, NON-UNIVERSITY EDUCATION, MILITARY TRAINING OR OTHER SINCE LEAVING SCHOOL TO DATE.

	FROM	TO

4. DETAILS OF EXTRA-MURAL ACTIVITIES AND ACHIEVEMENTS:


5. GIVE DETAILS OF ANY SPECIAL MEDICATION OR PHYSICAL DISABILITIES THAT THE RESIDENCE MAY NEED TO KNOW:


6. RELIGIOUS DENOMINATION (Optional): .....

(N.B.: University Halls of Residence are non-denominational. This information is required for the purpose of putting students in touch with religious bodies.)

7. DECLARATION BY THE STUDENT

I, ..... hereby declare that the information supplied is true and accurate to the best of my knowledge and belief.	
SIGNATURE OF APPLICANT	DATE

8. DECLARATION BY PARENT/GUARDIAN

I hereby declare that I am the lawful parent/guardian of the abovementioned student who has applied for admission to Residence at the University of Natal, Durban/Pietermaritzburg, and that as such I shall hold myself responsible for the payment of all Residence fees as due by the abovenamed student.	
SIGNATURE OF PARENT/GUARDIAN	DATE
FULL NAMES	
ADDRESS	
POSTAL CODE	

TELEPHONE NO. ....



# UNIVERSITY OF NATAL

For Office Use Only.

Student No .....

## REQUEST FOR FINANCIAL AID APPLICATION FORM

N.B. The closing date for the receipt of completed financial aid applications is 31 October 1988.

SURNAME: .....

FIRST NAMES: .....

HOME/POSTAL ADDRESS: .....

..... CODE: .....

I hereby request the Bursaries, Scholarships and Loans Office to forward to me the application for financial assistance for 1989.

I intend registering as a student at the University of Natal in 1989 and would appreciate being considered for some financial assistance in the form of bursaries, scholarships or loans.

I note that the current costs of attending the University of Natal are as follows:

Tuition fees (average) .....	R3 030
Residence fees/accommodation (average) .....	3 455
Books .....	1 000
Transport, clothing, pocket money, medical expenses, etc .....	1 428
Vacation living costs at R100 per month for 4,5 months .....	450
	TOTAL (rounded off) : R9 360

and that these costs may increase by an average of 20% per annum.

I also note that it is not the University's responsibility to guarantee finding me the necessary finance if I am unable to do so.

DATE: ..... SIGNATURE: .....

Please complete appropriate blocks overleaf for special restricted bursaries and scholarships, and loan application forms.

**SPECIAL RESTRICTED BURSARIES AND SCHOLARSHIPS:**

Place an X in the appropriate box in respect of the following specific awards if you wish to be considered for them. For details see the Handbook.

ALBERT AND MOLLY BAUMANN BURSARY (Entrants only; preference to dependents of employees of Bakers Ltd; Arts, Commerce, Engineering, Social Science)	
WESLEY HALL EDUCATION TRUST (Entrants, dependents of ex-servicemen or women)	
MARY MORKEL BURSARY (For handicapped students, preferably for blind or partially sighted students)	
SA FOOTPLATE STAFF ASSOCIATION SCHOLARSHIP (White entrants, dependents of members of SA Footplate Staff Association)	
SA SUGAR ASSOCIATION SCHOLARSHIP (South African citizens; academic merit; Agriculture, Engineering and Science. Preference to those whose parents have/have had direct connection with SA Sugar Industry)	
EMMA SMITH BURSARY (White girls — Durban residents)	
LINDA BORNMAN (Residents of Malherbe Residence, Pietermaritzburg)	
DEPARTMENT OF EDUCATION AND TRAINING (Intending African teachers, from D E T administered area)	
JACK ROSS MEMORIAL BURSARY (White entrants, preference to students of Scottish parentage or heritage)	
OLIVER SCHREINER (BProc or LLB, Pietermaritzburg)	
FRANK BUSH BURSARY (Third year student intent on career in Nature or Natural Resources conservation)	
DU PAVILLON TRUST LOAN (Male students under 20 years — father deceased)	
VIC SMEDLEY (BCom third year student, proceeding to Postgraduate Diploma in Management Accounting and the CIMA final examination)	

**LOAN AGREEMENT FORMS:**

UNIVERSITY OF NATAL STUDENT LOANS (Will be allocated only <u>after</u> registration)	
UNIVERSITY OF NATAL ENTRANCE LOANS (For selected disadvantaged <u>entrants</u> )	

PLEASE READ THESE NOTES CAREFULLY BEFORE COMPLETING THE ADMISSION FORM

- 1 Complete only one application form even if you may wish to apply to more than one centre and for more than one degree/diploma. Section 2 permits you to indicate your choice of centre and degree/diploma.
- 2 Whenever applicable, use an "X" to mark the relevant block.
- 3 The application form must be completed as fully and as accurately as possible to avoid delay in processing.
- 4 If you wish to apply to be considered for possible admittance to a University residence, you must complete the residence application form as well as this academic application form. Acceptance into the University does not imply acceptance into a Residence. The closing date for receipt of residence application forms (and residence deposits) for new undergraduate applicants is 30 September.
- 5 Complete the 'Activities Since Leaving School' section starting from the time you first left high school. Insert dates (year only) you spent at: University, College, or Technikon (also complete Section 6); periods unemployed (including extended travel); periods employed (if employed at present, state your occupation and name and telephone number of employer); military service.
- 6 If you have ever attended another University and wish to read for an Honours or undergraduate degree/diploma, please arrange for the Registrar(s) to submit a full academic record and certificate of conduct for all years of study.
- 7 Application for exemption in respect of courses passed at another University or other similar institution is dealt with in Section 7. A fee of R15,00 is charged for each course from which exemption is granted up to a maximum fee of R90,00.
- 8 Applicants reading for higher degrees and most post-graduate diplomas who do not have a first degree from this University should note that admission as a candidate to Honours, post-Bachelor's degrees/diplomas, Master's or Doctor's degrees will require admission to status. The appropriate form will be issued after selection into the University and a fee of R25,00 will be charged (in addition to the R30,00 application fee mentioned in 13 below).
- 9 The basic entry requirement is a certificate of Matriculation exemption. Undergraduate applicants will be selected according to results obtained. There may be additional Faculty requirements. These will be found in the Information Regarding Application for Admission booklet.
- 10 The University cannot accept responsibility for deciding whether a student qualifies for Matriculation exemption. The onus is on students to obtain clarification regarding their eligibility for Matriculation exemption, and to notify the University immediately this clarification has been obtained, either from the responsible Education Department or from the Joint Matriculation Board, PO Box 3854, Pretoria, 0001. Examination subjects, levels and symbols must be supplied — symbols not yet available must be furnished as soon as available.
- 11 If you are a new applicant entering University for the first time, you must supply the correct name of your Examining Authority in Section 9. In addition, if you are Matriculating in 1988, you must supply your Matriculation examination number. These two items of information may be obtained from your School Principal.

If the examination number is not known at the time of submission of this application, send the information to the University as soon as known. FAILURE TO DO SO MAY AFFECT SELECTION INTO THE UNIVERSITY.

- 12 The closing date for applications to undergraduate, HDE and non-graduate diploma study is 31 October 1988. The closing date for masters by course work, Honours, post-graduate bachelor's degrees and other post-graduate diploma study is 30 November 1988. Applications submitted after the due date must be accompanied by the increased fee mentioned in Note 13 below. The Faculty of Medicine does not accept late applications and other Faculties accept late applications for a limited period only.
- 13 Application Fees (Non-Refundable)
  - 13.1 All degrees/diplomas other than Masters and Doctoral degrees:

An application fee of R30,00 must accompany this Application for Admission Form if submitted by the appropriate closing date. A fee of R80,00 (R30,00 application fee plus R50,00 penalty fee) must accompany all applications submitted after the closing date.
  - 13.2 Masters and Doctoral degrees — R30,00.
  - 13.3 All application and penalty fees are non-refundable. Only applicants who are **currently registered** as students of the University of Natal do not pay the application fees. Application fees and residence deposits sent by post should be paid by cheque or postal order not cash.
- 14 If you wish to apply for financial assistance — which could take the form of a bursary, loan, or scholarship — you must apply for a 'Financial Aid Application Form' by completing Pages 9/10 of this application form. This applies to applicants in all centres viz Durban, Pietermaritzburg and Medical School. The closing date for **receipt** of completed applications for financial assistance is 31 October. Late applications will not be considered.

## DEGREES/DIPLOMAS OFFERED

(These are the most common degrees/diplomas offered.  
See University Calendar or Faculty Handbooks for full list of degrees and diplomas)

### DURBAN

#### **Faculty of Architecture and Allied Disciplines**

Bachelor of Architecture  
B Sc in Building Management  
B Sc in Quantity Surveying  
Master of Town & Regional Planning

#### **Faculty of Arts**

Bachelor of Arts  
Bachelor of Music  
Performers Diploma in Music

#### **Faculty of Commerce**

Bachelor of Commerce  
Diploma in Accountancy (post-graduate)

#### **Faculty of Education**

Bachelor of Primary Education  
Higher Diploma in Education  
(post-graduate)  
Bachelor of Education  
(post-graduate)  
Diploma in Specialised Education  
(Remedial Education)

#### **Faculty of Engineering**

B Sc Eng (Agricultural)  
B Sc Eng (Chemical)  
B Sc Eng (Civil)  
B Sc Eng (Electrical)  
B Sc Eng (Electronic)  
B Sc Eng (Mechanical)  
B Sc in Land Surveying

#### **Faculty of Law**

Baccalaureus Procuratoris  
Bachelor of Laws (post-graduate)  
Diploma in Maritime Law  
Postgraduate Diploma in Taxation

#### **Faculty of Science**

B Sc (General & Earth Sciences)  
B Sc (Biological Sciences)  
B Sc (Physical, Chemical and  
Mathematical Sciences)  
B Sc (Information Processing and Computing)  
B Sc ((Pharmacy)

#### **Faculty of Social Science**

Bachelor of Social Science  
B Soc Sc (Social Work)  
B Soc Sc (Nursing)  
Diploma in Nursing Education

### PIETERMARITZBURG

#### **Faculty of Agriculture**

B Sc in Agriculture  
Bachelor of Agricultural Management  
B Sc in Dietetics  
B Sc in Home Economics  
Postgraduate Diploma in Hospital Dietetics

#### **Faculty of Arts**

Bachelor of Arts  
B A in Fine Arts  
Bachelor of Theology  
Postgraduate Diploma in Fine Arts

#### **Faculty of Commerce**

Bachelor of Commerce  
Bachelor of Accountancy  
Diploma in Accountancy  
(post-graduate)

#### **Faculty of Education**

Higher Diploma in Education  
(post-graduate)  
Bachelor of Education  
(post-graduate)  
Diploma in Specialised Education,  
School Librarianship (post graduate)

#### **Faculty of Engineering (1st-year only)**

B Sc Eng (Agricultural)  
B Sc Eng (Chemical)  
B Sc Eng (Civil)  
B Sc Eng (Electrical)  
B Sc Eng (Electronic)  
B Sc Eng (Mechanical)  
B Sc in Land Surveying

#### **Faculty of Law**

Bachelor of Laws (post-graduate)  
Postgraduate Diploma in Taxation

#### **Faculty of Science**

Bachelor of Science

#### **Faculty of Social Science**

Bachelor of Social Science  
Higher Diploma in Library Science

### MEDICAL SCHOOL

Bachelor of Medicine and Bachelor of Surgery  
(not for "white" undergraduates)

### EDGEWOOD COLLEGE OF EDUCATION

Higher Diploma in Education (undergraduate)

See Faculty Handbook for other education Diplomas  
offered.

### NATAL TECHNIKON

Higher Diploma in Education (undergraduate)

See Faculty Handbook for other education Diplomas  
offered.



The closing date for receipt of Application Forms was 30 October 1992. A fee of R120 (R50 application fee plus R70 penalty fee) must accompany this application otherwise your application will not be considered.

Appendix B Text A (ii)



**UNIVERSITY OF NATAL**

**APPLICATION FOR ADMISSION TO STUDY IN 1993**

PLEASE READ THE NOTES ON PAGE 7, BEFORE ATTEMPTING TO COMPLETE THIS FORM

For Office Use Only	
Student No. ....	
App. Fee Paid R .....	
Receipt No. ....	
Date .....	
App. Ack: .....	
Into S.I.M.S.:	
By: ..... On: .....	
Checked:	
By: ..... On: .....	

**SECTION 1: PREVIOUS APPLICATIONS**

Have you ever been a registered student at the University of Natal before?

Yes  No

If 'Yes': What was your Student Number?

--	--	--	--	--	--

**SECTION 2: DEGREE(S) / DIPLOMA(S) AND RESIDENCE ACCOMMODATION**

See Note 2

Please fill in the degree(s) / diploma(s) you are considering, together with the intended centre (campus), in order of preference. You may select the same degree / diploma at different centres as separate choices, providing it is available at those centres (see list of degrees / diplomas on Page 8).

Should you wish to be considered for accommodation in a University residence, please indicate your choice of residence using one of the residence names which appear on Page 8.

Choice Order	Centre	Degree/Diploma	Residence	For Office Use		
				Deg	Res	Other
1						
2						
3						

(Engineering and Science applicants MUST state stream — see Information Booklet(s))

Do you intend to register: as a full-time student   
or as a part-time student

Do you intend to register for: degree/diploma purposes   
or non-degree purposes

NDP's state course(s): .....

**SECTION 3: PERSONAL DETAILS**

PLEASE PRINT CLEARLY

Surname:	Date of Birth:		Year		Month	Day
	1	9				
Maiden Name: (previous surnames)	Mr	Miss	Ms	Mrs	Dr	Rev
First Names: (as per ID Document)	S.A. Identity No. (or Passport No. if No. S.A. ID No.):					
Correspondence Address (not a school address): ..... ..... .....	Contact Telephone Numbers:					
	Day:	Dialling Code: .....		No.: .....		
	Ext.: .....					
Postal Code: .....	Night:	Dialling Code: .....		No.: .....		
	Ext.: .....					
	Fax No. (if available): .....					

See Note 6

**PERSONAL DETAILS (SECTION 3 continued) . . .**

**Marital Status**

- 1  Married
- 2  Single
- 3  Divorced
- 4  Widowed

**Present Activity**

- 1  Secondary / High School
- 2  National Service
- 3  University Student
- 4  Technikon Student
- 5  Technical College Student
- 6  College of Nursing Student
- 7  Teachers' Training College Student
- 8  Employed
- 9  Other ( . . . . . )

**Finance**

See Note 9

A. How do you expect your stay at University, including accommodation to be financed?

Please indicate what funds you have ALREADY BEEN PROMISED for your studies:

	Amount
1. From parents, relatives	<input type="text"/>
2. Bursary from . . . . .	<input type="text"/>
3. Loan from . . . . .	<input type="text"/>
4. Earnings from . . . . .	<input type="text"/>
Total:	<input type="text"/>

B. Consult the section on how to finance your studies in the *Undergraduate Prospectus* booklet, and calculate what the total cost of your studies will be for 1993.

By how much is the total in Section A short of the total cost?

What steps are you taking to secure this amount?  
 . . . . .  
 . . . . .  
 . . . . .

**Accommodation**

Where do you expect to be accommodated during term time?

- 1  University Residence
- 2  Parent's Home
- 3  Private Lodgings
- 4  Own Home
- 5  Other ( . . . . . )

If you have indicated that you hope to be accommodated in a University residence and you do not succeed in gaining admission to residence, will you still be able to register at this University?

- Yes  No

If Yes, where will you stay?  
 . . . . .

**Activities Since Leaving School**

YEARS		ACTIVITY (e.g. University, Employed, Unemployed)	IF PREVIOUSLY OR CURRENTLY EMPLOYED, SUPPLY DETAILS (use separate sheet of paper if required)
From	To		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

See Note 15

PERSONAL DETAILS (SECTION 3 continued) . . .

**INFORMATION REQUIRED FOR STATISTICAL PURPOSES**

<p><b>Gender</b></p> <p>1 <input type="checkbox"/> Male</p> <p>2 <input type="checkbox"/> Female</p>	<p><b>Nationality</b></p> <p>750 <input type="checkbox"/> South African</p> <p><input type="checkbox"/> Other ( . . . . . )</p> <p><b>Residence Status</b></p> <p><b>South African Students:</b></p> <p>1 <input type="checkbox"/> South African Citizen</p> <p>2 <input type="checkbox"/> Permanent Residence Permit holder</p> <p><b>International Students:</b></p> <p>3 <input type="checkbox"/> Temporary Residence Permit holder</p> <p>Country of Permanent Residence:          . . . . .</p>	<p><b>Home Language</b></p> <p>1 <input type="checkbox"/> Afrikaans</p> <p>2 <input type="checkbox"/> English</p> <p>3 <input type="checkbox"/> Afrik. &amp; English</p> <p>4 <input type="checkbox"/> North Sotho</p> <p>5 <input type="checkbox"/> South Sotho</p> <p>6 <input type="checkbox"/> Swati</p> <p>7 <input type="checkbox"/> Tsonga</p> <p>8 <input type="checkbox"/> Tswana</p> <p>9 <input type="checkbox"/> Venda</p> <p>10 <input type="checkbox"/> Xhosa</p> <p>11 <input type="checkbox"/> Zulu</p> <p>12 <input type="checkbox"/> Other ( . . . . . )</p>
<p><b>Population Group</b></p> <p>1 <input type="checkbox"/> Black</p> <p>2 <input type="checkbox"/> Coloured</p> <p>3 <input type="checkbox"/> Indian</p> <p>4 <input type="checkbox"/> White/ Chinese/ Japanese</p>		

**SECTION 4: ADDITIONAL INFORMATION**

**Next of Kin**

Relationship:    Father     Mother     Guardian     Spouse     Other     None

Surname:	First Name:	Title (Mr, Mrs, etc):
Residential Address: . . . . . . . . . . . . . . . Postal Code: . . . . .	Telephone Numbers: Home:   Work: Dialling Code: . . . . . Number: . . . . . Extension: . . . . .	

The University is sensitive to the needs of differentially-abled students, and will attempt to provide facilities where possible.

Do you have any disability, physical or otherwise, that might require assistance?    Yes     No

If "Yes", please indicate:

A <input type="checkbox"/> Without sight	E <input type="checkbox"/> Without hearing	I <input type="checkbox"/> Other (specify):
B <input type="checkbox"/> Partially sighted	F <input type="checkbox"/> Hard of hearing	. . . . .
C <input type="checkbox"/> Confined to wheelchair	G <input type="checkbox"/> Diabetic	. . . . .
D <input type="checkbox"/> Partial use of lower limbs	H <input type="checkbox"/> Learning disabled/ differentially abled	. . . . .

**SECTION 9: SECONDARY SCHOOL DETAILS**

See Notes 12 & 13

Details of ALL secondary schools attended:

SCHOOL NAME	ADDRESS (Town and Province)	YEARS		STANDARDS / FORMS
		From	To	

**Examining Authority:**

01	Cape Education Department	08	OFS Education Department
02	House of Representatives	09	Transvaal Education Department
03	Education and Training	10	G C E
04	House of Delegates	11	Cambridge
05	Joint Matriculation Board	12	A E B
06	Natal Education Department	13	Transkei Education Department
07	Education & Culture (House of Assembly)	14	Other .....

Year of Matriculation: ..... **1992 Matriculants** — Matric Exam No.: .....

**Type of Matriculation exemption already held:**

1	Full	4	Conditional - Foreign Student
2	Conditional - Ordinary	5	Conditional - Immigrant
3	Conditional - Mature Age	6	Senior Certificate (No Matric)
			Not known yet - awaiting results

If you are presently in your matriculation year at school, please submit a certified copy of your standard nine and trials, if written, school reports with this application. If you have completed your matric year you may submit any other documentation concerning your activities since leaving school which you consider may be helpful to the University in assessing your potential to succeed. Please attach the documents to this page.

**SUBJECTS** (Please fill in all your subjects and levels and the results where available) (including Cambridge, etc)

SUBJECTS	OFFICE USE	END OF YEAR STD NINE		MATRIC TRIALS/MOCK		MATRICULATION	
		Level HG, SG, O	Symbol	Level HG, SG, A, S	Symbol	Level HG, SG, A, S	Symbol
1							
2							
3							
4							
5							
6							
7							
8							
9							
Point Score (office use only)							

SECTION 10:

**DECLARATION AND UNDERTAKING**

**To be completed by applicant and signed  
by PARENT / GUARDIAN if applicant is UNDER 21 years old**

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

.....  
Date

.....  
Signature of Applicant

(To be completed where applicant is a minor)

Assisted by me

.....  
Date

.....  
Signature of Parent / Guardian

**SURETYSHIP** (to be completed where applicant is a minor)

I, the undersigned, the lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidum and co-principal debtor with the above named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

.....  
Signature of Parent / Guardian

**Documentation Enclosed**

(Mark those blocks applicable to the documentation you are enclosing with this application form)

Standard Nine Report

A/O Level Certificates

Trials Results

Certificate of Credits

Matric Certificate

Previous Degree Certificates

Conditional Exemption Certificate

Other: .....  
.....

**FOR OFFICE USE ONLY**

Application Category:

S	U	N	T	O

**PLEASE READ THESE NOTES BEFORE COMPLETING THIS APPLICATION FORM**

1. Application forms for admission to undergraduate degrees and diplomas as well as the LLB MUST be submitted by **30 October 1992**. Application forms for admission to the BEd MUST be submitted by **30 September 1992**. Application forms for admission to Honours, HDE and other postgraduate diplomas must be submitted by **30 November 1992**.
2. **Please submit only one application** for admission to study even if you wish to apply to more than one centre (campus) and/or for more than one degree.
3. **Completed application forms** together with supporting documents and the required application fee MUST be submitted to the centre of your first choice, viz. Durban, Pietermaritzburg or Medical School. The relevant addresses are listed below:

The Admissions Office  
University of Natal  
Durban Campus  
King George V Avenue  
Durban  
4001

The Admissions Office  
University of Natal  
Pietermaritzburg Campus  
P O Box 375  
Pietermaritzburg  
3200

The Admissions Office  
University of Natal  
Medical School  
P O Box 17039  
Congella  
4013

4. An **Application fee of R50** MUST accompany this application form. Should an application be submitted after the closing date an additional **penalty fee** of R70 (R120 in total) will be charged. No applications will be accepted after 30 November 1992. It is important to note that the application fee is a handling fee and is not refundable should the application be unsuccessful or withdrawn at any stage.
5. **Applicants under the age of 21** should note that their application will not be considered if not signed by both applicant and parent / guardian.
6. Wherever applicable **use an 'X'** to mark the relevant block.
7. The application form MUST be **completed as fully and as accurately as possible** to avoid delay in processing.
8. **The choice of residence** should correspond with your choice of centre. The residences available on the Durban and Pietermaritzburg campuses are listed on Page 8. Medical School students are accommodated in the Durban residences. Edgewood and Technikon students are not accommodated in University residences. These institutions accommodate their students in their own residences, and application for residence accommodation must be made to Edgewood and Technikon direct.
9. If you wish to apply for **Financial Assistance**, which could take the form of a bursary or loan, you must complete the *Application for Financial Assistance form*. This applies to applicants in all centres. An order form for bursary, loans and scholarship listings will be found on the last page of the *Application for Financial Assistance form*.
10. Please indicate in **Section 5** whether you intend to become a **Teacher or a Lawyer**. This is required to ensure that students who wish to proceed to a Higher Diploma in Education or a LLB degree on completion of their Bachelors degree, can be assisted with an appropriate selection of courses.
11. If you have **attended another University** and wish to enrol for studies at this University at any level, you must arrange for the Registrar of that university to submit direct to this University a full academic record for all years of study and a certificate of conduct. It is important to disclose all information on exclusions from other universities or university residences.
12. The **basic entrance requirement** to degree studies at the University is a **Matriculation exemption**. Undergraduate applicants will be selected according to results obtained. Please refer to the information material provided to ensure that you qualify for admission to degrees in terms of Faculty requirements.
13. The University cannot accept the responsibility for deciding whether an applicant **qualifies for Matriculation exemption**. The onus is on applicants to obtain clarification regarding their eligibility for Matriculation exemption, and to notify the University immediately this clarification had been obtained, either from the responsible Education Department or from The Secretary, Joint Matriculation Board, PO Box 3854, Pretoria, 0001. Examination subjects and symbols obtained must be reflected in Section 9. Symbols not yet available must be furnished as soon as possible. If you have already passed the South African matriculation exemption examination, please attach a certified copy of your certificate to your application.
14. It should be noted that this is an **English medium University**.
15. The University requires the population group and other statistical information to monitor its affirmative action policy.

## DEGREES / DIPLOMAS OFFERED

(These are the most common degrees / diplomas offered.)

See the University Calendar or Faculty Handbooks for full list of degrees and diplomas)

### DURBAN

#### **Faculty of Architecture and Allied Disciplines**

Bachelor of Architecture  
BSc in Building Management  
BSc in Quantity Surveying  
Master of Town & Regional Planning

#### **Faculty of Economics and Management**

Bachelor of Commerce  
Diploma in Accountancy (postgraduate)

#### **Faculty of Education**

Higher Diploma in Education (postgraduate)  
Bachelor of Education (postgraduate)

#### **Faculty of Engineering**

BSc Eng (Agricultural)  
BSc Eng (Chemical)  
BSc Eng (Civil)  
BSc Eng (Electrical)  
BSc Eng (Electronic)  
BSc Eng (Mechanical)  
BSc in Land Surveying

#### **Faculty of Humanities**

Bachelor of Arts  
Bachelor of Music  
Diploma in Music Performance  
Diploma in Jazz Performance

#### **Faculty of Law**

Baccalaureus Procuratoris  
Bachelor of Laws (postgraduate)  
Diploma in Maritime Law (postgraduate)  
Diploma in Taxation (postgraduate)

#### **Faculty of Science**

BSc (General & Earth Sciences)  
BSc (Biological Sciences)  
BSc (Physical Sciences)  
BSc (Computer Sciences)  
BSc (Mathematical Sciences)

#### **Faculty of Social Science**

Bachelor of Social Science  
BSocSc (Social Work)  
Bachelor Curationis (Praxis Extensa)\*  
Diploma in Nursing\*  
Diploma in Nursing Education\*

(\* Registered nurses only)

### PIETERMARITZBURG

#### **Faculty of Agriculture**

BSc in Agriculture  
Bachelor of Agricultural Management  
BSc in Dietetics  
Postgraduate Diploma in Dietetics

#### **Faculty of Arts**

Bachelor of Arts  
Bachelor of Arts in Fine Arts  
Bachelor of Theology  
Postgraduate Diploma in Fine Arts

#### **Faculty of Commerce**

Bachelor of Commerce  
Bachelor of Accountancy  
Diploma in Accountancy (postgraduate)

#### **Faculty of Education**

Higher Diploma in Education (postgraduate)  
Bachelor of Education (postgraduate)  
Diploma in Specialised Education (School Librarianship) (postgraduate)

#### **Faculty of Engineering (1st-year only)**

BSc Eng (Agricultural)  
BSc Eng (Chemical)  
BSc Eng (Civil)  
BSc Eng (Electrical)  
BSc Eng (Electronic)  
BSc Eng (Mechanical)

#### **Faculty of Law**

Baccalaureus Procuratoris (part-time)  
Bachelor of Laws (postgraduate)  
Diploma in Taxation (postgraduate)

#### **Faculty of Science**

Bachelor of Science

#### **Faculty of Social Science**

Bachelor of Social Science  
Advanced University Diploma in Information Studies

### MEDICAL SCHOOL

Bachelor of Medicine and Bachelor of Surgery  
(not for "white" undergraduates)

### TECHNIKON NATAL

Higher Diploma in Education (undergraduate)  
See Faculty Handbook for other education Diplomas offered.

### EDGEWOOD COLLEGE OF EDUCATION

Bachelor of Primary Education  
Higher Diploma in Education (undergraduate)  
See Faculty Handbook for other education Diplomas offered.

### DURBAN RESIDENCES

#### **Male:**

Ansell May  
Louis Botha  
Townley Williams  
Mabel Palmer  
Anglo American  
Florence Powell  
Albert Luthuli  
Ernest Jansen

#### **Female:**

John Bews  
Louis Botha  
Charles James  
Mabel Palmer  
Anglo American  
Schully  
Albert Luthuli

### PIETERMARITZBURG RESIDENCES

#### **Male:**

William O' Brien  
Malherbe  
Denison  
St Nicholas

#### **Female:**

Petrie  
Malherbe  
Denison  
St Nicholas







## CHECK LIST

**HAVE YOU CHECKED THAT YOU HAVE INCLUDED THE FOLLOWING INFORMATION  
IN ORDER THAT WE MAY PROCESS YOUR FINANCIAL AID APPLICATION?**

1. (a) Please provide value and proof of mother and father's 1992 GROSS INCOME FOR THE YEAR.  
SEE SECTION E

OR

- (b) Provide value and proof of husband or wife's 1992 GROSS INCOME FOR THE YEAR.  
SEE SECTION E

OR

- (c) Proof and value of your own income for the previous year 1992 and your coming study year 1993.  
SEE SECTION F

2. (a) How many real brothers and sisters are supported by your parental income?

OR

- (b) own children with your income?  
SEE SECTION E

3. If you are unable to provide the above information please come to our offices for an interview.

PLEASE NOTE THAT YOUR ORIGINAL APPLICATION MUST BE SIGNED IN FRONT OF A COMMISSIONER OF OATHS (i.e. Post Office, Minister of Religion, Police Station or approved Government official).

### ORDER FORM FOR BURSARY, LOANS AND SCHOLARSHIPS LISTING

If you require your personal copy of the Bursaries, Loans and Scholarships Handbook for lists of some outside companies, institutions and their addresses, please indicate by means of a cross in the appropriate block below.

**YOUR BOOKLET WILL BE SENT UPON RECEIPT OF YOUR COMPLETED APPLICATION FOR  
ADMISSION FORM AND APPLICATION FEE**

*(Place a cross in the appropriate block)*

A.  Yes, I would like you to send me my personal copy of the Bursaries, Loans and Scholarships Handbook.

B.  Please note that I will be a POSTGRADUATE student.

Name: .....

Address: .....

.....

.....Postal Code: .....

**SECTION G: THE FOLLOWING INFORMATION IS ONLY REQUIRED IN ORDER TO CONSIDER YOU FOR ANY OF OUR SPECIALLY RESTRICTED BURSARIES WHICH ARE ADMINISTERED ON BEHALF OF DECEASED ESTATES, TRUSTS AND COMPANIES.**

N.B. Place an "X" in the appropriate "YES" box ONLY IF APPLICABLE

		For Office use only	
		Proof	Reference
1.	(a) I am a handicapped student ) and I attach a doctor's certificate to verify my ) handicap or a copy of a blind person's registration (b) I am blind or partially sighted ) certificate	YES	30/374
2.	(a) I am a girl of British-South African or Dutch-South African parentage, and (b) (i) My parents have been resident in the Durban Municipal area for a period of at least three years immediately preceding this application, or (ii) I have lived in the Durban Municipal area for three continuous years immediately preceding this application, or (iii) My parents have been employed in the Durban Municipal area for three continuous years immediately preceding this application (iv) Residential or business street address with regard to the above conditions: ..... .....	YES YES YES YES	30/33
3.	I am of Scots parentage or heritage and attach proof of this fact	YES	30/141
4.	I will be studying for a law degree on the Pietermaritzburg campus, and have served society as indicated in the attached letter of motivation.	YES	30/405
5.	(a) I will have completed a three-year bachelor's degree or the third year of a four-year degree at the end of the current year, and (b) I am intent on a career in natural resource conservation.	YES YES	30/325
6.	(a) I am a male orphan, or my father is deceased and my mother has not remarried, and I will be under 20 years of age as at 31 December of the year in which this award is first made (b) I attach a copy of my birth certificate and a copy of my father's death certificate.	YES YES	30/133/1
7.	My parents attended school on the Witwatersrand, one of whom is an alumnus of the University of Natal.	YES	30/385
8.	I am an entrant and will be studying Classics or Philosophy as a major subject.	YES	30/399
9.	I am a resident of the Malvern/Queensburgh Municipal area and attach proof of residency	YES	30/453
10.	I am a resident of Chatsworth and attach proof of residency.	YES	30/451

**SECTION H:** Please see page 4 before signing in front of a Commissioner of Oaths, i.e. Post Office, Minister of Religion, approved Government Official or Police Station.)

I, ....., do solemnly declare and affirm that the particulars set out above are to the best of my knowledge and belief true and correct and that the financial information set forth truly and correctly discloses my family's entire income, nothing excepted

I understand that should any relevant information be omitted or found to be incorrect, disciplinary action will be taken by the University authorities which could result in expulsion.

Date: ..... APPLICANT'S SIGNATURE: .....

SWORN BEFORE ME AT ..... this ..... day of ..... 19.....  
by the deponent, who acknowledges that he/she fully understands the contents of this Affidavit.

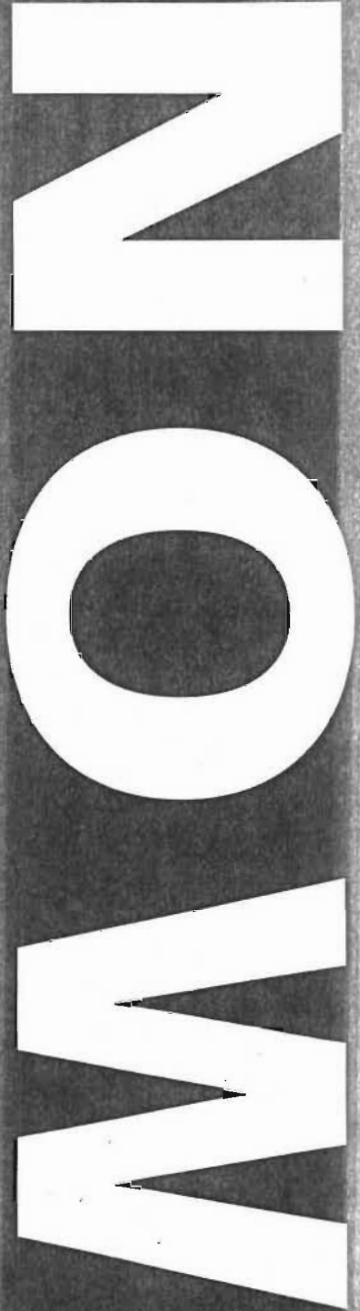
.....  
Signature of Commissioner of Oaths ..... Designation or Stamp

# University of Natal

# APPLY

## FOR ADMISSION

- Turn to page 3 for detailed information
- Consult the listing of courses offered on page 4
- Consider the general and Faculty entrance requirements
- Complete the application form in full
- Enclose the application fee, refer page 3
- Enclose copies of documentation, refer page 3
- Enclose a copy of ID/Passport
- Turn to page 2 for information on accommodation and financial assistance
- Do not separate the **Application for Financial Assistance**
- Submit before the closing date, refer page 3
- Submit one application form only
- Mail to the centre of your first choice at the address below:



Admissions Office  
**Durban Centre**  
University of Natal  
Durban  
4041

Admissions Office  
**Medical School**  
University of Natal  
Private Bag 7  
Congella  
4013

Admissions Office  
**Pietermaritzburg Centre**  
University of Natal  
Private Bag X01  
Scottsville  
3209

## FOR ACCOMMODATION:

- Consult the residence listing ➔
- Choose a residence corresponding with your Centre of first choice.
- Medical students are accommodated in Durban residences.
- Edgewood and Technikon students are accommodated at those institutions and must apply to Edgewood and Technikon direct.
- Enter your choice of residence in Section 9 of the application form.

Male

Female

### ► Durban Residences

Ansell May	John Bews
Louis Botha	Louis Botha
Townley Williams	Charles James
Mabel Palmer	Mabel Palmer
Anglo American	Anglo American
Florence Powell	Scully
Albert Lutuli	Albert Lutuli
Ernest Jansen	

### ► Pietermaritzburg Residences

William O'Brien	Petrie
Malherbe	Malherbe
Denison	Denison
University Houses	University Houses

## FOR FINANCIAL ASSISTANCE:

- Read the information alongside before you complete the application form ➔
- If you decide to apply, complete the form with care, answering all questions.
- Remember to include documentary proof of incomes, and death certificates and/or divorce decrees if your parents are deceased or divorced.
- If we write to you to ask for more details, please reply quickly. We cannot offer you funding until all our questions have been answered and documentary proof provided.
- Selection decisions are sometimes delayed for students who have asked for financial aid because Faculties wish to wait until all the matric results are available.
- If your family's gross income is less than R60,000 and you do not have sponsorship to cover your University fees, you may apply to the University for financial assistance using the form attached to the Application for Admission form.

- *Most students who qualify for funding will be offered study loans, not bursaries.*
- *We do not have enough money to help everyone so apply for bank loans and outside bursaries as well.*
- *All students who receive financial aid are expected to pay a contribution towards the cost of study according to their income level. The neediest students are expected to pay R1,000 per year. Half must be paid before registration.*
- *You will also need to have money available to cover transport, vacation residence costs, medical expenses, and other personal expenses because these are not covered by financial aid.*

**For further information and advice on external bursaries contact your school Guidance Counsellor or the Financial Aid Service help desks:**

- **Durban Campus** - Shepstone Building Level 4, (031) 260 2231
- **Medical School** - Mpala House (031) 260 4359
- **Pietermaritzburg Campus** - Student Services Building, Milner Road (0331) 260 5915



University of Natal

# APPLICATION FOR ADMISSION TO STUDY

FOR OFFICE USE ONLY

Stu. no.:

## 1. PREVIOUS APPLICATIONS

Have you been a registered student at the University of Natal before? YES  NO

If 'Yes', what was your Student No.?

Have you applied for admission through an alternative access programme? YES  NO

If 'yes', indicate which programme:

BMC  EMEC  Science (JSPSAS)  UNITE  RAP (ITT)

## 2. PERSONAL DETAILS

Surname: \_\_\_\_\_  
 First Name: \_\_\_\_\_  
 Middle Name(s): \_\_\_\_\_  
 Maiden Name: \_\_\_\_\_

Postal Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Town/City: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 Country (if not SA): \_\_\_\_\_

Contact Telephone Numbers:

Work:  
 Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_  
 Home:  
 Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_  
 Fax: Code: \_\_\_\_\_ No.: \_\_\_\_\_

Street address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Town/City: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 Country (if not SA): \_\_\_\_\_

## 3. TERM OF ENTRY AND CHOICE OF COURSE

Year of entry:  1  9

Entry Term: Semester: 1  2

Into which year of study for this degree:   
 (e.g. 1st)

Residency:

Do you normally reside in South Africa?

YES  NO

Present Activity: (please tick)

- H High School Scholar
- U University Student
- M Teachers Training College Student
- K Military Service
- C Technikon Student
- N Technical College Student
- T College of Nursing Student
- E Employed
- O Other (\_\_\_\_\_)

Official use only

S	<input type="checkbox"/>	UG
U	<input type="checkbox"/>	
N	<input type="checkbox"/>	PG
T	<input type="checkbox"/>	
O	<input type="checkbox"/>	

ARF code

Degree(s) and Diploma(s) Applying for:

Choice Order	Campus	Degree / Diploma	Proposed majors/stream	FOR OFFICE USE
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do you intend to register: Full-Time  OR Part-time

Please indicate if you intend to proceed to a postgraduate course to enable you to become a teacher  or a lawyer (LLB)

or an accountant (DipAcc) . This is required to ensure that you are assisted with an appropriate selection of courses in your undergraduate studies.

FOR OFFICIAL USE ONLY:

App. Fee Paid: R \_\_\_\_\_ Date: \_\_\_\_\_

Into Banner:

Selection Decision: \_\_\_\_\_

Receipt No.: \_\_\_\_\_

By: \_\_\_\_\_ On: \_\_\_\_\_

Into Banner:

## 1. HIGH SCHOOL DETAILS

Details of ALL high schools attended:

	SCHOOL NAME (list all high schools attended)	ADDRESS (Town and Province)	Tel. number	YEARS		STDS/FORMS Passed
				From	To	
1						
2						
3						
4						

My position in Grade 11 was: \_\_\_\_\_ out of a total number of \_\_\_\_\_ students in the whole of Grade 11.

If you are presently in your matriculation year at school, please submit a certified copy of your Grade 11 and trials or mid-year school reports with this application. If you have completed your matriculation year you may submit (in addition to your Senior Certificate) any other documentation concerning your activities since leaving school which you consider may be helpful in assessing your potential to succeed. Please attach the documents to this page.

High school reports submitted with this application: Grade 11  Trials or Mid-year (Grade 12)  Matriculation (Grade 12)

Examining Authority/Education Department:

Year of Matriculation:

Current Matriculants - What is your Exam No.? .....  
(If this is not available, forward it as soon as possible)

Type of Matriculation Exemption already held:

Full Exemption	Conditional - Immigrant
Conditional - Ordinary	Conditional - Alternative Selection
Conditional - Mature Age	Senior Certificate (No Exemption)
Conditional - Foreign Student	Not known yet - awaiting results

**High school subjects:**

Please fill in all your subjects, levels and also results where available.

SUBJECTS	END OF YEAR GRADE 11, or O LEVELS		TRIALS or MOCK or JUNE GRADE 12 (Matriculation year)		MATRICULATION or A LEVELS	
	Level	Symbol	Level	Symbol	Level	Symbol
	HG/SG/O	HG/SG/A/S			HG/SG/A/S	
1						
2						
3						
4						
5						
6						
7						
8						
9						

## 2. POST SCHOOL ACTIVITIES

Activities since leaving school. If previously or currently employed, supply details:

YEARS		ACTIVITY  (e.g. Employed/Unemployed, Community involvement) Use separate paper if required.
From	To	

**Post-School Enrolment:**

If you have ever enrolled for any post-school studies (e.g. at a University [including UNISA]; Training College; Technikon; Nursing College, etc.) complete the following: (this includes bridging courses and all studies attempted and failed).

Enclose documentary proof.

	INSTITUTION NAME	DEGREE/DIPLOMA/CERTIFICATE		DEGREE AWARD DATE	YEARS ATTENDED		
		Name	Complete		From	To	
			Yes				No
1							
2							
3							
4							
5							

Student number(s) at previous university(ies) \_\_\_\_\_

Have you ever been refused entry to, excluded or expelled from a university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

Have you ever been refused entry to, excluded or expelled from a residence of a university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

Do you owe fees to another university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

**FALSE OR INCOMPLETE INFORMATION COULD LEAD TO EXPULSION FROM THE UNIVERSITY OF NATAL.**

**6. GENERAL DETAILS**

(Information for statistical purposes only)

Gender: Male  Female

Marital Status: Married  Single  Divorced  Widowed  Separated

Title: Mr  Mrs  Miss  Ms  Other \_\_\_\_\_

Confidentiality: Do you wish your name/address to be kept confidential between yourself and the University? YES  NO

Religion: \_\_\_\_\_ (you do not have to answer this question if you do not wish to)

Alumnus: Did any of your immediate family study at this University? \_\_\_\_\_ (state relationship to you) \_\_\_\_\_

Race: African  Coloured  Indian  White

Date of Birth: 

D	D	-	M	O	N	-	Y	Y	Y	Y

SA ID No. (or passport no.): 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Home Language: \_\_\_\_\_

Are you a South African Citizen?: YES  NO  Are you a permanent resident of SA?: YES  NO

If not, what is your nationality?: \_\_\_\_\_ (state country)

What is your country of residence?: \_\_\_\_\_ (state country)

**7. MEDICAL INFORMATION**

The University is sensitive to the needs of differentially-abled students, and will attempt to provide facilities where possible. Do you have any disability, physical or otherwise, that might require assistance? YES  NO

If "Yes", please indicate:

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Without sight          | <input type="checkbox"/> Partial use of lower limbs | <input type="checkbox"/> Diabetic          | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Partially sighted      | <input type="checkbox"/> Without hearing            | <input type="checkbox"/> Learning disabled | _____   |
| <input type="checkbox"/> Confined to wheelchair | <input type="checkbox"/> Hard of hearing            | <input type="checkbox"/> Epileptic         | _____   |



### 8. GUARDIAN or NEXT OF KIN INFORMATION

Title (Mr. Mrs etc): \_\_\_\_\_ Surname: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Post Code: \_\_\_\_\_

Town/City: \_\_\_\_\_

Country (if not SA): \_\_\_\_\_

**Relationship:**

Father	<input type="checkbox"/>	Mother	<input type="checkbox"/>	Spouse	<input type="checkbox"/>
Brother	<input type="checkbox"/>	Grandparent	<input type="checkbox"/>	Sister	<input type="checkbox"/>
Child	<input type="checkbox"/>	Guardian	<input type="checkbox"/>	Other	<input type="checkbox"/>

**Contact Telephone Numbers:**

WORK: Dial Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_

HOME: Dial Code: \_\_\_\_\_ No.: \_\_\_\_\_

### 9. RESIDENCE APPLICATION

Do you wish to apply for admission to a University Residence? (See 'NOTES' for a list of Residences.) YES  NO

If "Yes" for which Campus: Durban/Medical School  Preferred Residence: \_\_\_\_\_  
Pieternaritzburg  Preferred Residence: \_\_\_\_\_

If you are unsuccessful in obtaining accommodation in a University Residence, where will you stay? \_\_\_\_\_

### 10. FINANCIAL ASSISTANCE

1. Having read the form "Application for Financial Assistance" do you qualify for financial assistance? YES  NO

2. Are you submitting an application for financial assistance to the University? YES  NO

3. Have you applied elsewhere for financial aid? YES  NO

### 11. DECLARATION AND UNDERTAKING

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full, all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

Date: \_\_\_\_\_ Signature of Applicant: \_\_\_\_\_

ASSISTED BY ME: (To be completed where applicant is a minor) \_\_\_\_\_ Signature of Parent/Guardian

#### SURETYSHIP (To be completed where applicant is a minor)

I, the undersigned lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidum and co-principal debtor with the above-named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

This suretyship will operate as a continuing covering suretyship. I agree that I will not be released from liability under this suretyship in any circumstances whatever, except with the University of Natal's written consent and, in particular, I shall not be released by reason of the fact that the aggregate amount owed to you by the applicant may fluctuate and may at times be nil.

Please print full name of Surety/Parent /Guardian: \_\_\_\_\_

Identity no.: \_\_\_\_\_

Address: \_\_\_\_\_

Which will be my domicilium citandi et executandi for all purposes under this document, which means that I will accept service of all notices, documents and legal proceedings against me. In the event of my leaving this address I agree to inform the Student Debtors Section of the Finance Department of the University of Natal of any change in my address.

Signature of Surety/Parent/Guardian:.....

TITLE: (e.g. Mr, Mrs) <input type="text"/>	FIRST NAMES: <input type="text"/>	SURNAME: <input type="text"/>
DEGREE: <input type="text"/>	(New students should include their enquiry number and should enter their first choice of degree)	STUDENT NUMBER: <input type="text"/>

### SECTION 1: ABOUT YOURSELF

DATE OF BIRTH: <input type="text"/>	MARITAL STATUS: MARRIED <input type="checkbox"/>	SINGLE <input type="checkbox"/>	WIDOWED <input type="checkbox"/>
IDENTITY NUMBER: <input type="text"/>	SEPARATED <input type="checkbox"/>	DIVORCED <input type="checkbox"/>	

POSTAL ADDRESS: <input type="text"/>	TEL. NO: ( ) <input type="text"/>
---	-----------------------------------

EMPLOYER'S NAME: <input type="text"/>	EMPLOYER'S TEL NO: ( ) <input type="text"/>
---------------------------------------	---

EARNINGS: R <input type="text"/> <input type="text"/> <input type="text"/>	per week/month/year. Will this income continue while you are studying?	YES <input type="checkbox"/>
		NO <input type="checkbox"/>

BURSARIES, SCHOLARSHIP/S: which you have been promised for 1998 (provide copies of letters of award)
R <input type="text"/> FROM: <input type="text"/>

OTHER INCOME: (eg. allowances, savings)
R <input type="text"/> SOURCE: <input type="text"/>



# UNIVERSITY OF NATAL

## APPLICATION FOR FINANCIAL ASSISTANCE

### 1998

### CHECKLIST

**NB: Please do not return this form if your family's gross income is over R80 000 per year. In 1997 we were able to assist students up to a gross income of R60 000.**

Check that you have provided the following. If documents are not available when you send off your form, they may be submitted afterwards but must be marked clearly with your name and student number.

PROOF OF ALL INCOMES LISTED

E.g. Payslip not more than one month old, letter from employer on official letterhead if no payslip, proof of UIF value, business accounts, letter of grant stating gross amount received, statement sworn before Commissioner of Oaths (for informal sector).

PROOF OF ABSENCE OF ONE OR BOTH PARENTS

E.g. Certified copies of death certificate, divorce decree, separation order, or a statement sworn before Commissioner of Oaths.

HAS THE DECLARATION ON PAGE 4 BEEN SIGNED IN FRONT OF A COMMISSIONER OF OATHS?

HAVE YOU INCLUDED IT?

WE CANNOT PROCESS YOUR APPLICATION WITHOUT IT!




**NB: APPLICANTS WHO ALREADY HOLD A DEGREE AT THE LEVEL FOR WHICH THEY ARE APPLYING OR A POSTGRADUATE VOCATIONAL QUALIFICATION CAN NOT BE CONSIDERED FOR FUNDING.**

## SECTION 2: ABOUT YOUR FAMILY

### FATHER (OR STEPFATHER IF LIVING WITH YOU)

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mr)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO:

OTHER INCOME: R   per week/month/year SOURCE:

### MOTHER (OR STEPMOTHER IF LIVING WITH YOU)

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mrs)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO: (  )

OTHER INCOME: R   per week/month/year SOURCE:

### HUSBAND/WIFE/LIVE-IN PARTNER

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mr)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO:

OTHER INCOME: R   per week/month/year SOURCE:





## Closing dates:

**Medical School:** 30 June - No late applications

**International:** 31 October - No late applications

**Undergraduates:** 31 October  
Late applications: 30 November

**Postgraduates:**

LLB (Dbn & Pmb) & B.Ed (Pmb): 31 October

HDE (PG) & B.Ed (Dbn): 30 September

Postgraduate Diplomas & Hons: 30 November

## Entrance Requirements:

**Type of Matriculation Exemption held:**

The matriculation exemption is the basic entrance requirement for degree studies. Applicants need to ensure that they qualify for matriculation exemption, or conditional exemption, by contacting the Department of Education or The Matriculation Board, at PO Box 3854, Pretoria, 0001. Non-matriculated students who have passed in an alternative access programme approved by the Senate of this University, will qualify for a Conditional Senate Exemption.

**Faculty entrance requirements:**

Consult the **Undergraduate Prospectus** to determine if you will meet the entrance requirements for your choice of degree/diploma. Contact the Admissions Officer for more information.

## Application Fee:

All applications:	R75
Late fee:	75 + 150 = R225
International applicants:	R200

***Application fees are not refundable***

## Needing Assistance:

If you need assistance in selecting a course, choosing your majors, career or personal guidance, you can contact a counsellor at one of our Student Counselling Centres:

Durban - Tel: (031) 260 2668/9

Medical School - Tel: (031) 260 4475

Pietermaritzburg - Tel: (0331) 260 5213/260 3233

## Selection, Orientation & Registration:

**S**election is a continuous process. Selections are made as soon as all required documentation is received. Applications from applicants who are still at school and who have not been selected on their Grade 11 (Std 9), mid-year, trial or 'O' level results, will be considered on receipt of final Matriculation or 'A' level results.

**O**rientation for new students takes place in the first week of the academic year. Students will be introduced to the University's programmes and services. Counselling on selection of courses is available in this period.

**R**egistration of courses and enrolment at clubs and societies also takes place during this week. Information on Orientation and Registration will be mailed to selected students at a later stage.

## Documentation Required:

**Scholars:**

Applicants are required to enclose the following with their applications: Grade 11 (Std 9), mid-year matric or trial report (or 'O' levels) and a copy of ID or passport reflecting correct names and date of birth. The University will obtain your final marks direct from the Education Department but you are required to forward a copy of your results as soon as possible.

**Other:**

- Applicants are required to enclose copies of their Matriculation Certificates, 'A' and 'O' levels, or High School certificate.
- Professional registration certificates must also be enclosed where required.
- Postgraduate applicants must submit copies of degree certificates.

## Students with disabilities:

**Y**ou are welcome to contact the Disabled Student Co-ordinator at the Student Counselling Centres for information on services, equipment and guidance available to students.

Durban - Tel: (031) 260 3070

Medical School - Tel: (031) 260 4475

Pietermaritzburg - Tel: (0331) 260 5213/260 5233

# DEGREES/DIPLOMAS OFFERED

These are the most common degrees/diplomas offered. The University Undergraduate Prospectus or Faculty Handbooks can be consulted for a full list of degrees and diplomas.

## Durban Centre

### Faculty of Architecture and Allied Disciplines

Bachelor of Architecture Studies (B.A.S) (3 yrs)  
 Bachelor of Architecture (Advanced 2 yrs)  
 BSc in Construction Management  
 BSc in Quantity Surveying  
 Master of Town & Regional Planning

### Faculty of Economics and Management

Bachelor of Commerce  
 Postgraduate Diploma in Accountancy  
 Postgraduate Diploma in Industrial Relations  
 Postgraduate Diploma in Management Accounting  
 Postgraduate Diploma in Personnel Management

### Faculty of Engineering

BSc Eng (Agricultural)  
 BSc Eng (Chemical)  
 BSc Eng (Civil)  
 BSc Eng (Electrical)  
 BSc Eng (Electronic)  
 BSc Eng (Mechanical)  
 BSc in Surveying and Mapping

### Faculty of Humanities (incorporating School of Education)

Bachelor of Arts  
 Bachelor of Music  
 University Diploma in Music Performance  
 (Jazz or Classical)  
 Postgraduate Diploma in Play Production

### School of Education

Higher Diploma in Education (Postgraduate)  
 Bachelor of Education (Postgraduate)  
 Further Diploma in Education (FDE)  
 Advanced Diploma in Adult Education

### Faculty of Law

Baccalaureus Procuratoris (B.Proc)  
 Bachelor of Laws (Postgraduate)  
 Diploma in Maritime Law (Postgraduate)  
 Diploma in Taxation (Postgraduate)

### Faculty of Science

Bachelor of Science BSc (Stream G)  
 Bachelor of Science BSc (Stream M)

### Faculty of Social Science

Bachelor of Social Science  
 B Soc Sc (Social Work)  
 Bachelor Curationis (B.Cur) Nursing  
 Bachelor Curationis (Praxis Extensa)\*  
 Advanced Diploma in Nursing\*  
 Advanced Diploma in Nursing Education\*  
 (\*Registered nurses only)

## Medical School

Bachelor of Medicine and Bachelor of Surgery  
 Bachelor of Medical Science

## Technikon Natal

Higher Diploma in Education (Undergraduate)  
 (Art or Economic Science or Home Economics)

## Edgewood College of Education

Bachelor of Primary Education  
 Higher Diploma in Education (Undergraduate)  
 (Art, Science or Technika)

## Pietermaritzburg Centre

### Faculty of Agriculture

BSc in Agriculture  
 Bachelor of Agricultural Management  
 BSc in Dietetics  
 Postgraduate Diploma in Dietetics  
 Diploma in Rural Resource Management

### Faculty of Commerce

Bachelor of Commerce  
 Bachelor of Accounting  
 Bachelor of Business Administration  
 Postgraduate Diploma in Accountancy  
 Postgraduate Diploma in Finance, Banking & Investment  
 Management  
 Postgraduate Diploma in Human Resource Management  
 Postgraduate Diploma in Supply Chain Management

### Faculty of Engineering (1st Year Only)

BSc Eng (Agricultural)  
 BSc Eng (Chemical)  
 BSc Eng (Civil)  
 BSc Eng (Electrical)  
 BSc Eng (Electronic)  
 BSc Eng (Mechanical)

### Faculty of Humanities (Incorporating School of Education)

Bachelor of Arts  
 Bachelor of Theology  
 Postgraduate Diploma in Fine Art  
 Postgraduate Diploma in Drama Studies

### School of Education

Higher Diploma in Education (Postgraduate)  
 Bachelor of Education (Postgraduate)  
 Postgraduate Diploma in Specialised Education  
 (School Librarianship)  
 Postgraduate Diploma in Adult Education

### Faculty of Law

Baccalaureus Procuratoris (Part-time)  
 Baccalaureus Juris (Part-time)  
 Bachelor of Laws (Postgraduate)  
 Postgraduate Diploma in Taxation  
 Postgraduate Diploma in Environmental Law

### Faculty of Science

Bachelor of Science  
 Postgraduate Diploma in Environment & Development

### Faculty of Social Science

Bachelor of Social Science  
 Advanced University Diploma in Information Studies  
 Postgraduate Diploma in Environment & Development  
 Postgraduate Diploma in Applied Social Sciences

THANK YOU FOR APPLYING TO OUR UNIVERSITY

## Checklist:

- Have you indicated your choice of degree/diploma and centre? Yes  No
- Have you enclosed the application fee? Yes  No
- Have you enclosed all the required documentation? Yes  No
- Will your application reach us before the closing date? Yes  No

If yes to all four questions, please mail your application to the centre of your first choice. See the addresses on page 1.

PROCEDURES IN RELATION TO SUGGESTIONS, CRITICISMS AND  
COMPLAINTS CONCERNING ACADEMIC COURSE CONTENT OR TEACHING

The University sets a high value on efficient teaching/learning processes and a prerequisite for this is the recruitment of an effective teaching staff. Among even the best teachers there is nevertheless room for improvement, and constructive comment and criticism from students is always welcome. To be most effective such comment should be offered in a co-operative spirit and at an early stage, and it is towards this end that these procedures are designed. Rarely, acute situations may arise or there may be unexplained delay in implementing suggested improvements. These procedures are intended to provide a reasonable remedy for such situations also. Above all, staff and students are invited to see in these guidelines an encouragement towards the early and amicable settlement of difficulties rather than a stereotyped grievance procedure to deal with conflict situations.

1. STUDENT ACTION

- 1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.
- 1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.
- 1.3 Wherever possible, the lecturer should himself deal with problems concerning himself and his students.
- 1.4 If the difficulty cannot be resolved along these lines an approach must be made to the Head of Department. Here again it is preferable that the students concerned should personally voice their criticisms but, if necessary, the class representative or Faculty Student Council may act for them.
- 1.5 If the matter is still unresolved then it must be taken to the Dean of Faculty and, if still unresolved, to the Vice-Principal.
- 1.6 If, at any of the above stages, changes are agreed upon, then a reasonable time must be allowed for these to be implemented and take effect before the next step is taken.
- 1.7 Students offering a criticism are responsible for assuring themselves that their criticism is well founded on fact. They must also be sure of the extent to which their criticism is supported by others taking the same course.

2. CLASS REPRESENTATION

The term "class representative" is being used here in the sense of students either appointed by Faculty Councils or elected by the students in the class to represent the views of the individual classes or departments.

- 2.1 The concept of class representatives (however elected or appointed) should be supported by academic staff and Faculty Boards.
- 2.2 Where representatives are elected by the class, lecturers should facilitate the election where it is within their power to do so.
- 2.3 It is suggested that where 1st year class representatives are to be elected, the election be deferred until the beginning of the second quarter when the class has settled down and students can be expected to know one another.

- 2.4 Heads of Departments should allow the names of class representatives to be shown on departmental notice boards.
- 2.5 Faculty Councils, in consultation with Deans, should make suggestions concerning the duties and responsibilities of class representatives.
- 2.6 One duty of a class representative is to inform the lecturer of any problems or dissatisfaction experienced by the class, or members of it, with respect to the course itself or the teaching technique. Procedures suggested in Section 1. above should be followed in respect of such difficulties.
- 2.7 Heads of Departments are encouraged to meet periodically with class representatives. It is suggested that the first meeting in the year between the staff representatives and class representatives of a department should be arranged by the Head of Department.

3. FACULTY COUNCILS

- 3.1 Faculty Councils should have the responsibility for establishing an adequate class representative system in every course in every department in the Faculty. The Councils should, in consultation with Deans, decide on the proper function of class representatives and request Heads of Departments to show the names and addresses of representatives on departmental noticeboards.
- 3.2 A Faculty Council may act for a group of students in respect of a particular difficulty, but should always follow the pattern outlined in Section 1. It is, however, acceptable for a Faculty Council to approach its Dean directly, should it wish to do so. In fact, Faculty Councils are encouraged to discuss all academic issues with their Deans. If the matter cannot be resolved in discussion with the Dean it may then be taken by the Faculty Council to the Vice-Principal.
- 3.3 It is important that, before taking up the cause of any student or student group, Faculty Councils should assure themselves of the validity of the criticisms.
- 3.4 Where a need is felt by students for the use of lecturer and course evaluation questionnaires, these should be organized and co-ordinated by the appropriate Faculty Council in consultation with the Dean. As a matter of courtesy, the prior consent of the lecturers concerned should be sought and any subsequent use of the results should be in accordance with Section 1. above.

4. DEPARTMENTAL STAFF

- 4.1 Departmental staff should support Faculty Councils in implementing their class representative systems. They should facilitate, where needed, the election of class representatives and take part in meetings with such representatives when required to do so.
- 4.2 Departments should take measures to encourage and improve staff/student liaison. The usual vehicle for this would be by means of staff/student meetings during the academic year. However, other mechanisms, such as the appointment of a staff member in the department for student liaison and assistance, should be considered.
- 4.3 Lecturers should be encouraged to use lecturer and course evaluation questionnaires in their classes. The Department should provide forms for use in this way if requested to do so. The results of such lecturer-initiated enquiries should be for the information of the lecturer concerned and should only be made available to others at the discretion of the lecturer.





University of Natal

**PROCEDURES IN RELATION TO  
SUGGESTIONS, CRITICISMS AND  
COMPLAINTS CONCERNING  
ACADEMIC COURSE CONTENT  
OR TEACHING**

## Appendix B Text C (i)

While there is time to do something about it, consider carefully:

# HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

### Group assessments

On the morning of Wednesday 22 February 1989, as part of the Registration/Orientation Programme all new students get the chance to have their academic reading skills assessed in respect of speed, word recognition, structure analysis, comprehension, etc. The results are confidential and participants are advised by letter whether they should consider getting help, and where to go for it.

(Even if you are not going to take part in the rest of the Orientation Programme you should attend this reading test.)

we can help you find out

**HOW EFFECTIVELY  
YOU READ**

### Individual testing

Throughout the year students can make appointments to be individually tested on the moving-eye camera by one of the trained L&RC staff. The results are discussed privately and appropriate courses of action suggested.

(Note: If you have taken part in the Pre-University Academic Reading Skills Course, the Preparing for University Course or are going to register for Learning, Language & Logic (3L), you will not need to attend the session during Orientation/Registration.)

We can help you to  
IMPROVE YOUR ACADEMIC READING SKILLS

### Pre-University Course in Academic Reading Skills

Monday 9 to Friday 13 February 1989.  
Information from the Centre for Adult Education, which administers the course.

### Short courses

During the year there are several short reading improvement courses. Although their content is less comprehensive than that of either the Pre-University or 3L courses, the most important aspects of the academic reading process are dealt with. There is no charge for attending.

### Tutor-directed individualised assistance

A limited number of students for whom English is their second language will be able to register for more comprehensive help. After assessment the participants are taught how to use a simple word-processing system to help them with written assignments for their academic subjects, and, if necessary, they are assigned to a tutor who will guide them through an individualised course of self-study components.

Further information about all the above may be obtained from the Director and tutors at the Language & Reading Centre, 2nd Floor, New Arts Block, Golf Road.

we can help you to

**IMPROVE YOUR ACADEMIC  
READING SKILLS**

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

### HOW TO FIND OUT HOW EFFICIENTLY YOU READ.

1 As a first step you might give yourself the short self-test printed on the back of this sheet. To cope comfortably with the first year a student needs to be able to read typical university level text at a speed of between 300 to 350 words per minute with comprehension of 70% or more. Only about 10% of first year students can sustain this. The average mother tongue English student reads at 240 words per minute at 60% comprehension, and the figures for students for whom English is not their main language are considerably lower.

2 Before the University's first term starts there are two occasions when group assessments are administered:

(i) during the general *Registration/Orientation Week* programme, and

(ii) as part of the *Pre-University Academic Reading Skills Course* (see 1 alongside).

Aspects such as reading speed, word recognition, structural analysis and comprehension are assessed and the results explained. After detailed analysis participants are individually advised by letter whether they should consider getting help and where to find it.

3 During the year students can make appointments for *individual tests*. The results are discussed privately and appropriate solutions are suggested.

### IMPROVING YOUR ACADEMIC READING SKILLS

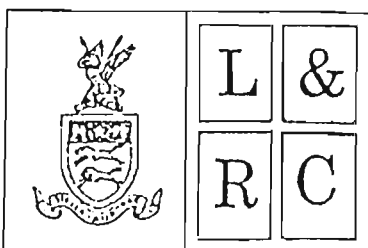
1 The week before Registration - from Monday 11 to Friday 15 February 1991 - an intensive *Pre-University Academic Reading Skills Course* is presented. In addition to an initial assessment session the course consists of lectures on basic aspects of the academic reading process and extensive practicals in small subject-related groups. Because their needs differ, first and second language students work separately. Further information and registration forms are available from the Centre for Adult Education or the Language & Reading Centre. Course fee: R150, accommodation: R200.

2 For students who are unable to attend a pre-University Course, or who only realise their need for reading improvement at a later stage, the Language & Reading Centre offers *short reading development courses* during the first half of the year. While not as extensive or intensive as the pre-University course, it is possible to deal with the most important aspects and some practical work is included. Free of charge to registered students.

3 A limited number of second language students can be accepted into the *tutor-directed individualised programmes*. After assessment a tutor introduces participants to an individualised or small group programme including computer-based and other self-instructional packages. No charge for registered students.

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*In their own best interests students are advised to make use of these opportunities. Further information and registration forms are available by writing, telephoning or calling personally.*



**LANGUAGE & READING CENTRE**  
University of Natal  
P O Box 375, Pietermaritzburg  
Telephone (0331) 955498  
Second Floor, New Arts Building, Golf Road

# SELF-TEST: READING SPEED AND COMPREHENSION

You should read the following short text exactly as you would normally do but you must note how long you take to work through it. Calculate your words per minute rate by dividing your reading time expressed in seconds into 500 and multiplying the answer by 60. (eg. If you took 3 minutes and 30 seconds the calculation would look like this:  $500 \div 210 \times 60 = 143$  w.p.m.)

When you have finished reading fold the page on the dotted line so that you cannot look back at the text and then answer the questions by selecting the most appropriate statement from the four alternatives.

STARTING TIME: \_\_\_\_\_ FINISHING TIME: \_\_\_\_\_ READING TIME IN SECONDS: \_\_\_\_\_

## WHY READING IS IMPORTANT

*There is a strong correlation between success in academic study and effective reading: those who gain high marks are generally good readers.*

According to a UNESCO report published in 1957 only 55-58% of the world's adult population (i.e. 15 years and older) is literate. For South Africa the figure has been variously estimated as between 50-65% of all population groups.

A functionally literate person has been defined as one who "has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is assumed in his culture group" (Gray 1956). In other words, standards of functional literacy will vary from country to country, within a country, and between different groups in a country. The same author has also described a literate person as "one who is able to read and write as well as children who have four years of schooling" (Gray 1971).

While it is true that some people who would be judged illiterate in terms of these definitions have been very successful in life (eg. the South African business tycoon Tony Factor), it is generally accepted that in Westernised society a quite high level of literacy is required to compete successfully in the various arenas of human endeavour.

Chall (1983) maintains that there is a distinct correlation between, on the one hand, the development of reading and writing (what she calls "literate intelligence") and general cognitive development on the other hand. She comments:

*People who are significantly below average in literacy are less successful in using other academic skills, in continuing education, and in their jobs.*

One might think that in our modern highly developed society with its heavy stress on being visually literate and computerate so

as to exploit to the full the many benefits of technology reading has become less important. The contrary is actually true. As Frank Smith (1982) has been pointed out:

*The power that reading provides is enormous, not only in giving us access to people far distant and possibly long dead, but also in providing entry into worlds which we might otherwise not experience, which might otherwise not exist.*

Schubert and Torgerson (1981) say this much more picturesquely when they claim that "the roads to knowledge are paved with printer's ink".

There is certainly no doubt that the ability to process print effectively is a basic prerequisite for all study, whether this be in the sciences or the humanities. The type of reading material and the way it can best be read may differ from one discipline or subject to the next, but the essential skills are the same throughout; and these skills can only be improved by determined practice. We share Thompson's (1981) opinion where she writes

*My philosophy is that you learn to read by reading. From this simple precept a number of things follow: that you learn to read better by reading more; that you learn to read really well by reading plenty of interesting, relevant material of high quality; and that motivation is more important than methodology.*

While we would not deny the importance of high motivation in improving reading, the fact is that inadequately developed skills often make the process so unpleasant for inadequate readers that they powerfully demotivated from reading.

-----fold here-----fold here-----fold here-----fold here-----fold here-----fold here-----

## QUESTIONS (to be answered without looking at the text!)

Are the following statements true or false?

- 1 According to UNESCO between 55 and 58% of the world's population is literate.
- 2 Functional literacy is achieved after four years of schooling.
- 3 Now that being visually literate and computerate is so important reading has become less important.
- 4 Being highly literate is not as necessary in the Sciences as in the Humanities.
- 5 Poor readers are generally not highly motivated to develop their reading skills.

Select the best alternative.

- 6 People who are significantly below average in literacy are
  - a generally able to succeed in business.
  - b motivated to improve their literacy skills.
  - c less successful in using other academic skills.
  - d equivalent to a child with four year's schooling.
- 7 The roads to knowledge are paved with printer's ink means
  - a one needs to be able to read to learn.
  - b one needs to travel to gain knowledge.
  - c knowledge is a slippery thing.
  - d after printing was invented knowledge was more available.

Writing Tutorial

Purpose:

The purpose of this task is for you to reflect on and write about how you came to be at this university and the kinds of things you are going to do here.

Your Task:

Part 1.

On the attached sheet, describe the events that led to you coming to university.

Part 2.

- a. Think about the kind of things students at university do.
- b. Write about the kinds of things you will do at this university.

N.B:

1. Please be sure to write about what you are going to do and not what you think you should do or what you think other people expect you to do.

Outline:

Reflection on your school experience, construction of dialogues and comparison between school and university.

By the end of these sessions you will have:

1. Reflected on and discussed some of your school experiences.
2. Written a paragraph about what it means to be a good student.
3. Begun to analyse the power relationships in the school system.
4. Written and presented a dialogue based on a situation in the school context.
5. Discussed the different ways in which we interact with different people in different contexts and the reasons for this.
6. Compared the school context with that of the university.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

b. What was the worst thing?

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, " A good student is someone who..."

During the next two sessions, you will be working on dialogues (conversations) between various people in a school context. Please read the description of the task below and come to class tomorrow with some ideas about it.

