

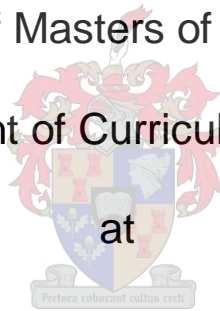
**COMMUNICATIVE LANGUAGE TEACHING: A  
COMPARISON OF THE LESOTHO FORM E  
(ENGLISH) AND SOUTH AFRICAN GRADE 12  
FAL (ENGLISH) CURRICULA**

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## SUMMARY

In the study presented, two English curriculum documents were analysed, one from South Africa and the other from Lesotho. The analysis was focused on English first additional language curriculum documents for what is known as Grade 12 in South Africa and Form E in Lesotho. The two curricula are both informed by Communicative Language Teaching (CLT), with the concept of communicative competence, which is the ability to use the linguistic system effectively and appropriately, at its core. The two curricula are distinguished from each other as being locally developed (South Africa) and internationally developed (Lesotho) curriculum documents.

Research contributions on the role that English plays in today's language learning and teaching context introduce the study. An overview is provided of the CLT approach and the essentials and difficulties perceived in CLT introduction in Africa and particularly Southern Africa. Jacobs and Farrell's (2003) evaluative framework for CLT is proposed as an indication of the extent to which CLT is evident in curricula.

Against this background, the question arises of how CLT is realised in English first additional language curriculum documents for Grade 12 in South Africa and for Form E in Lesotho. In answering the question, a qualitative content analysis method that sets in interpretivist paradigm is employed for analysis of the curricula, and coding is applied using the evaluative framework proposed by Jacobs and Farrell (2003). The analysis attempts to evaluate the two English first additional language curriculum documents (curricula plans). First, an exploration of the structures of the two curriculum documents was done. Second, the evaluation of the curricula against Jacobs and Farrell's (2003:10) "eight changes in language teaching and learning" followed. Third, the comparison of the two curricula was carried out. Evaluation and comparison processes were carried out for the purpose of determining which of the two curricula best realises CLT.

Reflecting on what is needed in the choice of English first additional language curricula, the conclusion is reached that (a) curricula need to be explicit in describing texts for language teaching, (b) they need to include oral and listening proficiency, and (c) a locally developed curriculum realises the CLT elements better than an

internationally developed curriculum document. This means that learners' needs are better accommodated when local context and situations are in use. With this, learners bring their learning experiences as close as possible to their own real-life situations and thereby contribute towards language development.

## OPSOMMING

Hierdie studie analiseer twee kurrikulumdokumente vir die onderrig van Engels: een Suid-Afrikaans en die ander van Lesotho. Die analise fokus op Engels as eerste addisionele taal kurrikula vir wat as Graad 12 bekend staan in Suid-Afrika en as Vorm E in Lesotho. Beide kurrikula is in die Kommunikatiewe Taalonderrigtradisie ontwikkel; 'n tradisie wat vereis dat die taalstruktuur effektief in realistiese situasies gebruik word. Die twee kurrikula word onderskei deur die feit dat die Suid-Afrikaanse een plaaslik ontwikkel is en die Lesotho onderwysstelsel gebruik 'n internasionaal-ontwikkelde kurrikulum, die Cambridge Overseas English Certificate.

Die studie word ingelei deur 'n bespreking oor die rol wat Engels speel in die huidige leer- en onderrigkonteks. 'n Oorsig word gegee van Kommunikatiewe Taalonderrig (KTO), gevolg deur 'n bespreking van die elemente en probleme wat ervaar word met KTO in Afrika en in Suider-Afrika in die besonder. 'n Raamwerk, voorgestel deur Jacobs en Farrell (2003) vir die evaluering van KTO, word voorgestel as 'n aanduiding van die mate waartoe kurrikula die beginsels en praktyke van KTO insluit.

Die probleem wat hierdie studie bestudeer is die mate waartoe KTO manifesteer in die Graad 12 Engels Eerste Addisionele Taal kurrikulum in Suid-Afrika en in die Vorm E kurrikulum, die Cambridge Overseas English Certificate, in Lesotho. Die navorsingsbenadering is interpretatief en kwalitatiewe inhoudsanalise word gebruik om die kurrikula te analiseer. Deur die raamwerk van Jacobs en Farrell (2003) te gebruik, word dit moontlik om die twee kurrikulum dokumente te analiseer en te vergelyk. As 'n eerste stap word die struktuur van beide dokumente bespreek, gevolg deur 'n evaluering van elke kurrikulum in terme van die agt veranderings in onderrig en leer wat veronderstel is om KTO te karakteriseer (Jacobs en Farrell 2003:10). Hierdie twee stappe is nodig om die finale vergelyking van die twee kurrikula te kan doen sodat die mate waartoe hulle KTO manifesteer, aangedui kan word.

Hierdie analise kom tot die gevolgtrekking dat die Engels eerste addisionele taalkurrikulum in Lesotho (a) duideliker riglyne moet verskaf vir die aard van tekste wat vir Engels taalonderrig gebruik kan word, (b) dat hierdie kurrikulum mondelinge- en luistervaardighede moet insluit en (c) dat die plaaslik-ontwerpte, Suid-Afrikaanse kurrikulum beter rekenskap gee van KTO as die Cambridge Overseas English

Certificate, die internasionaal-ontwikkelde dokument wat in Lesotho gebruik word. As gevolg van die vergelyking met die Jacobs en Farrell raamwerk, blyk dit dat leerders se behoeftes beter ondervang kan word wanneer plaaslike kontekste en situasies gebruik word omdat leerders op hulle eie leerervarings kan staatmaak om hulle taalvermoë te ontwikkel.

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## **APPENDICES**

Cambridge O Level English Language Syllabus (COELS)

National Curriculum and Assessment Policy Statement

## **ACRONYMS AND ABBREVIATIONS**

CLT- Communicative Language Teaching

COELS- Cambridge O Level English Syllabus

COSC- Cambridge Overseas School Certificate

EFAL- English First Additional Language

EFL- English as a Foreign Language

EIL- English as an International Language

ESOL- English to Speakers of Other Languages

FET- Further Education and Training Phase

GET- General Education and Training Phase

JC- Junior Certificate

LCAPF- Lesotho Curriculum Assessment Policy Framework

LoLT- Language of Learning and Teaching

NCAPS- National Curriculum Assessment Policy Statement

NCS- National Curriculum Statement

PSLE- Primary School Leaving Certificate Examinations

TEFL- Teaching of English as a Foreign Language

TESOL- Teaching English to Speakers of Other Languages

WE- World Englishes

## **TERMS USED**

- I have used 'learner' and 'student', and 'educator' and 'teacher' interchangeably.

- First additional language – refers to any language that a learner learns in addition to the first language (mother tongue).
- I have used first additional language and second language to refer to languages learned in addition to first language.
- For the purpose of this study, syllabus will be regarded as a synonym for curriculum. The COELS (2012) syllabus in this study refers to the curriculum followed in Lesotho, and it is referred to in singular not plural form. In the same way, NCAPS refers to curriculum followed in South Africa, and it is too referred to in the singular form.

## **CHAPTER 1: AIMS AND SCOPE OF THE STUDY**

### **1.1 INTRODUCTION**

English has been accepted as being a language of wider communication. It is used around the world, not only as a home language but primarily as a second language. McKay (2003:139) has observed that, “English is not an international language because it is the most widely spoken native language in the world, but rather because of the growing number of speakers who are acquiring some familiarity with English as their second or third language”. In fact, many countries around the world advocate the teaching and learning of English so that they are not excluded from the global economy and the information network. In this case, South Africa and Lesotho are not exceptional. They encourage the teaching and learning of English in school curricula. Communicative language teaching (CLT), the dominant approach in contemporary language teaching, has been adopted widely, and most English first additional language curricula are therefore informed by CLT. In this study, two English first additional language curriculum documents are evaluated to determine how each of the two incorporates the dominant approach of CLT. On the basis of this evaluation, the two curriculum documents are compared to each other to determine which one meets the criteria for CLT better than the other.

### **1.2 MOTIVATION AND RATIONALE**

English is an official language in most of the countries in the Southern African region; it is a major language of communication and commerce, not only internally, but regionally and in the wider global context (Adeyemi & Kalane 2011:119). It is a language of high status that is both the official and the language of learning and teaching (LoLT) in most schools. In post-colonial countries, English still remains the language of power and prestige. Even after the end of colonisation, English is still recognised as the main language in education. In South Africa, English is regarded as a school subject and/or the LoLT in different schools. In Lesotho, English is considered both a compulsory subject and a LoLT. It remains the most important language that is a “pass” prerequisite in all phases of schooling.

Functionally, English has achieved the role of being a major language of communication. People connect and share knowledge through English. In Southern African countries, English functions as an important *lingua franca*: a language that is adopted for local communication among speakers of different languages spoken in an area. Additionally, English functions globally, and information is easily spread through this language. In order, then, to participate and share knowledge with other people around the world, the teaching and learning of English remains a necessity so that a shared life is attained and communication can take place between different people for different purposes, such as work, career, education, research and others.

Because of the status of English as a language of wider communication, different countries advocate the teaching and learning of this language in schools (and at work). Many curricula for English first additional language (EFAL) exist, and Savignon (2001:235) points out that “the importance of meaningful language use at all stages in the acquisition of second language skills has come to be recognised by researchers and teachers around the world, and many curricula innovations have been developed in response”. Within the dominant paradigm of CLT, communities have conceptualised their EFAL curricula mainly in two ways:

- They embed English in the local context using local texts, situations and context, as reflected in the South African National Curriculum Assessment Policy Statement (NCAPS) [see Appendix B]. The curriculum is developed for local context, “valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and, providing an education that is comparable in quality, breadth and depth to those of other countries” (NCAPS, 2012:6).
- They use generic curricula developed by high status agencies based in countries where English dominates as a home language. For example, Cambridge International Examinations (CIE) in the UK or English to speakers of other language (ESOL) in the USA. These curricula are designed for an international audience where English is learned as a second language.

In this study, these two approaches are evident in the two curriculum documents under discussion and they are classified as locally developed (South African) and internationally developed (Lesotho) English first additional language curricula. Both approaches are followed in other countries in Africa. Although the Cambridge O Level English Language Syllabus (COELS) [see Appendix A] is also followed by some private schools in South Africa, the focus in this study will be on the most widely used national curriculum, known as NCAPS. The high status of internationally developed curricula necessitates a comparison with a so-called “local” curriculum to achieve an understanding of their respective potential to develop communicative competence.

### **1.3 RESEARCH PROBLEM**

Curriculum development, as a dynamic field, keeps on changing, resulting in regular meaningful changes that lead to growth in education. In South Africa, changes were made to the previous outcomes-based curriculum (known as the Revised National Curriculum Statement) to design the current curriculum, the National Curriculum Assessment Policy Statement (NCAPS). Hove (2012:9) states that “there have been two significant changes in the South African curriculum: the transition from apartheid to a democratic dispensation necessitated the first change, while a human resources and curriculum implementation challenge necessitated the second one”. Unfortunately, as Hove (2012:9) observes, the second change seemed to have created more problems, but the political agenda had required these paradigm shifts in the spirit of “redressing the imbalances of the past”.

In Lesotho, as well, there have been changes to the Cambridge O Level English Language Syllabus (COELS). The revised syllabus accommodates modern aims to encourage communicative competence, creativity, critical skills and cross-cultural awareness. It includes clear assessment objectives in writing and reading and recommends striking a balance between factual and narrative reading passages (as a replacement for long passages in the previous syllabus). Equal weighting to direct and creative writing and transferable skills to study in other subjects also form part of the change in the curriculum (COELS, 2012:4).

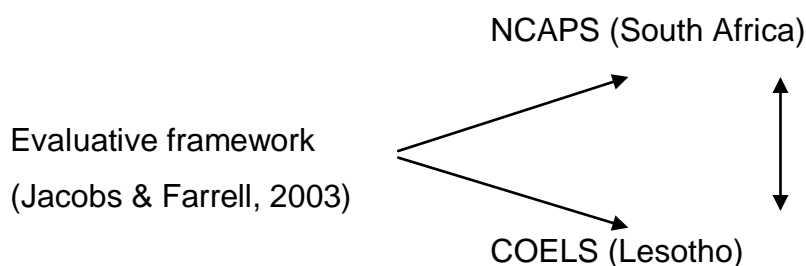


The changes came about as a result of issues that may not have anything to do with the teaching of English *per se*; the changes seem to be more about fulfilling learners' needs, as will be discussed in Chapter 2. In order to reflect the needs of learners in the new world, both curricula acknowledge the Communicative Language Teaching approach as a point of departure. Based on these constructs, the main research question is, *How is CLT realised in South African Grade 12 and Lesotho Form E English first additional language curriculum documents?* The framework against which the two curricula are to be evaluated is contained in eight changes reflecting a paradigm shift to CLT, as suggested by Jacobs and Farrell (2003), to be discussed in Chapter 2.

In an attempt to respond to the above question, the following sub-questions were explored:

1. *How are these English first additional language curriculum documents structured?*
2. *How do they compare in terms of the eight changes reflecting a paradigm shift in language teaching?*
3. *How do the two curriculum documents compare?*

Since it is not possible to simply compare curricula from different contexts (in this case, the local and internationally developed curriculum documents), a measuring instrument is used which allows evaluation of the curricula, based on the language teaching construct CLT. Both curricula are informed by this construct and therefore can be evaluated against CLT as a framework. Only then does it become possible to derive similarities and differences. The process can be illustrated as follows:



Following the statement of the research question, it is vital to discuss the context in which the study originated, and the next section will therefore be focused on the context of this particular study.

#### **1.4 CONTEXT OF THE STUDY**

This particular study was conducted to evaluate the two English curriculum documents, namely, English first additional language for South Africa Grade 12 and Lesotho Form E. The two curricula are both explicitly informed by the approach known as Communicative Language Teaching (CLT). Briefly defined, CLT is an approach that regards communicative competence as central when learning a language. Mangubhai, Marland, Dashwood and Son (2005:32) define communicative competence in the context of a classroom situation: “[I]t places a greater emphasis on the use of the foreign language in the classroom, both between teacher and students”. Shower (2010:334) asserts that “CLT is based on the communicative competence model that comprises grammatical, sociolinguistic and strategic competences”. This means that CLT requires the ability to use language appropriately and effectively, knowing how, when and what to communicate (as will be elaborated upon in Chapter 2).

On the one hand, Lesotho has adopted the curriculum that was generically developed by high status agencies based in countries where English dominates as a home language. The curriculum presents the rationale behind its existence, the aims and objectives, and skills to be covered so that the curriculum will have been covered. It further presents an assessment procedure that guides in marking. This curriculum is intended to meet the needs of different people for whom English is not a first language. The curriculum allows teaching to be placed in a localised context, making it relevant in varying regions (COELS, 2012:2).

On the other hand, South Africa has developed its own curriculum in the local context. The curriculum covers the policy guiding the general aims of the South African education sector. It includes the purpose and the principles guiding the whole curriculum with acknowledgement of inclusivity. The curriculum accommodates indigenous and foreign knowledge by ensuring that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this way, the

curriculum promotes knowledge in the local context while being sensitive to global imperatives (NCAPS, 2012:5). The curriculum covers an introduction to languages in the NCAPS, specific aims of learning additional languages, content and teaching plans for language skills, and assessment in the first additional language. Having given a general overview of the two curricula, I will present a discussion on the significance of this particular study in the next section.

