

**AN EVALUATION OF "COMMUNICATION
IN ENGLISH" AT TECHNIKON LEVEL
FOR PERSONNEL MANAGEMENT
STUDENTS OF ANGLO AMERICAN**

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ABSTRACT

The primary aim of technikons is to offer education in accordance with the manpower needs of the country. The design of a language syllabus should therefore also be dictated primarily by the long-term needs of the students. The aim of this study is to evaluate whether the Communication in English course offered at technikons meets the language requirements of Personnel Management Officials of Anglo American.

A literature survey on ESP (English for Specific Purposes) emphasizes that ESP courses should be learner-centred and that irrelevant material should not be included in the course. A needs analysis at the place of employment is a necessary initial step in the preparation of a language-teaching programme. It was decided to make use of Long's task-based syllabus as model for the analysis of language needs and the design of the syllabus.

A questionnaire was sent to eight technikons in the RSA. Responses received indicate that the same Communication in English course is followed by students following different diplomas. This includes, amongst others, Personnel Management, Marketing and Sales Management, Public Administration and Secretarial Studies.

An analysis of the current syllabus proves that it has not been "tailor-made" to meet the specific English language needs of Personnel Management students of Anglo American (the target group in this research). This means that irrelevant content and methodology are often included which lead to a lack of student motivation.

(ii)

The contributions of faculty colleagues from the Department of Personnel Management at Technikon OFS provided a broad basis for compiling a questionnaire to determine the English language needs of the target group. This questionnaire was distributed to the supervisors of the Personnel Management Departments of 10 mines of the South Region of Anglo American for completion and comment. There was a return rate of 90 %.

The response received through the questionnaires provided details on language tasks required by Personnel Management students at technikons. An adapted syllabus providing for the specific English language needs of Personnel Management students of Anglo American could subsequently be compiled. Some guidelines on its implementation are also discussed.

OPSOMMING

Die primêre doelwit van teknikons is om opleiding te bied in ooreenstemming met die mannekragbehoefte van die land. Die ontwerp van 'n taalsillabus moet derhalwe ook primêr bepaal word deur die langtermyn behoeftes van die studente. Die doel van hierdie studie is om te evalueer of die Kommunikasie in Engels kursus wat op teknikonvlak aangebied word, voldoen aan die taalvereistes van Personeelbestuurbeamptes by Anglo American.

'n Literatuuroorsig rakende Engels vir Spesifieke Doeleindes het beklemtoon dat kursusse leerder-georiënteerd moet wees en dat irrelevante materiaal nie in die kursus ingesluit behoort te word nie. 'n Behoeftebepaling by die werksplek is 'n noodsaaklike aanvanklike stap in die voorbereiding van 'n taalonderrigprogram. Daar is besluit om gebruik te maak van Long se taak-gebaseerde model vir die ontleding van taalbehoefte en die ontwerp van 'n sillabus.

'n Vraelys is aan agt teknikons in die RSA gestuur. Terugvoering wat ontvang is toon dat by al hierdie inrigtings dieselfde Kommunikasie in Engels kursus gevolg word deur studente wat verskillende diplomas volg. Dit sluit onder andere in Personeelbestuur, Bemaking en Verkoopbestuur, Staatsadministrasie en Sekretariële Studies.

'n Ontleding van die huidige sillabus het aangetoon dat dit nie volledig gedetailleerd is om aan die spesifieke Engelse taalbehoefte van Personeelbestuurstudente van Anglo American (die teikengroep in hierdie ondersoek) te voldoen nie. Dit lei daartoe dat irrelevante inhoud en metodologie dikwels ingesluit word, wat 'n gebrek aan motivering by studente veroorsaak.

Die bydraes van kollegas uit die Fakulteit Personeelbestuur by Technikon OVS het 'n breë basis verskaf vir die opstel van 'n vraelys vir die bepaling van die teikengroep se taalbehoefte. Hierdie vraelys is versprei na die toesighouers oor die Personeelbestuursafdelings by 10 myne van die Suidstreek van Anglo American vir voltooiing en kommentaar. Van die vraelyste is 90 % terug ontvang.

Die terugvoering wat uit die vraelyste ontvang is, het besonderhede verskaf van die taaltake wat vereis word deur Personeelbestuurstudente by teknikons. 'n Aangepaste sillabus wat voorsiening maak vir die spesifieke Engelse taalbehoefte van Personeelbestuurstudente van Anglo American kon gevolglik opgestel word. Enkele riglyne vir die implementering van hierdie sillabus word ook bespreek.

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CHAPTER 1 : INTRODUCTION

1.1 THE PROBLEM DEFINED

The National Diploma in Personnel Management is presented at technikons in the RSA. Communication in English or Kommunikasie in Afrikaans on a one year level is a compulsory subject for this diploma.

The primary aim of technikons is to offer education in accordance with the manpower needs of the country. Technikon education is meant to be co-operative education between the technikons and industry. The South African Society for Co-operative Education (founded in 1983) has as its purpose the promotion of "co-operative education", which is generally considered an important strategy to meet human resources requirements and developing employees to their maximum potential. Groenewald (1988:57) states that co-operative education is seen as a triangular partnership between academics, employers and students and is based on the needs of employers. An advisory committee exists for every co-operative education programme to serve as a formal channel of communication and joint decision making between technikon and industry.

The study described in this mini-dissertation was undertaken in conjunction with the Department of Personnel Management at Technikon OFS and the Divisional Personnel Training Centre of Anglo American in Welkom.

It is, amongst others, the policy of Anglo American to promote training in Personnel Management at technikon level in order to provide the Gold and Uranium Division with an ongoing flow of technically experienced and academically qualified persons to the Personnel Discipline. Technikon OFS, amongst others, is involved with Anglo American to provide the necessary training,

especially for the South Region as Bloemfontein is situated near the OFS Goldfields.

According to an HSRC report (Rousseau, Lombard and Kamper 1989:40), the South African labour market is dominated by the English business sector. A great responsibility, therefore, also rests on the Personnel Management diplomate to be able to use English efficiently in industry and commerce. The scope of this study will be limited to those students of language groups for whom English is a second language and who envisage entering the Personnel field at Anglo American.

The appropriateness/relevancy of the syllabus content of Communication in English is of great concern to Anglo American. It attempts to influence the content via the Technikon Advisory Committee. At a workshop session of the Education Advisory Committee (EAC) and other group representatives which was held at the Rand Mines Training Centre on 8 December 1989, one of the conclusions reached was that technikons are often not receptive to the needs of industry. Diplomates often lack the necessary skills as far as language proficiency is concerned. One of the key issues identified at the workshop session was that of curriculum redevelopment/innovation with enhanced technical emphasis. As recently as 7 August 1990 at a meeting of the Divisional Personnel Training Section in Welkom, deficiencies in the Communication in English course for Personnel Management students were identified (see Appendix A, 1.5).

When the information mentioned above is taken into account the following two questions arise:

1. Is the present syllabus for Communication in English used at technikon level relevant and appropriate to meet the

language needs of Personnel Management students of Anglo American?

2. Can the present syllabus be improved to be receptive to the employer's needs in the language skills diplomates will require?

1.2 THE AIMS OF THE PRESENT STUDY

The aims of the present study are to

- (i) investigate recent approaches to needs analysis with specific reference to English for Specific Purposes,
- (ii) investigate the appropriacy/relevance of the present Communication in English syllabus at technikons for L2 students of Anglo American,
- (iii) undertake a needs analysis at the place of employment,
- (iv) design an adapted syllabus which will meet the specific English language needs of Personnel Officials at Anglo American,
- (v) propose guidelines for the implementation of the adapted syllabus.

1.3 METHOD OF RESEARCH

A study was made of the relevant literature on English for Specific Purposes and needs analysis. A questionnaire was drawn up and sent to Departments of Languages at eight South

African technikons which offer Communication in English for Personnel Management students. The aim was to establish whether there is any Communication in English syllabus specifically for Personnel Management students. The present syllabus for Communication in English at technikon level was then analysed. A questionnaire was also drawn up and completed by the Training Superintendents: Personnel Management of the 10 mines of the South Region of Anglo American. The aim of this questionnaire was to determine the specific English language needs of Personnel Management students of Anglo American. An adapted syllabus was then drawn up and proposed for Communication in English at technikons for Personnel Management students of Anglo American. Some guidelines were subsequently given for the implementation of the adapted syllabus.

1.4 PROGRAMME OF STUDY

Chapter 2 is a literature study of ESP and needs analysis. The characteristics and origins of ESP are investigated. The necessity and main purposes of a needs survey are described. In this regard three standard models are discussed. They are the contributions of Richterich and Chancerel (1980), Munby (1978), and Long (1985).

An analysis of the present Communication in English syllabus at technikons is undertaken in chapter 3. The aim is to determine whether it is appropriate for the specific English needs of Personnel Management students of Anglo American.

Chapter 4 describes the empirical research to determine the needs of the prospective employees. The methods of collecting information are described and this is followed by an interpretation of the results.

In chapter 5 the proposed adapted syllabus for Personnel Management students of Anglo American is discussed.

Some guidelines for implementing the proposed syllabus are given in chapter 6.

The final chapter (chapter 7) contains findings, conclusions and recommendations.

CHAPTER 2 : ESP AND NEEDS ANALYSIS

2.1 INTRODUCTION

The aim of this mini-dissertation, as stated in 1.2, is to determine whether the present Communication in English syllabus is appropriate to meet the specific language needs of Personnel Management students of Anglo American, or whether it has to be improved. An English language course which is aimed at the needs of a particular group, is known as an ESP course.

It is therefore appropriate to survey the literature on ESP in this chapter. Its characteristics and origins, as well as its necessary initial step, the needs survey, are investigated. The models for needs analysis presented by Richterich and Chancerel (1980), Munby (1978), and Long (1985) are compared in order to determine the one most applicable for this particular situation.

Insights drawn from this literature study will provide the theoretical justification for the empirical research undertaken in chapter 3.

2.2 CHARACTERISTICS OF ESP

The word "specific" in ESP implies that a distinction must be drawn between a general and a specific English course. The typical English course that is taught at primary and secondary schools in the RSA can be regarded as general. It

starts with beginners and brings them to a reasonable competence in all areas of language.

ESP however focusses attention on the purpose of the learner. The word "specific" implies that the student and lecturer should constantly be aware of the specific purposes of the course and not introduce irrelevant material. ESP is generally used to refer to the teaching/ learning of a foreign language for a clearly utilitarian purpose of which there is no doubt. Robinson (1980:6) states that the utilitarian purpose is generally conceived of as successful performance in work: work in which proficiency in the English language is essential. According to Huckin (1988:64) ESP courses have been used in medical schools, law schools and business schools (amongst others) in the USA with great success.

2.3 ORIGINS OF ESP

The ESP movement has been in existence for more than two and a half decades. According to Mountford (1988:76) it originated from a growing recognition that the English learnt at secondary level is insufficient for the socio-economic and educational needs of students at tertiary level.

Robinson (1980:10) states that where the school course has been inadequate the student actually needs remedial English. The latter should be of a more purposeful kind than that studied before. Learners undergoing professional training have what Kirkham (1984:2) refers to as "much more limited and finely

focussed needs". Mackay and Mountford (1978:2) claim that language learners at tertiary level require English as a means of performing a social or working role as a scientist, technologist, technician, etc.

ESP fits within the general movement towards "communicative" teaching. The latter has in recent years become a fashionable term to cover a variety of developments in syllabus design and in the methodology of teaching foreign languages. In order to place ESP in perspective the communicative approach will now be discussed briefly.

The communicative approach to English language teaching has come in the first instance, as a reaction against traditional methods. "Traditional" in this context may be seen as an umbrella term for the methods that preceded the communicative approach. Roberts (1982:98) warns that some caution is needed with the convenience label "traditional method approach". He emphasises that "traditional" is intended to contrast with "recent". The term is, however, not meant to refer to the Grammar Translation Method alone. It refers to the whole gamut of methods, including Grammar Translation, the Direct Method, Audiolingualism, Cognitive Code Learning Theory and so on, including eclectic compromises between them.

According to Van der Walt (1984:19) "traditional" language teaching has emphasized language structure. It has been concerned with how the student learns to master the structures of the language. The premise was that once the student has mastered the language system, he has all the information he requires to use the language correctly and fluently.

The approach described above did not render satisfying results. Johnson (1985:98) states that the emphasis has now shifted from the question "What is language?" to "Why do people learn languages?" These insights have had a profound effect on many areas associated with linguistics and are concerned with what Hymes (1979:7) calls "communicative competence" and its emphasis on "appropriacy". A realisation that there is more to the business of communicating than the ability to produce grammatically correct utterances manifested itself. The ability to use the language as a means of communication does not follow as a necessary consequence of learning the language as a formal system, but has to be developed in some way. The learner must know not only the grammar of the language, but also how to use the language in communication.

Finocchiaro and Brumfit (1983:90) state that in the communicative approach we are concerned in the classroom with language use, not language knowledge. We learn language most effectively by using it in "realistic situations". In practice, the approach features students bridging a contrived or natural information gap, or pooling their information and insight toward solving various problems (Deckert 1987:17). ESP courses focus on the use of the language with the purpose of preparing the learner for a specific profession. The requirements of the profession must, therefore, be established. This process will be described in the next section.

2.4 ESP AND NEEDS ANALYSIS

2.4.1 Introduction

As pointed out, co-operative education is seen as a triangular partnership between academics, employers and students and is based on the needs of employers (see 1.1). There is also general consensus in the literature on English for Specific Purposes that the employer, teaching institution and learner should decide, through constant interaction, on the content and aims of the syllabus.

2.4.2 Importance of needs analysis

An ESP course is purposeful and is aimed at the successful performance of educational and occupational roles. According to Robinson (1980:13) it is based on a rigorous analysis of students' needs and should be "tailor made". Berwick (1989:48) stresses that the assessment of language needs is shaped by the local work environment. Cumaranatunge (1989:127) also states that the "reality of the work place" has to be experienced by the compiler of an ESP syllabus.

The needs survey is a necessary initial step in the preparation of a language-teaching programme, according to Van der Walt (1985:79). The importance of basing classroom activities on the prior identification of learner needs in ESP is also stressed by Long (1985:89).

