

Grade 12 English First Additional Language Learner Notes

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.

"If you already have a piece of music ingrained in your body, why would you not play it?" (Keith Jarrett) Taking Jarrett's thought one step further, one could ask: If you already have a sense of play, rhythm, or movement ingrained in your body, why would you not perform it? Drawing on the transdisciplinary and

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hybrid nature of human communication, this volume is based on the idea of a fruitful dialogue between languages, aesthetic education, and performing arts. Scholars from all continents have contributed to this anthology - a sign of the growing interest worldwide in promoting the vision of teaching and learning foreign languages with head, heart, hands and feet. 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.

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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 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.

The 2011 Transformation Audit presents a collection of articles by South African thought leaders, which asks how the country can set goals and achieve them in a hostile global climate that threatens developmental gains that have been painstakingly achieved. For nearly two decades, South Africans have conducted exhaustive analyses of the country's challenges, embarked on bold scenario exercises and, more recently, produced forward looking strategies aimed at addressing these challenges. The most eminent of these in recent years were the Department of Economic Development's New Growth Path, and the National Planning Commission's Draft National Development Plan. We know now what the problems are and, by and large, what needs to change to address them. Courage is required now to forge consensus, to take decisions on strategies, and to start implementing them. As in previous years, this

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publication, with its slightly different format and appearance, seeks to provide analysis and provoke debate on how this might be achieved.

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