## **1.5 SIGNIFICANCE OF THE STUDY**

This study is focused on an evaluation and comparison of two English curriculum documents for secondary level education for a specific reason; this is the level that “is a preparation for tertiary education, further personality development as well as preparation for the world of work (Lesotho Curriculum Assessment Policy Framework [LCAPF], 2008:5). Reporting on exit examinations from secondary level to further education and the world of work, Hove (2012:1) points out (in the South African context) that “examinations are generally understood to be reliable measurement instruments whose principal objectives are to screen for purposes of entry into higher education studies and provide selection criteria for purposes of employment”. The fact that English is a language of wider communication is another point to be given consideration in supporting the significance of the chosen curriculum documents. The two English curriculum documents were evaluated against the eight changes (identified as criteria by Jacobs and Farrell [2003]) that are a reflection of a paradigm shift to CLT in language teaching and learning. The curriculum documents were further compared to determine whether one of them meets the criteria better than the other. Conclusions from the comparison of the two curricula were drawn to aid in determining whether English first additional language curriculum developers should choose local or internationally developed curricula. However, such a choice must also take cognisance of teachers’ practice, since a curriculum document is only a plan and it excludes practice that reflects real teaching, learning and assessment. These aspects fall outside the scope of this thesis.

## 1.6 RESEARCH DESIGN

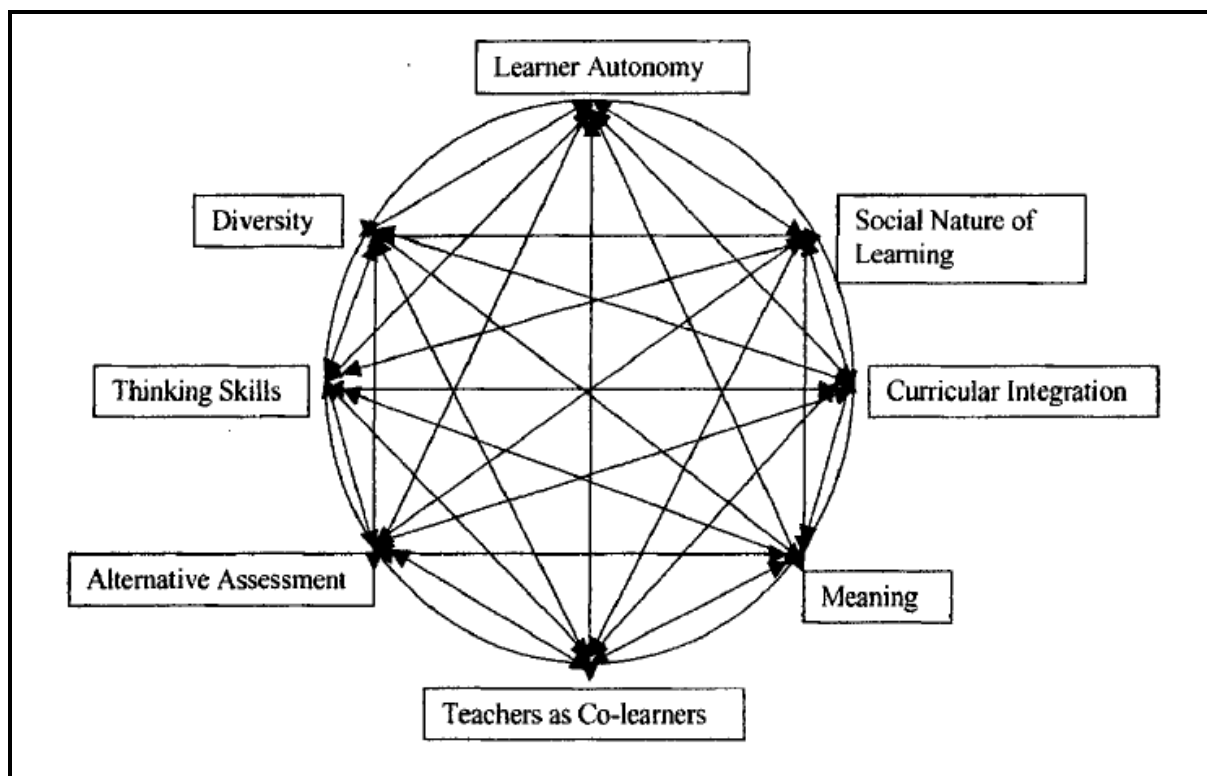
Qualitative content analysis that suits the interpretive paradigm was employed for the study. The aim was to understand and make meaning of the units under study. The units of study were the English first additional language curriculum documents for Lesotho, Form E and South Africa, Grade 12. The two curriculum documents were evaluated and compared so that meaningful interpretations could emerge. Babbie and Mouton (2001:28) observe that the “[i]nterpretivist emphasises that all human beings are engaged in the process of making sense of their (life) worlds. We continuously interpret, create, and give meaning to, define, justify and rationalize our actions”. Content analysis was used as a method through which data was analysed. Coding was employed and the two curriculum documents were analysed and compared in the light of the evaluative framework (the eight changes in CLT as identified by Jacobs and Farrell 2003). All the elements highlighted in this section will be reported in detail in Chapter 3.

The eight changes identified by Jacobs and Farrell (2003:10) that reflect paradigm shift in second language education, and constitute criteria in terms of which communicative curricula can be evaluated, are as follows:

1. Learner autonomy,
2. Social nature of learning,
3. Curricular integration,
4. Focus on meaning,
5. Diversity,
6. Thinking skills,
7. Alternative assessment, and
8. Teachers as co-learners.

These changes work interdependently. The implementation of one change means the implementation of the other seven changes to ensure that teaching and learning are successful. The emphasis in this holistic view is on interdependence and relationships between one change and the others. This means that an integrated unit for each change is both dependent on and influenced by other changes.

Figure 1 below, by Jacobs and Farrell, provides an illustration of the interdependence of these eight changes of the paradigm shift in language teaching and learning. The circular nature of the figure emphasises that all the changes are parts of a whole and that the successful implementation of one is dependent on the successful implementation of others.



**Figure 1: Illustration of the interdependence of the eight changes of the paradigm shift in language teaching and learning (Jacobs & Farrell, 2003:10).**

With this framework, the curriculum documents can be analysed to find how they meet or realise the eight changes in language teaching.

The reason I chose these particular criteria for evaluation of the two English first additional language curriculum documents was that the criteria are suitable in terms of CLT as they focus on contextual factors and meaning-based views of language. Richards and Rodgers (2001:158) claim that “language needs to be studied in the broader socio-cultural context of its use, which includes participants, their behaviour and beliefs, the objects of linguistic discussion, and word choice”. Language is not learned in isolation, with rules governing its use. The context in which language is

used, and the practices and environment with which the learners interact, all play important roles in its development. This notion agrees with Breen and Candlin's (2001:10) opinion that the "communicative curriculum defines the language learning as learning how to communicate as a member of a particular socio-cultural group. The social conventions governing the form of language used and behaviour within the group are, therefore, central to the process of language learning".

## 1.7 OUTLINE OF THE CHAPTERS

**Chapter 1** served as an introduction to the whole study. It provided brief information on the role that English plays in today's context, emphasising that the teaching and learning of English is a necessity. English has become the language of wider communication and people use it to share information and interact with one another around the world. For this reason, many different countries advocate the teaching and learning of English in school curricula and at workplaces. The CLT approach that is explored in Chapter 2 has been adapted for use in many schools around the world so that language learning becomes easy and successful.

**Chapter 2** offers a review of literature on the role that English plays locally and internationally in today's language learning and teaching context. In the chapter, I explore what other researchers have published on their findings relating to the recently adopted dominant approach of CLT in language learning. The CLT approach is also discussed in terms of its applicability to English language teaching in post-colonial countries where English is spoken as an additional language by the majority of people.

**Chapter 3** contains a description of the research methodology used in this study. The chosen method of content analysis is explored and the coding that has been applied in identification of themes in the evaluation process is also defined in terms of its applicability to the study. The criteria that were used in evaluating the two curriculum documents in terms of CLT are also defined and explained, based largely on definitions by Jacobs and Farrell (2003).

**Chapter 4** is concerned with the analysis and interpretation of the two English curriculum documents. The analysis depicts the structure of the two English

curricula, their evaluation against the eight changes reflecting CLT and comparison with each other. Similarities and differences between the two documents are discussed in this chapter.

Conclusions drawn from the analysis and the literature review are presented in **Chapter 5**. Recommendations and delimitations of the study conclude the study.

## **1.8 CONCLUSION**

In this chapter, the elements that build the whole study are highlighted so that the basis and rationale for the study are clear. The significance and context of the study, more specifically the context of research questions, provide a framework for the rest of the thesis.

## **CHAPTER 2: ENGLISH LANGUAGE TEACHING IN SOUTHERN AFRICA**

### **2.1 INTRODUCTION**

The aim of this chapter is to review literature on the role that English plays locally and internationally in today's language learning and teaching context. Specifically, the discussion commences with definitions of concepts of language and communication that relate to Communicative Language Teaching (CLT). CLT is currently the dominant approach to language teaching (Chang, 2011:2) and is being implemented in most schools around the world. Richards (2006:1) confirms that "since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world". Thus, the widespread role of English globally and the use of CLT in terms of its applicability to English language teaching in post-colonial countries where English is spoken as an additional language by the majority of people will be examined.

### **2.2 LANGUAGE AND COMMUNICATION AS CONCEPTS**

Language is the basic instrument by which people communicate. It is a system of sounds, words, patterns, and phrases used by people to communicate thoughts and feelings. According to Thompson (2003:37), "Language is not simply the ability to use words to get across a particular message. Language actually runs much more deeply than this and refers to the complex array of interlocking relationships which form the basis of communication and social interaction". Thompson claims further that language is not simply a naturally occurring phenomenon; it is a set of systems which interlink with a range of social and psychological factors. Language, then, refers to the use of a system of units which, in combination, provide meaningful communication (Thompson, 2003:37). This 'thoughtful' communication should accommodate social and psychological factors so that meaning is attained for language and communication are inseparable.

Communication, as described by Thompson (2003:10), "is used in a number of senses and at a number of levels to indicate the transmission of information or even, as in the transport networks example, the transmission of information of goods and



people". In the context of this study, the relevant definition of communication focuses on information as social interaction through messages. Thompson (2003:10) further believes that "it is important then to realise that communication embodies not only the transmission of information from person to person but it also involves communicating in relationship". This means that communication does not only have to negotiate ideas but is also a way in which people come together through social interaction. Language is therefore used as a means of communication by which people interact. This is particularly true of English as it has been given the role of connecting people around the world.

English as the language of communication has been awarded a high status because of the breadth of British colonialism (Kumaravadivelu, 2006:12). English has genuinely gained global status for it is regarded as the language of wider communication. People share information and exchange meaningful ideas through the use of this language even when it is their second or an additional language. This means that through the use of English, the spread of information and the creation of connections among people are achieved. For this reason, the teaching of English language is of great importance in today's context so that people may explore shared knowledge even when they do not share a home or community language. The next section will therefore be focused on the role that English has acquired internationally.

### **2.3 THE ROLE OF ENGLISH INTERNATIONALLY**

Language has been a 'good travelling companion' of empire. The problem is that even when colonial masters are forced to leave the occupied land, their languages still remain in use. This is true of English. It has become 'a world empire' (Kumaravadivelu, 2006:12). According to Graddol (2006:112), "the promotion of English around the world has long been seen as a neo-imperialist project but it is time to understand the new dynamics of power which global English brings". In today's context, English is growing and its use is becoming an essential competence in the workplace. As Van der Walt (2006:170) observes, "if we look at the reasons why children in Africa need to learn English it is surely not to ask for stamps at the local post office. The main purpose is to prepare them to study and continue their

schooling in English". Chang (2011:2) maintains that "teachers of English as a foreign language (EFL) have been encouraged to implement CLT to help develop students' English abilities appropriately in context". According to Chang, this is due to the awareness of English being the most widely spoken language in the world and because it is used in various areas such as technology, science, and business. Therefore, most countries do their best to see to it that their citizens acquire competence in English in order to compete and have a shared knowledge with other people around the globe. McKay (2004:11) confirms that "currently in many countries throughout the world, there is tremendous pressure to learn English. Many international corporations are encouraging their employees to develop their English skills by providing English training on the job". With the opening up of China, English teaching has been gaining more and more attention, especially since the 2008 Olympic Games in Beijing. Apart from English teaching in schools, other forms of English training courses have appeared across China (Lin, 2002:8). Li (2001:151) remarks that "the South Korean government has placed English learning and teaching high on its agenda to ensure that South Korea will play an active and important role in world political and economic activities". Many Taiwanese universities are offering courses that focus on integrated English skills or specific topics to develop students' English proficiency "because of rapidly growing international needs for business, travel and technology" (Chang, 2011:4), which require EFL learners to use English for communication purposes. Hence, "governments have responded by establishing English as the first foreign language in most education systems" (Brumfit, 2006:30).

However, the goal to compete means that people whose first language may not be English are denied the chance to participate and share meaningful life with other people while English speakers have the advantage that they do not have to learn other languages. As Kumaravadivelu (2006:16) puts it, "the issue is one of difficulty and discrimination encountered by non-native speakers of English as well as the power and privilege enjoyed by native speakers of English". Moreover, other languages are denied the chance to be used and developed, in that if all people understand one another in English, there is no point in communicating in other languages when English can connect them. This creates a hierarchy in languages

that puts non-native speakers in a weaker position, for they cannot express themselves to the same degree of complexity, persuasiveness and correctness as they can in their mother tongue (Kumaravadivelu, 2006:16).

The spread of English has resulted in different varieties of English developing around the world. Savignon (2002:19) states that “English as an international or global language is instructive; as the wide adoption of one language in both international and intranational contexts is unprecedented”. According to Savignon, English users today include

1. those who live in countries where English is a primary language (the United States, the United Kingdom, Canada, Australia, and New Zealand),
2. those who live in countries where English is an auxiliary, intranational language of communication (e.g., Bangladesh, India, Nigeria, the Philippines, Tanzania;) and,
3. those who primarily use English in international contexts, in countries like China, Indonesia, Japan, Saudi Arabia and Russia (Savignon, 2002:19).

As a result, special consideration is needed when making a decision on which English variety to use in a particular area.

It is important in the teaching of English to first distinguish the English variety to be used in an area. This process is carried out on the basis of the context and needs of the learners. In line with Savignon’s observation above, Matsuda and Friedrich (2011:334) mention that, “technically, there are three options one can choose from: an international variety, the speakers’ own variety of English, and an established variety of English”. On acknowledgement of local varieties, Van der Walt (2006:171) explains that “local varieties of English means that teachers have to examine their own prejudices as far as accent and non-standard forms are concerned; they have to re-examine cherished notions of what constitutes ‘proper’ and ‘correct’ English”. If teachers are not willing to adapt to local varieties, Standard English is maintained, regardless of the varieties used by learners. Savignon (2002:20) notes that the use of the English language has become so widespread that some scholars speak “not only of varieties of English, but of World Englishes (WE)”.

*World Englishes* refers to varieties of English found across the globe. Jenkins (2009:18) claims that “the most useful model of the spread of English has been that of Kachru”. Kachru divides World Englishes into three concentric circles; the *inner* circle, the *outer* circle and the *expanding* circle, which correspond roughly to the distinction among English language users made by Savignon (2002) above. Jenkins (2009:18) clarifies that “the three circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts”.