This is the situation:

You are a matric student and lent a book to someone over three months ago. You have twice asked him/her to return it to you but, despite promises to do so, it has still not been returned. Now you really need it urgently and are feeling irritated and a bit embarrassed because you are in a position where you have to ask for it a third time.

The "someone" who has borrowed the book is:

- a. the senior history teacher who is a strict, fifty year old man.
- b. a very close friend who you have known most of your life.

Your task:

1. Discuss what you would say to each of these people in an effort to get your book back and also how you would say it. Imagine what excuses they may make and how you would respond to these.
2. Write the two conversations as you imagine they would take place. Specify any aspect of the situation you feel will make it more realistic -- the setting, for example, your feelings about it, the tone in which you make your request or the attitudes of the person you are speaking to.
3. Prepare to act out one of your dialogues for the rest of the group on Monday.
4. Be prepared to discuss the differences between the various dialogues and to decide why they are different.



3. Working in groups of three discuss the following questions:

- a. Think back to the paragraph you wrote yesterday. What were some of the words you used to describe good students? Discuss some of the differences between your responses.
- b. Where do you think your ideas about "good students" came from. In other words, who influenced you in your thinking?
- c. At your school, who made the rules?
- d. Did the students benefit from the rules?
- e. Did the teachers benefit?
- f. How would you describe the teachers at your school?
- g. What kind of relationship did you have with them?
- h. Was there an SRC at your school?  
If there was, what function did it have?  
If there wasn't an SRC, why was this?

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

Note:

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?
  
2. What did you feel when you received it?
  
3. What did you do with it when it first arrived?
  
4. Did you read
  - all the texts?
  - some of them?
  - none of them?
5. If you read all of them:
  - a. Did you have any problems reading them?
  
  - b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

b. Why did you choose some texts and not others?

c. What did you do with the rest of the texts?

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult?

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

Response to University Texts: Writing Tutorial.

During the last session, you were given a questionnaire about "The January Mail" which is the package of all the texts sent to you when you are accepted as a student at the university. The writing tutorial to-day is based on your responses to some of the questions in that questionnaire.

There was a wide range of responses to questions but some texts were mentioned much more frequently than others. Two of these were the Book of Rules, particularly A16 which is the Code of Conduct and the letter which came from the Student Counselling Centre. During this tutorial you will read each of these texts and then answer a few questions about them.

Please spend about 20 minutes writing about each text.

Text A.

Carefully read the text below and then, on a separate sheet, answer the questions which follow.

A16

## CODE OF CONDUCT

- 1 Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.
- 2 Consequent upon (1) above, it is an offence for anyone to interfere by violence, threats of violence, or any other means, with the right of others to express their views by means of speech, writing or print, or other media dealing with the matter.
- 3 It is also an offence for anyone to use the freedom of expression allowed within the University to make statements or propagate views or encourage actions that threaten or infringe the dignity or the rights of others.
- 4 Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, threats of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.
- 5 Further, because of the sensitivities involved in the present circumstances, acts which are clearly designed to be provocative and thus likely to cause acrimony or violent conflict will not be tolerated.

1. Who wrote this text?



2. What is the purpose of the text - i.e. why was it written?
3. What is the writer's attitude towards students? How do you know this - i.e. are there any words or ideas in the text which indicate the writer's feelings towards students?
4. Is there anything in the text which you find difficult to understand? Please give clear examples of the difficulties you have.
5. Which ideas in the text do you agree with? Please be specific and give reasons for your answer.
6. Which ideas in the text do you disagree with or find unacceptable? Please be specific and give reasons for your answer.
7. Do you think any changes should be made to this text. What are these?

Text B.

Text B is the letter you received from The Student Counselling Centre. It is attached to this handout. Please read it carefully and then answer the same set of questions you have answered for Text A.

## Appendix E (iii)

### On the Conception of PFU PFU Workshop - 8 March 1997

This year, 1997, marks the tenth anniversary of the establishment of Preparing for University (PFU). Ten years down the line, PFU finds itself in a position where its role is no longer as obvious as it was at the time of its launch in 1987. This short input is designed to map out conditions that existed in the country and on this campus at the time PFU was conceived. We shall also explain what role we saw PFU playing under those conditions. This input will not attempt to sketch a picture of what happened to PFU after it was launched, nor will it issue any directive about possible routes that PFU can take post 1997.

The mid-eighties saw the heightening of conflict between the oppressed masses of our people and the Botha-Malan military junta. Townships in the Vaal triangle erupted as our people intensified the war against apartheid and its surrogates. This was followed by the partial declaration of a state of emergency and the banning of COSAS by PW Botha in 1985.

This period saw the weakening of school student structures, and a concomitant strengthening of student organisations at universities. Both the National Union of South African Students (NUSAS) and the Azanian Students Organisation (AZASO) had to increasingly fill the gap left by the banning of COSAS. The former had a very strong ideological coherence, whereas the latter had the popular support. The combination of efforts within the NUSAS-AZASO alliance nationally, escalated the mobilisation and propaganda offensive against the apartheid regime. This national effort increasingly forced weaker branches of NUSAS and AZASO to jerk up their organisational capacity.

Prior to 1986, this campus had one of the weakest branches of AZASO. AZASO was seen largely as an organisation dominated by Indian students, whose emphasis could almost be described as that of organising social gatherings - AZASO on this campus was strong on the cultural side and weak on the political side. The ascendancy of African leadership in AZASO in 1986 saw a major shift in focus from culture to politics. The shift was however not complete, as AZASO still had a fairly strong cultural component.

At the time very few African students stayed in university residences because of the Group Areas Act. Those who were on campus, stayed at Denison Residence (in defiance of the Act). AZASO was adamant that the university be prepared to take more political risks by admitting more African students to residence(s).

The admission of African students at Denison was a culture shock for both African and White students. A subtle conflict emerged between African students and a few White students who found it difficult to share a residence with their African counterparts. The alienation felt by African students at Denison was in fact the spark that led to AZASO taking a stronger and much more pro-active stance with regard to problems facing Black, and African students in particular. In order for us to mobilise a stronger movement against apartheid, we had to link the fight against apartheid to race, class and gender issues facing students on campus - and the residence problem was one of those issues.

The feeling of alienation was not only suffered by residence students. Other African, Indian and Coloured students reported the same feeling when it came to campus life generally. People also experienced this alienation in lectures, tutorials, practicals, and in other common facilities.

Sensing that these issues could easily be swept under the carpet, progressive staff felt that we needed to voice our feelings publically. In the second half of 1986, Mike Hart (of Applied Language Studies, then called the English Language Development Scheme) organised for AZASO to address a College Lecture on these issues. We delegated Siphso Shezi (now Director General of the Department of Public Works) to speak on behalf of AZASO. He was backed up by a panel consisting of Phumla Gqubule, Aubrey Ngcobo, and myself.

After this exercise, there was general concern in the university that something had to be done. After discussions with the newly appointed Dean of Students Professor Hugh Philpot, we agreed that one step to begin with in attempting to resolve the problems faced by Black students was the creation of a programme to orientate Black, particularly African students to university life. At that time the university ran a number of academically-orientated introductory programmes prior to Orientation. These were Bridging the Gap (academic reading and writing), Pre-Accounting and Pre-Chemistry. African students hardly attended these as it was relatively costly to enrol in any of these programmes. We therefore put a condition on the successful introduction of the envisaged new programme - students should pay a nominal fee to attend (we put this fee at R5).

In conceptualising the content of this programme, we decided to consider the following issues:

- \* African students were a minority at both residence and university levels.
- \* As a result African students suffered massive alienation when they came to the university.
- \* African students, as part of the oppressed masses, came to university from the very politically-charged townships which had been engulfed by conflict.
- \* Therefore, African students could not remain politically apathetic in the face of apartheid oppression.
- \* African students generally came from poor educational backgrounds, which made it difficult for them to cope with university study.

On the basis of the above points, we decided that this introductory programme, to be called Preparing for University (PFU), would have the following components:

- \* An academic component - which was to deal with basic academic skills like reading, writing, note making, and communicating.
- \* A cultural component - which included things like sport and drama.
- \* A political component - which included an introduction to campus politics and discussion around the national political struggles of the day.

As can clearly be seen from the content of the programme, PFU was a project which was firmly located in the struggle against apartheid. It, however, did not end at "being against" - it went on to "be for" something. This "something" was people's education which had just emerged as a concept between December 1985 and April 1986, culminating in the launch of

the NECC .

Due to, among other factors, the lack of definition on “people’s education”, the PFU programme had one major limitation. We did not have an explicit agenda for the transformation of the university as an institution. Whilst we saw an implicit need for this, we saw the urgent question of our time as the overthrow of apartheid colonialism. Thus we directed most of our political anger at the apartheid regime, and hence our political education was dominated by issues of the national democratic revolution, and contained less of the micro-institutional transformation.

Over the years, PFU might have assumed roles other than those I have described here. In thinking about the future of PFU, there will be a need to evaluate the original and later intentions of the project.

Needless to say, the political situation has since changed - and changed drastically.

- \* There is no apartheid regime anymore.
- \* Black students now constitute the majority in university residences.
- \* Black people now occupy influential positions in the university.
- \* Funding for projects like PFU, as we know it, has dried up.

On the other hand, a number of challenges still remain:

- \* The educational backgrounds of many African students still remain poor.
- \* The process of transformation needs continued political work (although nothing that PFU, in any form, can do will address this).
- \* Racial tensions remain high (whether PFU can help address this, is a different story altogether).

This workshop will need to carefully weigh all these and other factors which may be crucial for making an informed decision on the future of PFU.

I wish you the best of luck.

**R. Cassius Lubisi**

7 March 1997

Notemaking Skills.

By the end of these sessions you will have:

1. Reflected on the function of lectures.
2. Discussed the role of notemaking in and after lectures.
3. Considered different ways of participating actively in lectures.
4. Identified some of your difficulties with the notemaking process.
5. Begun to find solutions to these difficulties.
6. Compared your notes with those of other students.
7. Experimented with a variety of ways of making notes.
8. Begun to develop a system of notemaking that suits your learning style.
9. Used your notes in order to write a paragraph and to formulate questions.

## Notemaking Skills.

### Session 1.

Working in groups of three or four consider the following questions:

Note: At the end of the session you will be asked to present the main points of your discussion to the rest of the group.

1. What is the purpose of lectures at university?
2. What do lecturers need to do to make lectures worthwhile and enjoyable?
3. What do you need to do to benefit from lectures?
4. Why do most people take notes in lectures?
5. Do you think it is useful/necessary to make notes? Why?
6. Have you discovered any useful notemaking strategies during the last three weeks? What are these?
7. What difficulties have you encountered making notes so far?
8. What have you done to solve these problems?

During the next session you are going to listen to a lecture entitled: The Challenge of Critical Language Study: A Brief Introduction. In the space below, write down three questions that you think might be answered during that lecture.

## Session 2.

1. Before you listen to the lecture, compare the questions you formulated with those of one other student. What is the purpose of these questions?

2. Listen to the lecture and make notes as you usually do in lectures.

3. Working in groups of three:

Compare your notes with those of the others and consider the following questions:

a. From the point of view of **content**

- i. Do you think your notes included all the main points?
- ii. Could you have left anything out?
- iii. What should you have included?

b. From the point of view of **notemaking strategies**

- i. What are the best features about each set of notes?
- ii. What are the weaknesses?
- iii. Have you learnt anything about the notemaking process by doing this comparison? What have you learnt?
- iv. Are there any ways on which you plan to change your strategies? What are these?

In the space below, list at least six strategies that are useful when making notes.

Before to-morrow's class, make any changes to your notes that you think will improve them.

### Session 3.

Discuss the list of strategies you made yesterday with the rest of the group and add any that you think will be useful.

To-day you are going to have an opportunity to experiment with another method of notemaking. We will use the same content as before but this time use a different strategy.

Divide your page into three columns, under the headings

**MOST IMPORTANT  
IDEAS**

**ADDITIONAL  
INFORMATION**

**OWN COMMENTS/  
QUESTIONS**

Take notes using the headings as a guide. Bring your notes to class to-morrow.

### Session 4.

Working in groups of three:

Compare your notes with those of the others. Consider these questions:

Did you include all the main points?

Did you write down unnecessary detail?

Are there any words that you could have left out or abbreviated?

Did you use any strategy (other than the columns) that you didn't use yesterday? If you did, what was this?

What do you think of this way of making notes?

What are its advantages?

What are the disadvantages?



Discuss your ideas with the rest of the group.

Using your notes, write a paragraph of no more than 20 lines about three ways in which language study can be approached. Complete the paragraph to-night and hand it to your tutor to-morrow.

Session 5.

Working in pairs, formulate three questions based on the content of both sets of notes.

Join another pair. Ask the other two students to answer your questions and then, without consulting your notes, answer the questions set by them.

Finally, working on your own, write down two questions about Critical Language Study that you would like to have answered. Hand your questions to your tutor.

## Appendix F (ii)

### The Challenges of Critical Language Study: A Brief Introduction.

Jerry Clarence

When we first come into a university environment, we are confronted by a range of new experiences that are challenging and exciting and, at times, unfamiliar and confusing. They can be confusing because, although the university is part of the total South African society, it also operates as a separate social institution - like a small society in its own right - with its own rules and expectations. These rules, which define the institution, are often not spoken about or explained and new members are somehow expected to learn about them as they go along.

You will have discovered already that, as in other contexts, at the university we talk in different ways in different situations and to different people - think of the difference between how you speak to a friend and how you speak to a professor, for example - and we experience a whole range of learning situations - tutorials, lectures, seminars all with their own set of "rules" for appropriate behaviour. We also have the opportunity to participate in various societies: political, social or religious and each of these in turn has its own set of rules and expectations. In addition to all of this, and very importantly, the university has very specific ways of using language and there is a whole new vocabulary attached to academic ways of writing and thinking. All these special rules and statements about the institution, spoken or unspoken, social, political or linguistic, are **together** referred to as the **discourse** of the university. When we consider one particular rule or set of rules we refer to **conventions**.

A practical example will illustrate the difference between these two terms. When we write academic essays there are certain rules which govern the way in which we write and present them. Our language, for example is expected to be formal rather than casual, and we are required to provide a list of the books we have consulted at the end of the essay.

These rules are often referred to as academic writing conventions. They are, however, only one part of the total university discourse which includes **everything** about it -- including the way tutorials and lectures are conducted, the running of formal meetings, the way in which societies are constituted, the manner in which we speak to each other and the way university documents are constructed.

During the course of 3L, we will spend much of our time discussing and analysing university conventions. Now, discussion is confined to two related issues - firstly, a consideration of what it means to be critical in a university context and secondly, an introductory discussion of what is meant by critical language study.

First then - what do we mean when we speak of being critical? We can be critical in two ways:

1. In everyday life to be critical usually means to focus on what is negative about a person or situation. A critical person is someone who finds fault with people or things and who sometimes judges them harshly or unreasonably. For example, men are often very critical of the way women drive motor cars. This is the negative sense of the word "critical".

2. At the university, however, the word "critical" is used in a more positive sense. You may already have heard people talking about the need to think critically or you may have been given an essay topic that requires you to criticise a particular statement or theory. What you are being asked to do in this case is make a judgment by considering **both** the positive and the negative aspects and then to draw some conclusions about it, often in the light of what you already know. To think critically requires the questioning of the phenomenon being studied rather than a passive acceptance of it and the repetition of facts that are already known. We are not only required to describe things as they are but also to ask **how** and **why** they come to be that way. If, for example, you were asked to write a critical analysis of the violence in Natal during the past five years, you would not simply describe the events - you would search for underlying causes, reasons and explanations for the situation and you would interpret it in the light of these considerations.

What has all this got to do with the study of language? A concrete example will help to clarify. Consider this paragraph:

A few years ago it was believed that the different racial groups in South Africa had different educational needs. The education system is therefore divided into many departments, each claiming to cater for the needs of a different racial group. Some groups, however, have much better facilities than others. The white students are generally taught by well trained teachers in small classes and have all their books provided. The black students, on the other hand, work in overcrowded classrooms, are often taught by under-qualified teachers and are frustrated by a desperate shortage of textbooks. This situation has resulted in serious social and political problems in the country.

In all university studies it is necessary to approach a problem or phenomenon from as many perspectives as possible and usually there is not a single correct answer or analysis. As language learners or teachers, for example, we can approach this text in several different ways, none of which will tell us all there is to know about it. In this chapter, three approaches will be considered.

### 1. The Grammatical Approach.

The first way, which is referred to as the **grammatical** or **linguistic approach**, is to concentrate on the form of the language, to study how the words are put together to form sentences, to focus on the order of the words and the **patterns** of the language. In this approach, which many of you will be familiar with from your school days, it is very important to be **accurate** at all times -- for example it is essential not to say "**white students is**" when the correct form is "**white students are**". Often these rules are learnt by repeating them over and over again. While it is obviously important to know about the form of the language that is by no means enough; people who use this approach to language learning or teaching do not take sufficient account of the **social context** in which the language might be used. The result is that students who have been taught through this approach might be very accurate speakers but they may have difficulty communicating effectively because they use inappropriate language in social situations.

We need therefore to take account of both the form and the function of language.

### 2. The Communicative Approach.

The **communicative approach**, concentrates primarily on how the language is used in particular situations, in other words, its **function**. The word **appropriate** is often associated with this approach. The paragraph above, for example, would possibly be appropriate - from the point of view of the style of the language - in a junior school social studies textbook. It might also have been used as part of a lecture about education in South Africa. It would not, however, be suitable as a speech at a political rally. People who advocate the communicative approach look at a particular situation or institution, the university, for example, and ask, "**What language do we need to know and what are the conventional and appropriate ways of using it if we are going to succeed and be acceptable in this context?**" For them, although accuracy is taken into account, a few grammatical mistakes are not nearly as important as communicating clearly and appropriately in different social contexts.

So far then, we have considered the form and the function (or use) of language. These considerations, however, neglect other very important aspects of the text. If you read the example above again, you may want to ask questions about it which neither the grammatical nor the communicative approach allows for. This leads to a consideration of a third way of approaching the study of this paragraph.

### 3. The Critical Approach.

People who advocate **critical language study** as a way of approaching language learning and teaching, are concerned with both the form and the function of language but they insist that other factors are also taken into account. In this context the word "critical" is used in the special sense of aiming to show up the connections that are often hidden from people. Critical language study attempts to expose the **relationship between language and power** which helps us to understand how dominant groups make decisions, often in subtle ways, which serve their own interests and control other, less powerful, groups of people. In the paragraph above, the dominant group is the apartheid government and the questions that a critical language learner would ask include the following:

Is it true or natural, that different groups have - or have ever had - different educational needs?

Who divided the education system up along racial lines? Why are we, as readers, not told who did it?

Who benefited from dividing it in this way?

What would have happened if this decision had been resisted by those who had less power than the law makers?

How does language itself reflect the power relationships between various groups of people?

Note: In this case, the use of the passive voice is of particular interest. Please also refer to the practical CLS exercises at this point to remind yourselves of other ways in which power relations can be linguistically expressed.

Those who support this approach then, agree that accuracy and appropriacy are important and that we should know about them but they add a new dimension to our study of language by illustrating how language is shaped by power relations. In addition to being accurate and appropriate, we should also **question conventions**, we should ask **why** and **how** things are the way they are and then make **choices** about whether to challenge situations or not. In the paragraph above we are not told precisely who divided the education system into racial groups. The sentence, in the passive voice, is constructed so that crucial information is left out. We, as readers, are entitled to know who was responsible for that decision and why it was made and we are also entitled to ask why the writer of the paragraph decided to exclude that information. The communicative approach would simply describe that situation the way it is. Critical language study helps us to explain situations so that we can challenge them if necessary. A greater understanding of the way relationships of power are encoded in language is a starting point towards understanding more fully how they operate in the society as a whole.

The example we have considered above describes a situation which many of you have experienced -- most of you have come out of the apartheid education system. We would agree that it is not natural for different racial groups to have different educational needs and we would also agree that the apartheid government has its own reasons for keeping us apart. It is not in their interests to provide the kind of education for students, and especially for black students, which would result in a challenge to their position of authority and power. The point here is that if we are all in agreement, the kinds of challenges made by a critical approach to language study are relatively easy to accept. It is, however, not always as clear cut as this. As a second example, read the paragraph below:

It is well known that women are more passive than men. Typical female students at South African universities, for example, have greater anxiety over aggressiveness and competitive behaviour than the male students. They experience greater conflict over intellectual competition and we can therefore predict that they will not strive towards academic excellence as hard as the men do.

Again, we need to challenge this apparently "natural" fact by asking the following questions:

Are women naturally more passive than men?

Who says so?

Who benefits from keeping women passive?

Who is the "we" mentioned in the paragraph?

Why are we not told who is making these claims?

This time the powerful group is men and not the apartheid government; this time it may be more uncomfortable, especially for males, to accept the challenges offered by critical language study because they may affect their positions of power. If, however, we are prepared to meet the challenges and open ourselves to new possibilities and interpretations, we will inevitably deepen our understanding about how people and situations come to be defined in the way that they are.

What I have attempted to do in this chapter is to try and provide a brief introduction to what it means to be critical and what critical language study can offer. We have only just touched the surface here and it is important to read this text in conjunction with the Ivanic text and also in relation to the practical exercises completed earlier in the year. In those, you analysed some of the ways in which the university presents itself in various texts and how the language used defines power relations in the university, especially as they affect students. The central point to bear in mind is that it is never enough just to accept things the way they are -- if we are going to be really critical in our thinking we need always to ask why and how as well as what. We need to be able to decide whether or not to resist and question existing conventions or situations either in the context of the university or in the broader society. Critical language study offers some tools that can begin to equip us to deepen our understanding of the way in which people, institutions and societies are constructed.

### Self Study Questions.

1. Write a paragraph in which you consider the two meanings of the word "critical".
2. What are the most important features of the Grammatical Approach to language teaching and learning?
3. What is the difference between the Grammatical and the Communicative Approaches?
4. Describe the most important features of Critical Language Study. In order to answer this question you need to draw from the Ivanic text also.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

ii. describe what students do?



iii. describe the experiences students have or are likely to have at the university?

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

Now read the extract from Text B.

## **At University being a good reader can make a lot of difference**

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

ii. describe what students do?

iii. describe the experiences students have or are likely to have at university?

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

1e. Which representation of students do you prefer? Why?

2. Now read the headings of both texts.

Questions.

How do these headings differ? Which one do you prefer? Why?

3. In Text A, the writer refers to students as "you":

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

In Text B, students are referred to as "they":

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

4. In text A. the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

5. Read the whole of Text B

a. Is there language used in this text which you find difficult?

b. Are there any ideas or attitudes expressed in the text which you find unacceptable or offensive?

c. Please suggest ways in which the text could be improved.



Critical Language Study in a  
University Context.

The purpose of these Critical Language Study tutorials is to enable you to:

1. Read university texts more critically so that you are in a position, when necessary, to challenge what writers say and how they say it.
2. Realise the importance of the total context in the production and interpretation of texts.
3. Consider the ways in which the meaning of a text is influenced by other texts.
4. Analyse a few ways in which linguistic features in a text can position you as readers and can reveal attitudes and relationships of power, in this case in the university context.
5. See that different texts position readers in different ways.
6. Read your own texts more critically, particularly in the context of academic essay writing.

## Session 1.

Before we analyse the way in which some specific linguistic features operate in a text, it's important to draw together some of the insights about language and texts that we discussed during the first quarter.

**Firstly**, in the construction of the dialogues between a student and a senior teacher and student and a friend we concluded that:

1. The language we use varies according to a number of **contextual factors** including the **status** of the speakers or writers, the **social distance** between them and the **knowledge** they share.

2. It is not always easy to decide how much choice we have in what we say or think or whether we have any at all. We always need to ask to what extent our social conditions -- these include, for example, the expectations of our parents and teachers, as well as the broader political conditions -- have shaped our thinking and to what extent, if at all, we make our own choices about what we say and do.

**Secondly**, in when considering "The January Mail" we asked the following central questions, which need to be included in an analysis of any text:

1. Who wrote the texts?
2. What is their purpose?
3. What attitudes and expectations of you as readers, are evident in the texts?

We also discussed generally how the **context** influences the way we interpret university texts.

**Thirdly**, in the lecture on **Critical Language Study**, the following points were made:

1. CLS is not only concerned with the accurate and appropriate use of language in specific social contexts but also with **why** certain conventions are considered to be acceptable and **who** **benefits** from maintaining them.



2. CLS can help readers begin to uncover **hidden relationships of power** that exist between various groups. It encourages us to ask:

**\*\*** What is being said and **what is left unsaid?** What does the silence mean?

**\*\*** Who is writing (or speaking) and who is being written about?

**\*\*** What is the relationship between them?

**\*\*** How does the language used in the text help to position the reader or listener?

Lastly, in the **comparison of the two reading texts**, the following general observation was made:

The choice of particular words and constructions on the part of an author can give a clear indication of her/his attitudes towards the readers and the relationships of power that exist between them. We looked especially at:

**\*\*** the way in which different headings influence the interpretation of the rest of the text and positions readers in different ways.

**\*\*** the effect of a word like "flounder" in the context of first year second language students.

**\*\*** the difference between referring to students as "you" and referring to students as "they". Interestingly, your opinions differed sharply about this choice. Some of you felt that "you" was a far more friendly way of referring to students and indicated a closer relationship between the readers and the writer. Others preferred the use of "they" because it meant that no-one felt singled out and threatened by the personal reference.

**\*\*** the difference between statements like "reading matter will be quite a lot more difficult" and "reading...is likely to be more difficult." Here we focussed on the degree of certainty of the statements and how this can sometimes reflect authority.

We are now in a position to analyse some extracts from university texts in more detail. We will begin to do this by focussing on a few linguistic features, first separately then in relation to each other.

Some Important Points to Remember.

1. Although the language used in a text can tell us a lot about its meaning, there are many other factors that contribute, and we always need to bear the total context in mind, not only the university but the whole social context.

2. The meaning of one text is influenced by others -- in other words one text produced in the university context, say in Nux, must be read in relation to other university texts, for example, the university's Code of Conduct or the Mission Statement. The university in turn, defines itself in relation to other institutions within the broader South African context.

3. The texts on which the following exercises are based were all chosen by 3L students. The actual extracts, however, were chosen by me so we share in the choice of material for analysis.

-----  
Task 1 -- to be completed by your next tutorial.

Imagine that you have been invited to attend a party on Saturday night.

a. You are certain you are going to attend the party. What do you say? Write your response below.

b. You are uncertain about whether you are going to attend. What do you say?

c. You are certain you won't be going. What do you say?

Discussion to-morrow will begin by considering your responses so please don't forget to bring them to class.  
-----

Sessions 2 & 3.

Degrees of Certainty and Authority.

TASK 2.

Working in groups of three:

1. **Compare** the sentences you wrote with the others in the group.
2. **Identify** all the words which indicate certainty and degrees of certainty and uncertainty.
3. **Discuss** these with the whole group and make a list of all the words used to express certainty.
4. **Choose** one sentence and reword it in several ways so that it is more and less certain.

Important Questions:

- \*\* Do you think that the way people say things has any effect on the authority/certainty of what they say?
  - \*\* Is it always necessary to use words like "must" or "will" to assert authority?
- 

TASK 3.

Working in groups of three:

Read the sentences or extracts below. Choose **three** of them and:

- a. **Identify** which sphere of the university the text comes from -- these could include a student publication, the rules book, the mission statement, residence rules. How do you know?
- b. **Decide** who wrote the text. Why was it written? Who for?
- c. **Underline** all the words which indicate authority or degrees of certainty.

Important Questions:

\*\* What is the attitude of the writer towards students/a situation?

\*\* What is the relationship between the writer and the readers?

NB: Record your observations in brief note form -- you will need them for a written exercise later on.

-----

1. Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own...If they can process all this print efficiently they will save time, make better use of the information and remember it better.

2. Under no circumstances will any form of violence or threats of intimidation be tolerated within our community.

3. You are entitled to support any political party or movement and to declare your beliefs. This means that you must also tolerate and respect the fact that other members of the House may support political parties and movements that you reject and believe are unacceptable.

4. 1. STUDENT ACTION.

1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.

1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.

5. **AFRICA'S CAUSE MUST TRIUMPH!**

6. Men may enter the Women's residence ONLY if they are accompanied by a member of the Women's Residence.

7. UNIVERSITY RACIAL POLICY.

If not always, then certainly for a long time now, it has been the firm and unequivocal policy of this university that the admission of students and the appointment of staff, should be at the discretion of the university, and that only academic criteria and individual merit should apply in exercising that discretion. Race, colour and creed should be of no account in admitting students and appointing staff.

8. Response [to PFU] appears to be very positive. The students we spoke to praised the organizers, saying it was indeed a useful programme.

9. All academic staff members should be engaged in research, not necessarily or exclusively for immediate or early publication, but also for their own intellectual refreshment and in order to enrich their teaching of students.

10. TELEPHONE DUTIES.

All first year students must share in the roster of telephone switchboard duties in the evenings. If the telephone duty for which you are responsible is not performed, a fine will be levied.

-----  
Task 4 -- to be completed by your next tutorial.

Choose any two of the extracts you discussed in class to-day. Then write one page in which you compare them in terms of:

- \*\* which sphere of the university they come from
- \*\* their writers
- \*\* their purpose
- \*\* the level of certainty or authority expressed in them.
- \*\* the relationship between the writer and you, the reader.

Please bring your paragraphs to class to-morrow.  
-----

#### Session 4.

We have spent the last two sessions looking at ways in which writers (and speakers) express their degrees of certainty about and often authority over people or situations. There are numerous words which do this, some of which are "must", "may", "can" and "will". Words like "definitely", "maybe", and "perhaps" are also often used.

So far, then, we have discussed **degrees** of certainty. Sometimes, however, a writer has a special interest in maintaining particular social conditions or relations of power, for example the apartheid system or patriarchal power. (Remember the example used in the CLS lecture: **"Women are more passive than men."**)

One way of doing this is to represent ideas/situations as **though** they are so certain or natural that they cannot or should not be questioned. To do this the present tense can be used.

This, as you know, is by no means the only use of the present tense. In English it is also used to indicate a phenomenon in nature that happens all the time, like **"The sun rises in the East"** and to express habitual activity like **"I drive to work every morning."** or **"Students attend lectures during term."** So, when we are reading (and writing) it is important to be able to distinguish the purpose for which the Present tense is being used.

-----

#### Task 5.

**Working in groups of three:**

Read the following sentences (they are all extracts from university texts) and decide whether the present tense is being used to represent habitual activities, a situation that exists for the moment or whether it is being used to present a questionable assertion as though it was natural and accepted by everyone without question.

**Note:** It will not always be easy to make decisions about the intention behind the use of the present because your own beliefs about what is "natural" and acceptable will influence your interpretation.

1. It is a privilege to have been selected to live in Malherbe. (Malherbe Residence, p 5.)
2. Everyone is calling for the resignation of Magnus Malan, South Africa's Defence Minister for his involvement in the Civil Co-operation Bureau. (Nux, March 1991, p 3.)
3. The financial constraints suffered by the universities of South Africa in recent years have seriously limited our opportunities for development and growth. (Vice-Chancellor's's Opening Address, p 9)
4. SAF supports a free market economy as it embodies freedom and is the only proven wealth generating system. ( Orientation Handbook, p 29.)
5. There is an education crisis in South Africa. (SRC publication, 1991.)
6. A serious threat is hanging over the future of digs parties. (Nux, March 1991, p 7.)

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Task 6.

How does the use of the present tense relate to your writing at university?

Consider this situation:

Between 1980 and 1986 there was a pre-university course offered on the PMB campus called Bridging the Gap. As one of their tasks, students attending the course wrote a short academic assignment on the question of abortion. They were provided with two articles and then asked to evaluate them. One of the students began the essay like this:

"Abortion is wrong no matter what anyone tries to say about it."

1. How is this student using the present tense?
  2. Why do you think he (the student was a male) does this?
  3. Do you think it is an appropriate way to start an essay? Why?
-

Critical Language Study in a University Context.

Important: Before you begin these exercises:

1. Look again at the large poster to remind yourselves of the institutional context in which we are working. Remember, texts need to be read in relation to each other and not in isolation.
2. Re-read the purposes of these tutorials -- they are listed at the beginning the exercises you completed last week.

Modality, which is the grammatical term for the expression of degrees of certainty and authority, is only one of numerous ways in which language can represent attitudes, beliefs and relationships of power between different groups and through this, position the reader or listener. The ways in which writers (and speakers) describe situations or ideas is also very revealing and so is the way in which people and their actions are represented.

-----  
Representing People, Actions Situations and Ideas.

Task 1.

Working in groups of three:

1. Choose one or two of the texts below.
2. Identify and underline words used to describe people, actions, ideas or situations.
3. Discuss the effect of the words chosen.
4. How is the reader positioned by the choice of words?

Important Reminder:

Writers and speakers select words from a wide range of possibilities so it is also important to consider which words might have been used instead and how a different choice could have reflected different attitudes and power relations.

4. Choose one of the texts and think of other words which might have been used instead. How would different choices affect the attitudes reflected in the text?



erry Zimsoc

C has noted with great interest the n in which Zimsoc has been ing over the past year, and their s to provide Zimbabwean students genuine service. A number of pes abound about Zimbabwean s, all of which aren't necessarily e majority of Zimbabwean students valuable contribution to academic, g and social life on our campus. The herefore apologises for any offence by the derogatory reference to os" in the OC Handbook.

Faithfully  
Handley  
President

**Z:** Zimbo's - People who adopt the three P's policy: Pub-crawls. Piss-ups and Pukes.

**TEXT B:** From Nux, March 1991.

**TEXT C:** From Rules 1991.

Two clauses from the Code of Conduct.

### CODE OF CONDUCT

Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.

Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, acts of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.

**TEXT E:** From Malherbe Rules, 1991.

#### B. HELPFUL INFORMATION

##### Security

##### 1 Doors

**WOMEN STUDENTS:** Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday and at 11.00 p.m. on Sunday. A late-leave key is issued to women to let themselves after hours, but this privilege may be withdrawn if used responsibly.

**MEN STUDENTS:** The front door is locked at 10.30 p.m. but restricted entrance is available through the basement door.

**YOU ARE OUT AND ANY DIFFICULTIES ARISE, PLEASE DO NOT HESITATE TO TELEPHONE EITHER THE WARDEN OR ONE OF THE SUBWARDENS.**

## Students tour township school

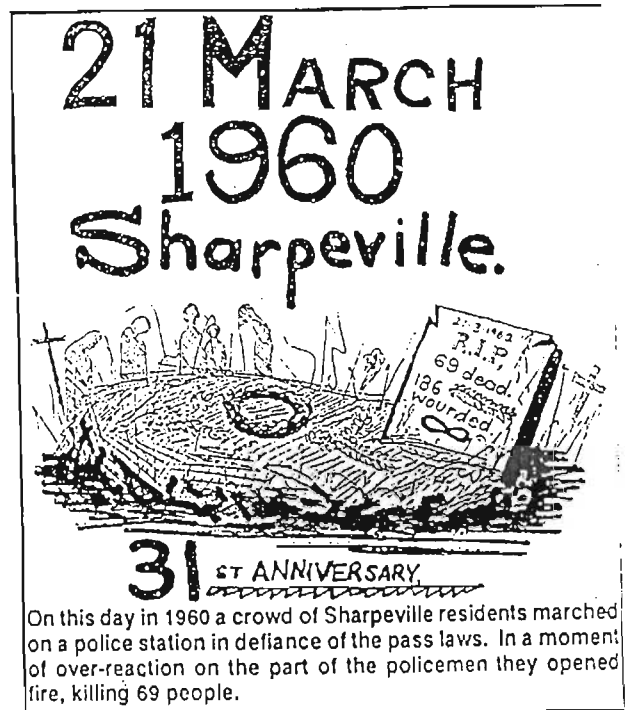
THE GEORGETOWN Highschool was toured by university students on 7 March. The tour was part of an ongoing programme organised by the Projects committee, to make students more aware of the conditions in local education.

The school was situated in Edendale, an area plagued by earlier rioting. Streets, once moving masses of angry stone-

throwers, were now peaceful. A solitary police van lay claim to a bitter past and present, only too clearly illustrated by broken windows and slogans such as "ANC rules." Was this an environment in which children should, or could, learn?

Our tour around Georgetown Highschool revealed not only the political pressures of a violently suppressed people, but the result

which those pressures produced. There are 26 teachers in a school of 1000 students. The school, now under KwaZulu administration, was to become of the Department of Education and Training (DET), teacher-student ratio would be reduced. A daunting prospect considering the number of children who would have turned away.



**TEXT D:** From Nux, March 1991.

### For the record

NUX's first feature of the year covered the political history of a number of organisations. A short account of the Pan-Africanist Congress (PAC) was included in the article.

Students from the Pan-Africanists Student Organisation (PASO) approached NUX and claimed the article inaccurate and defamatory.

In this regard NUX retracts the statement "Poqo, a sabotage-terrorist group, entered the underground, only to be crushed by security forces within a year." This should have read "Poqo, the military wing, entered the underground ..."

NUX apologises for any factual inaccuracies regarding the PAC's relationship with the ANC and the black consciousness movement of the 1970's. NUX regrets any misrepresentation of the PAC or its history. It was not NUX's intention to undermine or smear the PAC or PASO on campus but rather to provide uninformed students with a broad understanding of South Africa's political diversity.

**TEXT F:** From Nux, March 1991

## Appendix I (iii)

### The Use of Pronouns.

In our discussions of the two reading texts, we have already noted how the choice of pronouns can define the kind of relationship between writer and reader. Read the following extracts from university text and comment on the choice of pronouns and how this positions the reader.

TEXT A: Students' Action Front Information Pamphlet, 1991.

Read this if you value  
**FREEDOM**

TEXT B: PFU Advertisement, 1990.

### Preparing for University

*Do you know.....?*

*..how University is different from school?*

*.....how to get financial help to pay for your studies?*

*.....what the different University subjects are all about?*

*.....which student and University organisations exist at UNP, and what they offer you?*

*.....what to expect from lectures?*

Preparing for University (PFU) is an orientation course designed and run by staff and senior black students for new black students. PFU can help you find some answers to the above questions at the

If they can process all this print efficiently they will save time, make better use of the information and remember it better.

TEXT C: Language and Reading Centre Information, 1991.

1.3 Wherever possible, the lecturer should himself deal with the problems concerning himself and the students.

TEXT D: From Procedures

for Complaints, 1991.

Working in pairs, choose two or three of the texts below. Identify the use of the active and passive voice and then focus on the specific questions set.

Text 1: Extract from the University Admission Form.

Why do you think it is of particular importance that a text of this nature should be in the active voice? Are there any other words in the text which strike you? Which ones? Why?

DECLARATION AND UNDERTAKING

TO BE COMPLETED BY APPLICANT

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees

Text 2: Report from Nux, March 1991.

1. What is the effect of using the passive in the first two sentences?
2. Why do you think the writer does this?
3. Is there anything else about the text that particularly strikes you?

## Den of Sin no more

THE PUB at Denison residence was closed for the first time in nineteen years.

This followed the abuse of the facility during Dynamics Week. Students not resident in Denison and not guests of Denisonians trespassed and purchased drinks from the pub. After closing time they remained in the car park next to the pub. They were loud and badly behaved. Beer bottles littered the area around the clubhouse and some of the trees nearby were damaged when the students climbed them. The rowdy behavior led to complaints from the residents in Jesmond Road.

It was thus decided to close the pub to all - indefinitely!

The pub manager, Francois du Toit felt this move was justified as it would enforce the seriousness of the situation. He feels that it is a privilege to have a residence pub and the fact that this had been abused warranted such a strict step.

Notices around the residence said that the pub would be closed until students could prove that they would behave in a manner suitable to warrant the restoration of this privilege.

This week the pub has reopened but with revised opening times and stricter control of patrons. This is in an effort to return a means of entertainment to bona fide Denisonians and hopefully prevent a recurrence of the troubles of Dynamics Week.

Text 3: Extract from Social Science Rules.

1. What is the effect of using the passive in this context?
2. In this text what is the relationship between the writer and the reader?
3. Are there any other comments you would like to make?

EXCLUSIONS

SSP16

- (a) A full-time candidate who at the end of the first year of study in the Faculty has failed to obtain credit for two full year courses shall be required to apply for re-admission to the Faculty. Such re-admission to be at the discretion of the Board.
- (b) Except with the permission of the Senate, a full-time candidate who has failed to obtain credit for at least one course at the end of the first year of study in the Faculty, shall be excluded from the Faculty.
- (c) Except with the permission of the Senate, a full-time candidate who, after two years of study, has not obtained credit for four full courses, shall be excluded from the Faculty.
- (d) A candidate who has not completed all the prescribed requirements within the minimum period prescribed for the degree, plus two years, may not be re-admitted to the degree except with the permission of the Senate.
- (e) The periods mentioned in (a), (b), (c) and (d) above will be extended by one year in the case of candidates who are unable to give their full time to the curriculum.
- (f) Except with the permission of Senate, a candidate shall not be eligible for re-admission to a course after three failures in that course.
- (g) Any candidate who is deemed by the Head of the Department concerned to be unsuited to the practical work forming part of any course shall be required to withdraw from the course.

In preparation for your next tutorial read text 4, consider the questions below and write your responses in the space provided. Be ready to discuss them with the rest of the group.

Text 4: Report from Nux, March 1991.

Spend a few minutes reading the text.

1. Why do you think this text is almost entirely in the active voice?

2. Look at the choice of other words -- at the way in which the actions and situations are described. What is significant about the choice of words?

3. Do you think that if the chairman of the university council had written the same report, he would have chosen the same words? Give reasons for your answer.

# Students demand action

## *Students mobilise around Mission Statement*

Students have issued a demand that Administration implement the University Mission Statement.

At an open meeting of 350 students called by the Student Representative Council (SRC) and Black Student Society (BSS) on 14 March students issued a challenge to the Administration to

adhere to the principles of the Statement.

The SRC President, Toni Handley, explained the importance of the Mission Statement, saying that it served as a guide to University policy. The statement has also, in the past, been used to further the cause of students in the Administration, but recently

opposition had arisen within the ranks of the Administration to the statement.

As part of the challenge a memorandum, detailing students' demands, was presented to the Professor Webb, the Vice-Principal, after the meeting. The demands were drawn up by BSS and SRC mem-

bers and ratified by students present at the meeting.

These demands dealt explicitly with the financial crisis, shortage of accommodation and course and staff assessment, as well as the need for extended registration for students without finance, cheaper textbooks and lower fees for supplementary exams.

Another demand centred around the provision for a 'student observer' on the Senate Executive.

In the clause on finance, attention was brought to an approximate R3,6 million additional funding received by the University from a decrease in government subsidy cuts. It was suggested that this amount be used to assist students unable to find alternative funding.

## Appendix I(v)

### The Article System.

The article system in English is extremely complex and we only have time to touch on a few of its features.

The definite article -- "the" -- is generally used when we are referring to someone or something particular.

The indefinite article -- "a" or "an" -- is generally used when we cannot be specific about what we are referring to.

So we can say that when both the writer and the reader know what is being referred to -- when they have shared knowledge -- the definite article is used. When the knowledge is new then the indefinite article is used.

-----

#### For Discussion:

Consider the difference between these sentences:

- a. We asked a student for directions.
- b. We asked the student for directions.

There is a very simple distinction here between referring to any one of a number of students (in a) and to a specific student (in b) who is known to, and can be identified by, both writer and reader.

Now read these sentences:

- a. There is no doubt that this is the solution to our problems.
- b. There is no doubt that this is a solution to our problems.

In this case, the solutions referred to are both clearly defined -- the word **this** tells us that both solutions are specific. So, in this context, what is the difference between using **a** and **the**?

By using the definite article in **the solution** the writer is claiming that there is only one solution whereas by using **a solution** the writer is allowing for other possibilities. When a writer wants to present situations or opinions as though they were the only alternatives, one way of doing this is to use the definite article.

## Task 1.

Working in groups of two or three:

Read the two texts below and consider the following questions:

1. What is the difference between referring to the BSS as "the voice of the black students on this campus" and as "a representative structure of the black students on our campus."
2. Consider the different contexts in which the texts appeared. To what extent do you think this had an effect on the way in which the organisation was described?
3. Identify some other uses of the definite and the indefinite article in the texts. How are they being used?

### BLACK STUDENTS' SOCIETY (BSS):

Historical Background:

The BSS was formed as the voice of black students on this campus. This was out of the realisation of the peculiar problems facing them. By 'black students' we mean all those students who by South African race classification laws are called Africans, Indians, and Coloureds. To some people this might seem to be a perpetuation of apartheid segregation on our part. The socio-political reality of our country, however, shows the historical significance of an organisation like ours.

TEXT A: From the PFU, BSS Guide, 1991.

## **BSS**

What is the B.S.S. ?

The Black Students' Society is a representative structure of the black students on our campus. Its aims and objectives are to unite black students so that they can have a voice in all areas of university life. The formation of the B.S.S. was dictated by the peculiarity of the problems they experience daily on our campus. The nature and content of institutions like ours necessitated a concerted effort from us, ie black students, to create an atmosphere conducive for non-racialism, non-sexism and democracy.

The B.S.S. in UNP was founded in 1988. Informed black students saw a need to transform this university to a non-racial, non-sexist and democratic one. We wanted the university to also

TEXT B:

From Orientation Handbook, 1991.

## Task 2.

Working in pairs:

Read the following extract from the vice-chancellor's address and consider these questions:

1. In this context, What does "the community" mean?
2. What are "the customary societal norms?"
3. Why is the use of the definite article significant?

The university, on the other hand, sees as one of its objectives the provision of the stimulus and opportunities for the student to allow the fullest possible personal development; including the acquisition of qualities of leadership. A rigid prescription of rules, the prescriptive control of behaviour and the strict imposition of disciplines, as practised at school, are not consistent with the goal of full development of the adult individual. At university the limits of acceptable behaviour must, nevertheless, be set; and the norms and acceptable standards as perceived by the community must form the basis of our expectation of the student.

So, while all encouragement is given to the students to practice the self-discipline required to properly meet their commitment to society, we do insist that the customary societal norms are respected. Your success as a student will therefore depend on your response to those two circumstances: on the one hand, how well you are able to discipline yourself and regulate your own daily activities in terms of your own goals and priorities; and, on the other hand, how well you rise to the expectations of your parents, of the university and of society at large, to regulate your behaviour so as to conform to societal norms and avoid unacceptable excesses.

TEXT C: From the Vice-chancellor's Opening Address, 1991.



## Appendix J

3L Tutor information: Reading skills tutorials Week 7  
Using IVANIC, R: Critical language awareness in action

Students should be given this article at least two days before the tut, with the instruction to preview the article, and then to read it as quickly and carefully as possible, noting (in the text or margin) any words that are not understood.

In the tutorial:

1. Look at the introductory paragraph and discuss its function in the article.
2. Look at the conclusion and discuss its function in the article.
3. Make notes from the text:
  1. Pay attention to signalling in the text.
  2. Read a section carefully, decide on the main ideas, then make some notes on the main points in that section
  3. Check words not understood in context and in dictionary
  4. Notes must be in point-form, just a few words
  5. Complete notes at home.

In the next tutorial:

1. Working from notes, and having the Checklist in front of them students discuss the Checklist.

# *Critical Language Awareness in Action*

ROZ IVANIČ

Learning about language went out of fashion in the 1970s. If you mentioned grammar in an English class, you were apologetic about it to colleagues, saying you knew you shouldn't. If you studied applied linguistics, you found that research had proved that exposure is more valuable than instruction. If you read articles about language teaching, you found that you should be using 'the communicative approach'. Classrooms were full of simulations, or empty: learners were out on the streets, communicating for real.

Recently, however, the idea of learning about language has got back on the agenda under a new name: 'language awareness'. Is this the same thing in disguise? If not, what is it? I think the answer depends on your view of language and on your view of the purposes and processes of language learning. I will explain what I mean in three stages. Firstly I will outline two prevalent views of language and language varieties in recent years, and what sort of language awareness is associated with them. Secondly I will describe what we mean by a critical view of language and critical language awareness, advocating this as the most relevant for bilingual learners. Thirdly I will suggest how critical language awareness can help bilingual adults become active, self-assured communicators. Having established what critical language awareness is, and what use it can be for language learners, I will end with a checklist of objectives for learners and teachers who want to incorporate critical language awareness in their work.

Throughout this article I will be drawing on ideas developed by my colleagues in the Centre for Language in Social Life, particularly Romy Clark, Norman Fairclough and Marilyn Martin-Jones. Many of these ideas are elaborated in greater detail in a paper entitled 'Critical Language Awareness' (Clark *et al.*, 1987).

## NON-CRITICAL VIEWS OF THE NATURE OF LANGUAGE

In this section I will describe two prevalent views of language and of language varieties in recent years, and the sort of language awareness work associated with them.

Until the early 1970s the study of language was the study of patterns. Both linguists and language learners were interested in the abstract systems of sounds and structures in the language they were studying. Language learners had to understand those patterns and then reproduce them correctly. For example, lessons focused around patterns such as 'The interrogative' (see example 1).

### EXAMPLE 1

#### THE INTERROGATIVE FORM

- 1 *When forming the interrogative put the auxiliary in front of the subject.*
- 2 *If there is no auxiliary use the 'dummy operator' DO with the correct tense and concord.*
- 3 *If speaking, use a rising intonation at the end of the sentence.*
- 4 *If writing, put a ? at the end of the sentence.*

The single criterion for success was accuracy. With a view of language as an abstract system, as a set of patterns which are either correctly or incorrectly formed, 'language awareness' was nothing more than a 'grammar grind'. It was formal, boring, often incomprehensible and unrelated to language use. Nevertheless teachers persisted in teaching knowledge about language of this sort because it was what they had learnt, and they knew of no alternatives. Many people still think of 'language awareness' in this way. I believe that language awareness work of this sort will be as sterile and uncondusive to acquisition as it always was.

The view of language as pattern made one very important and positive contribution to the way people think about language varieties. One pattern is not linguistically superior to another: all language systems are equal. Chinese languages are not intrinsically superior to European languages; English is not intrinsically superior to Hopi; Urdu is not intrinsically superior to Gujurati. Some linguists and language teachers extended this egalitarian view to include varieties within one language; others treated the 'standard' variety as the correct pattern, and treated other varieties – usually called 'dialects' – as deviations from the norm.

In the 1970s many linguists and language teachers adopted a very different view of language. In this view, language is not thought of as a pattern, but rather as a purposeful process: the noun 'language' turns into a verb: 'We are languaging'. We only 'language' in order to get

something done: to express some ideas and/or to have some interpersonal effect, such as persuading. From this perspective, language functions are far more interesting and important than language patterns. For example, lessons focus around topics such as 'Requesting'. The interrogative form mentioned above as a key item on the 'language as pattern' syllabus would appear as one of the ways of making a request (see example 2).

#### EXAMPLE 2

##### REQUESTS

*Requests are polite commands. Here are some of the ways of requesting something:*

- 1 *If you are asking something which will not be any trouble, use a command with the word 'please':  
e.g. 'Send it by second class post, please.'*
- 2 *If you are asking anything which could be an effort, use a question, usually with the word 'can':  
e.g. 'Can you open the window?'*
- 3 *If you need to be extra polite, or if the thing you are asking for will cause a lot of trouble, add words such as 'possibly':  
e.g. 'Could you possibly lend me £5?'*

Context is essential to this view of language. 'Languaging' depends on who is speaking or writing, to whom, where, and for what purpose. These considerations led to the notion of 'register': differences in the context demand different uses of language. English in the corner shop is different from English in science lessons. With this view of language, accuracy is far less important: fluency and appropriacy are the main criteria for successful language use. Dell Hymes, the father of 'communicative competence', argued that: 'Rules of appropriateness beyond grammar govern speech...' (Hymes, 1974). The words 'appropriate', 'appropriately', 'appropriateness', 'appropriacy' are alarmingly frequent in language syllabuses, assessment schemes and language awareness materials in current use. 'Appropriacy' sounds more liberal and flexible than 'accuracy', but I believe it is just as much of a straitjacket for the bilingual trying to add English to her repertoire.

While this view of language as purposeful process seems in many ways to be an advance on 'language as pattern', it has had an unfortunate spin-off in thinking about language varieties. The notion of appropriacy is extended to prescribing which language or which variety of language is appropriate for particular purposes. The term 'diglossia' has been coined to refer to the way in which bilingual or multilingual people use different languages in different contexts. For example, a child in Haringey may use Turkish at home, Arabic in the Mosque, Black British English in the playground, and 'standard' English in the

classroom. Textbooks teach that one variety of English is appropriate for plays and nursery rhymes, while another variety of English is appropriate for business letters and academic writing. The dominant conventions of appropriacy are treated as natural and necessary.

To some extent these two views of language are treated as alternatives. Linguists and language teachers often identify themselves as either 'language as pattern' proponents or 'language as purposeful process' proponents. Those who espouse 'language as purposeful process' exclusively also believe that the only route to communicative competence is via exposure and purposeful language use. For them, language awareness is totally irrelevant to language learning. That's why knowledge about language went out of fashion for a decade from about 1970 to 1980.

In fact, both views are equally right and important: language is indeed a complex system of patterns, and these are the resources on which we draw in the process of purposeful communication. This relationship is represented by layers 1 and 2 in Figure 6.1. Recently linguists and teachers have been trying to achieve a mixture, if not an integration of these two views.

Most current language awareness materials reflect this mixture. An example is the 'Awareness of Language' series (Hawkins (ed.), 1985), with the accompanying book explaining the rationale for language awareness work of this type (Hawkins, 1984). They have sections on language patterns, on language functions and on differences between registers according to context. They present varieties of English and the languages of the world as part of the 'rich tapestry of language', asserting that they are all equal, but not addressing the fact that they do not have equal status. I believe that language awareness based on this view of language is potentially harmful. It unintentionally legitimises the conventions of appropriacy, and it can help to entrench prejudices rather than defusing them.

## A CRITICAL VIEW OF THE NATURE OF LANGUAGE

In this section I will try to explain what I mean by a *critical* view in contrast to the others. This view is represented by Figure 6.1. (This diagram is based on one which is presented and explained in much greater detail in Fairclough, 1989.)

Linguists and teachers who adopt a critical view of language don't disregard language as pattern and language as purposeful process, but they consider that these views are inadequate without the critical dimension. Instead of a 'normative' view of language use as conforming to conventions of appropriacy, they propose a 'creative' view of language as constructing and sustaining identity. The essential ingredient of a critical view is layer 3 in Figure 6.1. Language is shaped by social forces. Powerful social groups determine how things, and particularly

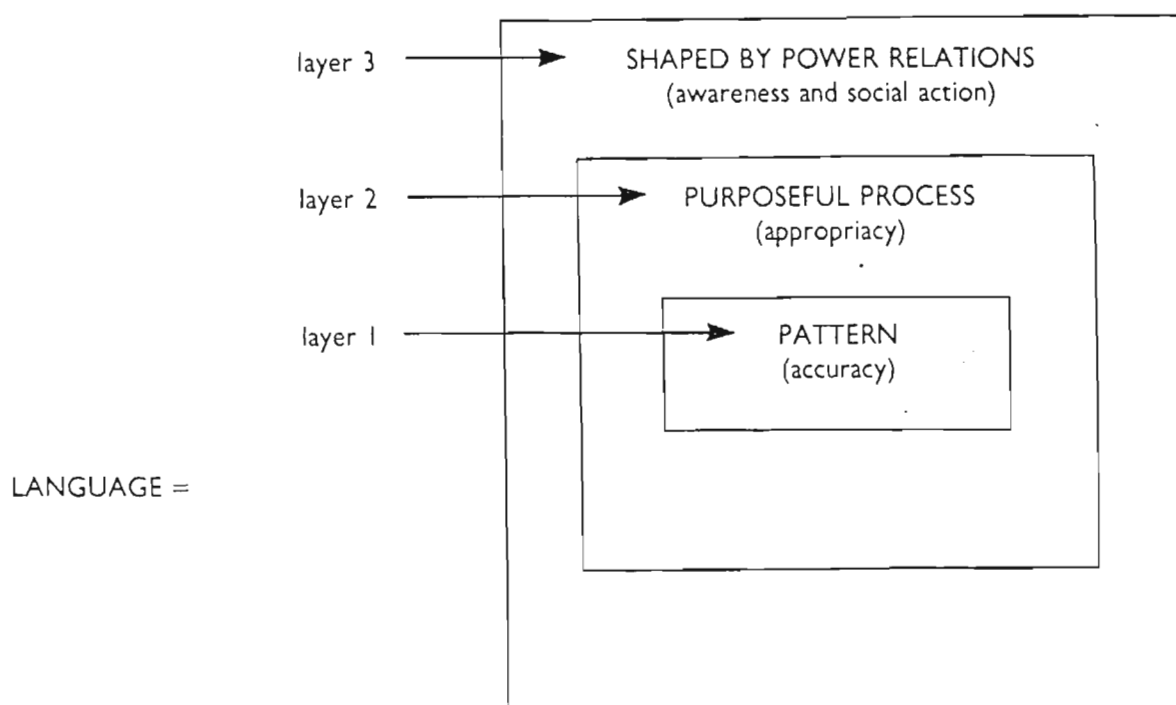


Figure 6.1 A critical view of language

people, should be described. Power relations affect how people speak to each other. Historically, the communicative practices of dominant groups have come to be accepted as correct, appropriate, the norm; this has effectively excluded most people from many realms of action. For example, people who don't use language in an academic way don't decide what counts as knowledge; people who don't use language in a legal way don't make laws. This amounts to a totally different view of 'accuracy' and particularly of 'appropriacy'. Instead of saying that certain ways of using language are correct and appropriate in certain contexts, the critical view of language emphasises the fact that prestigious social groups have established these conventions: they are not 'natural' or necessarily the way they are.

The critical approach also recognises that language can help to shape social practice. For example, referring to adults as 'boys' or 'girls' reinforces or sometimes creates the idea that they are socially inferior. A more positive example of this is the one mentioned by Morgan Dalphinis in a recent issue of *Language Issues*: by using the word 'bilingual' to refer to anyone who operates in two or more languages, regardless of proficiency, we can affect the image of the people we are talking about.

An important element in a critical view of language is the concept of change. Language is not fixed, but dynamic, constantly adjusting to social pressures, for better or worse. The positive side of this is that people do have power to change the way language is used. A good example of this is the change in conventions for academic writing in the last ten years. It used to be considered incorrect, or at any rate inappropriate, to use the pronouns 'I' and 'you' in journals. Everything had to be couched in technical, impersonal, so-called objective language. Many writers disapproved of this because they were sceptical of

objectivity and because they recognised that this highly specialised style of writing doesn't really contribute to the quality of the ideas, and excludes people who aren't familiar with it. Gradually over the last ten years some writers have introduced a more personal, direct style, hoping to erode the conventional notion of what is appropriate. This is an area in which I am a language learner myself – trying to write articles for journals in accessible language.

Teachers who adopt a critical view of language pay attention to form and function, but not without also discussing the way in which power relations affect language. For example, bilingual adults need to know not only how to form questions and how they function as polite requests, but also about who has the right to ask and why (see example 3). There are more examples of this approach in the articles by Ira Shor and Mike Baynham in *Language Issues* Vol. 2, No. 1.

### EXAMPLE 3

#### WHO HAS THE RIGHT TO ASK QUESTIONS?

(A) At the doctor's

*When you last went to the doctor, did s/he ask any questions?*

*What were they?*

*Did you ask any questions?*

*What were they?*

*Did you want to know anything more?*

*If so, why didn't you ask?*

*Discuss your answers as a group.*

There is also a critical view of language variety. This view takes account of the way in which power relations determine the status of languages and language varieties. Instead of just asserting that all varieties are equal, critical linguists and language teachers identify why some are more prestigious than others. Instead of seeing 'Standard English' as the best variety, it might be more useful to call it 'standardised' English and learn about the process of standardisation. Instead of accepting that monolingual fluency in English is everyone's ideal, a critical view of language values a bilingual repertoire and identifies the social forces which don't value bilingualism.

With a critical view of language, accuracy and appropriacy are not things to be learned, but things to be questioned and understood. Learners will want to know what the conventions are, but not be drilled into reproducing them. Instead, they want to be in a position to choose confidently when and if to conform to them. The criteria for success in layer 3 are awareness and social action. This means that a good language user is not just an accurate reproducer of the patterns, nor someone who conforms to conventions of appropriacy. Rather, the good language user understands how language is shaped by social

forces and in turn affects other people, and acts accordingly. The contents of *Language Issues* suggest that many members of NATECLA operate consciously or subconsciously with a critical view of language: it seems the only one appropriate to bilingual adults and to people with antiracist aims. And a critical view of the nature of language entails bringing critical language awareness onto the learning agenda.

Critical language awareness involves talking about everything represented in the diagram on page 126. The way it differs from other types of language awareness is that it includes, in fact emphasises, layer 3 of the diagram. Returning to the rhetorical question in the introduction, I believe that language awareness informed by a critical view of the nature of language is very far from being a return to 'the grammar grind' associated with language as pattern. The content is not patterns but the social and historical processes which affect language. The aim is not accuracy or appropriacy but socially responsible language use. Critical language awareness is not an optional extra but an integral part of developing resources for communication. In the next section I will try to explain the relationship between awareness and action in more detail.

## WHAT'S THE USE OF CRITICAL LANGUAGE AWARENESS?

Critical language awareness is an essential prerequisite to language use in three ways. Firstly, people find it hard to learn a 'different' language without knowing how they feel about it in relation to the language they use already. Secondly, once people realise that there is a difference between 'person-respecting' and offensive language, they will want to know what the differences are and make their choices accordingly. Thirdly, once people know that rules of accuracy and appropriacy are not fixed but subject to social influences, they will want to choose between conforming to them, reproducing the conventions as they are, or challenging them, helping to break new ground. In this section I will elaborate on each of these three aspects of critical language awareness in use.

People usually come to English lessons with extremely ambivalent feelings about English, or about written English and standardised English. One half of them is saying that English is good, they like it, they want it, and they want to reject everything else because it doesn't get them anywhere. The other half of them is saying they hate it, because it rejects their identity and excludes them. This love-hate relationship with English is a conflict which can't be resolved: it is two sides of the same coin. But if it isn't resolved, and especially if it is working insidiously at a subconscious level, it keeps interfering with learning.

This was vividly illustrated for me one year when I taught a group of women mainly from an Afro-Caribbean language background. At the beginning of the year we read some stories which included some



Creole and London Jamaican features. They said they thought this was bad English, that when their parents spoke Creole or Patois at home they didn't join in and they were British now. They varied enormously in their success with written English and didn't make a lot of progress. In retrospect I think that an unconscious hate of standardised English was probably stopping them from acquiring it, even though they kept assuring me that they wanted to. Later in the year when they knew me better and we had talked a lot more, I invited Roxy Harris, the director of the ILEA Afro-Caribbean Language and Literacy Project, to talk about Afro-Caribbean language issues. By the end of this lesson some of the women in the group were saying they were proud of their families' languages and didn't want to lose them. After that we were able to talk about written, standardised English as a means to an end (O level GCE in those days), and not as an elusive ideal. When discussing their writing we were able to discuss Creole inter-language features with interest and pleasure, not as something evil to be eradicated. Examples like this convince me that it is essential to discuss how people feel about the languages and language varieties they use and about the one they are learning. By understanding any conflicts in values they can control them and free themselves to learn the prestige language or the prestige variety (if they have to) more dispassionately.

Critical language awareness also makes people aware of how language can be patronising, demeaning, disrespectful, offensive, exclusive, or the opposite. Critical linguists are trying to find a term for what they consider good language use. One suggestion is 'Popular English' (Progressive Literacy Group, 1986); I currently use the term 'person-respecting language'. This aspect of critical language awareness starts from people's experience of being labelled, patronised or excluded. However, if the discussion were to stop at awareness, it would be demoralising and pessimistic. It must be tied to the intention to 'do as you would be done by': to examine and develop your own language use on 'person-respecting' principles. This, of course, is a language development objective for everyone: not just bilingual adults but all people, including teachers.

People sometimes object to this suggestion on the grounds that attitudes need changing and then language will look after itself. I think this is an oversimplification, as a recent experience illustrates. A student preparing for her final 'Language and Education' exam came to consult me. She said she wanted to prepare to answer a question on anti-racist issues in language. I assumed she was going to ask me to go over the lecture or recommend more reading, but instead she said: 'I want to be sure how to refer to people. I want to check which terms black people find offensive, and which they prefer.' Here was a case of someone whose attitudes were clear but needed advice on person-respecting language. I also believe that person-respecting language can improve attitudes, that it is one of the responsibilities of education to promote it.

Critical language awareness is a first step towards person-respecting language use.

Thirdly, critical language awareness can give language learners the self-assurance to make choices in how they use language. Self-assurance involves understanding social situations, knowing what the options are for action, and knowing the consequences. This is often taught in courses under the titles of 'Confidence Training', 'Assertiveness Training', 'Assertion Training' or 'Personal and Social Development'. I prefer the term 'self-assurance', because it doesn't emphasise pushing yourself forward. Critical language awareness doesn't insist on complying with 'rules of appropriacy', but it doesn't insist on opposition either. It simply puts people in control.

Often bilingual people will choose to conform to the conventions, because opposing them is too demanding. For example, most bilingual people will try very hard to use standard English in a job interview, will conform to the convention that the interviewers will decide on the topics for discussion, and will not complain if the interviewer says 'We will expect you to work a bit harder at your English'. It is not in their interest to be oppositional in such a situation: they won't get the job! Any good communicative language teaching will teach them how to conform to the conventions. Critical language awareness additionally helps people to conform with open eyes, to recognise the compromise they are making, to identify their feelings about it, and to maintain an independent self-image.

However, in many situations bilingual people can weigh up the advantages and disadvantages of challenging the conventions, and may sometimes feel confident and safe enough to challenge. They may not accept it when someone doesn't attempt to pronounce their name properly; they may request certain information in a language other than English; they may codeswitch with monolingual friends without feeling guilty; they may use non-standardised forms of English in writing and demand that they are recognised as acceptable. These are brave social actions, because they are likely to be dismissed as self-important, inflexible, rude, wrong. But if bilingual people don't try, just occasionally, to contribute to change, it may never happen.

Many people, especially bilingual learners themselves, object to work of this sort because they say bilingual people just need competence in standardised English, and they don't want to waste time discussing it. Members of minority groups don't need anyone to tell them about the way social practices, including language, exclude them from power. Members of dominant groups may need critical language awareness, but that's another matter. I think this view is misguided for two reasons. Firstly, however critically aware bilingual adults are, it is important that this awareness is brought into the classroom. It is important that everyone knows what everyone thinks about language values and language use. If they are not discussed, the learners might assume,

rightly or wrongly, that the teacher advocates the status quo – or vice versa. Secondly, each individual in a class has many identities. For example, a man who speaks Urdu may be subject to oppression on grounds of race, language, employment, and class. On the other hand, he may behave as a member of a dominant group on the grounds of gender, literacy, religion, sexuality and age. So people may be treating him with disrespect at work, but he may be treating his wife and children with disrespect at home. I doubt that there is any group in any educational establishment which could be uniformly described as totally oppressed on all counts. Respect is an issue for everyone.

## CONCLUSION

I was asked to write about language awareness. I have tried to answer the questions: awareness of *what?* and awareness – *what for?* There are other things to consider too, for example *how* to develop critical language awareness. I've only hinted at this, because it seems to be well covered by other articles in *Language Issues*. There are also many suggestions in publications on language awareness by the ILEA Afro-Caribbean Language and Literacy Project (1984–88).

As a way of summarising what I mean by Critical Language Awareness in Action, here is a checklist I developed for use in workshops with teachers. Checklists are commonplace in language learning these days. They usually itemise communicative activities which learners can tick off as they prove they are competent in them. This is a checklist of a rather different type, probably not so easy to tick off. However, I hope it will act as a useful guide to recognising and developing critical language awareness in your work.

### A checklist of critical objectives for language learning

#### A Critical awareness of the relationship between language and power

- 1 Recognise how people with power choose the language which is used to describe people, things, and events.
- 2 Understand how many types of language, especially written language, have been shaped by more prestigious social groups, and seem to exclude others. That is what makes them hard to understand, hard to use confidently, or hard to write.
- 3 Understand how the relative status of people involved affects the way we use a language. (For example, a doctor speaks differently from a patient.)
- 4 Recognise that when power relations change, language changes too – both historically and between individuals.
- 5 Understand how language use can either reproduce or challenge existing power relations.

### B Critical awareness of language variety

- 6 Recognise the nature of prejudice about minority languages, other languages of the world, and varieties of English.
- 7 Understand why some languages or language varieties are valued more highly than others.
- 8 Understand how devaluing languages or language varieties devalues their users.
- 9 Value your spoken language.
- 10 Recognise that speakers of languages and varieties other than standardised English are experts.

### C Turning awareness into action

- 11 Recognise how language can either be offensive or show respect – and choose your language accordingly.
- 12 Recognise what possibilities for change exist in current circumstances, and what the constraints are.
- 13 Learn how to decide whether to challenge existing language practice in particular circumstances.
- 14 Learn how to oppose conventional language practice if you want to.

## NOTE

This article is based on presentations and workshops I have done with Romy Clark, Norman Fairclough or Marilyn Martin-Jones in the year 1987–88 at the British Association of Applied Linguistics (BAAL) Conference in Nottingham, Oxfordshire LEA Conference on Language Awareness, ILEA Language and Literacy Unit ESL Conference, and the London Language in Inner City Schools Conference.

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## Appendix K

### Critical Language Task.

Using any insights you have gained into Critical Language Study during the past few weeks, write a critical analysis of the two texts below. In our classes we have focussed on the following aspects of language:

- \*\* the use of words to express degrees of certainty and authority
- \*\* the writer's choice of words to describe people, actions and ideas
- \*\* the use of pronouns
- \*\* the use of the active or the passive voice
- \*\* the use of the article.

In your analysis, please draw on some of the above linguistic features. Do not expect to find all these features in each text.

NB: Your analysis needs to be between one and two pages long.

Text A: From Malherbe Rules.

#### B. HELPFUL INFORMATION

##### 1. Security

###### 1.1 Doors

WOMEN STUDENTS: Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday and at 11.00 p.m. on Sunday. A late-leave key is issued to women to let themselves in after hours, but this privilege may be withdrawn if used irresponsibly.

MEN STUDENTS : The front door is locked at 10.30 p.m. but unrestricted entrance is available through the basement door.

IF YOU ARE OUT AND ANY DIFFICULTIES ARISE, PLEASE DO NOT HESITATE TO TELEPHONE EITHER THE WARDEN OR ONE OF THE SUBWARDENS.

Text B: From Nux, March 1991.

## Den of Sin no more

THE PUB at Denison residence was closed for the first time in nineteen years.