2.4.3 The concept "need"

It is difficult to find a specific definition of "needs" in the context of language learning. As Richterich (1983:2) comments:

"The very concept of language needs has never been clearly defined and remains at best ambiguous".

It is therefore useful to borrow some insights from the field of adult education. In this field needs are conventionally defined as being something like the "gap between what is and what should be". What is important here is that someone has to decide what "should be". In other words, statements of needs are open to contextual interpretation and contain value judgements. Brindley (1989:65) states that needs statements do not have an objective reality. What is finally established as a "need" is a matter of agreement and judgement, not discovery, as stated in a 1989 HSRC report: " 'n Behoeftte is 'n leemte tussen die gewenste doelstellings en die werklike uitkomst; 'n gebrek aan dit wat as noodsaaklik/gewens/nuttig beskou kan word" (Rousseau, Lombard and Kamper 1988:11).

Brindley (1989:65) states that the task of the educator is to select those normative areas in which there appear to be deficiencies. Where a deficiency can be remedied by the help of some educational process, an "educational need" is established.

2.4.4 Main purposes of a needs analysis

According to Nunan (1984:43) a needs analysis serves three main purposes: it provides a means of obtaining wider input into the content, design, and implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme. These purposes are all relevant for this study in that the current Communication in English

syllabus for Personnel Management students of Anglo American at technikon level will be analysed.

2.4.5 Models for needs analysis

2.4.5.1 Introduction

It was stated in 2.3 that ESP fits within the general movement towards "communicative" teaching and that in this approach we are concerned in the classroom with language use, not language knowledge. Much thought went into the design of a curriculum based on communicative principles. The Council of Europe Modern Languages Project was one of the main pioneering endeavours in this respect. The rationale for this project and others of a similar nature was that in order to determine what language functions to include one has to set out from the language needs of language learners. The definition and identification of these language needs has constituted a first and important stage in the procedures to make language teaching communicative (Richterich 1980; Richterich and Chancerel (1980); Munby (1978)). The second stage has been the definition of language categories in semantic and sociolinguistic terms accompanied by examples of language items.

The approach of Michael Long (1985) to syllabus design differs from those of Richterich and Chancerel (1980) and Munby (1978). Long is one of the proponents of the process approach, together with applied linguists like Prabhu and Breen. The process approach is one of the recent developments in ESL (English Second Language Teaching). It can be described as a "natural growth" approach in which target tasks are selected and the total instruction is based on these tasks. According to Nunan (1988:17) process curricula are less concerned with

specifying content or output than with the sorts of learning activities in which learners should engage. Long (1985) tries to develop principles in which pedagogic tasks are systematically related to real world tasks.

As the needs analysis is an essential step in the preparation of an ESP syllabus (see 2.4.2), a study of the three standard models of Richterich and Chancerel (1980), Munby (1978) and Long (1985) is relevant for this mini-dissertation. The insights drawn from this survey can be used in determining the specific language needs of Personnel Management students of Anglo American at technikon level.

2.4.5.2 Richterich and Chancerel (1980)

2.4.5.2.1 The Project of the Council of Europe

The foundation of that which materialised in the seventies in the Council of Europe Project, was already laid in 1954 with the signing of the European cultural convention by the members of the Council of Europe. The aim of the Council was to create mutual understanding and unity among the nations of Europe. The Ministers of Education of the member states of this Council emphasized repeatedly that knowledge of foreign languages should enjoy high priority in this striving for mutual understanding. They were all agreed that the emphasis should be placed primarily on the functional knowledge of the target language. Van Ek (1971:1) states that all member states of the Council of Europe recognized at least one common aim, which was the ability to use the foreign language in one way or another. These insights materialised in 1971 in the formation of a group of experts whose task it was to develop a language teaching

system suitable for teaching all the languages used in the Council's member countries in Europe.

According to Johnson and Morrow (1981:6-7) contracts were given to the "group of experts" (Wilkins, Van Ek and Richterich - later joined by Chancerel) to prepare preliminary documents in order to specify basic priorities.

These basic priorities were:

- (i) a model for defining and specifying adult language needs.
- (ii) The specification of functional, notional, structural, and other categories, that by virtue of their importance for all language learners, would form the nature and essence of the "common core" as mutual aim for all adult language learners,
- (iii) The specification of a threshold level or basic language proficiency level attainable by the majority of learners after a comparatively short period of study.

Richterich and Chancerel (1980) were responsible for preparing a model for defining and specifying adult language needs.

2.4.5.2.2 Identification of adult language needs

Richterich and Chancerel (1980:5) base their procedure for defining and specifying adult language needs on a learner-centred teaching model. They point out, however, that a scientific approach to needs analysis rests on the interdependency and interaction of all components within the

language teaching situation like the syllabus, learner aims, teaching establishments, user institutions, social community, methods of evaluation and language learners. Learner-centredness with regards to learner aims can never exist in an absolute sense and learner needs cannot be the final criterium for curriculum planning. They state that the learner may well seem to be at the centre, but it is not he who has put himself there, but the system. The "centring", if it is to be more than an educational illusion, can but pass through various forms of participation.

The involvement and interaction of different institutions and factors in the needs of learners bring about that multi-dimensional needs may be identified as information is gathered at different times and different levels.

Richterich and Chancerel (1980:7), suggest that the identification of a learner's needs is undertaken by three separate bodies: the learner himself, the teaching establishment and the user-institution (i.e. the learner's employer).

When considering what use a learner may make of a language Richterich and Chancerel (1980:21) distinguish (i) language activities (eg. telephoning, writing letters), (ii) language functions (eg. asking for information, arguing, explaining), (iii) language situations (eg. face to face, in a working group) and the four language skills. In addition they also list some of the different referential objects of language (eg. everyday communication, scientific language).

The final part of Richterich and Chancerel's study (1980) is a comprehensive survey of all the different sources of information for a needs analysis. These range from surveys

(55-57), questionnaires (59-77), interviews (78-79), attitude scales (81-82) to job and content analyses (90-92). Examples are given of each method and the relative value of each is assessed.

2.4.5.2.3 Evaluation of Richterich and Chancerel's model

The importance of the contribution of Richterich and Chancerel (1980) lies in the fact that they pointed out the complexities that lie at the root of establishing the learner's needs. They endeavoured to prove that the planning of a language course cannot be based on a single component like a "language structure" or the "communicative needs" of a specific group of learners, but on the interdependent interaction of all situational components. As the needs of learners change continually, needs analysis becomes a continuous process. Awareness of the whole complexity surrounding the needs of learners should be the premise of language teaching and therefore also of the language course. It is more important than a ready made inventory of the needs of learners.

The suggestion of Richterich and Chancerel (1980:7) that the identification of a learner's needs should be undertaken by the learner, the teaching establishment and the user-institution is also in accordance with the objectives of the SA Society for Co-operative education (see 1.1). It is therefore relevant for this mini-dissertation. Richterich and Chancerel's (1980:43) statement that in any given society it is the user-institution (employer) who is more or less responsible for directly or indirectly determining the needs of learners and teaching establishments is of particular significance. The needs of Anglo American are of paramount importance in the design of an

English language programme for their prospective Personnel Management employees.

Another important contribution by Richterich and Chancerel (1980) is their comprehensive study of all the different sources of information for a needs analysis (see 2.4.5.2.2).

The description of Richterich and Chancerel (1980:21) of the way in which the language is intended to be used by the learner in terms of language activities, language functions, language situations and referential objects is not comprehensive enough for determining the specific English language needs of Personnel Management students of Anglo American. A much more accurate description of the tasks expected at the place of employment like conducting a job interview, or informing an applicant that he has been appointed and giving first day arrangements, is required.

The model of Richterich and Chancerel (1980), therefore provides important insights for purposes of this mini-dissertation.

2.4.5.3 Munby (1978)

Robinson (1980:29) states that apart from Richterich and Chancerel (1980) the most extensive theoretical study of the learner's needs is that of Munby. Whereas Richterich and Chancerel pay comparatively little attention to the different dimensions of language use needed by the learner, language is Munby's primary concern.

According to Munby (1978:2) ESP should focus on the learner and the purposes for which he requires the target language, and the

whole language programme follows from that. For Munby (1978:24) needs analysis is the preliminary to the specification or design of a syllabus. His model aims to give a valid specification of the target level communicative competence of a student and operates in two stages. Firstly a profile is built up of student needs and secondly these needs are converted into syllabus content.

In building up a profile of student needs Munby (1978:115) states that a simple way of characterising the variables in any act of communication is to ask the question: Who is communicating with whom, why, where, when, how, at what level, about what, and in what way? By using the model one can construct a profile of the communication needs of a particular participant or category of participant, in which account has systematically been taken of all the variables that determine or constrain the communication requirements of that participant. In the Communication Needs Processor (CNP), described by Munby (1978:32), account is taken of the variables that affect communication needs by organising them as parameters in a dynamic relationship. The parameters described by Munby (1978:34-39) will now be briefly explained:

(i) Purposive domain

In this parameter one first establishes the type of ESP involved and then specifies the occupational or educational purpose for which the target language is required.

(ii) Setting

This feature deals with features of both physical and psychosocial setting. Questions are asked on the spatial and temporal aspects of the physical setting in which the target language is required for use. This includes place of work and study setting as applicable. Then a selection has to be made from a list of psychosocial settings which are seen as different environments in which the target languages is to be used. Examples of such environments are "noisy", "demanding", "culturally different", "aesthetic" and "unfamiliar".

(iii) Interaction

This is the variable where one identifies those with whom the participant has to communicate in the target languages, and predicts the relationships that may be expected to obtain between him and his interlocutors.

(iv) Instrumentality

Here one is concerned with identifying constraints on the input in terms of the medium, mode, and channel of communication. One needs to know if the required medium of communication is spoken or written or both, and if the type of command is receptive or productive or both.

(v) Dialect

Given the constraints of physical setting, role-set, and purpose, one is now in a position to process the input for dialect, e.g. to specify whether it is British or American English, or a regional variety of either, that is more appropriate for the participant to produce or understand.

(vi) Target level

At this stage of the CNP, the participant's target level of command should be stated in terms that will guide the further processing through the model. Enough input information has been identified in the upper band of parameters for a specification to be made in such terms.

(vii) Communicative event

This parameter is concerned with what the participant has to do, either productively or receptively. It first identifies communicative events that result from the interaction of relevant inputs deriving from the prior identification of the participant's purposive domain, physical setting, role-set, and instrumentality requirements. The events arrived at are what might be regarded as macro-activities, such as "waiter serving customer in restaurant" or "student participating in seminar discussion at university". The parts, such as "attending to customer's order" or "introducing a different point of view", which make up these events,

can then be regarded as micro-activities or simply activities.

(viii) Communicative key

This parameter is concerned with how (in the sense of manner) one does the activities comprising an event (the what one does).

Munby (1978:40) emphasises that the profile is a detailed description of particular communication needs without containing any specification of the actual language forms that will realise those needs. The CNP, therefore, operates at the pre-language stage in the specification of communicative competence.

Munby (1978:116) states that once a profile has been built up of communication needs for a participant it has to be interpreted in terms of the language skills required for its realisation. The customary division of language skills into listening, speaking, reading and writing is not acceptable to Munby in this regard. The selected skills, together with a selection of micro-functions, are claimed to be "enabling factors" for activities. Munby (1978:116) uses the term "skill" as a micro-concept, to be distinguished from the macro-concept of an activity, to which its relation is that of enabling factor to resultant activity.

Activities, such as listening and taking notes, are specified in the Communication Needs Processor. The next step is that the skills required for the realisation of these activities are selected. For Munby (1978:117) the solution is the setting up of a taxonomy consisting of some two hundred and sixty skills,

subcategorised in fifty-four groups. He expresses the hope that this organisation will facilitate the process of selecting skills appropriate to previously specified activities.

Munby (1978:123-131) gives an exhaustive list of micro-skills from which a shorter list of particular skills needed by the student can be assembled. Similarly Munby (1978:136-139) gives a detailed inventory of micro-functions, from which a selection can be made. Skills, functions and language forms together form syllabus content.

In conclusion Munby (1978:52) admits that the specification of language realisations (productive and receptive) is based on introspection or native-speaker intuition, augmented by reference to authoritative sources and some familiarity with the situation. It will be necessary to use a mixture of intuition, field observation or study, appropriate informants, and authoritative reference texts.

2.4.5.4 Evaluation of Munby's model

Munby's syllabus contains a detailed inventory of semantic language items. Widdowson (1979:248) points out that the notional syllabus still presents language as an inventory of units, of items for accumulation and storage. They are notional rather than structural isolates, but they are isolates all the same. The notional syllabus cannot in its present form account for communicative competence because, according to Widdowson (1979:248), communicative competence is not a compilation of items in memory, but a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use, an ability to make sense as a

participant in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use.

For Munby (1978) the student's needs must be realized by means of language skills needed and language functions, presented in the syllabus as an inventory of items. However, as Stern (1983:259) points out, the gap between the inventories of language items in a "syllabus" and the teaching materials, teaching techniques and testing procedures which carry these syllabus into effect has been difficult to bridge.

The solution, according to Nunan (1988:53), is the adoption of a more subjective orientation which will necessitate a shift away from the sorts of "technocratic" procedures inherent in the Munby needs analysis model to less formal procedures for both sensitising learners and obtaining input from them for developing the curriculum. Van der Walt (1981:166) states that the problem of relating the different parts of the notional syllabus to one another is most easily overcome if the course is an ESP one where the needs and objectives are very clearly defined: for example, the analysis of the language needs of the sales team of a manufacturing firm may reveal the following: writing reports and minutes, writing sales leaflets, reading technical journals and newspapers, listening to conference speeches, taking notes at meetings, etc. Van der Walt is suggesting that work tasks may provide an organising principle for an ESP course.

Munby's model, although containing useful insights, is inadequate for determining the specific language tasks Personnel Management officials have to perform.

2.4.5.5 Long's task-based syllabus

Michael Long (1985) is one of the proponents of the process approach in which target tasks are selected and the total instruction is based on these tasks (see 2.4.5.1).

The central idea in "task-based" language teaching is that task is a meaningful and viable unit of analysis in all four, of what Long (1985:89) takes to be, the major issues in programme design:

- (i) identifying learners' needs,
- (ii) defining syllabus content,
- (iii) organizing language acquisition opportunities,
- (iv) measuring student achievement.