According to Brown (2001:111),

[t]here are two major centres in the USA where scholars are conducting extensive research in World Englishes at different places. By extension, methodology courses taught in these centres are likely to incorporate the WE perspective. From here a second generation of scholars [who have] graduated from these institutions are teaching [a] third generation of teachers and scholars to incorporate such [a] perspective in institutions from upstate New York to Indiana to California.

In his discussion, Brown stated that some scholars who have begun to publish extensively in this field have come to some of these centres and return to teaching positions throughout the world. This means that with what they have acquired, these researchers go out and convey their knowledge to other people. Thus, the number of World Englishes has increased as people use English in their own contexts to meet and accommodate their different needs. In the same way, Widdowson (1994:383) stresses that, “It is generally accepted that communities or secondary cultures which are defined by shared professional concerns should be granted rights of ownership and allowed to fashion the language to meet their needs, their specific purposes indeed”. Language should be shaped in a way that it responds to the needs of a particular group of people for as long as they share common knowledge. However, standards of communicative effectiveness should also be maintained (Widdowson, 1994:385). Language should be shaped according to the needs of particular group of people, and the same people should agree on common knowledge and conventions so that standardisation is maintained. Following this discussion on commonality in

knowledge and conventions of language, the role of English locally will be the next point of discussion.

## **2.4 THE ROLE OF ENGLISH IN SOUTHERN AFRICA**

### **2.4.1 English to speakers of other languages (ESOL)**

It has been mentioned that it is time for a paradigm shift in linguistic research and in language pedagogy which takes into account changing roles and functions of English around the world (Brown, 2001:108). Despite the fact that new ideas are always seen as being too complex and not easily adopted, some points need to be considered so that the paradigm shift in teaching English to speakers of other languages (TESOL) is successful. Such points include the availability of texts and the level of difficulty, the access to supporting material, students' responses in coursework, and workshops and short-term courses for methods instruction.

According to Brown (2001:114),

The lack of TEFL-specific materials may be a result of a belief that most EFL teachers should themselves be non-natives [i.e. non-native speakers of English] with the belief that the majority of teaching materials are in the teachers' native languages, not English.

The teaching and learning of English does not really require one to be a native speaker; what is important is the knowledge and training that encompass language theories, research techniques, and knowledge of different approaches and methods in language teaching. This means that not only native speakers of English but also educators whose first language may not be English can be good English educators as long as they adhere to acknowledged methods and approaches in language teaching, training, and research techniques. This is really a reflection of the shift in perspective from the home-language speaker as the ideal teacher of his/her own language to a perspective that acknowledges training in language education and language proficiency as the ideal characteristic of a good language teacher. This means that people whose first language may not be English should expand and extend their knowledge of English literacy. They should, therefore, not believe that the teaching of English demands only native speakers of English. It is time that even

speakers of other languages assume ownership of English by using it for their own specific purposes and by modifying it to meet their needs (Widdowson, 1994:383).

Assuming ownership of English and using it for their own specific purposes, and modifying it to meet own needs, may mean Africanising curricula for Africans; curricula that adhere to local context and situations. Sanoto (2003:14), when scrutinising the Botswana Literature in English syllabus, in a study on Literature in English as a subject in Botswana, observes that it is apparent that African writers' literature is not included in the curriculum. According to her, this is a misstep in developing literature in English for local contexts and situations. As she points out, learners would cope with literature in English and grasp concepts easily if more texts with an African context were to be prescribed (Sanoto, 2003:15). This situation may be similar in countries with English language curricula that are not locally developed. The next section will focus on the role of English in Lesotho, mainly in the education system.

#### **2.4.2 The role of English in Lesotho**

English is the language of high status in Lesotho. It is both the official language and the language of learning and teaching (LoLT) in Lesotho's schools. In Swaziland, Zimbabwe, Botswana and other neighbouring countries, English still remains the language of power and prestige. As Kumaravadivelu (2006:12) notes, "even when the colonial masters are forced to leave the occupied land, their tongue still lingers on".

English is Lesotho's second official language and it is widely used in administration, in courts, in business, in education and partly in the media (Fandrych, 2003:17). English is of significant importance in the field of education. It is mainly the language of learning and teaching. It is used across the curriculum from upper primary level (Grade 4) to secondary education and to tertiary institutions. The LCAPF (2008:7) supports use of the mother tongue (first language): "Sesotho will be used as a LoLT up to grade 3 while English will be taught as a subject at this and other levels. From grade 4 English shall begin to be used as a LoLT and to be taught as a subject as well". English is a pass prerequisite for the Primary School Leaving Certificate Examination (PSLE) to the first 3 years of junior secondary school (Form A through

Form C) that lead to Junior Certificate (JC). In the Junior Certificate, English is still a pass prerequisite to the last 2 years of high school that prepare students for the Cambridge Overseas School Certificate (COSC) examination. Similar to other certificates, English must be among the subjects passed so that one obtains the COSC which is a requirement for tertiary education. As Muzvidziwa and Seotsanyana (2002:9) comment, “English remains the most important subject that learners are expected to pass before proceeding to tertiary education”. This means that if a learner happens to pass all other subjects but fails English; such a learner is graded among the failures.

Since English is the main subject in the curriculum of secondary education, it is used across the curriculum to teach concepts in other subjects. In other words, English is not only a subject, but it is a language of learning and teaching (LoLT). In Lesotho’s schools, Sesotho is the LoLT until fourth grade, where English replaces Sesotho. In practice, code-switching is often used up to secondary school level. Kamwangamalu and Chisanga (1996:298) contend that, “in most southern African countries English is the language of the elite and is held in high esteem compared with local languages”. Lesotho is not an exception. Considering the role of English in the countries neighbouring Lesotho, the next section will focus on the role of English in South Africa.

### **2.4.3 The role of English in South Africa**

South Africa has 11 official languages, and among them, English is used as LoLT in most schools around the country. Balfour (1998:148) indicates that in the majority of South African schools, English is the language of learning and teaching, especially for secondary education. It is the preferred LoLT in most schools and tertiary institutions. South Africa is no different from other southern African states in this regard. The only other language that is used in this way, but to a much lesser degree, is Afrikaans (presently the only other LoLT at advanced levels).

Not all schools in South Africa use only English during instruction. Other languages, more especially native languages, are used alternatively in order to make sense of what is delivered to learners. This is what is termed ‘code-switching’, as defined by Van der Walt and Mabule, (2001:295): “code-switching is used to indicate

intersentential and intrasentential code mixing as well as code switches between longer stretches of text but not borrowing of the kind where a foreign word has been integrated into the lexical system of the language". This means that code-switching is an alternative use of two or more languages, varieties of a language, or even speech styles. Setati and Alder (2001:244) believe that code-switching, "makes immediate sense [in] that learners whose main language is not the LoLT should draw on their main language(s) in the learning process". The two authors agree therefore that code-switching is a practice that enables learners to harness their main language as a learning resource (Setati & Alder, 2001:244).

In regard to the use of native languages and first additional languages, South Africa differs from Lesotho, where most people use Sesotho for daily communication. In South Africa, with its diverse language profile, English has achieved the role of being the main language of communication. People connect and share ideas through English, which is used as a lingua franca. Johnson (2001:4) describes a *lingua franca* as "a language used as means of communication between speakers of other languages", meaning the language that is adopted for local communication over several languages spoken in an area. Kilfoil and Van der Walt (1997:2) point out that "[f]or most people in South Africa, English is a language of wider communication which they use daily to go about their affairs. They need English to communicate with speakers of other languages". English is the common language that has become the language of choice in parliament, provincial government, and local government (Bruckmann, 1998:180).

Because English is recognised as a language of wider communication, locally and internationally, the successful teaching of English is very important and the demand for an appropriate teaching methodology is as significant as ever.

## **2.5 COMMUNICATIVE LANGUAGE TEACHING: AN APPROACH TO LANGUAGE TEACHING**

### **2.5.1 Communicative language teaching: Elements**

There are methods and approaches available for language teaching. The most recent approach, locally and internationally, through which language is best taught,



is called Communicative Language Teaching (CLT). CLT is an approach that arose in response to the development of teaching strategies and techniques that put an emphasis on 'drills' and other forms of rote learning rather than on meaning and appropriate communication. In CLT, almost everything is done with a communicative interest and purpose (communicative focus).

### **2.5.2 Communicative language teaching: Arguments**

According to Richards and Rodgers (2001:159), "CLT starts from the theory of language as communication". Its aim is to teach learners to communicate in the target language. Richards and Rodgers (2001:155) define CLT as an approach (not method) that aims to make communicative competence the goal of language teaching. An approach, "constitutes a more open-minded attitude to language learning and teaching; an outlook that changes with the circumstances surrounding the teaching process" (Kilfoil & Van der Walt, 1997:9). Richards (2006:22) maintains that "CLT today refers to a set of generally agreed upon principles that can be applied in different ways depending on the teaching context, the age of the learners, their level, their learning goals, and so on". CLT, therefore, appeals to those who seek a more humanistic approach to teaching, one in which the interactive processes of communication receive priority (Richards & Rodgers, 2001:172). In this way, *method* has come to be contrasted with *approach*, as method has been shown to be ineffective in that teachers and linguists felt that rigid methods are restrictive and that there should be a broader approach to language teaching (Kilfoil & Van der Walt, 1997:9).

CLT also develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. The four language skills are listening, reading, speaking and writing. This marks the uniqueness of CLT and differentiates its scope and status from other approaches and methods in language teaching because it pays systematic attention to functional as well as structural aspects of language (Richards & Rodgers, 2001:155). Central to an understanding of CLT is an understanding of the term *communicative competence* that includes knowledge of sociolinguistic rules in addition to knowledge of grammar rules (Savignon, 2001:235). Communicative competence as the main characteristic of CLT will be discussed in the next section.

### **2.5.3 Communicative competence**

In the teaching of a language, communication is one of the elements that need to be considered so that learning is attained. Since English is used as a language of wider communication, or a lingua franca, the teaching of English aims at developing learners' 'communicative competence': "Communicative competence includes knowledge of sociolinguistic rules, or the appropriateness of an utterance, in addition to knowledge of grammar rules, the term has come to be used in language teaching contexts to refer to the ability to negotiate meaning-to successfully combine a knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions" (Savignon, 2001:235). Savignon further notes that the term applies to both oral and written communication, in academic as well as non-academic settings. Kilfoil and Van der Walt (1997:12) comment that "a learner can be regarded as communicatively competent when she has the ability not only to apply the grammatical rules of language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom". This is elaborated upon by Chang (2011:1) who urges that "communicative competence in the real world does not only require a speaker to produce a grammatical sentence, but the speaker should also consider the situation or context in which the sentences are used". This means that communicative competence entails knowledge of the language and the ability to use the same knowledge in the right context and situation.

As defined by Richards and Rodgers (2001:156), "communicative competence is the ability to use the linguistic system effectively and appropriately". Communicative competence has to do with more than sentence-level grammatical competence. It has to do with social interaction, the real speaker-listeners who interpret, express, and negotiate meaning in many different settings (Savignon, 2001:236). This means that communicative competence includes knowing how to use language for a range of different purposes and functions, varying according to the setting and the participants (Richards, 2006:3).

According to Richards and Rodgers (2001:151), "CLT marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today". Jacobs and Farrell (2003:6) explain that

“When a paradigm shift takes place, we see things from a different perspective as we focus on different aspects of the phenomena in our lives”. In essence, Jacobs and Farrell agree that the creation of new theory does not mean the idea of destroying the old theory but rather the idea of seeing things again in a new way by discovering what was not known or seen. In similar vein, Johnson (2001:38) says, “As perhaps in all areas of human knowledge, in the field of applied linguistics nothing ever happens in a vacuum. New ideas do not just spring out of air: they often come out of old ideas and from ideas in other areas of knowledge”. This means that ideas about language learning as repetition and drill (as in the audio-lingual method) are replaced by language learning practices that foreground interaction and real-life communication, mostly in the form of group and pair work (Kilfoil & Van der Walt, 1997:14).

In the field of education, since the early 1980s, the term ‘paradigm shift’ has been used as a means of thinking about change in education, and in language education in particular (Jacobs & Farrell, 2003:6). As such, in today’s second language education context, the CLT paradigm shift requires a move away from the theory of behaviourism (in the form of drills and repetition) to the theory of ‘constructivism’ that places greater emphasis on learners’ experiences in learning and on their existing knowledge systems.

#### **2.5.4 Constructivism**

An effective and meaningful instructional process results from the framework that is based on learning theory. Such theory guides, clarifies and opens the way for instructional design. The theory of constructivism is the most influential in current language teaching and learning, as will be explained next.

According to Yilmaz (2008:161), “The philosophy of constructivism evolved from dissatisfaction with traditional Western theories of knowledge”. Thus, constructivism has come to view subjects differently from the way traditional theories viewed the world:

In contrast to the objectivist notion of objective truth and meaning inherent in objects independent of any consciousness, constructivism postulates that knowledge cannot exist outside our minds; truth is not

absolute; and knowledge is not discovered but constructed by individuals based on experiences (Yilmaz, 2008:161).

This means that constructivism concerns the development of meaning within a social group. Constructivism is a recently emergent epistemological stance or theory of knowledge and knowing. It has come to inform different bodies of knowledge or disciplines, ranging from philosophy of psychology to anthropology to sociology (Yilmaz, 2008:164).

According to these descriptions, constructivism means that knowledge is constructed from the learners' experiences, building on previous knowledge to construct new knowledge. Maclellan and Soden (2004:2) explain that, "Knowledge is not passively received from the world, from others or from authoritative sources. Rather, all knowledge is created as individuals (and groups) adapt to and make sense of their experiential worlds". This means that interaction in different contexts is crucial for the construction of knowledge. Richardson (2003:1623) elaborates: "Constructivism is a theory of learning or meaning making, that individuals create their own new understandings on the basis of an interaction between what they already know and believe, and ideas and knowledge with which they come into contact". This means that meanings are constructed through social interaction and the influence that individuals get from the environment, including teachers and their peers, within which they operate. It is here that environment and experience are seen to have a great influence on the learning process of individual members. Richardson (2003:1625) posits that

The development of meaning may take place within a social group that affords its individual members the opportunity to share and provide warrant for these meanings. If the individuals within the group come to an agreement about the nature and warrant of a description of a phenomenon or its relationship to others, these meanings become formal knowledge.

Constructivism, therefore, prompts educators to build a pedagogy that helps and guides learners to become self-directed learners who are motivated to develop their own learning.

Richardson (2003:1627) calls constructivist pedagogy “the creation of classroom environments, activities, and methods that are grounded in [a] constructivist theory of learning with goals that focus on individual students developing deep understandings in the subject matter of interest and habits of mind that aid in future learning”.

As a social activity (see Section 2.2) communicative language teaching and learning is a particular expression of constructivist theory, building on what learners know and developing communicative competence in classroom interaction and engagement with authentic (real-world) materials. Such pedagogy helps learners to become self-directed and responsible for their own learning. The following section will therefore focus on learners’ role in learning.

### **2.5.5 Learners’ role**

Richards and Rodgers (2001:158) state that “common to all versions of CLT is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviours and for classroom activities and techniques”.

