

## APPENDIX A: PRE- AND POST-TESTS PROMPTS

Provided below are:

1. The pre- and post-test prompts for the essays written by the control and experimental groups. (Pre-tests were written at the beginning of the year and post-tests at the end of the year);
2. a rationale for choice of the topic and wording of the tests;
3. a table identifying the components of each test.

### 1. Prompts

#### Pre-test prompts

##### Pre-test 1

A headmistress is starting a new primary school in your area. She would like to hear your opinions about school uniforms. Should they be worn by the children? Yes or no?

Write at least 3 paragraphs giving reasons for what you think.

A tip: Try planning before you write. The headmistress is very interested to read your essays. Your opinions will affect rules about uniforms in her school.

##### Pre-test 2

A publisher (somebody who makes books) wants to publish a book about children's games. He wants to find out about the games South African children love to play.

Write at least 3 paragraphs describing your favourite game. Remember, you will have to describe the objects used in your game, how to play the game and its rules.

A tip: Try planning before you write. The publisher is looking forward to reading about your favourite games.

##### Pre-test 3

A young boy (about your age) called Sipho, lost his parents six months ago. Now, he has the choice of either living with his uncle in the **city** or his aunt in the **country**. This means he has to compare the two places, urban and rural, before he makes up his mind. Help Sipho with his choice. Write a letter to him in which you compare life in the two places.

A tip: To get your point across clearly, you will probably need to write four paragraphs.

Note: Four paragraphs have been suggested since two should present the pros and cons of urban life, and two the pros and cons of rural life.

#### Post-test prompts

##### Post-test 1

The headmaster of a "cram college" wishes to hear about the advantages of getting involved in extra-mural activities like sport, music and art. Should all schools and colleges provide such activities? Yes or no? Write at least 3 paragraphs giving reasons for what you think..

### Post-test 2

An overseas publisher (somebody who makes books) wants to publish a book on South African short adventure stories for teenagers living in Europe. Write at least 3 to 4 paragraphs describing an adventure you have had, or one which you have heard about. To make your story interesting and exciting, you will have to describe events in detail.

### Post-test 3

The parents of a girl called Sue who is going to high school next year need to choose between sending her to a co-educational or single sex school. Help Mr and Mrs Jones with their choice. Write a letter to them in which you compare the two, co-educational and single sex schools.

**Tip:** To get your point across clearly, you will probably need to write four paragraphs.

**Note:** Four paragraphs have been suggested since two should present the pros and cons of coeducational schools, and two the pros and cons of single sex schools.

## 2. Rationale

It could be argued that students would be able to relate to each of the topics for each of the six tests, which are 'paired':

- (a) Pre- and post-tests 1 require discussions about school-related issues such as the wearing of uniforms and the value of extra-mural activities;
- (b) Pre- and post-tests 2 require descriptions of favourite games and exciting adventures;
- (c) Pre- and post-tests 3 require the presentation of the pros and cons of certain school and living conditions to help a high school child to make an important choice. Each of these tests needed to be written in a letter format.

Furthermore, each of the pairs of prompts was formulated to test the conjunctive cohesive items taught in the HLP Workbook: additive, causal, adversative and temporal (see Appendix C).

It was decided to provide additional information in the prompts about the reader, the reader's situation, the purpose for writing and how long the essay should be. Tips about planning were also included.

## 3. Components

It is argued that the rubric of each of these tests provides guidelines for the writer. Established are the purposes for writing, the audience/ reader, which cohesive devices to use, the register and length required. These are presented in Tables 19 and 20 below.

**Table 19: Pre-tests**

<b>Pre-tests</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>
<b>Purpose</b>	Persuade/ give reasons for your opinion	describing – objects, how to play and rules	Argumentative, presenting pros and cons
<b>Audience</b>	Headmistress	publisher	Young boy
<b>Cohesion focus</b>	Focus on causal conjunctions	Focus on additive and temporal conjunctions	Focus on adversative conjunctions
<b>Register</b>	Formal	Formal	Friendly
<b>Length</b>	3 to 4 paragraphs	3 to 4 paragraphs	3 to 4 paragraphs
<b>Guidance</b>	Planning before writing	Planning	Use of 4 paragraphs

**Table 20: Post-tests**

<b>Post-tests</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>
<b>Purpose</b>	Persuade/ give reasons for your opinion	Describing an adventure	Argumentative, presenting pros and cons
<b>Audience</b>	Headmaster	publisher	Parents
<b>Cohesion focus</b>	Focus on causal conjunctions	Focus on additive and temporal conjunctions	Focus on adversative conjunctions
<b>Register</b>	Formal	Formal	Formal
<b>Length</b>	3 to 4 paragraphs	3 to 4 paragraphs	3 to 4 paragraphs
<b>Guidance</b>	Planning before writing	Planning	Use of 4 paragraphs

## **APPENDIX B: BAMBERG'S (1984) HOLISTIC COHERENCE SCALE**

4 = Fully Coherent

- Writer clearly identifies the topic
- Writer does not shift topics or digress
- Writer orients the reader by creating a context or situation
- Writer organizes details according to discernible plan that is sustained throughout the essay
- Writer skillfully uses cohesive ties such as lexical cohesion, conjunction, reference etc. to link sentences and/ or paragraphs together
- Writer often concludes with a statement that gives the reader a definite sense of closure
- Discourse flows smoothly – few or no grammatical and/ or mechanical errors interrupt the reading process.

3 = Partially Coherent

- If writer does not explicitly identify the topic, s/he provides enough details so that readers can probably identify the specific subject
- Writer has one main topic but there may be minor digressions
- Writer provides some reader orientation, either by briefly suggesting the context or by directly announcing the topic
- Writer organizes details according to a plan, but may not sustain it throughout or may list details in parts of the essay
- Writer uses some cohesive ties such as lexical cohesion, conjunction, reference, etc., to link sentences and/ or paragraphs together
- Writer does not usually conclude with a statement that creates a sense of closure
- Discourse generally flows smoothly, although occasional grammatical and/ or mechanical errors may interrupt the reading process.