Long (1985:89) contends that if "task" will serve in all these capacities, it should provide the basis for naturally compatible decisions at all stages in programme design and implementation. He defines "task" as a piece of work undertaken for oneself or for others, freely or for some reward. Long (1985:89) states: "..... by task is meant the hundred and one things people do in everyday life, at work, at play and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists".

The purpose of a needs identification is to obtain information which will determine the content of a language teaching programme, i.e. to provide input for syllabus design. According to Long (1985:91) inventories of tasks that result from a needs identification are necessary for providing input for syllabus design, but insufficient. Inventories of tasks are only the raw data and must be manipulated in various

ways before they are transformed into a syllabus usable in classroom teaching. Long (1985:91) describes this procedure as follows:

1. Conduct a needs analysis to obtain an inventory of target tasks.
2. Classify the target tasks into task types.
3. From the task types, derive pedagogical tasks.
4. Select and sequence the pedagogical tasks to form a task syllabus.

Target tasks are those tasks identified as required in order for an individual to function adequately in a particular occupational target domain.

Long (1985:91-92) states that one reason for classifying target tasks into task types is to allow for the subsequent principled selection of pedagogical tasks, i.e. the tasks teachers and students will actually work on in the classroom, at least initially, until they are capable of tackling the full version of the target task. Pedagogical tasks are necessary elements in the design of a task syllabus. The latter is simply the final sequence in which selected pedagogical tasks are presented to the classroom language learner. Selection of tasks is handled through ensuring that task types are adequately represented by the pedagogical tasks chosen. Grading is determined by the degree of difficulty of the pedagogical tasks themselves (from simple to complex), as well as such normal considerations as variety, pace and duration.

2.4.5.6 Evaluation of Long

Needs identification in the design of specific purpose language programmes is not only costly in both time and money, but frequently ineffective. King (1984:36) and Baumgardner (1988:149) agree with Long (1985:90) that the applied linguist's (understandable) lack of expertise in the range of specialized occupational domains he is confronted with is a basic problem in this regard. This situation is compounded by the typical procedure of attempting to carry out the analysis in linguistic terms, which are not the way participants think of what they do. Long (1985:90) states that, by way of contrast, analyses of the same fields in terms of the tasks involved has an advantage. The fact that tasks have psychological reality for the people who are experts in the fields being analysed means that their specialist knowledge can be accessed directly and reliably. This is of particular relevance for this study, as the "reality" and demands of Anglo American have to be determined.

Johnson and Morrow (1981:11) state that notional syllabuses (like all syllabuses) are a means to an end, a vehicle for arriving at a destination. But it is only one means to an end and we judge a course communicative or otherwise not only (nor even predominantly) in terms of how it is organised, but also in terms of its methodology. According to Maurice (1987:8) the "lack of regard" for teaching methodology as an approach to needs analyses and syllabus design, has been frequently criticised. The task-based approach (Long 1985) offers a bridge between content and methodology, thus we have a means whereby the actual syllabus of a classroom group may be made more accessible. It addresses the decisions which have to be

made and the working procedures which have to be undertaken for language learning in a group.

According to Bloor (1984:15) there has been a trend in recent years, apparent most clearly in English for Specific Purposes, to abandon the linguistic syllabus in favour of specifying a set of learning tasks. In task-based language teaching the learner knows what he should be able to do at the end of a course. Nunan (1988:59) states that precise statements of what the learner is to be able to do at the end of a course is an essential step in the curriculum design process which greatly facilitates a number of other steps. It forces the designer to be realistic about what a given group of learners can hope to achieve. It also helps guide the selection of appropriate materials and learning activities.

When all the advantages mentioned above are taken into account, it becomes apparent that the task-based approach of Long (1985) is the most relevant model for determining the specific English needs of Personnel Management students of Anglo American at technikon level.

2.5 CONCLUSION

The literature study undertaken in this chapter has revealed that only relevant material must be introduced into an ESP course (see 2.1). It also became apparent (see 2.4.2) that in order to determine the relevancy of the syllabus and methodology a rigorous analysis of students' needs is imperative.

In order to find an appropriate needs analysis model for Personnel Management students of Anglo American, the models of Richterich and Chancerel (see 2.4.5.2), Munby (see 2.4.5.3) and Long (see 2.4.5.4) were briefly reviewed.

It became apparent that an analysis of the occupational field in terms of the tasks involved is most relevant for this study (see 2.4.5.4). Long's task-based syllabus will therefore form the basis for empirical research in this mini-dissertation.

The present syllabus for Communication in English will be analysed in the next chapter. The literature study revealed that a needs analysis can provide not only a means of obtaining wider input into the content, but also data for reviewing and evaluating an existing programme (see 2.4.4).

CHAPTER 3 : AN ANALYSIS OF THE EXISTING SYLLABUS
FOR COMMUNICATION IN ENGLISH

3.1 INTRODUCTION

The purpose of this chapter is to report on whether the Communication in English syllabus (see Appendix B) used at technikons, is relevant and appropriate for prospective Personnel Managers at Anglo American.

3.2 THE PRESENT COMMUNICATION IN ENGLISH SYLLABUS

Communication in English, offered at all technikons, is a one-year-credit course. It is intended for candidates who have obtained a Senior Certificate and who are taking National Diploma Courses. The course is offered in four periods per week of 40 minutes each.

The content of the syllabus is the same for candidates whose mother tongue is English and for those for whom English is the second language. However, separate question papers are set:

A Paper - for English speaking candidates

B Paper - for candidates for whom English is the second language

The A paper is more difficult (see 1.2 of Appendix B).

Candidates for some diplomas, like Public Administration and Secretarial Studies, are expected to write one official language on the higher grade (A) and the other on the lower grade (B). Candidates for diplomas like Marketing and Sales Management and Personnel Management are expected to take only

the official language of their choice. It must be written on the higher grade. As already stated (see 1.1), the scope of this study is limited to those students for whom English is a second language. They will, of necessity, have to write Communication in English A.

One paper of three hours' duration is set. It consists mainly of article and report writing, correspondence, notices, agendas, minutes, the media and theory of communication, précis writing and language study (see 2.1 - 2.6 of Appendix B).

3.3 SITUATION AT TECHNIKONS

Communication in English is compulsory for students who take a wide variety of diplomas at technikons. These include, amongst others, Personnel Management, Marketing and Sales Management, Public Administration and Secretarial Studies. The result of this composition is a heterogeneous group of students in the Communication in English course.

The heterogeneity of the group means that the course can only be a general course, i.e. it is aimed at a general group and not a specific group such as Personnel Management students. It does not cater for special-interest groups; it is not an ESP course. The Communication in English course, as conceived of at present, is a general English course, open to students following a variety of diplomas. There is clearly a need for a more specialized course - an ESP one.

In order to establish the current practice regarding the teaching of Communication in English course at South African technikons, a questionnaire (see Appendix C) was drawn up and

sent to eight technikons who offer such a course. The specific aim was to determine whether any of these technikons cater for the specific English needs of Personnel Management students (the target group in this mini-dissertation).

The return rate of the questionnaire was 75 %. Responses which were received from the six technikons which reacted indicated that there is no specific Communication in English syllabus for Personnel Management students. Students for different diplomas (e.g. Personnel Management, Marketing and Sales Management, Public Administration and Secretarial Studies) follow the same syllabus and write the same examination. This is a clear indication that the Communication in English taught at technikons does not comply with the requirements of English for Specific Purposes stated in the previous chapter (see 2.2).

3.4 AN ANALYSIS OF THE PRESENT SYLLABUS

In the present syllabus there is no specific classification of content. For purposes of analysis and discussion in this section the language activities as they appear in the syllabus will be classified under the four "basic" skills: writing, speaking, listening and reading.

3.4.1 Written work

3.4.1.1 Article writing

In the present syllabus it is stated that students should be taught to write an article (see 3.1 of Appendix B). According to the syllabus the topics must be based on material "relevant" to the various diploma courses. The questions that arise are the following: Firstly, who determines which topics are

relevant? In the second instance, on what basis is the relevancy determined?

In the previous chapter (see 2.3) it was stated that the learner undergoing professional training has finely focussed needs.

In the present syllabus it is left to the language lecturer's judgement (or intuition) to determine relevant topics. The lecturer may of course consult colleagues from the Personnel Management field (or even the students) but this is not a scientific approach. Only prior identification of learner needs through an analysis at the place of employment (see 3.3.2) will provide clarity as to which topics or target tasks (see 2.4.5.4) are required.

3.4.1.2 Report writing

Item 3.2 (Appendix B) prescribes the drafting of formal and routine reports on topics "relevant" to the various diploma courses which are prescribed. The various types of reports that may be encountered at the place of employment (e.g. accident reports, progress reports, investigation reports, budget reports, course evaluation reports, etc.) are not mentioned. In order to identify these target tasks a needs analysis becomes imperative.

It is also important to determine the frequency with which the different types of reports will be written in order to select and grade the content.

3.4.1.3 Correspondence

The present syllabus is vague concerning the types of correspondence the student should be taught. In item 3.3.1 it is stated, for instance, that business letters (including letters of application) should be written. Target tasks, such as writing a letter of appointment, informing an applicant that his application has been unsuccessful and writing a dismissal letter, are not mentioned at all. It is also not clear why advertisements (item 3.3.8) are mentioned under the task type correspondence. No indication is given whether classified advertisements, display advertisements or employment advertisements (or all three) should be stressed. Other task types (e.g. official letters, internal memoranda and circulars) are mentioned under item 3.3, without specifying the target tasks.

3.4.1.4 Meeting procedure

In item 3.8 of the syllabus it is stated that students should be taught to draft notices, agendas and minutes of meetings. A specification of target tasks like participation as member (or chairman) at staff meetings, negotiation meetings, budget meetings, promotion meetings, etc. is not given in the syllabus.

The Personnel Management students, as well as the lecturer, should know in detail what demands will be made by the work situation in order to make the training specific.

3.4.2 Oral communication

In item 3.10.2 of the present syllabus (Appendix B) it is stated that the student should be taught to make a speech. No mention is made however of any likely topics (target tasks).

Regarding interviews (item 3.10.5) it is stated that the student should be taught to participate orally. The types of interviews (employment, dismissal, appraisal, negotiation, etc.) and the role to be played (interviewer or interviewee) are not mentioned.

3.4.3 Listening and reading skills

In the syllabus it is stated that a comprehension "test" will be set on communication generally or on topical material "relevant" to the various diploma courses for which the subject is prescribed (see 3.4 of Appendix B). Hardly any mention is made of reading and listening skills.

3.5 CONCLUSION

The analysis of the present syllabus for Communication in English proves that it is a general syllabus, prescribed for a variety of diplomas. The lecturer has to determine what is relevant for the student and the employer. In trying to do this, he may consult with the students or with colleagues from another faculty. Even if this is done it still remains an unscientific approach. Irrelevancy and lack of student motivation will inevitably be the result.

The necessity of undertaking a rigorous needs analysis at the place of employment in order to provide target tasks (which will provide wider input into the content of the syllabus) is apparent. This provides the justification for the empirical research undertaken in the next chapter.

CHAPTER 4 : EMPIRICAL RESEARCH: A NEEDS ANALYSIS

4.1 INTRODUCTION

The ineffectiveness of the present syllabus (Appendix B) to meet the specific English language needs of prospective Personnel Management employees of Anglo American was pointed out in chapter 3.

The aims of this chapter are to determine exactly what English language skills are expected of the target group at the place of employment. This is accomplished in this study by means of a questionnaire completed by the supervisors at the ten mines of the South Region of Anglo American. The content of the questionnaire is discussed in the next section.

The information provided by the questionnaire is presented in the form of tables and is discussed in the final part of this chapter. These findings serve as premise for the proposal of a specific syllabus for the target group in the next chapter.

4.2 METHOD OF RESEARCH

4.2.1 Raw data

It was stated in chapter 2 that the task-based approach of Long (1985) forms the basis of empirical research in this mini-dissertation (see 2.5).

The initial step was to identify likely target tasks for inclusion in the questionnaire to be distributed to the employer (Anglo American). These tasks related to the four "basic" skills: writing, speaking, listening and reading. In

order to identify the likely target tasks, interviews were conducted with the Head of Department and four lecturers from the Personnel Management Department of Technikon OFS.

The assistance of Personnel Management lecturers proved to be very effective in providing the raw data of the types of tasks that will be expected from diplomates in the Personnel Management field. It was important that all aspects on which information was required would be determined before the questionnaire could be compiled. This would ensure that the whole Personnel Management field would be covered. The syllabus for Personnel Management I, II and III was also studied. This gave a broad overall view of the Personnel Management field and led to the inclusion of additional likely target tasks in the questionnaire.

4.2.2 Questionnaire

4.2.2.1 Pilot study

After the raw data had been obtained a preliminary questionnaire was compiled. This was to serve as a pilot study. The purpose of the preliminary questionnaire was twofold: Firstly to reveal deficiencies in the questionnaire and secondly to add information which might have been overlooked for inclusion in the final questionnaire.

The preliminary questionnaire was completed by students and teaching staff at Technikon OFS. 42 Final year Personnel Management students (of which 10 are part-time) were involved. 5 Lecturers of the Department of Languages and 4 lecturers of the Department of Personnel Management also completed the questionnaire.

The completion of the preliminary questionnaire led to a number of improvements in the final questionnaire. The response and comments of the respondents revealed where the questionnaire could be improved. It also confirmed the data for inclusion in the final questionnaire.

4.2.2.2 Final questionnaire

4.2.2.2.1 Purpose and structure

The final questionnaire is included in this mini-dissertation as Appendix D.

As mentioned, the feedback received from the lecturers and students during the discussions, interviews and preliminary questionnaire (see 4.2.1 and 4.2.2.1) was used in the construction of the final questionnaire. Its purpose was to determine precisely the English language target tasks that are expected from a Personnel Management employee at Anglo American.

In determining writing and oral skills likely target tasks were included in the questionnaire. A rating scale was included and respondents had to indicate whether the tasks would occur seldom, regularly, etc. Need was indicated by high frequency, overlapping responses to choices available on the questionnaire. Berwick (1989:60) calls this method a fairly straightforward approach to locating areas for emphasis in programming. The rating scale in the questionnaire (Appendix D) therefore made the process of grading easier.