Concerning the learners’ role, CLT is featured as a learner-centred approach in language teaching. As opposed to a teacher-centred approach (where teachers are regarded as knowledge givers and students as receivers), CLT focuses interest on the learners. The learners, on one hand, are given a sense of ‘ownership’ of their learning (Chang, 2011:3) and educators; on the other hand, facilitate growth by utilising the interests and unique needs of learners as a guide for meaningful instruction. In connection with the teaching of languages especially English, Benson and Voller (1997:6, emphasis added) observe that “the concepts of *autonomy* and *independence* have established strongest roots” at the same time “have become linked to the growing role of technology in education, a link which has supported the growth of self-access language learning. This way, all learners of language are therefore confronted by the task of discovering how to learn the language. Learners, in their own ways, have to adopt the role of negotiation between themselves, their learning process, and the gradually revealed object of learning (Breen & Candlin,

2001:18). This reflects a learning process of negotiation between individuals (learners) and context, which includes teaching methods, material, and so on.

In addition, as independent participants are in a co-operative milieu, where the learners' contributions are valued and used, individual learners are potentially rewarded by having their own subjective expectations and decisions informed and guided by others (Breen & Candlin, 2001:19). Thus, the educator acts as a facilitator who guides and assists where necessary. By helping learners to plan and carry out their independent language learning, Benson and Voller (1997:7) point out that "learner-centredness is characterised by a movement away from language teaching as the transmission of a body of knowledge ('the language') towards language learning as the active production of knowledge". This language learning requires continuous engagement of learners in activities so that they remain active agents in their own learning. This means that what is important in language learning is the process of learning rather than the process of teaching. Jacobs and Farrell (2003:8) note that, "this shift is generally known as the move from teacher-centred instruction to learner-centred or learning-centred instruction" that emphasises learning process rather than the products that learners produce. Following the role of the learner in learning, what is vital is the identification of his/her needs so that learning is meaningful.

### **2.5.6 Learners' needs**

In order for teaching and learning to provide the knowledge, skills, and values that learners require, a curriculum that is sensitive to the needs of learners is very important. According to Savignon (2002:4), "the selection of methods and materials appropriate to both the goals and the context of teaching begin with an analysis of learners' needs". There is no single approach to needs analysis, and learners' circumstances are different and changeable. In practice, most needs-analysis choices are determined by time, money and resources. What is essential, however, is that there is planning in advance (Jordan, 1997:3).

Kilfoil and Van der Walt (1997:15) stress that "The learner and the fulfilment of her needs form the first and final concern of the CLT." According to these two authors, learner-centeredness in CLT focuses more attention on the needs of the learner than

on that of the teacher. The teaching shifts from teacher-centeredness to learner-centeredness. Kilfoil and Van der Walt (1997:15) argue that even though educators are the ones who construct and direct the courses they present and, in most cases, predict learners' needs when learners are not in a position to predict what they need, teacher's needs should not be at the forefront of teaching. Teachers are there to facilitate and monitor the learning process. Teachers may have to predict learners' needs in cases where learners are too young to determine what they want, or for low-proficiency learners, particularly if the teacher does not speak the learners' first language and does not have the benefit of bilingual assistants or other first language resources (Nunan & Lamb, 2001:38).

Nunan and Lamb go further to say that in the course of designing a teaching programme from scratch, or modifying an existing one, it is generally desirable to collect and interpret data about the learners and the instructional context in which they learn. The data can be collected formally or informally, for example, through interviews, observations, or casual talks with learners. The data collected help in deciding and determining real learners' needs. As an example, Rieger and McGrail (2006:7) report that English language learners respond well to small doses of voluntary and light reading, as opposed to large doses, which make reading distasteful rather than a pleasant experience. The amount is determined by the age of learners; for young learners, small doses of voluntary and light reading are needed but mature learners are expected to search and explore information related their needs extensively. Rieger and McGrail further mention that humour, habits and practices, such as storytelling that complement the literacies that are maintained in English language learners' home, also help in determining the learners' needs, derived from their circumstances and what they will need for future use. This applies to materials or texts that they find relevant to their needs (Rieger & McGrail, 2006:8).

The social nature of language learning, in terms of a CLT approach, strengthens the idea of pair or group activities. Richards (2006:20) believes that through completing activities in pairs or groups, learners obtain several benefits, such as learning from hearing the language used by other members in a group and producing a greater amount of language than they would use in the teacher-fronted activities. According to Richards, this does not only increase the motivational level of learners but also

gives them a chance to develop fluency. This means that through cooperative learning, learners gain a lot more than they would have as individuals.

In order for English language learning to be meaningful, it is crucial for educators to meet the needs of learners. The learners' involvement in their learning and decision making makes it easier for them to control and manage their own learning processes. At this level, learners are, therefore, aware of what learning entails. Nunan and Lamb (2001:29) insist that "meaningful learning has to be self-initiated. Even if the stimulus comes from outside, the sense of discovery, however, and the motivation which that brings has to come from inside, driven by the basic human desire for self-realization, well-being and growth". Learning that is initiated by learners is more interesting, valuable and meaningful to them than that initiated by the educator. It is in this learning that learners show readiness and active participation in set activities.

### **2.5.7 Meaning**

CLT is based on the idea that learning language successfully comes through having to communicate real meaning. With this approach, learners are engaged in real communication and in using their strategies for language acquisition. Ultimately, this gives learners a chance to learn to use the target language in meaningful interactions and communicative activities. As Adeyemi and Kalane (2011:123) point out, "language is taught through communicative activities whereby students learn the language by using it in meaningful interactions and communicative activities that enable students develop the competencies required in the target language". CLT means that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes (Van der Walt, 2010:235). This means that CLT demands the teaching of English by means of real-life tasks and exercises that will encourage learners to communicate. Tasks are defined by Ellis (2003:3) as "the activities that call for primarily meaning-focused language use". These are activities in which language is used for carrying out meaningful tasks that enhance the learning process. This is confirmed by Hall and Hewings (2001:2) who "take tasks to be the interactive learning procedures through which learners both in



and out of the classroom learn to understand each other and to make themselves understood, so gaining confidence and experience in using the target language". The next section will focus on contextualisation that builds up meaning.

### **2.5.8 Contextualisation**

Contextualisation means to place language items into a meaningful and real context. As a widely dominant approach used in language teaching and learning, CLT treats language in context rather than as isolated units of meaning. For example, classroom activities are aimed at situational and contextualised use. This way, learners are *motivated* to learn as activities become more meaningful and useful to them than when they are taught just by repetition or drills, which are not normally contextualised. Perin (2011:34) points out that contextualisation as being used in elementary, secondary and postsecondary education is a way to engage students deepen content learning and promote transfer of skill. According to Perin "the approach of contextualisation is well grounded in psychological theories of transfer and motivation". Contextualisation is indeed important in CLT. In this way, "considerable effort is needed to implement contextualisation because instructors need to learn from each other and collaborate across disciplines" (Perin, 2011:34) which in turn is an expectation in learners so that links and connections in language learning are attained. This means that contextualising language gives learners real communicative value to the language they learn so that they can connect a foreign language to real life.

## **2.6 EVALUATING THE CLT APPROACH**

CLT is characterised by communicative functions, meaningful tasks that are relevant to a target group of learners, through an analysis of genuine, realistic situations; the use of authentic, from-life materials, the use of group activities and the attempt to create a secure non-threatening atmosphere (Li, 2001:150). Such a description suggests, among others, the idea that learning is socially constructed, in groups and pairs. It is good for students to work in groups, but to some extent, the practice can promote dependency on other students. In some cases, as opposed to an individual learner interacting directly with a richly formed text, by being in a group, students end up discussing things irrelevant to the tasks or activities given or depend on their

peers to do the work. Additionally, the idea of group work within CLT reflects shortcomings on the part of the teacher in that, if there are big numbers of students in class, it makes it difficult for the educator to take full control of groups since s/he cannot reach them all at once. Research findings suggest that teachers find it difficult to manage group work for large classes (Chang, 2011:4), as opposed to a small class size that tends to enhance higher teacher-student interaction and thereby increase the chances of good performance.

When considering learners' needs and interests, what remains a challenge is the fact that young learners cannot determine their needs themselves unless they are guided by educators, who sometimes assume they have knowledge of learners' needs. As Kilfoil and Van der Walt (1997:15) comment, "young learners very often cannot predict their language needs and even older learners cannot give very definite particulars as to what they will and might need". This imposes a limitation on specifying learners' needs, which remains problematic as educators and learners' predictions sometimes may not adequately fit learners' present needs or what they might need in future.

Furthermore, many countries in which English is spoken as an additional language have not been successful in implementing CLT. One of the reasons for this unsuccessful implementation of CLT is that educators and other stakeholders have tried to understand and implement the shift separately, instead of in a more integrated fashion (Jacobs & Farrell, 2003:6). In other words, educators in countries that regard English as a first additional (FAL) as well as a foreign language (EFL, or, in South African terms, second additional language) fail to understand the whole idea as a single integrated idea whose parts are related and connected together. The implication is that failure to implement one part is failure for the whole idea.

This is true for countries where English is taught mainly as a first additional language as well, since learners may not have the same exposure to English across the country. Agnihotri and Khanna (1997:333) point out that varying levels of proficiency is a feature of multilingual communities, by conflating FAL and SAL learners: "It is surprising that perspectives on second/foreign language learning have generally ignored the reality of multilingual and pluricultural societies where learning more than

one language and accommodating multiple identities is a way of life". Li (2001:163) recommends "language teaching methods that take into account the political, economic, social, and cultural factors and, most importantly of all, the EFL situations in their countries". Countries where English is taught as a foreign language should, therefore, adapt rather than just adopt CLT into their English teaching. Rather than simply mandating its use, the government and EFL teachers, in EFL countries, should carefully study their TEFL situations and decide how CLT can best serve their needs and interests (Li, 2001:161).

In the field of education, since the early 1980s, the term 'paradigm shift' has been used as a means of thinking about change in education (Jacobs & Farrell, 2003:6). Jacobs and Farrell describe *paradigm* as another word for *pattern* and said that patterns are used to understand situations, raise questions, build links and generate predictions. They examine eight aspects of the paradigm shift in second language education, most popularly known as CLT (Jacobs & Farrell, 2003:6) In describing each of these eight aspects, they connect it to overall shift and highlight implications for second language education. These changes, therefore, mark criteria which EFL countries can use in adapting English teaching and learning. The changes include learner autonomy, the social nature of learning, curricular integration, a focus on meaning, diversity, thinking skills, and alternative assessment, and teachers as co-learners.

## **2.7 SUMMARY**

English proficiency is indeed a demand in today's context. This is because English is a language of wider communication. There is a need for continuity in English language learning and teaching. Therefore, different methods and approaches towards the teaching of language have been developed. In order for the teaching and learning of English as a first additional language in many EFL countries to be a success, the idea that learning a language comes through having to communicate appropriately needs special consideration. This is the basis for developing learners' communicative competence, which, in turn, is a necessity in this competitive world, whether it is at work, in a career, for research, for business or in socio-economic terms.

The CLT approach is claimed to be the best approach to achieve communicative competence, which is a need in today's life. However, the implementation of this approach has been a failure in many countries because educators try to implement the shift in piecemeal rather than in an integrated fashion. For that reason, according to Jacobs and Farrell (2003:24), success can only be attained if the whole idea is implemented in a holistic manner and that "lack of change may also be a result of the difficulty of translating theory into practical application. That is, new ideas need a great deal of work by practicing (sic) teachers for these ideas to be translated into everyday teaching routines". Li (2001:151) also points out that other things that contribute to the failure of CLT implementation include factors such as lack of properly trained teachers and lack of appropriate texts and materials. According to Li, this is evident in China, one of the countries that have placed English language teaching high on their agenda to ensure an active and important role in world political and economic activities. In other places, educators use CLT only sparingly because it requires too much preparation time. Furthermore, some educators lack proficiency in English and this, together with their traditional attitudes towards language teaching, adds to the failure to implement CLT. This is the case in countries where English is spoken as an additional language to other local languages.

In conclusion, this particular study is informed by several studies that are focused on different issues concerning the dominant approach in language teaching known as CLT. Using the chosen methodology, I will investigate the gap left by other researchers: *How is this CLT realised in English first additional language curriculum documents?* This will then be clarified in the next chapter, in which the procedure and method to be followed in this study will be explained.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

A number of studies have dealt with CLT as the sign of a paradigm shift in language teaching. This paradigm shift means a move away from behaviourist psychology towards socio-cognitive psychology and a more contextualised meaning-based view of language. However, not many studies have been focused on how this CLT is realised in curriculum documents; hence, my study was conducted to investigate how CLT is realised in English first additional language curriculum documents for South Africa Grade 12 and Lesotho Form E. Jacobs and Farrell (2003), in their study 'Understanding and Implementing the CLT (Communicative Language Teaching)', discussed and explored the eight changes reflecting this paradigm shift in language teaching. Jacobs and Farrell examined eight aspects of paradigm shift in second language education. In describing each of the eight aspects, they connected it to the overall shift and highlighted the implications for second language education, which indicate criteria by which communicative curricula can be evaluated. In line with Jacobs and Farrell's study and other studies such as 'Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea' by Li (2001) and 'The Essentials of Communicative Curriculum in Language Teaching' by Breen and Candlin (2001), as well as studies by Van der Walt (2010), and Nunan and Lamb (2001), my study is prompted by an interest in the application of CLT. However, this study differs in that it analyses curriculum documents to see how CLT is operationalized in curriculum documents. Content analysis, as discussed in the following section, is the method chosen as appropriate for this particular study.

### **3.2 CONTENT ANALYSIS**

In this study, qualitative content analysis of curriculum documents is performed. Content analysis is the analysis of text documents and may be qualitative, quantitative or both (Elo & Kyngas 2008:107). In the case of qualitative content analysis, an examination goes beyond the initial word or sentence. That is, the meaning of a sentence, word or sometimes a paragraph becomes the focus. As Hsieh and Shannon (2005:1278) explain, "Research using qualitative content analysis focuses on the characteristics of language as communication with attention

to the content or contextual meaning of the text". Qualitative, as opposed to quantitative, content analysis goes beyond counting words or the number of times the same meaning appears in a text. By counting the number of times something appears or happens without any consideration for meaning, the content analysis then becomes quantitative, that is, a mere counting of words or textual elements. In the case of both qualitative and quantitative content analysis, having examined the meanings or themes in a particular text, the process is extended to count how many times such meanings appear in that same particular text. However, in this study, only qualitative analysis was used because the curricula needed to be interpreted in the light of their appearance in terms of Jacobs and Farrell's eight criteria (2003). It is not, therefore, about the number of times that a certain word or theme appears, but rather about an interpretation of how a particular criterion is realised in the curriculum.

Content analysis is a flexible research method that can be applied to many problems in information studies, either as a method by itself or in conjunction with other methods (White & Marsh, 2006:23). Content analysis is used in many studies to analyse the content of the texts. The researcher uses *analytical constructs*, or rules of inference, to move from the text to the answers to the research questions. The two domains, the texts and the context, are logically independent, and the researcher draws conclusions from one independent domain (the texts) to the other (the context) (White & Marsh, 2006:27). The researcher is therefore making relationships and inferences about the messages within the texts. Texts may be books, essays, interviews, articles and historical documents. Hsieh and Shannon (2005:1278) state, "Qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns". This means that qualitative content analysis focuses on the meaning of the text through identification of themes and descriptions of such themes. Coding plays a major role in identification of such themes from either collected data or any type of text being analysed. The next section will be a discussion on collection of data.