This followed the abuse of the facility during Dynamics Week. Students not resident in Denison and not guests of Denisonians trespassed and purchased drinks from the pub. After closing time they remained in the car park next to the pub. They were loud and badly behaved. Beer bottles littered the area around the clubhouse and some of the trees nearby were damaged when the students climbed them. The rowdy behavior led to complaints from the residents in Jesmond Road.

It was thus decided to close the pub to all - indefinitely!

The pub manager, Francois du Toit felt this move was justified as it would enforce the seriousness of the situation. He feels that it is a privilege to have a residence pub and the fact that this had been abused warranted such a strict step.

Notices around the residence said that the pub would be closed until students could prove that they would behave in a manner suitable to warrant the restoration of this privilege.

This week the pub has reopened but with revised opening times and stricter control of patrons. This is in an effort to return a means of entertainment to bona fide Denisonians and hopefully prevent a recurrence of the troubles of Dynamics Week.



## Appendix M

### Critical Language Study Workshop for 3L Students : August 1991.

1. Think back over the past six months.
  - a. What kind of things have you done at this university?
  - b. What kind of things will you do in future as a student of this university?
  
2. In the space below, write a paragraph beginning with the words "A good student is someone who....."
  
  
  
  
  
  
  
  
  
  
3. Once you have collected your original tasks :
  - a. Read the original task carefully.
  - b. Read your response to this mornings task.
  - c. In the space below, write down at least three differences between what you wrote at the beginning of the year and what you wrote this morning.

Now find a partner and discuss these differences.
  
  
  
  
  
  
  
  
  
  
4. What do you think has caused the changes between the earlier version and the one you wrote this morning?  
Write down the reasons for the changes in the space below.
  
  
  
  
  
  
  
  
  
  
- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.
  
  
  
  
  
  
  
  
  
  
- 5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.



## Appendix N

### DRAFT COPY OF A POSSIBLE RESEARCH CONTRACT BETWEEN JENNY CLARENCE AND A GROUP OF 3L STUDENTS

This document contains some suggestions for a research contract. It is open to negotiation and change and also needs additional requirements that you, as participants in the research process, would like included.

The purpose of the research as I have defined it so far is to:

1. Analyse how the relationships of power between different groups of people at the university are shown by the way in which texts are written. There will be a particular emphasis on the way in which students are defined in texts.
2. Discuss the responses of some 3L students to a range of these texts.
3. Suggest changes to some of the texts.
4. Make members of the university more aware of the importance of the language they choose when writing texts.

Below are some suggestions for the basis of a contract between me, the researcher, and you, the student participants:

1. Any information used for this research will be treated in the strictest confidence..
2. The research contract can be re-negotiated by us at any time.
3. The texts analysed will be selected by you - the only condition is that the texts are documents produced by people at the university.
4. Any material written by you will be used in the research only with your knowledge and permission.
5. If additional time (outside class time) is required for the research, you will be paid for the extra hours at an hourly rate to be decided upon by us.

**Please note:** This is a rough draft - please read it before Tuesday and we will discuss additional points during the second half of our prac. Once we have reached agreement about the content of the contract someone can produce it in a final form.

## Appendix O

Tutor Response Sheet: Week \_\_\_\_\_

I would very much appreciate it if you would help to monitor the program for the first 8 weeks of the year. Each week, please would you respond to the following questions and then add any other observations you have made.

1. What are the most positive aspects of the programme this week?
2. What are the weaknesses?
3. Have the students made any comments that you've found of particular interest?
4. What have you, personally, felt about teaching the material?
5. Any other comment/observation?

PFU : Yes

There are many events that led me coming to university. For example at school we were advised to work hard so that we may be able to enter university and get a higher education for a better living in future. The sort of education I received at high school, I think, gave me courage and I began to see the need of the university. Our standard of schooling was better than the standard of other Black schools. So I thought I have to go to university so as to increase the number of educated Blacks. I also realized that the more educated a person is the more privileges that person has. Also at home they advised me to go to university because, as they said, I can manage.

The first thing and most important one I will do at this university is to work hard. I don't mean that I will load myself with too much work but that I will work to my ability. Other things will follow. I will also take part in sports. I believe that playing sport of relaxes the mind and get your mind off studies. Sport is also good for a human body. I will also go to parties and all those things to refresh my mind but I will be careful about my time. I won't spend most of my time in discos and parties. One thing I will always remember is that I came here to study and not to party and go to discos. There is

another thing which students do at university and that is taking trips. I also like trips and I will go if there happens to be any trips. I would like to go and see places and not just stay in one place and know nothing of other places. Travelling is good for a human mind because it is one of the things that refresh the mind.

Two things I will never do is to drink alcohol and to use drugs. Not at university only but in my whole life!

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

The best thing about my school experience was that I didn't find difficulty with schooling. In 1990 many children were not going to school because of the riots and as a result most failed their matric, and I passed mine because I wasn't disturbed at all during the year. All my years of schooling were of joy to me.

b. What was the worst thing?

The worst thing about school was that at primary a stick was used and we were beaten. I didn't like that because I was afraid of being beaten. At high school the worst thing was too much no and do and that we were forced to do things we didn't like because it was said that they were rules.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who knows what he/she went to school for. It is someone who knows the reason for going to school. By some one who knows the reason for going to school, I mean someone who is dedicated to his work and who does his work nicely. It does not have to be correct but it has to impress the one marking his work and show him that this student likes his work. A good student is someone who listens attentively to a person teaching him and who is eager about his work. It is someone who has close contact with his books. Someone who makes his books his friends. A good student is someone who does his homework regularly, neatly and nicely and who hands it in on due time. It is someone who attends his classes regularly unless there is a serious reason for him not attending them.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_ Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes

2. What did you feel when you received it?

I felt annoyed. I just felt as if it is a lot of work to do ~~in~~ reading the whole thing.

3. What did you do with it when it first arrived?

I looked at the texts but not read them, and then put the package away.

4. Did you read

- all the texts?
- some of them?
- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.



c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

The orientation programme. It is not suited for Blacks it is suited for Whites only. The things which are done during the orientation week are enjoyed by Whites only.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can. Part of the text about rules. Text about Computers on the university campus. Sessional dates. Personal accident insurance. Student fees. Orientation committee. Student's representative council. Pro-forma invoice. Time table. Registration. Planning your degree.

b. Why did you choose some texts and not others?

The ones I chose it was because I felt they were of my concern. The other ones were not for my concern.

c. What did you do with the rest of the texts?

I put it to my other texts from the University. They are still at home.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify **one** text which you found particularly difficult? & particularly easy.

icult: Reading the timetable.

ss: The one talking about computers on the campus.

9. Who do you think wrote these texts?

I think it is the people responsible for students coming to university. It can be some of the tutors, lecturers and students.

10. Why do you think they are written -- that is, what is their purpose?

Their purpose is to help us. They are trying to make us aware of the things we are going to encounter at university. They are trying to introduce us to the university.

11. Did they help you when you came to the university? In which ways did they help?

Yes, they helped me. Like the one about registration. It kept me informed about what is happening on which day. Also the text about rules. When I came to the University I ~~already~~ already knew what the rules of the University were, although I didn't understand some of them.

12. What did this package make you think the university expects of students?

It made me think that all what the university expects of students is just reading all the time. I thought that the students are always given many things which they have to read.

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found difficult or unacceptable.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

*You, they, them*

ii. describe what students do?

*Floundering, mistaken idea (they think they can get knowledge from lecturers only)*

iii. describe the experiences students have or are likely to have at the university?

1. Failing to cope effectively — workload
2. Experience difficulties with understanding the content of the text they read

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

- What he says about students is sometimes not true but the way he puts it, it is as if he is certain that what he says is true.
- He takes students as people who don't know anything about university

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are not the only sources of academic information. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

They, them

ii. describe what students do?

They think most knowledge is from lecturers.

iii. describe the experiences students have or are likely to have at university?

- Finding all sorts of information by themselves
- Find difficulties with regard to understanding content & language of what they read.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text

B? In text A the writer uses words which made us think that he is positive of what he is saying about students (he is certain that what he's saying is true).

In text B he uses polite words and they make us think that he is <sup>not</sup> positive of what he is saying but he says that it <sup>may</sup> be possible that what he says is true. He is not too sure.



1e. Which representation of students do you prefer? Why?  
Second one (text B). The text is written in a polite way.  
No strong words are used.

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

- The heading of text A is discouraging and makes us scared. The heading of text B is encouraging. It encourages us to become good readers so as to cope with our reading load.
- I prefer heading for text B.  
It is encouraging.

3. In Text A, the writer refers to students as "you":

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

In Text B, students are referred to as "they":

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The manner in text A is rude & impolite whereas in text B it is polite. Text A makes me feel as if what he says is directed to me alone and text B is clear that it is directed to all new students.

4. In text A. the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

From Text A. "Will be quite a lot more difficult".

From Text B.

### 5. Read the whole of Text B

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

In the first sentence of the text, I think it might be better if the writer have said that some new students - ... , because not all new students think that way.

The writer has to be critical, i.e. he/she must not say good things only and bad things, but he/she has to be careful about words he/she uses. If something is true even if it is not good it must be said but in a polite way.

Paragraphs! A sentence which says: A limited number of 2nd lang. students can be accepted into the tutor-directed individualised programmes. I think it is not right because we also need help. Does it mean that there will be no limit number for 1st lang. students?

TEXT A : TEXT B

In the Malherbe rules there is high degree of authority i.e. authority is expressed too much, especially on the side of the women students. The rule is sort of a command. There is no choice you have to do what is said.

If you take the word promptly you see that women and men are taken as different. The doors of women residence are locked promptly at 11:30pm but the door to the men's residence is lock at 10:30pm but not promptly. Women students rules are tougher than men's. It is said that they have by a late-leave key and if they misuse the privilege it may be withdrawn. Women are taken as irresponsible compared to men. Men have a door which is always opened and they don't have to buy a key.

The writer chose words (some words) which don't describe the situation clearly. When the writer says 'a late-leave key is issued', it seems as if women are given the key freely but they are not, they have to buy it. The use of the word irresponsibly is too strong. The words chosen to describe the locking of doors for men students fit. The choice is good, but it is polite compared to that of women students.

Passive voice has been used to put stress on the rules i.e. emphasize. The use of pronouns is general i.e. it doesn't seem

as if it is directed to one person.

Degree of authority is expressed too in this text. The pub manager expresses it by stating that the pub must be closed and again opening it later.

The writer chose suitable words to describe the situation. It was a bad situation and the words used e.g. littered, rowdy, badly, loud fit to the situation described.

Passive voice here is used also to put emphasize on the issue. The writer also used the passive voice to avoid mentioning names of certain people. The writer doesn't want to blame anyone for that happening. It may happen that the writer is not certain about who did what. Also active voice is used on the case of the trespassers. They are called 'they'. The writer is certain that it was the trespassers who were loud and misbehaving that is why he used the active voice.

Degree of authority is also expressed in the last paragraph. The pub rules are now tougher. There are revised opening times and strict control of patrons.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

---

CLS has helped me a lot. It has broadened my mind, made me see that when you have something written to you, you don't have to accept it as it is. You must also look at it critically because there may be some hidden message in it. You must also look at how you are positioned. Whether the writer gives you the respect you deserve or not. CLS has helped me because by looking at something critically I tend to understand it better.

I have seen that most people here at university are critical. They look at anything, you say, in a critical way. They like to derive meaning from it, not just general meaning but also hidden one, if any. They look at how you choose words when talking. How your facial expression is you say what you say and all those small things.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.
  - a) What kinds of things have you done at this university?

For the past six months at this university I've been doing a lot of studying. I've been working hard to, especially, prepare to tests and the exam. I've also been involved in catusoc. I've been attending the cathsoc on Sundays as one of my activities and I've enjoyed my attendance.

I've also tried by all means to get used to this university both academically and socially. I've tried to make friends with many people and to familiarise myself with the whole campus.

I've also tried to be politically educated, as there are many political organisations in this campus, but I've failed because I realised that I'm not interested in politics at all.

There are still things in the campus I don't know about and I did that purposely because I find that I'm not interested in them & so knowing about them won't help me in any way.

Most important, I've tried to adapt myself to the situation, at this university, as it is, i.e. staying with people of different races, way of teaching & studying, etc.

b) What kinds of things will you do in the future as a student of this university?

The most important thing is that I will work very hard for, especially, the coming exams. I want to pass all my courses for this year and proceed to the 2nd yr next year.

I'm willing to involve myself to as many social activities as possible but which will not affect my academic work. I am willing to be involved in activities like sports in which I wasn't involved during the past six months at this university.

I am still willing to explore the campus more and learn about other things, in the campus, which I don't know about and which interest me.

I'm not not interested in knowing about political organisations in this campus.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

A good student is someone who knows what s/he came to school/university for. Someone who does his/her work in time and whole heartedly. Someone who is keen to know about things s/he doesn't know about, i.e. ask questions if there's any misunderstanding.

Taking the university situation, a good student is someone who attends his/her lectures, tutorials and practicals. Someone who asks for extra help if s/he sees that s/he needs it. Someone who shows interest in his/her work and who likes his/her work. Someone who is concerned about his/her work, not someone who just do the work, i.e. someone who does the work because s/he was to do it but who sees value in doing his/her work. A good student has hope that at the end s/he will do it. It is not someone who is hopeless about his/her success. It is someone who is convinced that s/he will succeed because s/he knows that s/he does his work with interest.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

Original task

I said I will take part

in sports.

This morning's task

For the past six months I have'nt take

part in any sports.



I said I will take trips. I haven't taken any trip for these past  
six months

At the beginning of the year I thought that a good student's work doesn't necessarily have to be correct but it has to be done neatly but now I see that it doesn't help if the work isn't correct.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

1. What caused me not to take part in any sport is that the sport I am interested in is netball and when I came here I found out that they are not serious about netball and everytime they play they always lose, and I was discouraged.
2. I found that I was not interested in taking any trips and secondly we were not told in time that there is going to be a trip so that we can be prepared to take that trip.
3. From my experience here I have realized that the work a student writes have to be correct. If it is not correct you

don't get anything for it even though it is written nicely and neat.

5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. Tutorials - they helped me by clarifying this I didn't understand.
2. Practicals - they gave me a better understanding of concepts in particular subjects.
3. Tests - they help me to see how much I know in each and every subject. They show me how hard do I have to work.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

Psychology tutorials - they didn't help me at all. It didn't make any difference to attend or not to attend them.

SRC - It doesn't represent all students in this campus. It's a question of race.

Student Counselling Centre - when you go there and tell them you've a problem with your studying, they tell you about time management. I can't live a life which has a timetable, that will be very boring for me.

PFU : Yes.

PART 1

I had always wanted to study at a university, particularly a university that is recognised and acclaimed, at home and abroad. Immediately after matriculation I decided to take a break from books. I worked as a clerk for the railways. After a few months in the service of SATS, another thought struck me. I thought maybe I should study part-time and continue working even if the wages were mediocre.

As time went on I decided to resign because of SATS racially discriminatory practises. I was so disillusioned. The beginning of 1990 saw me finding work at a warehouse where I held post of receiving and despatch. It's here again that thoughts of university studies started to torment me I told my mother, a tower of strength in my entire life, about it. She was as usual supportive and encouraged me to give a go.

I started writing applications very late and had to pay penalty fees. Then came a shock, the university said my chances of being selected are very slim. After a few days they sent me TTT application forms. I filled them and returned them immediately to the Teach Test Teach team. After a few weeks they invited me to come to the selection programme. I did just that and at the

end of the day I did well and was selected. Coming to the university for me was not a very easy thing.

## PART 2

My objective, the main one, is to study and pass with flying colours. To be able to accomplish the above feat one has to devote and dedicate most of his time to his/her studies. That is exactly what I'm going to do. The other thing is that I'm going to actively participate in struggles waged by the students against university authority.

The university claims to be an equal opportunity institution that rejects apartheid but I think that is just window dressing. If that is the case why are there so few black students. I believe since black people are the majority in South Africa, every institution, especially those of learning must reflect that. Now I'll also be part of the progressive forces who work towards making the university genuinely non-racial, non-sexist and democratic.

We and our fellow white students are still strangers, there little interaction between us, so my other job will be to bridge the gap through sporting, cultural and other activities. I'm not given to sports but I'll start training regularly, a healthy and fit person, means a healthy brain.

One other thing is to sit and relax and enjoy university life.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

With the tit-bits of knowledge I found from school was able to know what I really wanted from life has also help in instilling a sense of responsibility in me. School was able to put realities of life in front of me.

b. What as the worst thing?

Being taught by under-qualified and incompetent teachers. Sitting in a classroom during winter time, there were no windows and sometimes doors. The irresponsible and negative attitude of teachers towards students.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is always punctual and very responsible. A good student is someone who works extremely hard to pass the examination. He starts serious studying at the beginning of year

and doesn't study at eleventh hour. A good student is always attentive in class, and asks questions where or when he cannot grasp a concept. A good student attends all his classes and does all his home-works. A good student doesn't play truancy. A good student is someone who is always at hand to help, if fellow classmates have problems and are afraid to approach the teacher. A good student is someone who critically analyses his work and is not a parrot or a computer that stores data and gives it back as it was. A good student has above all, respect and love for colleagues and teachers alike. A good student is always searching for more knowledge to complement what he studies.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.



Name:

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes.

2. What did you feel when you received it?

Mixed feelings. Excitement and Nervousness.

3. What did you do with it when it first arrived?

I quickly looked at different texts one by one, then when I was free I started going through them one by one. Others I had to leave mid-way or just after I had started because I had problems with them.

4. Did you read

Yes -- all the texts? but others I did not finish  
-- some of them?  
-- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

Yes

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

In the book of rules, some of the details are repetitions and lengthy. It would help to summarise the whole booklet. The style of writing is also a problem, it reminds me of some legal documents like government gazette. The writer is so rigid that the reader gets bored by all the details and routine. I think they should make it to be fun to read. The booklet entitled student fees is also written in the fashion of the Rules Book. There are parts in both booklets that emphasise that <sup>a</sup> students will be excluded from varsity, if he does not pay up or comply with the rules. It's as if one is coming to Robber Island like school people ...

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

Like I wrote in (B), The university tends to be put in light of being ~~so~~ unnecessarily strict, rigid and non-compromising. You It goes like this: You get excluded (euphemism for expelled) if you don't do what we want. It puts worries in one head. Questions such as, will I be able by all times be right in what I do, form in our heads. It doesn't ~~an~~ in anyway help bolster the confidence and attitude of student.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

Planning your degree, Rules, Student fees, time-table and everything that was enclosed including the leaflets.

b. Why did you choose some texts and not others?

I can't say I chose some texts. I read them all and it is just that others are so monotonous and boring that I could not finish them. They are full of suspense. The student wants to know amid mixed feelings what is in store for me in this predominantly white campus. You want to know more and at same time fear what you want to know.

c. What did you do with the rest of the texts?

Oh! just put in the drawer and forgot about them. There one I read more than twice was the 'planning your degree' booklet.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify **one** text which you found particularly difficult?

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found **d i f f i c u l t** or **u n a c c e p t a b l e**.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

New Students, you, many students, Students

ii. describe what students do?

They flounder,

iii. describe the experiences students have or are likely to have at the university?

- ① They regard lectures as their sole source of information.
- ② As the load increases, they experience difficulties with language of reading matter.
- ③ They flounder badly.
- ④ Second language ~~speakers~~ students experience serious problems with the reading matter of the language.

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

Sympathetic but formal. (moderately authoritative)

Students are going to have difficulties of coping with their working load at varsity.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that the need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*



Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

New Students / Students  
Themselves  
They  
Their own

ii. describe what students do?

New students think that most of the knowledge they are going to get will be given to them in lectures.

iii. describe the experiences students have or are likely to have at university?

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

In TEXT B, the author doesn't use offensive words like Flaccid, he is euphemistic and rather careful in the usage and choice of words.

1e. Which representation of students do you prefer? Why?

Text B, being a 1st year student at varsity is a naive-wrecking experience. One feels lost, confused and really flounder but I think people who write texts that are part of the January mail should be careful as not to contribute in planting fear, anxiety, worry etc in students. They must realise the delicacy and sensitivity of 1st years.

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

Heading of text A is rather pessimistic and a possible cause of unnecessary and damaging worry. I prefer B. With heading of Text A, the student becomes gripped by fear as to whether he is going to cope or not. The consequences being that the less courageous and gutsy student possibly seriously pondering with whether ~~to come to~~ is it worth while to come to university when so much is expected of him/her. Alternatively if faced with two options i.e. if he/she <sup>has been</sup> accepted at other university, he/she'll probably go to that one where things don't look so scary and out of this world.

3. In Text A, the writer refers to students as "you":

**Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.**

In Text B, students are referred to as "they":

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The first one prompts what can be called self-inspection ~~and~~ on the part of the student who is reading it. It can result in a lot of conflicting thoughts in the student's mind. It sort of picks out or points out one student from the rest. The second one on the other hand is generalistic and it helps the student morale to know that he is not alone in the ordeal, so I prefer B.

4. In text A, the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

Statement from ~~passage~~ text A.

"Will be quite a lot more difficult"

Statement from text B

### 5. Read the whole of Text B

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

I think that the author must inform or tell the students that information will come from lectures alone but equally from tutorials and practices. The author must not write about what students think. We need not to be told what we think but our thoughts to be corrected through being told about the situation. The last thing is that L & RC should ~~not~~ forget about telling students that the content and the language are likely to be difficult. I think it's none of their concern really, they should solely look at trying to help students improve their <sup>academic</sup> ~~language~~ reading skills. They should leave telling us about difficulty of content and language of what needs to be done to people or departments who are responsible for their various tasks,

I will focus my analysis on the two texts separately and compare them in the conclusion. I shall firstly deal with text A and lastly with text B.

The text on Malherbe rules is characterised by certainty and authority throughout. We are told that doors to the women's residence are locked promptly at 11.30pm. "Are locked promptly" denotes a high level of certainty, there is no question about the time of lock-up. This also applies to men students, but at least the degree of certainty is not as much as it is with the women's residence. I think the adjective "promptly" plays an important role in this regard.

The writer clearly positions women students. They have a late-leave key which is a privilege as opposed to men's unrestricted entrance. They are thought to be irresponsible, whereas nothing of that sort is said of Malherbe male residents.

The usage of passive voice is conspicuous throughout the whole text. The writer doesn't want the identity of the person who locks the doors and issues late leave keys to be known, hence he uses passive voice. Passive voice in the passage is also used to show power and position students.

The article used more often in the text is the definitive article, "the". It takes it for granted that the residence, the

front door etc. referred to in text is known to us. The definitive article is also used to point out that there is one Malherbe residence etc. The indefinite article used in description of the key, shows that there might be more than one late-leave key available.

The degree of certainty in text B is not as high as is the case with text A. i.e. there is a degree of uncertainty. There are no power relations and thus no one is positioned by the texts except maybe for the people whose behaviour led to the closing of the Denison Pub.

The writer chooses words very carefully and I think that he/she doesn't want to be caught in a cross-fire. The writer for instance doesn't say the "rowdy students" but says "the rowdy behaviour".

One noticeable feature of the texts is the constant use of pronouns. The writer uses the pronouns to hide the identity of individual students who were party to the Denison pub incident. Only one name is mentioned in the whole text, and that is the name of the pub manager.

Passive voice is used to stress the action or results, e.g. that Denison pub was closed for the first time in nineteen years. The other role it plays is like that of the pronouns. Passive voice is used to hide the identity of the culprits whose behavior led to the closing of the pub.

The article, definitive and indefinite, plays its usual role of particularly or generally pointing at something.

In conclusion the two texts are different in that the other positions students in Malherbe and the other doesn't. Text A is so authoritative and certain and text B is quite the opposite. Text A uses passive voice to show power and hide names while text B uses passive voice for the sole purpose of hiding the identities of people.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.
  - a) What kinds of things have you done at this university?

At the beginning of the year I pledged to work hard so as to pass my June examinations and that I did. I also said that I'll be part of all the activities, be they political or social, that seeks to close the social gap that exists between black and white. I'm one of the students who were instrumental and advocated for the formation of one, non-racial student organisation. I made friends with people from other places and hope to invite one of them to my birthday party at the end of the year. One thing, a change, that I'm happy with is that I've managed to adjust to university life, this is an achievement because I believe in order for one to be a success in his academic life, one needs to adjust and get used to his new environment.

- b) What kinds of things will you do in the future as a student of this university?

I firmly believe that all the institutions in this country should be reflections of the pluralistic nature of S.A. There are many Africans in this country and that should be clearly reflected in any institution. I will campaign for the admission of black

students in this varsity because I believe there is a mechanism that is used to cut the number of prospective black students. On the other hand social life in this varsity is not very exciting, particularly for black students. Together with some friends, we have seen the need to revive this "sleepy" social life of this campus and this will include organising outings like picnics, sightseeing, parties etc. The most heart-breaking thing here is the incessant violence that has claimed so many lives I think it's high time some people were exposed to be the charlatans they are and I am prepared to do that.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

A good student is someone who is able to constructively criticise when there is a need. He/she is a critical person who refuses to be a yes-men but wants an understanding, an indepth one, of any thing that comes his way. He is a mentally independent person who is open to correction and criticism. Another hallmark of such a student is his consideracy and scrupulousness. A good student is someone who by virtue of his/her education isolates him/herself from his community. He strongly identifies himself with the community and is always at hand to be of service. He knows what it means to sacrifice and never complains unnecessarily. A good student who strives for perfection but accepts his mistake. He is always reading if not relaxing with friends. He is full of respect and love for his fellow students. He indulges in educative and informative discussions and does not



like arguments that could result in chaos and fights. He is a tower of strength to his/her colleagues. He/she is not fickle and has well-defined objectives.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

I covered everything of what a good student should be and made some additions. I feel that a good student should be answerable and should identify himself with his community. He/she should always remember that he owes his allegiance to his people. Education should never alienate him from his people. He should have well-defined objectives and should always be critical and vigilant of manipulation.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

I think at school we were not trained to realise the centrality of our communities. The moment one starts being a university student he is encouraged to be critical and view things from different perspectives and angles. Therefore as a result, a

person starts to see the importance of the community with relation to himself. I think it can also be argued that we were psychologically oppressed as a result of Bantu Education indoctrination which encourages individualism. We are in university, not as individuals who seek glory, fortune and fame but as representatives of our people, their aims and aspirations. University provides ample training towards self-discovery. Our schooling days were characterised by an intense identity crisis and lack of self-awareness.

5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

The first thing I would like to talk about is objectivity. The university always stresses the need for people to be objective and realistic. We should not let e.g. politics cloud our judgment of things. The other thing is interaction of both social and cultural levels. I can now to some extent interact with other South Africans of different races without feeling very uncomfortable. It is good because I can talk freely without feeling threatened. I've learnt quite a few things and feel that my community stands to benefit. The law course is an eye opener, and on the whole I feel that during my internship I will be useful to the community.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

A relationship with a girl is at this stage premature. I do four courses and I feel she'll be the fifth one! I sure can do without the fifth course. Trivialties of university life like being involved in stupid sporting activities like mountaineering and other rough sports like fencing. Right now I can do without a broken leg or rib. Although I acknowledge that people must unwind after working too hard during the week, I feel drinking alcohol in large quantities will do me no good. Social drinkers are alcoholics of tomorrow or so goes the saying.

PART I Events which led to my coming to the university

The first event that led to my coming to varsity was the matric results. Although I had found matric exams very difficult, I always hoped that maybe I could pass. The joy I felt when I saw the paper can not be measured. The problem is I have always felt that once one had passed matric, everything would come easily. How wrong I was! I actually had no bursary, its so difficult to get one when you have just passed matric so I simply went to banks and borrowed money and here I am!

PART II University life

I have seen many neighbours in my town, who had a first class matric pass but failed to pass their first years; and now I know why. The gap between school life and university life is so great that many students fail to adjust within the short space of time, that is the first quarter. Many find themselves free of their parents' rules and start doing things which would shock their parents. Some even forget why they came to varsity.

I hope I shall not do that, I am not putting myself in a better light its just that I suffered too much as far as financial matters are concerned. I hope I shall always remember the way my parents fight for finance whenever I start to feel lasy. I intend

to make friends with people who are serious about their work so that we can work together for success. Luckily, I already have a friend who likes studying as I do.

I also plan to keep on lifting my hands to the Lord who made me and who knows me better than everyone in the world, so that he can also help me pass my degree.

## Good student

A good student is ?, he knows when to play and when to study. He also appreciates the presence of his teachers, who are always there to help. A good student tries by all means to do the work he is supposed to do. He always approaches teachers when he has problems and also tries to get help from classmates. He enjoys visiting the library for more educational information. A good student also tries to show some respect for fellow classmates.

A good student remembers at all times that God helps those who help themselves. He did not expect the Lord to do all for him, instead he works hand in hand with Him. A good student attempts to help classmates when they ask for help.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes.

2. What did you feel when you received it?

Relief; I had been told over the phone to wait for the package; so I'd been waiting for it.

3. What did you do with it when it first arrived?

Laid down and read some of the documents.

4. Did you read

-- all the texts?

-- some of them? ✓

-- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

No.

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.



c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

Yes, Preparing for university really stands out in my mind (PFI) really made me wonder I thought it was for everybody. But when I learnt that it was for Blacks only, I got worried. I feel that it should be for everyone so that we can learn about the history of the university where Blacks ~~were~~<sup>are</sup> concerned, together.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

1. Preparing for university
2. Student Counselling Centre
3. Student files
4. Student Representative Council.
5. Timetable

b. Why did you choose some texts and not others?

I felt that some could only be read when one had registered, for example rules. I also felt that one does not really have to be told what to do and what not to do because we are old enough to know that if we do not attend, we fail.

c. What did you do with the rest of the texts?

I kept them, they are in a shelf in my room.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult? Student fees.

a) Can you identify any text which you find particularly difficult to access?  
Orientation Committee

9. Who do you think wrote these texts?

The people responsible for Administration

10. Why do you think they are written -- that is, what is their purpose?

In order to inform us about the procedure followed at variety and to know what is expected of us.

11. Did they help you when you came to the university? In which ways did they help?

Yes. I knew how much money was expected of me, that there had been (PFU), Orientation and getting-to-know-you games. I also used the map to reach Natal.

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found difficult or unacceptable.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts:
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

'They', 'you'

ii. describe what students do?

'cope', 'study', 'reading' - include 'reading'

iii. describe the experiences students have or are likely to have at the university?

'mistaken ideas'

'floundering blindly'

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

The writer has a sympathetic attitude to students. We find him mentioning the fact that students usually have mistaken ideas about their work and that they always expect information from lecturers. By writing this article he has managed to prove certain students' mistaken ideas wrong, which is why I say he has a sympathetic attitude to them.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

'they'

ii. describe what students do?

'often think'

'reading'

'intensive study'

'careful analysis'

iii. describe the experiences students have or are likely to have at university?

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

The attitude is similar only the manner of approaching new-year students is different. The words used are not exactly similar yet they mean the same thing.



1e. Which representation of students do you prefer? Why?

Text B's representation; because it combines all the students 'they' rather than a 'you' that comes as a warning instead of coming as an advice

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

Text A's heading is a warning while text B's is an advice.

I prefer text B's heading; because text A's

heading is rather intimidating, one suddenly

feels unprepared for university.

3. In Text A, the writer refers to students as "you":

**Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.**

In Text B, students are referred to as "they":

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

[Text A has some impolite words like]

Text A combines all students yet Text B singles out the individual.

I prefer Text B because it makes one feel more attentive.  
to

4. In text A, the writer claims that "not only the content but also the reading matter **will be quite a lot more difficult** than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read **are likely to be more difficult** than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

Text A's statement. "will be quite a lot more difficult"

Text A.

### **5. Read the whole of Text B**

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

I really think the text is alright.

## Critical Language Study

### TEXT A : Students ~~t~~our township schools

The author uses words such as 'angry stone throwers, suppressed, rioting' to describe people. Through the use of words describing the place he also learn that the situation is improving. The use of language does not make one feel inferior to the author's authority such as the rules book; but the choice of words describing people leaves many questions in a reader's mind. The author does not attempt to explain why there was rioting in the township before or how peace was brought about. Again, maybe the author assumed that we all know why black children have such a small number of teachers and why there are not enough schools and why the situation is taking so long to be rectified. The author should have been more explicit.

TEXT F : For the record

The author used the words 'sabotage terrorist groups' in the first article and then changed this into "the military wing" after a PASO complaint. Such a mistake indicates how uninformed South Africans were about political organisations. Uninformed is not exactly the word, misinformed is better probably because a propaganda and press, censorship. The author does give/make excuses for his paper, though. He says PAC was not the only organization that was discussed, he also says that his newspaper was just informing uninformed students about South Africa's broad political diversity.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

---

I am grateful for the Critical Language Study tutorials because through them I have learned to read books critically. Before, I did not even bother about the words used by an author and their effect on readers. I now do that only because of the Critical Language Studies Tutorials. I also question an author's use of words now and I even consider the words he might have used instead ~~of~~ those he used. CLS tutorials have also taught me to create connections in texts which have early the same content. To be honest Critical Language Studies has done too much for me that I can not even count all those things. The first connection I have noticed between AS and a university course is the enjoyable Mass Media course which falls under English. Mass media studies also questions some of the things mentioned above. We ask ourselves questions like: why a text is not in the front page, what is its effect on people and why some texts/articles are put at the back. English and History as courses are connected to CLS because they require much critical thinking from the student and if one writes essays of such courses one has to think critically and never accept information from authors without questioning it.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.

a) What kinds of things have you done at this university?

I have learned how to study effectively. When I first arrived at this university I studied very passively and rarely took any breaks when I studied but all that has changed. 3L has taught me that it is quite important to balance one's social life with the academic life (which is something I never did) I now know how to study actively and take sufficient breaks.

I have also changed as a person although that has happened slightly. When I came to this varsity I wasn't very sociable and I was quite wary of strangers who tried to be friendly, but I have realised that part of varsity life includes being sweet/friendly to people since it really pays to do so.

I have developed an interest in exercising which is what I really detested and always found excuses for. I now exercise daily for an hour and I find that refreshing.

I have also spent sometime questioning myself about becoming a teacher and I have this feeling that perhaps I won't make it. I feel being a psychologist will be enjoyable since I really enjoy

listening to other people's problems, sharing problems and helping people solve their problems Yet, such a career is difficult to reach.

b) What kinds of things will you do in the future as a student of this university?

I would like to participate in RAG which I feel is a rewarding and wonderful experience. Actually, I hope to do so next year since I did not participate this year. I thought it would be difficult to encourage other race groups to buy tickets from me but black people who participated this year said there had not been any problem.

I hope to carry on with psychology and major with it, since I feel it is quite challenging; but one never knows what the future holds.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

[takes her courses seriously, someone who assesses the information she gets from courses critically and never takes information as it is]

A good student is someone who takes her work courses seriously. Such a person attends lectures regularly and prepares beforehand

for lectures; so that if problems are encountered during a lecture she might be in a good position to question the lecturer afterwards and ask for help. A good student also attends tutorials regularly, so as to provide and listen to other people's critical discussion of the course.

A good student keeps a study planner and makes note of due dates of particular assignments, essays etc. Such a student starts essays early and critically discusses essays since that is what academics accept/want.

A good student also puts some time aside for resting and visiting friends since work has to be balanced with one's social life. A good student also knows how to study effectively, when to rest and how to do so. Such a person also knows that to be a success in life you have to work and play at the same time.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

1. Preparation beforehand for a lecture was not mentioned as a task for a good student in the original article.
2. Time management wasn't included in the original article.



3. A critical discussion of the course with fellow students was also not mentioned.
4. Active studying was not included.
5. In the original article, I just said I intended to make friends with whom to work, in the second article, making friends is also seen as a way of socialising and not just seeking working partners.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

1. Doing 3L played a large role because through 3L, I learnt more about time management, active learning, study skills and balancing work with socializing.
2. Through critical language awareness I learnt things I did not know when I first came to varsity and this has encouraged me to view things critically which is something I never did when I first came to varsity.
- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. The importance of evaluating things I came across has been very valuable because this will be very important to me in future as I embark on my career. Knowing that I critically evaluate information will make people forget about taking advantage of me.
  2. I have made friends that I value very much and they are valuable because we share sorrows and happiness.
  3. Through tutorials such as those of 3L, I have learnt to be confident and confidence is what I will really need in future.
- 5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.
1. Racial tension has made my heart very sad, I do have friends from other races but I am also very aware that there are barriers between different race groups. Such is least not even valuable because if it is not solved, the new South Africa we are hoping for, won't be a very good place to be in.
  2. Failing to do some tasks in time And encountering some problems made me realise how inferior our education is and that is not valuable because such a problem will take time to be solved. I am, however, very grateful to 3L for

preparing me for possible problems and helping me to solve them.

3. The fundamental problems I have encountered were not valuable because they disturbed me and sometimes interfered with my work.

I did attend PFU.

PART 1

I matriculated at the end of 1989 and I always had this yearn to go to university. At first I decided I wanna go to university regardless of whether my friends are going or not. My first step was to think which university I want to study at, then I got to know about the university of Natal on a newspaper that published all the South African university addresses I then applied, at first I didn't know that the university has two campuses that is Pietermaritzburg and Durban. Then I had to make a decision. I first read the prospectus thoroughly in conjunction with the course that I would do and everything in general. After all Pietermartizburg was my first choice and I was sure that I was going to be accepted as a student.

Now that the application went well I had one last worry, finances I applied to a number of bursaries, not even sure where I will get one. The big news came when I received a letter stating that I've been awarded a full bursary that covers tuition, residence and books. In all this my family was behind me all the time and they encouraged me a lot to go to university. Now that my worries were over I packed my bags and made my way to the university.

The things that I will do at this university are simple and clear work hard and pass. I will certainly join other activities in the campus when I am aware of what I am doing and where I am going with my studies.

PART 2

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

Being able to be given a chance to do things on my own, to think very critical. To do or say things that will never offend others and to try and accomodate other people as humans just like me.

b. What as the worst thing?

I hated this sterotyped method of teaching that gave us a little chance to critisize and view things on our own perspective.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who will certainly try to strive for perfection I know thats impossible but I think if a student can try and set high standards for him or herself and to also try to meet those standards he will be on a right way. Mind you there is no longer a room for average.

A good student must also be involved in some extra mural activities apart from education. A good student is someone who must be educated in a broader sense of the word. Personality also counts its no use having a good and intelligent student with no personality at all. Again if a student has to be good he or she should be able to accomodate the community as his/her own people he/she should not forget where he/she comes from. Overall a disciplined and responsible student is a good one. A good student should be an asset to his/her community.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.



Name: \_\_\_\_\_ Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

2. What did you feel when you received it?

3. What did you do with it when it first arrived?

4. Did you read  
    -- all the texts?  
    -- some of them?  
    -- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

b. Why did you choose some texts and not others?

c. What did you do with the rest of the texts?

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult?

Easy  
Seasonal Date

Difficult  
Timetable.

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

I feel that there is a necessity for me to read them, because they were not enclosed for fun. They are there to answer, guide and even try to sort out the difficulties I have.

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

Each of part of the relevant university body. e.g. Information on Arts was written by the Faculty of Arts and the counselling information was supplied by the counselling centre.

4. Why have they been written? In other words, what is their purpose?

As I have mentioned ~~ea~~ above, is to guide, answer my questions and even try to sort some of my problems primarily before I come to university to know what to expect and what is expected from me.

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

University Rules.

b. The reason you chose this particular text.

Its because I didn't receive it and I dont know some of the rules.  
So I think it can help me.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found **d i f f i c u l t** or **u n a c c e p t a b l e**.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

new students      you  
Many students  
they  
them  
you

ii. describe what students do?

they've got mistaken ideas  
they end up floundering

iii. describe the experiences students have or are likely to have at the university?

difficult

Serious problem

a lot of reading

find information without the help of lectures.

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

They are new, without any university experience.

Many of them will fail, because they can't cope effectively, this degrades someones self esteem because you are also new so you <sup>feel you</sup> are part of that many which are going to flounder.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that the need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*



Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

New students                      them

Prospective students.

They

Themselves

ii. describe what students do?

'often think.'

iii. describe the experiences students have or are likely to have at university?

difficult language and content.

large amount of reading

Careful analysis and intensive study.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

Students are advised but not in harsh terms as the first Text. They are made aware of the difficulties but most emphasis is put on improving and assisting them to acquire skills that will help them.

1e. Which representation of students do you prefer? Why?

Text B. It's more calm than the first text

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

The first one is alarming and the second one is calm as I have said above.

I prefer the second one, because, it describes in soothing manner that it can help rather than the first one which scares you first then its then that it offers to help.

3. In Text A, the writer refers to students as "you":

**Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.**

In Text B, students are referred to as "they":

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The first text uses the word you and the second text uses they.  
I prefer the second text, because, they in my opinion means you won't be alone but there are many who will find difficulty too. If we take the situation as general, you won't feel threatened alone but each and everyone will have their share of threat. So if all of you are faced with <sup>the</sup> same problem it becomes ~~ex~~ easier to solve because all of you ~~ex~~ will come out with suggestions and personal opinion.

4. In text A. the writer claims that "not only the content but also the reading matter **will be quite a lot more difficult** than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read **are likely to be more difficult** than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

The second statement, ... likely to be more difficult.  
... find information by themselves.  
a lot of reading on their own.

The second statement, which also give an example on the turn over page to certify its claim

### **5. Read the whole of Text B**

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

First of all it is unknown who are the writers of the two texts. But I think they were written by the wardens of both residences. Text A states that it is a privilege for women to be issued with the key to let themselves in after closing time, whereas for men it is not. They've got an unrestricted entrance. This clearly shows that the writer is very strict to women and less stricter to men. The writer of Text B seems to have confused himself by stating that the pub was closed because (notice the use of students) students not resident in Denison and not guests of Denisonians trespassed and abused the facility. Now it is reported that notices were around Denison, that the Pub will be closed until students could behave in a suitable manner. This is where the writer confused himself because at first, the blame was placed on none Denisonians but the notices were presented to Denisonians. This shows that the writer also blames Denisonians. This leads to a question of why those notices were placed around Denison. Whilst the abusers of the facility were not Denisonians. It seems that the writer wanted to blame Denisonians indirectly, but he made the mistake by claiming that the students were non Residents at Denison. He again notice in Text B, the use of the word privilege. "The manager feels that it is a privilege to have a residence pub. This however is questionable because Denison residence has got senior students and to them a pub is not a privilege they deserve it. The writer of the two texts could have made their point clearly only if they didn't state their facts indirectly. They raised questions as

to whether people are not treated the same, as we have noted on Text A. On Text B residents were indirectly blamed because of the bad behaviour of other students.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

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Critical Language Study has increased my knowledge it has given me the light when reading or analysing any text, wether academic or outside ones. I have seen the importance of employing critical language study to any text. It does not only give a clear understanding but it shows you what the writer's intentions were in writing that text which is the things I didn't do before I did critical language study. It is quiete fun and I am getting used to using it (that is CLS) when reading, it not only provides you with an understanding but you end up being like a teacher noting other people mistakes. at the end you are quire sure about how the writer views his or her readers, the content of what was he writing about, has it started questions in your mind or you are absolutely satisfied with it.

I linked this CLS with my English poetry I found that it helps a lot because poets are fascinating people. Therefore one needs to be sincere when dealing with their work. With Economics it helps at the beginning of a new section or a chapter, asking questions such as why I am doing this, which builds your curiosity and interest in the subject. Although I shouldn't use it often because I have got to take in mind somethings that do not need questioning.

I have got to say, it really helps.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.
  - a) What kinds of things have you done at this university?

I began to be a responsible person for the first time ever, by responsible I mean all or everything left up to me to decide on. To choose between what is wrong or right/good or bad. I have become an organised person sticking to routine and performing everything that is due to me before the due date. I have learnt to respect other people regardless of colour, sex or social distance. All in all I could say that I was a good student besides being a good student or I should put it this way besides my studies my life as a student has been great. I met all sorts of different people and they have been eye openers to me in some aspects of life I have never experienced. I have been involved in a lot of activities and I enjoyed every minute of it. Being at varsity for the first time has been an amazing experience, I am surprised that somethings I never thought are possible to achieve I have achieved. These things are getting a first class pass, beating some mother tongue speakers of a language in my first English essay. These things were like a dream to me. I have never been free that is I've never experienced the freedom I've got here at varsity before. That is everything is applicable to me only if the way I perceive it is agreeable to me, I don't have to force it down on me just because someone says

so. I have gained a lot from my studies during the past six months at least I am now equipped enough to argue about something in the economy as an Economics I student or I can tell what does a good essay consist of from 3L. Altogether, what I can say I've gained in the past six months is confidence a lot of it. I used to doubt myself but I have learnt that I can make my way through any doubts and achieve what I want to achieve.

b) What kinds of things will you do in the future as a student of this university?

Talking from experience, try to help fellow first year students who will look up to me for advices or clarifications. If they have problems that I can be able to help them with I'll also like to be involved in a lot of activities as these things prepares you for the reality of life in future. This activities might include some campus organisation membership or community help projects all the things that can keep me busy but not forgetting my studies.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

is responsible, reasonable and reliable. He/she should be someone who respects his/her fellows. He should know where he/she stands that is should know what objectives he/she wants to achieve and he/she shouldn't fail them. He/She should be sincere to his/her fellow brothers and sisters. He/she should



be powerful person who is not submissive and on the other hand not so much assertive. He/she must be a kind of person who does not forget where he/she comes from as soon as he/she achieves his/her objectives. A good student finally is someone who lives up to achieve his/her aims.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

1. I have learnt to respect other people as my fellow brothers and sisters even if we differ in opinions and I am still working towards that.

2. Got involved in activities besides my studies.

3. I taught myself to live with the fact that people opinions differ what is right to them might be wrong to me and I can't do anything about it but to accept to live with them.

4. I've learnt that a good student should not be submissive and on the other hand a student should not be that much assertive.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

What has caused the changes is the reality of the situation one had to face once here at varsity. One had to learn from mistakes and this lead to a broader discovery of what a good student is. At first it was just a talk that a good student is such and such but now we are talking from experience. That is what is like to be a student.

- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. Extra Tutorials - they give us a chance to explore the root of our difficulties in a subject and how to deal with them.
2. PFU - it was an eye opener to us black student because it introduced us to campus life and requirements before the beginning of the first term.
3. Student Counselling Centre - it really helps to ease our problems and to help us with the decision making concerning our chosen careers. The counselling is the most valuable thing.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

1. Parties - they are good while they last but the next day you'll find that you've got to do your tuts and they are due the next day. So the party kind of wasted your time, however they give us a break.

2. Some Campus Organisations - you may find that by joining them as a student you are waisting time and money because some of them don't even achieve their objectives, whereas you paid your membership fees.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

Being able to be given a chance to do things on my own, to think very critical. To do or say things that will never offend others and to try and accommodate other people as humans just like me.

b. What was the worst thing?

I hated this stereotyped method of teaching that gave us a little chance to criticize and view things on our own perspective.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who will certainly try to strive for perfection I know that's impossible but I think if a student can try and set high standards for him or herself and to also <sup>try to</sup> meet those standards he will be on a right way. Mind you there is no longer a room for average. A good student must also be involved in some extra mural activities ~~other than~~ apart from education. A good student is someone who must <sup>be</sup> educated in a broader sense of the word. Personality also counts its no use having a good and intelligent <sup>student</sup> with no personality at all. Again if a student has to be good he or she should be able to accommodate the community as his <sup>her</sup> own people. <sup>he/she</sup> should not forget where <sup>he/she</sup> comes from. Overall a disciplined and responsible student is a good one. A good student should be an asset to his/her community.

## Chapter 10

# Language as an instrument of power

### Before reading

Work out the power relationship between the writer and yourself

What are the social structures and the power relations of the society within which this text was written? What is the writer's social purpose? Does the writer want to reproduce social practice or change social practice? Who is the writer? What is her status? What is my status? Where is the writer going to position me?

### Now

- ▶ Read the questions below
- ▶ Preview the chapter
- ▶ Read the chapter

### Questions...

for reading with a purpose

1. Explain the meaning of 'subject identity.'
2. Explain in detail what is meant by the following statement: 'People shape language and language shapes people.'
3. Explain how powerful groups use language to sustain their position. Give examples from your own experience to illustrate your answer.
4. Explain what 'interpellation' and 'subject positioning' mean.
5. Describe three possible responses to subject positioning. Can you think of occasions on which you have responded in any of these ways?

### After reading

In your peer group, discuss the answers you found, to each of the questions.

## Introduction

It has been established that a person communicates with other people to be social and achieve social objectives. These social objectives might be to get somebody to do something, to share an idea, to express a feeling, to make an enquiry or such like. When one person negotiates meaning with another, the interaction may be equal, such as between two good friends. In such a situation solidarity language would probably be generated, although it is possible that one friend might seek to have power over the other in which case the language use would change. In an **asymmetrical**, unequal relationship, such as between a teacher and a student or between a doctor and a patient, there would be clear status differences and social distance between the participants. In such cases the more powerful person is in a position to control and constrain the less powerful person's behaviour choices, a very important part of which is that of language. People with power are in a stronger position to achieve their social objectives than those people who are less powerful or are marginalised. That language is not neutral and innocent, used simply to communicate with, but that it is also 'an instrument of power' (Bourdieu, 1977) and control is the issue that will be explored in this chapter.

## Subjectivity

To understand how power works I think that it is useful to look at people in terms of their subject identities and then to examine how people shape society and are shaped by society in a dialectical way.

## Subject identity

The term 'subject' in this context has a special meaning. It does not mean a subject that you study and it does not mean the subject part of a sentence in grammar. Here 'subject' has a meaning that has developed as part of the theory of subjectivity (Weedon, 1987) which attempts to explain power in social relations. **Subject identity**, according to Weedon, (1987:32) is 'the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world.' There is some overlap between the notion of subject identity and 'frames of reference.' A person's subject identity is a broader notion. In addition to simply having a frame of reference, which is one's knowledge of the world, of language and of life's experience, a person has beliefs about herself and how she is positioned in relationship with others in particular social contexts. This is where power comes in because in any social interaction there is a power relationship between oneself and the other participants. A power relationship may be equal or unequal.

Each person's subject identity consists of a range of different identities. This is often referred to as a multiple identity. A person's subject identity is always in a process of change and it can be a source of conflict or 'site of struggle' (Weedon, 1987). For example, a person can be a father in one context, a student in another context and

the member of a community organisation in another context. As a father such a person may be dominant in a family with the power to control his wife's decision making or her income. This he achieves by virtue of his beliefs about himself and society's beliefs about him which give him the subject identity of father. He will then produce language to enable him to preserve this position as he and society define it. Meanwhile at the university, as a first year student, he may be positioned less powerfully. This position will develop into a stronger position as he progresses through his degree and gains his own academic voice in his writing and in tutorials and amongst friends. Then as a member of a community organisation, he might find that the power relations may appear to be equal but power struggles inevitably arise over leadership, getting things done and the formation of subgroups. So subject identity is not fixed and Weedon rather aptly expresses the movement in a person's subject identity when she says that it is 'precarious, contradictory and in process, constantly being reconstituted in discourse each time we think or speak' (1987:33).

## People shape language and language shapes people

A person's subject identity is not something that stands 'outside and prior to society' (Fairclough, 1992 :105). It is not independent of society. A person is in fact simultaneously a 'subject' in society and someone who is 'subjected' to society. As a **subject**, a person is an agent, an actor who shapes his or her reality. He or she uses language to do things. An agent draws upon the resources within his or her own unique frame of reference to achieve his or her social objectives. But a person's frame of reference has not been built in isolation. People do not behave randomly; nor do they use language randomly. There are patterns of behaviour and ways to say things which society judges to be appropriate. These are incorporated into our frames of reference through socialisation. So while people are the agents or subjects of their own realities, they are also **subjected** to conventional and socially accepted ways of saying and doing things.

Conventions and rules are useful things. They provide boundaries or frameworks which people use creatively. For example, students use the structure of an academic argument which is a structure that has evolved in the academic cultural context over time. It provides a framework in which to create arguments. Thus it is that people as subjects or agents actively and creatively make selections from the different genres or ways of organising and using language to which they have been subjected. The genres that people have to choose from have been acquired in the family, in the community, in public life, in the media, in school, at university and anywhere else. In Fairclough's words (1989:24) 'people internalize what is socially produced and made available to them, and use this internalized member resource (frame of reference), to engage in social practice, including discourse. This gives the forces which shape society a vitally important foothold in the individual psyche.' So it can be seen that the conventional ways that individuals use to make their meanings through language are shaped by society, and in drawing upon them, people reproduce society and its language resources. This two way relationship is called a **dialectical** relationship. From this idea, there are two rather tough questions to ask.

## If people reproduce society and language, then how do language and society change?

With regard to changing society, it is important to remember that the conventions that people are subjected to have been constructed by *people* within their social context over time. They may appear to be fixed, and people with power would like everyone to believe they are fixed, but they are neither final nor fixed. They can be contested and challenged.

Because people who have got power do not like to give it up, change involves a struggle process between those people who want to keep the status quo (usually people who hold power) and people who want to change things. Examples are around us all the time. Currently, in the academic context there is a struggle about the inequality between men and women. This shows itself in the problems surrounding the use of 'he' only. Women academics feel that 'he' is sexist and positions women negatively, as if they do not exist. Another struggle is over the positivist belief that it is possible to represent knowledge objectively. This belief has been overturned by many writers who say that knowledge and language are 'interested' (It is in the interests of somebody). Thus, the way academics claim to remain 'outside' of their own text, playing an objective separate role, is being seriously questioned. More academic writers are changing expressions like 'It is thought that...' to wording that directly indicates the writer's presence in the text such as 'I think that...' Another struggle in universities is amongst students who struggle over how to represent their experiential knowledge amidst the knowledge obtained from the authors of academic texts. Beyond the university, in South Africa, there are enormous struggles to do with changing power relations and transformation. One only has to think of some of the appellations (words used to label people) that were used during the apartheid years, to see that language is a site of struggle and a means of reshaping and changing society.

### Something to think about

Think of a way that you use language that is not valued by dominant groups but which enables you to survive in your social context.

## Why is society unequal?

People are constructed 'in' and 'by' different social contexts. Some social contexts are more empowering than others. This creates inequality. Some people are subjected to social experiences at home, at school, in the community and at work which build a subject identity and social position that commands power in modern industrial society. Such people have knowledge of how to use language in such a way that they can do and say things the way the dominant groups say and do things. They have access to the genres that enable them to do things in powerful positions because they have access to those who hold those positions. Other people are subjected to a different social context with a different range of language resources. These enable people to do things in their social context but they are not valued by the dominant powerful people who control modern industrial society. This makes our society unequal and the distribution of language skills are also unequal.

The reason why it is so hard to change society is because people with power hold onto their power. Power is not something that anyone lets go of very easily. Furthermore, people who do not have power need to build their capacity to get power, which is not easy. Apart from not having the economic resources, powerless people



usually do not have access to the social positions where they would acquire ways of using language that command power.

Studying how power works is therefore useful. It can enable one to work out ways to deliberately learn the language of power and add this to the rich language resources that one might already have. In South Africa, many people do not have economic power and do not command the language of power, but they can speak up to five different languages and they have a mastery over oral communication that is far superior to most monolingual English speakers. There are applied linguists, philosophers, sociologists and political scientists who study power. Not only do they have access to power but there are some who are committed to equality and democracy and to using their knowledge to create change. Their knowledge is used to design courses that empower learners and make the language of power explicit and transparent. People like Fairclough, van Dijk, Martin, Cope and Kalantzis, are some of the applied linguists on whom I have drawn to design parts of this course in Academic Communication Studies. They are committed to developing a language curriculum that will create access to powerful genres.

### Something to think about

Do you know of ways to use language which are not valued in modern industrial society?

## Language as an instrument of power

So the next thing to ask is how powerful people manage to keep their power? People with power belong to groups of people who have become dominant in society as a whole. These groups of powerful people have not always been there. They have grown out of what society has valued most at particular points in time such as maleness, a particular skin colour, age, class position, urban living, intelligence, beauty and so on. A dominant position is constructed over time and may eventually appear as if it has always been there, which it has not.

The way such powerful people sustain their position of domination over less powerful people without using force is something that philosophers, political scientists, linguists, social scientists and psychologists have attempted to work out. Part of the answer seems to lie in the relationship between language and power. I think it will be useful to examine power structures and see how these relate to language.

In society, power relationships between people determine the organisational structures of any institution and of society as a whole (Fairclough, 1989:30). The family, the schools, businesses, organisations, universities, parliament and society as a whole are all organised in terms of power structures in which different participants occupy different subject positions that are not equal. It is possible for structures to be equal, but usually they are hierarchical. In an unequal society, people with the most power also have the most influence in determining the conventional and appropriate ways in which people can use language. Everyone is then constrained by the language conventions constructed by the more powerful people within an unequal society and so everyone contributes to reproducing that unequal society.

This dialectical relationship between social structure and language practices is not readily apparent to people. The relationship between language structures and social structures is therefore said to be **opaque**. This means that it is hard to see unless one

is deliberately made conscious of it. Fairclough explains how people perpetuate unequal power relationships without realising it, when he says:

Institutional practices which people draw upon without thinking often embody assumptions which directly or indirectly legitimize existing power relations. Practices which appear to be universal and commonsensical can often be shown to originate in the dominant class or the dominant bloc, and to have become naturalised. (1989:33)

When a powerful group's beliefs, values and assumptions, in other words its **ideology**, are invisibly reproduced in language that people use at work, at home, in the media, at the university or wherever, then that powerful group achieves **hegemony** (Gramsci, 1978). Having hegemony means that a dominant group's power is sustained. Through language, hegemony is achieved without force. The ideology of the dominant group is therefore **naturalised** which means that people accept the way things are as 'common sense' and 'natural' even though there are conceivable alternatives.

So when powerful people have hegemony, the powerless participants unconsciously accept being subjected to the way things have been defined by the dominant group. Many women are known to accept an inferior position in marriage, in the work place and in government. Workers have often accepted their exclusion from decision-making in companies. Patients very often accept doctors treating them as ignorant and helpless people. Students have been known to accept teachers as the source of knowledge and themselves as empty vessels. This act of acceptance makes life very comfortable for the people who have power. Their power is therefore sustained ideologically by the consent of those who are subjected to it.

## Interpellation and subject positioning

Althusser first explored the notion of interpellation in 1970. It is a useful concept for understanding in more detail just how people consent to subject positions that disempower them. It is easier to understand as 'inter-appellation' which is the 'naming that occurs between people' (Janks and Ivanic, 1992: 308). Interpellation occurs when a person accepts a name or a position that has been imposed on him or her by somebody else. This does not necessarily happen through language or happen consciously. Janks and Ivanic explain that 'We do not need to be 'named' as patient when we enter the doctor's consulting rooms. A range of social practices, of which language is but one, construct this position for us. These practices include such things as patients having to wait, keeping of files on patients to which they have no access, as well as the language of traditional doctor-patient interviews (Mischler 1985)'. A person is interpellated when put into a subject position by another. The acceptance of the position, consciously or unconsciously, results in a surrender of power.

The question of how to get out of particular subject positions that have been imposed on one by others is difficult, especially when one is not conscious of what is happening. The next part of this chapter explores this problem.

## Responding to subjection

Conscious awareness of the processes of interpellation and subject positioning is a beginning for those who want to change their positions in society. Posing the question 'How am I being positioned right now?' can become a part of one's critical awareness.

Giroux (1983, in Ivanic and Janks, 1992:311) describes three possible responses to being subject positioned by other people. Firstly, there is **accommodation** which refers to accepting the subject position. There are times when accommodation is the appropriate response such as being positioned as a 'student' in first year or as a 'child' in primary school. Even then it is still a good idea to question whether one is being positioned positively or negatively.

To be positioned as 'girl' when over eighteen years of age, I think would demand the second response which is **opposition**. **Opposition** involves negating a subject position and valuing the opposite, by saying something like 'Excuse me, I am a woman, not a girl.'

The third response is active **resistance** which in this context means attempting to transform the whole ideological framework in which the subject positioning was based. It involves trying to counteract old power relations by trying to create new social relations within a new social order.

Opposition and resistance are emancipatory processes. Through them a person consciously develops her sense of agency, her sense of being a subject who can do things and resist being subjected to the labels and definitions of powerful people. Ivanic and Janks (1992:312) explain that this means taking care of personal needs and feelings and using language that is true to oneself. Such language does not cut off the self as the subject for the sake of the other as the subjector. This involves taking risks. Therefore, it is important to anticipate the consequences and consider action *strategically*. Fairclough (1992:54) rather usefully: 'it is ... crucially important that learners' own linguistic practice should be informed by estimates of the possibilities, risks and costs of going against dominant judgements of appropriate usage'. I think he says this because when a person resists power it is important to ensure that in doing so he or she does not get disempowered. Being strategic is vital when taking on powerful subjectors. It may interest you to read Thesen's interview of a student who took a risk (1997:496):

- R: Like this other African writer for example, he used to say "God," like we, we don't have "God," we have "Modimo," you know, Superior Being, so I chose not to mention "God" in my essay.
- L: Did you use the word "Modimo"?
- R: Ja, I said "Modimo" in direct commas so you know that's Modimo. We don't know God. We know Modimo. When the African people wanted something from God, they would ask the ancestors – like they used ancestors as Badima, as a link between them and God, but then I said they used Badima as a link...

In this instance the student has used his position as student writer to assert himself and act as an agent of change. He may or may not be successful but for the time being he has fixed his ideas in the written mode and this will make his reader take note of his alternative construction of knowledge.

## Speaking and writing

As we have seen with 'R', when a person has a turn to speak or the opportunity to write something, that person has the potential power to subject others to what he or she is saying. Ivanic and Janks (1992:314) remark that speakers and writers 'can command and persuade, politely or impolitely. They can also represent their views as if they were truth: the printed word can be especially persuasive.'

In the academic context, students may not have as much power and status as professors or lecturers but they do have opportunities to explore their own authorial voices in written assignments and through talk in tutorials. In these communication events students have the chance to assert their points of view.

Some people abuse this position of power, either consciously or unconsciously and such behaviour needs to be resisted. People abuse their power by choosing aggressive language or language that positions other people negatively. In spoken interaction, it can be abusive when a person talks too much so that others are kept silent. A person may select only some participants to speak next and block others. Interrupting or only listening to selected participants is also abuse of power. Resistance to such abuse and negative subject positioning of other participants in a group situation, may mean consciously learning how to get turns to speak. Firmly asking aggressors or dominators to give others the opportunity to speak and sometimes insisting on being heard and being allowed to finish, can be effective ways of altering the power relations in spoken interaction.

Writers and speakers have more power to persuade if they command a wide repertoire of different language skills and can draw on a variety of genres to achieve social goals. Personal empowerment involves occupying subject positions which lead one to acquiring new genres. Sometimes it requires courage to occupy new and more powerful subject positions. Even if a new position makes one feel scared, it is the best way to acquire new and powerful ways of using language.

## Reading and listening

As soon as people speak or talk, they position the people with whom they are interacting. Knowing then that language is not innocent, makes it easier to be on the alert. In the media, the way language is used to position people is most obvious. Newspaper reports often represent the views of the most outspoken and powerful. Reporters tend to interview people who can articulate themselves well and they do not reach people who are less vocal. Advertisements position middle class people positively as beautiful and happy. They play on the feelings of inadequacy that people may have. American television programmes are heavily marketed all over the

world. They are loaded with values and beliefs that get imposed upon the rest of the world. The Internet is dominated by developed countries and their representation of reality. Most of the people who use the Internet are men.

In the academic and research contexts the power relations may be less blatantly obvious than in the media but there are several questions one may ask which have implications for how students interpret and evaluate knowledge that is constructed by researchers and academics. For example: Why do men dominate the sciences and the top management positions in many universities? What does this mean in terms of what gets researched and what does not get researched?. What does it mean for the curriculum that students follow? Why does so much money go to research on heart diseases which is a killer in North American men? Why is so little money being allocated to research into malaria which is a serious killer in Africa? Why do so few women and blacks study engineering? In whose interests have many historians represented history? Why has English become the dominant language of learning? What does this mean for equal access to knowledge and ideas?

The sample of questions I have posed above are broad questions but such questions can help the student to connect university texts to societal and institutional power structures. After all, it is these same institutional power structures that determine the language conventions that are used to construct the knowledge that is studied in universities. These kinds of questions can remind one of how important it is to thoroughly explore the context in which an author writes (Fairclough, 1997). Who is the author? What is his or her frame of reference? Does the author want social equality and democracy? Who does the author really write for? For Americans? For South Africans? What are the writer's beliefs and values? What assumptions does the author make about his or her readers? Does the author write in such a way that restricts the number of people who can understand the meanings in the text? Could this be done deliberately to protect knowledge and position? Such questions enable critical and if need be, oppositional reading and listening practices.

## Conclusion

In chapter 10 I have introduced some concepts that can be quite difficult to understand. The concepts are not meant to frighten students but rather they are intended as tools for being critically aware of language and what it can do. As individuals we are not entirely the creative generators of language. We are also subjected to rules and conventions as set down by society. This means that not only do people construct language, but people are also constructed by language. Dominant powerful groups of people have considerable influence over which languages and language conventions are used in public life. When everyone accepts these as 'natural common sense' then powerful groups achieve hegemony in society. As language is loaded with the beliefs, values and assumptions of those people who produce it, it is important to be aware of one's own values, beliefs and assumptions. This can enable one to be critically aware of questionable ideologies asserted in texts produced by others.

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# Unit Ten

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## Language and Power

In Unit Nine the focus was on text in context. You learned that specific genres are constructed by people over time within cultural contexts. You also learned that any text occurs within a situation and is a weaving together of experiential meaning, interpersonal meaning and textual meaning. Through doing text analysis, you began to separate out the linguistic elements that functioned to achieve the different meanings embedded in the text.

Now until this point in Academic Communication Studies language has been emphasized as a tool that people use for communicating. In Unit Ten, however, another dimension will be introduced to deepen your understanding of how language works in society. Language is not simply a tool for communication it is also an instrument of power.

### Intended learning outcomes

By the end of Unit 10 students should be able to:

#### Theory

1. Recognize that language is not only a means of communication, it is also an instrument of power.
2. Explain subjectivity
3. Explain that people shape language and that language shapes people.
4. Recognize that people are subjected to different social contexts, some of which are more powerful than others. Access to powerful language is not equal.

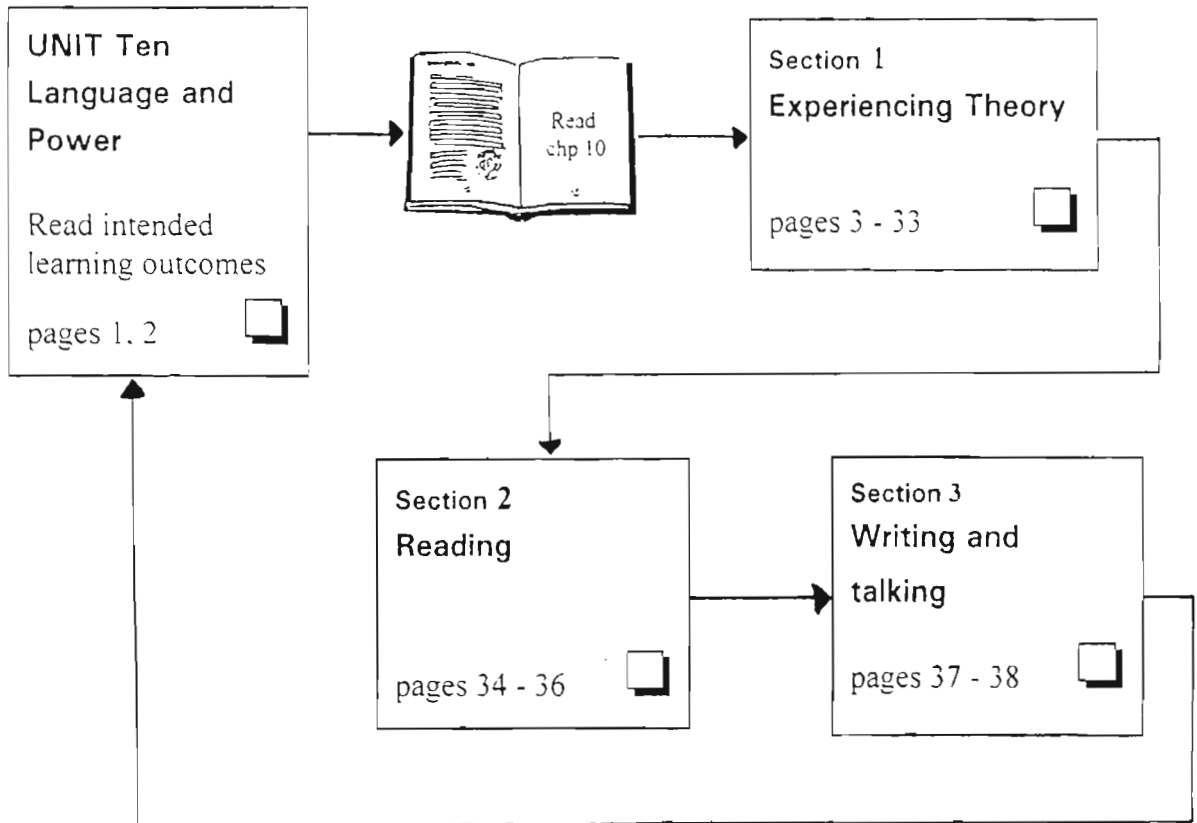
5. Recognize that the language any person uses is embedded with his or her beliefs, values and attitudes (ideology) which means that language is never neutral.
6. Recognize that powerful groups sustain their dominant position without force when their beliefs, values and attitudes are perceived to be commonsense and natural.
7. Explain interpellation and subject positioning
8. Identify ways to respond to subjection.

## **Skills**

9. Critically evaluate texts for linguistic clues that reveal the writer's subject position and ideology.
10. Read academic text (and any other text) with critical awareness of how the writer is positioning you, the reader.
11. Recognize that in order to read critically the student needs to develop conscious awareness of his or her position on particular topics and be able to detect the position that the author has taken.
12. Write with more conscious awareness of power relations and of positioning the reader.
13. Participate in tutorials with more awareness of language and power relations.



- Put a tick in the little box at the bottom right of each section when you have completed each section of Unit Ten. 'Language and Power.'



## Section 1 Experiencing Theory

Up until Unit Ten, the focus in Academic Communication Studies has been on exposing students to the ways in which language is used at university. You have done lots of work on learning how to communicate effectively and I am sure that by now you are very familiar with the word 'appropriate.' I imagine that you know what formal writing means and that it is a good idea to write well-structured essays using formal language, rather than using casual language if you want to get better marks.

Now that you have constructed all that knowledge about communication for yourself, it is perhaps a good time to challenge the notion of 'appropriacy.' New questions need to be asked like:

- ▶ Who decides that something is appropriate?
- ▶ Why is it appropriate?
- ▶ Whose interests does it serve?

These are the sort of questions that can enable you to deconstruct what has been constructed and decide whether you accept it or not.