A questionnaire from an HSRC report (Rousseau, Lombard and Kamper 1989:217-220) was appropriate to determine the listening

and reading skills required from Personnel Management Officials of Anglo American. These questions formed part of the pilot study.

4.2.2.2.2 Distribution and return rate

The Divisional Personnel Officer: Development and Training of Anglo American in Welkom, Mr P Flynn, distributed the questionnaire to the Training Superintendents of the 10 mines of the South Region for completion and comment.

The return rate of the questionnaire was 9 (90 %). The information supplied may therefore be regarded as representative of the language skills that will be expected of the technikon diplomates at Anglo American.

4.3 FINDINGS

The responses to the questionnaire are presented in the form of tables. Relevant comments will accompany each table.

4.3.1 Writing skills

Article writing

In question 1 the purpose was to determine whether the employee will be required to write articles for journals and magazines during the course of his career (see Appendix D). The frequency with which this will occur was determined in question 2. In question 3 the topics of the articles (target tasks) were determined. The responses are reflected in tables 1 and 2.

TABLE 1

ARTICLE WRITING; FREQUENCY

Articles will be written	Regularly	%	Often	%	Seldom	%	NA	%
			5	55,5	4	44,4		

TABLE 2

ARTICLE WRITING; TARGET TASKS

Articles are usually written on the following:	Yes	%	No	%
Communication and labour relations	9	100	0	0
Company policy	7	77,7	2	22,2
Salary and fringe benefits	2	22,2	7	77,7
Negotiation policies	6	66,6	3	33,3
Productivity	4	44,4	5	55,5
Frustration and conflict	8	88,8	1	11,1
Stress	4	44,4	5	55,5
Manpower planning	7	77,7	2	22,2
Performance management	4	44,4	5	55,5

Table 2 (to be continued)

Performance appraisal	7	77,7	2	22,2
Job evaluation	7	77,7	2	22,2
Safety	3	33,3	6	66,6
Health	4	44,4	5	55,5
Others:Welfare	1	11,1	0	0
Monthly newsletter (Dialogue)	1	11,1	0	0

In table 1, 55 % of the respondents indicated that articles will be written often. The inclusion of articles in the syllabus is therefore justified.

Table 2 indicates that the following topics are regarded as important by the employer: the role of communication in labour relations, frustration and conflict of the employee, what company policy entails, successful manpower planning, performance appraisal, job evaluation, and negotiation policies.

The following topics are regarded as less important by the employer: productivity, stress and the employee, performance management, and health (favourable working conditions).

REPORT WRITING

TABLE 3

REPORT WRITING; TARGET TASKS

The following reports will be written	Regu- larly	%	Often	%	Sel- dom	%	NA	%
Annual reports	6	66,6	2	22,2	1	11,1	0	0
Accident reports	1	11,1	4	44,4	4	44,4	0	0
Summary reports (Conferences attended etc)	4	44,4	3	33,3	1	11,1	1	11,1
Progress reports (how task is proceeding, etc.)	4	44,4	4	44,4	1	11,1	0	0
Investigation reports concerning working conditions and labour relations	3	33,3	5	55,5	1	11,1	0	0
Reports on fellow employees (eg. evaluation for promotion)	1	11,1	5	55,5	3	33,3	0	0

Table 3 (to be continued)

The following reports will be written	Regularly	%	Often	%	Seldom	%	NA	%
Statistical reports	3	33,3	6	66,6	0	0	0	0
Budget reports	3	33,3	3	33,3	2	22,2	1	11,1
Course evaluation reports	2	22,2	3	33,3	3	33,3	1	11,1
Others								
Project reports								

In the present syllabus different types of reports are not specified (see 3.3.1.2). Table 3 gives a clear indication of the types of reports that Personnel Managers will be required to write at the place of employment.

Writing of the following types of reports are regarded as important by the employer: annual reports, progress reports (how task is proceeding, etc.), summary reports (conferences attended, etc.), investigation reports concerning working conditions and labour relations, statistical reports and budget reports.

Writing of the following types of reports are regarded as less important by the employer: course evaluation reports, reports on fellow employees (eg. evaluation for promotion), and accident reports.

Correspondence (Writing of letters)

The present syllabus is vague concerning the types of correspondence that students should be taught (see 3.3). Responses to questions 5 and 6 (see Appendix D) provide clarity on this issue.

TABLE 4

CORRESPONDENCE; TARGET TASKS

The following kinds of letters will be written	Regularly	%	Often	%	Seldom	%	NA	%
Cover letter and CV for application	2	22,2	4	44,4	3	33,3	0	0
Appointment letter	6	66,6	3	33,3	0	0	0	0
Refusal letter (applicant not appointed)	6	66,6	2	22,2	1	11,1	0	0
Letter of enquiry to reference about applicant	3	33,3	2	22,2	4	44,4	0	0
Letter responding to enquiry about applicant	2	22,2	4	44,4	3	33,3	0	0

Table 4 (to be continued)

The following kinds of letters will be written	Regularly	%	Often	%	Seldom	%	NA	%
Letter of invitation (guest speaker, guest of honour, etc.)	2	22,2	1	11,1	5	55,5	1	11,1
Letter arranging negotiations with trade unions	1	11,1	4	44,4	4	44,4	0	0
Letter confirming collective bargaining	1	11,1	3	33,3	3	33,3	2	22,2

Table 4 indicates that the writing of the following types of letters should receive most attention: Appointment letter (first day arrangements, etc.), refusal letter (applicant not appointed), cover letter and CV for application, letter responding to enquiry from an applicant.

Writing of the following types of letters are regarded as less important by the employer: letter arranging negotiations with trade unions, letter confirming collective bargaining and the letter of invitation (guest speaker, guest of honour, etc.).

Writing of circular letters

In the present syllabus it is merely stated that students should be taught to write circulars (see 3.3.1.3). The needs analysis provides more detail.

TABLE 5

CIRCULAR LETTERS; RANKS

Circular letters be directed at	Superiors	%	Equals	%	All of the above	%
					9	100

TABLE 6

CIRCULAR LETTERS; TARGET TASKS

Circular letters will deal with the following topics	Regu- larly	%	Often	%	Sel- dom	%	NA	%
Motivation for courses	2	22,2	4	44,4	1	11,1	2	22,2
Changes of policy	1	11,1	3	33,3	3	33,3	2	22,2
Resolutions	1	11,1	5	55,5	3	33,3	0	0
Developments	1	11,1	6	66,6	2	22,2	0	0
Benefits	1	11,1	3	33,3	4	44,4	1	11,1

Table 6 (to be continued)

Circular letters will deal with the following topics	Regularly	%	Often	%	Sel-	%	NA	%
Others								
Working conditions	1	11,1						
Leave arrangements	1	11,1						
Updating records	1	11,1						

Table 5 indicates that circulars will be directed at superiors, equals and subordinates.

In table 6 the likely topics that circulars will deal with are presented. Writing of the following types of circulars are regarded as important by the employer: motivation for courses, new developments in personnel matters, resolutions to be implemented, changes of policy, and fringe benefits and related matters.

Writing of memoranda

The present syllabus does not indicate at whom memoranda should be directed and what topics they mostly deal with (see 3.3.1.3). Tables 7 and 8 indicate the information obtained with regard to this.

TABLE 7

MEMORANDA; RANKS

Internal memo- randa will be directed at	Superiors	%	Equals	%	All of the above	%
					9	100

TABLE 8

MEMORANDA; TARGET TASKS

Internal memo- randa will deal with the following topics	Regu- larly	%	Often	%	Sel- dom	%	NA	%
Giving in- structions	4	44,4	4	44,4	0	0	1	11,1
Announcing functions, courses, etc.	2	22,2	6	66,6	1	11,1	0	0
Explaining policy changes	1	11,1	4	44,4	2	22,2	2	22,2
Motivating	2	22,2	4	44,4	1	11,1	2	22,2
Explaining labour relations	1	11,1	5	55,5	2	22,2	1	11,1
Other situations								

Table 7 indicates that memoranda will be written to employees of all ranks.

Table 8 reflects the topics for memoranda that the employer regards as important: giving instructions, announcing functions, courses, etc., motivating colleagues, explaining policy changes, and explaining labour relations.

Writing of testimonials

TABLE 9

TESTIMONIALS; FREQUENCY

Testimonials will be written	Regu- larly	%	Often	%	Sel- dom	%	NA	%
	1	11,1	0	0	3	33,3	5	55,5

In table 9, 33,3 % of respondents indicate that testimonials will seldom be written and 55,5 % regard them as not applicable. It is evident that Personnel Management officials will rarely have to write testimonials.

Compiling job advertisements

TABLE 10

JOB ADVERTISEMENTS; FREQUENCY

Job advertise- ments will be drafted	Regu- larly	%	Often	%	Sel- dom	%	NA	%
	3	33,3	4	44,4	2	22,2	0	0

The writing of job advertisements should receive great attention, as 33,3 % of respondents indicated that it would be expected regularly and 44,4 % indicated it would be expected often. The advertising of a vacancy will be an essential part of the Personnel Official's task (see table 10).

Writing notices, agendas and minutes

TABLE 11

NOTICES, AGENDAS, MINUTES; FREQUENCY

	Yes	%	No	%	No response	%
Notices and agendas for meetings will be written	9	100	0	0		0
Minutes of meetings will be written	9	100	0	0		0

As all the respondents indicated that it would be expected of the employee to write notices, agendas and minutes these aspects of writing should receive great attention in the syllabus. (Table 11)

Writing concise messages for notice-board, telegrams and telex

TABLE 12

TELEGRAMS, TELEX, NOTICE-BOARD; FREQUENCY

Employees will prepare:	Regu- larly	%	Often	%	Sel- dom	%	NA	%
Telegrams	0	0	1	11,1	6	66,1	2	22,2
Telex messages	0	0	3	33,3	4	44,4	2	22,2
Messages for the notice- board	2	22,2	5	55,5	1	11,1	1	11,1

The wording, preparation and lay-out of messages for the notice-board should be dealt with in the syllabus. According to 22,2 % of respondents it will regularly be expected of employees to write notices while 55,5 % mean it will be expected often. Some attention should be paid to the preparation of telegrams and telex messages. Not much time should be spent on this aspect as only 11,1 % of respondents are of the opinion that this will often be expected of the Personnel Management Official at Anglo American (see table 12).

Compiling questionnaires

TABLE 13

QUESTIONNAIRES; TARGET TASKS

Questionnaires will be compiled to measure the following:	Regularly	%	Often	%	Seldom	%	NA	%
Job performance	0	0	4	44,4	4	44,4	1	11,1
Attitudes of personnel	0	0	4	44,4	3	33,3	1	11,1
Productivity	0	0	2	22,2	5	55,5	2	22,2
Manpower planning	0	0	5	55,5	3	33,3	1	11,1
Labour relations	1	11,1	6	66,6	1	11,1	1	11,1
Other types of questionnaires								

In table 13 it becomes clear that Personnel Management students should be trained to compile questionnaires, especially those measuring aspects of labour relations. The latter is regarded as most important as 11,1 % of respondents indicate that it will be expected regularly of employees while 66,6 % are of the opinion that it will be expected often.

Compiling the following types of questionnaires are also regarded as important by the employer: manpower planning, attitudes of personnel towards the work environment, job performance, and productivity.

Other types of writing

TABLE 14

OTHER TYPES OF WRITING; TARGET TASKS

Employees will write the following	Regu- larly	%	Often	%	Sel- dom	%	NA	%
Training manuals	0	0	0	0	8	88,8	1	11,1
Instructions	1	11,1	5	55,5	3	33,3	0	0
Grievance procedures	0	0	1	11,1	8	88,8	0	0
Disciplinary codes	0	0	0	0	9	100	0	0

Table 14 shows that of the respondents 55 % indicated that Personnel Management Officials will often write instructions. The correct tone and style of the instruction should consequently also receive great emphasis.

The writing of grievance procedures, disciplinary codes and training manuals should be dealt with, although employees will very seldom be required to perform these tasks.

4.3.2 Oral skills

Interviews

TABLE 15

INTERVIEWS; TARGET TASKS

The employee will participate in the following interviews:	Regularly	%	Often	%	Seldom	%	NA	%
Employment interview	7	77,7	2	22,2	0	0	0	0
Dismissal interview	4	44,4	4	44,4	1	11,1	0	0
Appraisal interview	3	33,3	6	66,6	0	0	0	0
Interview solving grievances	5	55,5	4	44,4	0	0	0	0
Negotiation interview	1	11,1	3	33,3	5	55,5	0	0
Other interview situations								
Counselling dependents of deceased	1 1	11,1 11,1						
Resignation (Exit interviews)	1	11,1						

Table 15 illustrates which types of interviews the employee will participate in. In the present syllabus (Appendix B) the interview is included as one of the oral activities. No specific types of interviews are mentioned (see 3.3.2). From

the needs analysis it is evident (see table 15) that the employment interview will occur most often and should receive most attention. Other types of interviews that are regarded as important by the employer are the following: interview solving grievances, dismissal interview, appraisal interview, and negotiation interview.

Addressing audiences

TABLE 16

ADDRESSING AUDIENCES; TARGET TASKS

	Regu- larly	%	Often	%	Sel- dom	%	NA	%
The employee will address audiences on the following								
Company policy	0	0	2	22,2	5	55,5	2	22,2
Labour relations	1	11,1	3	33,3	3	33,3	2	22,2
Productivity	0	0	2	22,2	5	55,5	2	22,2
Management	0	0	1	11,1	6	66,6	2	22,2
Training	0	0	3	33,3	4	44,4	2	22,2
The employee will address audiences on the following								

Table 16 (to be continued)

	Regu- larly	%	Often	%	Seldom	%	NA	%
Others: Farewell functions	1	11,1						
Opening and closing training courses	1	11,1						

Students should be trained to address an audience on subjects related to the Personnel Management field. Table 16 shows that the following topics are regarded as important by the employer: labour relations, training, company policy, productivity, and management.

In the section where other topics not on the questionnaire could be specified (see question 30 of Appendix D), individual respondents mentioned the two topics below:

Farewell functions.

Opening and closing training courses.