2 = Incoherent

- Some of the following prevent the reader from integrating the text into a coherent whole:
- Writer does not identify the topic and the reader would be unlikely to infer or guess the topic from the details provided
- Writer shifts topics or digresses frequently from the topic
- Writer assumes the reader shares his/ her context and provides little or no orientation
- Writer has no organizational plan in most of the text and frequently relies on listing
- Writer uses few cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and/ or paragraphs together
- Writer creates no sense of closure
- Discourse flow is irregular or rough because mechanical and/ or grammatical errors frequently interrupt the reading process.

### 1 = Incomprehensible

- Many of the following prevent the reader from making sense of the text:
- Topic cannot be identified
- Writer moves from topic to topic by association or digresses frequently
- Writer assumes the reader shares his/ her context and provides no orientation
- Writer has no organizational plan and either lists or follows an associative order
- Writer uses very few cohesive ties such as lexical cohesion, conjunction, reference etc. and sentences do not seem connected or linked together
- Discourse flow is very rough or irregular because writer omits structure words, inflectional endings and/ or makes numerous grammatical and mechanical errors that continuously interrupt the reading process.

### 0 = Unscorable/ miscellaneous

- Essay consists of only one T-Unit
- Writer writes only to reject the task.

## APPENDIX C: THE HOME LANGUAGE PROJECT WORKBOOK

The HLP workbook is divided into six main sections (A to F), each dealing with paragraph writing in the form of models of good writing and exercises, cloze tests and topics for paragraph writing (see Appendix C). Sections A to C deal with coherence. A deals with making connections through identifying the connections between main and support ideas; B deals with the organisation of information from general to specific and abstract to concrete and C deals with how to write an opening topic sentence. Sections D to F deal with conjunctive cohesion: D deals with temporal and additive connectors; E deals with causal connectors, and F with adversative connectors.

Examples from each of the sections are presented below. The English version is first provided, followed by the Zulu translation.

### Section A

This paragraph is used to identify the connections made between general and specific information (in 3.3.3.1)

#### **Birds of prey**

Birds of prey often circle in the sky as they search for their victims. Many bird watchers have described their delight in seeing an eagle soaring before it swoops down on a rabbit, or a hawk hovering high above the ground as it searches for a mouse.

Izinyoni zasendle

Izinyoni zasendle zibonakala zenza indingilizi uma zindiza zifuna ezingakudla. Abaqapheli bezinyoni bachaza ngenjabulo yabo uma bebona ukhozi lundiza phezulu ngaphambi kokuthi lwehlele phansi kunogwaja noma ingqe lindizela phezu komhlaba lufuna igundane.

### Section B

This section deals with ordering information from general to specific. There are four exercises of this nature, one is presented below:

<b>He likes reading</b>	1.	books
	2.	
	3.	
	4.	

insert: Books/ “Great Expectations” by Charles Dickens / reading matter/ the copy of “Great Expectations” that I used at school.

Izincwadi/ “Great Expectations” ebhalwe ngu Charles Dickens/ izinto zokufunda/ incwadi /”Great Expectations” engayifunda esikoleni.

A further exercise in Section B relates to classifying information. In this exercise students are to select the sentences which support the topic sentence.

She didn’t enjoy her **school** very much. (opening topic sentence)

1. Her family life was not a happy one.
2. She also hated being forced to play sport as she was not sporty.
3. The suburb she lived in was an unpleasant one for her to grow up in.
4. She founds the teachers strict and unfriendly.
5. Her parents did not understand her problems.
6. Worst of all, she did not make good friends, and was even unpopular with some students.

Akazange asijabulele neze isikole. (The topic sentence)

1. Umndeni wakubo wawuhlala ungajabulile kahle.
2. Wayezonda ukuphoqeletwa ukudlala ngoba wayengasiye umuntu onendaba nemidlalo.
3. Indawo ephucukile yasedolobheni oayehlala kuyo yayingamjabulisi ukuthi angakhulela kuyo.
4. Wathola ukuthi othisha banemithetho eqinile kanti futhi abajawayeleki.
5. Abazali bakhe kade bengayiqondi inkinga yakhe.
6. Ngaphezu kwakho konke, akenzanga ubungane nabanye, kanti futhi wayengazwani nabanye abantwana besikolo.

### Section C

This section deals with the characteristics of an opening topic sentence. In the following exercise students are required to identify the opening topic sentences.

Are these topic sentences. If not, why not?

1. Sport
2. New life in spring
3. Finding fun in hobbies
4. Do newspapers tell the truth?
5. Our natural resources
6. Crime
7. Being educated
8. Finding work

(Use the topics/ headings to write opening topic sentences. Develop the opening topic sentences into a paragraph.)

Imisho yesihloko sendaba yini lena? Uma kungesiyo kwenziwa yini?

1. Umdlalo
2. Impilo entsha yentwasahlobo
3. Ihlaya ezintweni eziyigugu
4. Amaphephandaba atshelana iqiniso yini na?
5. Imvelo yomhlabathi
6. Ubugebengu
7. Ukufunda
8. Ukuthola umsebenzi

### Section D

This section deals with temporal conjunctive connectors.

#### Exercise – sequence connectors.

The story of Shaka

(connect the story, using these language connectors:

When he was 16 years old,/ Much later, when Dingiswayo died,/ Early in the 18<sup>th</sup> century,/ When the baby was three months old,/)

1. A young woman called Nandi gave birth to a son and called him Shaka.
2. Nandi's husband was unkind so she went back with her baby to her father's tribe.
3. Shaka became the rising star in Dingiswayo's army.
4. Shaka became the paramount chief of Zululand.

### Indaba kaShaka

(Hlanganisa lendaba, ngokusebenzisa lezi zihlanyaniso:

Ngenkathi eneminyaka eyishumi nesithupha ubudala/ emuva kokufa kuka Dingiswayo/ endulo/ ngenkathi umntwana ewuswane enezinyanga ezintathu.)