By the time you have completed section 1 Experiencing Theory, you will have

- ▶ Explored your own multiple subject identity
- ▶ Explored the notions of 'subject' and 'subjected' in different social contexts
- ▶ Analysed a number of situations at the university in terms of power relationships and shifting subject positions.
- ▶ Identified a number of ways in which writers use grammar and vocabulary to position their readers.
- ▶ Conducted a text analysis using your knowledge of language and power.

**Note** In the exercises that follow, work quickly. Do not spend too much time trying too hard.

### Explore your subject identity

In exercise 1.1 you will have a chance to write down who you are in different contexts and you can think a little bit about what you feel and believe about yourself in each situation.

Exercise 1.1 **Who am I?**

Write down in each space in the first column each of the different identities that you have. These may be things like 'daughter,' 'student' 'mother' 'father' 'teacher' 'youth leader' 'musician' 'soccer player' 'church member' etc.

In the columns that follow, write down:

- ▶ where you have each identity (Setting)
- ▶ how you feel about each identity (Thoughts about myself)
- ▶ how you perceive the people around you in terms of the power relationships between you and them (Thoughts about myself in relation to others).

My different identities	Setting	Thoughts about myself	Thoughts about myself in relation to others

**Feedback** I imagine that you have discovered that you have more than one subject identity and that in different settings you are positioned differently in terms of what you think about yourself and what you think about yourself in your relation to others. You will probably find that in none of the situations your position is absolutely fixed. It is likely that change is taking place, in some way, however small.

It is possible that what you think in one subject identity is contradictory to the way you think in another. The following two texts were written by the same

student. The student wrote as an 'activist' that he was a person "who is going to actively participate in struggles waged by the students against the university authority." Forty hours later, he wrote as a student "A good student attends all his classes and does all his home-works. A good student doesn't play truancy... A good student has, above all, respect and love for colleagues and teachers alike." This contradiction confirms the post-structuralist view that we have 'fragmented' subject identities and our subject identities are 'precarious,' 'contradictory' and 'in process.'

## Subject and subjected


In Unit Nine you were introduced to the idea that a text is constructed upon prior texts. The relationship between a text and other texts is called 'intertextuality.' Similarly, as 'subjects,' as doers and creators, we draw on the social resources to which we have been 'subjected.' If our social context changes, then our social resources grow and the ideas we have develop. Exercise 1.2 should strengthen your understanding of this idea.

### Exercise 1.2 **Be a detective**

In 1991, a group of students were asked to write about what they believed to be a good student. The students had been subjected a number of social contexts - home, community, school, maybe work and now university. Here are some of their ideas.

A good student...

is obedient to the demands of lecturers	has clear goals
interacts with classmates and lecturers	is willing to comply
is a critical and challenging thinker	attends all lectures
completes assignments on time	is an active learner
takes responsibility for his own learning	concentrates at all times
searches for knowledge in the library	has a plan for reaching goals
can work independently	Is punctual
Is diligent	Is respectful

 Take out the diagram Appendix A (Unit Ten) and have it before you. Now read the directions that follow:

- ▶ Put the ideas that you think originated in the school context in the space marked 'school.'
- ▶ Put the ideas that you think come from the university context in the space marked 'university.'
- ▶ Put any ideas that you think come from both school and university in the overlapping space in the middle.
- ▶ Any ideas that you think may have come from home or the community put outside the circles where I have marked 'home' and 'community'.

**Note** It is possible for you to put the same idea in more than one place.

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**Feedback** By sorting out where the ideas originated, it hopefully became clear to you that we are subjected to different social contexts. As subjects we have new ideas but those ideas are constructed out of our social contexts. As we are subjected to new social contexts we develop new ideas. We integrate the new ideas with ideas from our previous social contexts.

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## Subject positions and frames of reference

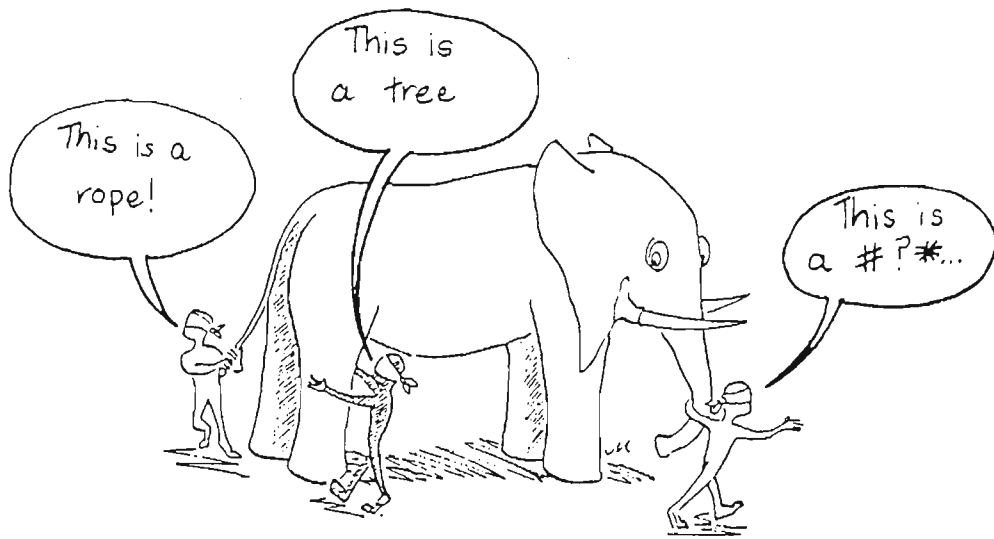
One person does not experience life or interpret meaning in the same way as another. Who you are and what you think is partly to do with where you are positioned. Exercise 1.3 should demonstrate this visually.

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### Exercise 1.3 **Where are you? Who are you? What do you think?**

**Step 1** The picture on the next page is based on a fable from East Asia and was adapted from Janks (1993:1). The people are blindfolded and cannot see that the object is an elephant. Each person is touching a different part of the elephant and has described the object from his or her point of view.

- ▶ What do you think this picture can teach us?
  - ▶ Think of a situation in your own life where people see the same thing from a completely different point of view.
-



**Immediate Feedback** What we see or know is affected by where we are positioned and where we are positioned affects what we see and know. A student's position is different from that of a tutor or lecturer. A parent's position is different from a child's position.

A person's position or point of view refers to who they are and what they believe about a topic. Even if we do not state openly what we believe, the kind of language we use reveals our position to listeners or readers. For example if I choose the word 'chairperson' rather than 'chairman' and 'domestic worker' rather than 'servant,' it reveals my position on issues of gender and class. So, like the people touching the elephant had different ideas because of where they were standing, so people maintain different positions on political, emotional and intellectual issues because of where they come from.

The positions we take also have the effect of positioning other people. When a person talks, her language choices affect the person to whom she is talking. For example, if you talk about 'helping' someone, it positions that person in a different way to what would be implied by 'enabling' someone. People do not always pick up these differences and they unconsciously or uncritically accept the position imposed on them by another person's word choices or actions. When this happens, we are said to have been interpellated.

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In the light of this feedback complete step 2 of exercise 1.3. which was adapted from Janks (1993:5)

**Step 2**

If possible, with your study group, consider the following questions:

- a. Think of a disagreement that parents and children might have because of their age difference.
  - ▶ What position do you think parents might take?
  - ▶ What sort of things do parents say about children and children about parents?
  - ▶ How do parent's ideas position the children and children's ideas position the parents?
  
- b. Think of a possible disagreement between men and women which is based on their difference in gender.
  - ▶ What do the men think?
  - ▶ What do the women think?
  - ▶ How do they position each other?
  
- c. You have looked at how being a parent or a child, or a man or a woman influences our positions on matters. Try to think of more factors which you think influence our positions on things?
  
- d. In terms of your academic work, can you think of any authors whom you have read who have taken up different positions on the same issue because of some of the factors that you have identified.

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**Feedback**

What more can I say? I do trust that step 2 deepened your understanding of the theory and the feedback within the exercise. If you are unsure talk to your tutor.

.....

## **Subject positions and relative power**

A person's subject position is constantly being developed and changed. Power relationships and social positions are negotiated every time we interact. In the next exercise, you can analyse some student accounts of how they experienced the power structures of the university in their first few weeks. This is a time when relationships are in a state of flux and shifting subject positions are very obvious.



Exercise 1.4 **Shifting subject positions**

Read each of the accounts. In the space below each text, note down the power relations during the interaction/s and why you think they shift.

Text A            It happened when I was told to see the dean. I never knew what the dean looks like and I was told to make an appointment in order to see the dean. When I was ready, I was told to wait in front of a certain office door. Now I was shaking and trembling but only to find that it was just a human being and a kind lady.

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Text B            I met a guy and I asked him the way to the registration office. I tried to speak in Zulu. He couldn't understand me and he asked me where I was from. Then I told him that I was from Katlehong and he laughed at me. He started talking in Sotho. Then it was very easy.

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Text C            I was meant to be a SFP (Science Foundation Programme) student. When I came to the university I was told to attend PFU (Preparing For University). It took a week. After that I had difficulties in getting my student number. A week later I was told that SFP was full and I must come back next year. They had chosen 100 students for this year even though I had everything like acceptance letter, student number, residence. I could not go back and sit for next year. The SRC people helped me but I was forced to do a different degree.

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Text D I thought that if you want books, you should go to the library and search for them. Maybe the counter would indicate this is the shelf for 'Sociology,' or 'Academic Communication' etc. But it wasn't like that. Fortunately there were a lot of librarians who were there to save new students and teach them how to find books with the computer. The computer indicates the number of the book so that it can be easy to find the shelf. My frame of reference was that you should go to the library and find books by yourself.

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.....  
.....

**Question:** What generalisations can you make from the notes that you have made?

.....  
.....  
.....  
.....

**Feedback** After looking at my own comments, I began to see that many students arrive at the university with a perception that the university and its staff have enormous authority and power. This perception makes many students feel that they are in a position of very little power. This can be terrifying. When students begin to interact with academic and administrative staff and they begin to work out how to do things, their subject positions changes in relation to the university. In other words, as students build their frames of reference, getting to know people, places and how to do things, their subject position strengthens. Helpful and friendly members of staff do make a difference in reducing the social distances and power differences. All these factors do alter the power relations. Nonetheless, the university authorities still have more power than the students and there are students who feel the weight of the university's power. I noticed too, that dominant groups determine the language of communication. At the University of Natal, students are obligated to sort out their situations in English and they feel they should use Zulu before their mother tongue.

.....

## Text Analysis

I am now going to guide you through some text analysis. By analysing a set of texts in terms of particular grammatical features and vocabulary choices that can reveal attitudes, beliefs, assumptions and relationships of power, you should learn how writers position their readers in different ways. As a result of doing the exercises you should be able to:

- ▶ Recognise that writers position their readers in the texts that they produce and simultaneously position themselves.
- ▶ Recognize that different texts position readers in different ways.
- ▶ Read more critically and, when necessary, challenge what writers say and how they say it.
- ▶ Write your own texts more critically, particularly in the context of academic essay writing.
- ▶ Recognize that it is important to take into account the total context in which text is produced.
- ▶ Consider the ways in which the meaning of one text is influenced by other texts.

### Note

- ☞ Although the language in a text tells us a lot about its meaning, the total social context in which any text was created should always be kept in mind when interpreting texts. This includes the culture in which the text was produced, the power relations at all levels - internationally, nationally, regionally, locally and situationally- and the ideological differences at work.
- ☞ When we *produce* texts, we are influenced by prior written and spoken texts that we have encountered and when we *interpret* texts we are influenced by the texts that we have already met. Thus when you read one text in the university context, say the code of conduct, you should keep in mind any other texts, you have read. In the same way, when you read an academic text for an assignment, it is important to interpret it in relation to other texts on the topic.
- ☞ The texts used in the following exercises were gathered by students at the University of Natal, Pietermaritzburg.

The linguistic features that will be focussed on in the following exercises are:

1. Degree of certainty/authority:
  - a. Modals, mood adjuncts and other words
  - b. The present tense
2. The use of pronouns
3. Word choices
4. The active and passive voice
5. The article system (a, the etc.)



## 1. Degree of certainty and authority

You will engage in two exercises to do with degree of certainty and authority. Exercise 1.5 will show how modals, mood adjuncts and other words are used to assert authority (a.) Exercise 1.6 will clarify how the present tense is used to assert authority (b) page 16.

### a. Using modals, mood adjuncts and other words to indicate degree of authority

Exercise 1.5 deals with the use of modals, mood adjuncts and some word choices which are quite often adjectives. Just to refresh your memory here are some examples:

- A modal:                    I **might** go to town.  
 A mood adjunct:        You are **always** late.  
 Word choices (adj)    It is my **undoubted** opinion that you will do well.

## Exercise 1.5 Modals, mood adjuncts and other word choices

**step 1**            Imagine that you have been invited to a party on Saturday night and you can respond in different ways:

- i.            You are certain you are going to attend the party. Write down what you would say.  
 .....
- ii            You are uncertain about whether you want to go to the party or not. Write down what you would say.  
 .....

- iii You are certain that you won't be going. Write down what you would say.

.....

**Now**

- ▶ Share your responses with your study group so that you have more to work from. If you are working alone, it is fine to just use *your* responses.
- ▶ Identify all the words which indicate the level of certainty or uncertainty. Put them into the categories set out in the table below. I have put an example in each category.

low degree of certainty	medium degree of certainty	high degree of certainty

Now choose one sentence and rewrite it so that it is more certain and less certain.

More certain.....

.....

Less certain.....

.....

**Reflection**

- ▶ What do modals and mood adjuncts tell you about a person's point of view?
- ▶ Do you think it is always necessary to use words like 'must' and 'will' in order to communicate with a voice of authority?

**Step 2**

Working with your study group or alone, read the extracts below and choose only **three** of them. For each text that you choose:

- ▶ Identify the text ( eg. A student publication, the rules book, the mission statement, residence rules) and state how you know what kind of text it is. (Genre)
- ▶ Who do you think wrote the text? (Author)
- ▶ Why was the text written? (Purpose)
- ▶ Who was the text written for? (Audience)
- ▶ Underline the words that indicate the writer's degrees of certainty. What is the writer's attitude toward the topic/towards students? (Attitude)
- ▶ How has the writer positioned the reader? (Power relations and subject positioning)

**Note** Record your observations in brief note form, on the left, next to the texts that you choose.

**Notes****Texts**

1. Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own... If they can process all this print efficiently, they will save time, make better use of the information and remember it better.
  2. Under no circumstances will any form of violence or threats of intimidation be tolerated within our community.
  3. You are entitled to support any political party or movement and to declare your beliefs. This means that you must also tolerate and respect the fact that other members of the House may support political parties and movement that you reject and believe are unacceptable.
-



## Notes

4. 1. STUDENT ACTION
  - 1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.
  - 1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.
5. AFRICA'S CAUSE MUST TRIUMPH!
6. Men may enter the Women's residence ONLY if they are accompanied by a member of the Women's Residence.
7. UNIVERSITY RACIAL POLICY
 

If not always, then certainly for a long time now, it has been the firm and unequivocal policy of this university that the admission of students and the appointment of staff, should be at the discretion of the university, and that only academic criteria and individual merit should apply in exercising that discretion. Race, colour and creed should be of no account in admitting students and appointing staff.
8. Response (to PFU) appears to be very positive. The students we spoke to praised the organizers, saying it was indeed a useful programme.
9. All academic staff members should be engaged in research, not necessarily or exclusively for immediate or early publication, but also for their own intellectual refreshment and in order to enrich their teaching of students.



## Notes

10. TELEPHONE DUTIES All first year students must share in the roster of telephone and switchboard duties in the evenings. If the telephone duty for which you are responsible is not performed, a fine will be levied.



Now go back to page 12 and tick off what you have completed.

.....

### b. Asserting authority/power through the present tense

You have now considered how writers and speakers express certainty and authority over people and situations. There are numerous words such as 'can,' 'will,' 'might,' 'could' and words like 'definitely' 'unequivocal,' 'maybe,' which function to express a person's attitude in this way.

Sometimes a writer has a special interest in maintaining particular social conditions or relations of power. One way of doing this is to represent ideas or situations as though they are so natural that they cannot or should not be questioned (see page 100 of chapter 10).

The present tense can be used to naturalise beliefs or assumptions. For example a person may assert that 'Students are irresponsible' or 'Women are bad drivers' to make their beliefs seem like the absolute truth. In fact such statements are questionable assertions.

The present tense is not only used to naturalise ideas. It also functions to

1. *describe a phenomenon in the natural environment*, for example 'Plants convert radiant energy into food' or 'Water vapour condenses into water droplets as the air rises and cools.'
2. *express habitual activity*, for example, 'I drive to work every morning' or 'I brush my teeth twice a day.' So when we are reading and writing, it is important to be able to determine the purpose for which the present tense is being used.
3. *express a situation that exists for the moment*, for example 'There is not enough money for education at the moment' or 'Crime is a serious problem.'

In exercise 1.6 you will have the opportunity to reflect on whether the present tense is being used to naturalise beliefs or not.

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### Exercise 1.6 Look out for questionable assertions

**Step 1** Read the following extracts from university texts and decide whether the present tense is being used to represent:

- ▶ A scientific phenomenon
- ▶ A habitual activity
- ▶ A situation that exists for the moment
- ▶ A questionable assertion

**Note** It will not always be easy to make a decision about the intention behind the use of the present tense because your own ideological beliefs about what is 'natural' and acceptable will influence your interpretation.

1. It is a privilege to have been selected to live in Malherbe.  
(Malherbe Residence, p5)
2. Everyone is calling for the resignation of Magnus Malan, South Africa's Defence Minister, for his involvement in the Civil Co-operation Bureau.  
(Nux, March 1991, p3)
3. SAF supports a free market economy as it embodies freedom and is the only proven wealth generating system.  
(Orientation Handbook p29)
4. There is an education crisis in South Africa. (SRC publication 1991)

**Step 2** Having seen that the present tense can sometimes be used to make a particular position look as if it is 'commonsense' and 'natural,' you may want to reflect on what this means for your own writing of academic arguments at the university.

Consider the situation on the following page:





Between 1980 and 1986 there was a pre-university course offered at the University of Natal, Pietermaritzburg, called 'Bridging the Gap.' The students who attended the course had to write an academic assignment in response to a question on abortion. They read two articles and they had to evaluate the arguments. One student began his essay like this:

**'Abortion is wrong no matter what anyone tries to say about it.'**

- i. How is this student using the present tense?
- ii. Why do you think he (the student was a male) does this?
- iii. Do you think it is an appropriate way to start an essay? Why?



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

## 2. The use of pronouns

A writer or speaker uses pronouns to position the reader/listener. Personal pronouns such as 'I' 'You' 'We' reduce the social distance between the writer and the reader and deepen the interpersonal relationship in the text. They are often used in the media, in advertising, to appeal to emotions and personal insecurity. Avoidance of personal pronouns increases the distance between the writer and reader, and contributes to the effect of removing the writer from the text.

### Exercise 1.7 Do you want to get close to the writer or not?

Read the following extracts and comment on the choice of pronouns and how this positions the reader.

Text A Students' Action Front Information Pamphlet, 1991

Read this if you value

**F R E E D O M**

Political context (ideology, power relations)

The Student Action Front was a right wing student organization that was partly financed by the apartheid government.

Comment.....  
 .....

Text B PFU Advertisement 1990

**Preparing for University**

Do you know.....?

*... how University is different from school?*

*... how to get financial help to pay for your studies?*

Comment .....

.....

**Feedback** You may have noticed in the text analysis exercises that I have not been giving you feedback. As long as your consciousness has been raised by the exercises that is all that is really necessary. You may want to look at appendix B Unit Ten to see some of the points I jotted down about the text A and text B in exercise 1.6.



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

### 3. Word choices, power and positioning

People select words from a wide range of possibilities. The words that we choose and how we construct our meaning with them, reveal our attitudes and how we position ourselves and others. In so doing we also position others. To demonstrate this, let us look at two possibilities. On the one hand, if I said to you, as one of my students, ‘Fetch me a cup of tea’ I think you would feel positioned in a negative way and you would be able to draw some conclusions about my attitudes. On the other hand, if I said, ‘Could you make both of us a cup of tea, just while I finish marking your essay? Then we can discuss the essay together,’ you would be positioned quite differently.

When interpreting text, it is important to consider:

- ▶ which words might have been used instead
- ▶ how a different choice could have reflected different attitudes and power relations

Exercise 1.8 **Word choices position people**

Choose **one or two** out of the four texts below.

- ▶ Read it through quickly and work out the total context (political, ideological, cultural)
- ▶ Identify and underline words or word groups that you think are significant choices made by the writer to construct his or her meaning.
- ▶ If you think it will be useful, put words or word groups that seem to relate to each other into a chain (See unit nine, page 33). Making chains sometimes reveals a writer's tendency to choose particular types of words.
- ▶ Discuss the words chosen and what they reveal about the writer's attitudes and beliefs and consider words that could have been chosen instead.
- ▶ How do you think the reader is positioned by the choice of words?

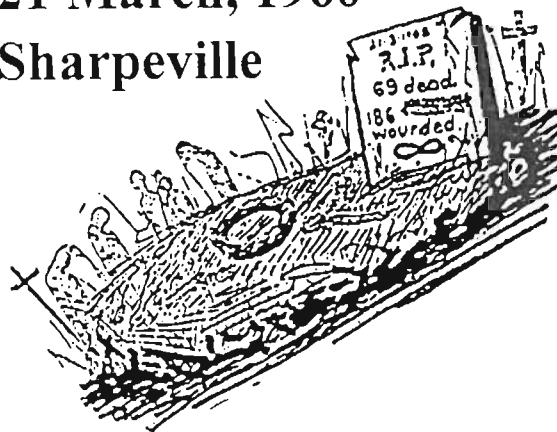
**Note:** Write your responses around the text.

See Appendix C, Unit Ten for an example.



**Text A** From Nux, March 1991

## 21 March, 1960 Sharpeville



### 31 ST ANNIVERSARY

On this day in 1960 a crowd of Sharpeville residents marched on a police station in defiance of pass laws. In a moment of over-reaction on the part of the policemen they opened fire, killing 69 people.

Text B

From 'Rules' 1991: Two clauses from the code of conduct.

**Code of Conduct**

Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.

Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, threats of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.

Text C

From Nux, March 1991

**FOR THE RECORD**

NUX's first feature of the year covered the political history of a number of organisations. A short account of the Pan Africanist Congress (PAC) was included in the article.

Students from the Pan Africanist Student Organisation (PASCO) approached NUX and claimed the article was inaccurate and defamatory.

In this regard NUX retracts the statement "Poqo a sabotage-terrorist group, entered the underground, only to be crushed by security forces within a year." This should have read "Poqo, the military wing, entered the underground..."

Text D From Malherbe Rules 1991



B. HELPFUL INFORMATION

1. Security

1.1 Doors

WOMEN STUDENTS: Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday, and at 11.00 p.m. on Sunday. A late leave key is issued to women to let themselves in after hours, but this privilege may be withdrawn if used irresponsibly.

MEN STUDENTS: The front door is locked at 10.30 p.m. but unrestricted entrance is available through the basement door.

IF YOU ARE OUT AND ANY DIFFICULTIES ARISE. PLEASE DO NOT HESITATE TO TELEPHONE THE WARDEN OR ONE OF THE SUBWARDENS.



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

#### 4. The active and passive voice

When you were at school, you may remember having to change sentences from the active to the passive voice and you may have even got quite good at doing it.

Smangele kicked the ball → The ball was kicked by Smangele.

But learning a grammatical structure and knowing why it is useful are two different matters. While you were learning to turn the active into the passive voice, did you learn why?

.....

---

 Exercise 1.8 **Watch out for the passive voice**

Read the following sentences:

- a. The warden excluded the students from residence.
- b. The students were excluded from residence by the warden.
- c. The students were excluded from residence.
- d. The students were excluded.

**Questions:**

- ▶ What is the difference between a. and b.?
  - ▶ What is the difference between b. and c.?
  - ▶ In which context would d be acceptable?
  - ▶ When would c. and d be unacceptable?
  - ▶ How do c. and d. position the listener/speaker?
- 

**Feedback**

The passive voice allows the speaker or writer to withhold from the reader or listener who is responsible for a particular process/action. This can be useful if the writer wants to focus attention on the processes and the objects of those processes rather than on the those responsible for making them happen. Academics often use this device to focus on ideas and to remove themselves from the text. However, there are some problems with this. *Firstly*, it can mislead inexperienced readers into thinking that knowledge is objective and not constructed by people who are the subjects - the creators of that knowledge. *Secondly*, it takes a reader longer to process a passive voice construction. Read the following sentences and decide which sentence reads more easily:

Ann read an interesting novel.                      An interesting novel was read by Ann.

But the *third problem* with the passive voice, which students need to be critically aware of, is that it allows a writer to hide information. Writers or speakers who do not want their readers to know who was responsible for certain actions can keep this information hidden with the passive construction. Withholding information is a form of power and puts readers into a position of weakness.



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

## 5. The article system

The article system in English is extremely complex and we only have time to touch on a few of its features. **The definite article** - 'the' - is generally used when we are referring to someone or something in particular. **The indefinite article** - 'a' or 'an' - is generally used when we cannot be specific about what we are referring to.

So, when both the writer and the reader know what is being referred to - when they have *shared knowledge* - the definite article is used. When the knowledge is new, then the indefinite article is used.

Consider the difference between these sentences:

- a) We asked a student for directions.
- b) We asked the student for directions.

The distinction here is between a) which refers to any student, and b) which refers to a specific student, who is known and can be identified by both the writer and the reader.

### Exercise 1.10.a. Positioning people with 'a' and 'the'

- ▶ Read the following text and underline each 'the.'
- ▶ Discuss the way the definite article has been used to position the students.

The university, on the other hand, sees as one of its objectives the provision of the stimulus and opportunities for the student to allow the fullest possible personal development; including the acquisition of qualities of leadership. The rigid prescription of rules, the prescriptive control of behaviour and the strict imposition of discipline, as practised at school, are not consistent with the goal of full development of the adult individual. At university the limits of acceptable behaviour must, nevertheless, be set; and the norms and acceptable standards as perceived by the community must form the basis of our expectation of the student.

(From the Vice-chancellor's opening address, 1991)

Exercise 1.10b Power relations in 'a' and 'the'

Read these two sentences:

- a) There is no doubt that this is **the** solution to our problems.
- b) There is no doubt that this is **a** solution to our problems.

The solutions referred to are both clearly defined - the word 'this' tells us that both solutions are specific. So, what is the difference between using **a** and **the**?

.....

.....

**Feedback**

By using the definite article in a) 'the solution,' the writer is claiming that there is only one solution. This closes down any further contributions by others, unless of course they decide to challenge the writer's position. In b), however, the writer uses 'a solution' which allows for other possibilities. When a writer wants to present situations or opinions as though they were the only alternatives, one way of achieving this position is to use the definite article.



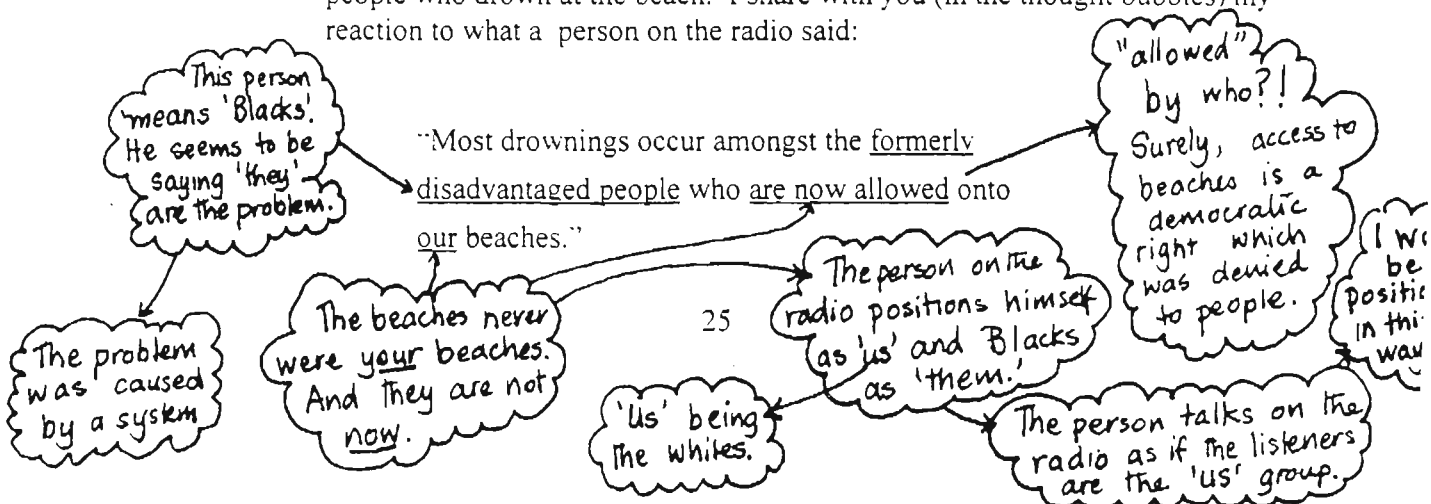
Now go back to page 12 and tick off what you have completed.

.....



Congratulations! You have become aware of how writers and speakers can use a number of grammatical structures and choose words to position their readers and to assert their power. In the exercises that you have completed, however, you have looked at these items one at a time. But in real life reading, you have to be alert to all of them so that you can recognize when any one of them is being used. Then you can, if necessary or if you choose to, resist the writer's or speaker's power or challenge the way he or she has positioned you.

I would like to share with you a small example that I heard on the radio just a week ago. (It is 9 June, 1998, as I write). I was listening to a programme about rescue workers while taking my children to school. The programme was about people who drown at the beach. I share with you (in the thought bubbles) my reaction to what a person on the radio said:





The next thing for you to do is to study the guidelines below on how to do a whole **text analysis**, using the knowledge that you have learnt in Unit Ten on 'Language and Power.'

**Note** Appendix D can be taken out from the end of Unit Ten. It consists of the same questions as the ones below, which are organised in layers from left to right on a single page for your easy use.

### Work out total context of text production

What is the socio-historical context - the power relations and social structures within which the text was written? What are the ideological assumptions - those ideas which are presented as being natural to believe in and to value? What is the cultural environment? What is the writer's social **purpose**? Does the writer want to reproduce or change social practice? What genre is being used to achieve this purpose?

### Work out the social relations of text production:

- ▶ Think about the **topic** and ask yourself 'What are my own views on the topic at this point?'
- ▶ Work out what you can about the **participants** (this may involve a bit of intelligent guessing)
  - Who is the *writer*? What do I know about this writer's position? What do I know about the writer's social status or what can I guess about it? Where does the writer live and work? Who does the writer refer to and draw upon in the text (intertextuality) and what does this tell me about his or her frame of reference?
  - Who do I think are the writer's intended *readers*? What assumptions is the writer making about the reader's frame of reference (knowledge, experience and language)?

### Analyse the text - grammar and vocabulary

Check for each of the linguistic features one by one, to see if any have been used to assert power and to position you.

- |           |    |  |
|-----------|----|--|
|           | 1. | Degree of certainty/authority:           |
|           |    | a. Modals, mood adjuncts and other words |
|           |    | b. The present tense                     |
| each one  | 2. | The use of pronouns                      |
|           | 3. | Word choices                             |
| as you go | 4. | The active and passive voice             |
|           | 5. | The article system (a, the etc.)         |

Not every feature will have been used, so it is fine if you find no examples of a particular feature. When you do find evidence of a linguistic feature being used, mark it each time it occurs with a coloured pen and then, using the same colour pen, write notes on the side on what the grammatical structure is doing. You may even find it useful to count the number of times a feature occurs or to make a word chain.

**Ask:**

- ▶ How do key linguistic features work to position the readers/listeners? Do they all pull in the same direction? Is there a pattern?
- ▶ How does the overall organisation of the text - sequencing, visual selection and organisation of the text - contribute to the writer's position?
- ▶ Are there any internal contradictions (language doing completely opposite things within the text)?

**Note** While you analyse the text for the linguistic features or when you have finished, you may want to ask yourself some further questions like:

- ▶ What role is the writer playing? What is the writer's subject identity when writing this piece? Reporter? Student? Feminist? Political activist?
- ▶ What is the writer's position? Where is the writer trying to put me? Who is dominant? Who is subordinate?
- ▶ What can I assume if the writer has used, on the one hand, a completely impersonal style or, on the other hand, a very personal style?
- ▶ Has the writer left out any information? Why? Whose interests are being served by leaving out certain information?
- ▶ What beliefs are being asserted? Whose values are assumed? What is the reader being persuaded to believe or to value?
- ▶ Is the language racist or sexist?
- ▶ How is my response to this text affected by who I am?

At the end of the text analysis you must be able to use the data that you have generated while marking the text, to write up your analysis in a well organised, structured academic argument. Your tutor may ask you to submit this piece of writing to be assessed.

Exercise 1.10 'Critical Text Analysis' on page 28 contains the directions for doing a whole text analysis. Use Appendix D.



I strongly suggest that you use different coloured pens to do your text analysis and that you follow the guidelines systematically.

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### Exercise 1.10 Critical text analysis

Working with a student from your study group (so that you can share insights) or working with an interested friend or working individually:

- ▶ Choose **one** text from texts A, B, C, D.
- ▶ Follow the guidelines that you have just studied to write detailed comments around the text on
  - ✎ the total context
  - ✎ any significant linguistic choices made by the writer
  - ✎ your insights about power and positioning

Once you have completed marking the text and writing your comments around the sides, write a well structured academic argument for submission to your tutor.

### Text A: Student Prospectus for 1995

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#### MISSION STATEMENT

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In terms of our Mission Statement, the University's firm commitment is to being a non-racial institution which rejects any form of discrimination based on race, colour, creed, sex or nationality.

There is an increasing realisation that the University must strive to become a racially and culturally mixed University of liberal tradition. This requires considerable adaptation of the University to its new role, but certain factors will not change. The University will still uphold the traditions of democracy and liberalism, and it will continue to place a premium on the rights and integrity of the individual. At the same time, the University strives for excellence in teaching and research by recruiting the best staff, encouraging and rewarding research endeavours, and providing the best possible facilities for staff and students. It also strives to maintain the highest level

of autonomy and academic freedom and is firmly committed to the preservation and conservation of the environment and natural resources of the region.

The University has long been aware that its responsibilities are not only to its students, but also to the wider South African community. It is justifiably proud of its long record as a champion of human rights and of its vision of a non-racial democratic South Africa.

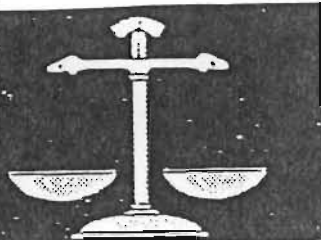
Its community-based programmes include agricultural and rural development projects, urbanisation studies, appropriate technology development and teacher upgrading.

Although the University faces an uncertain future, it does so with a confidence rooted in achievement and nurtured by a clear understanding of the symbiotic relationship between itself and the society which it serves.

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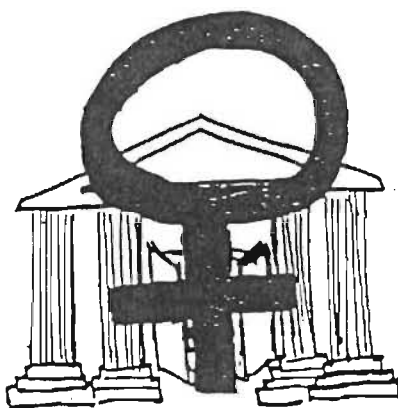
Text B: Nux, September 1994

## Women and the justice system



**SEXUAL** harassment, battery, rape, prostitution, abortion and pornography - these issues impact upon the daily lives of women everywhere, irrespective of their race, colour or creed.

Thus far legislation addressing these issues has been drafted predominantly by men and as a result the real life experiences of women have simply not been taken into



account. That leaves women unprotected and vulnerable in the criminal justice system - a system which is meant to protect and safeguard their rights.

With this in mind, three academics from the Law School took it upon themselves to convene a conference for the sole purpose of examining these issues. A direct consequence of the conference 'Women and the Criminal Justice

System' was a compilation of the conference papers into a book entitled 'Women and the Law'. The organisers of the conference were also responsible for co-ordinating and editing the papers. They were Saras Jagwanth, Brenda Grant and P.J. Schwikkarq.

NUX was given the opportunity to meet with Saras and P.J. about their "project".

They explained that one of the main reasons for bringing the book together was because "there is an absolute absence of South African literature - as a whole there is no South African book looking at women and the criminal justice system". Essentially their project was covering "unchartered waters" as Saras would have it.

They stressed that the editorial process was in some respects more difficult than the actual process of writing a paper. The editorial role included adding introductions to all the papers, updating the papers and adding comments made during discussions at the conference.

In terms of the intended impact, their main intention was to make the book readily available to the people on the street and to as many women as possible. In addition they hoped that it would be used as an academic text. They feel that it could be used in the legal, gender and sociological disciplines.

The book, in Saras's opinion, only scratches the surface and believes that there remain a whole range of issues that need to be dealt with in academic literature.

"We are not the experts in this field but hopefully the project will prompt other feminists to look at the other areas in the legal field", P.J. explained.

The book was published by the Human Sciences Research Council (HSRC) and despite differences such as the title and cover of the book, the editors were relieved that HSRC was prepared to publish it. Two publishing companies turned them down because it was not mainstream literature and publishing companies are reluctant to publish in an area deemed unmarketable.

Saras and P.J. agreed unanimously that there is a need for a follow-up project but do not anything specific in mind yet; but in the meanwhile they urge people to read the book and have generously donated a copy to a NUX reader.

Text C: Nux, September 1994.

"CAN A MR. LUCKY LEGS be described as cultural?" a student asked. That is debatable but it was a highlight of the Denison cultural week. It was as the organiser, Tebogo Makhubo, would have it, "a draw card of the week".

Makhubo, who is entertainment officer for Descom, was given the daunting task of organising Denison's annual culture week. In consultation with the Denison entertainment sub-comm, Makhubo put together a programme which he felt would be able to draw in all sectors of the res community. This extended from a play and poetry recital on the Monday night to the Lucky Legs and Talent Show on Thursday night.

On Tuesday night, transport was made available to Take-5 and on Friday night to Sticky Fingers. However, due to poor publicity, not many Denisonians made use of the transport facilities and very few black students went to Take-5 which has a notorious reputation for discriminatory attitudes. The reverse was witnessed on Friday night's excursion to Sticky Fingers where the bus was well-utilised

and only two white students were seen amongst the crowd. One student accounted for this lack of integration in terms of the fact that "black students are weary of Take-5 for obvious reasons and white students are not prepared to move beyond the confines of town and experience different types of night clubs such as Sticky's and Manhattan's".

A 24-hour video-marathon signalled the end of the cultural week. Videos ranged from erotic thrillers such as 'Consenting Adults' to comedies namely Eddie Murphy's 'Made in America'.

Makhubo feels that the week went well and that it attained its objectives. These are, he believes, to forge a Denison culture. He did not have high expectations of that happening within a week, but primarily laid the foundations for this process. In the same way that he built on last year's cultural week and so next year's committee will be able to build on this year's programme.

In terms of defining what constitutes "culture", Makhubo is aware of the numerous criticisms arguing that a number of the events could not be regarded as being "cultural". He explains that the committee selected events which would draw students together and in the process of interaction, a sense of Denisonian culture would gradually develop.

## Text D: Financial Mail, August 1994

Much thought has gone into revision of the medical curriculum worldwide, and the Natal faculty has been an enthusiastic participant. "The sum of medical knowledge doubles every five years," says Van Dellen. "We have to concentrate more on equipping a student for lifelong learning. Doctors must be more flexible and adaptable.

"Some academic or school subjects may also not be as important as we've always thought: maths, for example, may be necessary in the training of a radiologist, but philosophy could be more useful for a psychiatrist."

Naturally the quality of the medical degree must be maintained; it is merely the emphasis that could shift. Van Dellen rejects emphatically any suggestion that standards will or have fallen. "In fact, now that political isolation has ended, our standards are probably going to be higher than ever." These standards are measured by three main criteria:

- The quality of teaching;
- Postgraduate work; and
- Research, with Natal identified by the Medical Research Council as the most productive of the SA medical schools per rand spent.

There is deep concern about the past fragmentation of health services. "We must try to restore harmony," says Van Dellen, "to destroy artificial gaps. We have this unique combination of communities – rural, urban and informal settlements. Planning of health services must be region-driven." Dr Noddy Jinabhai, head of the Department of Community Health, points out that SA has a

medical system, not a health system. "Money needs to go into general infrastructure and education – water, sanitation, nutrition, hygiene – rather than hospitals. Of course there will have to be a balance between meeting basic needs and what the economy can stand. But much disease in this country is preventable."

The faculty's Centre for Health and Social Studies relies entirely on outside organisations for staffing and running expenses; the major funders are the Independent Development Trust and Canada's International Development and Research Centre. This arrangement recognises the increasing need of universities to generate as much extra income as possible from outside.

Extending the new emphasis on a holistic approach to medicine, and on prevention as much as cure, it is intended to investigate the establishment of a School of Public Health within the next decade. This will be the home to an innovative interdisciplinary approach, involving not only medical experts but economists, political scientists and sociologists.

While research into appropriate primary health care in KwaZulu/Natal is receiving new attention the medical school's more traditional research activities continue.

One of the country's top researchers, Prof. Bantwini Bhoola, is head of the Department of Experimental and Clinical Pharmacology. Rated in the A category of the Foundation for Research Development, Bhoola is accepted as a world leader in his field.

## Conclusion

In section 1 'Experiencing Theory,' you have been through a process which should have raised your consciousness of how people have subject identities, how we position each other and how people use language as an instrument of power. Language is not innocent and any instance of language between two or more people introduces a power relation. The relationship may be equal or unequal. People with greater power do not always use language to position less powerful people negatively. There are people who use their power to bring about positive change towards more enabling power relations. But, because language can be used to serve the interests of dominant groups, whether they are men, politicians, government officials, English speakers, the middle classes, superstars, teachers, writers, public speakers, organisation committee members or whoever, it is important to be critically minded and to have the skills to read and listen oppositionally when necessary.

### KEY POINTS

- ▶ Our subject identities are not unitary. They are multiple and often contradictory.
- ▶ People do not create language and ideas in isolation. We are subjected to our social context which provides us with boundaries and conventions which we use as frameworks for being creative. Thus as creators we are subjects/agents but within the social contexts to which we are subjected.
- ▶ What we see or know is affected by where we are positioned. Where we are positioned affects what we see or know.
- ▶ The language we use reveals our positions.
- ▶ The language we use positions the people with whom we communicate.
- ▶ Power relationships are negotiated every time we communicate.
- ▶ Interpellation is when a person accepts the way s/he has been positioned by another.
- ▶ The University, as an institution, has power structures that affect the way language is used.

### KEY POINTS CONTINUED

- ▶ The position of students usually strengthens as they progress through their degrees.
- ▶ Modals, mood adjuncts and the adjectives people use reveal a person's attitude.
- ▶ It is not necessary to use strong modals like 'must' and 'will' to write with authority in the university context.
- ▶ The present tense is sometimes used to 'naturalise' questionable assertions.
- ▶ The pronouns a person uses affects the social distance between writer and reader.
- ▶ The vocabulary we choose reveals our positions.
- ▶ The passive voice can be used to create social distance and to assert power by hiding information. - who or what caused a process.
- ▶ People uses articles ('a' and 'the') to position people.
- ▶ The total social context (political, ideological, cultural) creates the environment within which language is produced. Language cannot be separated from power structures.



## Section 2 Reading

This section is really a continuation of section 1. Experiencing Theory. The focus in section 1 was on deepening your theoretical understanding and developing your skills at analysing text critically. In this section, my main aim is to show you how resistant reading can make a difference. By the end of section 2. Reading you will be able to see how a text was rewritten as a result of the critical and resistant reading of students.

### The power of resistant reading to bring change

Some years ago, in the early 90s, students were given a text to read critically, in terms of power relations and subject positioning. Their comments were used to rewrite the text. I am going to share part of that text with you, together with the student's findings. I will then show you the rewritten text so that you can see the difference they made. So exercise 2.1 is more a 'sharing' exercise than a 'do something' exercise.

#### Exercise 2.1 The students made a difference

Read text A critically. As you read, think about the total context in which it was written, the purpose of the text and how it is organised. Consider the topic and your position on the topic. Make some intelligent guesses about the writer and whom the text was aimed at.

#### Text A

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### While there is time to do something about it, consider carefully: **HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?**

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties, your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading, many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language and Reading Centre can help.

We can help you find out  
**HOW EFFECTIVELY YOU READ**

#### Group assessments

On the morning of Wednesday 22 February 1989, as part of the Registration/Orientation Programme, all new students get the chance to have their academic reading skills assessed in respect of speed, word recognition, structure analysis, comprehension, etc. The results are confidential and participants are advised by letter whether they should consider getting help, and where to go for it.

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Text A was changed largely on the basis of student reaction to it. I share some of the students' responses which they reported back after a group analysis of the text. Read them and then turn to the next page and read Text B.

Our group talked about the headings - the way the headings position the reader. Some of us feel that the headings tell the truth because we never expected the reading load to be this kind of load. But others of us feel that it is disturbing that English second language students have been singled out as the ones having difficulty in coping with the reading loads. For me 'reading load' gives me a little chill down my spine. If the prospective applicant is a coward he can die before the actual death! He can fail before starting.



We noticed that there were lots of negative ways of saying things in the text and this puts students in a negative position which makes the text discouraging. Here are some examples:

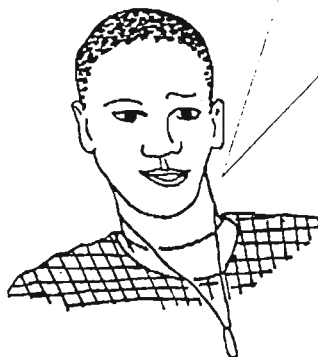
'Load'      'often have the mistaken idea that..'

'a lot more difficult'      'Floundering badly'

'Students for whom English is not their mother tongue'



We were wondering about the pronouns. We debated about them because the way the writer says 'you' makes a reader feel, 'Oh my gosh, I have a problem.' But it also makes the social distance between the reader and the writer less and so the message is more friendly. This is a contradiction. We also found a contradiction with the pronoun 'they' because in one way it is good. It makes no one feel 'Oh I have a problem,' so it makes the issue general to everyone. This is better. But it is used in the text very close to the place where the writer is pointing at English second language students (a polite way of saying 'Blacks'). This textual context made some of us feel positioned as 'they' or 'them' by the writer. So at the end we were not sure which was better 'you' or 'they.'



## Text B

## At University, being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input, they are not the only source of academic information.

Tutorials and practicals are equally important and so are textbooks and library books.

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Both the content and the language of academic texts are likely to be more challenging than what you have experienced prior to coming to university. All fields of study - Arts, Social Science, Commerce and

Sciences - require extensive reading. In some subjects the amount of reading is very large, while in others it may be less but requires careful analysis and intensive study.

If students can process all this print efficiently, they will save time, make better use of the information and remember it better.

*The Language and Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

**Reflection** What do you think of Text B? Do you think it is better than Text A? Do you think any further improvements could have been made?

## Conclusion

In this section you have seen that it is possible to resist being positioned negatively, particularly if you are conscious of how power relations are expressed through language.

### KEY POINTS

- ▶ Resistant reading is useful when you encounter text that you disagree with or which positions you negatively.
- ▶ Through critical text analysis you can identify exactly what makes a text disagreeable.
- ▶ Knowing exactly what is unacceptable in a piece of text, enables you to negotiate change.

## Section 3 Writing and talking

### Writing

By now you are probably completing your final essay assignment. You should be at the building and editing stages. While you write your essay:

- ▶ Take what you have learned about how to read texts critically, and use it to write consciously and critically.
- ▶ Be aware of the positions that you are taking and how you position your reader.
- ▶ Try to control the amount of distance you want to create between yourself as the writer and your tutor/lecturer who is your reader.

In your identity as 'student' it is quite hard to position yourself as the one who has power when writing an essay for someone of higher status. However, when you are writing an essay your identity is 'the writer' of formal academic text. In this identity, you are expected to write from a position of authorial power.

### Talking

When students participate in spoken interaction in tutorials and in other contexts at the university, there are power relations at work. It may be useful for you to ask questions that enable you to evaluate the situation and check how you are positioning yourself and being positioned.

- ▶ Who are the participants? Are there people from dominant groups? - Men? 'The previously advantaged; English speakers'? (I mean whites, but I am trying to avoid labelling people in terms of skin colour) Urban people? Rich people? etc.
- ▶ What languages are being used? Do the languages affect power relations?
- ▶ Who is controlling and asking the questions?
- ▶ Who is doing most of the talking? Do the talkers subtly select the speakers and control the turn-taking? Who is keeping silent? Why are they silent? Is silence a passive way of letting others have power? Whose responsibility is it to distribute power?
- ▶ What can I say or do to change the power relations so that everyone participates and develops their academic confidence to share what he or she really thinks and in so doing raise the level of debate? (See chapter 10, p101)

## Conclusion

You have completed Unit Ten on language and power. I hope that you have gained greater awareness of how language is used for power and social positioning. Perhaps you will become more conscious of how you use language and more alert to how others are using language.

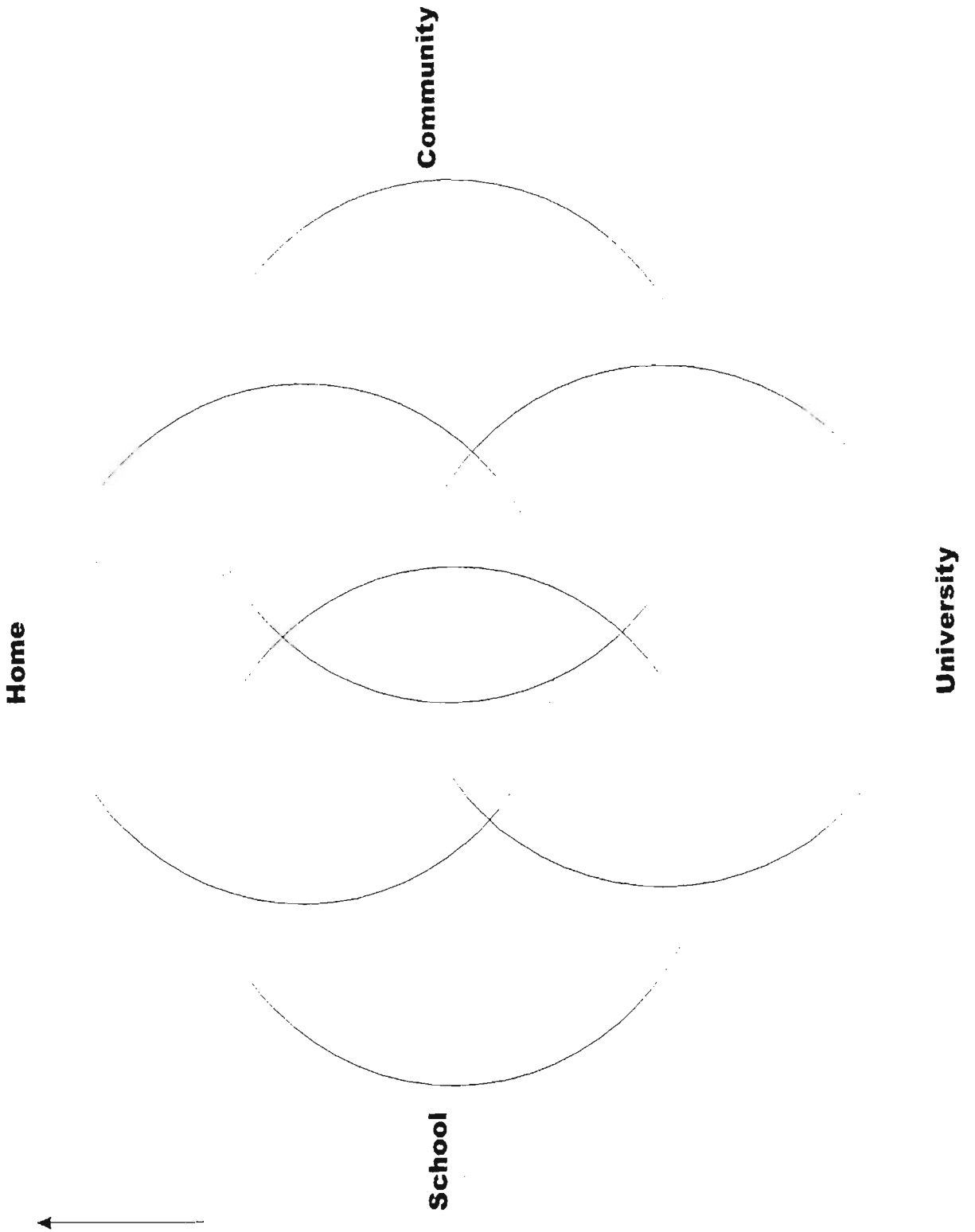
### KEY POINTS

- ▶ Critical writing involves being consciously aware of your position, where you fit in the total social context, how you position your reader and of power relations generally.
- ▶ When writing academic essays it is better to occupy your more powerful subject identity of 'author/writer' than of 'student.'
- ▶ With your knowledge of power relations and positioning, you can try to do something to increase the amount of participation in tutorials and thereby increase the level of academic debate.
- ▶ Take the risk to say and do things that are beyond what you think you can say and do. It is scary at first but this is the way to develop confidence and realise your potential.

## Bibliography

Janks, H. (1993) **Language and Position**. Hodder and Stoughton, Johannesburg.





### Sharing insights

**Note** Remember, you do not have to agree with my interpretation.

**Text A** The text 'Read this if you value your freedom' is a piece of manipulative political writing which puts the reader into a position where s/he might feel bad if s/he chooses not to read on. By using the pronoun 'you' it appeals to the individual's desire for freedom which in the South African context can have particularly strong meaning. However the text carries immense tension because it is so contradictory - so packed with opposing forces. The author begins with an imperative (a command) which in the context of the right wing in South Africa in the late 80's and early 90's, I associate with brutality and force. From my position, this does not link up to 'freedom' to which the command is leading. Knowing who produced the text, I feel very aware that there are different and even opposing ideas of freedom circulating amongst different groups of people in South Africa. This author's concept of freedom is very opposite to mine. Against this contradiction of meaning, which I experienced when reading this text (and which right wing people might not experience on reading the text) the author's use of the pronoun 'you' has the effect of personalising a message about a kind of freedom which I fundamentally oppose. This puts me into a position that makes me feel uncomfortable because it positions me as someone who agrees with the author's idea, which I know I do not agree with. As a critical reader, I am able to say 'no' to being tricked into a position that I oppose.

**Text B** Text B is an advertisement for PFU (Preparing for University) which is a programme that is designed to help students enter the university context smoothly. Advertisements appeal to the individual and his or her insecurities about not having something or not doing something. Think about all those television advertisements and how they make you feel - like your life would be better if you went and bought that hair lotion or that bleach or whatever.

To make students aware that there is a service at the university that does offer help, PFU has to advertise because many students arrive unaware of such support. The author of the advertisement uses an interrogative which arouses curiosity and then uses the personal pronoun 'you' which personalises his or her relationship with the reader and thus reduces the social distance and the power differences between them. The text is arranged so that the student is then led into the ways in which s/he can get support and the use of the pronoun 'your' in the second item reinforces the idea that there are people on campus who take care of 'individual' needs. The overall effect of these grammatical devices and the textual arrangement is to reassure students about their individual insecurities and make them aware that they can get support.

### Total context of text production

What is the **socio-historical context** - the power relations and social structures within which the text was written? What are the ideological assumptions - that which is presented as natural to believe and value? What is the cultural environment?

What is the writer's **social purpose**? Does the writer want to reproduce or change social practice? What genre is being used to achieve this purpose?

→

### Social relations of text production:

Think about the *topic* and ask yourself 'What are my own views on the topic at this point?'

Work out what you can about the *participants* (this may involve a bit of intelligent guessing)

Who is the *writer*? What do I know about this writer's position? What do I know about the writer's social status or what can I guess about it? Where does the writer live and work? Who does the writer refer to and draw upon in the text (intertextuality)? What does this tell me about his or her frame of reference?

Who do I think is the writer's intended *reader's*? What assumptions is the writer making about the reader's frame of reference (knowledge, experience and language)?

### Text - grammar, vocabulary and organisation

Check for each of the linguistic features one by one, (degrees of certainty, use of pronouns, word choices, passive voice, article system) to see if any have been used to assert power and position you.

#### Ask

How do key linguistic features work to position the readers/listeners?

Do they all pull in the same direction? Is there a pattern?

How does the overall organisation of the text - sequencing, visual selection and organisation of the text - contribute to the writer's position?

Are there any internal contradictions (language doing completely opposite things within the text)?

### While you analyse, you may ask:

What role is the writer playing? What is the writer's subject identity when writing this piece? Reporter? Student? Feminist? Political activist?

What is the writer's position? Where is the writer trying to put me? Who is dominant? Who is subordinate?

What can I assume if the writer has used on the one hand a completely impersonal style or on the other hand, a very personal style?

Has the writer left out any information? Why? Whose interests are being served by leaving out certain information?

What beliefs are being asserted? Whose values are assumed? What is the reader being persuaded to believe or value?

Is the language racist or sexist?

How is my response to this text affected by who I am?



**Voices in a university: a critical exploration of black students' responses to institutional discourse.**

**Volume II**

**APPENDICES A - U**

**Jennifer Anne Clarence-Fincham**

**Submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of English Studies, University of Natal, Pietermaritzburg.  
1998**

### Textual Analysis.

For the next two weeks you will be involved in analysing one or two university documents that are amongst those sent to first year students at the beginning of each year. The aim of these sessions is to:

Provide you with the opportunity to read, analyse and suggest changes to some university documents which first year university students have to process at the beginning of each year.

The objectives for these sessions can be formulated as a series of questions. As you read each text ask:

- a. Is this text an example of effective communication?
- b. In which ways is it effective?
- c. Does it present any barriers to effective communication? What are these?
- d. Are there any ideas or issues raised in the text on which you would like to comment?
- e. How can the text be rewritten so that it is more accessible and acceptable to students coming onto campus for the first time?

When you come onto campus at the beginning of your first year, there are many new experiences that have to be absorbed and responded to. One of the first experiences you have of the university is of the kind of documents it produces. When you apply for admission to the institution, you are sent a wide range of information and different forms to fill in. Then in December, another set of documents arrives. Each of these texts needs to be read and understood and sometimes the sheer volume of information can be extremely confusing. In addition, if you have not encountered the type of text that is typical of the university you may feel very alienated from it and wonder how to respond appropriately to its various demands.

The purpose of this section of Learning, Language and Logic is for you to analyse one or two of these texts and to try and suggest some ways in which they could be made more accessible and acceptable to students coming to the university for the first time.

You are in a good position to do this because:

- a. You have had experience of the documents and may remember some of the responses that you had at the beginning of the year.
- b. You have had six months experience of the university and are now in a position to evaluate your experience so far.
- c. The insights you have gained in 3L about effective communication and barriers to communication should equip you to analyse the texts more critically.

Please read the following task carefully:

"Each of the three texts you have been given is amongst those sent to first year students at the beginning of the year. Choose one text, read it carefully and decide how it can be made more accessible and acceptable to students coming onto campus for the first time. Write a report in which you describe and justify the changes that you recommend. You can concentrate on any aspect of the text that you choose."

Spend the first couple of sessions discussing your response to each text with two or three other students. Once you have completed the group discussion start to work on your individual reports.

If you have time you can analyse a second text, though it is most important for you to analyse one text in detail. Your report should be between four and five pages long.

When you have completed this task, three things will happen:

1. You will present your recommendations to the whole class. This will give you an opportunity to compare your insights with those of other students.
2. Your tutor will assess your written report and the mark will count towards your final year's record.
3. All the recommendations made will be sent to Mr. Emmerich in administration so that he can see what suggestions have been made and take them into account when modifying future documents. He will also provide comments and feedback for the 3L class.



# UNIVERSITY OF NATAL

## APPLICATION FOR ADMISSION TO STUDY IN 1989

For Office Use Only.
Student No. ....
App. Fee Paid R .....
Res Dep Paid R .....
Receipt No. ....
Date .....
App. Ack:
Into S.I.M.S.:
By: ..... On: .....
Checked:
By: ..... On: .....

Please fill in only *one* Application Form even if you wish to apply for more than one centre and for more than one degree/diploma.

**IMPORTANT:** READ NOTES ON PAGE 11 BEFORE COMPLETING THIS FORM.  
 THIS APPLICATION WILL NOT BE PROCESSED UNLESS ACCOMPANIED BY THE APPROPRIATE APPLICATION FEE, AND RESIDENCE DEPOSIT (if applicable) OR IF NOT SIGNED.  
 Whenever applicable, use an 'X' to mark the relevant block.

### SECTION 1: PREVIOUS APPLICATIONS

Have you ever been a registered student at the University of Natal before?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If 'Yes': What was your Student No?

### SECTION 2: DEGREE(S)/DIPLOMA(S) YOU ARE CONSIDERING (See Note 1)

Please fill in the degree(s)/diploma(s) you are considering, together with the intended centres for study (using the code shown alongside the table) in order of preference. You may select the same degree/diploma at different centres as separate choices, providing it is available at those centres.

Order of Preference	Degree/Diploma	Code	Office Use	Code	Centre
1			<input type="checkbox"/>	A	Durban
2			<input type="checkbox"/>	B	Pietermaritzburg
3			<input type="checkbox"/>	C	Medical School
			<input type="checkbox"/>	D	Natal Technikon (Education only)
			<input type="checkbox"/>	E	Edgewood College (Education only)

(Engineering and Durban Science applicants MUST state department — see degree list on Page 12)

Do you intend registering (please indicate one choice in each column):

As a:  Full-Time Student  
 Part-Time Student

For:  Degree/Diploma Purposes  
 Non-Degree Purposes

### SECTION 3: PERSONAL DETAILS

Surname:	First Names (as per Birth Certificate):																
Maiden Name:	Date of Birth: <table border="1" style="display: inline-table; text-align: center;"> <tr> <td>Y</td><td>Y</td><td>Y</td><td>Y</td><td>M</td><td>M</td><td>D</td><td>D</td> </tr> <tr> <td>1</td><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	Y	Y	Y	Y	M	M	D	D	1	9						
Y	Y	Y	Y	M	M	D	D										
1	9																
Correspondence Address: (not a School address)	Title: <table border="1" style="display: inline-table; text-align: center;"> <tr> <td>Mr</td><td>Miss</td><td>Ms</td><td>Mrs</td><td>Dr</td><td>Prof</td><td>Rev</td> </tr> </table>	Mr	Miss	Ms	Mrs	Dr	Prof	Rev									
Mr	Miss	Ms	Mrs	Dr	Prof	Rev											
Postal Code: .....	S.A. Identity No. (or Passport No. if no S.A. I/D No):																
	Contact Telephone Number:																

**PERSONAL DETAILS (Section 3) (Continued)**

Marital Status

1	<input type="checkbox"/>	Married
2	<input type="checkbox"/>	Single
3	<input type="checkbox"/>	Divorced
4	<input type="checkbox"/>	Widowed

Proposed Accommodation During Term Time

1	<input type="checkbox"/>	University Residence
2	<input type="checkbox"/>	Parents' Home
3	<input type="checkbox"/>	Private Lodging
4	<input type="checkbox"/>	Own Home

Present Activity

1	<input type="checkbox"/>	Secondary School
2	<input type="checkbox"/>	National Service
3	<input type="checkbox"/>	University Student
4	<input type="checkbox"/>	Technikon Student
5	<input type="checkbox"/>	Technical College Student
6	<input type="checkbox"/>	College of Nursing Student
7	<input type="checkbox"/>	Teachers' Trg. College Student
8	<input type="checkbox"/>	Employed
9	<input type="checkbox"/>	Other (.....)

Note: Admittance to a University residence requires a separate application and approval, and may affect the closing date for application forms.  
  
(See Note 4)

Nationality

7	5	0	<input type="checkbox"/>	South African
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (.....)

Military Service

1	<input type="checkbox"/>	Completed
2	<input type="checkbox"/>	Deferred/Awaiting deferment
3	<input type="checkbox"/>	Exempted
4	<input type="checkbox"/>	Not Applicable

Activities Since Leaving School (See Note 5)

YEAR		ACTIVITY (e.g. University, Unemployed, Employed)
FROM	TO	
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**INFORMATION REQUIRED FOR STATISTICAL PURPOSES**

**BY DEPARTMENT OF NATIONAL EDUCATION.**

Sex

1	Male
2	Female

Residence Status

1	S A Citizen
2	Foreign with permanent Residence Permit
3	Foreign with Temporary Residence Permit
4	Foreign – permanently resident outside SA while studying

Home Language

1	Afrikaans
2	English
3	Afrik. & English
4	North Sotho
5	South Sotho
6	Swati
7	Tsonga
8	Tswana
9	Venda
10	Xhosa
11	Zulu
12	Other (.....)

Population Group

1	Black
2	Coloured
3	Indian
4	White, Chinese Japanese

All foreigners permanently resident outside SA or with temporary residence permits should complete the following:

Country of Permanent Residence				
Office use				

**SECTION 4: ADDITIONAL INFORMATION**

**Next of kin**

Relationship:      Father       Mother       Guardian       Spouse       Other       None

Surname:	Initials:	Title: <small>(Mr, Mrs etc)</small>
Residential Address: ..... ..... ..... Postal Code: .....	Occupation:	Home Telephone No      Work Telephone No Dialling Code: ..... Number: .....

Have you requested a "Financial Aid Application Form" (See Page 9) 

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Did either of your parents study at this University?  
(Note: This is for statistical purposes only and will not affect your application)

<input type="checkbox"/>	Father
<input type="checkbox"/>	Mother
<input type="checkbox"/>	Neither

The University is sensitive to the needs of handicapped students.

Do you have a major disability? 

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If "YES" give brief details .....

.....

**SECTION 5: FACULTY INFORMATION**

Do you intend becoming a TEACHER?

Yes	No

Do you intend becoming a LAWYER?

Yes	No

Indication of intended major subject specification (if known) .....  
 (This is an indication only and will not be binding on you.)

**SECTION 6: POST SCHOOL ENROLMENT** (See note 6)

If you have **ever** enrolled for any post-school studies (e.g. at a University, Training College, Technikon, Nursing College etc.) complete the following:

Institution		Years Attended		Degree/Diploma/Certificate				Year of Graduation			
Name:	Office Use	From	To	Name:	Office Use	Complete		Y	Y	Y	Y
						Yes	No				

What was your student number at the last University you attended .....

Have you ever been refused entry to or been excluded from a University, College or Technikon?

Yes	No

If 'Yes' give details: .....

**SECTION 7: EXEMPTION FROM COURSES** (See note 7)

Do you wish to apply for exemption from certain courses?

Yes	No

Do you wish to enter into a year of study *other* than 1st year

Yes	No

If 'yes', then which year of study ..... (2nd, 3rd etc.)

**SECTION 8: POST GRADUATE APPLICATIONS**

Name of Department in which you wish to register: Degree choice 1 .....

Degree choice 2 .....

Is application for Admission to Status required?  
 (To be completed by POSTGRADUATES who are entering this University for the first time) -

Yes	No

If 'Yes', to which degree: .....

See note 8

Masters' and Doctoral candidates should state subject of study or research .....



**SECTION 9: SECONDARY SCHOOL EXAMINATION DETAILS** (See notes 9, 10 and 11)

Examining Authority:

01	Cape Education Dept.	08	OFS Education Dept.
02	House of Representatives (Coloured Education)	09	Transvaal Education Dept.
03	Education & Training (D E T)	10	GCE
04	House of Delegates (Indian Education)	11	Cambridge
05	Joint Matric. Board	12	AEB
06	Natal Education Dept.	13	Transkei Educ. Dept.
07	Dept. of National Education	14	Other (.....)

Details of school where you will complete (or have completed) your final year of high school.

Name of school: .....

Town: .....

Province or Country: .....

Year of Matriculation: .....

1988 Matriculants only

Matric Exam No: .....

	Yes	No
Is this your first attempt at Matric	<input type="checkbox"/>	<input type="checkbox"/>

**SUBJECTS** (Please fill in all your subjects and levels and the results where available)

Subjects	Office Use	End of Standard Nine		Matric Trials		Matriculation	
		Level HG, SG, S,O	Symbol	Level HG, SG, A,S,O	Symbol	Level HG, SG, A,S,O	Symbol
1							
2							
3							
4							
5							
6							
7							
8							
9							
Point Score (office use only)							

The type of Matriculation exemption should be indicated below if already obtained:

(If not already obtained — See Note 10)

1	Full	4	Conditional — Foreign Students
2	Conditional — Ordinary	5	Conditional — Immigrant
3	Conditional — Mature Age	6	Senior Certificate (No Matric)

**SECTION 10:**

**DECLARATION AND UNDERTAKING**

**TO BE COMPLETED BY APPLICANT**

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

.....  
Date

.....  
Signature of Applicant

(To be completed where applicant is a minor)

Assisted by me

.....  
Signature of Parent/Guardian

***SURETYSHIP*** (To be complete where applicant is a minor)

I, the undersigned, the lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidium and co-principal debtor with the above named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

.....  
Signature of Parent/Guardian

---

**SECTION 11: RETURN ADDRESSES.**

Return this form when *fully* completed, with the required application fee (see Note 13) to the centre of your FIRST choice in Section 2.

**Centres A, D & E**

The Registrar  
University of Natal  
King George V Avenue  
DURBAN  
4001

(Ph: 031-8169111)

**Centre B**

The Registrar  
University of Natal  
PO Box 375  
PIETERMARITZBURG  
3200

(Ph: 0331-63320)

**Centre C**

The Registrar  
Medical School  
University of Natal  
PO Box 17039  
CONGELLA  
4013

(Ph: 031-254211)



# UNIVERSITY OF NATAL

## APPLICATION FOR ADMISSION TO RESIDENCE

For Office Use Only.

Student No .....

Receipt No .....

Amount .....

Date .....

Matric PTS .....

Std 9 PTS .....

Academic Sel: .....

Res Sel: .....

1. This form constitutes your application to residence only and does not imply an offer of accommodation until you are notified accordingly.
2. If you wish to submit an application for admission to residence in respect of one or more of your degree choices, complete the proposed degree column in the same order as on Page 1 of the academic application form, and indicate your preferred residence in the appropriate block. Leave blank those residence blocks for which you do not wish to be considered for residence. Check that the centres (Durban, Pietermaritzburg) correspond for both degree choice and residence choice.
3. Closing dates:
 

New 1st Year undergraduates	30 September
Post-graduates (other than H D E)	30 November
All others (including H D E)	31 October
4. Deposits: R200 residence deposit must accompany this form in addition to the R30,00 University application fee. (Refer to Procedure for Admission to Residence.) Applicants for Alan Taylor Residence **only** must send a R50,00 (not R200) deposit with this application form. (Note: Alan Taylor Residence is not available to 'white' students.)
5. Documentation: Attach a certified copy of your Standard 9 end-of-year report (or equivalent) if writing Matriculation (or equivalent) at the end of this year.