### **3.3 DATA COLLECTION**

Data come in different formats and have different properties. Unlike other means of data collection, based on questionnaires, interviews, observations and others, this particular study involved collecting primary data from English first additional language curriculum documents. The documents are easy to find. They are accessible on the internet and at schools. These English curricula are the 2012 original copies of the English first additional language curriculum documents for South Africa Grade 12 and Lesotho Form E. Both curriculum documents have undergone some alterations and amendments in response to the limitations found in previous versions. The analysis of these curriculum documents was based on the most recent copies in order to find how they realise the changes in language education today.

### **3.4 PROCEDURE**

#### **3.4.1 Identifying units of analysis**

Unlike previously conducted studies that were focused mainly on asked for or observed behaviour, this study was focused on and used communications that people have produced as data for analysis and asked questions about them. As Frankfort-Nachmias and Nachmias (1996:324) observe:

Content analysis permits researchers to systematically analyse data obtained from archival records and documents, and that instead of directly observing people's behaviour or asking them about it, the investigator uses communications that people have produced and asked questions about these records.

Since the study fits into the interpretive paradigm, its purpose is to understand and make meaning of the units under study. In this case, the units of analysis are the English first additional language curriculum documents for Lesotho Form E and South Africa Grade 12. Through examination of these curriculum documents, interpretations and meanings are revealed. Babbie and Mouton (2001:28) remark that (see Section 1.6) an interpretivist paradigm emphasises that all human beings are engaged in the process of making sense of their (life) worlds and that they

continuously interpret, create and give meaning to define, justify and rationalise their actions. By studying the data parts and their relationships, the evaluation of the curricula against the eight changes reflecting the realisation of CLT will emerge. As Mouton (2001:108) notes, “All field work culminates in the analysis and interpretation of some set of data. Here the analysis involves breaking up data into manageable themes, patterns, trends and relationships”. He also mentions that analysis aims at understanding various elements of data through an inspection of relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated in the data (Mouton, 2001:108).

Hsieh and Shannon (2005:1285) emphasise that “the success of a content analysis depends greatly on the coding process. The basic coding process in content analysis is to organise large quantities of text into much fewer content categories”. They state that categories are patterns or themes that are directly expressed in the text or are derived from them through analysis. Then, relationships among categories are identified (Hsieh & Shannon, 2005:1285). Coding will be discussed in the following section.

### **3.4.2 Coding**

Coding is broadly defined as classification of the material being observed (Babbie & Mouton, 2001:388). Material can be any form of information, either written or spoken, with the intention to convey the message. According to Welman, Kruger and Mitchell (2005:214), “the purpose of coding is to analyse and make sense of the data that have been collected. Codes are tags or labels that attach meaning to the raw data or notes collected during field work”. Codes add information to the text through a process of interpretation that simultaneously breaks the text down into meaningful chunks or segments (MacQueen, McLellan, Kay, & Milstein 2009:214). MacQueen et al. point out that the codes are used primarily to signal the presence or absence of particular pieces of information. In Stemler’s opinion (2001:3), “What makes the technique of content analysis particularly rich and meaningful is its reliance on coding and categorizing of data”. In the context of this study, the eight criteria provided by Jacobs and Farrell (2003) were used to categorise the information contained in two English curriculum documents. This step was necessary to find a basis for comparing the two curricula. Through the classification and categorisation



of information against the eight criteria for CLT, more profound pictures and interpretations of English first additional language curricula will be generated. As White and Marsh (2006:32) point out, “Many content analysis studies do not develop their own coding scheme but rely instead on coding schemes devised by other researchers”. Similarly, this study used as a preconceived coding scheme, the eight changes reflecting a paradigm shift in language teaching and learning. These changes are informed by the widely used CLT approach. The following section will focus on definitions of the eight changes and how these changes are reflected in the two English curricula.

### 3.5 THE EIGHT CRITERIA

Content analysis involves the interaction of two processes: *specification* of the characteristics of the content that researchers are to measure and *application of the rules* researchers must use for identifying and recording the characteristics appearing in the text to be analysed (Frankfort-Nachmias & Nachmias, 1996:327). The eight changes reflecting the paradigm shift to CLT were used as criteria to examine the two English curricula. These changes are learner autonomy, the social nature of learning, curricular integration, a focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners. These aspects will be discussed next.

#### *Learner autonomy*

Within the criterion of learner autonomy, the focus is on the role of learners rather than on the external stimulus learners are receiving from the environment. According to Jacobs and Farrell (2003:10), to be autonomous, “learners need to be able to have some choice as to the *what* and *how* of the curriculum and, at the same time, they should feel responsible for their own learning and for the learning of those with whom they interact”. Learner autonomy involves learners’ understanding of knowledge and abilities to plan and monitor their learning. Through the knowledge of the “*what* and *how* of the curriculum”, learners are able to manage, control and regulate their own ways of learning. Outside of the classroom situation, learners engage in extensive reading so as to match their own interests (and needs) with the curriculum plan. It is in this criterion that learners’ involvement in their own learning is

called for. Learners are expected to take full control of their learning so as to utilise their strengths and build on their weaknesses. Within this concept of learner autonomy, the focus is on the role of the learner rather than on the educator, and the process rather than the product is given greater attention (Jacobs & Farrell, 2003:11). The main idea is on how learning is attained and how learners arrive at the product, including the series of actions taken to complete the process.

### *The social nature of learning*

In this criterion, the main emphasis is on how learners learn via interacting with their environment, and the key features of that environment are the people with whom they come into contact (Jacobs & Farrell, 2003:12). Such interaction brings about the outside-world experiences that learners bring from outside to classroom situation. This relates to the Vygotskian idea of social interaction that plays a fundamental role in the process of cognitive development. Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences (cited in Crawford, 1996:44). The social cultural context shapes and builds the development of a learner through mediation that emphasises the placement of an experienced adult between the environment and the learner. The mediator in this case acts as a facilitator who guides the learner. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate the social environment. Initially, children develop these tools to serve solely as social functions, ways to communicate needs (cited in Crawford, 1996:44). Through interaction with the environment, discussions, and arguments, learners share and explain ideas together, displaying the social nature of learning.

### *Curricular integration*

The connection between different strands of the curriculum is emphasised so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum (Richards, 2006:25). This means that various subject areas are taught jointly so that learners are given the opportunity to see the links in all subject areas. As described by Jacobs and Farrell (2003:14),

This link lies in the concept of going from whole to part rather than from part to whole. For instance, under the traditional education model, students study a given historical period (for example, the nineteenth century) in an atomistic way. In history class, they study key events, people and movements. In science class, in another year or term they discuss notable scientific discoveries. In first or second language class in yet another year or term they read literature from the period.

English, in CLT, is not seen as a subject in isolation. It is connected to other subjects so that there is a link to all other subjects. For example, in the case of grammar teaching in English class, learners transfer tools from other subjects so as to express themselves clearly. Learners, therefore, must be helped to build learning links so that they will not miss the opportunities of understanding the context. Similarly, language competence is necessary for learning in all subject areas as well as for the furthest context of outside world such as business, technology, and career.

#### *Focus on meaning*

Meaning is one of the main elements in the learning process. It enables one to think deeply so that a relationship forms between new information and the existing knowledge. Jacobs and Farrell (2003:15) consider that people learn best when they connect and store information in meaningful chunks. In this study, context plays a major role in meaning so that new knowledge is understood in terms of the context.

Meaning emerges from interactions and must be related to the context in which communication takes place. There should be a relationship between the meaning of individual words and the whole text, as well as how that relates to the lives of the learners and other people so that there is comprehension. In language learning, meaning should therefore be emphasised because language is used to achieve a purpose. *Meaning* is emphasised in language learning as language is a system for the expression of meaning. This means that language and meaning are independent but interrelated elements. One is attained through the other.

### *Diversity*

According to Richards (2006:25), “Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force learners into a single mould”. Difference in meaning occurs because different learners perceive things differently. This difference results from inherent strengths and combinations of intelligences: one learner may possess outside knowledge that other learners do not have. Jacobs and Farrell (2003:16) consider another aspect of diversity in second language learning as one that involves, “the mix of students we have in our classrooms in terms of backgrounds, ethnic, religious, social class and first language, sex, achievement levels, learning styles, intelligences and learning strategies”. Within this broad term *diversity*, effective teaching can only occur if consideration is given to these differences for the benefit of all learners and for successful teaching and learning of English language.

### *Thinking skills*

Thinking skills provide the tools for everyday meaningful life. Jacobs and Farrell (2003:18) stress that learners need to acquire and use strategies that involve going beyond the given information, and that they should be critical and creative in examining different situations and contexts. Richards (2006:25) extends this idea, stating that “In language teaching, this means that learners do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.” Thinking skills are therefore seen as an important part of education in general, for they promote wise decisions and holistic learning.

### *Alternative assessment*

Another indicator of a paradigm shift is that CLT has expanded expectations for what learners need to learn to include fluency, social appropriacy and thinking, and not just accuracy. It has advanced the means of learners’ assessment, and new assessment instruments have been developed to complement the traditional instruments that test lower-order skills (Jacobs & Farrell, 2003:19). The new assessment instruments are more closely related to real-life conditions and involve

more of the high-order thinking skills. This has an impact on assessment of what students need to know and be able to do, and how well they should do something. According to Jacobs and Farrell, this major shift requires teachers to focus on what students are learning rather than on what teachers are teaching. Furthermore, the shift emphasises meaning rather than form, including many alternative assessment methods, the understanding of the social nature of learning, to inclusion of peer assessment and group tasks in assessment (Jacobs & Farrell, 2003:20). With this approach, the understanding of second language learning is built so that learners understand how they will be assessed and even participate in the assessment. These forms of assessment, therefore, enhance the teacher assessment and even give learners the opportunity to assess their own learning, which in a way builds learners' responsibility in their own learning.

#### *Teachers as co-learners*

Lastly, the concept of teachers as co-learners involves teachers learning along with learners. They are viewed as facilitators who constantly try out different alternatives, learning through doing (Richards, 2006:26). They guide and assist learners, at the same time learning along with them. They act as researchers and learners, with much to contribute in terms of appropriate knowledge and abilities. Here, educators not only learn more about their own teaching but also learn from learners. Since the world is complex and constantly changing, lifelong learning is necessary, and teachers must take part in this never-ending quest, for they learn more about their subject areas as they teach and even learn more about how to teach (Jacobs & Farrell, 2003:21).

All these changes together constitute criteria in terms of which communicative curricula can be evaluated. The interdependence and connection of these criteria mean that all are parts of a whole and that the successful implementation of one part is dependent on the successful implementation of others. Thus, in order to be successful in language teaching and learning, these changes have to be considered holistically, as Figure 1 in Section 1.6 demonstrates. The two English curricula were therefore evaluated to find out how they realise the paradigm shift from behavioural methods to CLT.

These criteria focus on contextual factors in language learning (see Section 1.6). Language learning is never an individual process but rather a co-operative learning process that involves different components so that a common understanding is attained. Additionally, these criteria are “a shift that focuses greater attention on learners rather than external stimuli learners are receiving from their environment” (Farrell & Jacobs, 2003:8). They recognise the notion of learner autonomy that focuses on learners’ responsibilities in their learning.

These criteria, in relation to a paradigm shift, call for activities that involve real communication and the use of tasks that promote a meaningful learning process (Richards & Rodgers 2001:161). Such activities and tasks should not remain in the classroom but should extend to the outside world of lifelong learning. As explained by Jacobs and Farrell (2003:23), these eight criteria are related and connected to one another, and consideration of one change and its connections with the other seven illustrates the idea of social learning, in other words, ‘co-operative learning’. According to Richards (2006:25), “Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint”. Jacobs and Farrell (2003:23) state that co-operative learning connects with learner autonomy because group activities help second language learners to be less dependent on educators. Curriculum integration, on one hand, is facilitated by co-operative learning, where learners pool their energies and knowledge to take on cross-curricular projects. This includes emphasis on meaning as learners engage in meaningful communication. On the other hand, diversity is foregrounded in group learning, for members have different ideas and experiences and value things differently. Thinking skills are also incorporated so that in explaining and giving feedback, there is a meaningful debate whereby learners exchange views and ideas. In this way, learners are in a position to be assessed in meaningful communication tasks, thereby bringing in alternative forms of assessment. As learning is a never-ending process, educators are given a chance to reflect on their own teaching and learn through teaching and from learners, thus becoming co-learners (Jacobs & Farrell, 2003:23).

The main research question was “*How is CLT realised in English first additional language curriculum documents for South Africa Grade 12 and Lesotho Form E*” In

order to understand the research question, the following sub-questions were explored.

1. *How are these English first additional language curriculum documents structured?*
2. *How do they compare in terms of the eight changes that indicate a paradigm shift in second language education?*
3. *How do the two curriculum documents compare?*

In addressing the first question, I focus on how the English first additional language curriculum documents are presented, organised and built. On the second question, the focus is on the components that constitute CLT, by evaluating each English curriculum against the eight changes reflecting the paradigm shift in language teaching. Third, the two English curricula are compared against each other to decide which one meets these criteria more comprehensively than the other. As White and Marsh (2006:37) explain,

For qualitative coding, the researcher reads through the documents, he begins to tag key phrases and text segments that correspond to the foreshadowing questions he aims to answer through his research, notes others that seem important but are unexpected, sees similarities in expressing the same concept, and continues iteratively to compare the categories and constructs that emerge through this process with other data and re-reading of the same documents.

By labelling text segments, making notes, combining them and finding similarities with other data, the main intention is to respond to the set question of the study. By so doing, meaning is attained and the clear pictures of the two English curricula are revealed.

### **3.6 SUMMARY**

In this chapter, I discussed all the elements that constitute the chosen methodology. I stated the steps taken in the analysis of the two English first additional language curriculum documents. The analysis was carried out to ascertain how the two English curricula realise the changes in language teaching. The findings to be

discussed in the following chapter will affirm that the chosen methodology is the most fitting for the demands of the study and that it responds well to the research question.



## CHAPTER 4: ANALYSIS OF CURRICULA

### 4.1 INTRODUCTION

One of the objectives set out in this study was to determine how English curricula realise CLT. To achieve this objective, this chapter concerns the analysis and interpretation of two curriculum documents; namely, English first additional language curricula for South Africa Grade 12 and Lesotho Form E. From these written documents, light is shed on the “curriculum-as-plan” (Hoadley & Jansen, 2009:46), see section below which helps in understanding the set of learning outcomes, learning area statements and the expectations of each country with regard to the teaching of English as first additional language at senior secondary level. The two current English curriculum documents are judged against the eight changes required for curricula that claim to use a CLT approach, as suggested by Jacobs and Farrell (2003). The next step will be the comparison of the two curriculum documents. It is in this chapter that the understanding of the two English curricula in terms of the research question is reached. The question, *How is CLT realised in English first additional language curriculum documents for South Africa Grade 12 and Lesotho Form E?* is answered in this chapter. The next section will therefore define the concept of curriculum and differentiate between the two forms of curricula, namely, “curriculum-as-plan” and “curriculum-in-practice”.