1. Intombazana egama layo kwakungu Nandi yathola umntwana yomfana wamqamba igama yathi uShaka.
2. Indoda kaNandi yayingalungile, uNandi wabuyela ekhaya lakubo nomntwana.
3. UShaka waba inkanyezi yokusa empini ka Dingiswayo.
4. Ushaka waba inkosi yakwa Zulu.

### Section E

This section E deals with causal conjunctive connectors.

Examples: Because, because of, as a result of, due to, as, consequently, for



**Exercise** - fill in the causal connectors

1. ----- many children who go to former model C schools live far away, they have to catch taxis to school.
2. The computer is a very powerful and useful machine. -- - -----, many people use home computers to make a living.
3. ----- many people don't exercise enough, they suffer from stress and heart diseases.
4. ----- children go to Home Language classes, many are able to help English-speaking pupils to speak isi Zulu better.
5. Many children in South Africa go to school hungry. -- - -----, the government has organised a feeding scheme.
6. ----- people do not look after the environment, South African has organised the World Summit.

**Gewalisa isisusa kanye**

1. ----- abantwana abaningi abafunda ezikoleni eziphucukile bahlala kude, badinga ukukhwela amathekisi uma beya esikoleni.
2. Umshini okuthiwa icomputer unamandla kanti futhi unosizo -----, abantu abaningi basebenzisa lomshini ukuthi baziphilise.
3. ----- abantu abaningi abazilolongi ngokwanele, baguliswa ukukhathala kanye nesifo senhliziyo.
4. ----- abantwana bafunda ngolimi lwabo lokuzalwa, abaningi babo bayakwazi ukusiza abantwana abakhuluma isiNgisi ukuthi bakhulume kangcono isiZulu.
5. Izingane eziningi kuleli lomzansi Africa ziya esikoleni zilambile, ----- -- uhulumende useqale inhlangothi yokondla izingane ngokudla.
6. ----- abantu benganakekeli imvelo, uhulumende womzansi Africa usehlele inhlangothi enkulu yomhlaba wonke.

**Section F**

This section deals with adversative conjunctive connectors.

Examples: but, however, on the other hand, nevertheless, instead, in contrast, while, although, whereas, still

**Exercise** – fill in the opposition connectors:

1. Good writing is well-organised. Poor writing, -- --- -----, is disorganised.
2. The soldiers were terrified. ----- they charged fiercely into battle.
3. Education paves the way to a more successful future, --- it requires hard work and determination.
4. Peter is a very happy and extroverted character. His brother Paul, -- -----, is shy and not very happy. If there is a party, you can be sure that Peter will laugh and have fun ----- Paul sits in a corner.

**1. Fill in the opposition connectors:**

1. Ukubhala okuhle kuhlelekile. Ukubhala okubi akuhlelekanga.
2. Amasoja abenengebhe ----- adumele empini ngolukhulu ulaka..

3. Imifundo ingumhlahlandlela yekusasa eliyimpumelelo ---- idinga ukusebenza nokuphikelela.
4. uPeter ungumlingiswa oneme. Umfowabo uPaul, ----- unamahloni futhi akeneme.

**Topics** for paragraph writing exercises using adversative conjunctive connectors:

1. Television: its pros and cons.
2. The pros and cons of being a girl.
3. The pros and cons of being a boy.
4. The joys and miseries of being young.
5. Urban life: the pros and cons.
6. The pains and pleasures of holidays.

1. Ibhekisi lokukhombisa izithombe: ubuhle nobubi balo.
2. Abantwana abancane: injabule nobunzima.
3. Injabulo nolusizi lokuba yingane.
4. Impilo yasemakhayo: ubuhle nobubi.
5. Impilo yasemadolobheni: ubuhle nobubi.
6. Ubuhlungu nenjabulo yamaholide.
7. Ubuhle nobubi bokuba umfama.
8. Ubuhle nobubi bokuba intombazana.

As with other paragraphs written during the Zulu writing course, these paragraphs were marked by the HLP teachers. Good examples were copied onto transparencies and presented to the class. Less successful examples were also discussed.

To conclude, two additional exercises written by Bill (2004) were included in the course.

### 1. UMACASHELANA

Ngezikhathi zakusihlwa uma kunonyezi izingane beziqoqana emzini othile

Lo  
zizodlala umacashelana. Futhi mdlalo udlalelwa ebaleni phandle,  
Kodwa

kucashelwani phansi kwezihlahla nangemuva kwezindlu. Nakuwo lo

nembala  
mdlalo njengayo yonke, kwehlukwana amaqembu amabili  
nawo-ke

Uma

Lapho Kuqalwa khona kuthiwa kusekhaya ...

Konke

### 2. Izihlahla eziningi zisinika ukudla ukusenza siqine futhi siphile. Izihlahla

----- zivame ukusenza izingadi zethu namapaki ethu abemahle. -----  
ezinye izihlahla zinobuthi kakhulu. Ufanele ukufunda ukwazi ukuthi yiziphi izihlahla  
esifundeni sakithi eziyingozi. Inhlamvu ----- izithelo zezinye izihlahla zinobuthi.  
----- udla izihlamvu zomuthi womsilinga uyogula ----- ungafa. Dlana kuphela

izinhlamvu nezithelo ozaziyo ukuthi azinangozi. ----- namaqabunga neziqu  
zezinye ezihlahla, ----- ze-oliyanda, zinobuthu .... Etc.  
Kodwa/ njengalezo/ futhi/ ngisho/ uma/ noma

## APPENDIX D: SAMPLE SCRIPTS

### Script T1

Dear Sipho

/(1) I'm writing you a letter to tell you about the life of the city and country/(2 ) (RCS) before you make a decision./ (3) (MP) So you can know about both places and know you won't be making a mistake.