	PROPOSED DEGREE		DURBAN	PIETERMARITZBURG
	Degree Name:	Centre	Preferred Residence	Preferred Residence
1st Choice	.....	.....	.....	.....
2nd Choice	.....	.....	.....	.....
3rd Choice	.....	.....	.....	.....

SURNAME			SEX			
FIRST NAMES			DATE OF BIRTH	AGE		
ADDRESS FOR ALL CORRESPONDENCE						
POSTAL CODE						
TELEPHONE NUMBERS	DAY:	DIALLING CODE	NUMBER	EVENING:	DIALLING CODE	NUMBER

NAME OF LAST SCHOOL ATTENDED:

YEAR OF MATRICULATION / A or M LEVELS:

RESULTS OF MOST RECENT EXAMINATIONS WHICH HAVE BEEN WRITTEN – Fill in either (A) or (B)  
Copies of results and reports to be submitted.

(A) SCHOOL LEAVER

SUBJECTS (Please fill in all your subjects and levels and the results where available)

SUBJECTS	END OF YEAR STANDARD NINE		MATRICULATION	
	Level HG,SG,O,M	Symbol	Level HG,SG,A,M	Symbol
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

DO NOT TEAR OFF

DO NOT TEAR OFF

(B) UNIVERSITY EXAMINATIONS: (If results of University examinations are not available complete Matric Section A as well.)

Note: INDICATE EXAMINATION RESULT BY (Choose one method only):

- (a) MARK e.g. 60%                      (b) F = FAIL                      (c) S = SUPPLEMENTARY  
 (d) DNW = DID NOT WRITE            (e) BLANK = RESULTS NOT AVAILABLE

\* If University of Natal, state whether Durban or Pietermaritzburg.  
 \*\* Indicate all courses for which you entered.

DEGREE/DIPLOMA: .....

1.

INSTITUTION*	CALENDAR YEAR	COURSE **	RESULT	INSTITUTION *	CALENDAR YEAR	COURSE **	RESULT

HAVE YOU PREVIOUSLY STAYED IN A UNIVERSITY OF NATAL RESIDENCE?

Yes	No

If "YES" which years ..... Name of Residence(s) .....

2. POST-GRADUATE STUDENTS INDICATE DEGREE/DIPLOMA COMPLETED: .....

3. GIVE FULL DETAILS OF EMPLOYMENT, NON-UNIVERSITY EDUCATION, MILITARY TRAINING OR OTHER SINCE LEAVING SCHOOL TO DATE.

	FROM	TO

4. DETAILS OF EXTRA-MURAL ACTIVITIES AND ACHIEVEMENTS:


5. GIVE DETAILS OF ANY SPECIAL MEDICATION OR PHYSICAL DISABILITIES THAT THE RESIDENCE MAY NEED TO KNOW:


6. RELIGIOUS DENOMINATION (Optional): .....

(N.B.: University Halls of Residence are non-denominational. This information is required for the purpose of putting students in touch with religious bodies.)

7. DECLARATION BY THE STUDENT

I, ..... hereby declare that the information supplied is true and accurate to the best of my knowledge and belief.	
SIGNATURE OF APPLICANT	DATE

8. DECLARATION BY PARENT/GUARDIAN

I hereby declare that I am the lawful parent/guardian of the abovementioned student who has applied for admission to Residence at the University of Natal, Durban/Pietermaritzburg, and that as such I shall hold myself responsible for the payment of all Residence fees as due by the abovenamed student.	
SIGNATURE OF PARENT/GUARDIAN	DATE
FULL NAMES	
ADDRESS	
POSTAL CODE	
TELEPHONE NO. ....	



# UNIVERSITY OF NATAL

For Office Use Only.

Student No.....

## REQUEST FOR FINANCIAL AID APPLICATION FORM

N.B. The closing date for the receipt of completed financial aid applications is 31 October 1988.

SURNAME: .....

FIRST NAMES: .....

HOME/POSTAL ADDRESS: .....

..... CODE: .....

I hereby request the Bursaries, Scholarships and Loans Office to forward to me the application for financial assistance for 1989.

I intend registering as a student at the University of Natal in 1989 and would appreciate being considered for some financial assistance in the form of bursaries, scholarships or loans.

I note that the current costs of attending the University of Natal are as follows:

Tuition fees (average) .....	R3 030
Residence fees/accommodation (average) .....	3 455
Books .....	1 000
Transport, clothing, pocket money, medical expenses, etc .....	1 428
Vacation living costs at R100 per month for 4,5 months .....	450
	TOTAL (rounded off) : R9 360

and that these costs may increase by an average of 20% per annum.

I also note that it is not the University's responsibility to guarantee finding me the necessary finance if I am unable to do so.

DATE: ..... SIGNATURE: .....

Please complete appropriate blocks overleaf for special restricted bursaries and scholarships, and loan application forms.

**SPECIAL RESTRICTED BURSARIES AND SCHOLARSHIPS:**

Place an X in the appropriate box in respect of the following specific awards if you wish to be considered for them. For details see the Handbook.

ALBERT AND MOLLY BAUMANN BURSARY (Entrants only; preference to dependents of employees of Bakers Ltd; Arts, Commerce, Engineering, Social Science)	
WESLEY HALL EDUCATION TRUST (Entrants, dependents of ex-servicemen or women)	
MARY MORKEL BURSARY (For handicapped students, preferably for blind or partially sighted students)	
SA FOOTPLATE STAFF ASSOCIATION SCHOLARSHIP (White entrants, dependents of members of SA Footplate Staff Association)	
SA SUGAR ASSOCIATION SCHOLARSHIP (South African citizens; academic merit; Agriculture, Engineering and Science. Preference to those whose parents have/have had direct connection with SA Sugar Industry)	
EMMA SMITH BURSARY (White girls — Durban residents)	
LINDA BORNMAN (Residents of Malherbe Residence, Pietermaritzburg)	
DEPARTMENT OF EDUCATION AND TRAINING (Intending African teachers, from D E T administered area)	
JACK ROSS MEMORIAL BURSARY (White entrants, preference to students of Scottish parentage or heritage)	
OLIVER SCHREINER (BProc or LLB, Pietermaritzburg)	
FRANK BUSH BURSARY (Third year student intent on career in Nature or Natural Resources conservation)	
DU PAVILLON TRUST LOAN (Male students under 20 years — father deceased)	
VIC SMEDLEY (BCom third year student, proceeding to Postgraduate Diploma in Management Accounting and the CIMA final examination)	

**LOAN AGREEMENT FORMS:**

UNIVERSITY OF NATAL STUDENT LOANS (Will be allocated only <u>after</u> registration)	
UNIVERSITY OF NATAL ENTRANCE LOANS (For selected disadvantaged <u>entrants</u> )	

PLEASE READ THESE NOTES CAREFULLY BEFORE COMPLETING THE ADMISSION FORM

- 1 Complete only one application form even if you may wish to apply to more than one centre and for more than one degree/diploma. Section 2 permits you to indicate your choice of centre and degree/diploma.
- 2 Whenever applicable, use an "X" to mark the relevant block.
- 3 The application form must be completed as fully and as accurately as possible to avoid delay in processing.
- 4 If you wish to apply to be considered for possible admittance to a University residence, you must complete the residence application form as well as this academic application form. Acceptance into the University does not imply acceptance into a Residence. The closing date for receipt of residence application forms (and residence deposits) for new undergraduate applicants is 30 September.
- 5 Complete the 'Activities Since Leaving School' section starting from the time you first left high school. Insert dates (year only) you spent at: University, College, or Technikon (also complete Section 6); periods unemployed (including extended travel); periods employed (if employed at present, state your occupation and name and telephone number of employer); military service.
- 6 If you have ever attended another University and wish to read for an Honours or undergraduate degree/diploma, please arrange for the Registrar(s) to submit a full academic record and certificate of conduct for all years of study.
- 7 Application for exemption in respect of courses passed at another University or other similar institution is dealt with in Section 7. A fee of R15,00 is charged for each course from which exemption is granted up to a maximum fee of R90,00.
- 8 Applicants reading for higher degrees and most post-graduate diplomas who do not have a first degree from this University should note that admission as a candidate to Honours, post-Bachelor's degrees/diplomas, Master's or Doctor's degrees will require admission to status. The appropriate form will be issued after selection into the University and a fee of R25,00 will be charged (in addition to the R30,00 application fee mentioned in 13 below).
- 9 The basic entry requirement is a certificate of Matriculation exemption. Undergraduate applicants will be selected according to results obtained. There may be additional Faculty requirements. These will be found in the Information Regarding Application for Admission booklet.
- 10 The University cannot accept responsibility for deciding whether a student qualifies for Matriculation exemption. The onus is on students to obtain clarification regarding their eligibility for Matriculation exemption, and to notify the University immediately this clarification has been obtained, either from the responsible Education Department or from the Joint Matriculation Board, PO Box 3854, Pretoria, 0001. Examination subjects, levels and symbols must be supplied — symbols not yet available must be furnished as soon as available.
- 11 If you are a new applicant entering University for the first time, you must supply the correct name of your Examining Authority in Section 9. In addition, if you are Matriculating in 1988, you must supply your Matriculation examination number. These two items of information may be obtained from your School Principal.

If the examination number is not known at the time of submission of this application, send the information to the University as soon as known. FAILURE TO DO SO MAY AFFECT SELECTION INTO THE UNIVERSITY.

- 12 The closing date for applications to undergraduate, HDE and non-graduate diploma study is 31 October 1988. The closing date for masters by course work, Honours, post-graduate bachelor's degrees and other post-graduate diploma study is 30 November 1988. Applications submitted after the due date must be accompanied by the increased fee mentioned in Note 13 below. The Faculty of Medicine does not accept late applications and other Faculties accept late applications for a limited period only.
- 13 Application Fees (Non-Refundable)
  - 13.1 All degrees/diplomas other than Masters and Doctoral degrees:

An application fee of R30,00 must accompany this Application for Admission Form if submitted by the appropriate closing date. A fee of R80,00 (R30,00 application fee plus R50,00 penalty fee) must accompany all applications submitted after the closing date.
  - 13.2 Masters and Doctoral degrees — R30,00.
  - 13.3 All application and penalty fees are non-refundable. Only applicants who are **currently registered** as students of the University of Natal do not pay the application fees. Application fees and residence deposits sent by post should be paid by cheque or postal order not cash.
- 14 If you wish to apply for financial assistance — which could take the form of a bursary, loan, or scholarship — you must apply for a 'Financial Aid Application Form' by completing Pages 9/10 of this application form. This applies to applicants in all centres viz Durban, Pietermaritzburg and Medical School. The closing date for **receipt** of completed applications for financial assistance is 31 October. Late applications will not be considered.

## **DEGREES/DIPLOMAS OFFERED**

(These are the most common degrees/diplomas offered.  
See University Calendar or Faculty Handbooks for full list of degrees and diplomas)

### **DURBAN**

#### **Faculty of Architecture and Allied Disciplines**

Bachelor of Architecture  
B Sc in Building Management  
B Sc in Quantity Surveying  
Master of Town & Regional Planning

#### **Faculty of Arts**

Bachelor of Arts  
Bachelor of Music  
Performers Diploma in Music

#### **Faculty of Commerce**

Bachelor of Commerce  
Diploma in Accountancy (post-graduate)

#### **Faculty of Education**

Bachelor of Primary Education  
Higher Diploma in Education  
(post-graduate)  
Bachelor of Education  
(post-graduate)  
Diploma in Specialised Education  
(Remedial Education)

#### **Faculty of Engineering**

B Sc Eng (Agricultural)  
B Sc Eng (Chemical)  
B Sc Eng (Civil)  
B Sc Eng (Electrical)  
B Sc Eng (Electronic)  
B Sc Eng (Mechanical)  
B Sc in Land Surveying

#### **Faculty of Law**

Baccalaureus Procuratoris  
Bachelor of Laws (post-graduate)  
Diploma in Maritime Law  
Postgraduate Diploma in Taxation

#### **Faculty of Science**

B Sc (General & Earth Sciences)  
B Sc (Biological Sciences)  
B Sc (Physical, Chemical and  
Mathematical Sciences)  
B Sc (Information Processing and Computing)  
B Sc (Pharmacy)

#### **Faculty of Social Science**

Bachelor of Social Science  
B Soc Sc (Social Work)  
B Soc Sc (Nursing)  
Diploma in Nursing Education

### **PIETERMARITZBURG**

#### **Faculty of Agriculture**

B Sc in Agriculture  
Bachelor of Agricultural Management  
B Sc in Dietetics  
B Sc in Home Economics  
Postgraduate Diploma in Hospital Dietetics

#### **Faculty of Arts**

Bachelor of Arts  
B A in Fine Arts  
Bachelor of Theology  
Postgraduate Diploma in Fine Arts

#### **Faculty of Commerce**

Bachelor of Commerce  
Bachelor of Accountancy  
Diploma in Accountancy  
(post-graduate)

#### **Faculty of Education**

Higher Diploma in Education  
(post-graduate)  
Bachelor of Education  
(post-graduate)  
Diploma in Specialised Education,  
School Librarianship (post graduate)

#### **Faculty of Engineering (1st-year only)**

B Sc Eng (Agricultural)  
B Sc Eng (Chemical)  
B Sc Eng (Civil)  
B Sc Eng (Electrical)  
B Sc Eng (Electronic)  
B Sc Eng (Mechanical)  
B Sc in Land Surveying

#### **Faculty of Law**

Bachelor of Laws (post-graduate)  
Postgraduate Diploma in Taxation

#### **Faculty of Science**

Bachelor of Science

#### **Faculty of Social Science**

Bachelor of Social Science  
Higher Diploma in Library Science

### **MEDICAL SCHOOL**

Bachelor of Medicine and Bachelor of Surgery  
(not for "white" undergraduates)

### **EDGEWOOD COLLEGE OF EDUCATION**

Higher Diploma in Education (undergraduate)

See Faculty Handbook for other education Diplomas  
offered.

### **NATAL TECHNIKON**

Higher Diploma in Education (undergraduate)

See Faculty Handbook for other education Diplomas  
offered.



The closing date for receipt of Application Forms was 30 October 1992. A fee of R120 (R50 application fee plus R70 penalty fee) must accompany this application otherwise your application will not be considered.

Appendix B Text A (ii)



**UNIVERSITY OF NATAL**

**APPLICATION FOR ADMISSION TO STUDY IN 1993**

PLEASE READ THE NOTES ON PAGE 7, BEFORE ATTEMPTING TO COMPLETE THIS FORM

For Office Use Only	
Student No. ....	
App. Fee Paid R .....	
Receipt No. ....	
Date .....	
App. Ack: .....	
Into S.I.M.S.:	
By: .....	On: .....
Checked:	
By: .....	On: .....

**SECTION 1: PREVIOUS APPLICATIONS**

Have you ever been a registered student at the University of Natal before?

Yes  No

If 'Yes': What was your Student Number?

--	--	--	--	--	--	--

**SECTION 2: DEGREE(S) / DIPLOMA(S) AND RESIDENCE ACCOMMODATION**

See Note 2

Please fill in the degree(s) / diploma(s) you are considering, together with the intended centre (campus), in order of preference. You may select the same degree / diploma at different centres as separate choices, providing it is available at those centres (see list of degrees / diplomas on Page 8).

Should you wish to be considered for accommodation in a University residence, please indicate your choice of residence using one of the residence names which appear on Page 8.

Choice Order	Centre	Degree/Diploma	Residence	For Office Use		
				Deg	Res	Other
1						
2						
3						

(Engineering and Science applicants MUST state stream — see Information Booklet(s))

Do you intend to register: as a full-time student  or as a part-time student

Do you intend to register for: degree/diploma purposes  or non-degree purposes

NDP's state course(s): .....

**SECTION 3: PERSONAL DETAILS**

PLEASE PRINT CLEARLY

Surname:	Date of Birth:		Year	Month	Day
Maiden Name: (previous surnames)	1	9			
First Names: (as per ID Document)	Mr	Miss	Ms	Mrs	Dr
Correspondence Address (not a school address):	Title:				Rev
Postal Code: .....	S.A. Identity No. (or Passport No. if No. S.A. ID No.):				Prof
	Contact Telephone Numbers:				
	Day: Dialling Code: .....	No.:			
		Ext.:			
	Night: Dialling Code: .....	No.:			
		Ext.:			
	Fax No. (if available):				

See Note 6

**PERSONAL DETAILS (SECTION 3 continued) ...**

**Marital Status**

- 1 Married
- 2 Single
- 3 Divorced
- 4 Widowed

**Present Activity**

- 1 Secondary / High School
- 2 National Service
- 3 University Student
- 4 Technikon Student
- 5 Technical College Student
- 6 College of Nursing Student
- 7 Teachers' Training College Student
- 8 Employed
- 9 Other ( .....

**Finance**

See Note 9

A. How do you expect your stay at University, including accommodation to be financed?

Please indicate what funds you have ALREADY BEEN PROMISED for your studies:

	Amount
1. From parents, relatives	
2. Bursary from .....	
3. Loan from .....	
4. Earnings from .....	
Total:	

B. Consult the section on how to finance your studies in the *Undergraduate Prospectus* booklet, and calculate what the total cost of your studies will be for 1993.

By how much is the total in Section A short of the total cost?

What steps are you taking to secure this amount?  
 .....  
 .....  
 .....

**Accommodation**

Where do you expect to be accommodated during term time?

- 1 University Residence
- 2 Parent's Home
- 3 Private Lodgings
- 4 Own Home
- 5 Other ( .....

If you have indicated that you hope to be accommodated in a University residence and you do not succeed in gaining admission to residence, will you still be able to register at this University?

- Yes  No

If Yes, where will you stay?  
 .....

**Activities Since Leaving School**

YEARS		ACTIVITY (e.g. University, Employed, Unemployed)	IF PREVIOUSLY OR CURRENTLY EMPLOYED, SUPPLY DETAILS (use separate sheet of paper if required)
From	To		

See Note 15

PERSONAL DETAILS (SECTION 3 continued) ...

**INFORMATION REQUIRED FOR STATISTICAL PURPOSES**

<p><b>Gender</b></p> <p><input type="checkbox"/> 1 Male</p> <p><input type="checkbox"/> 2 Female</p>	<p><b>Nationality</b></p> <p><input type="checkbox"/> 750 South African</p> <p><input type="checkbox"/> Other (.....)</p> <p><b>Residence Status</b></p> <p><b>South African Students:</b></p> <p><input type="checkbox"/> 1 South African Citizen</p> <p><input type="checkbox"/> 2 Permanent Residence Permit holder</p> <p><b>International Students:</b></p> <p><input type="checkbox"/> 3 Temporary Residence Permit holder</p> <p>Country of Permanent Residence: .....</p>	<p><b>Home Language</b></p> <p><input type="checkbox"/> 1 Afrikaans</p> <p><input type="checkbox"/> 2 English</p> <p><input type="checkbox"/> 3 Afrik. &amp; English</p> <p><input type="checkbox"/> 4 North Sotho</p> <p><input type="checkbox"/> 5 South Sotho</p> <p><input type="checkbox"/> 6 Swati</p> <p><input type="checkbox"/> 7 Tsonga</p> <p><input type="checkbox"/> 8 Tswana</p> <p><input type="checkbox"/> 9 Venda</p> <p><input type="checkbox"/> 10 Xhosa</p> <p><input type="checkbox"/> 11 Zulu</p> <p><input type="checkbox"/> 12 Other (.....)</p>
<p><b>Population Group</b></p> <p><input type="checkbox"/> 1 Black</p> <p><input type="checkbox"/> 2 Coloured</p> <p><input type="checkbox"/> 3 Indian</p> <p><input type="checkbox"/> 4 White/ Chinese/ Japanese</p>		

**SECTION 4: ADDITIONAL INFORMATION**

**Next of Kin**

Relationship:    Father     Mother     Guardian     Spouse     Other     None

Surname:	First Name:	Title (Mr, Mrs, etc):
Residential Address: ..... ..... .....		Telephone Numbers: <i>Home:</i> <i>Work:</i>
Postal Code: .....		Dialling Code: ..... Number: ..... Extension: .....

The University is sensitive to the needs of differentially-abled students, and will attempt to provide facilities where possible.

Do you have any disability, physical or otherwise, that might require assistance?    Yes     No

If "Yes", please indicate:

<input type="checkbox"/> A Without sight	<input type="checkbox"/> E Without hearing	<input type="checkbox"/> I Other (specify):
<input type="checkbox"/> B Partially sighted	<input type="checkbox"/> F Hard of hearing	.....
<input type="checkbox"/> C Confined to wheelchair	<input type="checkbox"/> G Diabetic	.....
<input type="checkbox"/> D Partial use of lower limbs	<input type="checkbox"/> H Learning disabled/ differentially abled	.....

**SECTION 9: SECONDARY SCHOOL DETAILS**

See Notes 12 & 13

Details of ALL secondary schools attended:

SCHOOL NAME	ADDRESS (Town and Province)	YEARS		STANDARDS / FORMS
		From	To	

Examining Authority:

01	Cape Education Department	08	OFS Education Department
02	House of Representatives	09	Transvaal Education Department
03	Education and Training	10	G C E
04	House of Delegates	11	Cambridge
05	Joint Matriculation Board	12	A E B
06	Natal Education Department	13	Transkei Education Department
07	Education & Culture (House of Assembly)	14	Other .....

Year of Matriculation: ..... **1992 Matriculants** — Matric Exam No.: .....

Type of Matriculation exemption already held:

1	Full	4	Conditional - Foreign Student
2	Conditional - Ordinary	5	Conditional - Immigrant
3	Conditional - Mature Age	6	Senior Certificate (No Matric)
			Not known yet - awaiting results

If you are presently in your matriculation year at school, please submit a certified copy of your standard nine and trials, if written, school reports with this application. If you have completed your matric year you may submit any other documentation concerning your activities since leaving school which you consider may be helpful to the University in assessing your potential to succeed. Please attach the documents to this page.

SUBJECTS (Please fill in all your subjects and levels and the results where available) (including Cambridge, etc)

SUBJECTS	OFFICE USE	END OF YEAR STD NINE		MATRIC TRIALS/MOCK		MATRICULATION	
		Level HG, SG, O	Symbol	Level HG, SG, A, S	Symbol	Level HG, SG, A, S	Symbol
1							
2							
3							
4							
5							
6							
7							
8							
9							
Point Score (office use only)							

SECTION 10:

**DECLARATION AND UNDERTAKING**

**To be completed by applicant and signed  
by PARENT / GUARDIAN if applicant is UNDER 21 years old**

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

.....  
Date

.....  
Signature of Applicant

(To be completed where applicant is a minor)

Assisted by me

.....  
Date

.....  
Signature of Parent / Guardian

**SURETYSHIP (to be completed where applicant is a minor)**

I, the undersigned, the lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidum and co-principal debtor with the above named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

.....  
Signature of Parent / Guardian

**Documentation Enclosed**

(Mark those blocks applicable to the documentation you are enclosing with this application form)

Standard Nine Report

A/O Level Certificates

Trials Results

Certificate of Credits

Matric Certificate

Previous Degree Certificates

Conditional Exemption Certificate

Other: .....

**FOR OFFICE USE ONLY**

Application Category:

S	U	N	T	O

PLEASE READ THESE NOTES BEFORE COMPLETING THIS APPLICATION FORM

1. Application forms for admission to undergraduate degrees and diplomas as well as the LLB MUST be submitted by 30 October 1992. Application forms for admission to the BEd MUST be submitted by 30 September 1992. Application forms for admission to Honours, HDE and other postgraduate diplomas must be submitted by 30 November 1992.
2. Please submit only one application for admission to study even if you wish to apply to more than one centre (campus) and/or for more than one degree.
3. Completed application forms together with supporting documents and the required application fee MUST be submitted to the centre of your first choice, viz. Durban, Pietermaritzburg or Medical School. The relevant addresses are listed below:

The Admissions Office  
University of Natal  
Durban Campus  
King George V Avenue  
Durban  
4001

The Admissions Office  
University of Natal  
Pietermaritzburg Campus  
P O Box 375  
Pietermaritzburg  
3200

The Admissions Office  
University of Natal  
Medical School  
P O Box 17039  
Congella  
4013

4. An Application fee of R50 MUST accompany this application form. Should an application be submitted after the closing date an additional penalty fee of R70 (R120 in total) will be charged. No applications will be accepted after 30 November 1992. It is important to note that the application fee is a handling fee and is not refundable should the application be unsuccessful or withdrawn at any stage.
5. Applicants under the age of 21 should note that their application will not be considered if not signed by both applicant and parent / guardian.
6. Wherever applicable use an 'X' to mark the relevant block.
7. The application form MUST be completed as fully and as accurately as possible to avoid delay in processing.
8. The choice of residence should correspond with your choice of centre. The residences available on the Durban and Pietermaritzburg campuses are listed on Page 8. Medical School students are accommodated in the Durban residences. Edgewood and Technikon students are not accommodated in University residences. These institutions accommodate their students in their own residences, and application for residence accommodation must be made to Edgewood and Technikon direct.
9. If you wish to apply for Financial Assistance, which could take the form of a bursary or loan, you must complete the *Application for Financial Assistance form*. This applies to applicants in all centres. An order form for bursary, loans and scholarship listings will be found on the last page of the *Application for Financial Assistance form*.
10. Please indicate in Section 5 whether you intend to become a Teacher or a Lawyer. This is required to ensure that students who wish to proceed to a Higher Diploma in Education or a LLB degree on completion of their Bachelors degree, can be assisted with an appropriate selection of courses.
11. If you have attended another University and wish to enrol for studies at this University at any level, you must arrange for the Registrar of that university to submit direct to this University a full academic record for all years of study and a certificate of conduct. It is important to disclose all information on exclusions from other universities or university residences.
12. The basic entrance requirement to degree studies at the University is a Matriculation exemption. Undergraduate applicants will be selected according to results obtained. Please refer to the information material provided to ensure that you qualify for admission to degrees in terms of Faculty requirements.
13. The University cannot accept the responsibility for deciding whether an applicant qualifies for Matriculation exemption. The onus is on applicants to obtain clarification regarding their eligibility for Matriculation exemption, and to notify the University immediately this clarification had been obtained, either from the responsible Education Department or from The Secretary, Joint Matriculation Board, PO Box 3854, Pretoria, 0001. Examination subjects and symbols obtained must be reflected in Section 9. Symbols not yet available must be furnished as soon as possible. If you have already passed the South African matriculation exemption examination, please attach a certified copy of your certificate to your application.
14. It should be noted that this is an English medium University.
15. The University requires the population group and other statistical information to monitor its affirmative action policy.

## DEGREES / DIPLOMAS OFFERED

(These are the most common degrees / diplomas offered.)

See the University Calendar or Faculty Handbooks for full list of degrees and diplomas)

### DURBAN

**Faculty of Architecture and Allied Disciplines**

Bachelor of Architecture  
BSc in Building Management  
BSc in Quantity Surveying  
Master of Town & Regional Planning

**Faculty of Economics and Management**

Bachelor of Commerce  
Diploma in Accountancy (postgraduate)

**Faculty of Education**

Higher Diploma in Education (postgraduate)  
Bachelor of Education (postgraduate)

**Faculty of Engineering**

BSc Eng (Agricultural)  
BSc Eng (Chemical)  
BSc Eng (Civil)  
BSc Eng (Electrical)  
BSc Eng (Electronic)  
BSc Eng (Mechanical)  
BSc in Land Surveying

**Faculty of Humanities**

Bachelor of Arts  
Bachelor of Music  
Diploma in Music Performance  
Diploma in Jazz Performance

**Faculty of Law**

Baccalaureus Procuratoris  
Bachelor of Laws (postgraduate)  
Diploma in Maritime Law (postgraduate)  
Diploma in Taxation (postgraduate)

**Faculty of Science**

BSc (General & Earth Sciences)  
BSc (Biological Sciences)  
BSc (Physical Sciences)  
BSc (Computer Sciences)  
BSc (Mathematical Sciences)

**Faculty of Social Science**

Bachelor of Social Science  
BSocSc (Social Work)  
Bachelor Curatoris (Praxis Extensa)\*  
Diploma in Nursing\*  
Diploma in Nursing Education\*

(\* Registered nurses only)

### PIETERMARITZBURG

**Faculty of Agriculture**

BSc in Agriculture  
Bachelor of Agricultural Management  
BSc in Dietetics  
Postgraduate Diploma in Dietetics

**Faculty of Arts**

Bachelor of Arts  
Bachelor of Arts in Fine Arts  
Bachelor of Theology  
Postgraduate Diploma in Fine Arts

**Faculty of Commerce**

Bachelor of Commerce  
Bachelor of Accountancy  
Diploma in Accountancy (postgraduate)

**Faculty of Education**

Higher Diploma in Education (postgraduate)  
Bachelor of Education (postgraduate)  
Diploma in Specialised Education (School Librarianship) (postgraduate)

**Faculty of Engineering (1st-year only)**

BSc Eng (Agricultural)  
BSc Eng (Chemical)  
BSc Eng (Civil)  
BSc Eng (Electrical)  
BSc Eng (Electronic)  
BSc Eng (Mechanical)

**Faculty of Law**

Baccalaureus Procuratoris (part-time)  
Bachelor of Laws (postgraduate)  
Diploma in Taxation (postgraduate)

**Faculty of Science**

Bachelor of Science

**Faculty of Social Science**

Bachelor of Social Science  
Advanced University Diploma in Information Studies

### MEDICAL SCHOOL

Bachelor of Medicine and Bachelor of Surgery  
(not for "white" undergraduates)

### TECHNIKON NATAL

Higher Diploma in Education (undergraduate)  
See Faculty Handbook for other education Diplomas offered.

### EDGEWOOD COLLEGE OF EDUCATION

Bachelor of Primary Education  
Higher Diploma in Education (undergraduate)  
See Faculty Handbook for other education Diplomas offered.

### DURBAN RESIDENCES

**Male:**

Ansell May  
Louis Botha  
Townley Williams  
Mabel Palmer  
Anglo American  
Florence Powell  
Albert Luthuli  
Ernest Jansen

**Female:**

John Bews  
Louis Botha  
Charles James  
Mabel Palmer  
Anglo American  
Schully  
Albert Luthuli

### PIETERMARITZBURG RESIDENCES

**Male:**

William O' Brien  
Malherbe  
Denison  
St Nicholas

**Female:**

Petrie  
Malherbe  
Denison  
St Nicholas







## CHECK LIST

**HAVE YOU CHECKED THAT YOU HAVE INCLUDED THE FOLLOWING INFORMATION  
IN ORDER THAT WE MAY PROCESS YOUR FINANCIAL AID APPLICATION?**

1. (a) Please provide value and proof of mother and father's 1992 GROSS INCOME FOR THE YEAR.  
SEE SECTION E

OR

- (b) Provide value and proof of husband or wife's 1992 GROSS INCOME FOR THE YEAR.  
SEE SECTION E

OR

- (c) Proof and value of your own income for the previous year 1992 and your coming study year 1993.  
SEE SECTION F

2. (a) How many real brothers and sisters are supported by your parental income?

OR

- (b) own children with your income?  
SEE SECTION E

3. If you are unable to provide the above information please come to our offices for an interview.

PLEASE NOTE THAT YOUR ORIGINAL APPLICATION MUST BE SIGNED IN FRONT OF A COMMISSIONER OF OATHS (i.e. Post Office, Minister of Religion, Police Station or approved Government official).

### ORDER FORM FOR BURSARY, LOANS AND SCHOLARSHIPS LISTING

If you require your personal copy of the Bursaries, Loans and Scholarships Handbook for lists of some outside companies, institutions and their addresses, please indicate by means of a cross in the appropriate block below.

**YOUR BOOKLET WILL BE SENT UPON RECEIPT OF YOUR COMPLETED APPLICATION FOR  
ADMISSION FORM AND APPLICATION FEE**

*(Place a cross in the appropriate block)*

A.  Yes, I would like you to send me my personal copy of the Bursaries, Loans and Scholarships Handbook.

B.  Please note that I will be a POSTGRADUATE student.

Name: .....

Address: .....

.....

.....Postal Code: .....

**SECTION G: THE FOLLOWING INFORMATION IS ONLY REQUIRED IN ORDER TO CONSIDER YOU FOR ANY OF OUR SPECIALLY RESTRICTED BURSARIES WHICH ARE ADMINISTERED ON BEHALF OF DECEASED ESTATES, TRUSTS AND COMPANIES.**

N.B. Place an "X" in the appropriate "YES" box ONLY IF APPLICABLE

		For Office use only	
		Proof	Reference
1.	(a) I am a handicapped student ) and I attach a doctor's certificate to verify my ) handicap or a copy of a blind person's registration certificate (b) I am blind or partially sighted ) certificate	YES	30/374
2.	(a) I am a girl of British-South African or Dutch-South African parentage, and (b) (i) My parents have been resident in the Durban Municipal area for a period of at least three years <u>immediately preceding this application</u> , or (ii) I have lived in the Durban Municipal area for three continuous years <u>immediately preceding this application</u> , or (iii) My parents have been employed in the Durban Municipal area for three continuous years <u>immediately preceding this application</u> (iv) Residential or business street address with regard to the above conditions ..... .....	YES YES YES YES	30/33
3.	I am of Scots parentage or heritage and attach proof of this fact	YES	30/141
4.	I will be studying for a law degree on the Pietermaritzburg campus, and have served society as indicated in the attached letter of motivation	YES	30/405
5.	(a) I will have completed a three-year bachelor's degree or the third year of a four-year degree at the end of the current year, and (b) I am intent on a career in natural resource conservation	YES YES	30/325
6.	(a) I am a male orphan, or my father is deceased and my mother has not remarried, and I will be under 20 years of age as at 31 December of the year in which this award is first made (b) I attach a copy of <u>my birth certificate</u> and a copy of <u>my father's death certificate</u>	YES YES	30/133 /1
7.	My parents attended school on the Witwatersrand, one of whom is an alumnus of the University of Natal.	YES	30/385
8.	I am an entrant and will be studying Classics or Philosophy as a major subject	YES	30/399
9.	I am a resident of the Malvern/Queensburgh Municipal area and attach proof of residency.	YES	30/453
10.	I am a resident of Chatsworth and attach proof of residency	YES	30/451

**SECTION H:** Please see page 4 before signing in front of a Commissioner of Oaths, i.e. Post Office, Minister of Religion, approved Government Official or Police Station.)

I, ....., do solemnly declare and affirm that the particulars set out above are to the best of my knowledge and belief true and correct and that the financial information set forth truly and correctly discloses my family's entire income, nothing excepted.

I understand that should any relevant information be omitted or found to be incorrect, disciplinary action will be taken by the University authorities which could result in expulsion.

Date ..... APPLICANT'S SIGNATURE .....

SWORN BEFORE ME AT ..... this ..... day of ..... 19.....  
by the deponent, who acknowledges that he/she fully understands the contents of this Affidavit:

.....  
Signature of Commissioner of Oaths ..... Designation or Stamp

# University of Natal

# APPLY

## FOR ADMISSION

- Turn to page 3 for detailed information
- Consult the listing of courses offered on page 4
- Consider the general and Faculty entrance requirements
- Complete the application form in full
- Enclose the application fee, refer page 3
- Enclose copies of documentation, refer page 3
- Enclose a copy of ID/Passport
- Turn to page 2 for information on accommodation and financial assistance
- Do not separate the **Application for Financial Assistance**
- Submit before the closing date, refer page 3
- Submit one application form only
- Mail to the centre of your first choice at the address below:

Admissions Office  
**Durban Centre**  
University of Natal  
Durban  
4041

Admissions Office  
**Medical School**  
University of Natal  
Private Bag 7  
Congella  
4013

Admissions Office  
**Pietermaritzburg Centre**  
University of Natal  
Private Bag X01  
Scottsville  
3209



# UNIVERSITY OF NATAL

## FOR ACCOMMODATION:

- Consult the residence listing ➔
- Choose a residence corresponding with your Centre of first choice.
- Medical students are accommodated in Durban residences.
- Edgewood and Technikon students are accommodated at those institutions and must apply to Edgewood and Technikon direct.
- Enter your choice of residence in Section 9 of the application form.

Male

### ► Durban Residences

Ansell May  
Louis Botha  
Townley Williams  
Mabel Palmer  
Anglo American  
Florence Powell  
Albert Lutuli  
Ernest Jansen

Female

John Bews  
Louis Botha  
Charles James  
Mabel Palmer  
Anglo American  
Scully  
Albert Lutuli

### ► Pietermaritzburg Residences

William O'Brien  
Malherbe  
Denison  
University Houses

Petrie  
Malherbe  
Denison  
University Houses

## FOR FINANCIAL ASSISTANCE:

- Read the information alongside before you complete the application form ➔
- If you decide to apply, complete the form with care, answering all questions.
- Remember to include documentary proof of incomes, and death certificates and/or divorce decrees if your parents are deceased or divorced.
- If we write to you to ask for more details, please reply quickly. We cannot offer you funding until all our questions have been answered and documentary proof provided.
- Selection decisions are sometimes delayed for students who have asked for financial aid because Faculties wish to wait until all the matric results are available.
- If your family's gross income is less than R60,000 and you do not have sponsorship to cover your University fees, you may apply to the University for financial assistance using the form attached to the Application for Admission form.

► *Most students who qualify for funding will be offered study loans, not bursaries.*

► *We do not have enough money to help everyone so apply for bank loans and outside bursaries as well.*

► *All students who receive financial aid are expected to pay a contribution towards the cost of study according to their income level. The neediest students are expected to pay R1,000 per year. Half must be paid before registration.*

► *You will also need to have money available to cover transport, vacation residence costs, medical expenses, and other personal expenses because these are not covered by financial aid.*

**For further information and advice on external bursaries contact your school Guidance Counsellor or the Financial Aid Service help desks:**

► **Durban Campus** - Shepstone Building Level 4, (031) 260 2231

► **Medical School** - Mpala House (031) 260 4359

► **Pietermaritzburg Campus** - Student Services Building, Milner Road (0331) 260 5915



University of Natal

# APPLICATION FOR ADMISSION TO STUDY

FOR OFFICE USE ONLY

Stu. no.:

## 1. PREVIOUS APPLICATIONS

Have you been a registered student at the University of Natal before? YES  NO

If 'Yes', what was your Student No.?

Have you applied for admission through an alternative access programme? YES  NO

If 'yes', indicate which programme:

BMC  EMEC  Science (JSPSAS)  UNITE  RAP (TTD)

## 2. PERSONAL DETAILS

Surname: \_\_\_\_\_

First Name: \_\_\_\_\_

Middle Name(s): \_\_\_\_\_

Maiden Name: \_\_\_\_\_

Postal Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Town/City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Country (if not SA): \_\_\_\_\_

Contact Telephone Numbers:

Work:

Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_

Home:

Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_

Fax: Code: \_\_\_\_\_ No.: \_\_\_\_\_

Street address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Town/City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Country (if not SA) \_\_\_\_\_

## 3. TERM OF ENTRY and CHOICE OF COURSE

Year of entry:  1  9

Entry Term: Semester: 1  2

Into which year of study for this degree:   
(e.g. 1st)

Residency:

Do you normally reside in South Africa?

YES  NO

Present Activity: (please tick)

- |                          |   |                                   |
|--------------------------|---|-----------------------------------|
| <input type="checkbox"/> | H | High School Scholar               |
| <input type="checkbox"/> | U | University Student                |
| <input type="checkbox"/> | M | Teachers Training College Student |
| <input type="checkbox"/> | K | Military Service                  |
| <input type="checkbox"/> | C | Technikon Student                 |
| <input type="checkbox"/> | N | Technical College Student         |
| <input type="checkbox"/> | T | College of Nursing Student        |
| <input type="checkbox"/> | E | Employed                          |
| <input type="checkbox"/> | O | Other (_____)                     |

Official use only

<input type="checkbox"/>	S	UG
<input type="checkbox"/>	U	<input type="checkbox"/>
<input type="checkbox"/>	N	PG
<input type="checkbox"/>	T	<input type="checkbox"/>
<input type="checkbox"/>	O	
ARF code		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Degree(s) and Diploma(s) Applying for:

Choice Order

Campus

Degree / Diploma

Proposed majors/stream

FOR OFFICE USE

Choice Order	Campus	Degree / Diploma	Proposed majors/stream	FOR OFFICE USE
1				
2				
3				

Do you intend to register: Full-Time  OR Part-time

Please indicate if you intend to proceed to a postgraduate course to enable you to become a teacher  or a lawyer (LLB)

or an accountant (DipAcc) . This is required to ensure that you are assisted with an appropriate selection of courses in your undergraduate studies.

## FOR OFFICIAL USE ONLY:

App. Fee Paid: R \_\_\_\_\_ Date: \_\_\_\_\_ Selection Decision: \_\_\_\_\_

Into Banner:

Receipt No.: \_\_\_\_\_ By: \_\_\_\_\_ On: \_\_\_\_\_ Into Banner:

## HIGH SCHOOL REPORTALS

Details of ALL high schools attended:

	SCHOOL NAME (list all high schools attended)	ADDRESS (Town and Province)	Tel. number	YEARS		STDS/FORMS Passed
				From	To	
1						
2						
3						
4						

My position in Grade 11 was: \_\_\_\_\_ out of a total number of \_\_\_\_\_ students in the whole of Grade 11.

If you are presently in your matriculation year at school, please submit a certified copy of your Grade 11 and trials or mid-year school reports with this application. If you have completed your matriculation year you may submit (in addition to your Senior Certificate) any other documentation concerning your activities since leaving school which you consider may be helpful in assessing your potential to succeed. Please attach the documents to this page.

High school reports submitted with this application: Grade 11  Trials or Mid-year (Grade 12)  Matriculation (Grade 12)

Examining Authority/Education Department:

Year of Matriculation:

Current Matriculants - What is your Exam No.? .....  
(If this is not available, forward it as soon as possible)

Type of Matriculation Exemption already held:

Full Exemption	<input type="checkbox"/>
Conditional - Ordinary	<input type="checkbox"/>
Conditional - Mature Age	<input type="checkbox"/>
Conditional - Foreign Student	<input type="checkbox"/>

Conditional - Immigrant	<input type="checkbox"/>
Conditional - Alternative Selection	<input type="checkbox"/>
Senior Certificate (No Exemption)	<input type="checkbox"/>
Not known yet - awaiting results	<input type="checkbox"/>

High school subjects:

Please fill in all your subjects, levels and also results where available.

	SUBJECTS	END OF YEAR GRADE 11, or O LEVELS		TRIALS or MOCK or JUNE GRADE 12 (Matriculation year)		MATRICULATION or A LEVELS	
		Level	Symbol	Level	Symbol	Level	Symbol
		HG/SG/O	HG/SG/A/S			HG/SG/A/S	
1							
2							
3							
4							
5							
6							
7							
8							
9							

## POST SCHOOL ACTIVITIES

Activities since leaving school. If previously or currently employed, supply details:

YEARS		ACTIVITY  (e.g. Employed/Unemployed, Community involvement) Use separate paper if required.
From	To	

**Post-School Enrolment:**

If you have ever enrolled for any post-school studies (e.g. at a University (including UNISA); Training College; Technikon; Nursing College, etc.) complete the following: (this includes bridging courses and all studies attempted and failed).

Enclose documentary proof.

	INSTITUTION NAME	DEGREE/DIPLOMA/CERTIFICATE		DEGREE AWARD DATE	YEARS ATTENDED		
		Name	Complete		From	To	
			Yes				No
1							
2							
3							
4							
5							

Student number(s) at previous university(ies) \_\_\_\_\_

Have you ever been refused entry to, excluded or expelled from a university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

Have you ever been refused entry to, excluded or expelled from a residence of a university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

Do you owe fees to another university, college or technikon? YES  NO

If "Yes" give details: (use separate paper if required) \_\_\_\_\_

**FALSE OR INCOMPLETE INFORMATION COULD LEAD TO EXPULSION FROM THE UNIVERSITY OF NATAL.**

**6. GENERAL DETAILS**

(Information for statistical purposes only)

Gender: Male  Female

Marital Status: Married  Single  Divorced  Widowed  Separated

Title: Mr  Mrs  Miss  Ms  Other \_\_\_\_\_

Confidentiality: Do you wish your name/address to be kept confidential between yourself and the University? YES  NO

Religion: \_\_\_\_\_ (you do not have to answer this question if you do not wish to)

Alumnus: Did any of your immediate family study at this University? \_\_\_\_\_ (state relationship to you) \_\_\_\_\_

Race: African  Coloured  Indian  White

Date of Birth: 

D	D	-	M	O	N	-	Y	Y	Y	Y

SA ID No. (or passport no.): 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Home Language: \_\_\_\_\_

Are you a South African Citizen?: YES  NO  Are you a permanent resident of SA?: YES  NO

If not, what is your nationality?: \_\_\_\_\_ (state country)

What is your country of residence?: \_\_\_\_\_ (state country)

**7. MEDICAL INFORMATION**

The University is sensitive to the needs of differentially-abled students, and will attempt to provide facilities where possible. Do you have any disability, physical or otherwise, that might require assistance? YES  NO

If "Yes", please indicate:

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Without sight          | <input type="checkbox"/> Partial use of lower limbs | <input type="checkbox"/> Diabetic          | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Partially sighted      | <input type="checkbox"/> Without hearing            | <input type="checkbox"/> Learning disabled | _____   |
| <input type="checkbox"/> Confined to wheelchair | <input type="checkbox"/> Hard of hearing            | <input type="checkbox"/> Epileptic         | _____   |



### 8. GUARDIAN or NEXT OF KIN INFORMATION

Title (Mr. Mrs etc): \_\_\_\_\_ Surname: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Post Code: \_\_\_\_\_

Town/City: \_\_\_\_\_

Country (if not SA): \_\_\_\_\_

**Relationship:**

Father	<input type="checkbox"/>	Mother	<input type="checkbox"/>	Spouse	<input type="checkbox"/>
Brother	<input type="checkbox"/>	Grandparent	<input type="checkbox"/>	Sister	<input type="checkbox"/>
Child	<input type="checkbox"/>	Guardian	<input type="checkbox"/>	Other	<input type="checkbox"/>

**Contact Telephone Numbers:**

WORK: Dial Code: \_\_\_\_\_ No.: \_\_\_\_\_ Ext: \_\_\_\_\_

HOME: Dial Code: \_\_\_\_\_ No.: \_\_\_\_\_

### 9. RESIDENCE APPLICATION

Do you wish to apply for admission to a University Residence? (See 'NOTES' for a list of Residences.) YES  NO

If "Yes" for which Campus: Durban/Medical School  Preferred Residence: \_\_\_\_\_  
Pietemartitzburg  Preferred Residence: \_\_\_\_\_

If you are unsuccessful in obtaining accommodation in a University Residence, where will you stay? \_\_\_\_\_

### 10. FINANCIAL ASSISTANCE

1. Having read the form "Application for Financial Assistance" do you qualify for financial assistance? YES  NO

2. Are you submitting an application for financial assistance to the University? YES  NO

3. Have you applied elsewhere for financial aid? YES  NO

### 11. DECLARATION AND UNDERTAKING

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full, all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

Date: \_\_\_\_\_ Signature of Applicant: \_\_\_\_\_

**ASSISTED BY ME: (To be completed where applicant is a minor)** \_\_\_\_\_ Signature of Parent/Guardian

#### SURETYSHIP (To be completed where applicant is a minor)

I, the undersigned lawful parent/guardian of the applicant, do hereby bind myself to the University of Natal as surety in solidum and co-principal debtor with the above-named applicant for the due payment of all fees and other charges due and payable to the University of Natal in terms of the relevant applicable annual schedule of fees.

This suretyship will operate as a continuing covering suretyship. I agree that I will not be released from liability under this suretyship in any circumstances whatever, except with the University of Natal's written consent and, in particular, I shall not be released by reason of the fact that the aggregate amount owed to you by the applicant may fluctuate and may at times be nil.

Please print full name of Surety/Parent /Guardian: \_\_\_\_\_

Identity no.: \_\_\_\_\_

Address: \_\_\_\_\_

Which will be my domicilium citandi et executandi for all purposes under this document, which means that I will accept service of all notices, documents and legal proceedings against me. In the event of my leaving this address I agree to inform the Student Debtors Section of the Finance Department of the University of Natal of any change in my address.

Signature of Surety/Parent/Guardian:.....

TITLE: (e.g. Mr, Mrs)	FIRST NAMES:	SURNAME:
<input type="text"/>	<input type="text"/>	<input type="text"/>
DEGREE:	(New students should include their enquiry number and should enter their first choice of degree)	STUDENT NUMBER:
<input type="text"/>		<input type="text"/>

### SECTION I: ABOUT YOURSELF

DATE OF BIRTH: <input type="text"/>	MARITAL STATUS: MARRIED <input type="checkbox"/>	SINGLE <input type="checkbox"/>	WIDOWED <input type="checkbox"/>
IDENTITY NUMBER: <input type="text"/>	SEPARATED <input type="checkbox"/>	DIVORCED <input type="checkbox"/>	

POSTAL ADDRESS: <input type="text"/>	TEL. NO: ( ) <input type="text"/>
<input type="text"/>	

EMPLOYER'S NAME: <input type="text"/>	EMPLOYER'S TEL NO: ( ) <input type="text"/>
---------------------------------------	---

EARNINGS: <input type="text"/> <input type="text"/> <input type="text"/>	YES <input type="checkbox"/>
R <input type="text"/> per week/month/year. Will this income continue while you are studying?	NO <input type="checkbox"/>

BURSARIES, SCHOLARSHIP/S: which you have been promised for 1998 (provide copies of letters of award)	
R <input type="text"/>	FROM: <input type="text"/>

OTHER INCOME: (eg. allowances, savings)	
R <input type="text"/>	SOURCE: <input type="text"/>



# UNIVERSITY OF NATAL

## APPLICATION FOR FINANCIAL ASSISTANCE

### 1998

### CHECKLIST

**NB:** Please do not return this form if your family's gross income is over R80 000 per year. In 1997 we were able to assist students up to a gross income of R60 000.

Check that you have provided the following. If documents are not available when you send off your form, they may be submitted afterwards but must be marked clearly with your name and student number.

PROOF OF ALL INCOMES LISTED

E.g. Payslip not more than one month old, letter from employer on official letterhead if no payslip, proof of UIF value, business accounts, letter of grant stating gross amount received, statement sworn before Commissioner of Oaths (for informal sector).

PROOF OF ABSENCE OF ONE OR BOTH PARENTS

E.g. Certified copies of death certificate, divorce decree, separation order, or a statement sworn before Commissioner of Oaths.

HAS THE DECLARATION ON PAGE 4 BEEN SIGNED IN FRONT OF A COMMISSIONER OF OATHS?

HAVE YOU INCLUDED IT?

WE CANNOT PROCESS YOUR APPLICATION WITHOUT IT!




NB: APPLICANTS WHO ALREADY HOLD A DEGREE AT THE LEVEL FOR WHICH THEY ARE APPLYING OR A POSTGRADUATE VOCATIONAL QUALIFICATION CAN NOT BE CONSIDERED FOR FUNDING.

## SECTION 2: ABOUT YOUR FAMILY

### FATHER (OR STEPFATHER IF LIVING WITH YOU)

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mr)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO:

OTHER INCOME: R   per week/month/year SOURCE:

### MOTHER (OR STEPMOTHER IF LIVING WITH YOU)

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mrs)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO: (  )

OTHER INCOME: R   per week/month/year SOURCE:

### HUSBAND/WIFE/LIVE-IN PARTNER

FIRST NAMES:  SURNAME:

TITLE: (e.g. Mr)  DATE OF BIRTH:

IDENTITY NUMBER:

MARITAL STATUS: MARRIED  SINGLE  WIDOWED  DIVORCED  SEPARATED

IF ABSENT FROM HOME: DECEASED  NO LONGER LIVES WITH US

OCCUPATION:  EMPLOYER'S NAME:

GROSS EARNINGS: R   per week/month/year EMPLOYER'S TEL. NO:

OTHER INCOME: R   per week/month/year SOURCE:

**PERSON WHO SUPPORTS YOU** (IF THIS PERSON IS NOT ONE OF YOUR PARENTS)

TO BE COMPLETED IF YOU HAVE NOT COMPLETED SECTION 2

SURNAME AND INITIALS: <input type="text"/>		DATE OF BIRTH: <input type="text"/>	MARITAL STATUS: <input type="text"/>
IDENTITY NUMBER: <input type="text"/>		EMPLOYER'S NAME: <input type="text"/>	EMPLOYER'S TEL NO: ( <input type="text"/> ) <input type="text"/>
RELATIONSHIP TO YOU: <input type="text"/>		OCCUPATION: <input type="text"/>	
GROSS EARNINGS R <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	per week/month/year	
			NO. OF DEPENDENTS: <input type="text"/>

**OTHER MEMBERS**

**OTHER MEMBERS OF MY FAMILY WHO ARE LIVING AT MY HOME**

NAME	RELATIONSHIP	DATE OF BIRTH	MARITAL STATUS	OCCUPATION	INCOME	BURSARIES

Continue on an extra page if necessary

**SECTION 3: ASSETS AND LIABILITIES**

**FIXED PROPERTY:**

1. ADDRESS:  OWNED BY MY:   
 MARKET VALUE: R  AMOUNT OF BOND STILL OWING: R

2. ADDRESS:  OWNED BY MY:   
 MARKET VALUE: R  AMOUNT OF BOND STILL OWING: R

**BUSINESS/FARM:**

NATURE OF BUSINESS:  OWNED BY MY:   
 CAPITAL VALUATION: R  DEBTS: R

**MOTOR VEHICLES:**

MODEL AND YEAR: <input type="text"/>	OWNED BY: <input type="text"/>	MARKET VALUE: <input type="text"/>	AMOUNT OUTSTANDING: <input type="text"/>
MODEL AND YEAR: <input type="text"/>	OWNED BY: <input type="text"/>	MARKET VALUE: <input type="text"/>	AMOUNT OUTSTANDING: <input type="text"/>

**INVESTMENTS: -**

AMOUNT: R  ANNUAL INTEREST RECEIVED:  OWNED BY MY:   
 AMOUNT: R  ANNUAL INTEREST RECEIVED:  OWNED BY MY:

## SECTION 4: STUDENT LOANS

I HAVE THE FOLLOWING UNPAID STUDENT LOANS:

R	<input type="text"/>	FROM (eg. Standard Bank)	<input type="text"/>	RATE OF INTEREST	<input type="text"/>
R	<input type="text"/>	FROM	<input type="text"/>	RATE OF INTEREST	<input type="text"/>
R	<input type="text"/>	FROM	<input type="text"/>	RATE OF INTEREST	<input type="text"/>
R	<input type="text"/>	FROM	<input type="text"/>	RATE OF INTEREST	<input type="text"/>

## SECTION 5: OTHER INFORMATION

I LIVE IN AN: URBAN AREA  RURAL AREA

WHEN I COME TO UNIVERSITY I SHALL BE LIVING AT: HOME  RESIDENCE  PRIVATE LODGING

I HAVE LIVED AT MY CURRENT HOME ADDRESS FOR  YEARS

IS THERE ANYTHING ELSE ABOUT YOU OR YOUR FAMILY WHICH WE OUGHT TO KNOW IN ASSESSING THIS APPLICATION? (state below)

## SECTION 6: DECLARATIONS TO BE SIGNED IN FRONT OF A COMMISSIONER OF OATHS

I (student's name)  believe the particulars set out above to be true. To the best of my knowledge I have included details of my family's entire income.

I understand that should any relevant information be omitted or found to be incorrect, disciplinary action will be taken by the University which could result in expulsion.

I consent to the Financial Aid Service giving details of my academic record and financial profile to potential donors.

Date:  Signature of applicant:

### DECLARATION BY PARENT /GUARDIAN: (WHERE STUDENT IS UNDER 21) TO BE SIGNED IN FRONT OF A COMMISSIONER OF OATHS

I have checked the information provided by my son/daughter in this application for financial assistance from the University of Natal. I declare that to the best of my knowledge the details given of my family's financial situation are complete and correct.

Date:

Signature of Parent/Guardian:

Name of Parent/Guardian:

Commissioner of Oaths

OFFICIAL STAMP

This form is to be returned before 31 October (30 June for Medical School)  
to the: ADMISSIONS OFFICE, UNIVERSITY OF NATAL

## Closing dates:

**Medical School:** 30 June - No late applications

**International:** 31 October - No late applications

**Undergraduates:** 31 October  
Late applications: 30 November

### **Postgraduates:**

LLB (Dbn & Pmb) & B.Ed (Pmb): 31 October

HDE (PG) & B.Ed (Dbn): 30 September

Postgraduate Diplomas & Hons: 30 November

## Application Fee:

All applications:	R75
Late fee:	75 + 150 = R225
International applicants:	R200

***Application fees are not refundable***

## Needing Assistance:

If you need assistance in selecting a course, choosing your majors, career or personal guidance, you can contact a counsellor at one of our Student Counselling Centres:

Durban - Tel: (031) 260 2668/9

Medical School - Tel: (031) 260 4475

Pietermaritzburg - Tel: (0331) 260 5213/260 3233

## Selection, Orientation & Registration:

**S**election is a continuous process. Selections are made as soon as all required documentation is received. Applications from applicants who are still at school and who have not been selected on their Grade 11 (Std 9), mid-year, trial or 'O' level results, will be considered on receipt of final Matriculation or 'A' level results.

**O**rientation for new students takes place in the first week of the academic year. Students will be introduced to the University's programmes and services. Counselling on selection of courses is available in this period.

**R**egistration of courses and enrolment at clubs and societies also takes place during this week. Information on Orientation and Registration will be mailed to selected students at a later stage.

## Entrance Requirements:

### **Type of Matriculation Exemption held:**

The matriculation exemption is the basic entrance requirement for degree studies. Applicants need to ensure that they qualify for matriculation exemption, or conditional exemption, by contacting the Department of Education or The Matriculation Board, at PO Box 3854, Pretoria, 0001. Non-matriculated students who have passed in an alternative access programme approved by the Senate of this University, will qualify for a Conditional Senate Exemption.

### **Faculty entrance requirements:**

Consult the **Undergraduate Prospectus** to determine if you will meet the entrance requirements for your choice of degree/diploma. Contact the Admissions Officer for more information.

## Documentation Required:

### **Scholars:**

Applicants are required to enclose the following with their applications: Grade 11 (Std 9), mid-year matric or trial report (or 'O' levels) and a copy of ID or passport reflecting correct names and date of birth. The University will obtain your final marks direct from the Education Department but you are required to forward a copy of your results as soon as possible.

### **Other:**

- Applicants are required to enclose copies of their Matriculation Certificates, 'A' and 'O' levels, or High School certificate.
- Professional registration certificates must also be enclosed where required.
- Postgraduate applicants must submit copies of degree certificates.

## Students with disabilities:

**Y**ou are welcome to contact the Disabled Student Co-ordinator at the Student Counselling Centres for information on services, equipment and guidance available to students.

Durban - Tel: (031) 260 3070

Medical School - Tel: (031) 260 4475

Pietermaritzburg - Tel: (0331) 260 5213/260 5233

# DEGREES/DIPLOMAS OFFERED

These are the most common degrees/diplomas offered. The University Undergraduate Prospectus or Faculty Handbooks can be consulted for a full list of degrees and diplomas.

## Durban Centre

### Faculty of Architecture and Allied Disciplines

Bachelor of Architecture Studies (B.A.S) (3 yrs)  
 Bachelor of Architecture (Advanced 2 yrs)  
 BSc in Construction Management  
 BSc in Quantity Surveying  
 Master of Town & Regional Planning

### Faculty of Economics and Management

Bachelor of Commerce  
 Postgraduate Diploma in Accountancy  
 Postgraduate Diploma in Industrial Relations  
 Postgraduate Diploma in Management Accounting  
 Postgraduate Diploma in Personnel Management

### Faculty of Engineering

BSc Eng (Agricultural)  
 BSc Eng (Chemical)  
 BSc Eng (Civil)  
 BSc Eng (Electrical)  
 BSc Eng (Electronic)  
 BSc Eng (Mechanical)  
 BSc in Surveying and Mapping

### Faculty of Humanities (Incorporating School of Education)

Bachelor of Arts  
 Bachelor of Music  
 University Diploma in Music Performance  
 (Jazz or Classical)  
 Postgraduate Diploma in Play Production

### School of Education

Higher Diploma in Education (Postgraduate)  
 Bachelor of Education (Postgraduate)  
 Further Diploma in Education (FDE)  
 Advanced Diploma in Adult Education

### Faculty of Law

Baccalaureus Procuratoris (B.Proc)  
 Bachelor of Laws (Postgraduate)  
 Diploma in Maritime Law (Postgraduate)  
 Diploma in Taxation (Postgraduate)

### Faculty of Science

Bachelor of Science BSc (Stream G)  
 Bachelor of Science BSc (Stream M)

### Faculty of Social Science

Bachelor of Social Science  
 B Soc Sc (Social Work)  
 Bachelor Curationis (B.Cur) Nursing  
 Bachelor Curationis (Praxis Extensa)\*  
 Advanced Diploma in Nursing\*  
 Advanced Diploma in Nursing Education\*  
 (\*Registered nurses only)

## Medical School

Bachelor of Medicine and Bachelor of Surgery  
 Bachelor of Medical Science

## Technikon Natal

Higher Diploma in Education (Undergraduate)  
 (Art or Economic Science or Home Economics)

## Edgewood College of Education

Bachelor of Primary Education  
 Higher Diploma in Education (Undergraduate)  
 (Art, Science or Technika)

## Pietermaritzburg Centre

### Faculty of Agriculture

BSc in Agriculture  
 Bachelor of Agricultural Management  
 BSc in Dietetics  
 Postgraduate Diploma in Dietetics  
 Diploma in Rural Resource Management

### Faculty of Commerce

Bachelor of Commerce  
 Bachelor of Accounting  
 Bachelor of Business Administration  
 Postgraduate Diploma in Accountancy  
 Postgraduate Diploma in Finance, Banking & Investment  
 Management  
 Postgraduate Diploma in Human Resource Management  
 Postgraduate Diploma in Supply Chain Management

### Faculty of Engineering (1st Year Only)

BSc Eng (Agricultural)  
 BSc Eng (Chemical)  
 BSc Eng (Civil)  
 BSc Eng (Electrical)  
 BSc Eng (Electronic)  
 BSc Eng (Mechanical)

### Faculty of Humanities (Incorporating School of Education)

Bachelor of Arts  
 Bachelor of Theology  
 Postgraduate Diploma in Fine Art  
 Postgraduate Diploma in Drama Studies

### School of Education

Higher Diploma in Education (Postgraduate)  
 Bachelor of Education (Postgraduate)  
 Postgraduate Diploma in Specialised Education  
 (School Librarianship)  
 Postgraduate Diploma in Adult Education

### Faculty of Law

Baccalaureus Procuratoris (Part-time)  
 Baccalaureus Iuris (Part-time)  
 Bachelor of Laws (Postgraduate)  
 Postgraduate Diploma in Taxation  
 Postgraduate Diploma in Environmental Law

### Faculty of Science

Bachelor of Science  
 Postgraduate Diploma in Environment & Development

### Faculty of Social Science

Bachelor of Social Science  
 Advanced University Diploma in Information Studies  
 Postgraduate Diploma in Environment & Development  
 Postgraduate Diploma in Applied Social Sciences

THANK YOU FOR APPLYING TO OUR UNIVERSITY

## Checklist:

- Have you indicated your choice of degree/diploma and centre? Yes  No
- Have you enclosed the application fee? Yes  No
- Have you enclosed all the required documentation? Yes  No
- Will your application reach us before the closing date? Yes  No

If yes to all four questions, please mail your application to the centre of your first choice. See the addresses on page 1.

PROCEDURES IN RELATION TO SUGGESTIONS, CRITICISMS AND COMPLAINTS CONCERNING ACADEMIC COURSE CONTENT OR TEACHING

The University sets a high value on efficient teaching/learning processes and a prerequisite for this is the recruitment of an effective teaching staff. Among even the best teachers there is nevertheless room for improvement, and constructive comment and criticism from students is always welcome. To be most effective such comment should be offered in a co-operative spirit and at an early stage, and it is towards this end that these procedures are designed. Rarely, acute situations may arise or there may be unexplained delay in implementing suggested improvements. These procedures are intended to provide a reasonable remedy for such situations also. Above all, staff and students are invited to see in these guidelines an encouragement towards the early and amicable settlement of difficulties rather than a stereotyped grievance procedure to deal with conflict situations.

1. STUDENT ACTION

- 1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.
- 1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.
- 1.3 Wherever possible, the lecturer should himself deal with problems concerning himself and his students.
- 1.4 If the difficulty cannot be resolved along these lines an approach must be made to the Head of Department. Here again it is preferable that the students concerned should personally voice their criticisms but, if necessary, the class representative or Faculty Student Council may act for them.
- 1.5 If the matter is still unresolved then it must be taken to the Dean of Faculty and, if still unresolved, to the Vice-Principal.
- 1.6 If, at any of the above stages, changes are agreed upon, then a reasonable time must be allowed for these to be implemented and take effect before the next step is taken.
- 1.7 Students offering a criticism are responsible for assuring themselves that their criticism is well founded on fact. They must also be sure of the extent to which their criticism is supported by others taking the same course.

2. CLASS REPRESENTATION

The term "class representative" is being used here in the sense of students either appointed by Faculty Councils or elected by the students in the class to represent the views of the individual classes or departments.

- 2.1 The concept of class representatives (however elected or appointed) should be supported by academic staff and Faculty Boards.
- 2.2 Where representatives are elected by the class, lecturers should facilitate the election where it is within their power to do so.
- 2.3 It is suggested that where 1st year class representatives are to be elected, the election be deferred until the beginning of the second quarter when the class has settled down and students can be expected to know one another.

- 2.4 Heads of Departments should allow the names of class representatives to be shown on departmental notice boards.
- 2.5 Faculty Councils, in consultation with Deans, should make suggestions concerning the duties and responsibilities of class representatives.
- 2.6 One duty of a class representative is to inform the lecturer of any problems or dissatisfaction experienced by the class, or members of it, with respect to the course itself or the teaching technique. Procedures suggested in Section 1. above should be followed in respect of such difficulties.
- 2.7 Heads of Departments are encouraged to meet periodically with class representatives. It is suggested that the first meeting in the year between the staff representatives and class representatives of a department should be arranged by the Head of Department.

3. FACULTY COUNCILS

- 3.1 Faculty Councils should have the responsibility for establishing an adequate class representative system in every course in every department in the Faculty. The Councils should, in consultation with Deans, decide on the proper function of class representatives and request Heads of Departments to show the names and addresses of representatives on departmental noticeboards.
- 3.2 A Faculty Council may act for a group of students in respect of a particular difficulty, but should always follow the pattern outlined in Section 1. It is, however, acceptable for a Faculty Council to approach its Dean directly, should it wish to do so. In fact, Faculty Councils are encouraged to discuss all academic issues with their Deans. If the matter cannot be resolved in discussion with the Dean it may then be taken by the Faculty Council to the Vice-Principal.
- 3.3 It is important that, before taking up the cause of any student or student group, Faculty Councils should assure themselves of the validity of the criticisms.
- 3.4 Where a need is felt by students for the use of lecturer and course evaluation questionnaires, these should be organized and co-ordinated by the appropriate Faculty Council in consultation with the Dean. As a matter of courtesy, the prior consent of the lecturers concerned should be sought and any subsequent use of the results should be in accordance with Section 1. above.

4. DEPARTMENTAL STAFF

- 4.1 Departmental staff should support Faculty Councils in implementing their class representative systems. They should facilitate, where needed, the election of class representatives and take part in meetings with such representatives when required to do so.
- 4.2 Departments should take measures to encourage and improve staff/student liaison. The usual vehicle for this would be by means of staff/student meetings during the academic year. However, other mechanisms, such as the appointment of a staff member in the department for student liaison and assistance, should be considered.
- 4.3 Lecturers should be encouraged to use lecturer and course evaluation questionnaires in their classes. The Department should provide forms for use in this way if requested to do so. The results of such lecturer-initiated enquiries should be for the information of the lecturer concerned and should only be made available to others at the discretion of the lecturer.





University of Natal

**PROCEDURES IN RELATION TO  
SUGGESTIONS, CRITICISMS AND  
COMPLAINTS CONCERNING  
ACADEMIC COURSE CONTENT  
OR TEACHING**

## Appendix B Text C (i)

While there is time to do something about it, consider carefully:

# HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

### Group assessments

On the morning of Wednesday 22 February 1989, as part of the Registration/Orientation Programme all new students get the chance to have their academic reading skills assessed in respect of speed, word recognition, structure analysis, comprehension, etc. The results are confidential and participants are advised by letter whether they should consider getting help, and where to go for it.

(Even if you are not going to take part in the rest of the Orientation Programme you should attend this reading test.)

we can help you find out  
**HOW EFFECTIVELY  
YOU READ**

### Individual testing

Throughout the year students can make appointments to be individually tested on the moving-eye camera by one of the trained L&RC staff. The results are discussed privately and appropriate courses of action suggested.

(Note: If you have taken part in the Pre-University Academic Reading Skills Course, the Preparing for University Course or are going to register for Learning, Language & Logic (3L), you will not need to attend the session during Orientation/Registration.)

We can help you to  
IMPROVE YOUR ACADEMIC READING SKILLS

### Pre-University Course in Academic Reading Skills

Monday 9 to Friday 13 February 1989.  
Information from the Centre for Adult Education, which administers the course.

### Short courses

During the year there are several short reading improvement courses. Although their content is less comprehensive than that of either the Pre-University or 3L courses, the most important aspects of the academic reading process are dealt with. There is no charge for attending.

### Tutor-directed individualised assistance

A limited number of students for whom English is their second language will be able to register for more comprehensive help. After assessment the participants are taught how to use a simple word-processing system to help them with written assignments for their academic subjects, and, if necessary, they are assigned to a tutor who will guide them through an individualised course of self-study components.

Further information about all the above may be obtained from the Director and tutors at the Language & Reading Centre, 2nd Floor, New Arts Block, Golf Road.

we can help you to  
**IMPROVE YOUR ACADEMIC  
READING SKILLS**

## Appendix B Text C (ii)

# At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that the need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

## HOW TO FIND OUT HOW EFFICIENTLY YOU READ.

1 As a first step you might give yourself the short self-test printed on the back of this sheet. To cope comfortably with the first year a student needs to be able to read typical university level text at a speed of between 300 to 350 words per minute with comprehension of 70% or more. Only about 10% of first year students can sustain this. The average mother tongue English student reads at 240 words per minute at 60% comprehension, and the figures for students for whom English is not their main language are considerably lower.

2 Before the University's first term starts there are two occasions when group assessments are administered:

(i) during the general *Registration/Orientation Week* programme, and

(ii) as part of the *Pre-University Academic Reading Skills Course* (see 1 alongside).