Oral participation at meetings

TABLE 17

ORAL PARTICIPATION AT MEETINGS; TARGET TASKS

The employee will participate as chairman or member at the following types of meetings	Chairman	%	Member	%	Chairman and Member	%
Staff meetings	6	66,6	3	33,3	6	66,6
Negotiation meetings	3	33,3	6	66,6	3	33,3
Budget meetings	4	44,4	5	55,5	4	44,4
Promotion meetings	3	33,3	6	66,6	3	33,3
Other types of meetings						

In the present syllabus (Appendix B) it is not clear for what types of meetings the prospective employee should be trained. It is also not clear in what capacity he/she will participate at the meetings.

Table 17 indicates that the employee will participate as chairman on some occasions and as member on other occasions. Students should be prepared for the following types of meetings: staff meetings, negotiation meetings, budget meetings, and promotion meetings.

4.3.3 Reading activities

TABLE 18

READING ACTIVITIES; TARGET TASKS

Aspects of English that could present problems	The extent to which problems are experienced							
	Many problems	%	Few problems	%	No problems	%	Not applicable	%
Reading to find certain information in a document	2	22,2	5	55,5	1	11,1	1	11,1
Reading quickly to establish what the content of a document is	5	55,5	2	22,2	1	11,1	1	11,1
Searching for the main issues in a written document	4	44,4	3	33,3	1	11,1	1	11,1
Establishing what the writer's viewpoint is	4	44,4	2	22,2	1	11,1	2	22,2
Distinguishing between facts and allegations/claims	4	44,4	3	33,3	0	0	2	22,2

Table 18 (to be continued)

Aspects of English that could present problems	The extent to which problems are experienced							
	Many problems	%	Few problems	%	No problems	%	Not applicable	%
Reading and understanding of technical magazines and other professional reading matter	3	33,3	2	22,2	2	22,2	2	22,
Reading and understanding of acts and official regulations	6	66,6	1	11,1	1	11,1	1	11,
Reading and understanding of instructions in manuals	2	22,2	3	33,3	3	33,3	1	11,
Reading and understanding of reports	2	22,2	4	44,4	2	22,2	1	11,
Reading and understanding of correspondence	1	11,1	4	44,4	3	33,3	1	11,

In Table 18 the importance that the employer attaches to the different types of reading activities become clear.

The following aspects are regarded as important by the employer:

Reading and understanding of acts and official regulations.

Reading quickly to establish what the content of a document is.

Searching for the main issues in a written document.

Distinguishing between facts and allegations/claims.

Establishing what the writer's viewpoint is.

The following topics are regarded as less important by the employer:

Reading and understanding of technical magazines and other professional reading matter.

Reading to find certain information in a document.

Reading and understanding of instructions in manuals.

Reading and understanding of reports.

Reading and understanding of correspondence.

4.3.4 Listening activities

TABLE 19

LISTENING ACTIVITIES; TARGET TASKS

Aspects of English that could present problems	The extent to which problems are experienced							
	Many problems	%	Few problems	%	No problems	%	Not applicable	%
Listening accurately to a speech/conversation (eg. to remember main ideas)	4	44,4	4	44,4	0	0	1	11,1
Listening critically to a speech/conversation	5	55,5	1	11,1	2	22,2	1	11,1

Table 19 (to be continued)

Aspects of English that could present problems	The extent to which problems are experienced							
	Many problems	%	Few problems	%	No problems	%	Not applicable	%
Identifying arguments while listening to a speech/conversation	4	44,4	3	33,3	1	11,1	1	11,1
Understanding technical/industrial terminology	3	33,3	4	44,4	1	11,1	1	11,1
Understanding specific terminology commonly used in the work environment	2	22,2	4	44,4	2	22,2	1	11,1
Understanding oral instructions	3	33,3	2	22,2	3	33,3	1	11,1
Listening effectively in official/formal communication on the telephone	2	22,2	3	33,3	3	33,3	1	11,1
Understanding instructions from superiors	2	22,2	3	33,3	3	33,3	1	11,1

Table 19 shows the importance attached to listening activities.

The following aspects should receive special attention: listening critically to a speech/conversation, listening accurately to a speech/conversation (eg. to remember main ideas), identifying arguments while listening to a speech/conversation, and understanding technical/industrial terminology.

The aspects listed below are considered as of less importance by the employer: understanding specific terminology commonly used in the work environment, understanding oral instructions, listening effectively in official/formal communication on the telephone, and understanding instructions from superiors.

4.4 CONCLUSION

The deficiencies of the existing syllabus have already been pointed out (see 3.4). The empirical research in this chapter provides the necessary information to fill in the gaps and widen the content. An adapted syllabus can now be compiled.

The proposed adapted task-based syllabus will be discussed in the next chapter.

CHAPTER 5 : A PROPOSED ADAPTED SYLLABUS FOR
COMMUNICATION IN ENGLISH FOR PERSONNEL MANAGEMENT
DIPLOMATES OF ANGLO AMERICAN

5.1 INTRODUCTION

The empirical research in chapter 4 revealed which target tasks are regarded as of importance to the employer. The aim of this chapter is to compile a Communication in English syllabus for Personnel Management students of Anglo American. In order to do this, the criteria for syllabus design are first reviewed. This is followed by a determination of the aims of the course. Finally the content is specified and graded.

5.2 CRITERIA FOR SYLLABUS DESIGN

Mostert (1986:7) points out that any curriculum or syllabus should minimally consist of aims and content. He states it as follows: "'n Kurrikulum is 'n plan of program vir onderrig-leer wat gekonseptualiseer is in die lig van sekere doelstellings en waarin minstens geselekteerde en geordende inhoude opgeneem is". This definition implies that the essential steps in developing a syllabus are the formulation of aims and the selection and grading of content.

5.2.1 Classification of tasks

It was pointed out that needs assessment is an important initial step in the preparation of a language-teaching programme (see 2.4.2). In chapter 4 the needs of the employer were established and target tasks were identified. According to Long (1985:92) it is important to classify target tasks into

task types, i.e. superordinate categories, whose members share common characteristics, although differing in detail. Thus, the target tasks "write an appointment letter giving first day arrangements" and "write a refusal letter to an applicant not appointed" are both examples of a task type: "write a letter".

According to Long (1985:92) a reason for classifying target tasks into task types is to allow for the subsequent principled selection of pedagogical tasks, i.e. the tasks teachers and students will actually work on in the classroom, at least initially, until they are capable of tackling the full version of the target task. While necessary, classification of target tasks into task types involves abstracting away from the level at which pieces of work are recognizable parts of real world activities. A Personnel Manager, for example, does not "write letters" (task type); he writes "letters of appointment". Thus constructing pedagogic activities around task types themselves would mean engaging students in opaque, decontextualized events whose internal structure and language requirements would no longer be verifiable. Long (1985:92-93) states that pedagogical tasks handle this potential problem by providing a number of simplified, but transparent, concrete exponents of task types for classroom use. He concludes that pedagogical tasks, therefore, are necessary elements in the design of a task syllabus. The latter is simply the final sequence in which selected pedagogical tasks are presented to the classroom language teacher. Selection of tasks is handled through ensuring that task types are adequately represented in the pedagogical tasks chosen.

5.2.2 Aims of the course

Van der Walt (1981:396) distinguishes between the ultimate aim and general aims of a course. These aims for the proposed course are now formulated.

5.2.2.1 Ultimate aim

The ultimate aim of the Communication in English course for Personnel Management students of Anglo American at technikons is to enable the student to achieve communicative competence in English as a second language, i.e. to acquire the necessary linguistic skills and communicative abilities in order to communicate as accurately, fluently and appropriately as possible in the language. The accent is on language usage and skills in real life and the work situation. The Personnel Manager should be able to express himself clearly, logically and accurately in both oral and written Communication. It is the aim of this course to present guidelines for clear thinking and better oral and written communication.

5.2.2.2 The general aims of the course

1. As the Personnel Management Official deals specifically with people a process of communication is used in which the communicator consciously attempts to influence the opinions, attitudes or actions of the receiver and where this is done solely or chiefly by means of informative persuasion. The student should, therefore, be trained to be successful in creating full rapport (mutual understanding) with his interlocutor. This implies that the tone of a communication should always be courteous, the

style simple and clear, the facts accurate and logically arranged.

2. The confidence of students should be developed in their use of English by regular practice in giving and responding to instructions, asking questions, giving explanations and making a variety of oral statements in report-back sessions. The tasks are planned as far as possible in a natural participatory situation in which weaker students need not be nervous, nor abler ones contribute more than their fair share. In carrying out these activities students can draw on their knowledge of Personnel Management as well as English.
3. Students should receive guidance in the correct use of language in the writing of articles, reports, letters and the compiling of a large variety of documents. The practical world of business demands from its employers the ability to fill in forms, to submit reports, to write notices, agendas, minutes, letters, advertisements and reviews.
4. Students should be subjected to extensive use of teamwork, in recognition of the importance of this factor in a work context. Thus, no matter how much individual ability may contribute to a given task's successful completion, students have to come together, pool ideas and interact during the stages of problem solving (see chapter 6).

5.2.3 Selection and grading

Selection and grading of content constitute the central activity during curriculum development or revision.

Hill (1974:48) states that the curriculum planner is compelled to select from what is appropriate and relevant for the learner.

In this study selection of content was provided through the needs analysis. The task-based approach ensured that the experience of the supervisors of Personnel Sections at ten mines of Anglo American could be accessed directly (see 4.1).

Difficulty or frequency, amongst others, are considered criteria for grading task-based content. Long (1985:78) regards difficulty as the criterion for grading (see 2.4.5.4). It remains difficult, however, to argue that the writing of a letter is more difficult than the writing of a report. Nunan (1988:75) states that, for the foreseeable future at least, the grading of communication tasks in a communicative curriculum will be largely intuitive. This method, however, is unscientific and subjective. In compiling this Communication in English syllabus for Personnel Management students, the grading was done according to the importance the employer attached to different target tasks available on the questionnaire. This reflects the frequency with which tasks are performed. It was therefore decided to adopt the criterion of frequency in the grading of the content. This has an important implication for the implementation of the syllabus, namely that more class time should be devoted to the tasks which occur most frequently.

5.2.4 The content of the course

5.2.4.1 Introduction

The syllabus proposed in this study is an adaptation of the present Communication in English syllabus.

In the revised syllabus the basic organisation of the present Communication in English syllabus used at technikons (see Appendix B) has been retained, but the content has been widened to reflect the findings of the needs analysis. The sections on language usage and media and theory have not been changed.

The list of content given below includes the specific aim of the section as well as the graded content. Only the revisions of the present syllabus are included in this chapter. The full syllabus is included as Appendix E.

5.2.4.2 List of content

5.2.4.2.1 Writing

5.2.4.2.1.1 Writing of articles for journals and magazines

Specific aim

Students should be able to write directly, clearly, simply and correctly on topical subjects. They must be able to distinguish between emotive and objective language usage.

Content

The following topics, graded according to frequency, are important:

- Effective communication in labour relations
- Frustration and conflict of employees
- Company policy regarding personnel matters
- Manpower planning
- Performance appraisal
- Job evaluation
- Negotiation policies

5.2.4.2.1.2 Writing of reports

Specific aim

Students should be able to write a great variety of reports clearly, correctly and concisely.

Content

The following kinds of reports, graded in order of frequency, should be emphasized:

Annual reports

Progress reports (how task is proceeding, etc.)

Summary reports (conferences attended, etc.)

Investigation reports concerning working conditions and labour relations

Statistical reports (the interpretation of figures and other forms of non-verbal communication should be given some attention here as well)

Budget reports

5.2.4.2.1.3 Correspondence

Specific aim

Students should be able to write a variety of letters concerning aspects of recruiting and appointing personnel. They should also be able to write circulars and memoranda dealing with personnel matters.

Letters (content)

The following letters, graded in order of frequency, should receive attention:

- Appointment letter (first day arrangements, etc.)
- Refusal letter (applicant not appointed)
- Cover letter and CV for application
- Letter responding to enquiry about applicant
- Letter of enquiry to reference about applicant

Circulars (content)

Circular letters are directed at superiors, equals and subordinates.

The following topics should be emphasized:

- Motivation for courses
- Developments regarding Personnel matters
- Resolutions regarding Personnel matters
- Changes of policy regarding Personnel matters
- Benefits regarding Personnel matters

Internal memoranda (content)

Internal memoranda are directed at superiors, equals and subordinates.

The following topics, graded in order of frequency, should be emphasized:

- Giving instructions
- Announcing functions, courses, etc.
- Motivating employees
- Explaining labour relations
- Explaining policy changes regarding employees

5.2.4.2.1.4 Meeting procedure

Specific aim

Students should gain insight in the procedure of meetings, learn the duties of a chairman and a secretary and be able to handle everything in connection with meetings in general.

Content

The drafting of notices, agendas and minutes for different types of meetings should be emphasized (see Meetings under Oral Communication - par. 5.2.4.2.2.3).

5.2.4.2.1.5 Employment advertisements

Specific aim

Students should be able to draft an employment advertisement.

Content

The basic requirements and the layout of an employment advertisement should be studied.

5.2.4.2.1.6 Concise communications

Notice-board

Specific aim

Students should be able to draft clear, concise and correct messages for the notice-board.

Content

Careful selection and formulation of contents for a variety of messages concerning matters of Personnel Management. Correct layout and style are important.

Telegrams, telex and fax messages

Specific aim

Students should be able to formulate brief, understandable messages for telegrams, telex and fax.

Content

Students should receive some practice in sending telegrams, telex and fax messages for a variety of situations.

5.2.4.2.2 Oral Communication

5.2.4.2.2.1 Making a speech

Specific aim

Students should master the art of public speaking through preparation and practice. They should be aware of the importance of method of presentation and body language.

Content

The following topics, graded in order of frequency, should be covered:

- Company policy regarding personnel
- Labour relations
- Productivity of personnel

Management regarding personnel matters
Training of personnel
Giving instructions
Farewell functions
Opening and closing of training courses

5.2.4.2.2.2 Interviews

Specific aim

Students should be able to act spontaneously, naturally and correctly in an interview situation, paying specific attention to body language.

Content

Students should be trained to participate in the following types of interviews, graded in order of frequency:

Employment interview
Dismissal interview
Appraisal interview
Interview solving grievances
Negotiation interview

5.2.4.2.2.3 Meetings

Specific aim

Students should be able to communicate at meetings according to the basic rules of procedure.