/(4) The country is boring for some kids/(5) (GC) as some kids like to go out a lot with friends to the movies, mall, etc./ (6) There aren't many places to go there /( 7) and its quite quiet/ (8) that's the downside./ (Ct) (9) The up side is that the air is fresh and cleaner than the city/ (10) it's peaceful and clean./ (11) People are also more friendlier.

/(12) The city has also got a downside and an upside. /(13) The city is the opposite of the country./ (14) The citys downside is that its more noisy, busy, / (GS) (15) it has a higher crime rate more than the country./ (16) The air is dirtier/ (17) the city itself is dirtier. / (18) (Ct) The upside is that there are many more things you can do than the country/ 19 and its lots of fun / (20) (CdC) if you are the wild kind of teenager who likes being out of the house a lot.

/(21)You should choose where you want to stay depending on what you like to do and see./ (22) If you are the quiet type of person/ (23) (CdC) go live with your aunt./ (24) If you are loud like having ^^/ (25) (CdC) go for the city./ (26) I do hope you now have an easier choice of where you want to stay now Sipho. (HCR 10.5)

### Script B1

Sipho

1/From my point of view, I think you should go live with your uncle because of better education in the city /2 (GC) So you can study hard/ 3 and get a good job in the city/ 4 you'll grow up to be responsible.

5/ Just to compare life in these two different areas in rural areas you could become a self-dependent person/ 6 (GC) which will make you top in your skills/ 7 and you'll probably realise you potential. /8 (Ct) Back to the city, life can be good or bad/ 9 (CdC) depending on how or what you spend your time doing, / 10 how you see life is a different story/ 11 life can be bad in the city due to peer-pressure, influence of drugs and friends that will take you the wrong way/ 12 the city life is good and bad.

13/ The part about rural areas is that you could have to walk kilo's to fetch water, no electricity /14 and you'll probably spend most of your time farming/ 15 because\* you'll have to buy your things in the city/ 16 and you won't go to the city everyday. (HCR 7)

## Script T2

Dear Mrs and Mr

/(1)Sue, I'm sure is like any girl who needs to be around guys and explore her sexuality./ (2) Obviously not by having sex or anything/ (3) (MP) but to know how it feels to like a guy, /(4) to be friends with boys or more than friends.

/(5)To go to a single sex school would be a much better option for you parents/(6) knowing that she can't get up to any mischief/(7) (CCE) but she still could you know./ (8) I'm not saying to be lesbian is bad/ (9) (Ct) but rather to say she can still be naughty.

/(10) Also girls are very catty and are very mean/ (11) there will probably ^^ a lot of cat fights.

/(12) If I had a daughter/ (13) (CdC) I'd take her to a co ed school/ (14) (SAI) not only would it be much more fun/ (15) (Cp) but also much more learning. (HCR 7)

## Script N2

/(1)I think they should send their girl to co educational school./ (2) She needs to see different kind of sex not the same all the time./ (3) They will become one minded/ (4) and wont experience love or boyfriends.

/(5)In a school you need to experience the different kind of sex /(6) (MP) to socialise with the opposite sex./ (7) You share ideas with each other./ (8) If they keep on seeing the same sex, each and every single day/ (9) (CdC) it would become boring./ (10) A school wich girls only go to is not good at all./ (11) they will all know each other too much./ (12) they need boys / (13) (MP) in order to talk with them./ 14 She may even find good male best friends there.

/(15)Life will become boring/ (16) (CdC) if you keep on experiencing the same thing everyday./ (17) sometimes you wont want to be with girls/ (18) you want to be with boys./ (19) They can compare their likes and dislikes with each other/ (20) they will soon become lovers. (HCR 6)

## Script H1

Dear Siphho

1/ I think you should go and live with your uncle in the city/ 2 (GC) because there is more chance of you getting a good education here in the city./ 3 Now you must also be aware of crime and drugs in the city/ 4 (GC) because it is the last thing you need to get stuck in. /

5/In the country they have very little schools/ 6 and the schools there are not very good./ 7 Living in the country is very hard/ 8 (GC) because you have to walk a very long distance to get water/ 9 (GC) because you don't have your own tap that you can use /10 (TO) whenever you feel like drinking water./ 11 It is very hard living in the country. 12 /In the city there is a lot of schools to choose from/ 13 There are water taps/ 14 (GC) so you don't have to walk to get water./ 15 Those are just the advantages/ 16 (CCE) but there are a lot of disadvantages/ 17 (GC) because people in the city don't have jobs/ 18 (GC) so they just steal from people/ 19 and kill those who would resist.

20/ If you wish to go to the country, / 21 (CdC) go./ 22 I was just helping you./ 23 If you have completed your matric / 24 and ^^ yourself in university./ 25 You have a lot of options/ 26 and when you complete your university/27 (CS) then you are going to get a job. (HCR 6.5)

## Script Q2

Dear Mr and Mrs Jones

/(1) I think they should send Sue to the school were the is boys and girl attend. So that she could learn from the mixed sex at school.

/(2) And I think that if they send her to the single sex school when she goes home she can also find boys on the street / (3) and I think that she would like to try the thing that she doesn't do at her school.

/(4) She stays with her father and brothers. /(5) \*So, I think she is used to the fact that ^^^^^^^ (omission) with the other sex. (HCR 5)

## Script X2

Dear Mr and Mrs Jones.

1/ I personally feel that Sue should go to a co educational school / 2 where she can interact with the opposite sex/ 3 (MP) so they can understand and compare there likes and dislikes.

4/ The single sex school may be a good school at the time/ 5 (CCE) but in the long run she may start doing things that are unexceptable/ 6 (MP) so that she can go out with boys like running away from home, sneeking out the house and even taking drugs/ 7 so boys can except her/ 8 \*besides the fact that she goes to a single sex school. (HCR 6.5)

#### Script AA2

I think the jones should take they little girl to a coed school / 2 where she can meet different people / 3 (GS) and also with sports you have many options not just swimming netball and tennis / 4 and she can find herself a boyfriend / 5 to go explore adventures. (HCR 5)

#### Script F1

Dear Siphio

/Living in the city has great advantages and even greater disadvantages./2 (GC) So I 'm going to use pros and cons/.

