

Grade 12 English Home Language Paper 2 2008

Durban Dialogues, Indian Voice is an anthology of five engaging and eclectic South African plays by award-winning playwright Ashwin Singh. The plays selected, namely To House, Duped, Spice 'n Stuff, Reoca Light and Beyond the Big Bangs represent the complete array of Singh's storytelling skills in drama as well as satire. Each play reflects, in different ways, on the complexities and contradictions of life in post-Apartheid South Africa, and focuses particularly on people of Indian origin and their relationship with other South African communities. The plays present a moving portrait of a unique array of characters and are also punctuated by Singh's trademark humour. Each one is set in Durban, South Africa's third largest and most diverse city, and they are described by renowned academic and critic Betty Govinden as 'undressing Durban, as they take us away from the neon lights and "candy floss" to the reality of the underbelly of post-Apartheid urban and suburban existence'. How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to

inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of learner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

This volume is the first to compile the insights of experienced and informed

education researchers and practitioners involved in the delivery of university pathway programs. These programs have emerged as effective responses to global, national and local students' needs when transitioning to Higher Education. The book opens with an overview of the main drivers for the development of university pathway programs, and a description of the main characteristics of such programs, as well as of the different types of programs available. It examines topics such as the way in which policy and governance issues at the institutional, state, and federal level affect university pathway programs' financial models, compliance and quality assurance mechanisms as well as program provision. It also looks at how to address issues related to 'non-traditional' background students such as those from lower socioeconomic background, students for whom English is an additional language (EAL), indigenous students, mature age students and humanitarian entrants. The volume showcases thirteen university pathway programs offered in Australia, Canada, New Zealand, South Africa, Qatar, and the United Kingdom. These examples provide valuable insights that will help guide future practice in the field as the programs described effectively foster and support the development of students' academic literacies, study skills and awareness of the socio-cultural norms that are necessary to participate successfully in higher education settings.

In reporting the strategies to overcome challenges in the areas of curriculum development and implementation, of equity, inclusion and participation, of cross-sector collaboration and of student welfare, the volume promotes reflection on these issues and, therefore, better equips those education practitioners embarking on the university pathway program journey.

This book explores bilingual community education, specifically the educational spaces shaped and organized by American ethnolinguistic communities for their children in the multilingual city of New York. Employing a rich variety of case studies which highlight the importance of the ethnolinguistic community in bilingual education, this collection examines the various structures that these communities use to educate their children as bilingual Americans. In doing so, it highlights the efforts and activism of these communities and what bilingual community education really means in today's globalized world. The volume offers new understandings of heritage language education, bilingual education, and speech communities for bilingual Americans in the 21st century.

This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities. It focuses on the political motives behind the expansion of an assessment industry, the associated expansion of an

SEN industry and a growth in consequential accountability systems. Split into three key sections, the first part is concerned with the assessment industry, and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged. Part II of the book, on assessing deviance, explores those assessment and identification practices that seek to classify different categories of learners, including children with Limited English Proficiency, with special needs and disabilities and with behavioural problems. The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives, examining the production of inequalities within assessment in relation to race, class, gender and disability. Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families, this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them. Co-edited by two internationally renowned scholars, Julie Allan and Alfredo J. Artiles, *World Yearbook of Education 2017* will be a valuable resource for researchers, graduates and policy makers who are interested in the economic trends of global education assessment.

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Learning English focuses on young children's acquisition of spoken and written English in monolingual and bilingual contexts and explores the debates surrounding English in schools and colleges, and the often controversial nature of the English curriculum in different parts of the world. English is learned in most parts of the world, both through use in the home and community, and as a major language of education. Learning English represents just some of this diversity.

Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse and challenging school context. *Learning to Teach in post-apartheid South Africa: Student Teachers' Encounters with Initial Teacher Education* addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers, academics, teacher education providers, policy-makers, and students' understanding of the importance to address equity, redress, and quality in South African education in a post-apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges face in designing and delivering successful Initial Teacher Education programmes, and the impact this has on delivering equitable and quality education.

While students today have access to more sources of information than ever before, they are not necessarily equipped to make informed judgments about those sources. Teaching students to evaluate sources has become even more challenging in the last year, as issues regarding fake news and “alternative facts” have become a heated matter in conversations taking place

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in the public sphere. The book will present students with a set of tools that they can use to evaluate any source that they encounter. In addition to learning how to use sources in their writing, students who read *Who's Your Source?* will become more savvy consumers of the sources they encounter in their daily lives.

The Routledge Handbook of Language and Superdiversity provides an accessible and authoritative overview of this growing area, the linguistic analysis of interaction in superdiverse cities. Developed as a descriptive term to account for the increasingly stratified processes and effects of migration in Western Europe, 'superdiversity' has the potential to contribute to an enhanced understanding of mobility, complexity, and change, with theoretical, practical, global, and methodological reach. With seven sections edited by leading names, the handbook includes 35 state-of-the-art chapters from international authorities. The handbook adopts a truly interdisciplinary approach, covering: Cultural heritage Sport Law Education Business and entrepreneurship. The result is a truly comprehensive account of how people live, work and communicate in superdiverse spaces. This volume is key reading for all those engaged in the study and research of Language and Superdiversity within Applied Linguistics, Linguistic Anthropology and related areas.