Content

Students should be trained to participate as chairman (or member) in the following types of meetings, graded in order of frequency:

- Staff meetings
- Negotiation meetings
- Budget meetings
- Promotion meetings

5.2.4.2.3 Reading activities

Specific aim

Students should be able to read critically and to evaluate what they read. They should be able to pick out the salient points and see the relation between different points.

Content

The following aspects, graded in order of frequency, should be emphasized:

- Reading and understanding of acts and official regulations
- Reading quickly to establish what the content of a document is
- Searching for the main issues in a written document
- Distinguishing between facts and allegations/claims
- Establishing what the writer's viewpoint is
- Reading and understanding of technical magazines and other professional reading matter
- Reading to find certain information in a document
- Reading and understanding of instruction in manuals
- Reading and understanding of reports
- Reading and understanding of correspondence

5.2.4.2.4 Listening activities

Special aim

Students should be able to listen actively, attentively and critically.

Content

The following aspects, graded in order of frequency, should receive special attention:

Listening critically to a speech/conversation

Listening accurately to a speech/conversation (eg. to remember main ideas)

Identifying arguments while listening to a speech/conversation

Understanding technical/industrial terminology

Understanding specific terminology commonly used in the work environment

Understanding oral instructions

Listening effectively in official/formal communication on the telephone

Understanding instructions from superiors

5.3 CONCLUSION

In compiling a task-based Communication in English syllabus for Personnel Management students of Anglo American the demands of the employer are of paramount importance.

The "perceived" needs of the students and not "felt" needs (see Berwick 1989:55 for the distinction) are embedded in the syllabus. According to Mackay and Mountford (1978:3) 'it is a

fact that when needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put. The result is that almost immediately, teaching can be seen to be effective in that the learner begins to demonstrate communicative ability in the required area. Thus, it is the essential auxiliary role that English is called upon to play, particularly at the tertiary level of education, that is such a prime motivating factor. Where such a requirement for communicative ability is matched with specially designed materials relevant to the needs of particular students the results can be impressive.

CHAPTER 6 : SOME METHODOLOGICAL GUIDELINES FOR THE IMPLEMENTATION OF THE PROPOSED SYLLABUS

6.1 INTRODUCTION

Rousseau, Lombard and Kamper (1989:56) state that there is a growing recognition that the English learnt at the secondary level of education in the RSA is insufficient for the occupational needs of students. In pedagogic terms this means that language teaching at the tertiary level - particularly if directed at a specific profession like Personnel Management, has to be different in style and method. Mountford (1988:76) states that what is required is a distinctive approach reflected in different types of material, together with particular modifications or compensations in teaching methodology.

This distinctive approach is reflected in task-based language teaching, on which the proposed new syllabus (Appendix E) is based. The focus is on communication, not form. A central role is attributed to the provision, through communication, of large amounts of comprehensible input and communicative activities.

In this chapter some guidelines regarding the methodology for implementing the proposed ESP syllabus are discussed.

6.2 THE CONCEPT OF "SPACE" IN LANGUAGE TEACHING

One of the general aims of the proposed adapted syllabus in chapter 5 is that pedagogical tasks and experiments should be planned as far as possible in a natural participatory situation in which weaker students need not be nervous, nor abler ones

contribute more than their fair share (see 5.2.2.2). This is in accordance with the statement of Long (1985:92) that task-based language teaching eschews error correction.

Brumfit (1979:89) suggests that we should distinguish between accuracy work and fluency work as short term objectives, and states that students taking English for occupational purposes will be more responsive to an emphasis on fluency.

Accuracy work is concerned with formal teaching, where language is taught by the lecturer. Students are taught grammatical and functional forms by means of dialogues, drills and directed role play, for example.

In a fluency-based methodology, according to Brumfit (1979:94), the student would have comparative freedom to experiment and innovate, while knowing that there would be the possibility of support through accuracy-based activities where necessary. The lecturer's subsequent task would be essentially remedial. All new teaching would be on the basis of adaptation of existing systems developed by pupils in their fluency activity. New teaching would be patching up of unsatisfactory aspects of the fluent system. The emphasis would be on improving what the student can do rather than introducing him to something he cannot do yet. The emphasis is thus on the use not the possession of the target language. In task-based language teaching the question of what learners use the language for and what subject matter is appropriate, is directly addressed.

According to Van der Walt (1984:25) there must be a focus on learning activities, by giving the student "space" to operate with language. This means that there must be a balance between formal teaching and informal learning. Genuine learning takes place informally. We must allow the student the freedom to use his newly developed skills in unpredictable situations. We must involve our students in activities and tasks which they have to perform; we thus provide the conditions under which genuine learning takes place.

6.3 THE CASE-STUDY APPROACH

An ESP syllabus should aim to prepare students for life in the professional world.

In the task-based syllabus proposed in chapter 5, the content is defined by the syllabus specifically for Personnel Management students of Anglo American at technikons. In the task-based approach, as stated by Long (1985:95), the focus throughout is resolution of the problems posed by the pedagogic tasks themselves, and learner success on these is judged by task accomplishment, not target-like linguistic production while achieving this.

If training is aimed at producing genuine competence in the work situation in students (see 5.2.2.1), case studies should be devised that allow students to simulate communicative activities in the "real world".

A case study is a simulation of an actual problem. Its aim is to develop the abilities of a trainee/student to analyse a situation, to draw conclusions from it and to make decisions. Case studies are also often used in group

situations and they teach people to co-operate and to consider others' opinions. This is in accordance with the general aims of this syllabus (see 5.2.2.2).

In the case-study approach, as described by Huckin (1988:64-65), the instructor typically turns the class into one or more "companies", with each student being assigned a particular role. The instructor then presents the class with a realistic, complex, ill-defined problem that has many possible solutions, none of them ideal. The students must work together and attack the problem; in many cases it is desirable to have the groups compete against each other. In a case study the participants (students) are provided with all the relevant background details of a problem. On the basis of this, the problem situation has to be analysed and alternative solutions suggested. It is important to note in this regard that Communication in English for Personnel Management students of Anglo American should preferably be presented in their final year. At that stage they will have a fairly accurate idea of what will be expected of them in the work situation, and this will enhance their motivation to participate. It is quite unrealistic to expect students to be able to participate fully in an enterprise such as a case-study until they have experienced what options are being offered.

Huckin (1985:65) aptly states that most English lecturers lack the technical knowledge that would be appropriate to setting up a simulation for a specific profession (like, for instance, Personnel Management). Both King (1984:36) and Baumgardner (1988:149) suggest that in such a case the language lecturer should turn to a faculty colleague or an industry colleague for expertise.

Dudley-Evans (1984:129-130) proposes that the technical colleague can provide the information that is necessary, can monitor the students' attempts to solve the problem and can evaluate the proposed solutions from a technical perspective. The English lecturer can make sure that each student is required to perform certain communication tasks. He can monitor each student's performance and can provide corrective feedback when the game is over. According to Huckin (1988:65) the English teacher can furthermore play the important role of a non-technical manager, forcing students to translate their technical language into the equivalent in ordinary English. The case study should be offered as part of the English course, with the technical instructor helping out as adviser.

The English lecturer should be willing to learn about and get involved in, the subject matter of the simulation and not just serve as a paper grader. In this regard Baumgardner (1988:147) emphasizes that the writing of materials is a very important aspect of teacher/lecturer training. It ensures that teachers/lecturers will become more involved in the work of the course and as a result teach the course materials with more understanding and confidence.

King (1984:38) states that members of the teaching-team should work out new ways of selecting from, organising and communicating to each other as well as to the students, relevant inputs from their own subjects. The common point of reference acts as a powerful check upon the chief danger of multidisciplinary - the danger of fragmentation.

6.4 PRACTICAL EXAMPLE OF THE CASE-STUDY APPROACH AND TEAM-TEACHING IN AN ORAL CLASS

For the conventional oral class period students are given topics to prepare at home and present in class. They may also be given unprepared topics for delivering impromptu speeches in class.

Team-teaching and problem solving are alternatives to this. The Personnel Management lecturer may be invited to the language class to give the students a briefing on the recruiting and appointment of the right person for a specific vacancy. The language lecturer attends this class. Afterwards he and his Personnel Management colleague may divide the class into groups, each with a specific function.

The groups may be appointed to perform the following functions - each group reporting orally to the class:

Identify the post and compile a job description and specification.

Compile and discuss employment advertisements.

Compile and describe an appropriate application form.

Compile a C.V. and cover letter and apply for the post.

Select candidates for interviews and conduct the interviews.

Inform a candidate that he has been unsuccessful.

Inform a candidate that he has been appointed and give first day arrangements.

In this type of oral exercise all students are involved. The work is relevant and applicable to their future career.

6.5 CONCLUSION

The full application of task-based language teaching means that the traditional, authoritarian role of the language lecturer and the conventional lecture method will have to undergo drastic changes.

As learner success throughout is judged by task accomplishment the case study approach can be implemented. This will, however, require considerable specialised knowledge of Personnel Management on the part of the language lecturer. As the latter cannot be expected to be a specialist in this field, he will inevitably have to team up with his technical colleagues (the Personnel Management Department at the technikon).

Task-based language teaching eschews error correction. Personnel Management students in this suggested model of language teaching should therefore be given space to operate with language. They should use their newly developed skills in unpredictable situations. Lecturers in the Language Department should realise that there must be a shift in emphasis from accuracy to fluency work. The aim must be to improve what the student can do, rather than introducing him to something he cannot do yet.

CHAPTER 7 : FINDINGS, CONCLUSIONS **AND RECOMMENDATIONS**

7.1 INTRODUCTION

This study was undertaken to design a model for the introduction of an ESP course for Personnel Management students of Anglo American at technikon level. More specifically, this study was undertaken to investigate the following questions:

1. Is the present syllabus for Communication in English used at technikon level relevant and appropriate to meet the language needs of Personnel Management students of Anglo American?
2. Can the current syllabus be improved to be receptive to the employer's needs in the language skills diplomates will require?

In this chapter a brief summary of the research findings and conclusions is given. The chapter is terminated with a number of recommendations based on problem areas identified in the research.

7.2 FINDINGS AND CONCLUSIONS

The findings and conclusions are given as answers to the two questions stated in 7.1.

1. Is the current syllabus for Communication in English used at technikon level in South Africa relevant and appropriate to meet the language needs of Personnel Management students of Anglo American?

The current syllabus for Communication in English is intended for students of a wide variety of courses. This results in the fact that language functions are mentioned without specifying target tasks. It is left to the "intuition" of the language lecturer to determine which target tasks will be relevant for Personnel Management students of Anglo American. This is not in accordance with the views of Richterich and Chancerel (1983:3) and Mountford (1988:79) that the employer, teaching institution and student should decide together on the content and aims of the syllabus.

The current global syllabus does not make provision for the much more limited and finely focussed needs of this specific group of students. The result is that with the current syllabus as "blueprint" the language lecturer cannot provide specialist education. The fact that students for all the different diplomas are evaluated through the same exit examination makes specific language teaching impossible. Students are not motivated for Communication in English because, as a result of the general examination, they are forced to study aspects which are totally irrelevant to the field of Personnel Management.

2. **Can the current syllabus be improved to be receptive to the employer's needs in the language skills diplomates require?**

A needs survey is a necessary initial step in the preparation of a language teaching programme. In this research the needs survey provided valuable information about the tasks that will be expected of diplomates at the place of employment. The needs analysis provided wider input into the content and design

of the language programme. The syllabus was accordingly adapted.

7.3 RECOMMENDATIONS

7.3.1 Recommendation 1

It is recommended that cognizance should be taken of the information contained in the appendixes to this mini-dissertation because of their explanatory value to many issues mentioned.

7.3.2 Recommendation 2

The proposed new syllabus (Appendix E) should be prescribed for Personnel Management students of Anglo American.

7.3.3 Recommendation 3

The adapted syllabus, after being converted into a scheme of work and teaching units, will have to be introduced gradually. The reason for this is the restriction on the availability of materials and likely levels of technical knowledge of lecturers.

It should be borne in mind that course design and materials production is an ongoing process. Constant negotiation and reconciliation between teaching institution, student and employer remains imperative.

7.3.4 Recommendation 4

The Head of Department and lecturers of the Personnel Management Departments at technikons should be motivated to co-operate with the Language Department - not only during the process of materials production, but also in the implementation of the syllabus. The English language lecturer and subject area lecturer should feel that their particular interests are both fully considered and welded together.

7.3.5 Recommendation 5

Since the aim is to improve the students' skills in using English, it is vital to ensure that they have the opportunity to practise speaking and writing English for communicative purposes. The lecture method is not conducive to this purpose. Students should have ample opportunities for oral and group activities.

7.3.6 Recommendation 6

The content of the examination is also specified in the present syllabus. The field of testing is beyond the scope of this study, but it is clear that the examination will have to be reconsidered. The exit examination paper for Personnel Management students of Anglo American should reflect "real life" interactive operations. A general Communication in English paper intended for students of all diplomas at technikon level is not appropriate for this purpose.

7.4 Future research

It is recommended that needs analyses be conducted for all language courses at technikons so that students can be provided with relevant language training.

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APPENDIXES

APPENDIX A

Anglo American Corporation

Divisional Personnel Training Centre

MINUTES OF A MEETING HELD ON TUESDAY, 7 AUGUST 1990 AT 08H30 AT WELKOM CLUB

PRESENT

Messrs	G J J Greeff (CHAIRMAN)	Divisional Personnel Training Centre
	Mr P L Oosthuizen	Divisional Personnel Training Centre
	J M van Niekerk	Technikon O F S
	J M du Plessis	West Rand Region
Mrs	E J Le Roux	Vaal Reefs (East Division)
Messrs	J C Greeff	Vaal Reefs (West Division)
	A R Lane	Freddies Mine
	P J Aucamp	Free State Geduld Mine
	D G Moss	Western Holdings Mine
	M J Taylor	Western Holdings Mine
	D C J Nel	President Brand Mine
	I Heyns	President Steyn Mine
	S S Motlotlo	Free State Saaiplaas Mine
	A B Geldenhuys	Gold Division Services

APOLOGIES

Messrs	P Haupt	Vaal Reefs (South Division)
	R Wiggill	Free State Saaiplaas Mine
	A Jooste	E R G O
	E L Ahrens	E R G O

WELCOME

The Chairman welcomed everybody present and introduced Mr van Niekerk of the Technikon O F S.