Aspects such as reading speed, word recognition, structural analysis and comprehension are assessed and the results explained. After detailed analysis participants are individually advised by letter whether they should consider getting help and where to find it.

3 During the year students can make appointments for individual tests. The results are discussed privately and appropriate solutions are suggested.

## IMPROVING YOUR ACADEMIC READING SKILLS

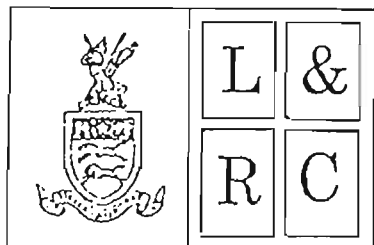
1 The week before Registration - from Monday 11 to Friday 15 February 1991 - an intensive *Pre-University Academic Reading Skills Course* is presented. In addition to an initial assessment session the course consists of lectures on basic aspects of the academic reading process and extensive practicals in small subject-related groups. Because their needs differ, first and second language students work separately. Further information and registration forms are available from the Centre for Adult Education or the Language & Reading Centre. Course fee: R150, accommodation: R200.

2 For students who are unable to attend a pre-University Course, or who only realise their need for reading improvement at a later stage, the Language & Reading Centre offers *short reading development courses* during the first half of the year. While not as extensive or intensive as the pre-University course, it is possible to deal with the most important aspects and some practical work is included. Free of charge to registered students.

3 A limited number of second language students can be accepted into the tutor-directed individualised programmes. After assessment a tutor introduces participants to an individualised or small group programme including computer-based and other self-instructional packages. No charge for registered students.

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*In their own best interests students are advised to make use of these opportunities. Further information and registration forms are available by writing, telephoning or calling personally.*



**LANGUAGE & READING CENTRE**  
University of Natal  
P O Box 375, Pietermaritzburg  
Telephone (0331) 955498  
Second Floor, New Arts Building, Golf Road

# SELF-TEST: READING SPEED AND COMPREHENSION

You should read the following short text exactly as you would normally do but you must note how long you take to work through it. Calculate your words per minute rate by dividing your reading time expressed in seconds into 500 and multiplying the answer by 60. (eg. If you took 3 minutes and 30 seconds the calculation would look like this:  $500 \div 3.5 \times 60 = 143$  w.p.m.)

When you have finished reading fold the page on the dotted line so that you cannot look back at the text and then answer the questions by selecting the most appropriate statement from the four alternatives.

STARTING TIME: \_\_\_\_\_ FINISHING TIME: \_\_\_\_\_ READING TIME IN SECONDS: \_\_\_\_\_

## WHY READING IS IMPORTANT

*There is a strong correlation between success in academic study and effective reading: those who gain high marks are generally good readers.*

According to a UNESCO report published in 1957 only 55-58% of the world's adult population (i.e. 15 years and older) is literate. For South Africa the figure has been variously estimated as between 50-65% of all population groups.

A functionally literate person has been defined as "one who has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is assumed in his culture group" (Gray 1956). In other words, standards of functional literacy will vary from country to country, within a country, and between different groups in a country. The same author has also described a literate person as "one who is able to read and write as well as children who have four years of schooling" (Gray 1971).

While it is true that some people who would be judged illiterate in terms of these definitions have been very successful in life (eg. the South African business tycoon Tony Factor), it is generally accepted that in Westernised society a quite high level of literacy is required to compete successfully in the various arenas of human endeavour.

Chall (1983) maintains that there is a distinct correlation between, on the one hand, the development of reading and writing (what she calls "literate intelligence") and general cognitive development on the other hand. She comments:

*People who are significantly below average in literacy are less successful in using other academic skills, in continuing education, and in their jobs.*

One might think that in our modern highly developed society with its heavy stress on being visually literate and computerate so

as to exploit to the full the many benefits of technology reading has become less important. The contrary is actually true. As Frank Smith (1982) has been pointed out:

*The power that reading provides is enormous, not only in giving us access to people far distant and possibly long dead, but also in providing entry into worlds which we might otherwise not experience, which might otherwise not exist.*

Schubert and Torgerson (1981) say this much more picturesquely when they claim that "the roads to knowledge are paved with printer's ink".

There is certainly no doubt that the ability to process print effectively is a basic prerequisite for all study, whether this be in the sciences or the humanities. The type of reading material and the way it can best be read may differ from one discipline or subject to the next, but the essential skills are the same throughout; and these skills can only be improved by determined practice. We share Thompson's (1981) opinion where she writes

*My philosophy is that you learn to read by reading. From this simple precept a number of things follow: that you learn to read better by reading more; that you learn to read really well by reading plenty of interesting, relevant material of high quality; and that motivation is more important than methodology.*

While we would not deny the importance of high motivation in improving reading, the fact is that inadequately developed skills often make the process so unpleasant for inadequate readers that they powerfully demotivated from reading.

-----fold here-----fold here-----fold here-----fold here-----fold here-----fold here-----

## QUESTIONS (to be answered without looking at the text!)

Are the following statements true or false?

- 1 According to UNESCO between 55 and 58% of the world's population is literate.
- 2 Functional literacy is achieved after four years of schooling.
- 3 Now that being visually literate and computerate is so important reading has become less important.
- 4 Being highly literate is not as necessary in the Sciences as in the Humanities.
- 5 Poor readers are generally not highly motivated to develop their reading skills.

Select the best alternative.

- 6 People who are significantly below average in literacy are
  - a generally able to succeed in business.
  - b motivated to improve their literacy skills.
  - c less successful in using other academic skills.
  - d equivalent to a child with four year's schooling.
- 7 The roads to knowledge are paved with printer's ink means
  - a one needs to be able to read to learn.
  - b one needs to travel to gain knowledge.
  - c knowledge is a slippery thing.
  - d after printing was invented knowledge was more available.

Writing Tutorial

Purpose:

The purpose of this task is for you to reflect on and write about how you came to be at this university and the kinds of things you are going to do here.

Your Task:

Part 1.

On the attached sheet, describe the events that led to you coming to university.

Part 2.

- a. Think about the kind of things students at university do.
- b. Write about the kinds of things you will do at this university.

N.B:

1. Please be sure to write about what you are going to do and not what you think you should do or what you think other people expect you to do.

Outline:

Reflection on your school experience, construction of dialogues and comparison between school and university.

By the end of these sessions you will have:

1. Reflected on and discussed some of your school experiences.
2. Written a paragraph about what it means to be a good student.
3. Begun to analyse the power relationships in the school system.
4. Written and presented a dialogue based on a situation in the school context.
5. Discussed the different ways in which we interact with different people in different contexts and the reasons for this.
6. Compared the school context with that of the university.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

b. What was the worst thing?

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines  
which begins with the words, " A good  
student is someone who..."

During the next two sessions, you will be working on dialogues (conversations) between various people in a school context. Please read the description of the task below and come to class tomorrow with some ideas about it.

This is the situation:

You are a matric student and lent a book to someone over three months ago. You have twice asked him/her to return it to you but, despite promises to do so, it has still not been returned. Now you really need it urgently and are feeling irritated and a bit embarrassed because you are in a position where you have to ask for it a third time.

The "someone" who has borrowed the book is:

- a. the senior history teacher who is a strict, fifty year old man.
- b. a very close friend who you have known most of your life.

Your task:

1. Discuss what you would say to each of these people in an effort to get your book back and also how you would say it. Imagine what excuses they may make and how you would respond to these.
2. Write the two conversations as you imagine they would take place. Specify any aspect of the situation you feel will make it more realistic -- the setting, for example, your feelings about it, the tone in which you make your request or the attitudes of the person you are speaking to.
3. Prepare to act out one of your dialogues for the rest of the group on Monday.
4. Be prepared to discuss the differences between the various dialogues and to decide why they are different.



3. Working in groups of three discuss the following questions:

a. Think back to the paragraph you wrote yesterday. What were some of the words you used to describe good students? Discuss some of the differences between your responses.

b. Where do you think your ideas about "good students" came from. In other words, who influenced you in your thinking?

c. At your school, who made the rules?

d. Did the students benefit from the rules?

e. Did the teachers benefit?

f. How would you describe the teachers at your school?

g. What kind of relationship did you have with them?

h. Was there an SRC at your school?  
If there was, what function did it have?  
If there wasn't an SRC, why was this?

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?
  
2. What did you feel when you received it?
  
3. What did you do with it when it first arrived?
  
4. Did you read
  - all the texts?
  - some of them?
  - none of them?
5. If you read all of them:
  - a. Did you have any problems reading them?
  
  - b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

b. Why did you choose some texts and not others?

c. What did you do with the rest of the texts?

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult?

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

Response to University Texts: Writing Tutorial.

During the last session, you were given a questionnaire about "The January Mail" which is the package of all the texts sent to you when you are accepted as a student at the university. The writing tutorial to-day is based on your responses to some of the questions in that questionnaire.

There was a wide range of responses to questions but some texts were mentioned much more frequently than others. Two of these were the Book of Rules, particularly A16 which is the Code of Conduct and the letter which came from the Student Counselling Centre. During this tutorial you will read each of these texts and then answer a few questions about them.

Please spend about 20 minutes writing about each text.

Text A.

Carefully read the text below and then, on a separate sheet, answer the questions which follow.

A16

## CODE OF CONDUCT

- 1 Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.
- 2 Consequent upon (1) above, it is an offence for anyone to interfere by violence, threats of violence, or any other means, with the right of others to express their views by means of speech, writing or print, or other media dealing with the matter.
- 3 It is also an offence for anyone to use the freedom of expression allowed within the University to make statements or propagate views or encourage actions that threaten or infringe the dignity or the rights of others.
- 4 Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, threats of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.
- 5 Further, because of the sensitivities involved in the present circumstances, acts which are clearly designed to be provocative and thus likely to cause acrimony or violent conflict will not be tolerated.

1. Who wrote this text?



2. What is the purpose of the text - i.e. why was it written?
3. What is the writer's attitude towards students? How do you know this - i.e. are there any words or ideas in the text which indicate the writer's feelings towards students?
4. Is there anything in the text which you find difficult to understand? Please give clear examples of the difficulties you have.
5. Which ideas in the text do you agree with? Please be specific and give reasons for your answer.
6. Which ideas in the text do you disagree with or find unacceptable? Please be specific and give reasons for your answer.
7. Do you think any changes should be made to this text. What are these?

Text B.

Text B is the letter you received from The Student Counselling Centre. It is attached to this handout. Please read it carefully and then answer the same set of questions you have answered for Text A.

## Appendix E (iii)

### On the Conception of PFU PFU Workshop - 8 March 1997

This year, 1997, marks the tenth anniversary of the establishment of Preparing for University (PFU). Ten years down the line, PFU finds itself in a position where its role is no longer as obvious as it was at the time of its launch in 1987. This short input is designed to map out conditions that existed in the country and on this campus at the time PFU was conceived. We shall also explain what role we saw PFU playing under those conditions. This input will not attempt to sketch a picture of what happened to PFU after it was launched, nor will it issue any directive about possible routes that PFU can take post 1997.

The mid-eighties saw the heightening of conflict between the oppressed masses of our people and the Botha-Malan military junta. Townships in the Vaal triangle erupted as our people intensified the war against apartheid and its surrogates. This was followed by the partial declaration of a state of emergency and the banning of COSAS by PW Botha in 1985.

This period saw the weakening of school student structures, and a concomitant strengthening of student organisations at universities. Both the National Union of South African Students (NUSAS) and the Azanian Students Organisation (AZASO) had to increasingly fill the gap left by the banning of COSAS. The former had a very strong ideological coherence, whereas the latter had the popular support. The combination of efforts within the NUSAS-AZASO alliance nationally, escalated the mobilisation and propaganda offensive against the apartheid regime. This national effort increasingly forced weaker branches of NUSAS and AZASO to jerk up their organisational capacity.

Prior to 1986, this campus had one of the weakest branches of AZASO. AZASO was seen largely as an organisation dominated by Indian students, whose emphasis could almost be described as that of organising social gatherings - AZASO on this campus was strong on the cultural side and weak on the political side. The ascendancy of African leadership in AZASO in 1986 saw a major shift in focus from culture to politics. The shift was however not complete, as AZASO still had a fairly strong cultural component.

At the time very few African students stayed in university residences because of the Group Areas Act. Those who were on campus, stayed at Denison Residence (in defiance of the Act). AZASO was adamant that the university be prepared to take more political risks by admitting more African students to residence(s).

The admission of African students at Denison was a culture shock for both African and White students. A subtle conflict emerged between African students and a few White students who found it difficult to share a residence with their African counterparts. The alienation felt by African students at Denison was in fact the spark that led to AZASO taking a stronger and much more pro-active stance with regard to problems facing Black, and African students in particular. In order for us to mobilise a stronger movement against apartheid, we had to link the fight against apartheid to race, class and gender issues facing students on campus - and the residence problem was one of those issues.

The feeling of alienation was not only suffered by residence students. Other African, Indian and Coloured students reported the same feeling when it came to campus life generally. People also experienced this alienation in lectures, tutorials, practicals, and in other common facilities.

Sensing that these issues could easily be swept under the carpet, progressive staff felt that we needed to voice our feelings publically. In the second half of 1986, Mike Hart (of Applied Language Studies, then called the English Language Development Scheme) organised for AZASO to address a College Lecture on these issues. We delegated Siphso Shezi (now Director General of the Department of Public Works) to speak on behalf of AZASO. He was backed up by a panel consisting of Phumla Gqubule, Aubrey Ngcobo, and myself.

After this exercise, there was general concern in the university that something had to be done. After discussions with the newly appointed Dean of Students Professor Hugh Philpot, we agreed that one step to begin with in attempting to resolve the problems faced by Black students was the creation of a programme to orientate Black, particularly African students to university life. At that time the university ran a number of academically-orientated introductory programmes prior to Orientation. These were Bridging the Gap (academic reading and writing), Pre-Accounting and Pre-Chemistry. African students hardly attended these as it was relatively costly to enrol in any of these programmes. We therefore put a condition on the successful introduction of the envisaged new programme - students should pay a nominal fee to attend (we put this fee at R5).

In conceptualising the content of this programme, we decided to consider the following issues:

- \* African students were a minority at both residence and university levels.
- \* As a result African students suffered massive alienation when they came to the university.
- \* African students, as part of the oppressed masses, came to university from the very politically-charged townships which had been engulfed by conflict.
- \* Therefore, African students could not remain politically apathetic in the face of apartheid oppression.
- \* African students generally came from poor educational backgrounds, which made it difficult for them to cope with university study.

On the basis of the above points, we decided that this introductory programme, to be called Preparing for University (PFU), would have the following components:

- \* An academic component - which was to deal with basic academic skills like reading, writing, note making, and communicating.
- \* A cultural component - which included things like sport and drama.
- \* A political component - which included an introduction to campus politics and discussion around the national political struggles of the day.

As can clearly be seen from the content of the programme, PFU was a project which was firmly located in the struggle against apartheid. It, however, did not end at "being against" - it went on to "be for" something. This "something" was people's education which had just emerged as a concept between December 1985 and April 1986, culminating in the launch of

the NECC .

Due to, among other factors, the lack of definition on “people’s education”, the PFU programme had one major limitation. We did not have an explicit agenda for the transformation of the university as an institution. Whilst we saw an implicit need for this, we saw the urgent question of our time as the overthrow of apartheid colonialism. Thus we directed most of our political anger at the apartheid regime, and hence our political education was dominated by issues of the national democratic revolution, and contained less of the micro-institutional transformation.

Over the years, PFU might have assumed roles other than those I have described here. In thinking about the future of PFU, there will be a need to evaluate the original and later intentions of the project.

Needless to say, the political situation has since changed - and changed drastically.

- \* There is no apartheid regime anymore.
- \* Black students now constitute the majority in university residences.
- \* Black people now occupy influential positions in the university.
- \* Funding for projects like PFU, as we know it, has dried up.

On the other hand, a number of challenges still remain:

- \* The educational backgrounds of many African students still remain poor.
- \* The process of transformation needs continued political work (although nothing that PFU, in any form, can do will address this).
- \* Racial tensions remain high (whether PFU can help address this, is a different story altogether).

This workshop will need to carefully weigh all these and other factors which may be crucial for making an informed decision on the future of PFU.

I wish you the best of luck.

**R. Cassius Lubisi**

7 March 1997

Notemaking Skills.

By the end of these sessions you will have:

1. Reflected on the function of lectures.
2. Discussed the role of notemaking in and after lectures.
3. Considered different ways of participating actively in lectures.
4. Identified some of your difficulties with the notemaking process.
5. Begun to find solutions to these difficulties.
6. Compared your notes with those of other students.
7. Experimented with a variety of ways of making notes.
8. Begun to develop a system of notemaking that suits your learning style.
9. Used your notes in order to write a paragraph and to formulate questions.

## Notemaking Skills.

### Session 1.

Working in groups of three or four consider the following questions:

Note: At the end of the session you will be asked to present the main points of your discussion to the rest of the group.

1. What is the purpose of lectures at university?
2. What do lecturers need to do to make lectures worthwhile and enjoyable?
3. What do you need to do to benefit from lectures?
4. Why do most people take notes in lectures?
5. Do you think it is useful/necessary to make notes? Why?
6. Have you discovered any useful notemaking strategies during the last three weeks? What are these?
7. What difficulties have you encountered making notes so far?
8. What have you done to solve these problems?

During the next session you are going to listen to a lecture entitled: The Challenge of Critical Language Study: A Brief Introduction. In the space below, write down three questions that you think might be answered during that lecture.

## Session 2.

1. Before you listen to the lecture, compare the questions you formulated with those of one other student. What is the purpose of these questions?

2. Listen to the lecture and make notes as you usually do in lectures.

3. Working in groups of three:

Compare your notes with those of the others and consider the following questions:

a. From the point of view of **content**

- i. Do you think your notes included all the main points?
- ii. Could you have left anything out?
- iii. What should you have included?

b. From the point of view of notemaking **strategies**

- i. What are the best features about each set of notes?
- ii. What are the weaknesses?
- iii. Have you learnt anything about the notemaking process by doing this comparison? What have you learnt?
- iv. Are there any ways on which you plan to change your strategies? What are these?

In the space below, list at least six strategies that are useful when making notes.

Before to-morrow's class, make any changes to your notes that you think will improve them.

Session 3.

Discuss the list of strategies you made yesterday with the rest of the group and add any that you think will be useful.

To-day you are going to have an opportunity to experiment with another method of notemaking. We will use the same content as before but this time use a different strategy.

Divide your page into three columns, under the headings

MOST IMPORTANT  
IDEAS

ADDITIONAL  
INFORMATION

OWN COMMENTS/  
QUESTIONS

Take notes using the headings as a guide. Bring your notes to class to-morrow.

Session 4.

Working in groups of three:

Compare your notes with those of the others. Consider these questions:

Did you include all the main points?

Did you write down unnecessary detail?

Are there any words that you could have left out or abbreviated?

Did you use any strategy (other than the columns) that you didn't use yesterday? If you did, what was this?

What do you think of this way of making notes?

What are its advantages?

What are the disadvantages?



Discuss your ideas with the rest of the group.

Using your notes, write a paragraph of no more than 20 lines about three ways in which language study can be approached. Complete the paragraph to-night and hand it to your tutor to-morrow.

Session 5.

Working in pairs, formulate three questions based on the content of both sets of notes.

Join another pair. Ask the other two students to answer your questions and then, without consulting your notes, answer the questions set by them.

Finally, working on your own, write down two questions about Critical Language Study that you would like to have answered. Hand your questions to your tutor.

## Appendix F (ii)

### The Challenges of Critical Language Study: A Brief Introduction.

Jerry Clarence

When we first come into a university environment, we are confronted by a range of new experiences that are challenging and exciting and, at times, unfamiliar and confusing. They can be confusing because, although the university is part of the total South African society, it also operates as a separate social institution - like a small society in its own right - with its own rules and expectations. These rules, which define the institution, are often not spoken about or explained and new members are somehow expected to learn about them as they go along.

You will have discovered already that, as in other contexts, at the university we talk in different ways in different situations and to different people - think of the difference between how you speak to a friend and how you speak to a professor, for example - and we experience a whole range of learning situations - tutorials, lectures, seminars all with their own set of "rules" for appropriate behaviour. We also have the opportunity to participate in various societies: political, social or religious and each of these in turn has its own set of rules and expectations. In addition to all of this, and very importantly, the university has very specific ways of using language and there is a whole new vocabulary attached to academic ways of writing and thinking. All these special rules and statements about the institution, spoken or unspoken, social, political or linguistic, are together referred to as the *discourse* of the university. When we consider one particular rule or set of rules we refer to *conventions*.

A practical example will illustrate the difference between these two terms. When we write academic essays there are certain rules which govern the way in which we write and present them. Our language, for example is expected to be formal rather than casual, and we are required to provide a list of the books we have consulted at the end of the essay.

These rules are often referred to as academic writing conventions. They are, however, only one part of the total university discourse which includes *everything* about it -- including the way tutorials and lectures are conducted, the running of formal meetings, the way in which societies are constituted, the manner in which we speak to each other and the way university documents are constructed.

During the course of 3L, we will spend much of our time discussing and analysing university conventions. Now, discussion is confined to two related issues - firstly, a consideration of what it means to be critical in a university context and secondly, an introductory discussion of what is meant by critical language study.

First then - what do we mean when we speak of being critical? We can be critical in two ways:

1. In everyday life to be critical usually means to focus on what is negative about a person or situation. A critical person is someone who finds fault with people or things and who sometimes judges them harshly or unreasonably. For example, men are often very critical of the way women drive motor cars. This is the negative sense of the word "critical".

2. At the university, however, the word "critical" is used in a more positive sense. You may already have heard people talking about the need to think critically or you may have been given an essay topic that requires you to criticise a particular statement or theory. What you are being asked to do in this case is make a judgment by considering **both** the positive and the negative aspects and then to draw some conclusions about it, often in the light of what you already know. To think critically requires the **questioning** of the phenomenon being studied rather than a passive acceptance of it and the repetition of facts that are already known. We are not only required to describe things as they are but also to ask **how** and **why** they come to be that way. If, for example, you were asked to write a critical analysis of the violence in Natal during the past five years, you would not simply describe the events - you would search for underlying causes, reasons and explanations for the situation and you would interpret it in the light of these considerations.

What has all this got to do with the study of language? A concrete example will help to clarify. Consider this paragraph:

A few years ago it was believed that the different racial groups in South Africa had different educational needs. The education system is therefore divided into many departments, each claiming to cater for the needs of a different racial group. Some groups, however, have much better facilities than others. The white students are generally taught by well trained teachers in small classes and have all their books provided. The black students, on the other hand, work in overcrowded classrooms, are often taught by under-qualified teachers and are frustrated by a desperate shortage of textbooks. This situation has resulted in serious social and political problems in the country.

In all university studies it is necessary to approach a problem or phenomenon from as many perspectives as possible and usually there is not a single correct answer or analysis. As language learners or teachers, for example, we can approach this text in several different ways, none of which will tell us all there is to know about it. In this chapter, three approaches will be considered.

### 1. The Grammatical Approach.

The first way, which is referred to as the grammatical or linguistic approach, is to concentrate on the form of the language, to study how the words are put together to form sentences, to focus on the order of the words and the patterns of the language. In this approach, which many of you will be familiar with from your school days, it is very important to be accurate at all times -- for example it is essential not to say "white students is" when the correct form is "white students are". Often these rules are learnt by repeating them over and over again. While it is obviously important to know about the form of the language that is by no means enough; people who use this approach to language learning or teaching do not take sufficient account of the social context in which the language might be used. The result is that students who have been taught through this approach might be very accurate speakers but they may have difficulty communicating effectively because they use inappropriate language in social situations.

We need therefore to take account of both the form and the function of language.

### 2. The Communicative Approach.

The communicative approach, concentrates primarily on how the language is used in particular situations, in other words, its function. The word appropriate is often associated with this approach. The paragraph above, for example, would possibly be appropriate - from the point of view of the style of the language - in a junior school social studies textbook. It might also have been used as part of a lecture about education in South Africa. It would not, however, be suitable as a speech at a political rally. People who advocate the communicative approach look at a particular situation or institution, the university, for example, and ask, "What language do we need to know and what are the conventional and appropriate ways of using it if we are going to succeed and be acceptable in this context?" For them, although accuracy is taken into account, a few grammatical mistakes are not nearly as important as communicating clearly and appropriately in different social contexts.

So far then, we have considered the form and the function (or use) of language. These considerations, however, neglect other very important aspects of the text. If you read the example above again, you may want to ask questions about it which neither the grammatical nor the communicative approach allows for. This leads to a consideration of a third way of approaching the study of this paragraph.

### 3. The Critical Approach.

People who advocate **critical language study** as a way of approaching language learning and teaching, are concerned with both the form and the function of language but they insist that other factors are also taken into account. In this context the word "critical" is used in the special sense of aiming to show up the connections that are often hidden from people. Critical language study attempts to expose the **relationship between language and power** which helps us to understand how dominant groups make decisions, often in subtle ways, which serve their own interests and control other, less powerful, groups of people. In the paragraph above, the dominant group is the apartheid government and the questions that a critical language learner would ask include the following:

Is it true or natural, that different groups have - or have ever had - different educational needs?

Who divided the education system up along racial lines? Why are we, as readers, not told who did it?

Who benefited from dividing it in this way?

What would have happened if this decision had been resisted by those who had less power than the law makers?

How does language itself reflect the power relationships between various groups of people?

Note: In this case, the use of the passive voice is of particular interest. Please also refer to the practical CLS exercises at this point to remind yourselves of other ways in which power relations can be linguistically expressed.

Those who support this approach then, agree that accuracy and appropriacy are important and that we should know about them but they add a new dimension to our study of language by illustrating how language is shaped by power relations. In addition to being accurate and appropriate, we should also **question conventions**, we should ask **why** and **how** things are the way they are and then **make choices** about whether to challenge situations or not. In the paragraph above we are not told precisely who divided the education system into racial groups. The sentence, in the passive voice, is constructed so that crucial information is left out. We, as readers, are entitled to know who was responsible for that decision and why it was made and we are also entitled to ask why the writer of the paragraph decided to exclude that information. The communicative approach would simply describe that situation the way it is. Critical language study helps us to **explain** situations so that we can challenge them if necessary. A greater understanding of the way relationships of power are encoded in language is a starting point towards understanding more fully how they operate in the society as a whole.

The example we have considered above describes a situation which many of you have experienced -- most of you have come out of the apartheid education system. We would agree that it is not natural for different racial groups to have different educational needs and we would also agree that the apartheid government has its own reasons for keeping us apart. It is not in their interests to provide the kind of education for students, and especially for black students, which would result in a challenge to their position of authority and power. The point here is that if we are all in agreement, the kinds of challenges made by a critical approach to language study are relatively easy to accept. It is, however, not always as clear cut as this. As a second example, read the paragraph below:

It is well known that women are more passive than men. Typical female students at South African universities, for example, have greater anxiety over aggressiveness and competitive behaviour than the male students. They experience greater conflict over intellectual competition and we can therefore predict that they will not strive towards academic excellence as hard as the men do.

Again, we need to challenge this apparently "natural" fact by asking the following questions:

Are women naturally more passive than men?

Who says so?

Who benefits from keeping women passive?

Who is the "we" mentioned in the paragraph?

Why are we not told who is making these claims?

This time the powerful group is men and not the apartheid government; this time it may be more uncomfortable, especially for males, to accept the challenges offered by critical language study because they may affect their positions of power. If, however, we are prepared to meet the challenges and open ourselves to new possibilities and interpretations, we will inevitably deepen our understanding about how people and situations come to be defined in the way that they are.

What I have attempted to do in this chapter is to try and provide a brief introduction to what it means to be critical and what critical language study can offer. We have only just touched the surface here and it is important to read this text in conjunction with the Ivanic text and also in relation to the practical exercises completed earlier in the year. In those, you analysed some of the ways in which the university presents itself in various texts and how the language used defines power relations in the university, especially as they affect students. The central point to bear in mind is that it is never enough just to accept things the way they are -- if we are going to be really critical in our thinking we need always to ask why and how as well as what. We need to be able to decide whether or not to resist and question existing conventions or situations either in the context of the university or in the broader society. Critical language study offers some tools that can begin to equip us to deepen our understanding of the way in which people, institutions and societies are constructed.

### Self Study Questions.

1. Write a paragraph in which you consider the two meanings of the word "critical".
2. What are the most important features of the Grammatical Approach to language teaching and learning?
3. What is the difference between the Grammatical and the Communicative Approaches?
4. Describe the most important features of Critical Language Study. In order to answer this question you need to draw from the Ivanic text also.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

ii. describe what students do?



iii. describe the experiences students have or are likely to have at the university?

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

ii. describe what students do?

iii. describe the experiences students have or are likely to have at university?

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

1e. Which representation of students do you prefer? Why?

2. Now read the headings of both texts.

Questions.

How do these headings differ? Which one do you prefer? Why?

3. In Text A, the writer refers to students as "you":

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

In Text B, students are referred to as "they":

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

4. In text A, the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

5. Read the whole of Text B

a. Is there language used in this text which you find difficult?

b. Are there any ideas or attitudes expressed in the text which you find unacceptable or offensive?

c. Please suggest ways in which the text could be improved.



Critical Language Study in a  
University Context.

The purpose of these Critical Language Study tutorials is to enable you to:

1. Read university texts more critically so that you are in a position, when necessary, to challenge what writers say and how they say it.
2. Realise the importance of the total context in the production and interpretation of texts.
3. Consider the ways in which the meaning of a text is influenced by other texts.
4. Analyse a few ways in which linguistic features in a text can position you as readers and can reveal attitudes and relationships of power, in this case in the university context.
5. See that different texts position readers in different ways.
6. Read your own texts more critically, particularly in the context of academic essay writing.

## Session 1.

Before we analyse the way in which some specific linguistic features operate in a text, it's important to draw together some of the insights about language and texts that we discussed during the first quarter.

Firstly, in the construction of the dialogues between a student and a senior teacher and student and a friend we concluded that:

1. The language we use varies according to a number of **contextual factors** including the **status** of the speakers or writers, the **social distance** between them and the **knowledge** they share.

2. It is not always easy to decide how much choice we have in what we say or think or whether we have any at all. We always need to ask to what extent our social conditions -- these include, for example, the expectations of our parents and teachers, as well as the broader political conditions -- have shaped out thinking and to what extent, if at all, we make our own choices about what we say and do.

Secondly, in when considering "The January Mail" we asked the following central questions, which need to be included in an analysis of any text:

1. Who wrote the texts?
2. What is their purpose?
3. What attitudes and expectations of you as readers, are evident in the texts?

We also discussed generally how the **context** influences the way we interpret university texts.

Thirdly, in the lecture on **Critical Language Study**, the following points were made:

1. CLS is not only concerned with the accurate and appropriate use of language in specific social contexts but also with **why** certain conventions are considered to be acceptable and **who benefits** from maintaining them.



2. CLS can help readers begin to uncover **hidden relationships of power** that exist between various groups. It encourages us to ask:

- \*\* What is being said and **what is left unsaid?** What does the silence mean?
- \*\* Who is writing (or speaking) and who is being written about?
- \*\* What is the relationship between them?
- \*\* How does the language used in the text help to position the reader or listener?

Lastly, in the **comparison of the two reading texts**, the following general observation was made:

The choice of particular words and constructions on the part of an author can give a clear indication of her/his attitudes towards the readers and the relationships of power that exist between them. We looked especially at:

- \*\* the way in which different headings influence the interpretation of the rest of the text and positions readers in different ways.
- \*\* the effect of a word like "flounder" in the context of first year second language students.
- \*\* the difference between referring to students as "you" and referring to students as "they". Interestingly, your opinions differed sharply about this choice. Some of you felt that "you" was a far more friendly way of referring to students and indicated a closer relationship between the readers and the writer. Others preferred the use of "they" because it meant that no-one felt singled out and threatened by the personal reference.
- \*\* the difference between statements like "reading matter will be quite a lot more difficult" and "reading...is likely to be more difficult." Here we focussed on the degree of certainty of the statements and how this can sometimes reflect authority.

We are now in a position to analyse some extracts from university texts in more detail. We will begin to do this by focussing on a few linguistic features, first separately then in relation to each other.

Some Important Points to Remember.

1. Although the language used in a text can tell us a lot about its meaning, there are many other factors that contribute, and we always need to bear the total context in mind, not only the university but the whole social context.

2. The meaning of one text is influenced by others -- in other words one text produced in the university context, say in Nux, must be read in relation to other university texts, for example, the university's Code of Conduct or the Mission Statement. The university in turn, defines itself in relation to other institutions within the broader South African context.

3. The texts on which the following exercises are based were all chosen by 3L students. The actual extracts, however, were chosen by me so we share in the choice of material for analysis.

-----  
Task 1 -- to be completed by your next tutorial.

Imagine that you have been invited to attend a party on Saturday night.

a. You are certain you are going to attend the party. What do you say? Write your response below.

b. You are uncertain about whether you are going to attend. What do you say?

c. You are certain you won't be going. What do you say?

Discussion to-morrow will begin by considering your responses so please don't forget to bring them to class.

-----

Sessions 2 & 3.

Degrees of Certainty and Authority.

TASK 2.

Working in groups of three:

1. Compare the sentences you wrote with the others in the group.
2. Identify all the words which indicate certainty and degrees of certainty and uncertainty.
3. Discuss these with the whole group and make a list of all the words used to express certainty.
4. Choose one sentence and reword it in several ways so that it is more and less certain.

Important Questions:

- \*\* Do you think that the way people say things has any effect on the authority/certainty of what they say?
  - \*\* Is it always necessary to use words like "must" or "will" to assert authority?
- 

TASK 3.

Working in groups of three:

Read the sentences or extracts below. Choose **three** of them and:

- a. Identify which sphere of the university the text comes from -- these could include a student publication, the rules book, the mission statement, residence rules. How do you know?
- b. Decide who wrote the text. Why was it written? Who for?
- c. Underline all the words which indicate authority or degrees of certainty.

Important Questions:

- \*\* What is the attitude of the writer towards students/a situation?
- \*\* What is the relationship between the writer and the readers?

NB: Record your observations in brief note form -- you will need them for a written exercise later on.

-----

1. Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own...If they can process all this print efficiently they will save time, make better use of the information and remember it better.

2. Under no circumstances will any form of violence or threats of intimidation be tolerated within our community.

3. You are entitled to support any political party or movement and to declare your beliefs. This means that you must also tolerate and respect the fact that other members of the House may support political parties and movements that you reject and believe are unacceptable.

4. 1.STUDENT ACTION.

1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.

1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.

5. AFRICA'S CAUSE MUST TRIUMPH!

6. Men may enter the Women's residence ONLY if they are accompanied by a member of the Women's Residence.

7. UNIVERSITY RACIAL POLICY.

If not always, then certainly for a long time now, it has been the firm and unequivocal policy of this university that the admission of students and the appointment of staff, should be at the discretion of the university, and that only academic criteria and individual merit should apply in exercising that discretion. Race, colour and creed should be of no account in admitting students and appointing staff.

8. Response [to PFU] appears to be very positive. The students we spoke to praised the organizers, saying it was indeed a useful programme.

9. All academic staff members should be engaged in research, not necessarily or exclusively for immediate or early publication, but also for their own intellectual refreshment and in order to enrich their teaching of students.

10. TELEPHONE DUTIES.

All first year students must share in the roster of telephone switchboard duties in the evenings. If the telephone duty for which you are responsible is not performed, a fine will be levied.

-----  
Task 4 -- to be completed by your next tutorial.

Choose any **two** of the extracts you discussed in class to-day. Then write **one page** in which you **compare** them in terms of:

- \*\* which sphere of the university they come from
- \*\* their writers
- \*\* their purpose
- \*\* the level of certainty or authority expressed in them.
- \*\* the relationship between the writer and you, the reader.

Please bring your paragraphs to class to-morrow.  
-----

#### Session 4.

We have spent the last two sessions looking at ways in which writers (and speakers) express their degrees of certainty about and often authority over people or situations. There are numerous words which do this, some of which are "must", "may", "can" and "will". Words like "definitely", "maybe", and "perhaps" are also often used.

So far, then, we have discussed **degrees** of certainty. Sometimes, however, a writer has a special interest in maintaining particular social conditions or relations of power, for example the apartheid system or patriarchal power. (Remember the example used in the CLS lecture: "**Women are more passive than men.**")

One way of doing this is to represent ideas/situations as **though** they are so certain or natural that they cannot or should not be questioned. To do this the present tense can be used.

This, as you know, is by no means the only use of the present tense. In English it is also used to indicate a phenomenon in nature that happens all the time, like "**The sun rises in the East**" and to express habitual activity like "**I drive to work every morning.**" or "**Students attend lectures during term.**" So, when we are reading (and writing) it is important to be able to distinguish the purpose for which the Present tense is being used.

---

#### Task 5.

**Working in groups of three:**

Read the following sentences (they are all extracts from university texts) and decide whether the present tense is being used to represent habitual activities, a situation that exists for the moment or whether it is being used to present a questionable assertion as though it was natural and accepted by everyone without question.

**Note:** It will not always be easy to make decisions about the intention behind the use of the present because your own beliefs about what is "natural" and acceptable will influence your interpretation.

1. It is a privilege to have been selected to live in Malherbe. (Malherbe Residence, p 5.)
2. Everyone is calling for the resignation of Magnus Malan, South Africa's Defence Minister for his involvement in the Civil Co-operation Bureau. (Nux, March 1991, p 3.)
3. The financial constraints suffered by the universities of South Africa in recent years have seriously limited our opportunities for development and growth. (Vice-Chancellor's's Opening Address, p 9)
4. SAF supports a free market economy as it embodies freedom and is the only proven wealth generating system. ( Orientation Handbook, p 29.)
5. There is an education crisis in South Africa. (SRC publication, 1991.)
6. A serious threat is hanging over the future of digs parties. (Nux, March 1991, p 7.)

-----

Task 6.

How does the use of the present tense relate to your writing at university?

Consider this situation:

Between 1980 and 1986 there was a pre-university course offered on the PMB campus called Bridging the Gap. As one of their tasks, students attending the course wrote a short academic assignment on the question of abortion. They were provided with two articles and then asked to evaluate them. One of the students began the essay like this:

"Abortion is wrong no matter what anyone tries to say about it."

1. How is this student using the present tense?
2. Why do you think he (the student was a male) does this?
3. Do you think it is an appropriate way to start an essay? Why?

-----

Critical Language Study in a University Context.

Important: Before you begin these exercises:

1. Look again at the large poster to remind yourselves of the institutional context in which we are working. Remember, texts need to be read in relation to each other and not in isolation.
2. Re-read the purposes of these tutorials -- they are listed at the beginning the exercises you completed last week.

Modality, which is the grammatical term for the expression of degrees of certainty and authority, is only one of numerous ways in which language can represent attitudes, beliefs and relationships of power between different groups and through this, position the reader or listener. The ways in which writers (and speakers) describe situations or ideas is also very revealing and so is the way in which people and their actions are represented.

-----

Representing People, Actions Situations and Ideas.

Task 1.

Working in groups of three:

1. Choose one or two of the texts below.
2. Identify and underline words used to describe people, actions, ideas or situations.
3. Discuss the effect of the words chosen.
4. How is the reader positioned by the choice of words?

Important Reminder:

Writers and speakers select words from a wide range of possibilities so it is also important to consider which words might have been used instead and how a different choice could have reflected different attitudes and power relations.

4. Choose one of the texts and think of other words which might have been used instead. How would different choices affect the attitudes reflected in the text?



erry Zimsoc

C has noted with great interest the n in which Zimsoc has been ing over the past year, and their s to provide Zimbabwean students genuine service. A number of pes abound about Zimbabwean s, all of which aren't necessarily e majority of Zimbabwean students valuable contribution to academic, g and social life on our campus. The erefore apologises for any offence by the derogatory reference to os" in the OC Handbook.

Faithfully  
Handley  
resident

**Z:** Zimbo's - People who adopt the three P's policy: Pub-crawls. Piss-ups and Pukes

**B:** From Nux, March 1991.

**C:** From Rules 1991.

Two clauses from the Code of Conduct.

### CODE OF CONDUCT

Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.

Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, acts of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.

**E:** From Malherbe Rules, 1991.

#### B. HELPFUL INFORMATION

##### Security

##### 1 Doors

**WOMEN STUDENTS:** Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday and at 11.00 p.m. on Sunday. A late-leave key is issued to women to let themselves after hours, but this privilege may be withdrawn if used responsibly.

**MEN STUDENTS:** The front door is locked at 10.30 p.m. but restricted entrance is available through the basement door.

**YOU ARE OUT AND ANY DIFFICULTIES ARISE, PLEASE DO NOT HESITATE TO TELEPHONE EITHER THE WARDEN OR ONE OF THE SUBWARDENS.**

## Students tour township school

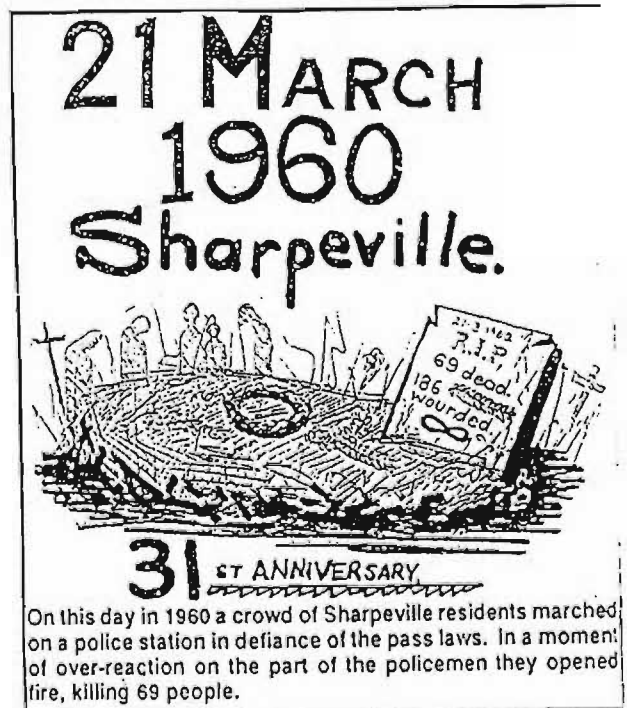
THE GEORGETOWN Highschool was toured by university students on 7 March. The tour was part of an ongoing programme organised by the Projects committee, to make students more aware of the conditions in local education.

The school was situated in Edendale, an area plagued by earlier rioting. Streets, once moving masses of angry stone-

throwers, were now peaceful. A solitary police van lay claim to a bitter past and present, only too clearly illustrated by broken windows and slogans such as "ANC rules." Was this an environment in which children should, or could, learn?

Our tour around Georgetown Highschool revealed not only the political pressures of a violently suppressed people, but the result

which those pressures produced. There are 26 teachers in a school of 1000 students. The school, now under KwaZulu administration, was to become of the Department of Education and Training (DET), teacher-student ratio would be reduced. A daunting prospect considering the number of children who would have to be turned away.



**D:** From Nux, March 1991.

### For the record

NUX's first feature of the year covered the political history of a number of organisations. A short account of the Pan-Africanist Congress (PAC) was included in the article.

Students from the Pan-Africanists Student Organisation (PASO) approached NUX and claimed the article inaccurate and defamatory.

In this regard NUX retracts the statement "Poqo, a sabotage-terrorist group, entered the underground, only to be crushed by security forces within a year." This should have read "Poqo, the military wing, entered the underground ..."

NUX apologises for any factual inaccuracies regarding the PAC's relationship with the ANC and the black consciousness movement of the 1970's. NUX regrets any misrepresentation of the PAC or its history. It was not NUX's intention to undermine or smear the PAC or PASO on campus but rather to provide uninformed students with a broad understanding of South Africa's political diversity.

**F:** From Nux, March 1991

## Appendix I (iii)

### The Use of Pronouns.

In our discussions of the two reading texts, we have already noted how the choice of pronouns can define the kind of relationship between writer and reader. Read the following extracts from university text and comment on the choice of pronouns and how this positions the reader.

TEXT A: Students' Action Front Information Pamphlet, 1991.

Read this if you value  
**FREEDOM**

TEXT B: PFU Advertisement, 1990.

### Preparing for University

*Do you know.....?*

*..how University is different from school?*

*.....how to get financial help to pay for your studies?*

*.....what the different University subjects are all about?*

*.....which student and University organisations exist at UNP, and what they offer you?*

*.....what to expect from lectures?*

Preparing for University (PFU) is an orientation course designed and run by staff and senior black students for new black students. PFU can help you find some answers to the above questions at the

If they can process all this print efficiently they will save time, make better use of the information and remember it better.

TEXT C: Language and Reading Centre Information, 1991.

- 1.3 Wherever possible, the lecturer should himself deal with the problems concerning himself and the students.

TEXT D: From Procedures for Complaints, 1991.

Working in pairs, choose two or three of the texts below. Identify the use of the active and passive voice and then focus on the specific questions set.

Text 1: Extract from the University Admission Form.

Why do you think it is of particular importance that a text of this nature should be in the active voice? Are there any other words in the text which strike you? Which ones? Why?

## DECLARATION AND UNDERTAKING

### TO BE COMPLETED BY APPLICANT

I, the undersigned applicant, declare that the information supplied is true and accurate to the best of my knowledge and belief and that I undertake to bind myself to the University of Natal, to pay in full all fees and other charges due and payable by me in terms of the relevant applicable annual schedule of fees.

Text 2: Report from Nux, March 1991.

1. What is the effect of using the passive in the first two sentences?
2. Why do you think the writer does this?
3. Is there anything else about the text that particularly strikes you?

## Den of Sin no more

THE PUB at Denison residence was closed for the first time in nineteen years.

This followed the abuse of the facility during Dynamics Week. Students not resident in Denison and not guests of Denisonians trespassed and purchased drinks from the pub. After closing time they remained in the car park next to the pub. They were loud and badly behaved. Beer bottles littered the area around the clubhouse and some of the trees nearby were damaged when the students climbed them. The rowdy behavior led to complaints from the residents in Jesmond Road.

It was thus decided to close the pub to all - indefinitely!

The pub manager, Francois du Toit felt this move was justified as it would enforce the seriousness of the situation. He feels that it is a privilege to have a residence pub and the fact that this had been abused warranted such a strict step.

Notices around the residence said that the pub would be closed until students could prove that they would behave in a manner suitable to warrant the restoration of this privilege.

This week the pub has reopened but with revised opening times and stricter control of patrons. This is in an effort to return a means of entertainment to bona fide Denisonians and hopefully prevent a recurrence of the troubles of Dynamics Week.

Text 3: Extract from Social Science Rules.

1. What is the effect of using the passive in this context?
2. In this text what is the relationship between the writer and the reader?
3. Are there any other comments you would like to make?

EXCLUSIONS

SSP16

- (a) A full-time candidate who at the end of the first year of study in the Faculty has failed to obtain credit for two full year courses shall be required to apply for re-admission to the Faculty. Such re-admission to be at the discretion of the Board.
- (b) Except with the permission of the Senate, a full-time candidate who has failed to obtain credit for at least one course at the end of the first year of study in the Faculty, shall be excluded from the Faculty.
- (c) Except with the permission of the Senate, a full-time candidate who, after two years of study, has not obtained credit for four full courses, shall be excluded from the Faculty.
- (d) A candidate who has not completed all the prescribed requirements within the minimum period prescribed for the degree, plus two years, may not be re-admitted to the degree except with the permission of the Senate.
- (e) The periods mentioned in (a), (b), (c) and (d) above will be extended by one year in the case of candidates who are unable to give their full time to the curriculum.
- (f) Except with the permission of Senate, a candidate shall not be eligible for re-admission to a course after three failures in that course.
- (g) Any candidate who is deemed by the Head of the Department concerned to be unsuited to the practical work forming part of any course shall be required to withdraw from the course.

In preparation for your next tutorial read text 4, consider the questions below and write your responses in the space provided. Be ready to discuss them with the rest of the group.

Text 4: Report from Nux, March 1991.

Spend a few minutes reading the text.

1. Why do you think this text is almost entirely in the active voice?

2. Look at the choice of other words -- at the way in which the actions and situations are described. What is significant about the choice of words?

3. Do you think that if the chairman of the university council had written the same report, he would have chosen the same words? Give reasons for your answer.

# Students demand action

## *Students mobilise around Mission Statement*

Students have issued a demand that Administration implement the University Mission Statement.

At an open meeting of 550 students called by the Student Representative Council (SRC) and Black Student Society (BSS) on 14 March students issued a challenge to the Administration to

adhere to the principles of the Statement.

The SRC President, Toni Handley, explained the importance of the Mission Statement, saying that it served as a guide to University policy. The statement has also, in the past, been used to further the cause of students in the Administration, but recently

opposition had arisen within the ranks of the Administration to the statement.

As part of the challenge a memorandum, detailing students' demands, was presented to the Professor Webb, the Vice-Principal, after the meeting. The demands were drawn up by BSS and SRC mem-

bers and ratified by students present at the meeting.

These demands dealt explicitly with the financial crisis, shortage of accommodation and course and staff assessment, as well as the need for extended registration for students without finance, cheaper textbooks and lower fees for supplementary exams.

Another demand centred around the provision for a 'student observer' on the Senate Executive.

In the clause on finance, attention was brought to an approximate R3,6 million additional funding received by the University from a decrease in government subsidy cuts. It was suggested that this amount be used to assist students unable to find alternative funding.

## Appendix I(v)

### The Article System.

The article system in English is extremely complex and we only have time to touch on a few of its features.

The definite article -- "the" -- is generally used when we are referring to someone or something particular.

The indefinite article -- "a" or "an" -- is generally used when we cannot be specific about what we are referring to.

So we can say that when both the writer and the reader know what is being referred to -- when they have shared knowledge -- the definite article is used. When the knowledge is new then the indefinite article is used.

---

#### For Discussion:

Consider the difference between these sentences:

- a. We asked **a** student for directions.
- b. We asked **the** student for directions.

There is a very simple distinction here between referring to any one of a number of students (in a) and to a specific student (in b) who is known to, and can be identified by, both writer and reader.

Now read these sentences:

- a. There is no doubt that this is **the** solution to our problems.
- b. There is no doubt that this is **a** solution to our problems.

In this case, the solutions referred to are both clearly defined -- the word **this** tells us that both solutions are specific. So, in this context, what is the difference between using **a** and **the**?

By using the definite article in **the solution** the writer is claiming that there is only one solution whereas by using **a solution** the writer is allowing for other possibilities. When a writer wants to present situations or opinions as though they were the only alternatives, one way of doing this is to use the definite article.

## Task 1.

Working in groups of two or three:

Read the two texts below and consider the following questions:

1. What is the difference between referring to the BSS as "the voice of the black students on this campus" and as "a representative structure of the black students on our campus."
2. Consider the different contexts in which the texts appeared. To what extent do you think this had an effect on the way in which the organisation was described?
3. Identify some other uses of the definite and the indefinite article in the texts. How are they being used?

### BLACK STUDENTS' SOCIETY (BSS):

Historical Background:

The BSS was formed as the voice of black students on this campus. This was out of the realisation of the peculiar problems facing them. By 'black students' we mean all those students who by South African race classification laws are called Africans, Indians, and Coloureds. To some people this might seem to be a perpetuation of apartheid segregation on our part. The socio-political reality of our country, however, shows the historical significance of an organisation like ours.

TEXT A: From the PFU, BSS Guide, 1991.

## **BSS**

What is the B.S.S. ?

The Black Students' Society is a representative structure of the black students on our campus. Its aims and objectives are to unite black students so that they can have a voice in all areas of university life. The formation of the B.S.S. was dictated by the peculiarity of the problems they experience daily on our campus. The nature and content of institutions like ours necessitated a concerted effort from us, ie black students, to create an atmosphere conducive for non-racialism, non-sexism and democracy.

The B.S.S. in UNP was founded in 1988. Informed black students saw a need to transform this university to a non-racial, non-sexist and democratic one. We wanted the university to also

TEXT B:

From Orientation Handbook, 1991.

## Task 2.

Working in pairs:

Read the following extract from the vice-chancellor's address and consider these questions:

1. In this context, What does "the community" mean?
2. What are "the customary societal norms?".
3. Why is the use of the definite article significant?

The university, on the other hand, sees as one of its objectives the provision of the stimulus and opportunities for the student to allow the fullest possible personal development; including the acquisition of qualities of leadership. A rigid prescription of rules, the prescriptive control of behaviour and the strict imposition of disciplines, as practised at school, are not consistent with the goal of full development of the adult individual. At university the limits of acceptable behaviour must, nevertheless, be set; and the norms and acceptable standards as perceived by the community must form the basis of our expectation of the student.

So, while all encouragement is given to the students to practice the self-discipline required to properly meet their commitment to society, we do insist that the customary societal norms are respected. Your success as a student will therefore depend on your response to those two circumstances: on the one hand, how well you are able to discipline yourself and regulate your own daily activities in terms of your own goals and priorities; and, on the other hand, how well you rise to the expectations of your parents, of the university and of society at large, to regulate your behaviour so as to conform to societal norms and avoid unacceptable excesses.

TEXT C: From the Vice-chancellor's Opening Address, 1991.



## Appendix J

3L Tutor information: Reading skills tutorials Week 7  
Using IVANIC, R: Critical language awareness in action

Students should be given this article at least two days before the tut, with the instruction to preview the article, and then to read it as quickly and carefully as possible, noting (in the text or margin) any words that are not understood.

In the tutorial:

1. Look at the introductory paragraph and discuss its function in the article.
2. Look at the conclusion and discuss its function in the article.
3. Make notes from the text:
  1. Pay attention to signalling in the text.
  2. Read a section carefully, decide on the main ideas, then make some notes on the main points in that section
  3. Check words not understood in context and in dictionary
  4. Notes must be in point-form, just a few words
  5. Complete notes at home.

In the next tutorial:

1. Working from notes, and having the Checklist in front of them students discuss the Checklist.

# *Critical Language Awareness in Action*

ROZ IVANIČ

Learning about language went out of fashion in the 1970s. If you mentioned grammar in an English class, you were apologetic about it to colleagues, saying you knew you shouldn't. If you studied applied linguistics, you found that research had proved that exposure is more valuable than instruction. If you read articles about language teaching, you found that you should be using 'the communicative approach'. Classrooms were full of simulations, or empty: learners were out on the streets, communicating for real.

Recently, however, the idea of learning about language has got back on the agenda under a new name: 'language awareness'. Is this the same thing in disguise? If not, what is it? I think the answer depends on your view of language and on your view of the purposes and processes of language learning. I will explain what I mean in three stages. Firstly I will outline two prevalent views of language and language varieties in recent years, and what sort of language awareness is associated with them. Secondly I will describe what we mean by a critical view of language and critical language awareness, advocating this as the most relevant for bilingual learners. Thirdly I will suggest how critical language awareness can help bilingual adults become active, self-assured communicators. Having established what critical language awareness is, and what use it can be for language learners, I will end with a checklist of objectives for learners and teachers who want to incorporate critical language awareness in their work.

Throughout this article I will be drawing on ideas developed by my colleagues in the Centre for Language in Social Life, particularly Romy Clark, Norman Fairclough and Marilyn Martin-Jones. Many of these ideas are elaborated in greater detail in a paper entitled 'Critical Language Awareness' (Clark *et al.*, 1987).

## NON-CRITICAL VIEWS OF THE NATURE OF LANGUAGE

In this section I will describe two prevalent views of language and of language varieties in recent years, and the sort of language awareness work associated with them.

Until the early 1970s the study of language was the study of patterns. Both linguists and language learners were interested in the abstract systems of sounds and structures in the language they were studying. Language learners had to understand those patterns and then reproduce them correctly. For example, lessons focused around patterns such as 'The interrogative' (see example 1).

### EXAMPLE 1

#### THE INTERROGATIVE FORM

- 1 *When forming the interrogative put the auxiliary in front of the subject.*
- 2 *If there is no auxiliary use the 'dummy operator' DO with the correct tense and concord.*
- 3 *If speaking, use a rising intonation at the end of the sentence.*
- 4 *If writing, put a ? at the end of the sentence.*

The single criterion for success was accuracy. With a view of language as an abstract system, as a set of patterns which are either correctly or incorrectly formed, 'language awareness' was nothing more than a 'grammar grind'. It was formal, boring, often incomprehensible and unrelated to language use. Nevertheless teachers persisted in teaching knowledge about language of this sort because it was what they had learnt, and they knew of no alternatives. Many people still think of 'language awareness' in this way. I believe that language awareness work of this sort will be as sterile and uncondusive to acquisition as it always was.

The view of language as pattern made one very important and positive contribution to the way people think about language varieties. One pattern is not linguistically superior to another: all language systems are equal. Chinese languages are not intrinsically superior to European languages; English is not intrinsically superior to Hopi; Urdu is not intrinsically superior to Gujurati. Some linguists and language teachers extended this egalitarian view to include varieties within one language; others treated the 'standard' variety as the correct pattern, and treated other varieties – usually called 'dialects' – as deviations from the norm.

In the 1970s many linguists and language teachers adopted a very different view of language. In this view, language is not thought of as a pattern, but rather as a purposeful process: the noun 'language' turns into a verb: 'We are languaging'. We only 'language' in order to get

something done: to express some ideas and/or to have some interpersonal effect, such as persuading. From this perspective, language functions are far more interesting and important than language patterns. For example, lessons focus around topics such as 'Requesting'. The interrogative form mentioned above as a key item on the 'language as pattern' syllabus would appear as one of the ways of making a request (see example 2).

#### EXAMPLE 2

##### REQUESTS

*Requests are polite commands. Here are some of the ways of requesting something:*

- 1 *If you are asking something which will not be any trouble, use a command with the word 'please':  
e.g. 'Send it by second class post, please.'*
- 2 *If you are asking anything which could be an effort, use a question, usually with the word 'can':  
e.g. 'Can you open the window?'*
- 3 *If you need to be extra polite, or if the thing you are asking for will cause a lot of trouble, add words such as 'possibly':  
e.g. 'Could you possibly lend me £5?'*

Context is essential to this view of language. 'Languaging' depends on who is speaking or writing, to whom, where, and for what purpose. These considerations led to the notion of 'register': differences in the context demand different uses of language. English in the corner shop is different from English in science lessons. With this view of language, accuracy is far less important: fluency and appropriacy are the main criteria for successful language use. Dell Hymes, the father of 'communicative competence', argued that: 'Rules of appropriateness beyond grammar govern speech...' (Hymes, 1974). The words 'appropriate', 'appropriately', 'appropriateness', 'appropriacy' are alarmingly frequent in language syllabuses, assessment schemes and language awareness materials in current use. 'Appropriacy' sounds more liberal and flexible than 'accuracy', but I believe it is just as much of a straitjacket for the bilingual trying to add English to her repertoire.

While this view of language as purposeful process seems in many ways to be an advance on 'language as pattern', it has had an unfortunate spin-off in thinking about language varieties. The notion of appropriacy is extended to prescribing which language or which variety of language is appropriate for particular purposes. The term 'diglossia' has been coined to refer to the way in which bilingual or multilingual people use different languages in different contexts. For example, a child in Haringey may use Turkish at home, Arabic in the Mosque, Black British English in the playground, and 'standard' English in the

classroom. Textbooks teach that one variety of English is appropriate for plays and nursery rhymes, while another variety of English is appropriate for business letters and academic writing. The dominant conventions of appropriacy are treated as natural and necessary.

To some extent these two views of language are treated as alternatives. Linguists and language teachers often identify themselves as either 'language as pattern' proponents or 'language as purposeful process' proponents. Those who espouse 'language as purposeful process' exclusively also believe that the only route to communicative competence is via exposure and purposeful language use. For them, language awareness is totally irrelevant to language learning. That's why knowledge about language went out of fashion for a decade from about 1970 to 1980.

In fact, both views are equally right and important: language is indeed a complex system of patterns, and these are the resources on which we draw in the process of purposeful communication. This relationship is represented by layers 1 and 2 in Figure 6.1. Recently linguists and teachers have been trying to achieve a mixture, if not an integration of these two views.

Most current language awareness materials reflect this mixture. An example is the 'Awareness of Language' series (Hawkins (ed.), 1985), with the accompanying book explaining the rationale for language awareness work of this type (Hawkins, 1984). They have sections on language patterns, on language functions and on differences between registers according to context. They present varieties of English and the languages of the world as part of the 'rich tapestry of language', asserting that they are all equal, but not addressing the fact that they do not have equal status. I believe that language awareness based on this view of language is potentially harmful. It unintentionally legitimises the conventions of appropriacy, and it can help to entrench prejudices rather than defusing them.

## A CRITICAL VIEW OF THE NATURE OF LANGUAGE

In this section I will try to explain what I mean by a *critical* view in contrast to the others. This view is represented by Figure 6.1. (This diagram is based on one which is presented and explained in much greater detail in Fairclough, 1989.)

Linguists and teachers who adopt a critical view of language don't disregard language as pattern and language as purposeful process, but they consider that these views are inadequate without the critical dimension. Instead of a 'normative' view of language use as conforming to conventions of appropriacy, they propose a 'creative' view of language as constructing and sustaining identity. The essential ingredient of a critical view is layer 3 in Figure 6.1. Language is shaped by social forces. Powerful social groups determine how things, and particularly

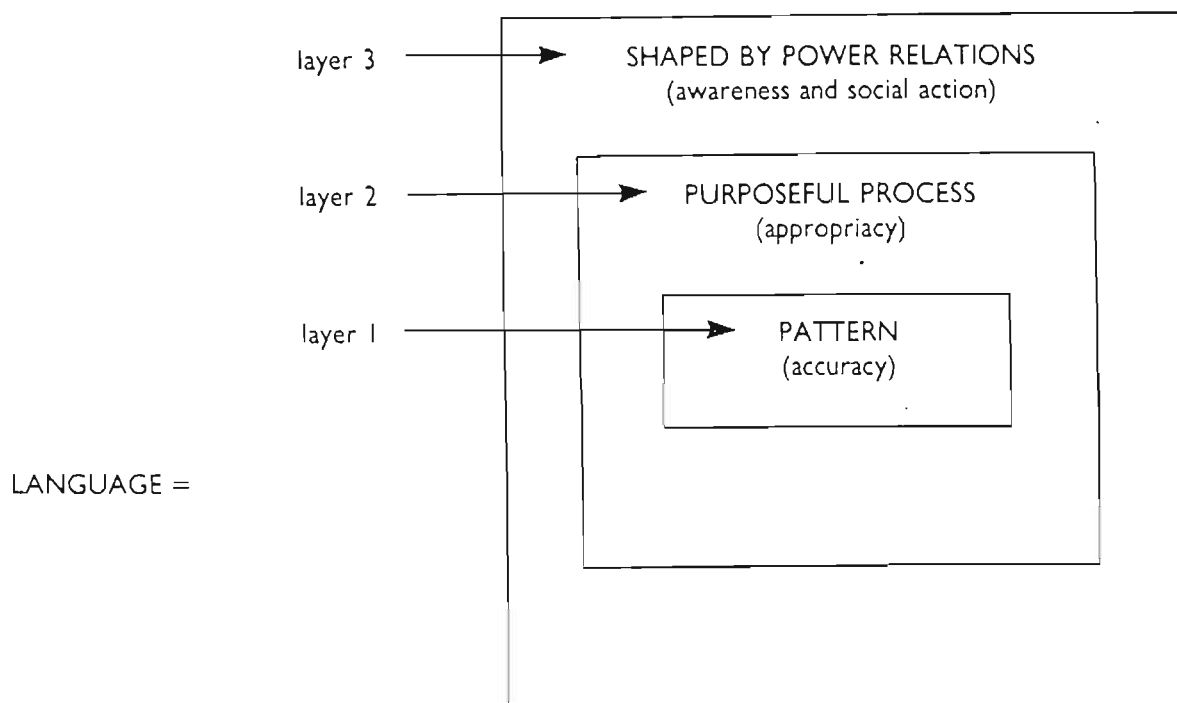


Figure 6.1 A critical view of language

people, should be described. Power relations affect how people speak to each other. Historically, the communicative practices of dominant groups have come to be accepted as correct, appropriate, the norm; this has effectively excluded most people from many realms of action. For example, people who don't use language in an academic way don't decide what counts as knowledge; people who don't use language in a legal way don't make laws. This amounts to a totally different view of 'accuracy' and particularly of 'appropriacy'. Instead of saying that certain ways of using language are correct and appropriate in certain contexts, the critical view of language emphasises the fact that prestigious social groups have established these conventions: they are not 'natural' or necessarily the way they are.

The critical approach also recognises that language can help to shape social practice. For example, referring to adults as 'boys' or 'girls' reinforces or sometimes creates the idea that they are socially inferior. A more positive example of this is the one mentioned by Morgan Dalphinis in a recent issue of *Language Issues*: by using the word 'bilingual' to refer to anyone who operates in two or more languages, regardless of proficiency, we can affect the image of the people we are talking about.

An important element in a critical view of language is the concept of change. Language is not fixed, but dynamic, constantly adjusting to social pressures, for better or worse. The positive side of this is that people do have power to change the way language is used. A good example of this is the change in conventions for academic writing in the last ten years. It used to be considered incorrect, or at any rate inappropriate, to use the pronouns 'I' and 'you' in journals. Everything had to be couched in technical, impersonal, so-called objective language. Many writers disapproved of this because they were sceptical of

objectivity and because they recognised that this highly specialised style of writing doesn't really contribute to the quality of the ideas, and excludes people who aren't familiar with it. Gradually over the last ten years some writers have introduced a more personal, direct style, hoping to erode the conventional notion of what is appropriate. This is an area in which I am a language learner myself – trying to write articles for journals in accessible language.

Teachers who adopt a critical view of language pay attention to form and function, but not without also discussing the way in which power relations affect language. For example, bilingual adults need to know not only how to form questions and how they function as polite requests, but also about who has the right to ask and why (see example 3). There are more examples of this approach in the articles by Ira Shor and Mike Baynham in *Language Issues* Vol. 2, No. 1.

### EXAMPLE 3

#### WHO HAS THE RIGHT TO ASK QUESTIONS?

(A) At the doctor's

*When you last went to the doctor, did s/he ask any questions?*

*What were they?*

*Did you ask any questions?*

*What were they?*

*Did you want to know anything more?*

*If so, why didn't you ask?*

*Discuss your answers as a group.*

There is also a critical view of language variety. This view takes account of the way in which power relations determine the status of languages and language varieties. Instead of just asserting that all varieties are equal, critical linguists and language teachers identify why some are more prestigious than others. Instead of seeing 'Standard English' as the best variety, it might be more useful to call it 'standardised' English and learn about the process of standardisation. Instead of accepting that monolingual fluency in English is everyone's ideal, a critical view of language values a bilingual repertoire and identifies the social forces which don't value bilingualism.

With a critical view of language, accuracy and appropriacy are not things to be learned, but things to be questioned and understood. Learners will want to know what the conventions are, but not be drilled into reproducing them. Instead, they want to be in a position to choose confidently when and if to conform to them. The criteria for success in layer 3 are awareness and social action. This means that a good language user is not just an accurate reproducer of the patterns, nor someone who conforms to conventions of appropriacy. Rather, the good language user understands how language is shaped by social

forces and in turn affects other people, and acts accordingly. The contents of *Language Issues* suggest that many members of NATECLA operate consciously or subconsciously with a critical view of language: it seems the only one appropriate to bilingual adults and to people with antiracist aims. And a critical view of the nature of language entails bringing critical language awareness onto the learning agenda.

Critical language awareness involves talking about everything represented in the diagram on page 126. The way it differs from other types of language awareness is that it includes, in fact emphasises, layer 3 of the diagram. Returning to the rhetorical question in the introduction, I believe that language awareness informed by a critical view of the nature of language is very far from being a return to 'the grammar grind' associated with language as pattern. The content is not patterns but the social and historical processes which affect language. The aim is not accuracy or appropriacy but socially responsible language use. Critical language awareness is not an optional extra but an integral part of developing resources for communication. In the next section I will try to explain the relationship between awareness and action in more detail.

## WHAT'S THE USE OF CRITICAL LANGUAGE AWARENESS?

Critical language awareness is an essential prerequisite to language use in three ways. Firstly, people find it hard to learn a 'different' language without knowing how they feel about it in relation to the language they use already. Secondly, once people realise that there is a difference between 'person-respecting' and offensive language, they will want to know what the differences are and make their choices accordingly. Thirdly, once people know that rules of accuracy and appropriacy are not fixed but subject to social influences, they will want to choose between conforming to them, reproducing the conventions as they are, or challenging them, helping to break new ground. In this section I will elaborate on each of these three aspects of critical language awareness in use.

People usually come to English lessons with extremely ambivalent feelings about English, or about written English and standardised English. One half of them is saying that English is good, they like it, they want it, and they want to reject everything else because it doesn't get them anywhere. The other half of them is saying they hate it, because it rejects their identity and excludes them. This love-hate relationship with English is a conflict which can't be resolved: it is two sides of the same coin. But if it isn't resolved, and especially if it is working insidiously at a subconscious level, it keeps interfering with learning.

This was vividly illustrated for me one year when I taught a group of women mainly from an Afro-Caribbean language background. At the beginning of the year we read some stories which included some



Creole and London Jamaican features. They said they thought this was bad English, that when their parents spoke Creole or Patois at home they didn't join in and they were British now. They varied enormously in their success with written English and didn't make a lot of progress. In retrospect I think that an unconscious hate of standardised English was probably stopping them from acquiring it, even though they kept assuring me that they wanted to. Later in the year when they knew me better and we had talked a lot more, I invited Roxy Harris, the director of the ILEA Afro-Caribbean Language and Literacy Project, to talk about Afro-Caribbean language issues. By the end of this lesson some of the women in the group were saying they were proud of their families' languages and didn't want to lose them. After that we were able to talk about written, standardised English as a means to an end (O level GCE in those days), and not as an elusive ideal. When discussing their writing we were able to discuss Creole inter-language features with interest and pleasure, not as something evil to be eradicated. Examples like this convince me that it is essential to discuss how people feel about the languages and language varieties they use and about the one they are learning. By understanding any conflicts in values they can control them and free themselves to learn the prestige language or the prestige variety (if they have to) more dispassionately.

Critical language awareness also makes people aware of how language can be patronising, demeaning, disrespectful, offensive, exclusive, or the opposite. Critical linguists are trying to find a term for what they consider good language use. One suggestion is 'Popular English' (Progressive Literacy Group, 1986); I currently use the term 'person-respecting language'. This aspect of critical language awareness starts from people's experience of being labelled, patronised or excluded. However, if the discussion were to stop at awareness, it would be demoralising and pessimistic. It must be tied to the intention to 'do as you would be done by': to examine and develop your own language use on 'person-respecting' principles. This, of course, is a language development objective for everyone: not just bilingual adults but all people, including teachers.