#### 4.1.1 What is curriculum?

*Curriculum* is a broad concept that covers many areas in the education field. It is conceptualised differently depending on the context in which it is used. Hoadley and Jansen (2009:46) describe *curriculum* as “that which is officially planned (explicit curriculum) and more than that, as something which is actually taught and learnt”. Based on this, the two authors agree that curriculum has taken on a wider set of meanings, namely, “curriculum-as-plan” and “curriculum-in-practice”. On one hand, the former implies *that* which has been prescribed. It assumes that all teachers will teach what is prescribed or that all learners will learn what is prescribed. On the other hand, the latter is about what happens to the plan in the context of schools and teaching. It is the learning that results from being at school (Hoadley & Jansen, 2009:46). Curriculum, therefore, must not only be looked at as a plan (explicit

curriculum) but must be considered in relation to implementation of that plan (curriculum-in-practice). As described by Graham-Jolly (2003:3), “curriculum is often used to refer to the formal academic programme provided by a school, as reflected in subjects on the timetable”. According to him, this might be used to refer to a particular course of instruction or syllabus.

In this study, curriculum-as-plan will be the focus of analysis. *Curriculum* then describes the set of aims and objectives to be achieved by learners in a particular subject at a particular level. These include the knowledge, understanding and skills that learners must develop to enable learning at subsequent levels. Additionally, possible strategies, approaches and activities for successful teaching and learning and assessment are also part of this curriculum. Curriculum-as-plan assumes that when everything is done as stipulated, that is, when the curriculum-as-plan is in agreement with the curriculum-as-practice, learning will take place. However, teaching is seldom this easy, and curriculum planners do not always know how different contexts may subvert the intentions of the curriculum-as-plan. In the light of what a curriculum is, the following section proffers a discussion on the importance of a curriculum.

#### **4.1.2 Why is a curriculum important?**

A curriculum answers the question, *What should be taught?* and involves a selection of particular content for teaching (Hoadley & Jansen, 2009:35). Curriculum-as-plan is important in this regard for it states what educators should teach so that they are not caught up with daily decisions on what to teach and what is important for learners. This curriculum serves as a framework so that all educators teach the same content within a pre-determined region or country, stipulated by the curriculum as important for learning. Hoadley and Jansen (2009:36) observe that many teachers had problems implementing *Curriculum 2005*: “many teachers we spoke to said they were not sure what content they should teach, nor were they sure of the order in which concepts should be taught”. As a matter of fact, curriculum-as-plan responds and attends to the problem that educators would be facing in specifying what is to be taught. Without curriculum-as-plan, teaching and learning would not be so easy because every educator would have the burden of planning their teaching without an overarching framework. Under such situations, standardisation would be

unachievable, for there would not be any agreement as to what has been taught in different schools countrywide. The curriculum, therefore, reflects the dominant thinking in the teaching and learning of English as a first additional language; it influences and guides the teaching and learning processes.

In the case of this study, the CLT approach is based on elements that guide the teaching and learning of English. It sets out all that constitutes successful teaching and learning, as discussed in Section 2.5.2. As a result, the curriculum-as-plan reflects current ways of thinking for it sets out the aims and purpose of English first additional language teaching and learning. The next section will cover an investigation into the structure of the Lesotho Form E English language curriculum. The investigation entailed looking at the way in which the curriculum is built and organised in order to meet the requirements of the communicative approach with regard to teaching and learning of English as first additional language.

## **4.2 THE STRUCTURE OF THE LESOTHO FORM E ENGLISH LANGUAGE CURRICULUM**

### **4.2.1 Introduction**

Secondary education in Lesotho takes 5 years (Forms A to E). The first 3 years are junior secondary (Forms A to C), followed by the 2-year senior secondary education, normally called high school (Form D and E). At all these levels, English serves as the main language in teaching and learning and functions as a determiner for progression from one level to the other. Lesotho has not contextualised the Form D and E English first additional language curriculum but chose to use the Cambridge O Level English Language Syllabus (COELS) as English first additional language curriculum for the 2-year senior secondary levels. The curriculum is developed in countries where English is spoken as a home language, and is adopted in Lesotho with the proviso that it allows teaching to be placed in a localised context, making it relevant in varying regions, as contextualisation demands.

The curriculum was designed especially for an international audience and is sensitive to the needs of different countries (COELS, 2012:2). It is recognised throughout the world, in line with the UK GCSE that prepares learners for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced

Placement Programme and the International Baccalaureate (IB) Diploma. According to COELS (2012:2), “these qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process”. For the benefit of all schools following the COELS, “the curriculum allows teaching and learning to be placed in a localised context, making it relevant in varying regions” (COELS, 2012:2). In the case of the Lesotho syllabus, it is left to the individual teacher to use local texts in order to make the situations applicable to learners’ real life. There are no guidelines on the selection of appropriate and relevant local text types.

The next section will be a discussion of the COELS structure, focusing mainly on rationale, aims and objectives, the skills to be covered, assessment procedure and information on learning hours, progression, component codes, grading and reporting, and resources on syllabus and support materials.

#### **4.2.2 Rationale**

The COELS is structured in such a way that it presents an introduction by highlighting the rationale and motivation behind the Cambridge International Examinations (CIE). It addresses the question of why people would choose the Cambridge English curriculum rather than develop their own curricula that are sensitive and relevant to their different contexts. International O Levels are qualifications that keep pace with educational developments and trends. The International O Level curriculum emphasises a broad and balanced study across a wide range of subject areas (COELS, 2012:3). The curriculum, therefore, develops learners’ skills in creative thinking, enquiry and problem solving. In addition, the curriculum is accepted by universities and employers as a proof of linguistic ability. It further presents information on its recognition around the world and on the support and services it provides.

#### **4.2.3 Aims and objectives**

The COELS (2012:6) states in its aims and objectives that a qualification in the COELS demonstrates to universities and employers that candidates can communicate effectively in Standard English through the following:

- **Communicative competence:** the ability to communicate with clarity, relevance, accuracy and variety;
- **Creativity:** the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact;
- **Critical skills:** the ability to scan, filter and analyse different forms of information;
- **Cross-cultural awareness:** the ability to engage with issues inside and outside one's own community, dealing with the familiar as well as the unfamiliar.

These aims are broad but are particularised in the sections that follow. The first aim shows the focus of the curriculum on the communicative approach to language teaching and learning. The second and third aims focus on language use, depending on new situations and different forms of information. The last aim concerns awareness of dealing with different cultures so that the curriculum does not only accommodate local issues but also acknowledges global imperatives.

#### **4.2.4 The skills to be covered**

On presentation of the basic language skills that must be mastered by learners whose first language may not be English, COELS presents only writing and reading skills, showing a sample of how the aims are included in writing and reading, but excluding speaking and listening skills, with reference to the way in which they will be assessed. COELS (2012:6) states that in “reflecting the communication demands facing candidates in the real world, the syllabus distinguishes between **task** and **language**” respectively, in Papers 1 and 2. The task aspect of Paper 1 is directed writing, and language is tested in a creative writing task. The task aspect of Paper 2 is reading for ideas, and language is tested in the reading for meaning (COELS, 2012:7). The COELS further spotlights the description of components in writing and reading.

#### **4.2.5 Assessment procedure**

The COELS presents an assessment guide that has been developed in response to ‘customer’ feedback. Using the word ‘customer’ implies that COELS is market-

oriented by providing services to countries and schools that may not be following their own local curricula for English first additional education. In response to its users, the syllabus has been revised from a previous assessment guide, with clear objectives in writing and reading (as elaborated in Section 1.3). According to COELS (2012:2), Cambridge International Examinations form part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what the university does (COELS, 2012:2). The curriculum shows the assessment procedure, marks allocated for each of the two papers, mark allocation for different sections, weighting for writing and reading skills, assessment objectives and duration for Paper 1: Writing and Paper 2: Reading (COELS, 2012:4). This syllabus is examined in the May/June examination session and in the October/November examination session.

The COELS presents the marking band descriptions, providing a wide range of marks following task fulfilment. It shows the six bands from the highest mark to the lowest, explaining the pass and fail attainment for each band. Additionally, extra information on guided hours of learning, recommended prior learning, grades and reporting form part of the curriculum structure. Finally, the document concludes by giving suggestions for resources, the websites to visit for information enquiries and a guide for group discussions with other teachers through email. Even though the curriculum suggests resources to be used, there are no clear guidelines for teachers on finding appropriate local reading texts and creative writing topics. It is left to the individual teacher to search for appropriate information that will assist in contextualising different learning situations. Teachers' creativeness is very important in this case. Unfortunately, concerning material and resources available on websites, not all teachers have access to the internet, for a number of schools in Lesotho are rural areas where internet access is still a problem.

The Curriculum Assessment Policy Framework that is recommended with COELS is a framework that guides the transformation of teaching and learning at both primary and secondary levels in Lesotho. According to the framework, one of its aims is determining the nature and direction of the national curriculum, and its objectives are monitoring quality, relevance and efficiency of basic and secondary education,

aligning the assessment methods to what is taught so that there is a link between what is taught and what is learned and assessed (LCAPF, 2008:2).

The framework is derived from the Basotho philosophical beliefs which underpin the nation's way of life. The framework advocates the establishment of a very strong link between curriculum and assessment so that feedback on the learning progress is used to formulate strategies that improve the teaching and learning processes (LCAPF, 2008:4).

In the next section, the focus is on the evaluation of the COELS in terms of the eight changes in communicative language teaching and learning (Jacobs & Farrell 2003).

### **4.3 THE EVALUATION OF THE LESOTHO FORM E ENGLISH LANGUAGE CURRICULUM IN TERMS OF THE EIGHT ELEMENTS OF CLT**

#### **4.3.1 Introduction**

Responding to the changes in second language teaching, most countries follow the English curricula that are informed by the recently adopted approach called Communicative Language Teaching, as discussed in Chapter 2. Lesotho is not an exception in this case. This curriculum is said to be sensitive to the needs of different countries but it was developed in a country (the UK) where English dominates as a home language. The curriculum has been designed for learners whose first language may not be English and this is accepted throughout the examination process. As stated in COELS, the curriculum allows teaching to be placed in a localised context, making it relevant in varying regions. With this, educators are expected to adapt the content to their local context, making study more relevant and interesting. Examination papers, syllabus copies, grading and reporting guides are designed in the UK. However, examination marking is done in Lesotho, based on guides from the Cambridge International Examinations (CIE). In order to ascertain how the curriculum realises CLT, the eight changes, as criteria against which a communicative language teaching curriculum can be evaluated, were used. The Curriculum Assessment Policy Framework (2008) was referred to, in compliance with COELS demands. This framework guides the transformation of teaching and learning as well as assessment of both primary and secondary education curricula in Lesotho (see Section 4.2.5).

### 4.3.2 CLT elements

#### *(a) Learner autonomy*

Learners' ability to make choices as to what they should learn and how their learning should progress reflects their degree of commitment to their own learning. Learners therefore understand and feel responsible for their own learning. Jacobs and Farrell (2003:10) state that learner autonomy is a reflection of being independent and that learners also need to be able to have some choices as to the "what and how" of the curriculum in order to feel responsible for their own learning and for those with whom they interact. According to LCAPF (2008:6), the requirement is that "pedagogy must shift more towards methods that can develop creativity, independence and survival skill of learners. In essence learners should assume greater responsibility for their own learning process". COELS (2012:2) confirms that "Cambridge qualifications develop successful students" and build "learning and thinking skills that help students become independent learners and equip them for life". This aligns with demands of learner autonomy in CLT, where "Students are encouraged to read widely; both for their own enjoyment and to further their awareness of the ways in which English can be used" (COELS, 2012:3). This implicitly calls for learners' autonomy and that learners should engage in independent reading for their own language development. According to COELS, this requirement for independent reading assumes that learners have access to libraries and online content, an assumption which is not realistic in rural areas in Lesotho.

In reading texts of their own choice, learners prove their autonomy. They read without the help or guidance of educators. They are aware of what and what not to include in their learning. Learners are therefore aware of their own ways of learning, and they utilise their strengths and work on their weaknesses (Jacobs & Farrell, 2003:11). This means that learners are able to evaluate their strengths and weaknesses in order to build on their knowledge and confidence. They therefore, "choose material that matches their own interests and proficiency level" (Jacobs & Farrell, 2003:11). However, "limitations and constraints apply with young learners and those with low proficiency in first additional language, as pointed out by Nunan & Lamb (2001:38). This is further stressed by Kilfoil and Van der Walt (1997:15), who maintain that young learners very often cannot predict their language needs, and



even older learners cannot give very definite particulars as to what they will and might need.

Furthermore, COELS encourages students to develop a wide vocabulary and use correct grammar, spelling and punctuation (COELS, 2012:3). This implies process writing that involves editing and revision that learners apply themselves. This is a reflection of learner autonomy in writing. Additionally, the fact that the curriculum encourages “ability to communicate clearly, accurately and effectively” shows yet another aspect of learner autonomy for students to choose the right words, context and situation so that communication is effective and appropriate. This includes the choice of “personal style and an awareness of the audience being addressed” (COELS, 2012:3).

*(b) Social nature of learning*

The social nature of learning refers to students learning by interaction with their environment. The key features of that environment are the people with whom they come into contact (Jacobs & Farrell, 2003:12) see Section 3.5. COELS reflects this element through acknowledgement of cross-cultural awareness, that is, the ability to engage with issues inside and outside one’s own community, dealing with the familiar as well as the unfamiliar (COELS, 2012:6). The point is that a learner is acknowledged and recognised jointly with his/her environment, which means having an “awareness of self and others”. According to LCAPF (2008:26), an “awareness of self and others” is an aspect that prepares learners to understand and appreciate themselves and others. This, in turn, means that learning is not an individual process but a co-operative learning process.

Jacobs and Farrell (2003:12) posit that “students can also learn from peers as well as by teaching those who know less than they do”. Through an engagement in reading and writing, expressing their own opinions and imaginative experiences, learners not only share their experiences but build others’ experiences (COELS, 2012:7). As they come together, learners learn from and teach others all the time (Jacobs & Farrell, 2003:12).

*(c) Curricular integration*

Curricular integration emphasises different strands of the curriculum so that English is not seen as a separate and exclusive subject but is linked to other subjects in the school programme. As described by Jacobs and Farrell (2003:13), “When various subject areas are taught jointly, learners have more opportunities to see links between subject areas”. By appreciating these links, learners build a deeper understanding of concepts taught and gain the ability to analyse situations holistically. This idea is reflected in COELS (2012:3) that “places emphasis on broad and balanced study across a wide range of subject areas”. As the curriculum stipulates, it is structured so that students acquire both practical skills and theoretical knowledge (COELS, 2012:3). This is an indication of curricular integration that emphasises the link in subject areas. Within the curriculum, different strands are related to one another so that all contribute to the whole curriculum.

For example, in creative writing and reading for meaning, learners develop strategies to enable them to transfer the skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word (COELS, 2012:7). This, therefore, reflects a holistic view of learning that considers the link and connection in different subjects, situations and contexts so that there is continuity in meaning. Additionally, the curriculum encourages the study of Literature in English in addition to Cambridge O Levels (COELS, 2012:3). This again reflects integration of curricula in that concepts taught in English Language are seen and applied in Literature in English. This is the case in the Lesotho context as although English Language and English Literature are taught and examined as separate subjects at senior secondary level, yet both subjects complement and build on each other. The emphasis here is on the connection of one area to another and how one links and builds on others. As stated in LCAPF (2008:12), “integration refers to the holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalised subject-based form of instruction”. According to the document, the approach recognises that the learner is part of a community and that learning should take into account everyday experiences of learners. This means that issues,

and subjects in this particular case, are not exclusive; they are treated and learned in relation to other subjects to achieve curricular integration and organise education through a more manageable and relevant approach (LCAPF, 2008:12).