3/ Prose are: Friends are closer, malls, taxis, fast food, girls.

4/ (Ct) Cons are : robbery, pollution, murder, hijackings, rape, abduction, brothels, accidents, corruption, elegal firearms, fraud, racism, drugs, elegal drinking, etc.

5/ (GC) So I really don't think the city is a good place/ 6 \*but (*incorrect cohesive item*) heres the same comparison for the country.

7/ Prose are: no gate, no walls, no crime, no corruption, no police, no pollution, no drugs, no hobos. Etc.

8/ (Ct) Cons are: weather 9/ and that about the only bad thing I can think of /10 (SEx) except for the fact that theres no Mc Donalds/ 11 (GC) so I think your better off in the peacefull country side. (HCR 7)

#### Script F2

Single sex

Single sex schools sometimes give the child a longer concentration span/ 2 and also the child wont feel embarrassed if laughed at./ 3 There wont be any reason to feel

embarrassed about ^ like reading/ 4 (SAI) or going to the toilet or any other aspects the opposite sex would laugh at each other about. /5 (CCE) On the other hand boys and boys fight / 6 (Cp) girls and girls fight and giggle.

Mixed sex schools

/7Mixed sex schools make the guys and girls afraid to be themselves and afraid to read in class or do anything else “embarrassing” / 9 they go out of their way to avoid being laughed at. / 10 The girls and boys also distrust (sp) each other/ 11 (Cp)and get funny ideas./

12/ I can’t say which school to got to / 13 (GC) because it depends on your daughters choice and will power to cut out the bad and embrace the good. (HCR 9)

Script O1

Dear Siphso

I am very sorry to hear about your parents./ 2 I am sure they were good people/ and I know your hurting right now/ 4 and I’d like to help/

5/ I wrote this letter to help./ 6 I heard you have a difficult choice to make/ 7 and //8 like I said// I want to help./ 9 I was told you choice is to move to the city or moving to the country./ 10/ Well I live in the city/11 and its very nice./ 12(GS) There are many things to do like going to watch movies, going to parties with your friends or even staying at home watching TV./ 13 I’ve also been to the country/ 14 (Ct) and there its very boring/ 15 (GC) because people’s houses are far apart,/ 16 (GS) there is no TV to watch when relaxing at home/ 17 (CCE) but the country is not a bad place,/ 18 (RRt) because there is clean fresh air/ 19 (Ct) whereas the city air is polluted and full of fumes.

20/Well I better be going/ 21 and thank you for reading my letter./ 22 I hope I helped, / 23 I know its not much/ 24 (CCE) but its something. (HCR 10)

Script O2

Dear Mr and Mrs Jones

1/ I understand that you would like your daughter to have the best possible education that money can buy.

2 /I am a learner at a co educational school/ 3 and it is fantastic/ 4 (GC) because we are not isolated from the other sex,/ 5 (RCS) and don’t you want your daughter to learn about the real world before she enters it./ 6 If so, then don’t you think, 7 if she



were to go to a co educational/ 8 (CdC) she could get that/ 9 because in the real world she would have to face males everywhere.

10 /I conclude by saying thank you for reading and listening to my view on this matter/ 11 (CCE) but I am sure you will do what is best for your daughter. (HCR 10)

## Script P2

Dear Mr and Mrs

1/ Parents of Sue, as a girl, I truly believe that going to a co educational school// 2 where both sexes mix// is much better than a single sex school./ 3 I have been going to co ed schools my whole life, meaning from pre school to high school/ 4 (SA) and I believe it is important that the sexes are 'exposed' to each other/ 5 (MP) so they can learn more about each other and begin on understanding each others sexes.

6/ Girls and boys are very different/ 7 (CCE) but at the end we need each other to survive and carry on the human race./ 8 I do understand that you want your daughter to be in an environment that is safe and secure/ 9 and you want her to grow up a well mannered ^^, poised young lady/ 10 and believe that a girls school would do that./ 11 The schools probably have a lot in common/ 12 (GS) they both have rules on how to dress, address people etc./ 13 Both schools also probably have a few male teachers, yes, even in a just all girls school./ 14 The schools probably have similar sports/ 15 (GC) so in all the only major difference is that the school has boys and the other doesn't.

16/ In the end, you have to allow your daughter a chance to be part of the decision making too/ 17 leaving her out and picking a school // 18 without allowing her to give an opinion// MR will make her hate whichever school you choose./ 19 I think you should look at all the choices/ 20 and make a good decision/ 21 mostly based on what your daughter believes and wants.

22 Both co ed and single offer great education and environments./ 23 I know that I came to one./ 24 Choose a school that will benefit her in every way. (HCR 11)

## Script D1

Dear Siphso

1/My name is Monde./ 2 I hear that you need to make a choice of where you want to live./3 I both places is okay to stay until you ^^older/ 4 rural is fine but no electricity, water./ 5 (GC) So you must use candels.

6/ Urban is fine/7 (CG) because you have everything you need. /8 (GS) You have water, electricity, transport. /9 Not like in rural areas you must walk for the water /10 and use candles for electricity.

/11 What I think that urban is where you must stay/ 12 (RRt) cause hospitals are close /13 schools are close/ 14 transport is quicker and faster. (HCR 6)

### Script D2

/I think Sue's parents should take her to a co educational school./ 2 The school should be close to where she lives/ 3 (GC) so she doesn't spent to much money on her transport to school.

4/A co educational school is the same as a sex single school./ 5 In a sex single school it has very strict rules./ 6 this may not be good/ 7 (GC) because the primary she whent to was co educational /8 so the high school must be co educational.

9/ A co educational school is better/ 10 (GC) because she can adapmt quickly to the rules at school/ 11 and the rules are not so strict, / 12 they ^^ concintrate to the work.