People sometimes object to this suggestion on the grounds that attitudes need changing and then language will look after itself. I think this is an oversimplification, as a recent experience illustrates. A student preparing for her final 'Language and Education' exam came to consult me. She said she wanted to prepare to answer a question on anti-racist issues in language. I assumed she was going to ask me to go over the lecture or recommend more reading, but instead she said: 'I want to be sure how to refer to people. I want to check which terms black people find offensive, and which they prefer.' Here was a case of someone whose attitudes were clear but needed advice on person-respecting language. I also believe that person-respecting language can improve attitudes, that it is one of the responsibilities of education to promote it.

Critical language awareness is a first step towards person-respecting language use.

Thirdly, critical language awareness can give language learners the self-assurance to make choices in how they use language. Self-assurance involves understanding social situations, knowing what the options are for action, and knowing the consequences. This is often taught in courses under the titles of 'Confidence Training', 'Assertiveness Training', 'Assertion Training' or 'Personal and Social Development'. I prefer the term 'self-assurance', because it doesn't emphasise pushing yourself forward. Critical language awareness doesn't insist on complying with 'rules of appropriacy', but it doesn't insist on opposition either. It simply puts people in control.

Often bilingual people will choose to conform to the conventions, because opposing them is too demanding. For example, most bilingual people will try very hard to use standard English in a job interview, will conform to the convention that the interviewers will decide on the topics for discussion, and will not complain if the interviewer says 'We will expect you to work a bit harder at your English'. It is not in their interest to be oppositional in such a situation: they won't get the job! Any good communicative language teaching will teach them how to conform to the conventions. Critical language awareness additionally helps people to conform with open eyes, to recognise the compromise they are making, to identify their feelings about it, and to maintain an independent self-image.

However, in many situations bilingual people can weigh up the advantages and disadvantages of challenging the conventions, and may sometimes feel confident and safe enough to challenge. They may not accept it when someone doesn't attempt to pronounce their name properly; they may request certain information in a language other than English; they may codeswitch with monolingual friends without feeling guilty; they may use non-standardised forms of English in writing and demand that they are recognised as acceptable. These are brave social actions, because they are likely to be dismissed as self-important, inflexible, rude, wrong. But if bilingual people don't try, just occasionally, to contribute to change, it may never happen.

Many people, especially bilingual learners themselves, object to work of this sort because they say bilingual people just need competence in standardised English, and they don't want to waste time discussing it. Members of minority groups don't need anyone to tell them about the way social practices, including language, exclude them from power. Members of dominant groups may need critical language awareness, but that's another matter. I think this view is misguided for two reasons. Firstly, however critically aware bilingual adults are, it is important that this awareness is brought into the classroom. It is important that everyone knows what everyone thinks about language values and language use. If they are not discussed, the learners might assume,

rightly or wrongly, that the teacher advocates the status quo – or vice versa. Secondly, each individual in a class has many identities. For example, a man who speaks Urdu may be subject to oppression on grounds of race, language, employment, and class. On the other hand, he may behave as a member of a dominant group on the grounds of gender, literacy, religion, sexuality and age. So people may be treating him with disrespect at work, but he may be treating his wife and children with disrespect at home. I doubt that there is any group in any educational establishment which could be uniformly described as totally oppressed on all counts. Respect is an issue for everyone.

## CONCLUSION

I was asked to write about language awareness. I have tried to answer the questions: awareness of *what?* and awareness – *what for?* There are other things to consider too, for example *how* to develop critical language awareness. I've only hinted at this, because it seems to be well covered by other articles in *Language Issues*. There are also many suggestions in publications on language awareness by the ILEA Afro-Caribbean Language and Literacy Project (1984–88).

As a way of summarising what I mean by Critical Language Awareness in Action, here is a checklist I developed for use in workshops with teachers. Checklists are commonplace in language learning these days. They usually itemise communicative activities which learners can tick off as they prove they are competent in them. This is a checklist of a rather different type, probably not so easy to tick off. However, I hope it will act as a useful guide to recognising and developing critical language awareness in your work.

### A checklist of critical objectives for language learning

#### A Critical awareness of the relationship between language and power

- 1 Recognise how people with power choose the language which is used to describe people, things, and events.
- 2 Understand how many types of language, especially written language, have been shaped by more prestigious social groups, and seem to exclude others. That is what makes them hard to understand, hard to use confidently, or hard to write.
- 3 Understand how the relative status of people involved affects the way we use a language. (For example, a doctor speaks differently from a patient.)
- 4 Recognise that when power relations change, language changes too – both historically and between individuals.
- 5 Understand how language use can either reproduce or challenge existing power relations.

### B Critical awareness of language variety

- 6 Recognise the nature of prejudice about minority languages, other languages of the world, and varieties of English.
- 7 Understand why some languages or language varieties are valued more highly than others.
- 8 Understand how devaluing languages or language varieties devalues their users.
- 9 Value your spoken language.
- 10 Recognise that speakers of languages and varieties other than standardised English are experts.

### C Turning awareness into action

- 11 Recognise how language can either be offensive or show respect – and choose your language accordingly.
- 12 Recognise what possibilities for change exist in current circumstances, and what the constraints are.
- 13 Learn how to decide whether to challenge existing language practice in particular circumstances.
- 14 Learn how to oppose conventional language practice if you want to.

## NOTE

This article is based on presentations and workshops I have done with Romy Clark, Norman Fairclough or Marilyn Martin-Jones in the year 1987–88 at the British Association of Applied Linguistics (BAAL) Conference in Nottingham, Oxfordshire LEA Conference on Language Awareness, ILEA Language and Literacy Unit ESL Conference, and the London Language in Inner City Schools Conference.

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## Appendix K

### Critical Language Task.

Using any insights you have gained into Critical Language Study during the past few weeks, write a critical analysis of the two texts below. In our classes we have focussed on the following aspects of language:

- \*\* the use of words to express degrees of certainty and authority
- \*\* the writer's choice of words to describe people, actions and ideas
- \*\* the use of pronouns
- \*\* the use of the active or the passive voice
- \*\* the use of the article.

In your analysis, please draw on some of the above linguistic features. Do not expect to find all these features in each text.

NB: Your analysis needs to be between one and two pages long.

Text A: From Malherbe Rules.

#### B. HELPFUL INFORMATION

##### 1. Security

##### 1.1 Doors

WOMEN STUDENTS: Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday and at 11.00 p.m. on Sunday. A late-leave key is issued to women to let themselves in after hours, but this privilege may be withdrawn if used irresponsibly.

MEN STUDENTS : The front door is locked at 10.30 p.m. but unrestricted entrance is available through the basement door.

IF YOU ARE OUT AND ANY DIFFICULTIES ARISE, PLEASE DO NOT HESITATE TO TELEPHONE EITHER THE WARDEN OR ONE OF THE SUBWARDENS.

Text B: From Nux, March 1991.

## Den of Sin no more

THE PUB at Denison residence was closed for the first time in nineteen years.

This followed the abuse of the facility during Dynamics Week. Students not resident in Denison and not guests of Denisonians trespassed and purchased drinks from the pub. After closing time they remained in the car park next to the pub. They were loud and badly behaved. Beer bottles littered the area around the clubhouse and some of the trees nearby were damaged when the students climbed them. The rowdy behavior led to complaints from the residents in Jesmond Road.

It was thus decided to close the pub to all - indefinitely!

The pub manager, Francois du Toit felt this move was justified as it would enforce the seriousness of the situation. He feels that it is a privilege to have a residence pub and the fact that this had been abused warranted such a strict step.

Notices around the residence said that the pub would be closed until students could prove that they would behave in a manner suitable to warrant the restoration of this privilege.

This week the pub has reopened but with revised opening times and stricter control of patrons. This is in an effort to return a means of entertainment to bona fide Denisonians and hopefully prevent a recurrence of the troubles of Dynamics Week.



## Appendix M

### Critical Language Study Workshop for 3L Students : August 1991.

1. Think back over the past six months.
  - a. What kind of things have you done at this university?
  - b. What kind of things will you do in future as a student of this university?
  
2. In the space below, write a paragraph beginning with the words "A good student is someone who....."
  
  
  
  
  
  
  
  
  
  
3. Once you have collected your original tasks :
  - a. Read the original task carefully.
  - b. Read your response to this mornings task.
  - c. In the space below, write down at least three differences between what you wrote at the beginning of the year and what you wrote this morning.

Now find a partner and discuss these differences.
  
  
  
  
  
  
  
  
  
  
4. What do you think has caused the changes between the earlier version and the one you wrote this morning?  
Write down the reasons for the changes in the space below.
  
  
  
  
  
  
  
  
  
  
- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.
  
  
  
  
  
  
  
  
  
  
- 5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.



## Appendix N

### **DRAFT COPY OF A POSSIBLE RESEARCH CONTRACT BETWEEN JENNY CLARENCE AND A GROUP OF 3L STUDENTS**

This document contains some suggestions for a research contract. It is open to negotiation and change and also needs additional requirements that you, as participants in the research process, would like included.

The purpose of the research as I have defined it so far is to:

1. Analyse how the relationships of power between different groups of people at the university are shown by the way in which texts are written. There will be a particular emphasis on the way in which students are defined in texts.
2. Discuss the responses of some 3L students to a range of these texts.
3. Suggest changes to some of the texts.
4. Make members of the university more aware of the importance of the language they choose when writing texts.

Below are some suggestions for the basis of a contract between me, the researcher, and you, the student participants:

1. Any information used for this research will be treated in the strictest confidence..
2. The research contract can be re-negotiated by us at any time.
3. The texts analysed will be selected by you - the only condition is that the texts are documents produced by people at the university.
4. Any material written by you will be used in the research only with your knowledge and permission.
5. If additional time (outside class time) is required for the research, you will be paid for the extra hours at an hourly rate to be decided upon by us.

**Please note:** This is a rough draft - please read it before Tuesday and we will discuss additional points during the second half of our prac. Once we have reached agreement about the content of the contract someone can produce it in a final form.



PFU : Yes

There are many events that led me coming to university. For example at school we were advised to work hard so that we may be able to enter university and get a higher education for a better living in future. The sort of education I received at high school, I think, gave me courage and I began to see the need of the university. Our standard of schooling was better than the standard of other Black schools. So I thought I have to go to university so as to increase the number of educated Blacks. I also realized that the more educated a person is the more privileges that person has. Also at home they advised me to go to university because, as they said, I can manage.

The first thing and most important one I will do at this university is to work hard. I don't mean that I will load myself with too much work but that I will work to my ability. Other things will follow. I will also take part in sports. I believe that playing sport of relaxes the mind and get your mind off studies. Sport is also good for a human body. I will also go to parties and all those things to refresh my mind but I will be careful about my time. I won't spend most of my time in discos and parties. One thing I will always remember is that I came here to study and not to party and go to discos. There is

another thing which students do at university and that is taking trips. I also like trips and I will go if there happens to be any trips. I would like to go and see places and not just stay in one place and know nothing of other places. Travelling is good for a human mind because it is one of the things that refresh the mind.

Two things I will never do is to drink alcohol and to use drugs. Not at university only but in my whole life!

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

The best thing about my school experience was that I didn't find difficulty with schooling. In 1990 many children were not going to school because of the riots and as a result most failed their matric, and I passed mine because I wasn't disturbed at all during the year. All my years of schooling were of joy to me.

b. What was the worst thing?

The worst thing about school was that at primary a stick was used and we were beaten. I didn't like that because I was afraid of being beaten. At high school the worst thing was too much no and do and that we were forced to do things we didn't like because it was said that they were rules.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who knows what he/she went to school for. It is someone who knows the reason for going to school. By some one who knows the reason for going to school, I mean someone who is dedicated to his work and who does his work nicely. It does not have to be correct but it has to impress the one marking his work and show him that this student likes his work. A good student is someone who listenes attentively to a person teaching him and who is eager about his work. It is someone who has close contact with his books. Someone who makes his books his friends. A good student is someone who does his homework regularly, neatly and nicely and who hands it in on due time. It is someone who attends his classes regularly unless there is a serious reason for him not attending them.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_ Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes

2. What did you feel when you received it?

I felt annoyed. I just felt as if it is a lot of work to do ~~in~~ reading the whole thing.

3. What did you do with it when it first arrived?

I looked at the texts but not read them; and then put the package away.

4. Did you read

- all the texts?
- some of them?
- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.



c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

The orientation programme. It is not suited for Blacks it is suited for Whites only. The things which are done during the orientation week are enjoyed by Whites only.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can. Part of the text about rules. Text about computers on the university campus. Sessional dates. Personal accident insurance. Student fees. Orientation committee. Student's representative council. Pro-forma invoice. Time table. Registration. Planning your degree.

b. Why did you choose some texts and not others?

The ones I chose it was because I felt they were of my concern. The other ones were not for my concern.

c. What did you do with the rest of the texts?

I put it to my other texts from the University. They are still at home.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult? & particularly easy.

cut: Reading the timetable.

ss: The one talking about computers on the campus.

9. Who do you think wrote these texts?

I think it is the people responsible for students coming to university. It can be some of the tutors, lecturers and students.

10. Why do you think they are written -- that is, what is their purpose?

Their purpose is to help us. They are trying to make us aware of the things we are going to encounter at university. They are trying to introduce us to the university.

11. Did they help you when you came to the university? In which ways did they help?

Yes, they helped me. Like the one about registration. It kept me informed about what is happening on which day. Also the text about rules. When I came to the University I ~~already~~ already knew what the rules of the University were, although I didn't understand some of them.

12. What did this package make you think the university expects of students?

*It made me think that all what the university expects of students is just reading all the time. I thought that the students are always given many things which they have to read.*

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found difficult or unacceptable.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

*You, they, them*

ii. describe what students do?

*Floundering, mistaken idea (they think they can get knowledge from lecturers only)*

iii. describe the experiences students have or are likely to have at the university?

1. Failing to cope effectively — workload
2. Experience difficulties with understanding the content of the texts they read

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

- What he says about students is sometimes not true but the way he puts it, it is as if he is certain that what he says is true.
- He takes students as people who don't know anything about university

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that the need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

They, them

ii. describe what students do?

They think most knowledge is from lecturers.

iii. describe the experiences students have or are likely to have at university?

- Finding all sorts of information by themselves.
- Find difficulties with regard to understanding content & language of what they read.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

In text A the writer uses words which make us think that he is positive of what he is saying about students (he is certain that what he's saying is true).  
In text B he uses polite words and they make us think that he is <sup>not</sup> positive of what he is saying but he says that it <sup>may</sup> be possible that what he says is true.  
He is not too sure.



1e. Which representation of students do you prefer? Why?  
Second one (text B). The text is written in a polite way.  
No strong words are used.

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

- The heading of text A is discouraging and makes us scared. The heading of text B is encouraging. It encourages us to become good readers so as to cope with our reading load.
- I prefer heading for text B.  
It is encouraging.

3. In Text A, the writer refers to students as "you":

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

In Text B, students are referred to as "they":

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The manner in text A is rude & impolite whereas in text B it is polite. Text A makes me feel as if what he says is directed to me alone and text B is clear that it is directed to all new students.

4. In text A. the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

From Text A. "Will be quite a lot more difficult".

From Text B.

### 5. Read the whole of Text B

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

In the first sentence of the text, I think it might be better if the writer have said that some new students... because not all new students think that way.

The writer has to be critical, i.e. he/she must not say good things only and bad things, but he/she has to be careful about words he/she uses. If something is true even if it is not good it must be said but in a polite way.

Paragraphs: A sentence which says: A limited number of 2nd lang. students can be accepted into the tutor-directed individualised programmes. I think it is not right because we also need help. Does it mean that there will be no limit number for 1st lang. students?

TEXT A : TEXT B

In the Malherbe rules there is high degree of authority i.e. authority is expressed too much, especially on the side of the women students. The rule is sort of a command. There is no choice you have to do what is said.

If you take the word promptly you see that women and men are taken as different. The doors of women residence are locked promptly at 11:30pm but the door to the men's residence is lock at 10:30pm but not promptly. Women students rules are tougher than men's. It is said that they have by a late-leave key and if they misuse the privilege it may be withdrawn. Women are taken as irresponsible compared to men. Men have a door which is always opened and they don't have to buy a key.

The writer chose words (some words) which don't describe the situation clearly. When the writer says 'a late-leave key is issued', it seems as if women are given the key freely but they are not, they have to buy it. The use of the word irresponsibly is too strong. The words chosen to describe the locking of doors for men students fit. The choice is good, but it is polite compared to that of women students.

Passive voice has been used to put stress on the rules i.e. emphasize. The use of pronouns is general i.e. it doesn't seem

as if it is directed to one person.

Degree of authority is expressed too in this text. The pub manager expresses it by stating that the pub must be closed and again opening it later.

The writer chose suitable words to describe the situation. It was a bad situation and the words used e.g. littered, rowdy, badly, loud fit to the situation described.

Passive voice here is used also to put emphasize on the issue. The writer also used the passive voice to avoid mentioning names of certain people. The writer doesn't want to blame anyone for that happening. It may happen that the writer is not certain about who did what. Also active voice is used on the case of the trespassers. They are called 'they'. The writer is certain that it was the trespassers who were loud and misbehaving that is why he used the active voice.

Degree of authority is also expressed in the last paragraph. The pub rules are now tougher. There are revised opening times and strict control of patrons.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

---

CLS has helped me a lot. It has broadened my mind, made me see that when you have something written to you, you don't have to accept it as it is. You must also look at it critically because there may be some hidden message in it. You must also look at how you are positioned. Whether the writer gives you the respect you deserve or not. CLS has helped me because by looking at something critically I tend to understand it better.

I have seen that most people here at university are critical. They look at anything, you say, in a critical way. They like to derive meaning from it, not just general meaning but also hidden one, if any. They look at how you choose words when talking. How your facial expression is you say what you say and all those small things.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.
  - a) What kinds of things have you done at this university?

For the past six months at this university I've been doing a lot of studying. I've been working hard to, especially, prepare to tests and the exam. I've also been involved in catusoc. I've been attending the cathsoc on Sundays as one of my activities and I've enjoyed my attendance.

I've also tried by all means to get used to this university both academically and socially. I've tried to make friends with many people and to familiarise myself with the whole campus.

I've also tried to be politically educated, as there are many political organisations in this campus, but I've failed because I realised that I'm not interested in politics at all.

There are still things in the campus I don't know about and I did that purposely because I find that I'm not interested in them & so knowing about them won't help me in any way.

Most important, I've tried to adapt myself to the situation, at this university, as it is, i.e. staying with people of different races, way of teaching & studying, etc.

b) What kinds of things will you do in the future as a student of this university?

The most important thing is that I will work very hard for, especially, the coming exams. I want to pass all my courses for this year and proceed to the 2nd yr next year.

I'm willing to involve myself to as many social activities as possible but which will not affect my academic work. I am willing to be involved in activities like sports in which I wasn't involved during the past six months at this university.

I am still willing to explore the campus more and learn about other things, in the campus, which I don't know about and which interest me.

I'm not not interested in knowing about political organisations in this campus.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

A good student is someone who knows what s/he came to school/university for. Someone who does his/her work in time and whole heartedly. Someone who is keen to know about things s/he doesn't know about, i.e. ask questions if there's any misunderstanding.

Taking the university situation, a good student is someone who attends his/her lectures, tutorials and practicals. Someone who asks for extra help if s/he sees that s/he needs it. Someone who shows interest in his/her work and who likes his/her work. Someone who is concerned about his/her work, not someone who just do the work, i.e. someone who does the work because s/he was to do it but who sees value in doing his/her work. A good student has hope that at the end s/he will do it. It is not someone who is hopeless about his/her success. It is someone who is convinced that s/he will succeed because s/he knows that s/he does his work with interest.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

Original task

I said I will take part

in sports.

This morning's task

For the past six months I have'nt take

part in any sports.



I said I will take trips. I haven't taken any trip for these pas

six months

At the beginning of the year I thought that a good student's work doesn't necessarily have to be correct but it has to be done neatly but now I see that it doesn't help if the work isn't correct.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

1. What caused me not to take part in any sport is that the sport I am interested in is netball and when I came here I found out that they are not serious about netball and everytime they play they always lose, and I was discouraged.
2. I found that I was not interested in taking any trips and secondly we were not tole in time that there is going to be a trip so that we can be prepared to take that trip.
3. From my experience here I have realized that the work a student writes have to be correct. If it is not correct you

don't get anything for it even though it is written nicely and neat.

5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. Tutorials - they helped me by clarifying this I didn't understand.

2. Practicals - they gave me a better understanding of concepts in particular subjects.

3. Tests - they help me to see how much I know in each and every subject. They show me how hard do I have to work.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

Psychology tutorials - they didn't help me at all. It didn't make any difference to attend or not to attend them.

SRC - It doesn't represent all students in this campus. It's a question of race.

Student Counselling Centre - when you go there and tell them you've a problem with your studying, they tell you about time management. I can't live a life which has a timetable, that will be very boring for me.

PFU : Yes.

PART 1

I had always wanted to study at a university, particularly a university that is recognised and acclaimed, at home and abroad. Immediately after matriculation I decided to take a break from books. I worked as a clerk for the railways. After a few months in the service of SATS, another thought struck me. I thought maybe I should study part-time and continue working even if the wages were mediocre.

As time went on I decided to resign because of SATS racially discriminatory practises. I was so disillusioned. The beginning of 1990 saw me finding work at a warehouse where I held post of receiving and despatch. It's here again that thoughts of university studies started to torment me I told my mother, a tower of strength in my entire life, about it. She was as usual supportive and encouraged me to give a go.

I started writing applications very late and had to pay penalty fees. Then came a shock, the university said my chances of being selected are very slim. After a few days they sent me TTT application forms. I filled them and returned them immediately to the Teach Test Teach team. After a few weeks they invited me to come to the selection programme. I did just that and at the

end of the day I did well and was selected. Coming to the university for me was not a very easy thing.

## PART 2

My objective, the main one, is to study and pass with flying colours. To be able to accomplish the above feat one has to devote and dedicate most of his time to his/her studies. That is exactly what I'm going to do. The other thing is that I'm going to actively participate in struggles waged by the students against university authority.

The university claims to be an equal opportunity institution that rejects apartheid but I think that is just window dressing. If that is the case why are there so few black students. I believe since black people are the majority in South Africa, every institution, especially those of learning must reflect that. Now I'll also be part of the progressive forces who work towards making the university genuinely non-racial, non-sexist and democratic.

We and our fellow white students are still strangers, there little interaction between us, so my other job will be to bridge the gap through sporting, cultural and other activities. I'm not given to sports but I'll start training regularly, a healthy and fit person, means a healthy brain.

One other thing is to sit and relax and enjoy university life.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

With the tit-bits of knowledge I found from school was able to know what I really wanted from life has also help in instilling a sense of responsibility in me. School was able to put realities of life in front of me.

b. What as the worst thing?

Being taught by under-qualified and incompetent teachers. Sitting in a classroom during winter time, there were no windows and sometimes doors. The irresponsible and negative attitude of teachers towards students.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is always punctual and very responsible. A good student is someone who works extremely hard to pass the examination. He starts serious studying at the beginning of year

and doesn't study at eleventh hour. A good student is always attentive in class, and asks questions where or when he cannot grasp a concept. A good student attends all his classes and does all his home-works. A good student doesn't play truancy. A good student is someone who is always at hand to help, if fellow classmates have problems and are afraid to approach the teacher. A good student is someone who critically analyses his work and is not a parrot or a computer that stores data and gives it back as it was. A good student has above all, respect and love for colleagues and teachers alike. A good student is always searching for more knowledge to complement what he studies.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.



Name:

Tutor's Name: / \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes.

2. What did you feel when you received it?

Mixed feelings. Excitement and Nervousness.

3. What did you do with it when it first arrived?

I quickly looked at different texts one by one, then when I was free I started going through them one by one. Others I had to leave mid-way or just after I had started because I had problems with them.

4. Did you read

Yes -- all the texts? but others I did not finish  
-- ~~some of them?~~  
-- ~~none of them?~~

5. If you read all of them:

a. Did you have any problems reading them?

Yes

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

In the book of rules, some of the details are repetitions and lengthy. It would help to summarise the whole booklet. The style of writing is also a problem, it reminds me of some legal documents like government gazette. The writer is so rigid that the reader gets bored by all the details and routine. I think they should make it to be fun to read. The booklet entitled student fees is also written in the fashion of the Rules Book. There are parts in both booklets that emphasise that <sup>a</sup>students will be excluded from varsity, if he does not pay up or comply with the rules. It's as if one is coming to Robben Island.

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

Like I wrote in (B), The university tends to be put in light of being ~~so~~ unnecessarily strict, rigid and non-compromising. You It goes like this: You get excluded (euphemism for expelled) if you don't do what we want. It puts worries in one's head. Questions such as, will I be able by all times be right in what I do, form in our heads. It doesn't ~~an~~ in any way help bolster the confidence and attitude of student.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

Planning your degree, Rules, Student fees, time-table and everything that was enclosed including the leaflets

b. Why did you choose some texts and not others?

I can't say I chose some texts. I read them all, and it is just that others are so monotonous and boring that I could not finish them. They are full of suspense. The student wants to know amid mixed feelings what is in store for me in this predominantly white campus. You want to know more and at same time fear what you want to know.

c. What did you do with the rest of the texts?

Oh! just put in the drawer and forgot about them. There one I read more than twice was the 'planning your degree' booklet.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult?

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found **d i f f i c u l t** or **u n a c c e p t a b l e**.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

New Students, you, many students, Students

ii. describe what students do?

They flounder,

iii. describe the experiences students have or are likely to have at the university?

- ① They regard lectures as their sole source of information.
- ② As the load increases, they experience difficulties with language of reading matter.
- ③ They flounder badly.
- ④ Second language ~~speakers~~ students experience serious problems with the reading matter of the language.

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

Sympathetic but formal. (moderately authoritative)

Students are going to have difficulties of coping with their working load at varsity.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

If they can process all this print efficiently they will save time, make better use of the information and remember it better.

The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.



Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

New Students / Students  
themselves  
they  
their own

ii. describe what students do?

New students think that most of the knowledge they are going to get will be from lectures in lectures.

iii. describe the experiences students have or are likely to have at university?

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

In TEXT B, the author doesn't use offensive words like "flounder", he is euphemistic and rather careful in the usage and choice of words.

1e. Which representation of students do you prefer? Why?

Text B, being a 1st year student of varsity is a naive-wrecking experience. One feels lost, confused and really flustered but I think people who write texts that are part of the January mail should be careful as not to contribute in planting fear, anxiety, worry etc in students. They must realise the delicacy and sensitivity of 1st years.

2. Now read the headings of both texts.

### Questions.

How do these headings differ? Which one do you prefer? Why?

Heading of text A is rather pessimistic and a possible cause of unnecessary and damaging worry. I prefer B. With heading of text A, the student becomes gripped by fear as to whether he is going to cope or not. The consequences being that the less courageous and gutsy student possibly seriously pondering with whether to come to is it worth while to come to university when so much is expected of him/her. Alternatively if faced with two options i.e. if he/she <sup>has been</sup> accepted at other university, he/she will probably go to that one where things don't look so scary and of this world.

3. In Text A, the writer refers to students as "you":

**Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.**

In Text B, students are referred to as "they":

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The first one prompts what can be called self-inspection ~~and~~ on the part of the student who is reading it. It can result in a lot of conflicting thoughts in the student's mind. It sort of picks out a point out one student from the rest. The second one on the other hand is generalistic and it helps the student morale to know that he is not alone in the ordeal, so I prefer B.

4. In text A, the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

Statement from ~~passage~~ text A.

"Will be quite a lot more difficult"

Statement from text B

### 5. Read the whole of Text B

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

I think that the author must inform or tell the students that information will come from lectures alone but equally from tutorials and practices. The author must not write about what students think. We need not to be told what we think but our thoughts to be corrected through being told about the situation. The last thing is that L & RC should ~~not~~ forget about telling students that the content and the language are likely to be difficult. I think it's none of their concern really, they should solely look at trying to help students improve their ~~language~~ <sup>academic</sup> reading skills. They should be telling us about difficulty of content and language of what needs to be done to people or departments who are responsible for their various tasks,

I will focus my analysis on the two texts separately and compare them in the conclusion. I shall firstly deal with text A and lastly with text B.

The text on Malherbe rules is characterised by certainty and authority throughout. We are told that doors to the women's residence are locked promptly at 11.30pm. "Are locked promptly" denotes a high level of certainty, there is no question about the time of lock-up. This also applies to men students, but at least the degree of certainty is not as much as it is with the women's residence. I think the adjective "promptly" plays an important role in this regard.

The writer clearly positions women students. They have a late-leave key which is a privilege as opposed to men's unrestricted entrance. They are thought to be irresponsible, whereas nothing of that sort is said of Malherbe male residents.

The usage of passive voice is conspicuous throughout the whole text. The writer doesn't want the identity of the person who locks the doors and issues late leave keys to be known, hence he uses passive voice. Passive voice in the passage is also used to show power and position students.

The article used more often in the text is the definitive article, "the". It takes it for granted that the residence, the

front door etc. referred to in text is known to us. The definitive article is also used to point out that there is one Malherbe residence etc. The indefinite article used in description of the key, shows that there might be more than one late-leave key available.

The degree of certainty in text B is not as high as is the case with text A. i.e. there is a degree of uncertainty. There are no power relations and thus no one is positioned by the texts except maybe for the people whose behaviour led to the closing of the Denison Pub.

The writer chooses words very carefully and I think that he/she doesn't want to be caught in a cross-fire. The writer for instance doesn't say the "rowdy students" but says "the rowdy behaviour".

One noticeable feature of the texts is the constant use of pronouns. The writer uses the pronouns to hide the identity of individual students who were party to the Denison pub incident. Only one name is mentioned in the whole text, and that is the name of the pub manager.

Passive voice is used to stress the action or results, e.g. that Denison pub was closed for the first time in nineteen years. The other role it plays is like that of the pronouns. Passive voice is used to hide the identity of the culprits whose behavior led to the closing of the pub.

The article, definitive and indefinite, plays its usual role of particularly or generally pointing at something.

In conclusion the two texts are different in that the other positions students in Malherbe and the other doesn't. Text A is so authoritative and certain and text B is quite the opposite. Text A uses passive voice to show power and hide names while text B uses passive voice for the sole purpose of hiding the identities of people.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.
  - a) What kinds of things have you done at this university?

At the beginning of the year I pledged to work hard so as to pass my June examinations and that I did. I also said that I'll be part of all the activities, be they political or social, that seeks to close the social gap that exists between black and white. I'm one of the students who were instrumental and advocated for the formation of one, non-racial student organisation. I made friends with people from other places and hope to invite one of them to my birthday party at the end of the year. One thing, a change, that I'm happy with is that I've managed to adjust to university life, this is an achievement because I believe in order for one to be a success in his academic life, one needs to adjust and get used to his new environment.

- b) What kinds of things will you do in the future as a student of this university?

I firmly believe that all the institutions in this country should be reflections of the pluralistic nature of S.A. There are many Africans in this country and that should be clearly reflected in any institution. I will campaign for the admission of black

students in this varsity because I believe there is a mechanism that is used to cut the number of prospective black students. On the other hand social life in this varsity is not very exciting, particularly for black students. Together with some friends, we have seen the need to revive this "sleepy" social life of this campus and this will include organising outings like picnics, sightseeing, parties etc. The most heart-breaking thing here is the incessant violence that has claimed so many lives I think it's high time some people were exposed to be the charlatans they are and I am prepared to do that.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

A good student is someone who is able to constructively criticise when there is a need. He/she is a critical person who refuses to be a yes-men but wants an understanding, an indepth one, of any thing that comes his way. He is a mentally independent person who is open to correction and criticism. Another hallmark of such a student is his consideracy and scrupulousness. A good student is someone who by virtue of his/her education isolates him/herself from his community. He strongly identifies himself with the community and is always at hand to be of service. He knows what it means to sacrifice and never complains unnecessarily. A good student who strives for perfection but accepts his mistake. He is always reading if not relaxing with friends. He is full of respect and love for his fellow students. He indulges in educative and informative discussions and does not



like arguments that could result in chaos and fights. He is a tower of strength to his/her colleagues. He/she is not fickle and has well-defined objectives.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

I covered everything of what a good student should be and made some additions. I feel that a good student should be answerable and should identify himself with his community. He/she should always remember that he owes his allegiance to his people. Education should never alienate him from his people. He should have well-defined objectives and should always be critical and vigilant of manipulation.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

I think at school we were not trained to realise the centrality of our communities. The moment one starts being a university student he is encouraged to be critical and view things from different perspectives and angles. Therefore as a result, a

person starts to see the importance of the community with relation to himself. I think it can also be argued that we were psychologically oppressed as a result of Bantu Education indoctrination which encourages individualism. We are in university, not as individuals who seek glory, fortune and fame but as representatives of our people, their aims and aspirations. University provides ample training towards self-discovery. Our schooling days were characterised by an intense identity crisis and lack of self-awareness.

5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

The first thing I would like to talk about is objectivity. The university always stresses the need for people to be objective and realistic. We should not let e.g. politics cloud our judgment of things. The other thing is interaction of both social and cultural levels. I can now to some extent interact with other South Africans of different races without feeling very uncomfortable. It is good because I can talk freely without feeling threatened. I've learnt quite a few things and feel that my community stands to benefit. The law course is an eye opener, and on the whole I feel that during my internship I will be useful to the community.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

A relationship with a girl is at this stage premature. I do four courses and I feel she'll be the fifth one! I sure can do without the fifth course. Trivialties of university life like being involved in stupid sporting activities like mountaineering and other rough sports like fencing. Right now I can do without a broken leg or rib. Although I acknowledge that people must unwind after working too hard during the week, I feel drinking alcohol in large quantities will do me no good. Social drinkers are alcoholics of tomorrow or so goes the saying.

PART I Events which led to my coming to the university

The first event that led to my coming to varsity was the matric results. Although I had found matric exams very difficult, I always hoped that maybe I could pass. The joy I felt when I saw the paper can not be measured. The problem is I have always felt that once one had passed matric, everything would come easily. How wrong I was! I actually had no bursary, its so difficult to get one when you have just passed matric so I simply went to banks and borrowed money and here I am!

PART II University life

I have seen many neighbours in my town, who had a first class matric pass but failed to pass their first years; and now I know why. The gap between school life and university life is so great that many students fail to adjust within the short space of time, that is the first quarter. Many find themselves free of their parents' rules and start doing things which would shock their parents. Some even forget why they came to varsity.

I hope I shall not do that, I am not putting myself in a better light its just that I suffered too much as far as financial matters are concerned. I hope I shall always remember the way my parents fight for finance whenever I start to feel lasy. I intend

to make friends with people who are serious about their work so that we can work together for success. Luckily, I already have a friend who likes studying as I do.

I also plan to keep on lifting my hands to the Lord who made me and who knows me better than everyone in the world, so that he can also help me pass my degree.

## Good student

A good student is ?, he knows when to play and when to study. He also appreciates the presence of his teachers, who are always there to help. A good student tries by all means to do the work he is supposed to do. He always approaches teachers when he has problems and also tries to get help from classmates. He enjoys visiting the library for more educational information. A good student also tries to show some respect for fellow classmates.

A good student remembers at all times that God helps those who help themselves. He did not expect the Lord to do all for him, instead he works hand in hand with Him. A good student attempts to help classmates when they ask for help.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

**Note:**

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.

Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

Yes.

2. What did you feel when you received it?

Relief; I had been told over the phone to expect the package, so I'd been waiting for it.

3. What did you do with it when it first arrived?

I've been reading some of the documents.

4. Did you read

-- all the texts?

-- some of them?

-- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

No.

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.



c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

Yes, Preparing for university really stands out in my mind (PFU) really made me wonder I thought it was for every body but when I learned that it was for Blacks only, I got worried I felt that it should be for everyone. So that we can learn about the history of the University whose Blacks <sup>are</sup> were concerned, together.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

1. Preparing for university
2. Student counselling Centre
3. Student fees
4. Student Representative Council
5. Timetable

b. Why did you choose some texts and not others?

I felt that some could only be read when one had registered, for example rules. I also felt that one does not really have to be told what to do and what not to do because we are old enough to know that if we do not attend, we fail.

c. What did you do with the rest of the texts?

I kept them, they are in a shelf in my room.

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify **one** text which you found particularly difficult? *Student fees.*

*Can you identify any text which you find particularly easy/accessible?*  
*Orientation Committee*

9. Who do you think wrote these texts?

*The people responsible for Administration*

10. Why do you think they are written -- that is, what is their purpose?

*In order to inform us about the procedure followed at university and to know what is expected of us.*

11. Did they help you when you came to the university? In which ways did they help?

*Yes. I knew how much money was expected of me, that there had been (PFU), Orientation and getting to know you games. I also used the map to reach Natal.*

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

4. Why have they been written? In other words, what is their purpose?

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

b. The reason you chose this particular text.

6. Read the text.

7. On the back of the sheet, write about **any aspects** of the text (for example, language, layout or ideas) that you found difficult or unacceptable.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

'they', 'you'

ii. describe what students do?

'cope', 'study', 'reading' - ...

iii. describe the experiences students have or are likely to have at the university?

'mistaken ideas'

'floundering helplessly'

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

The writer has a sympathetic attitude to students. We find him mentioning the fact that students usually have mistaken ideas about their work and that they always expect information from lecturers. By writing this article he has managed to prove certain students' mistaken ideas wrong, which is why I say he has a sympathetic attitude to them.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in *lectures*. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

If they can process all this print efficiently they will save time, make better use of the information and remember it better.

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

'They'

ii. describe what students do?

'often think'

'reading'

'intensive study'

'careful analysis'

iii. describe the experiences students have or are likely to have at university?

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

The attitude is similar only the manner of approaching new-year students is different. The words used are not exactly similar yet they mean the same thing.



1e. Which representation of students do you prefer? Why?

Text B's representation; because it combines all the students 'they' rather than a 'you' that comes as a warning instead of coming as an advice.

2. Now read the headings of both texts.

Questions.

How do these headings differ? Which one do you prefer? Why?

Text A's heading is a warning while text B's is an advice.  
I prefer text B's heading, because text A's heading is rather intimidating, one suddenly feels unprepared for university.

3. In Text A, the writer refers to students as "you":

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

In Text B, students are referred to as "they":

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

[Text A has some impolite words (you)]

Text A combines all students yet Text B singles out the individual.

I prefer Text B because it makes one feel more attentive.  
to

4. In text A. the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

Text B's statement. "will be quite a lot more difficult"

Text A.

**5. Read the whole of Text B**

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

I really think the text is alright.

## Critical Language Study

TEXT A : Students ~~four~~ township schools

The author uses words such as 'angry stone throwers, suppressed, rioting' to describe people. Through the use of words describing the place he also learn that the situation is improving. The use of language does not make one feel inferior to the author's authority such as the rules book; but the choice of words describing people leaves many questions in a reader's mind. The author does not attempt to explain why there was rioting in the township before or how peace was brought about. Again, maybe the author assumed that we all know why black children have such a small number of teachers and why there are not enough schools and why the situation is taking so long to be rectified. The author should have been more explicit.

TEXT F : For the record

The author used the words 'sabotage terrorist groups' in the first article and then changed this into "the military wing" after a PASO complaint. Such a mistake indicates how uninformed South Africans were about political organisations. Uninformed is not exactly the word, misinformed is better probably because a propaganda and press, censorship. The author does give/make excuses for his paper, though. He says PAC was not the only organization that was discussed, he also says that his newspaper was just informing uninformed students about South Africa's broad political diversity.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

---

I am grateful for the Critical Language Study tutorials because through them I have learned to read books critically. Before, I did not even bother about the words used by an author and their effect on readers. I now do that only because of the Critical Language Studies Tutorials. I also question an author's use of words now and I even consider the words he might have used instead ~~of~~ those he used. CLS tutorials have also taught me to create connections in texts which have early the same content. To be honest Critical Language Studies has done too much for me that I can not even count all those things. The first connection I have noticed between AS and a university course is the enjoyable Mass Media course which falls under English. Mass media studies also questions some of the things mentioned above. We ask ourselves questions like: why a text is not in the front page, what is its effect on people and why some texts/articles are put at the back. English and History as courses are connected to CLS because they require much critical thinking from the student and if one writes essays of such courses one has to think critically and never accept information from authors without questioning it.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.

a) What kinds of things have you done at this university?

I have learned how to study effectively. When I first arrived at this university I studied very passively and rarely took any breaks when I studied but all that has changed. 3L has taught me that it is quite important to balance one's social life with the academic life (which is something I never did) I now know how to study actively and take sufficient breaks.

I have also changed as a person although that has happened slightly. When I came to this varsity I wasn't very sociable and I was quite wary of strangers who tried to be friendly, but I have realised that part of varsity life includes being sweet/friendly to people since it really pays to do so.

I have developed an interest in exercising which is what I really detested and always found excuses for. I now exercise daily for an hour and I find that refreshing.

I have also spent sometime questioning myself about becoming a teacher and I have this feeling that perhaps I won't make it. I feel being a psychologist will be enjoyable since I really enjoy

listening to other people's problems, sharing problems and helping people solve their problems Yet, such a career is difficult to reach.

b) What kinds of things will you do in the future as a student of this university?

I would like to participate in RAG which I feel is a rewarding and wonderful experience. Actually, I hope to do so next year since I did not participate this year. I thought it would be difficult to encourage other race groups to buy tickets from me but black people who participated this year said there had not been any problem.

I hope to carry on with psychology and major with it, since I feel it is quite challenging; but one never knows what the future holds.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

[takes her courses seriously, someone who assesses the information she gets from courses critically and never takes information as it is]

A good student is someone who takes her work courses seriously. Such a person attends lectures regularly and prepares beforehand

for lectures; so that if problems are encountered during a lecture she might be in a good position to question the lecturer afterwards and ask for help. A good student also attends tutorials regularly, so as to provide and listen to other people's critical discussion of the course.

A good student keeps a study planner and makes note of due dates of particular assignments, essays etc. Such a student starts essays early and critically discusses essays since that is what academics accept/want.

A good student also puts some time aside for resting and visiting friends since work has to be balanced with one's social life. A good student also knows how to study effectively, when to rest and how to do so. Such a person also knows that to be a success in life you have to work and play at the same time.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

1. Preparation beforehand for a lecture was not mentioned as a task for a good student in the original article.
2. Time management wasn't included in the original article.



3. A critical discussion of the course with fellow students was also not mentioned.
4. Active studying was not included.
5. In the original article, I just said I intended to make friends with whom to work, in the second article, making friends is also seen as a way of socialising and not just seeking working partners.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning?  
Write down the reasons for the changes in the space below?
1. Doing 3L played a large role because through 3L, I learnt more about time management, active learning, study skills and balancing work with socializing.
2. Through critical language awareness I learnt things I did not know when I first came to varsity and this has encouraged me to view things critically which is something I never did when I first came to varsity.
- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. The importance of evaluating things I came across has been very valuable because this will be very important to me in future as I embark on my career. Knowing that I critically evaluate information will make people forget about taking advantage of me.
  2. I have made friends that I value very much and they are valuable because we share sorrows and happiness.
  3. Through tutorials such as those of 3L, I have learnt to be confident and confidence is what I will really need in future.
- 5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.
1. Racial tension has made my heart very sad, I do have friends from other races but I am also very aware that there are barriers between different race groups. Such is least not even valuable because if it is not solved, the new South Africa we are hoping for, won't be a very good place to be in.
  2. Failing to do some tasks in time And encountering some problems made me realise how inferior our education is and that is not valuable because such a problem will take time to be solved. I am, however, very grateful to 3L for

preparing me for possible problems and helping me to solve them.

3. The fundamental problems I have encountered were not valuable because they disturbed me and sometimes interfered with my work.

I did attend PFU.

#### PART 1

I matriculated at the end of 1989 and I always had this yearn to go to university. At first I decided I wanna go to university regardless of whether my friends are going or not. My first step was to think which university I want to study at, then I got to know about the university of Natal on a newspaper that published all the South African university addresses I then applied, at first I didn't know that the university has two campuses that is Pietermaritzburg and Durban. Then I had to make a decision. I first read the prospectus thoroughly in conjunction with the course that I would do and everything in general. After all Pietermartizburg was my first choice and I was sure that I was going to be accepted as a student.

Now that the application went well I had one last worry, finances I applied to a number of bursaries, not even sure where I will get one. The big news came when I received a letter stating that I've been awarded a full bursary that covers tuition, residence and books. In all this my family was behind me all the time and they encouraged me a lot to go to university. Now that my worries were over I packed my bags and made my way to the university.

The things that I will do at this university are simple and clear work hard and pass. I will certainly join other activities in the campus when I am aware of what I am doing and where I am going with my studies.

PART 2

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

Being able to be given a chance to do things on my own, to think very critical. To do or say things that will never offend others and to try and accomodate other people as humans just like me.

b. What as the worst thing?

I hated this sterotyped method of teaching that gave us a little chance to critisize and view things on our own perspective.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who will certainly try to strive for perfection I know thats impossible but I think if a student can try and set high standards for him or herself and to also try to meet those standards he will be on a right way. Mind you there is no longer a room for average.

A good student must also be involved in some extra mural activities apart from education. A good student is someone who must be educated in a broader sense of the word. Personality also counts its no use having a good and intelligent student with no personality at all. Again if a student has to be good he or she should be able to accomodate the community as his/her own people he/she should not forget where he/she comes from. Overall a disciplined and responsible student is a good one. A good student should be an asset to his/her community.

You have spent the last few sessions reflecting on school experiences and comparing the school as an institution with the university. You have also discussed the way in which the university is structured as a social and educational institution.

One of the ways in which the university is represented is through its different texts -- information sheets, rule books, timetables etc. When you were accepted as a student here, you received an envelope full of texts exactly like the one you have in front of you.

During the next two sessions you will:

a. Think about what we will call "The January Mail" and answer some questions about it.

Note:

"The January Mail" is a short and simple way of referring to all the texts you received from the university at the end of January.

b. Write in more detail about one of the texts in the package.

The purpose of this exercise is to consider the written texts which represent various aspects of the university and to explore how you as incoming students responded to them.



Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Spend a few minutes looking through the texts in the package in front of you. There is no need at this stage to read any of them in detail -- simply try to remember as accurately as you can how you responded to them when they arrived. Then, working on your own write down the answers to the questions below.

1. Do you remember receiving this package of texts?

2. What did you feel when you received it?

3. What did you do with it when it first arrived?

4. Did you read  
    -- all the texts?  
    -- some of them?  
    -- none of them?

5. If you read all of them:

a. Did you have any problems reading them?

b. If you had problems, what were they? Please describe any difficulties you had in as much detail as possible.

c. Is there anything about the texts -- as a whole package or about individual texts -- which particularly stands out in your mind? Please explain your answer.

6. If you read some of the texts:

a. Which texts did you read? Please try to be specific if you can.

b. Why did you choose some texts and not others?

c. What did you do with the rest of the texts?

7. If you read none of them:

Why did you choose not to read them? Please give your reasons for this choice as fully as possible.

8. Look through the package again. Can you identify one text which you found particularly difficult?

Easy  
Seasonal Date

Difficult:  
Timetable.

9. Who do you think wrote these texts?

10. Why do you think they are written -- that is, what is their purpose?

11. Did they help you when you came to the university? In which ways did they help?

12. What did this package make you think the university expects of students?

If you did not receive "The January Mail" before you came to university complete the following task.

1. When you are faced by a package of texts like this one, what is your immediate reaction? What are your first thoughts/feelings?

I feel that there is a necessity for me to read them, because they were not enclosed for fun. They are there to answer, guide and even try to sort out the difficulties I have.

2. Spend about ten minutes looking through the set of texts. Read each heading to get a general impression of what the package contains.

3. Who do you think wrote these documents?

Each of part of the relevant university body. e.g. Information on Arts was written by the Faculty of Arts and the counselling information was supplied by the counselling centre.

4. Why have they been written? In other words, what is their purpose? As I have mentioned ~~ea~~ above, is to guide, answer my questions and even try to sort some of my problems primarily before I come to university to know what to expect and what is expected from me.

5. Choose one text to read in detail. Before you read it, write down:

a. The title of the text you chose.

University Rules.

b. The reason you chose this particular text.

Its because I didn't receive it and I dont know some of the rules.  
So I think it can help me.

6. Read the text.

7. On the back of the sheet, write about any aspects of the text (for example, language, layout or ideas) that you found difficult or unacceptable.

During 1989, students in 3L read a text that described reading courses available on the campus. As a result of their comments and criticisms, the writer of the text rewrote it. Now we have two texts about reading improvement programmes, each written in a slightly different way.

By the end of these sessions you will have:

1. Compared extracts from the two texts with a particular emphasis on the way in which students are represented in them.
2. Discussed a few linguistic features which appear in the texts.
3. Made some suggestions about possible changes that could be made to text B.

Read the extract from Text A below:

While there is time to do something about it, consider carefully:

## HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

---

New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language & Reading Centre can help.

We can help you find out  
HOW EFFECTIVELY YOU READ

Working in groups of three discuss the following questions.

1a. Which words does the writer use to:

i. refer to students as individuals or a group?

New students  
Many students  
they  
them  
you

ii. describe what students do?

they've got mistaken ideas  
they end up floundering

iii. describe the experiences students have or are likely to have at the university?

difficult

serious problem

a lot of reading

find information without the help of lectures.

1b. Using the answers to question 1, write a few phrases which describe the writer's attitude to students.

They are new, without any university experience.

Many of them will fail, because they can't cope effectively, this degrades  
someones self esteem because you are also new so you <sup>feel you</sup> are part of  
that many which are going to flounder.

Now read the extract from Text B.

## At University being a good reader can make a lot of difference

New students often think that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are *not the only sources of academic information*. Group classes (called *tutorials*) and *practicals* are equally important, as are *textbooks* and the *library*.

**Students have to find all sorts of information by themselves and to do that the need to do a lot of reading on their own.**

Both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now. All fields of study - in Arts, Social Science, Commerce and the Sciences - require extensive reading. In some subjects the *amount* of reading is very large, while in others it may be less but requires *careful analysis* and *intensive study*.

**If they can process all this print efficiently they will save time, make better use of the information and remember it better.**

*The Language & Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*



Working in groups of three discuss the following questions:

1c. Which words does the writer use to:

i. refer to students as individuals or as a group?

New students                      them

Prospective students

They

Themselves

ii. describe what students do?

'often think.'

iii. describe the experiences students have or are likely to have at university?

Difficult language and content.

large amount of reading

Careful analysis and intensive study.

1d. What is the difference between the attitude towards students expressed in Text A and the attitude expressed in Text B?

Students are advised but not in harsh terms as the first Text. They are made aware of the difficulties but most emphasis is put on improving and assisting them to acquire skills that will help them.

1e. Which representation of students do you prefer? Why?

Text B. It's more calm than the first text

2. Now read the headings of both texts.

Questions.

How do these headings differ? Which one do you prefer? Why?

The first one is alarming and the second one is calm as I have said above.

I prefer the second one, because, it describes in soothing manner that it can help rather than the first one which scares you first then it's then that it offers to help.

3. In Text A, the writer refers to students as "you":

**Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.**

In Text B, students are referred to as "they":

**Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.**

### Questions.

What is the difference between these two ways of referring to students? Which one do you prefer? Why?

The first text uses the word you and the second text uses they.

I prefer the second text, because, they in my opinion means you won't be alone but there are many who will find difficulty too. If we take the situation as general, you won't feel threatened alone but each and everyone will have their share of threat. So if all of you are faced with <sup>the</sup> same problem it becomes easier to solve because all of you will come out with suggestions and personal opinion.

4. In text A. the writer claims that "not only the content but also the reading matter will be quite a lot more difficult than you have experienced up till now."

In Text B, the writer claims that "both the content and the language of what needs to be read are likely to be more difficult than they have been used to until now."

### Questions.

Which statement is more certain about its claim? Which words indicate the certainty of the claims? Which statement do you think is more accurate?

The second statement, ... likely to be more difficult.  
... find information by themselves.  
A lot of reading on their own.

The second statement, which also give an example on the turn over page to certify its claim

### **5. Read the whole of Text B**

Please suggest ways in which the text could be improved. When thinking about this, please focus on both the language used and the ideas expressed.

First of all it is unknown who are the writers of the two texts. But I think they were written by the wardens of both residences. Text A states that it is a privilege for women to be issued with the key to let themselves in after closing time, whereas for men it is not. They've got an unrestricted entrance. This clearly shows that the writer is very strict to women and less stricter to men. The writer of Text B seems to have confused himself by stating that the pub was closed because (notice the use of students) students not resident in Denison and not guests of Denisonians trespassed and abused the facility. Now it is reported that notices were around Denison, that the Pub will be closed until students could behave in a suitable manner. This is where the writer confused himself because at first, the blame was placed on none Denisonians but the notices were presented to Denisonians. This shows that the writer also blames Denisonians. This leads to a question of why those notices were placed around Denison. Whilst the abusers of the facility were not Denisonians. It seems that the writer wanted to blame Denisonians indirectly, but he made the mistake by claiming that the students were non Residents at Denison. He again notice in Text B, the use of the word privilege. "The manager feels that it is a privilege to have a residence pub. This however is questionable because Denison residence has got senior students and to them a pub is not a privilege they deserve it. The writer of the two texts could have made their point clearly only if they didn't state their facts indirectly. They raised questions as

to whether people are not treated the same, as we have noted on Text A. On Text B residents were indirectly blamed because of the bad behaviour of other students.

## Evaluation of CLS Tutorials

During the past quarter you have been introduced to Critical Language Study and have discussed and analysed a range of university texts using CLS principles.

1. For you as a student, what purpose has this Critical Language Study served?
2. Comment on any connections you have made between our CLS tutorials and any other part of your university life.

Please write your responses in the space below.

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Critical Language Study has increased my knowledge it has given me the light when reading or analysing any text, wether academic or outside ones. I have seen the importance of employing critical language study to any text. It does not only give a clear understanding but it shows you what the writer's intentions were in writing that text which is the things I didn't do before I dio critical language study. It is quiete fun and I am getting used to using it (that is CLS) when reading, it not only provides you with an understanding but you end up being like a teacher noting other people mistakes. at the end you are quire sure about how the writer views his or her readers, the content of what was ne writing about, has it started questions in your mind or you are absolutely satisfied with it.

I linked this CLS with my English poetry I found that it helps a lot because poets are fascinating people. Therefore one needs to be sincere when dealing with their work. With Economics it helps at the beginning of a new section or a chapter, asking questions such as why I am doing this, which builds your curiosity and interest in the subject. Although I shouldn't use it often because I have got to take in mind somethings that do not need questioning.

I have got to say, it really helps.

Critical Language Study Workshop for 3L Students: August 1991

1. Think back over the past six months.

a) What kinds of things have you done at this university?

I began to be a responsible person for the first time ever, by responsible I mean all or everything left up to me to decide on. To choose between what is wrong or right/good or bad. I have become an organised person sticking to routine and performing everything that is due to me before the due date. I have learnt to respect other people regardless of colour, sex or social distance. All in all I could say that I was a good student besides being a good student or I should put it this way besides my studies my life as a student has been great. I met all sorts of different people and they have been eye openers to me in some aspects of life I have never experienced. I have been involved in a lot of activities and I enjoyed every minute of it. Being at varsity for the first time has been an amazing experience, I am surprised that somethings I never thought are possible to achieve I have achieved. These things are getting a first class pass, beating some mother tongue speakers of a language in my first English essay. These things were like a dream to me. I have never been free that is I've never experienced the freedom I've got here at varsity before. That is everything is applicable to me only if the way I perceive it is agreeable to me, I don't have to force it down on me just because someone says

so. I have gained a lot from my studies during the past six months at least I am now equipped enough to argue about something in the economy as an Economics I student or I can tell what does a good essay consist of from 3L. Altogether, what I can say I've gained in the past six months is confidence a lot of it. I used to doubt myself but I have learnt that I can make my way through any doubts and achieve what I want to achieve.

b) What kinds of things will you do in the future as a student of this university?

Talking from experience, try to help fellow first year students who will look up to me for advices or clarifications. If they have problems that I can be able to help them with I'll also like to be involved in a lot of activities as these things prepares you for the reality of life in future. This activities might include some campus organisation membership or community help projects all the things that can keep me busy but not forgetting my studies.

2. In the space below, write a paragraph beginning with the words "A good student is someone who ....."

is responsible, reasonable and reliable. He/she should be someone who respects his/her fellows. He should know where he/she stands that is should know what objectives he/she wants to achieve and he/she shouldn't fail them. He/She should be sincere to his/her fellow brothers and sisters. He/she should



be powerful person who is not submissive and on the other hand not so much assertive. He/she must be a kind of person who does not forget where he/she comes from as soon as he/she achieves his/her objectives. A good student finally is someone who lives up to achieve his/her aims.

3. Once you have collected your original tasks:

- a. Read the original task carefully.
- b. Read your responses to this morning's task.
- c. In the space below, write down at least three differences that you wrote at the beginning of the year and what you wrote this morning.

1. I have learnt to respect other people as my fellow brothers and sisters even if we differ in opinions and I am still working towards that.

2. Got involved in activities besides my studies.

3. I taught myself to live with the fact that people opinions differ what is right to them might be wrong to me and I can't do anything about it but to accept to live with them.

4. I've learnt that a good student should not be submissive and on the other hand a student should not be that much assertive.

Now find a partner and discuss these differences.

4. What do you think has caused the changes between the earlier version and the one you wrote this morning.?

Write down the reasons for the changes in the space below?

What has caused the changes is the reality of the situation one had to face once here at varsity. One had to learn from mistakes and this lead to a broader discovery of what a good student is. At first it was just a talk that a good student is such and such but now we are talking from experience. That is what is like to be a student.

- 5a. Write down the three things you have found most valuable at the university so far and in each case state why they have been valuable.

1. Extra Tutorials - they give us a chance to explore the root of our difficulties in a subject and how to deal with them.
2. PFU - it was an eye opener to us black student because it introduced us to campus life and requirements before the beginning of the first term.
3. Student Counselling Centre - it really helps to ease our problems and to help us with the decision making concerning our chosen careers. The counselling is the most valuable thing.

5b. Write down the three things you have found least valuable at the university so far and again, state why this is so.

1. Parties - they are good while they last but the next day you'll find that you've got to do your tuts and they are due the next day. So the party kind of wasted your time, however they give us a break.

2. Some Campus Organisations - you may find that by joining them as a student you are waisting time and money because some of them don't even achieve their objectives, whereas you paid your membership fees.

1. For the first few minutes, working on your own, think back to your years at school.

a. What was the best thing about your school experience?

Being able to be given a chance to do things on my own, to think very critical. To do or say things that will never offend others and to try and accommodate other people as humans just like me.

b. What was the worst thing?

I hated this stereotyped method of teaching that gave us a little chance to criticize and view things on our own perspective.

2. Working in groups of three:

a. Briefly exchange information about your school -- size, area etc. Then discuss your answers to a & b above.

In the space below, complete the following task:

Write a paragraph of about 15 lines which begins with the words, "A good student is someone who..."

A good student is someone who will certainly try to strive for perfection. I know that's impossible but I think if a student can try and set high standards for him or herself and to also <sup>try to</sup> meet those standards he will be on a right way. Mind you there is no longer a room for average. A good student must also be involved in some extra mural activity ~~other than~~ apart from education. A good student is someone who must <sup>be</sup> educated in a broader sense of the word. Personality also counts its no use having a good and intelligent <sup>student</sup> with no personality at all. Again if a student has to be good he or she should be able to accommodate the community as his <sup>her</sup> own people. <sup>he/she</sup> should not forget where <sup>he</sup> she comes from. Overall a disciplined and responsible student is a good one. A good student should be an asset to his/her community.

## Chapter 10

# Language as an instrument of power

### Before reading

Work out the power relationship between the writer and yourself

What are the social structures and the power relations of the society within which this text was written? What is the writer's social purpose? Does the writer want to reproduce social practice or change social practice? Who is the writer? What is her status? What is my status? Where is the writer going to position me?

### Now

- ▶ Read the questions below
- ▶ Preview the chapter
- ▶ Read the chapter

### Questions...

for reading with a purpose

1. Explain the meaning of 'subject identity.'
2. Explain in detail what is meant by the following statement: 'People shape language and language shapes people.'
3. Explain how powerful groups use language to sustain their position. Give examples from your own experience to illustrate your answer.
4. Explain what 'interpellation' and 'subject positioning' mean.
5. Describe three possible responses to subject positioning. Can you think of occasions on which you have responded in any of these ways?

### After reading

In your peer group, discuss the answers you found, to each of the questions.

## Introduction

It has been established that a person communicates with other people to be social and achieve social objectives. These social objectives might be to get somebody to do something, to share an idea, to express a feeling, to make an enquiry or such like. When one person negotiates meaning with another, the interaction may be equal, such as between two good friends. In such a situation solidarity language would probably be generated, although it is possible that one friend might seek to have power over the other in which case the language use would change. In an **asymmetrical**, unequal relationship, such as between a teacher and a student or between a doctor and a patient, there would be clear status differences and social distance between the participants. In such cases the more powerful person is in a position to control and constrain the less powerful person's behaviour choices, a very important part of which is that of language. People with power are in a stronger position to achieve their social objectives than those people who are less powerful or are marginalised. That language is not neutral and innocent, used simply to communicate with, but that it is also 'an instrument of power' (Bourdieu, 1977) and control is the issue that will be explored in this chapter.

## Subjectivity

To understand how power works I think that it is useful to look at people in terms of their subject identities and then to examine how people shape society and are shaped by society in a dialectical way.

## Subject identity

The term 'subject' in this context has a special meaning. It does not mean a subject that you study and it does not mean the subject part of a sentence in grammar. Here 'subject' has a meaning that has developed as part of the theory of subjectivity (Weedon, 1987) which attempts to explain power in social relations. **Subject identity**, according to Weedon, (1987:32) is 'the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world.' There is some overlap between the notion of subject identity and 'frames of reference.' A person's subject identity is a broader notion. In addition to simply having a frame of reference, which is one's knowledge of the world, of language and of life's experience, a person has beliefs about herself and how she is positioned in relationship with others in particular social contexts. This is where power comes in because in any social interaction there is a power relationship between oneself and the other participants. A power relationship may be equal or unequal.

Each person's subject identity consists of a range of different identities. This is often referred to as a multiple identity. A person's subject identity is always in a process of change and it can be a source of conflict or 'site of struggle' (Weedon, 1987). For example, a person can be a father in one context, a student in another context and

the member of a community organisation in another context. As a father such a person may be dominant in a family with the power to control his wife's decision making or her income. This he achieves by virtue of his beliefs about himself and society's beliefs about him which give him the subject identity of father. He will then produce language to enable him to preserve this position as he and society define it. Meanwhile at the university, as a first year student, he may be positioned less powerfully. This position will develop into a stronger position as he progresses through his degree and gains his own academic voice in his writing and in tutorials and amongst friends. Then as a member of a community organisation, he might find that the power relations may appear to be equal but power struggles inevitably arise over leadership, getting things done and the formation of subgroups. So subject identity is not fixed and Weedon rather aptly expresses the movement in a person's subject identity when she says that it is 'precarious, contradictory and in process, constantly being reconstituted in discourse each time we think or speak' (1987:33).

## People shape language and language shapes people

A person's subject identity is not something that stands 'outside and prior to society' (Fairclough, 1992 :105). It is not independent of society. A person is in fact simultaneously a 'subject' in society and someone who is 'subjected' to society. As a **subject**, a person is an agent, an actor who shapes his or her reality. He or she uses language to do things. An agent draws upon the resources within his or her own unique frame of reference to achieve his or her social objectives. But a person's frame of reference has not been built in isolation. People do not behave randomly; nor do they use language randomly. There are patterns of behaviour and ways to say things which society judges to be appropriate. These are incorporated into our frames of reference through socialisation. So while people are the agents or subjects of their own realities, they are also **subjected** to conventional and socially accepted ways of saying and doing things.

Conventions and rules are useful things. They provide boundaries or frameworks which people use creatively. For example, students use the structure of an academic argument which is a structure that has evolved in the academic cultural context over time. It provides a framework in which to create arguments. Thus it is that people as subjects or agents actively and creatively make selections from the different genres or ways of organising and using language to which they have been subjected. The genres that people have to choose from have been acquired in the family, in the community, in public life, in the media, in school, at university and anywhere else. In Fairclough's words (1989:24) 'people internalize what is socially produced and made available to them, and use this internalized member resource (frame of reference), to engage in social practice, including discourse. This gives the forces which shape society a vitally important foothold in the individual psyche.' So it can be seen that the conventional ways that individuals use to make their meanings through language are shaped by society, and in drawing upon them, people reproduce society and its language resources. This two way relationship is called a **dialectical** relationship. From this idea, there are two rather tough questions to ask.

## If people reproduce society and language, then how do language and society change?

With regard to changing society, it is important to remember that the conventions that people are subjected to have been constructed by *people* within their social context over time. They may appear to be fixed, and people with power would like everyone to believe they are fixed, but they are neither final nor fixed. They can be contested and challenged.

Because people who have got power do not like to give it up, change involves a struggle process between those people who want to keep the status quo (usually people who hold power) and people who want to change things. Examples are around us all the time. Currently, in the academic context there is a struggle about the inequality between men and women. This shows itself in the problems surrounding the use of 'he' only. Women academics feel that 'he' is sexist and positions women negatively, as if they do not exist. Another struggle is over the positivist belief that it is possible to represent knowledge objectively. This belief has been overturned by many writers who say that knowledge and language are 'interested' (It is in the interests of somebody). Thus, the way academics claim to remain 'outside' of their own text, playing an objective separate role, is being seriously questioned. More academic writers are changing expressions like 'It is thought that...' to wording that directly indicates the writer's presence in the text such as 'I think that...' Another struggle in universities is amongst students who struggle over how to represent their experiential knowledge amidst the knowledge obtained from the authors of academic texts. Beyond the university, in South Africa, there are enormous struggles to do with changing power relations and transformation. One only has to think of some of the appellations (words used to label people) that were used during the apartheid years, to see that language is a site of struggle and a means of reshaping and changing society.

### Something to think about

Think of a way that you use language that is not valued by dominant groups but which enables you to survive in your social context.

## Why is society unequal?

People are constructed 'in' and 'by' different social contexts. Some social contexts are more empowering than others. This creates inequality. Some people are subjected to social experiences at home, at school, in the community and at work which build a subject identity and social position that commands power in modern industrial society. Such people have knowledge of how to use language in such a way that they can do and say things the way the dominant groups say and do things. They have access to the genres that enable them to do things in powerful positions because they have access to those who hold those positions. Other people are subjected to a different social context with a different range of language resources. These enable people to do things in their social context but they are not valued by the dominant powerful people who control modern industrial society. This makes our society unequal and the distribution of language skills are also unequal.

The reason why it is so hard to change society is because people with power hold onto their power. Power is not something that anyone lets go of very easily. Furthermore, people who do not have power need to build their capacity to get power, which is not easy. Apart from not having the economic resources, powerless people



usually do not have access to the social positions where they would acquire ways of using language that command power.

Studying how power works is therefore useful. It can enable one to work out ways to deliberately learn the language of power and add this to the rich language resources that one might already have. In South Africa, many people do not have economic power and do not command the language of power, but they can speak up to five different languages and they have a mastery over oral communication that is far superior to most monolingual English speakers. There are applied linguists, philosophers, sociologists and political scientists who study power. Not only do they have access to power but there are some who are committed to equality and democracy and to using their knowledge to create change. Their knowledge is used to design courses that empower learners and make the language of power explicit and transparent. People like Fairclough, van Dijk, Martin, Cope and Kalantzis, are some of the applied linguists on whom I have drawn to design parts of this course in Academic Communication Studies. They are committed to developing a language curriculum that will create access to powerful genres.

### Something to think about

Do you know of ways to use language which are not valued in modern industrial society?

## Language as an instrument of power

So the next thing to ask is how powerful people manage to keep their power? People with power belong to groups of people who have become dominant in society as a whole. These groups of powerful people have not always been there. They have grown out of what society has valued most at particular points in time such as maleness, a particular skin colour, age, class position, urban living, intelligence, beauty and so on. A dominant position is constructed over time and may eventually appear as if it has always been there, which it has not.

The way such powerful people sustain their position of domination over less powerful people without using force is something that philosophers, political scientists, linguists, social scientists and psychologists have attempted to work out. Part of the answer seems to lie in the relationship between language and power. I think it will be useful to examine power structures and see how these relate to language.

In society, power relationships between people determine the organisational structures of any institution and of society as a whole (Fairclough, 1989:30). The family, the schools, businesses, organisations, universities, parliament and society as a whole are all organised in terms of power structures in which different participants occupy different subject positions that are not equal. It is possible for structures to be equal, but usually they are hierarchical. In an unequal society, people with the most power also have the most influence in determining the conventional and appropriate ways in which people can use language. Everyone is then constrained by the language conventions constructed by the more powerful people within an unequal society and so everyone contributes to reproducing that unequal society.

This dialectical relationship between social structure and language practices is not readily apparent to people. The relationship between language structures and social structures is therefore said to be **opaque**. This means that it is hard to see unless one

is deliberately made conscious of it. Fairclough explains how people perpetuate unequal power relationships without realising it, when he says:

Institutional practices which people draw upon without thinking often embody assumptions which directly or indirectly legitimize existing power relations. Practices which appear to be universal and commonsensical can often be shown to originate in the dominant class or the dominant bloc, and to have become naturalised. (1989:33)

When a powerful group's beliefs, values and assumptions, in other words its **ideology**, are invisibly reproduced in language that people use at work, at home, in the media, at the university or wherever, then that powerful group achieves **hegemony** (Gramsci, 1978). Having hegemony means that a dominant group's power is sustained. Through language, hegemony is achieved without force. The ideology of the dominant group is therefore **naturalised** which means that people accept the way things are as 'common sense' and 'natural' even though there are conceivable alternatives.

So when powerful people have hegemony, the powerless participants unconsciously accept being subjected to the way things have been defined by the dominant group. Many women are known to accept an inferior position in marriage, in the work place and in government. Workers have often accepted their exclusion from decision-making in companies. Patients very often accept doctors treating them as ignorant and helpless people. Students have been known to accept teachers as the source of knowledge and themselves as empty vessels. This act of acceptance makes life very comfortable for the people who have power. Their power is therefore sustained ideologically by the consent of those who are subjected to it.

## Interpellation and subject positioning

Althusser first explored the notion of interpellation in 1970. It is a useful concept for understanding in more detail just how people consent to subject positions that disempower them. It is easier to understand as 'inter-appellation' which is the 'naming that occurs between people' (Janks and Ivanic, 1992: 308). Interpellation occurs when a person accepts a name or a position that has been imposed on him or her by somebody else. This does not necessarily happen through language or happen consciously. Janks and Ivanic explain that 'We do not need to be 'named' as patient when we enter the doctor's consulting rooms. A range of social practices, of which language is but one, construct this position for us. These practices include such things as patients having to wait, keeping of files on patients to which they have no access, as well as the language of traditional doctor-patient interviews (Mischler 1985)'. A person is interpellated when put into a subject position by another. The acceptance of the position, consciously or unconsciously, results in a surrender of power.

The question of how to get out of particular subject positions that have been imposed on one by others is difficult, especially when one is not conscious of what is happening. The next part of this chapter explores this problem.