AGENDA ITEMS

1. DISCUSSION OF FIRST YEAR SYLLABUS CONTENT

1.1 Personnel Management I

The following suggestions came from the committee members.

Ethnic Differences

Ethnic differences should be included in Section C of the syllabus, Individual Differences. It should focus on different cultures, norms, values, beliefs, etc.
E A P (Employees Assistance Programme)

This is an aspect that should be included in the syllabus as these facilities are available to troubled employees. All employees of member mines of the Chamber of Mines may make use of these facilities. Mr Nel of President Brand Mine agreed to supply Mr Tiaan van Niekerk with the necessary information.

Community Services

Community Services should be included in the curriculum. Information in this regard will be supplied by Mr P Aucamp. The actual course content will be determined during a meeting between Mr Aucamp and Mr P A Pelser, the subject head.

Human Relations vs Human Resources

This approach by Mills should be added to Section C of the syllabus. Information in this regard will be supplied by the Divisional Personnel Training Centre.

1.2 Business Economics

Mr van Niekerk informed the members that there is one alteration to this subject namely:

Page 244, '*Administratiewe funksies*' becomes
'*Administratiewe Bestuur*' (Appendix 1).

1.3 Statistical Methods and Financial Calculations

It was mentioned that many students prefer to study Business Economics rather than Statistics.

All the members agreed that Statistics and the Principles of Financial Management are both necessary. Mr van Niekerk requested that job related assignments be made available to him for inclusion in the syllabus.

A member suggested that Financial management be incorporated in the subject Business Economics. Mr van Niekerk undertook to investigate.

1.4 Principles of Electronic Information Systems

- * Anglo experts will investigate the proposed programme.
- * Under paragraph 2.5 the following will be included with effect from 1991:

M S Dos; M S Word; Lotus 1,2,3; D-Base.

- * Access to personal computers is a prerequisite for this subject. The availability of these facilities will have to be cleared between the senior subject co-ordinator, Mr P G Le Roux and Anglo American.

1.5 Communication in English

The committee members agreed that these courses are too theoretical. Few people are able to write a report, a letter or take minutes properly. Members felt that this course should be more practical in nature. However the Technikon O F S will table a revised syllabus during January/February 1991.

2. EVALUATION SYSTEM

Mr Greeff discussed the current Evaluation/Audit document with the committee.

Members agreed that the current document was too complicated. The new document should be more 'user friendly' and should not be seen as a means of 'policing'. This document should be a tool for the mines, and to be used by the mines to assist them to detect possible discrepancies timeously.

The following members were elected as a sub-committee to develop this evaluation document:

J Greeff	Vaal Reefs (Regional Office)
L J S van Jaarsveld	West Rand Region
D C J Nel	Free Gold South Region
W H Botha	Free Gold North Region
A B Geldenhuys	Gold Division Services

The sub-committee will meet at Vaal Reefs West Training Centre on 12 September 1990 at 09h00.

To assist members to prepare for this meeting, the following guidelines were agreed upon.

2.1 POLICY AND PROCEDURE - LEARNER OFFICIALS AND GRADUATE TRAINEES

From the policy and procedure, determine the key responsibilities and instructions, and design simple performance standards against which effectiveness can be measured.

2.2 ADMINISTRATION

Determine the key administration arrangements that are critical to ensure smooth running of the programme.

2.3 CONTENT

Methods/Arrangements to ensure that content is relevant and adequately covered.

2.4 FORMAT

Ensure that the document is practical and easy to use.

3. The meeting was closed with a vote of thanks to the host.



CHAIRMAN

DATE : 17.08.1990

APPENDIX B

SYLLABUS

COMMUNICATION IN ENGLISH (DIPLOMA)

1. GENERAL REMARKS

1.1 This course is intended for candidates who have obtained a Senior Certificate (or its equivalent) and who are taking National Diploma or tertiary certificate courses. This includes students taking the Preliminary Certificate in Business Studies.

1.2 The content of the syllabus is the same for candidates whose mother tongue is English and for those for whom English is the second language. However, separate question papers will be set:

A Paper - for English speaking candidates

B Paper - for candidates for whom English is the second language.

The A paper will be more difficult.

1.3 Candidates are expected to write one official language on the higher grade (A) and the other on the lower grade (B). If however, they command both languages with approximately equal facility, they may write both on the higher (A) grade.

1.4 Candidates are expected to familiarise themselves with general subjects relating to their field of study as reported in newspapers or other periodicals. Wide reading is strongly recommended.

2. **EXAMINATION PAPER**

One paper will be set of three hours' duration.

- 2.1 An article of about 400 words. The subjects set will not allow for imaginative writing, but will deal with current events or expression of opinion within the scope of the student's course.

AND/OR (i.e. both may be asked in a particular paper, or only one).

A report of about 400 words. A summary of material may be provided by the examiner. This is to be written in accepted form as a summary report, or a report in the form of a letter or memorandum

- 2.2 Correspondence.

- 2.3 Meeting procedure (Notices, agenda, minutes. Duties of office bearers. A summary of material may be provided by the examiner). Questions on advertisements, telegrams, or memoranda may be asked here as well.

- 2.4 The theory and media of communication.

- 2.5 Comprehension and précis.

- 2.6 Language usage (See 3.9 of syllabus below).

TOTAL MARKS: 100

Year Mark

An internal mark of 40 % is given. Candidates must have at least 16/40 before being allowed to enter for the final

examination and at least 24/60 in the written examination before the year mark is taken into consideration.

3. SYLLABUS

3.1 Article

Topics based on material relevant to the various diploma courses for which this subject is prescribed.

Argumentative articles on current affairs; world situations and events; national problems; Public Service affairs; economic or commercial subjects; affairs which concern citizens. A wide choice will be given in the examination (See 1.4 above).

3.2 Report

The drafting of formal and routine reports on topics relevant to the various diploma courses for which this subject is prescribed. The interpretation of tables of figures and other forms of non-verbal communication should be given some attention here as well.

3.3 Correspondence

Advanced correspondence, including all of the following:

- 3.3.1 Business letters (including letters of application)
- 3.3.2 Official letters
- 3.3.3 Internal memoranda
- 3.3.4 Inter-departmental minutes (i.e. government departments)
- 3.3.5 Circulars and sales promotion letters (cf. Advertising - 3.11 below)
- 3.3.6 Formal third-person invitations and replies in kind

3.3.7 Letters to the press

3.3.8 Advertisements

In the examination a wide choice will be given.

3.4 Comprehension test

A passage will be set either on communication generally or on topical material relevant to the various diploma courses for which this subject is prescribed. Candidates will be required to answer questions designed to test whether its content has been understood. Direct questions on the factual content of the passage should not form part of the exercise.

3.5 Paraphrasing

Candidates should be able to produce the contents of a given passage in a simpler form, without in any way changing or omitting anything included in the original meaning. The aim of this work is to foster simplicity and clarity in the use of language.

3.6 Summarising

The candidate must be able to reproduce logically and systematically, in brief meaningful sentences, the essential ideas contained in the original passage. Material should be as suggested in 1.4, 3.1, 3.2 and 3.4 above.

Candidates may be required to make a summary or précis of a given passage in a number of words not exceeding a stated figure. The complete drafting of telegrams, cablegrams and telex messages, including the use of telegraphic addresses must also be dealt with.

3.7 Expansion

Expanding notes or sentences on some commercial, general or public administrative topic into a good prose passage, which may be in the form of a letter or report.

3.8 Documentation and Procedure at meetings

Drafting notices of meetings, agendas and minutes of meetings.

3.9 Language Usage

A study of formal grammar is not required. Emphasis should be placed on the practical use of the language i.e. lecturers will concentrate on the work submitted by their students and (1) subject it to criticism and (2) train students in self-criticism. Attention should be given to spelling (particularly plurals), punctuation, vocabulary (including abbreviations) sentence and paragraph construction, and the influence of the other official language.

Students should be familiar with the term style in writing. The style to be cultivated for communication is simple, straightforward and direct. Faults of style (such as ambiguity, redundancy, verbosity, or the use of archaisms, commercialese, jargon or colloquialisms) should also be discussed so that students may consciously avoid them. Discussions should be related to the student's reading, which should include newspapers and periodicals.

The basis of good writing is clear thinking, and elementary logic will form part of class discussions on language and style.

3.10 Oral Communication

As the oral use of language is an important factor in successful communication, this will be examined internally.

The following topics should be covered:

- 3.10.1 The giving of instructions
- 3.10.2 Making a speech
- 3.10.3 The presentation of a report at a meeting
- 3.10.4 How meetings are conducted. Acting as master of ceremonies
- 3.10.5 Interviews
- 3.10.6 Using the telephone and other address systems e.g. the microphone
- 3.10.7 Forms of address in public
- 3.10.8 Attention must be given to pronunciation and speech training where necessary
- 3.10.9 Oral communication as it affects human relations
- 3.10.10 Non-verbal communication (tone, body language, phatic communication, intercalary expressions).

3.11 The Media and Theory of Communication

- 3.11.1 The Media - A survey in broad outline of the mass media. A critical approach should be encouraged. Decline in the use of writing as a medium for communication; changes in usage since the development of electronic substitutes for writing/ printing. The range of computer services available to management, and, within the context of language study, library services on computer.

Application of these general discussions to the particular course students are following. How the media are used:

- internally, within an organisation.
- externally, between the organisation on the one hand and the general public on the other.

3.11.2 Advertising as a medium of communication. The basic principles of advertising and the concept of public relations (cf. advertising circulars under correspondence above).

3.11.3 Definition of communication including non-verbal communication (cf. 3.10.10 above). Basically: to communicate is to convey meaning. Use of symbols: languages one set of symbols among many others. Definition of the concept of style in communication (cf. 3.9 above).

APPENDIX C

QUESTIONNAIRE : COMMUNICATION IN ENGLISH

Name of Technikon :

(Please indicate your answer by ticking the appropriate block).

1. A general Communication in English syllabus is followed by all students of the following diplomas: Yes No
☐ ☐
- Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies
2. If no at question 1, are specific syllabuses followed for each of the following diplomas? Yes No
☐ ☐
☐ ☐
☐ ☐
☐ ☐
- Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies
3. Students for different diplomas simultaneously attend lectures for Communication in English Yes No
☐ ☐
4. If no at question 3, are lectures presented separately for Yes No
☐ ☐
☐ ☐
☐ ☐
☐ ☐
- Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies

5. Students taking the following diplomas write the same examination paper for Communication in English at the end of the year

Yes No

☐	☐
--------------------------	--------------------------

Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies

6. If no at question 5, please state whether students taking the following diplomas write partly the same paper (i.e. with specified sections for certain diplomas):

Yes No

☐	☐
☐	☐
☐	☐
☐	☐

Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies

7. If no at questions 5 and 6, please state whether students taking the following diplomas write separate Communication in English examination papers at the end of the year:

Yes No

☐	☐
☐	☐
☐	☐
☐	☐

Personnel Management
Marketing and Sales Management
Public Administration
Secretarial Studies

Thank you for your kind co-operation!

APPENDIX D

TECHNIKON OFS

The demands of the job situation regarding the language proficiency of Personnel Management diplomates at Technikons.

QUESTIONNAIRE FOR EMPLOYER (ANGLO AMERICAN)

A. AIM

The aim of this questionnaire is to determine the specific English writing, speaking, reading and listening skills required from diplomates at technikon level for the job situation at Anglo American.

B. CONFIDENTIALITY

All information gathered from this questionnaire will be treated as strictly confidential and will be used for purposes of research only.

C. RETURN OF QUESTIONNAIRE

Please return your completed questionnaire before to:

Mr
.....
.....
.....
.....

D. PERSONAL PARTICULARS

Initials and surname of person
completing questionnaire :

Tel. no. :

Name of mine :

PART A : WRITING SKILLS

Instructions:

Please indicate your answer by ticking the appropriate block.
Please write down writing skills and topics which have not been listed, in the spaces provided.

Article

1. Will the employee be required to write articles during the course of his career?

Yes	☐
No	☐

2. If "yes", articles will be written

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

3. Articles will be written on the following topics:

Communication and labour relations	Yes ☐	No ☐
Company policy	Yes ☐	No ☐
Salary and fringe benefits	Yes ☐	No ☐
Negotiation policies	Yes ☐	No ☐
Productivity	Yes ☐	No ☐
Frustration and conflict	Yes ☐	No ☐
Stress	Yes ☐	No ☐

Manpower planning	Yes	☐
	No	☐
Performance management	Yes	☐
	No	☐
Performance appraisal	Yes	☐
	No	☐
Job evaluation	Yes	☐
	No	☐
Safety	Yes	☐
	No	☐
Health	Yes	☐
	No	☐
Others (please specify)	Yes	☐
	No	☐
.....		
.....		
.....		

Reports

4. Will the employee be required to write reports during the course of his career?

Yes	☐
No	☐

5. If "yes", the kind of reports written will be:

Annual reports	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Accident reports	Regularly	☐
	Often	☐

Summary reports (conferences attended, etc.)	Seldom	☐
	N/A	☐
Progress reports (how task is proceeding, etc.)	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Investigation reports concerning working conditions and labour relations	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Reports on fellow employees (eg. evaluation for promotion purposes)	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Statistical reports	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Budget reports	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Course evaluation reports	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐

Other types of reports (please specify)

Yes
No

.....
.....
.....
.....

Correspondence

5. Will the employee be required to write letters during the course or his career?

Yes
No

6. If "yes", the following kinds of letters will be written:

Cover letter + CV for application

Regularly
Often
Seldom
N/A

Appointment letter

Regularly
Often
Seldom
N/A

Refusal letter (applicant not appointed)

Regularly
Often
Seldom
N/A

Letter of enquiry to reference about applicant

Regularly
Often
Seldom
N/A

Letter responding to enquiry about applicant

Regularly

--

	Often	☐
	Seldom	☐
	N/A	☐
Letter of invitation (guest speaker, guest of honour, etc.)		
	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Letter arranging negotiations with trade unions		
	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Letter confirming collective bargaining		
	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐

7. Will the employee be required to write circular letters?
Yes
No

8. If "yes", circular letters will be directed at
Superiors
Equals
Subordinates
All of the above

9. Circular letters will deal with the following topics:

Motivation for courses

Regularly
Often
Seldom
N/A

Changes of policy

Regularly
Often
Seldom
N/A

Resolutions

Regularly
Often
Seldom
N/A

Developments

Regularly
Often
Seldom
N/A

Benefits

Regularly
Often
Seldom
N/A

Other situations (please specify)

Yes
No

.....
.....
.....
.....