*(d) Focus on meaning*

Through communicative competence, clarity and relevance are attained. To comply with this criterion, the focus is on meaning making so that people understand what is conveyed. According to Jacobs and Farrell (2003:15), “meaning provides a purpose for learning and enables deeper thinking to take place”. This is reflected in COELS, where, for example, reading for ideas, scanning for and summarising specific information, is a requirement for achieving and conveying global understanding (COELS, 2012:7). Reading for meaning entails mastering English language skills so that an in-depth understanding of texts is attained. Consideration of individual words and the whole text brings about understanding of the ‘sense’ of the text, which enables contextualisation of different situations, thereby connecting new information with existing knowledge to make meaning. COELS plans for learners to learn by “chunking” new information with already known information (existing knowledge) this is evident in the aim of the curriculum – see 4.2.3 above. Through extensive reading, learners are able to make sense of different situations, texts, contexts and others (COELS, 2012:3). In creative writing, where learners display their English language skills in order to express their opinion, experience or imagination, learners communicate meaning (COELS, 2012:7). When they write appropriately, with clear awareness of purpose, audience and register, learners create meaning in communicative writing. This is further maintained in developing ideas coherently at world level and at the whole-text level (COELS, 2012:7).

*(e) Diversity*

Jacobs and Farrell (2003:16) describe diversity as the fact that different learners attach different connotations to the same event or information. In its aims, the curriculum focuses on “the ability to use language, experience and imagination to respond to new situations” and to “create original ideas” (COELS, 2012:6), implying that learners can express themselves in a variety of ways. As mentioned in Section 4.2.1, International O Levels are designed for international audience and are

sensitive to the needs of different countries (COELS, 2012:2). With this, COELS seems to call for diversity in English language learning and teaching, as the needs of different countries and the ability of different learners to express them depend on different contexts and situations. With reference to 2.3, this would include the acknowledgement of a World Englishes perspective in the classroom. Diversity has different meanings and one meaning involves having different learners in classrooms in terms of different cultural backgrounds, languages, religions, and socio-economic circumstances aspects highlighted in Sections 3.5 and 2.3. In essence, learners are different, depending on the factors that influence them. Thus, in order to ensure that effective teaching and learning take place, these differences need consideration and attention. Even though the curriculum advocates diversity in teaching and learning of English, it does not state explicitly how teachers should accommodate this element in their daily teaching planning. All that is required is creativity in educators to consider this aspect for effective teaching and learning.

*(f) Thinking skills*

This criterion requires ability in thinking skills that leads to creativity and critical thinking. With this, a learner is expected to go beyond the given context and be able to analyse and exercise creativity and solve problems in different situations and contexts (Jacobs & Farrell, 2003:18). By engaging with issues inside and outside their own community, dealing with familiar and unfamiliar situations, learners are expected to develop thinking skills. They deduce ideas and concepts and apply them in new situations. As stipulated by COELS (2012:3), “general analysis and communication skills such as synthesis, inference and ability to order facts and present opinions effectively” is one of its targeted goals. This shows that Cambridge qualifications aim to develop successful learners who build not only the understanding and knowledge required for progression but also develop learning and thinking skills that help them become independent learners who are equipped for life (COELS, 2012:2). Through the guidance of their educators, learners relate previous experiences to new ones. They synthesise, infer, argue, and interact with the environment to make sensible ideas and form opinions. The COELS includes what Richardson (2003:1623) requires of CLT (see Section 2.5.4), “in order to communicate with clarity and relevance, individuals should create their own new

understandings on the basis of an interaction between what they already know and believe, and ideas and knowledge with which they come into contact”.

*(g) Alternative assessment*

Assessment defines a process of identifying, gathering and interpreting information about learners’ learning. This provides information on learner achievement and progress and sets directions for on-going teaching and learning. There are various forms of assessment in teaching and learning. CLT, demonstrating that a discernible paradigm shift in language teaching has expanded expectations for what learners need to learn and has developed a number of instruments to be considered in learning assessment. There has been a shift from simple to more complex instruments (Jacobs & Farrell, 2003:19). According to these two authors, “these assessment instruments attempt to mirror more closely real-life conditions and involve thinking skills”. This is echoed in COELS, where learners are assessed on different aspects of writing and reading. In writing, learners’ communicative competence is assessed through directed and creative writing. In order to display communicative competence, learners are expected to express opinions, experiences and imagination through creative writing (COELS 2012:7). Assessment is therefore moving from directed writing that signifies lower order thinking to creative writing that emphasises meaning rather than form. In reading, learners’ communicative competence is assessed through reading for ideas and meaning. In order to show communicative competence, learners have to demonstrate more in-depth understanding of a text which reflects nothing other than meaning. As stated above, new assessment instruments attempt to mirror more closely real-life conditions and involve thinking skills. COELS (2012:2) requires that Cambridge qualifications build on learning and thinking skills that help students become independent learners and equip them for life. It is worth noting that COELS assesses communicative competence only through writing and reading but excludes listening and speaking skills, which are also vital for communicative competence.

### **4.3.3 Discussion**

COELS, as highlighted earlier is internationally developed. Its qualifications claim to keep pace with educational developments and trends (COELS, 2012:3). It has been

designed especially for an international audience whose first language may not be English. The curriculum allows teaching to be placed in a localised context making it relevant in varying regions. Even though the curriculum targets communicative competence, it pays less attention to speaking and listening and concentrates mainly on reading and writing skills. It states that, “speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum” (COELS 2012:6). In order to encourage the acquisition of speaking and listening skills in the teaching and learning of English first additional language, it is left to educators to engage learners in activities that call for communicative interaction. Breen and Candlin (2001:14) state that, “communicative interaction is likely to engage the ability within the learner’s developing competence in an arena of cooperative negotiation, joint interpretation, and the sharing of expression”. As they explain, communicative classrooms can serve as a forum for activation of these abilities. This activation depends on the provision of a range of different text-types in different media: spoken, written, visual and audio visual media which learners can make use of in order to develop their competence through a variety of activities and tasks (Breen & Candlin, 2001:14). Such activities may include group or pair activities, debates, oral quizzes, presentations, recitation of poems and dramatization.

As stated above, listening and speaking skills are not tested or assessed formally for progression of learners from one level to the other. As a result of large classes and an orientation to teacher-fronted classrooms, only a small number of learners, as opposed to the entire class, are given the opportunity to engage in these activities. The fact that listening and speaking skills are not tested in COELS may be because of problems and issues relating to assessment of these skills. For example, there are difficulties in deciding whether vowels or consonants or sometimes words are pronounced properly in given situations. Learners’ limited vocabulary and low proficiency in English first additional language also make it difficult to include assessment of listening and speaking skills in progression of learners. The fact that learners are faced with challenges in relation to listening and speaking skills is a motivation for the introduction of assessment to determine where support should be given for these skills, which are crucial for the development of communicative

competence. They cannot just be left out in assessment of communicative competence, creativity, critical skills and cross-cultural awareness as elaborated in Section 4.2.3.

In conclusion, COELS satisfies some criteria but not others. It does not explicitly reflect the element of 'teachers as co-learners' and only partially reflects 'social nature of learning' in that it acknowledges cross-cultural awareness: the ability to engage with issues inside and outside their own community and to deal with the familiar as well as the unfamiliar. This implies that experiences from outside the learner's context contribute to building on a learner's new experiences. However, the COELS does not include group/pair learning and peer assessment as evidence of the social nature of learning and this minimises the chances of communicative interaction, co-operative negotiation and joint interpretation, and shared expressions. As a result, COELS reflects learning that is more individualised than co-operative, as can be seen in the assessment tasks as well. Additionally, assessment in communicative competence is performed on the basis of writing and reading but excludes skills of listening and speaking, which set the basis for writing and reading. Despite the fact that the development of such skills is encouraged across the curriculum, they are not tested (COELS 2012:6).

Having discussed the first additional language curriculum for Lesotho, the next section will be a discussion on the first additional language curriculum for South Africa. The curriculum will be studied in terms of structure and comparison against the eight identified changes in second language teaching.

## **4.4 THE STRUCTURE OF THE SOUTH AFRICAN GRADE 12 ENGLISH LANGUAGE CURRICULUM**

### **4.4.1 Introduction**

The South African English first additional language curriculum is a national curriculum, which, in this context, defines what learners learn in government schools. The curriculum is called the National Curriculum and Assessment Policy Statement for English first additional language Grades 10-12 (NCAPS). NCAPS starts by giving a background to the National Curriculum Statement Grades R-12 (NCS) that stipulates the policy on curriculum and assessment in the General Education and

Training Phase (GET) schooling sector as preparation for the Education and Training Phase (FET) phase. NCAPS states that in order to improve implementation, the National Curriculum Statement was amended, and came into effect in January 2012 (NCAPS, 2012:4). As a follow up, a single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12. An overview of NCS that represents a policy statement for learning and teaching in South African schools, with a list of what it comprises, is presented.

#### **4.4.2 General aims**

NCAPS presents the general aims, principles and learner characteristics of the curriculum. As stated by NCAPS (2012:5), “This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives”. Even though the curriculum promotes knowledge in the local context, while being sensitive to global imperatives, the question is how it balances the two, that is, whether a larger portion of the curriculum is a reflection of local context or of a global issue or whether the two are reflected equally.

To achieve some basis for comparison, the structure of NCAPS will be discussed under the same headings as was done with the Lesotho COELS, focusing on the rationale, the aims and objectives and the skills to be covered. The assessment procedure is more extended in the NCAPS document, as will be discussed below.

#### **4.4.3 The rationale and principles of the NCAPS**

NCAPS serves the purpose of equipping learners with knowledge and skills for life, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability (NCAPS, 2012:6). It provides access to higher education and bridges the gap between education institutions and the workplace by providing employers with sufficient profiles of learners’ competences.

NCAPS is based on principles that cover social transformation on educational imbalances, which echoes the recent history of the country in transitioning from apartheid to a democracy. It is a curriculum based on the idea of encouraging an



active and critical approach to learning, including high knowledge and skills, progression and human rights, inclusivity, and environmental and social justice. It is about valuing indigenous knowledge systems and credibility, quality and efficiency (NCAPS, 2012:6).

#### **4.4.4 The aims of NCAPS**

NCAPS aims at producing learners who can identify and solve problems critically and creatively. Learners need to work effectively as individuals and as a team, organising and managing themselves and their activities responsibly. Additionally, these learners should be able to collect, analyse and critically evaluate information. They should communicate effectively, using language skills in various modes. They should use science and technology effectively and critically and demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (NCAPS, 2012:6-7).

NCAPS advocates inclusion in planning and teaching at schools. According to NCAPS, the key to managing inclusion is to ensure that barriers are identified and addressed by all relevant support structures within the school community so that learning is holistic.

The NCAPS' subjects and instructional time spent in different phases, namely; Foundation Phase (Grades R-3), Intermediate Phase (Grades 4-9) and Senior Phase (Grades 10-12) will be described next. Finally, on introduction of language learning in Grades 10-12, NCAPS presents language levels (language learning includes all the official languages in South Africa.) such as 'home language' and 'first additional language'.

NCAPS moves from general aims to specific aims of learning a first additional language. According to the curriculum, learning a first additional language aims to enable learners to acquire the language skills necessary for communicative competence and it also allows them to use the additional language for academic purposes. Learners are meant to use additional language confidently and imaginatively in expressing their views and emotions. This language aims at helping learners to access and manage information for learning across the curriculum, and in

a wide range of contexts, and also use it as a means of critical and creative thinking for expressing their opinions on ethical issues and values.

#### **4.4.5 Skills to be covered**

The NCAPS organises the curriculum into skills, content and strategies. Six language skills are listed: listening and speaking, reading and viewing, writing and presentation, including language structure.

The document presents a differentiated view of the communicative approach, explaining that it needs to be text-based, integrated and process-oriented. It specifies the time allocation in the curriculum and the requirements for offering first additional language as a subject. The NCAPS further includes the teaching plans for three levels in FET phase (Grades 10, 11 and 12) and the texts that should be used for integrated teaching of language skills, such as debate, argumentative writing and argument structures.

#### **4.4.6 Assessment procedure**

NCAPS provides an overview of the requirements for programme assessment so that progress from one grade to the next is maintained. First additional language is based on informal and formal assessments that are recorded and reported for moderation of assessment.

In assessment of first additional language, NCAPS advocates that an integrated language skills assessment be done, that comprehension be linked with language use, and that topics about things that happen in real-life situations be incorporated with writing (NCAPS, 2003:72). Based on informal or daily assessment, collection of information regarding a learner's achievement is necessary. This is done through observation, discussion, practical demonstrations, learner-teacher conferences and informal classroom interactions. In all these, provision of feedback is very important.

The NCAPS includes self-assessment and peer assessment that actively involve the learner in the assessment. This is crucial in building the learner's responsibility to learn from and reflect on their own performance. However, the results of the daily assessment tasks do not contribute to the factors for promotion and certification purposes.

For the formal assessment, tasks must be marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for quality assurance and appropriate standards (NCAPS, 2003:73). Formal assessment is important as it provides teachers with a systematic way of evaluating a learner's progress in a grade and in a particular subject.

Furthermore, the NCAPS includes tables providing the formal assessment requirements for first additional languages. Particularly for Grade 12, the NCAPS divides programme assessment into three terms and provides the fourth term for external examination. These tables include all assessment instruments and considerations, including task types, mark allocation and time spent in examination. Catering for both formal and informal assessment, the NCAPS mirrors (more closely than other curricula) real-life conditions, as advocated for more effective second language education.

The next section will present an evaluation of the South African Grade 12 English first additional language curriculum document against the eight criteria of CLT, as described by Jacobs and Farrell (2003).

## **4.5 THE EVALUATION OF THE SOUTH AFRICAN GRADE 12 ENGLISH LANGUAGE CURRICULUM DOCUMENT IN TERMS OF THE EIGHT CRITERIA OF CLT**

### **4.5.1 Introduction**

Kapp and Arend (2011:4), in their analysis of the conceptualisation of language teaching and the contribution of learners in the new National Senior Grade 12 curriculum, mention that "As was the case with the old National Education Curriculum the new curriculum takes a Communicative language teaching approach (CLT) to second-language teaching". CLT, as the present dominant approach in language teaching, aims at making communicative competence central in language teaching and learning. Thus, the South African Grade 12 English first additional language curriculum was evaluated against the eight changes, identified by Jacobs and Farrell (2003) that reflect the paradigm shift in language teaching and learning. This process was followed to find out how this curriculum helps in applying the widely-used CLT approach.

#### 4.5.2 CLT elements

##### (a) *Learner autonomy*

Learner autonomy, as noted previously, requires independence from learners so that they can access and explore information on their own. The NCAPS (2012:36) reflects this orientation, for it states that through guidance of educators, learners “access libraries and know book storage conventions, view speeches, discussions, programme reviews and read a wide range of whole texts such as books, magazines, websites and documentaries both during and after classes”. The fact that this is expected “after classes” shows that learners are expected to work independently of their teacher and become responsible for their own learning and that they recognise what is important for them. Through organisation and management of activities, learners are expected to become active and confident and use language in various modes and in integrated ways. The NCAPS shows that one of the general aims of the National Curriculum Statement Grades R-12 is to produce learners who are able to organise and manage themselves and their activities responsibly and effectively (NCAPS, 2012:6).