Focusing on the use of African languages in higher education, this book showcases South African higher education practitioners' attempts to promote a multilingual ethos in their classes. It is a first-time overview of multilingual teaching and learning strategies that have been tried and tested in a number of higher education institutions in South Africa. Despite language-in-education policies that extol the virtues of multilingualism, practice remains oriented towards English-only learning and teaching. In the multilingual contexts of local

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campuses, this book shows how students and lecturers attempt to understand their multiple identities and use the available languages to create multilingual learning environments. "With articles on Spanglish and Spanish loan words in English as well as Southeast Asian refugees and World Englishes, this encyclopedia has a broad scope that will make it useful in academic and large public libraries serving those involved in teaching and learning in multiple languages. Also available as an ebook." — Booklist The simplest definition of bilingual education is the use of two languages in the teaching of curriculum content in K–12 schools. There is an important difference to keep in mind between bilingual education and the study of foreign languages as school subjects: In bilingual education, two languages are used for instruction, and the goal is academic success in and through the two languages. The traditional model of foreign-language study places the emphasis on the acquisition of the languages themselves. The field of bilingual education is dynamic and even controversial. The two volumes of this comprehensive, first-stop reference work collect and synthesize the knowledge base that has been well researched and accepted in the United States and abroad while also taking note of how this topic affects schools, research centers, legislative bodies, advocacy organizations, and families. The Encyclopedia of Bilingual Education is embedded in several disciplines, including applied linguistics, politics, civil rights, historical events, and of course, classroom instruction. This work is a compendium of information on bilingual education and related topics in the United States with select international contributors providing global insight onto the field. Key Features Explores in a comprehensive, non-technical way the intricacies of this subject from multiple perspectives: its history, policy, classroom practice, instructional design, and research bases Shows connections between bilingual education and related

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subjects, such as linguistics, education equity issues, socio-cultural diversity, and the nature of demographic change in the United States Documents the history of bilingual education in the last half of the 20th century and summarizes its roots in earlier periods Discusses important legislation and litigation documents Key Themes · Family, Community, and Society · History · Instructional Design · Languages and Linguistics · People and Organizations · Policy Evolution · Social Science Perspectives · Teaching and Learning The Encyclopedia of Bilingual Education is a valuable resource for those who wish to understand the polemics associated with this field as well as its technical details. This will be an excellent addition to any academic library.

Diane Shorrocks-Taylor School of Education, University of Leeds,UK In September 1998, a conference was held at the University of Leeds entitled 'International comparisons of pupil performance: issues and policy'. It was arranged by two groups within the School of Education at the University, the newly formed Assessment and Evaluation Unit and the Centre for Studies in Science and Mathematics Education. The joint interest in international comparisons of performance had itself arisen from earlier involvement in a follow-up study of the 1995 TIMSS work in England, reported in a later chapter in this book, in which the TIMSS assessment outcomes were studied alongside the outcomes from the National Curriculum testing programme in England. Some of the results of this investigation had proved both interesting and challenging so the decision was made to promote wider discussion of some key issues by inviting contributors from all over the world to a meeting the major aims of which were to promote an exploration of : - the theoretical foundations of international comparative studies of student performance; - the practical problems of carrying out such studies; - the

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appropriateness of the assessment models and approaches used in international comparisons; - the role of international comparative studies in raising standards of student performance; - and how international studies affect the shaping of national policy on education.

In today's increasingly interconnected, knowledge-based world, language policy in higher education is rapidly becoming a crucial area for all societies aiming to play a part in the global economy. The challenge is double faceted: how can universities retain their crucial role of creating the intellectual elites who are indispensable for the running of national affairs and, at the same time, prepare their best-educated citizens for competition in a global market? To what extent is English really pushing other languages out of the academic environment? Drawing on the experience of several medium-sized language communities, this volume provides the reader with some important insights into how language policies can be successfully implemented. The different sociolinguistic contexts under scrutiny offer an invaluable comparative standpoint to understand what position can – or could – be occupied by each language at the level of higher education.

No mere history of applied linguistics, this volume presents a framework for interpreting the development of applied linguistics as a discipline. It offers a systematic account of how applied linguistics has developed, articulating the philosophical premises that have informed both its emergence and its subsequent growth. It asks questions that are seldom asked: Where does the discipline derive from? Where is it heading? What directions has it already taken? Which direction should it embrace in future? What is the relative worth of all of the variation in design and methods that have been developed by applied linguists? In defining applied linguistics as a discipline of design, it takes us beyond the diffuse and sometimes contradictory conventional

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definitions of the field. The framework of design principles it proposes not only helps to explain the historical development of applied linguistics, but also provides a potential justification for solutions to language problems. It presents us with nothing less than an emerging theory of applied linguistics.