13 Whel if she doesn't not like the co educational/ 14 you can transform her to a sex single. (HCR 5)

### Script Q1

Dear Siphio

/ (1) How are you? / (2) I hope you are well./ (3) I think a good place to say is at Durban (city)./ (4) To me a city is a better place to stay/ (5) (GC) **as** I stay at the city/ (6) and staying with your uncle is good/ (7) (GC) **because** you can show each other a way of (how to do this)/ (8) and when you have problem you can feel free to talk to your uncle/ (9) (GC) **because** he had pass that stage /(10) that you are in/ (11) and **if** you would like to go to your aunt/ (12) (CdC) you can go there for maybe a week end/ (13) than go back/ (14) and sometimes it depend how do you like/ (15) and how those ^^^^. (HCR 5)

### Script S1

1/ I would advise Siphio to go live in the city with his uncle/ 2 (GC) because in the city the is good schools / 3 and the schools is clase.

4/In the rural the schools are far away/5 and the is no transport to take you to school/6 (MP) so to get to school / 7 you walk more than 7km to get to school.

8/The teachers in the rural are not that interested in the future of the pupils/9 and the classes are full/ 10 where\* (error whereas intended) in the city they are not full.

11/The teacher in the rural can be absent for more than a week/ 12 (Cp) and the pupils have no one to teach them. (HCR 6.5)

## Script S2

Mr and Mrs Jones

1/ Sending your daughter to a single sex school would only make her unhappy/ 2 where she will not communicate / 3 or have make friends.

4 /I personally think that she should have the choice/ 5 of wich school she wants to go to/ 6 and she should have the right of choosing her friends.

7/The best thing you can do for Sue is to let her choose /8 wich school she wants to go to/ 9 and if she decides to go to a co educational school/ 10 (CdC) that is her choice/ 11 and I think you should substanate that choice /12 and the kind of people she want to being with. (HCR 6)

## Script AA1

Dear Siphio

1/ To me this is a very easy choice to make to live in the city with your uncle to know more and learn more / 2 (GC) because living in the rural areas is going to be a hassle seeing the same people everytime / 3 ^ have to do choors like fetching water from the river / 4 which I don't think its nice./

5/ So if I was you /6 (GC) I would live with my uncle in the city to experience more things than living in the rural areas / 7 in the city you see different people. 8/ Making friends in different places knowing more knowing places that you haven't been to. 9/ So it will be an experience to know a lot more / 10 that's why I say you must live with your uncle.

Your unknown friend (HCR 6.5)

## Script DD2

Dear Mr and Mrs Jones

1/ My name is Sanele from ^^^^ school. / 2 I would like to give my point of view in this matter. / 3 If I were Sue parents / 4 (CdC) I would take my daughter to co education / 5 where she's gonna be free 6/ and do what ever she wants.

7/ If they take her to a single sex schools // 8 which is like boring school// maybe she won't be happy about single sex school / 9 and maybe she's more comfortable / 10 \* because of her male friends that she will lose / 11 when she goes to a female school.

12/ If I was her parents 13/ (CdC) I would sit down with my child and talk to her / 14 and ask her what she thinks about this matter / 15 if she agrees and chooses her choice / 16 (CdC) then she'll go where ever she wants to go. / 17 But for me I would say she must go to co educational. (HCR 5)

Script L1

Dear Siphos

1/ I heard about your problem or your decision you have to take that will affect your life. /2 I can't make that decision for you/ 3 (CCE) but I can guide to what options you have.

4 /I live in the city/ 5 (CCE) but it has lots of disadvantages than you think./ 6 (GS) The disadvantages are that the high crime rates you will have to deal with, like murders, that and lots more. /7 (Ct) It also has its advantages, like medical care, facilities and schools. / 8 The problem with the medical care is that if you want to get the best doctors you will have to pay large sums of money/ 9 \*so (error – GC incorrectly used) the government hospitals can't afford this amount of money/ 10 (GC) so your chances of getting well are very slim/11 This all depends on what kind of sickness you have.

/(12) If you move to the rural areas/ 13 (CdC) you will have the advantages and disadvantages. /14 (GS) Your advantages are, in the rural areas, like peace and quiet, not facing problems like crime and theft as you would face in the city/15 (Ct) The disadvantages are medical care is very far away// 16 (CdC) and sometimes if you don't have a vehicle// it could be very rough./17 There isn't much of schooling there/18 and, //19 if there is,// (CdC) it's very far away.

20/ So, I would suggest you move to the city with your auntie/ 21 (GC) because everyone has to go through opticals to get what they want./ 22 At the end of the day, it's your choice./ 23 This is your future/ 24 and you will have to make the right decision that will reflect your future. /25 So, do you wanna make something out of your life, / 26 get education and knowledge to be what u wanna be./ 27 If you want something badly enough,/ 28 (CdC) you will get it. /29 So the question is/ 30 do you

want it badly enough/ 31 and are you prepared to go through every opstical life throws at you. / 32 Checkmate it's your move! (HCR 9)

## Script L2

Dear Mr and Mrs

1/ Firstly, I will tell you that every school has a disadvantage and an advantage/ in respect of what kind of school it is/3 and what you child will make out of it.

4/Personally, I would let her choose/ 5 (CdC) if she wants to go to a single sex school or a co-ed school/ 6 (CCE) but the school she would like to go to is my choice /7 (CdC) (if I was a parent). /8 Many parents and especially students don't take the fact that if you are making a decision that will affect the rest of your life and will determine whether you will be successful or not/ 9 This is when the parents have to find out about the schools achievements and past marks and what the past achievements are and schools rating in the district/ 10 then you'll have to identify what the schools sports facilities are like/ 11 You can't have a healthy mind/ 12 (Ct) and not have a healthy body, /13 you need to balance the two together.

13/ At the end of the day, it will boil up to what your child makes out of it / 14 and what she will contribute / 15 and make a future out of her success and work hard. / 16 (GS) For example, they are children who go to schools that don't have a single school facility and overcrowded classes/17 (CCE) but he still manages to get a very high marks irrespective of what kind of background you come from.