## Responding to subjection

Conscious awareness of the processes of interpellation and subject positioning is a beginning for those who want to change their positions in society. Posing the question 'How am I being positioned right now?' can become a part of one's critical awareness.

Giroux (1983, in Ivanic and Janks, 1992:311) describes three possible responses to being subject positioned by other people. Firstly, there is **accommodation** which refers to accepting the subject position. There are times when accommodation is the appropriate response such as being positioned as a 'student' in first year or as a 'child' in primary school. Even then it is still a good idea to question whether one is being positioned positively or negatively.

To be positioned as 'girl' when over eighteen years of age, I think would demand the second response which is **opposition**. **Opposition** involves negating a subject position and valuing the opposite, by saying something like 'Excuse me, I am a woman, not a girl.'

The third response is active **resistance** which in this context means attempting to transform the whole ideological framework in which the subject positioning was based. It involves trying to counteract old power relations by trying to create new social relations within a new social order.

Opposition and resistance are emancipatory processes. Through them a person consciously develops her sense of agency, her sense of being a subject who can do things and resist being subjected to the labels and definitions of powerful people. Ivanic and Janks (1992:312) explain that this means taking care of personal needs and feelings and using language that is true to oneself. Such language does not cut off the self as the subject for the sake of the other as the subjector. This involves taking risks. Therefore, it is important to anticipate the consequences and consider action *strategically*. Fairclough (1992:54) rather usefully: 'it is ... crucially important that learners' own linguistic practice should be informed by estimates of the possibilities, risks and costs of going against dominant judgements of appropriate usage'. I think he says this because when a person resists power it is important to ensure that in doing so he or she does not get disempowered. Being strategic is vital when taking on powerful subjectors. It may interest you to read Thesen's interview of a student who took a risk (1997:496):

- R: Like this other African writer for example, he used to say "God," like we, we don't have "God," we have "Modimo," you know, Superior Being, so I chose not to mention "God" in my essay.
- L: Did you use the word "Modimo"?
- R: Ja, I said "Modimo" in direct commas so you know that's Modimo. We don't know God. We know Modimo. When the African people wanted something from God, they would ask the ancestors – like they used ancestors as Badima, as a link between them and God, but then I said they used Badima as a link...

In this instance the student has used his position as student writer to assert himself and act as an agent of change. He may or may not be successful but for the time being he has fixed his ideas in the written mode and this will make his reader take note of his alternative construction of knowledge.

## Speaking and writing

As we have seen with 'R', when a person has a turn to speak or the opportunity to write something, that person has the potential power to subject others to what he or she is saying. Ivanic and Janks (1992:314) remark that speakers and writers 'can command and persuade, politely or impolitely. They can also represent their views as if they were truth: the printed word can be especially persuasive.'

In the academic context, students may not have as much power and status as professors or lecturers but they do have opportunities to explore their own authorial voices in written assignments and through talk in tutorials. In these communication events students have the chance to assert their points of view.

Some people abuse this position of power, either consciously or unconsciously and such behaviour needs to be resisted. People abuse their power by choosing aggressive language or language that positions other people negatively. In spoken interaction, it can be abusive when a person talks too much so that others are kept silent. A person may select only some participants to speak next and block others. Interrupting or only listening to selected participants is also abuse of power. Resistance to such abuse and negative subject positioning of other participants in a group situation, may mean consciously learning how to get turns to speak. Firmly asking aggressors or dominators to give others the opportunity to speak and sometimes insisting on being heard and being allowed to finish, can be effective ways of altering the power relations in spoken interaction.

Writers and speakers have more power to persuade if they command a wide repertoire of different language skills and can draw on a variety of genres to achieve social goals. Personal empowerment involves occupying subject positions which lead one to acquiring new genres. Sometimes it requires courage to occupy new and more powerful subject positions. Even if a new position makes one feel scared, it is the best way to acquire new and powerful ways of using language.

## Reading and listening

As soon as people speak or talk, they position the people with whom they are interacting. Knowing then that language is not innocent, makes it easier to be on the alert. In the media, the way language is used to position people is most obvious. Newspaper reports often represent the views of the most outspoken and powerful. Reporters tend to interview people who can articulate themselves well and they do not reach people who are less vocal. Advertisements position middle class people positively as beautiful and happy. They play on the feelings of inadequacy that people may have. American television programmes are heavily marketed all over the

world. They are loaded with values and beliefs that get imposed upon the rest of the world. The Internet is dominated by developed countries and their representation of reality. Most of the people who use the Internet are men.

In the academic and research contexts the power relations may be less blatantly obvious than in the media but there are several questions one may ask which have implications for how students interpret and evaluate knowledge that is constructed by researchers and academics. For example: Why do men dominate the sciences and the top management positions in many universities? What does this mean in terms of what gets researched and what does not get researched? What does it mean for the curriculum that students follow? Why does so much money go to research on heart diseases which is a killer in North American men? Why is so little money being allocated to research into malaria which is a serious killer in Africa? Why do so few women and blacks study engineering? In whose interests have many historians represented history? Why has English become the dominant language of learning? What does this mean for equal access to knowledge and ideas?

The sample of questions I have posed above are broad questions but such questions can help the student to connect university texts to societal and institutional power structures. After all, it is these same institutional power structures that determine the language conventions that are used to construct the knowledge that is studied in universities. These kinds of questions can remind one of how important it is to thoroughly explore the context in which an author writes (Fairclough, 1997). Who is the author? What is his or her frame of reference? Does the author want social equality and democracy? Who does the author really write for? For Americans? For South Africans? What are the writer's beliefs and values? What assumptions does the author make about his or her readers? Does the author write in such a way that restricts the number of people who can understand the meanings in the text? Could this be done deliberately to protect knowledge and position? Such questions enable critical and if need be, oppositional reading and listening practices.

## Conclusion

In chapter 10 I have introduced some concepts that can be quite difficult to understand. The concepts are not meant to frighten students but rather they are intended as tools for being critically aware of language and what it can do. As individuals we are not entirely the creative generators of language. We are also subjected to rules and conventions as set down by society. This means that not only do people construct language, but people are also constructed by language. Dominant powerful groups of people have considerable influence over which languages and language conventions are used in public life. When everyone accepts these as 'natural common sense' then powerful groups achieve hegemony in society. As language is loaded with the beliefs, values and assumptions of those people who produce it, it is important to be aware of one's own values, beliefs and assumptions. This can enable one to be critically aware of questionable ideologies asserted in texts produced by others.

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# Unit Ten

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## Language and Power

In Unit Nine the focus was on text in context. You learned that specific genres are constructed by people over time within cultural contexts. You also learned that any text occurs within a situation and is a weaving together of experiential meaning, interpersonal meaning and textual meaning. Through doing text analysis, you began to separate out the linguistic elements that functioned to achieve the different meanings embedded in the text.

Now until this point in Academic Communication Studies language has been emphasized as a tool that people use for communicating. In Unit Ten, however, another dimension will be introduced to deepen your understanding of how language works in society. Language is not simply a tool for communication it is also an instrument of power.

### Intended learning outcomes

By the end of Unit 10 students should be able to:

#### Theory

1. Recognize that language is not only a means of communication, it is also an instrument of power.
2. Explain subjectivity
3. Explain that people shape language and that language shapes people.
4. Recognize that people are subjected to different social contexts, some of which are more powerful than others. Access to powerful language is not equal.

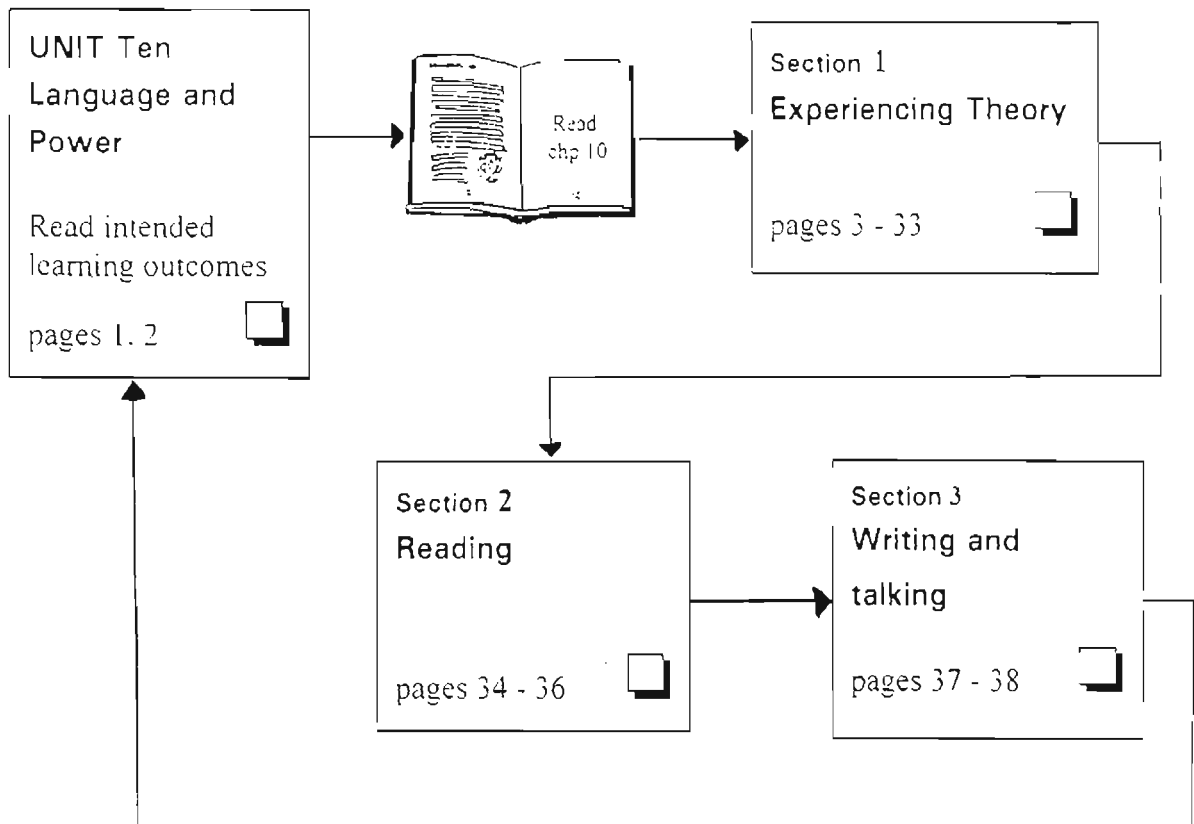
5. Recognize that the language any person uses is embedded with his or her beliefs, values and attitudes (ideology) which means that language is never neutral.
6. Recognize that powerful groups sustain their dominant position without force when their beliefs, values and attitudes are perceived to be commonsense and natural.
7. Explain interpellation and subject positioning
8. Identify ways to respond to subjection.

## **Skills**

9. Critically evaluate texts for linguistic clues that reveal the writer's subject position and ideology.
10. Read academic text (and any other text) with critical awareness of how the writer is positioning you, the reader.
11. Recognize that in order to read critically the student needs to develop conscious awareness of his or her position on particular topics and be able to detect the position that the author has taken.
12. Write with more conscious awareness of power relations and of positioning the reader.
13. Participate in tutorials with more awareness of language and power relations.



- Put a tick in the little box at the bottom right of each section when you have completed each section of Unit Ten. 'Language and Power.'



## Section 1 Experiencing Theory

Up until Unit Ten, the focus in Academic Communication Studies has been on exposing students to the ways in which language is used at university. You have done lots of work on learning how to communicate effectively and I am sure that by now you are very familiar with the word 'appropriate.' I imagine that you know what formal writing means and that it is a good idea to write well-structured essays using formal language, rather than using casual language if you want to get better marks.

Now that you have constructed all that knowledge about communication for yourself, it is perhaps a good time to challenge the notion of 'appropriacy.' New questions need to be asked like:

- ▶ Who decides that something is appropriate?
- ▶ Why is it appropriate?
- ▶ Whose interests does it serve?

These are the sort of questions that can enable you to deconstruct what has been constructed and decide whether you accept it or not.

By the time you have completed section 1 Experiencing Theory, you will have

- ▶ Explored your own multiple subject identity
- ▶ Explored the notions of 'subject' and 'subjected' in different social contexts
- ▶ Analysed a number of situations at the university in terms of power relationships and shifting subject positions.
- ▶ Identified a number of ways in which writers use grammar and vocabulary to position their readers.
- ▶ Conducted a text analysis using your knowledge of language and power.

**Note** In the exercises that follow, work quickly. Do not spend too much time trying too hard.

### Explore your subject identity

In exercise 1.1 you will have a chance to write down who you are in different contexts and you can think a little bit about what you feel and believe about yourself in each situation.

Exercise 1.1 **Who am I?**

Write down in each space in the first column each of the different identities that you have. These may be things like 'daughter,' 'student' 'mother' 'father' 'teacher' 'youth leader' 'musician' 'soccer player' 'church member' etc.

In the columns that follow, write down:

- ▶ where you have each identity (Setting)
- ▶ how you feel about each identity (Thoughts about myself)
- ▶ how you perceive the people around you in terms of the power relationships between you and them (Thoughts about myself in relation to others).

My different identities	Setting	Thoughts about myself	Thoughts about myself in relation to others

**Feedback**

I imagine that you have discovered that you have more than one subject identity and that in different settings you are positioned differently in terms of what you think about yourself and what you think about yourself in your relation to others. You will probably find that in none of the situations your position is absolutely fixed. It is likely that change is taking place, in some way, however small.

It is possible that what you think in one subject identity is contradictory to the way you think in another. The following two texts were written by the same

student. The student wrote as an 'activist' that he was a person "who is going to actively participate in struggles waged by the students against the university authority." Forty hours later, he wrote as a student "A good student attends all his classes and does all his home-works. A good student doesn't play truancy... A good student has, above all, respect and love for colleagues and teachers alike." This contradiction confirms the post-structuralist view that we have 'fragmented' subject identities and our subject identities are 'precarious,' 'contradictory' and 'in process.'

.....

## Subject and subjected

In Unit Nine you were introduced to the idea that a text is constructed upon prior texts. The relationship between a text and other texts is called 'intertextuality.' Similarly, as 'subjects,' as doers and creators, we draw on the social resources to which we have been 'subjected.' If our social context changes, then our social resources grow and the ideas we have develop. Exercise 1.2 should strengthen your understanding of this idea.

### Exercise 1.2 **Be a detective**

In 1991, a group of students were asked to write about what they believed to be a good student. The students had been subjected a number of social contexts - home, community, school, maybe work and now university. Here are some of their ideas.

A good student...

is obedient to the demands of lecturers  
 interacts with classmates and lecturers  
 is a critical and challenging thinker  
 completes assignments on time  
 takes responsibility for his own learning  
 searches for knowledge in the library  
 can work independently  
 Is diligent

has clear goals  
 is willing to comply  
 attends all lectures  
 is an active learner  
 concentrates at all times  
 has a plan for reaching goals  
 Is punctual  
 Is respectful



Take out the diagram Appendix A (Unit Ten) and have it before you. Now read the directions that follow:

- ▶ Put the ideas that you think originated in the school context in the space marked 'school.'
- ▶ Put the ideas that you think come from the university context in the space marked 'university.'
- ▶ Put any ideas that you think come from both school and university in the overlapping space in the middle.
- ▶ Any ideas that you think may have come from home or the community put outside the circles where I have marked 'home' and 'community'.

**Note** It is possible for you to put the same idea in more than one place.

**Feedback** By sorting out where the ideas originated, it hopefully became clear to you that we are subjected to different social contexts. As subjects we have new ideas but those ideas are constructed out of our social contexts. As we are subjected to new social contexts we develop new ideas. We integrate the new ideas with ideas from our previous social contexts.

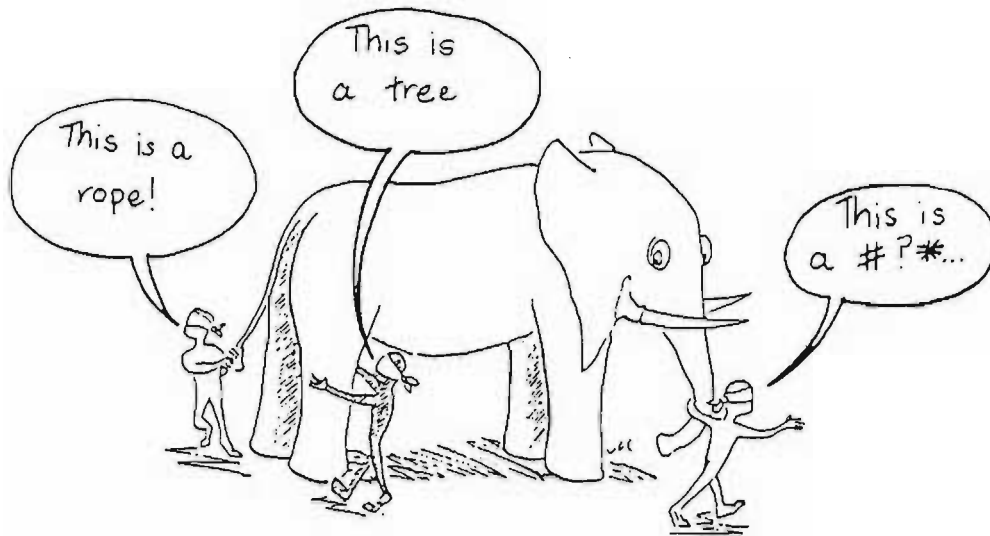
## Subject positions and frames of reference

One person does not experience life or interpret meaning in the same way as another. Who you are and what you think is partly to do with where you are positioned. Exercise 1.3 should demonstrate this visually.

### Exercise 1.3 **Where are you? Who are you? What do you think?**

**Step 1** The picture on the next page is based on a fable from East Asia and was adapted from Janks (1993:1). The people are blindfolded and cannot see that the object is an elephant. Each person is touching a different part of the elephant and has described the object from his or her point of view.

- ▶ What do you think this picture can teach us?
- ▶ Think of a situation in your own life where people see the same thing from a completely different point of view.



**Immediate Feedback** What we see or know is affected by where we are positioned and where we are positioned affects what we see and know. A student's position is different from that of a tutor or lecturer. A parent's position is different from a child's position.

A person's position or point of view refers to who they are and what they believe about a topic. Even if we do not state openly what we believe, the kind of language we use reveals our position to listeners or readers. For example if I choose the word 'chairperson' rather than 'chairman' and 'domestic worker' rather than 'servant,' it reveals my position on issues of gender and class. So, like the people touching the elephant had different ideas because of where they were standing, so people maintain different positions on political, emotional and intellectual issues because of where they come from.

The positions we take also have the effect of positioning other people. When a person talks, her language choices affect the person to whom she is talking. For example, if you talk about 'helping' someone, it positions that person in a different way to what would be implied by 'enabling' someone. People do not always pick up these differences and they unconsciously or uncritically accept the position imposed on them by another person's word choices or actions. When this happens, we are said to have been interpellated.

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In the light of this feedback complete step 2 of exercise 1.3, which was adapted from Janks (1993:5)

- Step 2** If possible, with your study group, consider the following questions:
- a. Think of a disagreement that parents and children might have because of their age difference.
    - ▶ What position do you think parents might take?
    - ▶ What sort of things do parents say about children and children about parents?
    - ▶ How do parent's ideas position the children and children's ideas position the parents?
  - b. Think of a possible disagreement between men and women which is based on their difference in gender.
    - ▶ What do the men think?
    - ▶ What do the women think?
    - ▶ How do they position each other?
  - c. You have looked at how being a parent or a child, or a man or a woman influences our positions on matters. Try to think of more factors which you think influence our positions on things?
  - d. In terms of your academic work, can you think of any authors whom you have read who have taken up different positions on the same issue because of some of the factors that you have identified.

**Feedback**

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What more can I say? I do trust that step 2 deepened your understanding of the theory and the feedback within the exercise. If you are unsure talk to your tutor.

.....

## Subject positions and relative power

A person's subject position is constantly being developed and changed. Power relationships and social positions are negotiated every time we interact. In the next exercise, you can analyse some student accounts of how they experienced the power structures of the university in their first few weeks. This is a time when relationships are in a state of flux and shifting subject positions are very obvious.



Exercise 1.4 **Shifting subject positions**

Read each of the accounts. In the space below each text, note down the power relations during the interaction/s and why you think they shift.

Text A      It happened when I was told to see the dean. I never knew what the dean looks like and I was told to make an appointment in order to see the dean. When I was ready, I was told to wait in front of a certain office door. Now I was shaking and trembling but only to find that it was just a human being and a kind lady.

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.....  
.....

Text B      I met a guy and I asked him the way to the registration office. I tried to speak in Zulu. He couldn't understand me and he asked me where I was from. Then I told him that I was from Katlehong and he laughed at me. He started talking in Sotho. Then it was very easy.

.....  
.....  
.....  
.....

Text C      I was meant to be a SFP (Science Foundation Programme) student. When I came to the university I was told to attend PFU (Preparing For University). It took a week. After that I had difficulties in getting my student number. A week later I was told that SFP was full and I must come back next year. They had chosen 100 students for this year even though I had everything like acceptance letter, student number, residence. I could not go back and sit for next year. The SRC people helped me but I was forced to do a different degree.

.....  
.....  
.....  
.....





**Text D** I thought that if you want books, you should go to the library and search for them. Maybe the counter would indicate this is the shelf for 'Sociology,' or 'Academic Communication' etc. But it wasn't like that. Fortunately there were a lot of librarians who were there to save new students and teach them how to find books with the computer. The computer indicates the number of the book so that it can be easy to find the shelf. My frame of reference was that you should go to the library and find books by yourself.

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.....  
.....

**Question:** What generalisations can you make from the notes that you have made?

.....  
.....  
.....  
.....

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**Feedback** After looking at my own comments, I began to see that many students arrive at the university with a perception that the university and its staff have enormous authority and power. This perception makes many students feel that they are in a position of very little power. This can be terrifying. When students begin to interact with academic and administrative staff and they begin to work out how to do things, their subject positions changes in relation to the university. In other words, as students build their frames of reference, getting to know people, places and how to do things, their subject position strengthens. Helpful and friendly members of staff do make a difference in reducing the social distances and power differences. All these factors do alter the power relations. Nonetheless, the university authorities still have more power than the students and there are students who feel the weight of the university's power. I noticed too, that dominant groups determine the language of communication. At the University of Natal, students are obligated to sort out their situations in English and they feel they should use Zulu before their mother tongue.

.....

## Text Analysis

I am now going to guide you through some text analysis. By analysing a set of texts in terms of particular grammatical features and vocabulary choices that can reveal attitudes, beliefs, assumptions and relationships of power, you should learn how writers position their readers in different ways. As a result of doing the exercises you should be able to:

- ▶ Recognise that writers position their readers in the texts that they produce and simultaneously position themselves.
- ▶ Recognize that different texts position readers in different ways.
- ▶ Read more critically and, when necessary, challenge what writers say and how they say it.
- ▶ Write your own texts more critically, particularly in the context of academic essay writing.
- ▶ Recognize that it is important to take into account the total context in which text is produced.
- ▶ Consider the ways in which the meaning of one text is influenced by other texts.

### Note

- ☞ Although the language in a text tells us a lot about its meaning, the total social context in which any text was created should always be kept in mind when interpreting texts. This includes the culture in which the text was produced, the power relations at all levels - internationally, nationally, regionally, locally and situationally- and the ideological differences at work.
- ☞ When we *produce* texts, we are influenced by prior written and spoken texts that we have encountered and when we *interpret* texts we are influenced by the texts that we have already met. Thus when you read one text in the university context, say the code of conduct, you should keep in mind any other texts, you have read. In the same way, when you read an academic text for an assignment, it is important to interpret it in relation to other texts on the topic.
- ☞ The texts used in the following exercises were gathered by students at the University of Natal, Pietermaritzburg.

The linguistic features that will be focussed on in the following exercises are:

- 1. Degree of certainty authority:
  - a. Modals, mood adjuncts and other words
  - b. The present tense
- 2. The use of pronouns
- 3. Word choices
- 4. The active and passive voice
- 5. The article system (a, the etc.)



### 1. Degree of certainty and authority

You will engage in two exercises to do with degree of certainty and authority. Exercise 1.5 will show how modals, mood adjuncts and other words are used to assert authority (a.) Exercise 1.6 will clarify how the present tense is used to assert authority (b) page 16.

#### a. Using modals, mood adjuncts and other words to indicate degree of authority

Exercise 1.5 deals with the use of modals, mood adjuncts and some word choices which are quite often adjectives. Just to refresh you memory here are some examples:

- A modal: I **might** go to town.
- A mood adjunct: You are **always** late.
- Word choices (adj) It is my **undoubted** opinion that you will do well.

### Exercise 1.5 Modals, mood adjuncts and other word choices

**step 1** Imagine that you have been invited to a party on Saturday night and you can respond in different ways:

- i. You are certain you are going to attend the party. Write down what you would say.  
.....
- ii. You are uncertain about whether you want to go to the party or not. Write down what you would say.  
.....

- iii You are certain that you won't be going. Write down what you would say.

.....

**Now**

- ▶ Share your responses with your study group so that you have more to work from. If you are working alone, it is fine to just use *your* responses.
- ▶ Identify all the words which indicate the level of certainty or uncertainty. Put them into the categories set out in the table below. I have put an example in each category.

low degree of certainty	medium degree of certainty	high degree of certainty

Now choose one sentence and rewrite it so that it is more certain and less certain.

More certain.....

.....

Less certain.....

.....

**Reflection**

- ▶ What do modals and mood adjuncts tell you about a person's point of view?
- ▶ Do you think it is always necessary to use words like 'must' and 'will' in order to communicate with a voice of authority?

**Step 2** Working with your study group or alone, read the extracts below and choose only **three** of them. For each text that you choose:

- ▶ Identify the text ( eg. A student publication, the rules book, the mission statement, residence rules) and state how you know what kind of text it is. (Genre)
- ▶ Who do you think wrote the text? (Author)
- ▶ Why was the text written? (Purpose)
- ▶ Who was the text written for? (Audience)
- ▶ Underline the words that indicate the writer's degrees of certainty. What is the writer's attitude toward the topic/towards students? (Attitude)
- ▶ How has the writer positioned the reader? (Power relations and subject positioning)

**Note** Record your observations in brief note form, on the left, next to the texts that you choose.



### Notes

### Texts

1. Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own... If they can process all this print efficiently, they will save time, make better use of the information and remember it better.
  2. Under no circumstances will any form of violence or threats of intimidation be tolerated within our community.
  3. You are entitled to support any political party or movement and to declare your beliefs. This means that you must also tolerate and respect the fact that other members of the House may support political parties and movement that you reject and believe are unacceptable.
-



## Notes

## 4. 1. STUDENT ACTION

1.1 If a student or students are dissatisfied concerning the content of a course or the teaching technique adopted, the lecturer concerned should be told of it as soon as possible.

1.2 It is preferable that the student or students concerned should act on their own behalf, but the class representative or even the Faculty Student Council can act for them if necessary.

## 5. AFRICA'S CAUSE MUST TRIUMPH!

6. Men may enter the Women's residence ONLY if they are accompanied by a member of the Women's Residence.

## 7. UNIVERSITY RACIAL POLICY

If not always, then certainly for a long time now, it has been the firm and unequivocal policy of this university that the admission of students and the appointment of staff, should be at the discretion of the university, and that only academic criteria and individual merit should apply in exercising that discretion. Race, colour and creed should be of no account in admitting students and appointing staff.

8. Response (to PFU) appears to be very positive. The students we spoke to praised the organizers, saying it was indeed a useful programme.

9. All academic staff members should be engaged in research, not necessarily or exclusively for immediate or early publication, but also for their own intellectual refreshment and in order to enrich their teaching of students.



## Notes

10. TELEPHONE DUTIES All first year students must share in the roster of telephone and switchboard duties in the evenings. If the telephone duty for which you are responsible is not performed, a fine will be levied.



Now go back to page 12 and tick off what you have completed.

.....

**b. Asserting authority/power through the present tense**

You have now considered how writers and speakers express certainty and authority over people and situations. There are numerous words such as 'can,' 'will,' 'might,' 'could' and words like 'definitely' 'unequivocal,' 'maybe,' which function to express a person's attitude in this way.

Sometimes a writer has a special interest in maintaining particular social conditions or relations of power. One way of doing this is to represent ideas or situations as though they are so natural that they cannot or should not be questioned (see page 100 of chapter 10).

The present tense can be used to naturalise beliefs or assumptions. For example a person may assert that 'Students are irresponsible' or 'Women are bad drivers' to make their beliefs seem like the absolute truth. In fact such statements are questionable assertions.

The present tense is not only used to naturalise ideas. It also functions to

1. *describe a phenomenon in the natural environment*, for example 'Plants convert radiant energy into food' or 'Water vapour condenses into water droplets as the air rises and cools.'
2. *express habitual activity*, for example, 'I drive to work every morning' or 'I brush my teeth twice a day.' So when we are reading and writing, it is important to be able to determine the purpose for which the present tense is being used.
3. *express a situation that exists for the moment*, for example 'There is not enough money for education at the moment' or 'Crime is a serious problem.'

In exercise 1.6 you will have the opportunity to reflect on whether the present tense is being used to naturalise beliefs or not.

---

### Exercise 1.6 Look out for questionable assertions

**Step 1** Read the following extracts from university texts and decide whether the present tense is being used to represent:

- ▶ A scientific phenomenon
- ▶ A habitual activity
- ▶ A situation that exists for the moment
- ▶ A questionable assertion

**Note** It will not always be easy to make a decision about the intention behind the use of the present tense because your own ideological beliefs about what is 'natural' and acceptable will influence your interpretation.

1. It is a privilege to have been selected to live in Malherbe.  
(Malherbe Residence, p5)
2. Everyone is calling for the resignation of Magnus Malan, South Africa's Defence Minister, for his involvement in the Civil Co-operation Bureau.  
(Nux, March 1991, p3)
3. SAF supports a free market economy as it embodies freedom and is the only proven wealth generating system.  
(Orientation Handbook p29)
4. There is an education crisis in South Africa. (SRC publication 1991)

**Step 2** Having seen that the present tense can sometimes be used to make a particular position look as if it is 'commonsense' and 'natural,' you may want to reflect on what this means for your own writing of academic arguments at the university.

Consider the situation on the following page:

138



Between 1980 and 1986 there was a pre-university course offered at the University of Natal, Pietermaritzburg, called 'Bridging the Gap.' The students who attended the course had to write an academic assignment in response to a question on abortion. They read two articles and they had to evaluate the arguments. One student began his essay like this:

**'Abortion is wrong no matter what anyone tries to say about it.'**

- i. How is this student using the present tense?
- ii. Why do you think he (the student was a male) does this?
- iii. Do you think it is an appropriate way to start an essay? Why?



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

## 2. The use of pronouns

A writer or speaker uses pronouns to position the reader/listener. Personal pronouns such as 'I' 'You' 'We' reduce the social distance between the writer and the reader and deepen the interpersonal relationship in the text. They are often used in the media, in advertising, to appeal to emotions and personal insecurity. Avoidance of personal pronouns increases the distance between the writer and reader, and contributes to the effect of removing the writer from the text.

### Exercise 1.7 Do you want to get close to the writer or not?

Read the following extracts and comment on the choice of pronouns and how this positions the reader.

Text A

Students' Action Front Information Pamphlet, 1991

Read this if you value

**F R E E D O M**

Political context (ideology, power relations)

The Student Action Front was a right wing student organization that was partly financed by the apartheid government.

Comment.....  
.....

Text B PFU Advertisement 1990

**Preparing for University**

Do you know.....?

... *how University is different from school?*

... *how to get financial help to pay for your studies?*

Comment .....

.....

**Feedback** You may have noticed in the text analysis exercises that I have not been giving you feedback. As long as your consciousness has been raised by the exercises that is all that is really necessary. You may want to look at appendix B Unit Ten to see some of the points I jotted down about the text A and text B in exercise 1.6.



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

### 3. Word choices, power and positioning

People select words from a wide range of possibilities. The words that we choose and how we construct our meaning with them, reveal our attitudes and how we position ourselves and others. In so doing we also position others. To demonstrate this, let us look at two possibilities. On the one hand, if I said to you, as one of my students, 'Fetch me a cup of tea' I think you would feel positioned in a negative way and you would be able to draw some conclusions about my attitudes. On the other hand, if I said, 'Could you make both of us a cup of tea, just while I finish marking your essay? Then we can discuss the essay together,' you would be positioned quite differently.

When interpreting text, it is important to consider:

- ▶ which words might have been used instead
- ▶ how a different choice could have reflected different attitudes and power relations

Exercise 1.8 **Word choices position people**

Choose **one or two** out of the four texts below.

- ▶ Read it through quickly and work out the total context (political, ideological, cultural)
- ▶ Identify and underline words or word groups that you think are significant choices made by the writer to construct his or her meaning.
- ▶ If you think it will be useful, put words or word groups that seem to relate to each other into a chain (See unit nine, page 33). Making chains sometimes reveals a writer's tendency to choose particular types of words.
- ▶ Discuss the words chosen and what they reveal about the writer's attitudes and beliefs and consider words that could have been chosen instead.
- ▶ How do you think the reader is positioned by the choice of words?

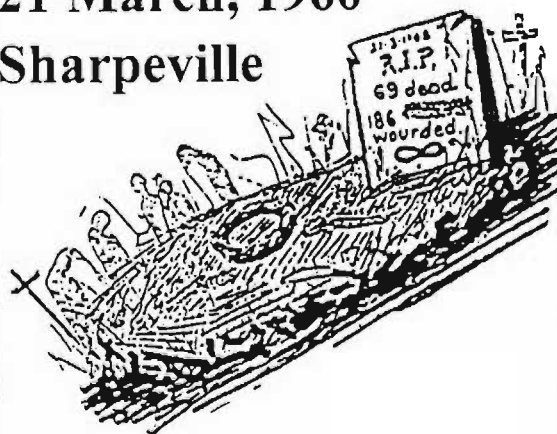
**Note:** Write your responses around the text.

See Appendix C, Unit Ten for an example.



**Text A** From Nux, March 1991

## 21 March, 1960 Sharpeville



### 31 ST ANNIVERSARY

On this day in 1960 a crowd of Sharpeville residents marched on a police station in defiance of pass laws. In a moment of over-reaction on the part of the policemen they opened fire, killing 69 people.

Text B

From 'Rules' 1991: Two clauses from the code of conduct.

**Code of Conduct**

Consistent with the right of each individual to freedom of conscience, opinion and expression, and with the need for there to be a free exchange of views amongst members of the University community, it is the right of each member of the University community, and of properly invited visitors, to express their views on the platforms of the University provided such views are not supportive of violence or of the infringement of the dignity and fundamental individual rights of others.

Under no circumstances will any form of violence or threats of intimidation be tolerated within our community. Violence, threats of violence and intimidation are particularly repulsive within a University community committed to reasoned debate, and behaviour by any individual within the University community which either causes or threatens to cause harm to another individual or damage to property is unacceptable.

Text C

From Nux, March 1991

**FOR THE RECORD**

NUX's first feature of the year covered the political history of a number of organisations. A short account of the Pan Africanist Congress (PAC) was included in the article.

Students from the Pan Africanist Student Organisation (PASCO) approached NUX and claimed the article was inaccurate and defamatory.

In this regard NUX retracts the statement "Poqo a sabotage-terrorist group, entered the underground, only to be crushed by security forces within a year." This should have read "Poqo, the military wing, entered the underground..."

Text D From Malherbe Rules 1991



B. HELPFUL INFORMATION

1. Security

1.1 Doors

WOMEN STUDENTS: Doors to the Women's Residence are locked promptly at 11.30 p.m. Monday to Saturday, and at 11.00 p.m. on Sunday. A late leave key is issued to women to let themselves in after hours, but this privilege may be withdrawn if used irresponsibly.

MEN STUDENTS: The front door is locked at 10.30 p.m. but unrestricted entrance is available through the basement door.

IF YOU ARE OUT AND ANY DIFFICULTIES ARISE, PLEASE DO NOT HESITATE TO TELEPHONE THE WARDEN OR ONE OF THE SUBWARDENS.



Now go back to page 12 and tick off what you have completed and check what you will do next.

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4. The active and passive voice

When you were at school, you may remember having to change sentences from the active to the passive voice and you may have even got quite good at doing it.

Smangele kicked the ball → The ball was kicked by Smangele.

But learning a grammatical structure and knowing why it is useful are two different matters. While you were learning to turn the active into the passive voice, did you learn why?

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**Exercise 1.8 Watch out for the passive voice**

Read the following sentences:

- a. The warden excluded the students from residence.
- b. The students were excluded from residence by the warden.
- c. The students were excluded from residence.
- d. The students were excluded.

**Questions:**

- ▶ What is the difference between a. and b.?
  - ▶ What is the difference between b. and c.?
  - ▶ In which context would d be acceptable?
  - ▶ When would c. and d be unacceptable?
  - ▶ How do c. and d. position the listener/speaker?
- 

**Feedback**

The passive voice allows the speaker or writer to withhold from the reader or listener who is responsible for a particular process/action. This can be useful if the writer wants to focus attention on the processes and the objects of those processes rather than on the those responsible for making them happen. Academics often use this device to focus on ideas and to remove themselves from the text. However, there are some problems with this. *Firstly*, it can mislead inexperienced readers into thinking that knowledge is objective and not constructed by people who are the subjects - the creators of that knowledge. *Secondly*, it takes a reader longer to process a passive voice construction. Read the following sentences and decide which sentence reads more easily:

Ann read an interesting novel.      An interesting novel was read by Ann.

But the *third problem* with the passive voice, which students need to be critically aware of, is that it allows a writer to hide information. Writers or speakers who do not want their readers to know who was responsible for certain actions can keep this information hidden with the passive construction. Withholding information is a form of power and puts readers into a position of weakness.



Now go back to page 12 and tick off what you have completed and check what you will do next.

.....

## 5. The article system

The article system in English is extremely complex and we only have time to touch on a few of its features. **The definite article** - 'the' - is generally used when we are referring to someone or something in particular. **The indefinite article** - 'a' or 'an' - is generally used when we cannot be specific about what we are referring to.

So, when both the writer and the reader know what is being referred to - when they have *shared knowledge* - the definite article is used. When the knowledge is new, then the indefinite article is used.

Consider the difference between these sentences:

- a) We asked a student for directions.
- b) We asked the student for directions.

The distinction here is between a) which refers to any student, and b) which refers to a specific student, who is known and can be identified by both the writer and the reader.

### Exercise 1.10.a. Positioning people with 'a' and 'the'

- ▶ Read the following text and underline each 'the.'
- ▶ Discuss the way the definite article has been used to position the students.

The university, on the other hand, sees as one of its objectives the provision of the stimulus and opportunities for the student to allow the fullest possible personal development; including the acquisition of qualities of leadership. The rigid prescription of rules, the prescriptive control of behaviour and the strict imposition of discipline, as practised at school, are not consistent with the goal of full development of the adult individual. At university the limits of acceptable behaviour must, nevertheless, be set; and the norms and acceptable standards as perceived by the community must form the basis of our expectation of the student.

(From the Vice-chancellor's opening address, 1991)

Exercise 1.10b Power relations in 'a' and 'the'

Read these two sentences:

- a) There is no doubt that this is **the** solution to our problems.
- b) There is no doubt that this is **a** solution to our problems.

The solutions referred to are both clearly defined - the word 'this' tells us that both solutions are specific. So, what is the difference between using **a** and **the**?

.....

.....

**Feedback**

By using the definite article in a) '**the** solution,' the writer is claiming that there is only one solution. This closes down any further contributions by others, unless of course they decide to challenge the writer's position. In b), however, the writer uses '**a** solution' which allows for other possibilities. When a writer wants to present situations or opinions as though they were the only alternatives, one way of achieving this position is to use the definite article.



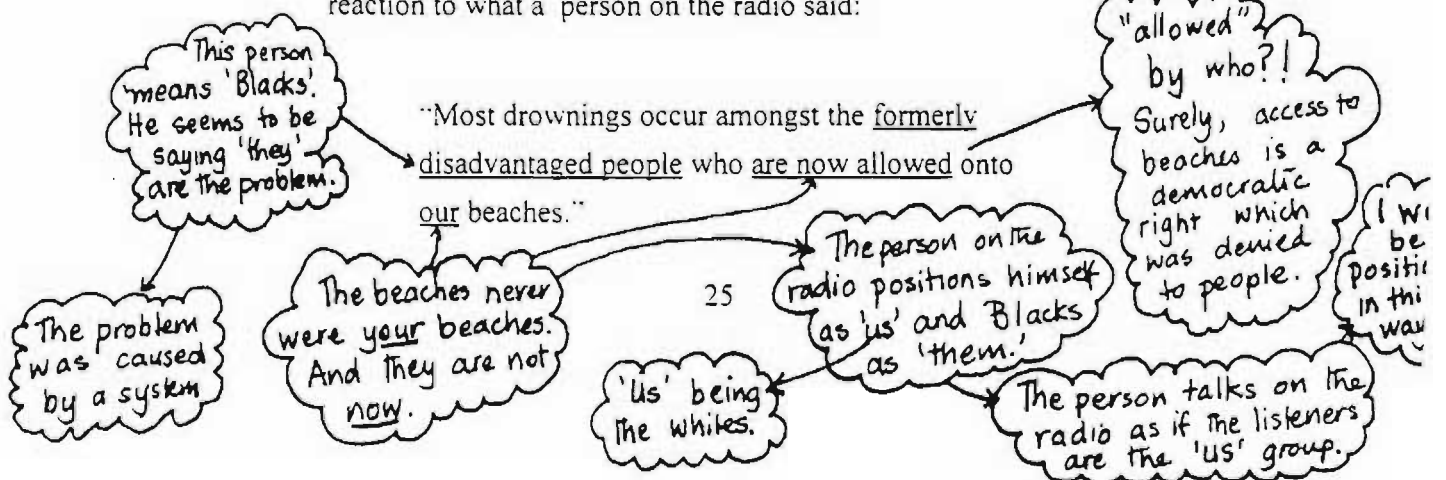
Now go back to page 12 and tick off what you have completed.

.....



Congratulations! You have become aware of how writers and speakers can use a number of grammatical structures and choose words to position their readers and to assert their power. In the exercises that you have completed, however, you have looked at these items one at a time. But in real life reading, you have to be alert to all of them so that you can recognize when any one of them is being used. Then you can, if necessary or if you choose to, resist the writer's or speaker's power or challenge the way he or she has positioned you.

I would like to share with you a small example that I heard on the radio just a week ago. (It is 9 June, 1998, as I write). I was listening to a programme about rescue workers while taking my children to school. The programme was about people who drown at the beach. I share with you (in the thought bubbles) my reaction to what a person on the radio said:





The next thing for you to do is to study the guidelines below on how to do a whole **text analysis**, using the knowledge that you have learnt in Unit Ten on 'Language and Power.'

**Note** Appendix D can be taken out from the end of Unit Ten. It consists of the same questions as the ones below, which are organised in layers from left to right on a single page for your easy use.

### Work out total context of text production

What is the socio-historical context - the power relations and social structures within which the text was written? What are the ideological assumptions - those ideas which are presented as being natural to believe in and to value? What is the cultural environment? What is the writer's social **purpose**? Does the writer want to reproduce or change social practice? What genre is being used to achieve this purpose?

### Work out the social relations of text production:

- ▶ Think about the **topic** and ask yourself 'What are my own views on the topic at this point?'
- ▶ Work out what you can about the **participants** (this may involve a bit of intelligent guessing)
  - Who is the *writer*? What do I know about this writer's position? What do I know about the writer's social status or what can I guess about it? Where does the writer live and work? Who does the writer refer to and draw upon in the text (intertextuality) and what does this tell me about his or her frame of reference?
  - Who do I think are the writer's intended *readers*? What assumptions is the writer making about the reader's frame of reference (knowledge, experience and language)?

### Analyse the text - grammar and vocabulary

Check for each of the linguistic features one by one, to see if any have been used to assert power and to position you.

- |           |  |
|-----------|--|
| each one  | 1. Degree of certainty/authority: <ul style="list-style-type: none"> <li>a. Modals, mood adjuncts and other words</li> <li>b. The present tense</li> </ul> |
| as you go | 2. The use of pronouns   |
|           | 3. Word choices  |
|           | 4. The active and passive voice  |
|           | 5. The article system (a, the etc.)  |

Not every feature will have been used, so it is fine if you find no examples of a particular feature. When you do find evidence of a linguistic feature being used, mark it each time it occurs with a coloured pen and then, using the same colour pen, write notes on the side on what the grammatical structure is doing. You may even find it useful to count the number of times a feature occurs or to make a word chain.

### Ask:

- ▶ How do key linguistic features work to position the readers/listeners? Do they all pull in the same direction? Is there a pattern?
- ▶ How does the overall organisation of the text - sequencing, visual selection and organisation of the text - contribute to the writer's position?
- ▶ Are there any internal contradictions (language doing completely opposite things within the text)?

**Note** While you analyse the text for the linguistic features or when you have finished, you may want to ask yourself some further questions like:

- ▶ What role is the writer playing? What is the writer's subject identity when writing this piece? Reporter? Student? Feminist? Political activist?
- ▶ What is the writer's position? Where is the writer trying to put me? Who is dominant? Who is subordinate?
- ▶ What can I assume if the writer has used, on the one hand, a completely impersonal style or, on the other hand, a very personal style?
- ▶ Has the writer left out any information? Why? Whose interests are being served by leaving out certain information?
- ▶ What beliefs are being asserted? Whose values are assumed? What is the reader being persuaded to believe or to value?
- ▶ Is the language racist or sexist?
- ▶ How is my response to this text affected by who I am?

At the end of the text analysis you must be able to use the data that you have generated while marking the text, to write up your analysis in a well organised, structured academic argument. Your tutor may ask you to submit this piece of writing to be assessed.

Exercise 1.10 'Critical Text Analysis' on page 28 contains the directions for doing a whole text analysis. Use Appendix D.



I strongly suggest that you use different coloured pens to do your text analysis and that you follow the guidelines systematically.

### Exercise 1.10 Critical text analysis

Working with a student from your study group (so that you can share insights) or working with an interested friend or working individually:

- ▶ Choose **one** text from texts A, B, C, D.
- ▶ Follow the guidelines that you have just studied to write detailed comments around the text on
  - ↻ the total context
  - ↻ any significant linguistic choices made by the writer
  - ↻ your insights about power and positioning

Once you have completed marking the text and writing your comments around the sides, write a well structured academic argument for submission to your tutor.

### Text A: Student Prospectus for 1995

## MISSION STATEMENT

In terms of our Mission Statement, the University's firm commitment is to being a non-racial institution which rejects any form of discrimination based on race, colour, creed, sex or nationality.

There is an increasing realisation that the University must strive to become a racially and culturally mixed University of liberal tradition. This requires considerable adaptation of the University to its new role, but certain factors will not change. The University will still uphold the traditions of democracy and liberalism, and it will continue to place a premium on the rights and integrity of the individual. At the same time, the University strives for excellence in teaching and research by recruiting the best staff, encouraging and rewarding research endeavours, and providing the best possible facilities for staff and students. It also strives to maintain the highest level

of autonomy and academic freedom and is firmly committed to the preservation and conservation of the environment and natural resources of the region.

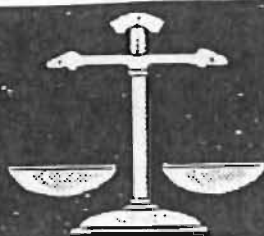
The University has long been aware that its responsibilities are not only to its students, but also to the wider South African community. It is justifiably proud of its long record as a champion of human rights and of its vision of a non-racial democratic South Africa.

Its community-based programmes include agricultural and rural development projects, urbanisation studies, appropriate technology development and teacher upgrading.

Although the University faces an uncertain future, it does so with a confidence rooted in achievement and nurtured by a clear understanding of the symbiotic relationship between itself and the society which it serves.

Text B: Nux, September 1994

## Women and the justice system



**SEXUAL** harassment, battery, rape, prostitution, abortion and pornography - these issues impact upon the daily lives of women everywhere, irrespective of their race, colour or creed.

Thus far legislation addressing these issues has been drafted predominantly by men and as a result the real life experiences of women have simply not been taken into



account. That leaves women unprotected and vulnerable in the criminal justice system - a system which is meant to protect and safeguard their rights.

With this in mind, three academics from the Law School took it upon themselves to convene a conference for the sole purpose of examining these issues. A direct consequence of the conference 'Women and the Criminal Justice

System' was a compilation of the conference papers into a book entitled 'Women and the Law'. The organisers of the conference were also responsible for co-ordinating and editing the papers. They were Saras Jagwanth, Brenda Grant and P.J. Schwikkard.

NUX was given the opportunity to meet with Saras and P.J. about their "project".

They explained that one of the main reasons for bringing the book together was because "there is an absolute absence of South African literature - as a whole there is no South African book looking at women and the criminal justice system". Essentially their project was covering "unchartered waters" as Saras would have it.

They stressed that the editorial process was in some respects more difficult than the actual process of writing a paper. The editorial role included adding introductions to all the papers, updating the papers and adding comments made during discussions at the conference.

In terms of the intended impact, their main intention was to make the book readily available to the people on the street and to as many women as possible. In addition they hoped that it would be used as an academic text. They feel that it could be used in the legal, gender and sociological disciplines.

The book, in Saras's opinion, only scratches the surface and believes that there remain a whole range of issues that need to be dealt with in academic literature.

"We are not the experts in this field but hopefully the project will prompt other feminists to look at the other areas in the legal field", P.J. explained.

The book was published by the Human Sciences Research Council (HSRC) and despite differences such as the title and cover of the book, the editors were relieved that HSRC was prepared to publish it. Two publishing companies turned them down because it was not mainstream literature and publishing companies are reluctant to publish in an area deemed unmarketable.

Saras and P.J. agreed unanimously that there is a need for a follow-up project but do not anything specific in mind yet; but in the meanwhile they urge people to read the book and have generously donated a copy to a NUX reader.

Text C: Nux, September 1994.

**"CAN A MR. LUCKY LEGS be described as cultural?"** a student asked. That is debatable but it was a highlight of the Denison cultural week. It was as the organiser, Tebogo Makhubo, would have it, "a draw card of the week".

Makhubo, who is entertainment officer for Descom, was given the daunting task of organising Denison's annual culture week. In consultation with the Denison entertainment sub-comm, Makhubo put together a programme which he felt would be able to draw in all sectors of the res community. This extended from a play and poetry recital on the Monday night to the Lucky Legs and Talent Show on Thursday night.

On Tuesday night, transport was made available to Take-5 and on Friday night to Sticky Fingers. However, due to poor publicity, not many Denisonians made use of the transport facilities and very few black students went to Take-5 which has a notorious reputation for discriminatory attitudes. The reverse was witnessed on Friday night's excursion to Sticky Fingers where the bus was well-utilised

and only two white students were seen amongst the crowd. One student accounted for this lack of integration in terms of the fact that "black students are weary of Take-5 for obvious reasons and white students are not prepared to move beyond the confines of town and experience different types of night clubs such as Sticky's and Manhattan's".

A 24-hour video-marathon signalled the end of the cultural week. Videos ranged from erotic thrillers such as 'Consenting Adults' to comedies namely Eddie Murphy's 'Made in America'.

Makhubo feels that the week went well and that it attained its objectives. These are, he believes, to forge a Denison culture. He did not have high expectations of that happening within a week, but primarily laid the foundations for this process. In the same way that he built on last year's cultural week and so next year's committee will be able to build on this year's programme.

In terms of defining what constitutes "culture", Makhubo is aware of the numerous criticisms arguing that a number of the events could not be regarded as being "cultural". He explains that the committee selected events which would draw students together and in the process of interaction, a sense of Denisonian culture would gradually develop.

## Text D: Financial Mail, August 1994

Much thought has gone into revision of the medical curriculum worldwide, and the Natal faculty has been an enthusiastic participant. "The sum of medical knowledge doubles every five years," says Van Dellen. "We have to concentrate more on equipping a student for lifelong learning. Doctors must be more flexible and adaptable.

"Some academic or school subjects may also not be as important as we've always thought: maths, for example, may be necessary in the training of a radiologist, but philosophy could be more useful for a psychiatrist."

Naturally the quality of the medical degree must be maintained; it is merely the emphasis that could shift. Van Dellen rejects emphatically any suggestion that standards will or have fallen. "In fact, now that political isolation has ended, our standards are probably going to be higher than ever." These standards are measured by three main criteria:

- The quality of teaching;
- Postgraduate work; and
- Research, with Natal identified by the Medical Research Council as the most productive of the SA medical schools per rand spent.

There is deep concern about the past fragmentation of health services. "We must try to restore harmony," says Van Dellen, "to destroy artificial gaps. We have this unique combination of communities – rural, urban and informal settlements. Planning of health services must be region-driven." Dr Noddy Jinabhai, head of the Department of Community Health, points out that SA has a

medical system, not a health system. "Money needs to go into general infrastructure and education – water, sanitation, nutrition, hygiene – rather than hospitals. Of course there will have to be a balance between meeting basic needs and what the economy can stand. But much disease in this country is preventable."

The faculty's Centre for Health and Social Studies relies entirely on outside organisations for staffing and running expenses; the major funders are the Independent Development Trust and Canada's International Development and Research Centre. This arrangement recognises the increasing need of universities to generate as much extra income as possible from outside.

Extending the new emphasis on a holistic approach to medicine, and on prevention as much as cure, it is intended to investigate the establishment of a School of Public Health within the next decade. This will be the home to an innovative interdisciplinary approach, involving not only medical experts but economists, political scientists and sociologists.

While research into appropriate primary health care in KwaZulu/Natal is receiving new attention the medical school's more traditional research activities continue.

One of the country's top researchers, Prof. B. Bhoola, is head of the Department of Experimental and Clinical Pharmacology. Rated in the A category of the Foundation for Research Development, Bhoola is accepted as a world leader in his field.

## Conclusion

In section i 'Experiencing Theory,' you have been through a process which should have raised your consciousness of how people have subject identities, how we position each other and how people use language as an instrument of power. Language is not innocent and any instance of language between two or more people introduces a power relation. The relationship may be equal or unequal. People with greater power do not always use language to position less powerful people negatively. There are people who use their power to bring about positive change towards more enabling power relations. But, because language can be used to serve the interests of dominant groups, whether they are men, politicians, government officials, English speakers, the middle classes, superstars, teachers, writers, public speakers, organisation committee members or whoever, it is important to be critically minded and to have the skills to read and listen oppositionally when necessary.

### KEY POINTS

- ▶ Our subject identities are not unitary. They are multiple and often contradictory.
- ▶ People do not create language and ideas in isolation. We are subjected to our social context which provides us with boundaries and conventions which we use as frameworks for being creative. Thus as creators we are subjects/agents but within the social contexts to which we are subjected.
- ▶ What we see or know is affected by where we are positioned. Where we are positioned affects what we see or know.
- ▶ The language we use reveals our positions.
- ▶ The language we use positions the people with whom we communicate.
- ▶ Power relationships are negotiated every time we communicate.
- ▶ Interpellation is when a person accepts the way s/he has been positioned by another.
- ▶ The University, as an institution, has power structures that affect the way language is used.

### KEY POINTS CONTINUED

- ▶ The position of students usually strengthens as they progress through their degrees.
- ▶ Modals, mood adjuncts and the adjectives people use reveal a person's attitude.
- ▶ It is not necessary to use strong modals like 'must' and 'will' to write with authority in the university context.
- ▶ The present tense is sometimes used to 'naturalise' questionable assertions.
- ▶ The pronouns a person uses affects the social distance between writer and reader.
- ▶ The vocabulary we choose reveals our positions.
- ▶ The passive voice can be used to create social distance and to assert power by hiding information. - who or what caused a process.
- ▶ People uses articles ('a' and 'the') to position people.
- ▶ The total social context (political, ideological, cultural) creates the environment within which language is produced. Language cannot be separated from power structures.



## Section 2 Reading

This section is really a continuation of section 1. Experiencing Theory. The focus in section 1 was on deepening your theoretical understanding and developing your skills at analysing text critically. In this section, my main aim is to show you how resistant reading can make a difference. By the end of section 2. Reading you will be able to see how a text was rewritten as a result of the critical and resistant reading of students.

### The power of resistant reading to bring change

Some years ago, in the early 90s, students were given a text to read critically, in terms of power relations and subject positioning. Their comments were used to rewrite the text. I am going to share part of that text with you, together with the student's findings. I will then show you the rewritten text so that you can see the difference they made. So exercise 2.1 is more a 'sharing' exercise than a 'do something' exercise.

#### Exercise 2.1 The students made a difference

Read text A critically. As you read, think about the total context in which it was written, the purpose of the text and how it is organised. Consider the topic and your position on the topic. Make some intelligent guesses about the writer and whom the text was aimed at.

#### Text A

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### While there is time to do something about it, consider carefully: HOW ARE YOU GOING TO COPE WITH YOUR READING LOAD?

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New students often have the mistaken idea that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input they are by no means the only sources of academic information. Tutorials and practicals are equally important, and so are textbooks and the library.

Your lecturers will expect you to find all sorts of information without their direct help, and to do that you will need to do a lot of reading.

Not only the content but also the language of the reading matter will be quite a lot more difficult than you have experienced up till now.

Particularly if you are going to study in the Arts, Social Science or Commerce Faculties, your reading load will grow as your studies progress.

Because they cannot cope effectively with their reading, many students end up floundering badly.

Moreover, students for whom English is not their first language will find this a serious problem.

The Language and Reading Centre can help.

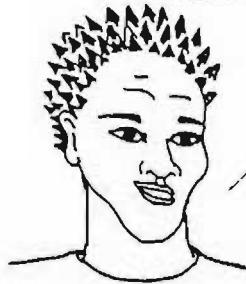
We can help you find out  
HOW EFFECTIVELY YOU READ

#### Group assessments

On the morning of Wednesday 22 February 1989, as part of the Registration/Orientation Programme, all new students get the chance to have their academic reading skills assessed in respect of speed, word recognition, structure analysis, comprehension, etc. The results are confidential and participants are advised by letter whether they should consider getting help, and where to go for it.

Text A was changed largely on the basis of student reaction to it. I share some of the students' responses which they reported back after a group analysis of the text. Read them and then turn to the next page and read Text B.

Our group talked about the headings - the way the headings position the reader. Some of us feel that the headings tell the truth because we never expected the reading load to be this kind of load. But others of us feel that it is disturbing that English second language students have been singled out as the ones having difficulty in coping with the reading loads. For me 'reading load' gives me a little chill down my spine. If the prospective applicant is a coward he can die before the actual death! He can fail before starting.

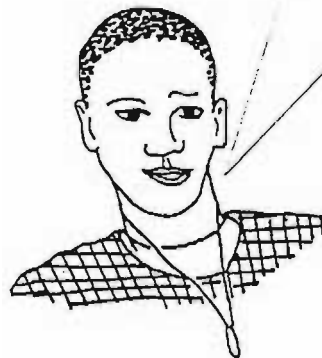


We noticed that there were lots of negative ways of saying things in the text and this puts students in a negative position which makes the text discouraging. Here are some examples:

'Load'      'often have the mistaken idea that...'  
'a lot more difficult'      'Floundering badly'  
'Students for whom English is not their mother tongue'



We were wondering about the pronouns. We debated about them because the way the writer says 'you' makes a reader feel, 'Oh my gosh, I have a problem.' But it also makes the social distance between the reader and the writer less and so the message is more friendly. This is a contradiction. We also found a contradiction with the pronoun 'they' because in one way it is good. It makes no one feel 'Oh I have a problem,' so it makes the issue general to everyone. This is better. But it is used in the text very close to the place where the writer is pointing at English second language students (a polite way of saying 'Blacks'). This textual context made some of us feel positioned as 'they' or 'them' by the writer. So at the end we were not sure which was better 'you' or 'they.'



## Text B

**At University, being a good reader can make a lot of difference**

New students often think that most of the knowledge they are going to get at university will be given to them in lectures. While these provide an important input, they are not the only source of academic information.

Tutorials and practicals are equally important and so are textbooks and library books.

Students have to find all sorts of information by themselves and to do that they need to do a lot of reading on their own.

Both the content and the language of academic texts are likely to be more challenging than what you have experienced prior to coming to university. All fields of study - Arts, Social Science, Commerce and

Sciences - require extensive reading. In some subjects the amount of reading is very large, while in others it may be less but requires careful analysis and intensive study.

If students can process all this print efficiently, they will save time, make better use of the information and remember it better.

*The Language and Reading Centre at the University of Natal in Pietermaritzburg offers various ways in which registered and prospective students can improve their academic reading skills so that they can get the most out of their studies.*

**Reflection** What do you think of Text B? Do you think it is better than Text A? Do you think any further improvements could have been made?

**Conclusion**

In this section you have seen that it is possible to resist being positioned negatively, particularly if you are conscious of how power relations are expressed through language.

**KEY POINTS**

- ▶ Resistant reading is useful when you encounter text that you disagree with or which positions you negatively.
- ▶ Through critical text analysis you can identify exactly what makes a text disagreeable.
- ▶ Knowing exactly what is unacceptable in a piece of text, enables you to negotiate change.

## Section 3 Writing and talking

### Writing

By now you are probably completing your final essay assignment. You should be at the building and editing stages. While you write your essay:

- ▶ Take what you have learned about how to read texts critically, and use it to write consciously and critically.
- ▶ Be aware of the positions that you are taking and how you position your reader.
- ▶ Try to control the amount of distance you want to create between yourself as the writer and your tutor/lecturer who is your reader.

In your identity as 'student' it is quite hard to position yourself as the one who has power when writing an essay for someone of higher status. However, when you are writing an essay your identity is 'the writer' of formal academic text. In this identity, you are expected to write from a position of authorial power.

### Talking

When students participate in spoken interaction in tutorials and in other contexts at the university, there are power relations at work. It may be useful for you to ask questions that enable you to evaluate the situation and check how you are positioning yourself and being positioned.

- ▶ Who are the participants? Are there people from dominant groups? - Men? 'The previously advantaged, English speakers'? (I mean whites, but I am trying to avoid labelling people in terms of skin colour) Urban people? Rich people? etc.
- ▶ What languages are being used? Do the languages affect power relations?
- ▶ Who is controlling and asking the questions?
- ▶ Who is doing most of the talking? Do the talkers subtly select the speakers and control the turn-taking? Who is keeping silent? Why are they silent? Is silence a passive way of letting others have power? Whose responsibility is it to distribute power?
- ▶ What can I say or do to change the power relations so that everyone participates and develops their academic confidence to share what he or she really thinks and in so doing raise the level of debate? (See chapter 10, p101)

## Conclusion

You have completed Unit Ten on language and power. I hope that you have gained greater awareness of how language is used for power and social positioning. Perhaps you will become more conscious of how you use language and more alert to how others are using language.

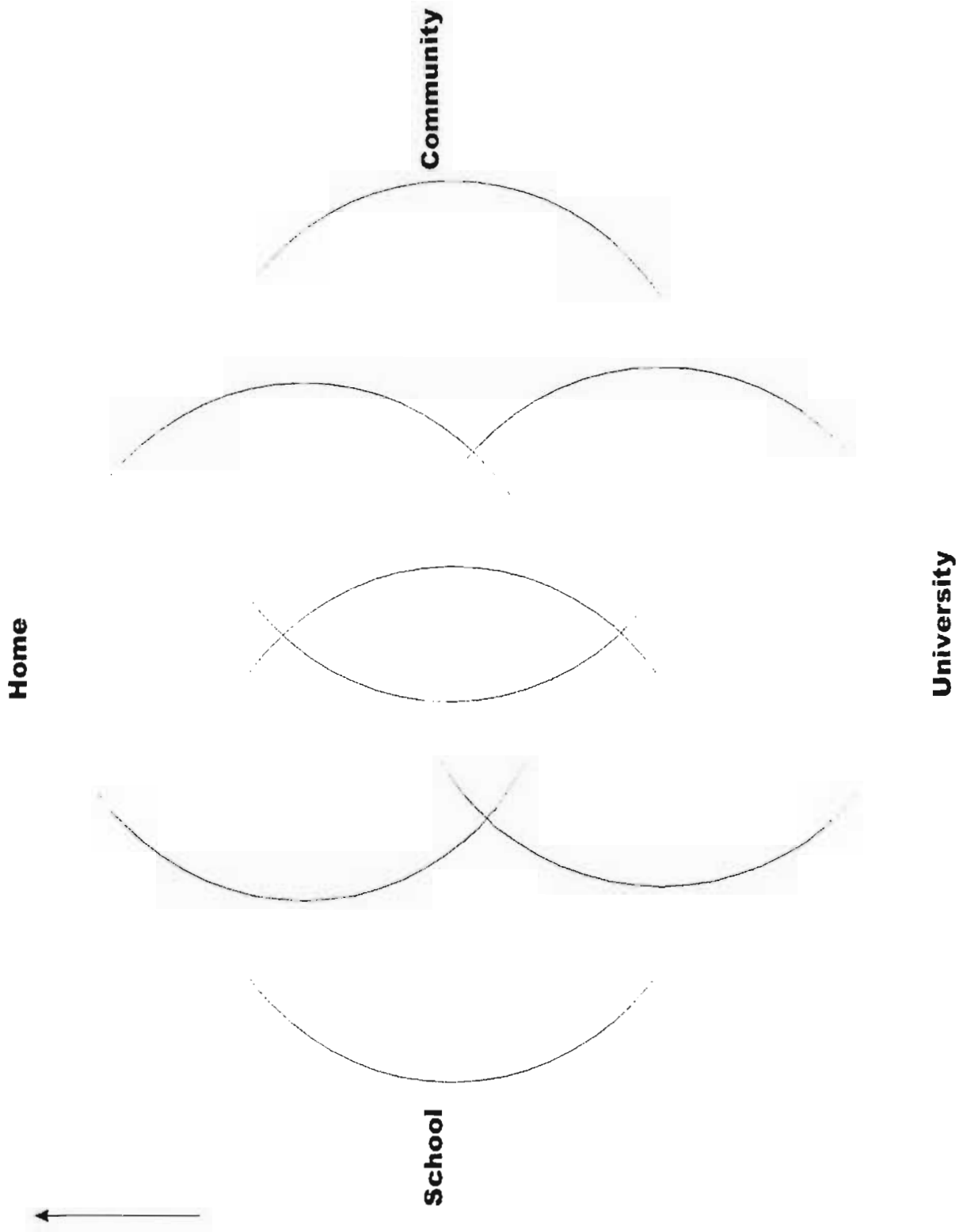
### KEY POINTS

- ▶ Critical writing involves being consciously aware of your position, where you fit in the total social context, how you position your reader and of power relations generally.
- ▶ When writing academic essays it is better to occupy your more powerful subject identity of 'author/writer' than of 'student.'
- ▶ With your knowledge of power relations and positioning, you can try to do something to increase the amount of participation in tutorials and thereby increase the level of academic debate.
- ▶ Take the risk to say and do things that are beyond what you think you can say and do. It is scary at first but this is the way to develop confidence and realise your potential.

## Bibliography

Janks. H. (1993) **Language and Position**. Hodder and Stoughton, Johannesburg.





## Sharing insights

**Note** Remember, you do not have to agree with my interpretation.

**Text A** The text 'Read this if you value your freedom' is a piece of manipulative political writing which puts the reader into a position where s/he might feel bad if s/he chooses not to read on. By using the pronoun 'you' it appeals to the individual's desire for freedom which in the South African context can have particularly strong meaning. However the text carries immense tension because it is so contradictory - so packed with opposing forces. The author begins with an imperative (a command) which in the context of the right wing in South Africa in the late 80's and early 90's, I associate with brutality and force. From my position, this does not link up to 'freedom' to which the command is leading. Knowing who produced the text, I feel very aware that there are different and even opposing ideas of freedom circulating amongst different groups of people in South Africa. This author's concept of freedom is very opposite to mine. Against this contradiction of meaning, which I experienced when reading this text (and which right wing people might not experience on reading the text) the author's use of the pronoun 'you' has the effect of personalising a message about a kind of freedom which I fundamentally oppose. This puts me into a position that makes me feel uncomfortable because it positions me as someone who agrees with the author's idea, which I know I do not agree with. As a critical reader, I am able to say 'no' to being tricked into a position that I oppose.

**Text B** Text B is an advertisement for PFU (Preparing for University) which is a programme that is designed to help students enter the university context smoothly. Advertisements appeal to the individual and his or her insecurities about not having something or not doing something. Think about all those television advertisements and how they make you feel - like your life would be better if you went and bought that hair lotion or that bleach or whatever.

To make students aware that there is a service at the university that does offer help, PFU has to advertise because many students arrive unaware of such support. The author of the advertisement uses an interrogative which arouses curiosity and then uses the personal pronoun 'you' which personalises his or her relationship with the reader and thus reduces the social distance and the power differences between them. The text is arranged so that the student is then led into the ways in which s/he can get support and the use of the pronoun 'your' in the second item reinforces the idea that there are people on campus who take care of 'individual' needs. The overall effect of these grammatical devices and the textual arrangement is to reassure students about their individual insecurities and make them aware that they can get support.

### Total context of text production

What is the **socio-historical context** - the power relations and social structures within which the text was written? What are the ideological assumptions - that which is presented as natural to believe and value? What is the cultural environment?

What is the writer's **social purpose**? Does the writer want to reproduce or change social practice? What genre is being used to achieve this purpose?

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### Social relations of text production:

Think about the *topic* and ask yourself 'What are my own views on the topic at this point?'

Work out what you can about the *participants* (this may involve a bit of intelligent guessing)

Who is the *writer*? What do I know about this writer's position? What do I know about the writer's social status or what can I guess about it? Where does the writer live and work? Who does the writer refer to and draw upon in the text (intertextuality)? What does this tell me about his or her frame of reference?

Who do I think is the writer's intended *reader*s? What assumptions is the writer making about the reader's frame of reference (knowledge, experience and language)?

### Text - grammar, vocabulary and organisation

Check for each of the linguistic features one by one, (degrees of certainty, use of pronouns, word choices, passive voice, article system) to see if any have been used to assert power and position you.

#### Ask

How do key linguistic features work to position the readers/listeners?

Do they all pull in the same direction? Is there a pattern?

How does the overall organisation of the text - sequencing, visual selection and organisation of the text - contribute to the writer's position?

Are there any internal contradictions (language doing completely opposite things within the text)?

### While you analyse, you may ask:

What role is the writer playing? What is the writer's subject identity when writing this piece? Reporter? Student? Feminist? ? Political activist?

What is the writer's position? Where is the writer trying to put me? Who is dominant? Who is subordinate?

What can I assume if the writer has used on the one hand a completely impersonal style or on the other hand, a very personal style?

Has the writer left out any information? Why? Whose interests are being served by leaving out certain information?

What beliefs are being asserted? Whose values are assumed? What is the reader being persuaded to believe or value?

Is the language racist or sexist?

How is my response to this text affected by who I am?