This essential book offers clear guidelines for determining if the Culturally Linguistically Diverse (CLD) students / English Language Learners (ELL) in your general education classroom are experiencing typical language differences, learning disabilities, or both. By combining helpful case-studies with insightful research, the authors provide a framework for differentiating instruction that uses culturally appropriate interventions to build upon student strengths while creating a foundation for further learning and achievement. You will discover how to: Connect your own and your students' cultural assets to classroom content; Review language acquisition stages and design corresponding instruction; Collaborate with peers and discuss the realities of reaching out for support and problem solving; Choose effective and appropriate instructional strategies based on documentation of data through progress monitoring; Move from a traditional behavioristic perspective to a more culturally responsive perspective; Identify patterns in formal assessments and informal instruction in order to distinguish between language differences and learning disabilities. In addition, the book includes a number of activities and graphs that can be implemented immediately in any classroom. Many of these materials can be downloaded for free from the book's product page: www.routledge.com/9781138577756.

The book is the result of a five-year project that culminated (within the first three

years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

African countries and South Africa in particular, being multilingual and multicultural societies, make for exciting sociolinguistic and applied language analysis in order to tease out the complex relationship between language and identity. This book applies sociolinguistic theory, as well as critical language awareness and translanguaging with its many facets, to various communicative scenarios, both on the continent and in South Africa, in an accessible and practical way. Africa lends itself to such sociolinguistic analysis concerning language, identity and intercultural communication. This book reflects consciously on the North–South debate and the need for us to create our own ways of interpretation emanating from the South and speaking back to the North, and on issues that pertain to the South, including southern Africa. Aspects such as language and power, language planning, policy and implementation, culture, prejudice, social interaction, translanguaging, intercultural communication, education, gender and autoethnography are covered. This is a valuable resource

for students studying African sociolinguistics, language and identity, and applied language studies. Anyone interested in the relationship between language and society on the African continent would also find the book easily accessible. South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience. Using an interdisciplinary perspective to discuss the intersection of language development and learning processes, this book summarizes current knowledge and represents the most critical issues regarding early childhood research, policy, and practice related to young bilingual children with disabilities. The book

begins with a conceptual framework focusing on the intersection between the fields of early childhood education, bilingual education, and special education. It goes on to review and discuss the role of bilingualism in young children's development and the experiences of young bilingual children with disabilities in early care and education settings, including issues of eligibility and access to care, instruction, and assessment. The book explores family experiences, teacher preparation, accountability, and policy, ending with recommendations for future research which will inform both policies and practices for the education of young bilingual children with disabilities. This timely volume provides valuable guidance for teachers, administrators, policymakers, and researchers.

English-medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A

major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.

The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education (K-12) The number of students being educated in English has grown significantly in modern times — globalization, immigration, and evolving educational policies have prompted an increased need for English language learner (ELL) education. The Handbook of TESOL in K-12 combines contemporary research and current practices to provide a comprehensive overview of the origins, evolution, and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels (K-12). Exploring the latest disciplinary and interdisciplinary issues in the field, this is a first-of-its-kind Handbook and contributions are offered from a team of internationally-renowned scholars. Comprehensive in scope, this essential Handbook covers topics ranging from bilingual language development and technology-enhanced language learning, to ESOL preparation methods for specialist and mainstream teachers and school administrators. Three sections organize the content to cover Key Issues in Teaching ESOL students in K-12,

Pedagogical Issues and Practices in TESOL in K-12 Education, and School Personnel Preparation for TESOL in K-12. Satisfies a need for inclusive and in-depth research on TESOL in K-12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state-of-the-art research to real-world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations, concepts, and findings The Handbook of TESOL in K-12 is an indispensable resource for undergraduate and graduate students, researchers and scholars, and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education.

Minority and cross-cultural psychology is more relevant now than ever in our diverse world. Given the dramatic local and global changes occurring daily with regard to demographics, population changes, and immigration issues, minority and cross-cultural psychology is fast becoming a respected and critical area of scientific study. Pair that with the fact that people of all cultures and racial groups are living longer and experiencing age-related diseases and disorders, one can easily see the need for additional work on issues related to neuropsychological assessment. This new edition brings to the forefront recent developments by seasoned experts in the field. They offer up their newest projects in minority and

cross-cultural aspects of neuropsychological assessment and are joined by new, up-and-coming professionals across a wide array of disciplines including psychology, medicine, and neuropsychology. Like the first edition, this updated collection sheds light on the ever-growing need for adequate neuropsychological assessment to a wider subset of individuals, crossing many cultural and minority barriers in the process. Continuously pushing the boundaries of neuropsychological assessment, this collection is essential reading for cognitive and clinical psychologists, and neuropsychologists, and a model text for advanced courses dealing with minority and cross-cultural issues.

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