18/I feel that parents need to motivate and help their children do their best and help them work hard in whatever they do./ 19 I feel that it is a bonus if the child can go to a top quality school with sufficient teachers and sports facilities.

20/ So at the end of the day it boils up to what the child can make most out of what she has /21 and can have./22 (GC) So Mr and Mrs Jones, take this into account// 23 (GC) because single sex schools are more disciplined than co-ed schools// don't make your child ill disciplined./24 It first starts with the parent/ 25 (CS) and from this the child can then apply these laws she learned from home and at school. (HCR 9.5)

## Script CC1

Dear Sipho

1/ I would just want to say first of all I'm sorry about your parents / 2 (CCE) but life must go on. / 3 \*If you want to go live with your uncle in the city. / 4 I don't know

him that well 5/ (CCE) but maybe he's very rich //6 and if he is // (CdC) then you would live a wealthy lifestyle. 7/ (GS) You would have money to buy equipment or stuff that you need and want / 8 but that it is entirely up to you / 9 (GC) because money can't buy you happiness. / 10 Here in the urban areas there is better schools which leads to better education.

/11 If you wanted to live with your aunt in the country / 12 (CdC) than it would have its advantages and disadvantages / 13 (GC) because maybe your aunt is not as rich as your uncle. / 14 If that is the case, / 15 (CdC) then you wouldn't be able to have as many wants as you would have if you living with your uncle. / 16 In the rural areas you would have to work harder than you would have in the urban areas/ 17 (GS) for example plant fruit and vegetables or work in the garden.

/18 The education would be a whole lower in the rural area /19 (GC) because // 20 as you might know// the schools in the rural area is cheaper than it is in the urban./ 21 If I were you / 22 (CdC) I would think about the future / 23 and go live with my uncle / 24 (GC) because with a higher education you can get a better job when your older.

/25 If I were you I would go live with my uncle /26 and even though life will be hard / 27 (CCE) but you will get through it. 28/ Even though your aunt will offer you more love / 29 you can go visit her in the holidays. (HCR 8.5)

## Script CC2

1/ I think that the Jone's should take their daughter to a co educational school / 2 (GC) because if you take your daughter to one / 3 she can be more free / 4 (Cp) and she can learn to communicate with the other sex. / 5 It will even cost you less money / 6 and there's more activities you can do when the other sex is around / 7 and if you go to a co ed school / 8 (CdC) you can take part in more sports / 9 for e.g. you can't to a proper swimming or an athletics meeting / 10 (CdC) if both sexes aren't competing.

11/ A single sex school is not as good as a co ed school / 12 (GC) because // 13 if you go to a single sex school// its where you end up with gays and lesbians. / 14 When you end up in those schools you get lonely / 15 and you don't know what's happening with your social life. / 16 (GS) For example you can't talk about boys at one of those schools. / 17 (CCE) But the one thing I do like about single sex schools they ^ strict / 18 and discipline is very high there. (HCR 8)

## Script K2

/(1) I could suggest that you girl should go to a single sex school/ (2) (GC) because it should help her on seeing in herself/ (3) what weaknesses and strengths she has got.  
 /(4) Advantages of being in a single sex school is that it helps you focus on what you want to do in the future, doctor, accountant etc. /(5) It also will help her on the mind set of herself,/(6) (P) i.e. not trying to please others etc. only herself. /(7) Single sex schools will help her on her discipline to have more ^^^/ (8) and be more aggressive in the form of extra murals and academics.  
 /(9) A single sex school can equal a single mind to focus./ (10) Being in these kind of schools, it will help her not to be distracted/ (11) (GC) and in life she will succeed,/ (12) the teachers can help her on decide what's going on in her life.  
 /(13) I tell you that I'm talking from experience./ (14) I'm disciplined/ (15) (GS) I'm a gentleman with honour and motivation. (HCR 9)

## Script K1

Dear Siphio

/ (1) I'd advice you to take the place you love the most/ (2) (CCE) but consequences – problems will be there for you to solve.  
 /(3) Rural areas are areas which have poor infrastructure of housing facilities/ (4) (GS) e.g. tin- shack houses./ (5) It's where dirty water is found no entertainment/ 6 ablution facilities are few/ (7) and are shared all amongst you/ (8) (GC) then diseases occur./ 9 Health facilities are few/ (10) and maybe will be too far for you to walk to/ (11) and maybe you are a sickly person./ (12) Services are poor / 13 through policemen via fixers of things the communication might be also poor from the lines you have./ (14) Will your basic NEEDS OR WANTS be fulfilled by your uncle or aunt?  
 /(15) Urban areas are far more better than rural areas./ (16) (GS) every corner you have supermarkets, pharmacies for your health entertainment for young and old. / (17) (CCE) But there are ^ few problems/ (18) (GS) which rural areas don't have like burglary on houses, hijacks etc./ (19) Jobs are more available, etc.  
 /(20) If you decide to take a rural area/ (21) (CdC) there will be push and pull factors/ (22) which will make you come to the urban areas./ (23) Take the right one. (HCR 9.5)

## Script J2

Single sex school: /(1) I think she should be sent there/ (2) (GC) because it's good way for kids with same gender to be in one school/ (3) (GC) because they are able to communicate with each other more easily.

/(4) It also benefits her in adolescence/ (5) (TO) when she starts developing things on her body/(6) (GS) e.g. hair, breasts/ (7) she can talk to a teacher/ (8) (CdC) if she can't ^^ her friends.

/(9) Co education school is also good/ (10) (CCE) but the problem is that Sue becomes shy because there are boys at school.

/(11) If she does something wrong/ (12) (CdC) the boys will laugh at her/ (13) tease her about it / (14) and end up hating/ (15) (SAI) or she could have an interest in boys/ (16) (TS) which might affect her school.