10. Will the employee be required to write internal memoranda?

Yes
No

11. If "yes", internal memoranda will be directed at

Superiors
Equals
Subordinates
All of the above

12. Internal memoranda will deal with the following topics:

Giving instructions

Regularly
Often
Seldom
N/A

Announcing functions, courses, etc.

Regularly
Often
Seldom
N/A

Explaining policy changes

Regularly
Often
Seldom
N/A

Motivating

Regularly
Often
Seldom
N/A

Explaining labour relations.

Regularly
Often
Seldom
N/A

Other situations (please specify)

Yes
No

.....
.....
.....
.....

13. Employees will write testimonials

Yes
No

14. If "yes", testimonials will be written

Regularly
Often
Seldom
N/A

15. Employees will draft job advertisements

Yes
No

16. If "yes", job advertisements will be drafted
- | | |
|-----------|--------------------------|
| Regularly | ☐ |
| Often | ☐ |
| Seldom | ☐ |
| N/A | ☐ |
17. Other types of advertisements (please specify)
- | | |
|-----|--------------------------|
| Yes | ☐ |
| No | ☐ |
-
-
-
-
18. Employees will write notices and agendas for meetings
- | | |
|-----|--------------------------|
| Yes | ☐ |
| No | ☐ |
19. Employees will write minutes of meetings
- | | |
|-----|--------------------------|
| Yes | ☐ |
| No | ☐ |
20. Employees will be required to prepare
Telegrams
- | | |
|-----------|--------------------------|
| Regularly | ☐ |
| Often | ☐ |
| Seldom | ☐ |
| N/A | ☐ |
- Telex messages
- | | |
|-----------|--------------------------|
| Regularly | ☐ |
| Often | ☐ |
| Seldom | ☐ |
| N/A | ☐ |
- Messages for the notice-board
- | | |
|-----------|--------------------------|
| Regularly | ☐ |
| Often | ☐ |
| Seldom | ☐ |
| N/A | ☐ |
21. Employees will be required to compile questionnaires
- | | |
|-----|--------------------------|
| Yes | ☐ |
| No | ☐ |
22. If "yes", questionnaires will measure
Job performance
- | | |
|-----------|--------------------------|
| Regularly | ☐ |
| Often | ☐ |
| Seldom | ☐ |
| N/A | ☐ |

Attitudes

Regularly
Often
Seldom
N/A

Productivity

Regularly
Often
Seldom
N/A

Manpower planning

Regularly
Often
Seldom
N/A

Labour relations

Regularly
Often
Seldom
N/A

Other types of questionnaires (please specify)

Yes
No

.....
.....
.....

23. Employees will write training manuals

Regularly
Often
Seldom
N/A

24. Employees will write instructions

Regularly
Often
Seldom
N/A

25. Employees will write grievance procedures

Regularly
Often
Seldom
N/A

26. Employees will write disciplinary codes

Regularly
Often
Seldom
N/A

27. Please state any other writing skills students should be taught at technikon level:

.....
.....
.....
.....
.....

PART B : ORAL SKILLS

Please indicate your answer by ticking the appropriate block. Please write down oral skills and topics which have not been listed, in the spaces provided.

Interview

28. The employee will participate in the following interview situations:

Employment interview	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Dismissal interview	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Appraisal interview	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Interview solving grievances	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐
Negotiation interview	Regularly	☐
	Often	☐
	Seldom	☐
	N/A	☐

Other interview situations (please specify)

Yes	☐
No	☐

.....

.....

.....

Public speaking

29. The employee will address audiences

Yes	☐
No	☐

30. If "yes", the topics of the speeches will be
Company policy

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

Labour relations

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

Productivity

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

Management

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

Training

Regularly	☐
Often	☐
Seldom	☐
N/A	☐

Others (please specify)

Yes	☐
No	☐

.....

.....

.....

Meetings

31. The employee will participate as chairman or member at the following types of meetings:

Staff meetings

Chairman	☐
Member	☐
N/A	☐

Negotiation meetings

Chairman	☐
Member	☐
N/A	☐

Budget meetings

Chairman	☐
Member	☐
N/A	☐

Promotion meetings

Chairman	☐
Member	☐
N/A	☐

Others types of meetings (please specify)

Yes	☐
No	☐

.....

.....

.....

32. Please state any other oral skills students should be taught at technikon level:

.....

.....

.....

PART C : READING ACTIVITIES

PART D : LISTENING ACTIVITIES

Instructions

Example

Aspects of English that present problems	The extent to which problems are experienced			
	Many problems	Few problems	No problems	Not applicable
1. Reading and understanding of instructions in manuals	3	2	1	①
2. Understanding oral instructions	3	②	1	0

Example No 1 indicates that this person does not read manuals in his specific job situation, accordingly he circles the corresponding figures in the Not Applicable column.

Example No 2 indicates that this person experiences FEW PROBLEMS with the understanding of oral instructions.

PART C : READING ACTIVITIES

Aspects of English that could present problems	The extent to which problems are experienced			
	Many problems	Few problems	No problems	Not applicable
33.1 Reading to <u>find</u> certain <u>information</u> in a document	3	2	1	0
33.2 <u>Reading quickly</u> to establish what the content of a document is	3	2	1	0
33.3 <u>Searching for the main issues</u> in a written document	3	2	1	0
33.4 Establishing what the writer's <u>viewpoint</u> is	3	2	1	0
33.5 <u>Distinguishing</u> between facts and allegations/claims	3	2	1	0
33.6 Reading and understanding of <u>technical magazines</u> and other <u>professional</u> reading matter	3	2	1	0
33.7 Reading and understanding of <u>acts and official regulations</u>	3	2	1	0
33.8 Reading and understanding of <u>instructions in manuals</u>	3	2	1	0
33.9 Reading and understanding of <u>reports</u>	3	2	1	0
33.10 Reading and understanding of <u>correspondence</u>	3	2	1	0

PART D : LISTENING ACTIVITIES

Aspects of English that could present problems	The extent to which problems are experienced			
	Many problems	Few problems	No problems	Not applicable
34.1 Listening <u>accurately</u> to a speech/conversation (e.g. to remember main ideas)	3	2	1	0
34.2 Listening <u>critically</u> to a speech/conversation	3	2	1	0
34.3 <u>Identifying arguments</u> while listening to a speech/conversation	3	2	1	0
34.4 Understanding technical/industrial <u>terminology</u>	3	2	1	0
34.5 Understanding specific <u>terminology</u> commonly used in the work environment	3	2	1	0
34.6 Understanding <u>oral instructions</u>	3	2	1	0
34.7 Listening effectively in official/formal communication on the <u>telephone</u>	3	2	1	0
34.8 Understanding instructions from superiors	3	2	1	0

PART E : SUGGESTIONS

Do you have any suggestions or comments regarding ways in which Communication in English instruction at technikon level can help to prepare diplomates in Personnel Management as well as possible for the work environment?

- (a)
.....
.....
- (b)
.....
.....
- (c)
.....
.....
- (d)
.....
.....
- (e)
.....
.....

Thank you very much for you co-operation.

APPENDIX E

A PROPOSED SYLLABUS FOR
COMMUNICATION IN ENGLISH FOR NATIONAL DIPLOMA
PERSONNEL MANAGEMENT STUDENTS OF ANGLO AMERICAN

1. GENERAL REMARKS

- 1.1 This course is intended for candidates who have obtained a Senior Certificate (or its equivalent).
- 1.2 Candidates are expected to familiarise themselves with general subjects relating to their field of study as reported in newspapers or other periodicals. Wide reading is strongly recommended.

2. EXAMINATION PAPER

One paper will be set of three hours' duration.

- 2.1 An article of about 400 words. The subjects set will not allow for imaginative writing, but will deal with current events or expression of opinion within the scope of the student's course.

AND/OR (i.e. both may be asked in a particular paper, or only one).

A report of about 400 words. A summary of material may be provided by the examiner. This is to be written in accepted form as a summary report, or a report in the form of a letter or memorandum.

2.2 Correspondence

2.3 Meeting procedure (Notices, agenda, minutes. Duties of office bearers. A summary of material may be provided by the examiner).

2.4 Other types of writing. Questions on advertisements, telegrams, memoranda, messages for the notice-board, questionnaires, instructions, grievance procedures, disciplinary codes or training manuals may be asked here.

2.5 The theory and media of communication.

2.6 Comprehension and précis.

2.7 Language usage (see 3.11 of syllabus below).

TOTAL MARKS: 100

Year Mark

An internal mark of 40 % is given. Candidates must have at least 16/40 before being allowed to enter for the final examination and at least 24/60 in the written examination before the year mark is taken into consideration.

3. SYLLABUS

3.1 Writing of articles

Candidates should be able to write an article for a journal or magazine.

The following topics should be emphasized:

- Effective communication in labour relations
- Frustration and conflict of employees
- Company policy regarding personnel matters
- Manpower planning
- Performance appraisal
- Job evaluation
- Negotiation policies

3.2 Writing of reports

The following kinds of reports should be emphasized:

- Annual reports
- Progress reports (how task is proceeding, etc.)
- Summary reports (conferences attended, etc.)
- Investigation reports concerning working conditions and labour relations
- Statistical reports (the interpretation of tables of figures and other forms of non-verbal communication should be given some attention here as well)
- Budget reports

3.3 Correspondence

3.3.1 Letters

Advanced correspondence, including all of the following:

- Appointment letter
- Refusal letter (applicant not appointed)
- Cover letter + CV for application
- Letter responding to enquiry about applicant
- Letter of enquiry to reference about applicant

3.3.2 Circular letters

Circular letters directed at superiors, equals and subordinates.

The following topics should be emphasized:

- Motivation for courses
- Developments regarding personnel matters
- Resolutions regarding personnel matters
- Changes of policy regarding personnel matters
- Benefits regarding personnel matters

3.3.3 Internal memoranda

Internal memoranda directed at superiors, equals and subordinates.

The following topics should be emphasized:

- Giving instructions
- Announcing functions, courses, etc.
- Motivating employees
- Explaining labour relations
- Explaining policy changes regarding employees

3.4 Documentation and Procedure at meetings

The drafting of notices, agendas and minutes for different types of meetings should be emphasized.

3.5 Advertising

Thorough knowledge of drafting and critical analysis of job advertisements are required.

3.6 Concise communication

The preparation and lay-out of messages for the notice-board should be emphasized.

Some attention (not more than one period) should be paid to the preparation of telegrams, telex and fax messages.

3.7 Other types of writing

Students should be trained to write the following:

Instructions

Grievance procedures

Disciplinary codes

Training manuals

Some attention (not more than one period) should also be paid to the writing of testimonials.

3.8 Comprehension

A passage will be set in the examination either on communication generally or on topical material relevant to Personnel Management. Candidates will be required to answer questions designed to test whether its content has been understood. Direct questions on the factual content of the passage should not form part of the exercise.

3.9 Paraphrasing

Candidates should be able to produce the contents of a given passage in a simpler form, without in any way changing or omitting anything included in the original meaning. The aim of

this work is to foster simplicity and clarity in the use of language.

3.10 Summarising

The candidate must be able to reproduce logically and systematically, in brief meaningful sentences, the essential ideas contained in the original passage. Material should be as suggested in 1.3, 3.1, 3.2 and 3.8 above.

Candidates may be required to make a summary or précis of a given passage in a number of words not exceeding a stated figure.

3.11 Language usage

Emphasis should be placed on the practical use of the language i.e. lecturers will concentrate on the work submitted by their students and (1) subject it to criticism and (2) train students in self-criticism.

Attention should be given to spelling (particularly plurals), punctuation, vocabulary (including abbreviations), sentence and paragraph construction, and the influence of the other official language.

Students should be familiar with the term style in writing. The style to be cultivated for communication is simple, straightforward and direct. Faults of style (such as ambiguity, redundancy, verbosity, or the use of archaisms, commercialese, jargon or colloquialisms) should also be discussed so that students may consciously avoid them.

Discussions should be related to the student's reading, which should include newspapers and periodicals.

The basis of good writing is clear thinking, and elementary logic will form part of class discussions on language and style.

3.12 Oral Communication

As the oral use of language is an important factor in successful communication, this will be examined internally.

The following aspects should be covered:

3.12.1 Making a speech

The following topics should be emphasized:

Company policy regarding personnel

Labour relations

Productivity of personnel

Management regarding personnel matters

Training of personnel

Giving instructions

Farewell functions

Opening and closing of training courses

3.12.2 Interviews

Students should be trained to participate in the following types of interviews:

Employment interview

Dismissal interview

Appraisal interview

Interview solving grievances

Negotiation interview

3.12.3 Meetings

Students should be trained to participate as chairman (or member) in the following types of meetings:

Staff meetings

Negotiation meetings

Budget meetings

Promotion meetings

3.12.4 Attention must be given to pronunciation and speech training where necessary.

3.12.5 Non-verbal communication (tone, body language, phatic communication, intercalary expressions).

3.13 Reading activities

The following aspects should be emphasized:

Reading and understanding of acts and official regulations

Reading quickly to establish what the content of a document is

Searching for the main issues in a written document

Distinguishing between facts and allegations/claims

Establishing what the writer's viewpoint is

Attention should also be paid to the following:

Reading and understanding of technical magazines and other professional reading matter

Reading to find certain information in a document

Reading and understanding of instruction in manuals

Reading and understanding of reports

Reading and understanding of correspondence

3.14 Listening activities

The following aspects should receive special attention:

Listening critically to a speech/conversation

Listening accurately to a speech/conversation (eg. to remember main ideas)

Identifying arguments while listening to a speech/conversation

Understanding technical/industrial terminology

Attention should also be paid to the following:

Understanding specific terminology commonly used in the work environment

Understanding oral instructions

Listening effectively in official/formal communication on the telephone

Understanding instructions from superiors

3.15 Media and Theory of Communication

3.15.1 The Media - a survey in broad outline of the mass media. A critical approach should be encouraged. The range of computer services available to management.

How the media are used:

- internally, within an organisation
- externally, between the organisation on the one hand and the general public on the other

3.15.2 The concept of public relations

3.15.3 Definition of communication, including non-verbal communication.