/(17) So, I think she should go to a single sex school. / (18) (GC) Believe me it's nice,/ (19) I know. (HCR 8)

## Script J1

Dear Siphos

First of all, sorry about your parents/ (2) and I hope you're keeping strong. (3) But , anyway, to the point I hear you can't decide who to live with./4 First, living ^ your ^ is not a bad idea/5 (CdC) if he is caring/ 6 and never forgets that he to take responsibility of you./ 7 also you have an advantage living your uncle/ 8 (GS) your school is close by/ 9 water and electricity, shops etc. are also close by./ 10 You even have transport./11 But the crime and might also ^^^^.

12 /(Ct) But in a rural area, you have problems with electricity/ 13 you walk 5 km before get water / 14 and the schools there are not as good as the city schools. /15 (CCE) But the advantage is that your aunt will never forget you/ 16 and will take care of you/ 17 and there is not that much crime compared to the city.

18/ But all in all, it is a hard choice/ 19 (CCE) but I ^ you should go and live in both places for a week each / 20 and see which one suits you the best/ 21 and always keep an open mind about everything./ 22 Stay strong man. (HCR 7).

## Script E1

Dear Siphos



/1 If you choose to live in the country/ 2 (CdC) you would have to wake up in the morning early/ 3 do chores before you leave for school/ 4 walk plus minus four kms every day/ 5 come back/ 6 do your homework/ 7 feed the animals / 8 and play.

9/Your life in the country would be very hard/ 10 each day you wake up , / 11 fetch water from the nearest tap/12 and that's 100m/ 13 do your chores / 14 (GS) like clean the house, feed the animals / 15 (TS) e.g. cows, chickens etc/16 walk to school on a dusty road there and back/ 17 do your homework/ 18 feed the animals again/ 19 take the ^^ for grazing/ 20 (CS) and then you will want to see your friends./ 21 With your friends maybe play soccer/ 22 when you get home / 23 (TO) you will be exhausted/ 24 and go to bed.

25/ If you choose to live in the city / 26 (CdC) your life would be greater./ 27 (GS) You wouldn't have to walk to school, less chores to do, running water and a lot of free time.

28/ When you wake up you would pour water in your bath / 29 (SAI) or take a shower/ 30 then get ready for school./ 31 They ?? drop you off go by transport/ 32 or go by taxi./ 33 When you get home, / 34 (TO) you do your homework/ 35 finish your chores/ 36 watch tv/ 37 go outside / 38 and play/ 39 come back in/ 40 and either take a long warm bath to relax your muscles and off to bed. (HCR 9)

## APPENDIX E: TABLES

The following tables show the raw scores of the intervention and control groups' pre- and post-tests in terms of (a) holistic coherence ratings; (b) density of conjunctive cohesion; and (c) density of functional relations.

**Table 21: Intervention group: HCRs pre-and post-tests**

Student	Pre-test	Post-test
1	9.5	11
2	7	9
3	8.5	8
4	6	5
5	9	8
6	7	9
7	9	8.5
8	5.5	8
9	6.5	6.5
10	7	8
11	9.5	9
12	9	9.5
13	8.5	9

Table 21 shows that the HCRs in the essays of seven students in the intervention group improved, five decreased and one stayed the same.

**Table 22: Control group: HCRs pre- and post-tests**

Student	Pre-test	Post-test
14	9	6
15	10	10
16	12	11
17	5	5
18	7.5	8
19	6.5	6
20	10.5	7
21	11.5	6.5
22	10	10
23	11	10
24	8	6.5
25	9	7.5
26	7.5	6
27	6.5	5
28	8.5	7.5
29	8.5	8
30	7.5	5

Table 22 shows that the HCRs in the essays of one pupil in the control group improved, 13 decreased and three stayed the same.

**Table 23: Intervention group: density of conjunctive cohesion**

Student	Pre-test	Post-test
1	0.295	0.304
2	0.25	0.714
3	0.4	0.222
4	0.333	0.214
5	0.225	0.1428
6	0.545	0.384
7	0.285	0.176
8	0.407	0.529
9	0.3	0.352
10	0.227	0.5
11	0.304	0.266
12	0.375	0.36
13	0.5	0.307

Table 23 shows that the density of conjunctive cohesion in the essays of three students in the control group improved, 10 decreased.

**Table 24: Control group: density of conjunctive cohesion**

Student	Pre-test	Post-test
14	0.315	0.2105
15	0.333	0.454
16	0.2702	0.25
17	0.266	0.375
18	0.0714	0.266
19	0.25	0.083
20	0.346	0.4
21	0.294	0.25
22	0.434	0.277
23	0.222	0.24
24	0.392	0.375
25	0.333	0.222
26	0.384	0.266
27	0.2	0.2
28	0.428	0.333
29	0.448	0.388
30	0.227	0.176

Table 24 shows that the density of conjunctive cohesion in the essays of four students in the control group improved, 12 decreased and one stayed the same.

**Table 25: Intervention group: density of functional relations**

Student	Pre-test	Post-test
1	0.1363	0.173
2	0.0625	0.357
3	0.4	0.055
4	0.25	0.214
5	0.125	0.0714
6	0.363	0.23
7	0.142	0
8	0.37	0.47
9	0.05	0.352
10	0.1818	0.35
11	0.1739	0.133
12	0.25	0.28
13	0.375	0.0769

Table 25 shows that the density of functional relations in the essays of four students in the intervention group improved and nine decreased.

**Table 26: Control group: density of functional relations**

Student	Pre-test	Post-test
14	0.2105	0.157
15	0.208	0.454
16	0.135	0.125
17	0.266	0.375
18	0	0.226
19	0.166	0.083
20	0.2307	0.333
21	0.176	0.1875
22	0.303	0.111
23	0.148	0.2
24	0.25	0.375
25	0.25	0.222
26	0.2307	0.133
27	0.2	0
28	0.285	0.333
29	0.413	0.388
30	0.227	0.176

Table 26 shows that the density of functional relations in the essays of eight students in the control group improved and nine decreased.