Extensive and independent reading offers a means of implementing learner autonomy in second language education. According to NCAPS (2012:17, emphasis added), “By Grade 10 learners should be confident, *independent* readers in their First Additional Language, selecting texts for their own interests and tastes”. Learners choose reading materials that correspond with their own interests and proficiency levels (Jacobs & Farrell, 2012:11). In reading material of their own choice, learners gain confidence, knowledge and enjoyment, making reading a habit for life. The reading habit, therefore, promotes learners that are eager to find out about the world and engage in sharing knowledge with other people. This, in turn, enables them to exercise their imagination and creativity.

In addition to reading, NCAPS includes an element of learner autonomy through extended writing. Here, learners are expected to write a range of texts for different purposes such as academic, creative, interpersonal and work-related matters (NCAPS, 2012:19). Through brainstorming and doing some research on the topic, learners get an opportunity to build vocabulary that is important for writing and

speaking. With this, learners are exposed to autonomous learning. They draft, revise, edit, and proofread their texts, checking and correcting spelling, grammar and punctuation.

In Grades 10-12 learners build on oral skills acquired in earlier grades and become increasingly confident and responsive. Their sense of what is appropriate increases (NCAPS, 2012:15). In oral activities, such as in group discussions, in which learners give and justify opinions, depending on the task given (maybe of a photograph on which they can offer opinions) learners express their views and opinions. Learners can write their opinion in one or two paragraphs and read this aloud to the class in order to elicit contributions from other learners. In this way, learners use “process writing”, that is, revise and edit (to structure opinion). Learners, therefore, edit each other’s work (peer editing) (NCAPS, 2012:47). Through homework tasks, learners write on their own without assistance from the teacher, thus practising autonomous learning.

*(b) Social nature of learning*

Learning is a process aimed at gaining knowledge or skills. It encompasses the influence of the environment with which the learner interacts. Learners should not work in isolation but rather work as a team with other members of a community so that every member is part of the larger system. This teamwork increases trust and openness among community members, contributing to the social nature of learning as an element of CLT. This team learning is advocated by NCAPS (2012:6) as its aim is to produce learners who are able to “work effectively as individuals and with others as members of a team” (see Section 4.4.4). Both educator and learner, in co-operation with other members of a team, become involved and participate collaboratively for the benefit of all members. Through “[u]nderstanding the views, opinions, emotions and creative output of others” (NCAPS, 2012:15), learners develop ability in listening and speaking skills that are vital for teaching and learning and for interpersonal relations. The range of exercise types and activities should enable learners to engage in communication and require the use of such communicative processes as information sharing, negotiation of meaning and interaction (Richards & Rodgers, 2001:165). According to Richards and Rodgers,

such classroom activities are designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. The NCAPS further reflects the social nature of learning through peer assessment, where learners are actively involved in assessment: “[T]his is done through observations, discussions, practical demonstrations, learner-teacher conferences, and informal classroom interactions” (NCAPS, 2012:72).

Working as a team creates a communal spirit, where each and every member of a team is acting and participating for the betterment of the whole team. Through interaction with the environment, learners continually learn from and teach each other. As referred to in Section 2.6, an important aspect of CLT is that it advocates pair or group activities. It is in this situation that learners exchange ideas and learn from their fellow learners. As members of a group, each and every learner is required to fulfil a task so that all members participate in task activities. This further agrees with what Maclellan and Soden (2004:2) point out, which is that knowledge is not passively received from the world, from others or from authoritative sources. Rather, all knowledge is created as individuals (and groups) work together and adapt their ideas to make sense of the experiential world.

### *(c) Curricular integration*

In practice, integration suggests variety: variety of forms, of activities, of texts and themes (NCAPS, 2012:46). Clustering of activities around a topic sounds meaningful in this case. Writing and presentation are the skills that result from reading and viewing. Learners are required to write and present for a wide range of purposes and audiences, using conventions and formats appropriate to diverse contexts (Kapp & Arend, 2011:4). In order to present a piece of writing (either supporting or contesting points that other writers have raised), the very first step to be taken is reading, so as to gain an understanding of the issues discussed by other people. This provides a basis for writing and presentation. According to NCAPS (2012:16), “the speaking/listening programme should be integrated with other skills so that learners are exposed to new vocabulary, structures and text types before they produce them”. Learners are expected to listen to or read texts that model the structures and vocabulary they will be expected to use when speaking and writing. This is an

integration of language skills that reinforces the integration of different subject areas that are taught jointly for the purpose of learners to recognise the links in subject areas (Jacobs & Farrell, 2003:12). NCAPS reflects this in the requirement that “learners should write a range of texts for different purposes: academic, creative, interpersonal and work-related” and that “teachers should make sure that they cover text types that are important in *other subjects*” (NCAPS, 2012:19, emphasis added). This implies that the curriculum acknowledges texts from other subjects without; however, stating clearly how other subjects can be integrated. This reflects one of the aims of NCAPS, that learners should “use science and technology effectively and critically, showing responsibility towards the environment and the health of others”. The learners should also “demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation” (NCAPS, 2012:7).

*(d) Focus on meaning*

Meaning signifies sense. It provides a purpose for learning and enables deeper thinking to take place (Jacobs & Farrell, 2003:15). As an example, NCAPS highlights comprehension exercises and assessment as giving an opportunity to teach learners listening skills. If the comprehension passage is read aloud, this also provides opportunities for speaking. Through developing listening skills, the learner does not just search for meaning but also extends the activity to include voicing a critical point of view, by identifying and building themes in comprehension texts. According to Kapp and Arend (2011:4), “The reading outcome in the new curriculum requires students to read and view for understanding and evaluate critically and respond to a wide range of texts”. In the reading process, the NCAPS highlights the element of meaning, which is encouraged in pre-reading activity, in which learners skim and scan and predict the gist of a non-fiction text, to test comprehension. Following the pre-reading activity, the actual reading that involves meaning making is undertaken so that a general ‘sense’ of the text is arrived at. Post-reading, which is the last activity in this three-phase activity that models independent reading strategies for decoding and understanding text, enables learners to view and respond to the text as a whole. By comparing and contrasting, evaluating, synthesising and reproducing what they read, real meaning is attained (NCAPS, 2012:33).

Jacobs and Farrell (2003:15) point out that, “[i]n second language, ‘meaning’ should be understood in terms of the meaning of individual words and whole texts, as well as the meaning that particular topics and events have in learners’ lives.” This means that meaning is achieved through contextualisation. In making text reading as similar to the real-world situation as possible, learners are helped to realise the relevance of the text to their lives because the context helps them to remember the language and recall it at a later stage. They are also free to choose texts that appeal to them and that are available in their immediate environment, meeting the requirement that texts reflect real-world contexts.

As learners engage in speaking, reading and listening to different text types, their language improves, and they write clearly and accurately. They become aware that correct language use, appropriate context, and situations conducive to listening and speaking effectively and appropriately are essential to interpersonal relations and for successful learning across the curriculum (NCAPS, 2012:15). Through clarity, accuracy and appropriate word choice, meaning is attained.

*(e) Diversity*

Diversity, in this context, refers to the fact that different learners attach different connotations to the same event or information. Focusing on approaches to teaching literature, NCAPS (2012:22) stresses that “interpretation is not about right or wrong. It is about searching for what is meaningful to the reader”. This implies that learners can express themselves in a variety of ways. As long as meaning is attained and learners’ interpretations sound reasonable, teachers need to restrain themselves from imposing their own interpretations and ideas of literary texts and allow as much participation from learners as is reasonable: “[I]t is important to point out that literature is not about right answers. A whole text means something, not just bits and pieces of it; a good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices” (NCAPS, 2012:22).

Another aspect of diversity in second language learning involves the mix of learners in one classroom in terms of background, ethnicity, religion, social class, first language, sex, achievement level, learning style, intelligence and learning strategies (Jacobs & Farrell, 2003:16). NCAPS realises this element as one of the purposes of



equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country (NCAPS, 2012:6). Further mentioned is that National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors (NCAPS, 2012:6). In terms of language learning and teaching the curriculum accommodates different varieties of English in reading texts, stating that teachers should “[i]dentify the effect of language varieties” (NCAPS, 2012:69) and include “**dialogue/drama** which contains language varieties (e.g. **dialect, slang, words from other languages, such as *Aisch! I fell in the donga!***” (NCAPS, 2012:69).

*(f) Thinking skills*

Thinking refers to the process of using one’s mind to consider things carefully. The NCAPS is based on a number of principles that include active and critical learning and acquisition of knowledge and good thinking skills (NCAPS, 2012:6). In order to comply with the set principles, learners need to acquire and use the strategy of going beyond the given information by building and utilising higher order thinking skills (Jacobs & Farrell, 2003:18). To achieve this goal, NCAPS indicates that learners need to transfer information by learning something in one situation and applying it in another situation. Learners should collect, analyse, organise and critically evaluate information and communicate effectively using visual, symbolic and/or language skills in various modes (NCAPS, 2012:7). Learners who exercise thinking skills are, therefore, ready for challenges and are open to receive and produce coherent ideas. By solving problems and making decisions with critical and creative minds, learners exercise their thinking skills. In using the additional language frequently, for a range of purposes, such as for interpersonal reasons (e.g., conversation), creativity development and cognitive academic skills (such as role playing, performing a poem and debating), learners exercise their thinking skills (NCAPS, 2012:13). This is not only useful at school level but also prepares learners for the world of work. Through listening and speaking, learners participate orally in constructing knowledge, solving problems, and expressing emotions and opinions with the assistance of the creative output of others (NCAPS, 2012:15). Furthermore, in reading texts, NCAPS (2012:17)

advocates that, “learners synthesise ideas in text, summarise ideas, compare and contrast different aspects of the text, evaluate the text, draw conclusions and express their own opinions”.

*(g) Alternative assessment*

In assessing learners’ performance, CLT has advanced various forms of assessment. It has expanded expectations for what students need to learn to include fluency, social appropriacy and thinking, and not just accuracy (Jacobs & Farrell, 2003:19). The new assessment instruments attempt to mirror real-life conditions more closely and to involve thinking skills. NCAPS requirements require that the assessment of language skills should be integrated and the assessment of a comprehension passage should be linked with language use. The assessment of writing should incorporate topics about things that happen in real life (NCAPS, 2012:72). Learners, therefore, need to understand the purpose of learning and how they will be assessed and should even participate in the assessment process: “Self-assessment and peer assessment actively involve learners in assessment. This is important; as it allows learners to learn from and reflect on their own performance” (NCAPS, 2012:72). As stated by NCAPS, “regular feedback should be provided to learners to enhance the learning experience” (NCAPS, 2012:72). This helps learners to identify their strengths and weaknesses.

Kapp and Arend (2011:4) explain that “the reading outcome in the new curriculum requires students to read and view for understanding and to evaluate critically and respond to a wide range of texts” and that “the writing outcome is similarly detailed, explicit and located in context, for students are required to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts”. Kapp and Arend (2011:5) argue that “there is a considerable mismatch between the curriculum emphasis on language as a critical tool, and the cognitively undemanding and conservative examination papers” in that some questions require simple factual retrieval and summarising, and they found little sense of close critical engagement with metaphoric layers of texts or with the narrative point of view. Some questions invite students to ‘re-tell’ the plot rather than engage in analysis of narrative construction. Therefore, they point out, the alternative

assessment is not really in evidence in the final examination. This could mean that teachers do not use alternative assessment in earlier grades because they do not see the need to do so if such assessments are not used in the final examination.

Oral presentation, as an example of alternative assessment, involves teachers assessing oral tasks that are moderated by subject advisors for verification of standard tasks and of the internal moderation. This method includes a sample of learners from each school who are moderated to assess the standard of their oral performance (NCAPS, 2012:84). By catering for various forms of assessment, NCAPS acknowledges the advanced forms of assessment advocated by CLT as a paradigm shift in language education.

*(h) Teachers as co-learners*

Learning is a lifelong process. It involves educators learning along with learners as they learn more about their subjects as they teach. Jacobs and Farrell (2003:21) comment, "Because the world is complex and constantly changing, lifelong learning is necessary. Teachers must take part in this never-ending quest and, indeed, model this process for their students". Being a facilitator means that a teacher learns more about his or her subject(s). This approach is reflected in NCAPS in approaching listening activity. It is a good practice, according to NCAPS (2012:16), for the teacher to read (or play) a listening text several times, asking different questions each time. This means that by going through a text several times and asking a different question every time, the teacher is learning something different that s/he might have not recognised before. The process of facilitation does not only reflect the assistance and guidance that learners get from educator but also demonstrates how the teacher gains an opportunity to research and learn from learners as they proceed with their learning. According to NCAPS (2012:22), "the teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves". Kilfoil and Van der Walt (1997:16) maintain that "the CLT asks that the language teacher step back and re-assess her role in the classroom". With stress on group and pair work, "the teacher becomes *partner* and manager at the same time. As their *partner* in language learning, she communicates with learners by taking a real interest in what they say and by

listening for meaning and not for form only” (Kilfoil & Van der Walt, 1997:16, emphasis added). By listening and allowing as much learner participation as possible, the teacher is searching for what is meaningful to the reader (NCAPS, 2012:22). Perceiving the learners as having important contributions to make - in terms of initial competence and a range of various and changing expectations – can enable the teacher to continually seek potential and exploit it (Breen and Candlin, 2001:18).

#### **4.5.3 Discussion**

NCAPS, as mentioned in the previous section, is developed locally. It uses local texts, situations and content. It is a national curriculum that provides knowledge, skills and values that learners require, for it provides what is important for individual learners in a particular society. It encourages and reflects all eight changes in language teaching as a blueprint. This gives a clear picture of the country’s expectations. On presentation of the language skills, NCAPS (2012:22) pairs the language skills as “listening and speaking”, “reading and viewing”, and “writing and presenting”. This gives learners and educators an idea of how language skills should be integrated. At the same time, these skills expose learners to use of language as much as possible. As Van der Walt (2010:235) observes, when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. For assessment purposes, all the language skills are tested for the progression of learners. The inclusion of all skills in assessment reinforces the point that all skills are important in language learning.

In conclusion, the NCAPS satisfies all the criteria for successful language teaching. It covers the various elements with information and examples that make it easy to understand and follow the curriculum. The NCAPS identifies six language skills. All the skills are assessed to ascertain the progress of learners. However, listening and speaking do not contribute much to the overall performance of learners, as assessment percentages reveal. Written examination covers 62.5% and oral assessment covers 12.5% (NCAPS, 2012:74). Additionally, the curriculum demonstrates a concern with the social nature of learning by requiring group or pair work that makes learning a co-operative process. The NCAPS encourages and

accommodates diversity and inclusion in schools and also acknowledges, albeit marginally, the existence of different varieties of English.

Based on analysis of the two curricula, the following section delineates the similarities and differences found in the two English first additional language curricula. In this section, I look into whether one of the two curricula meets the eight criteria more comprehensively than the other.

## **4.6 A COMPARISON OF THE TWO CURRICULUM DOCUMENTS**

Similarities and differences noted in the above sections are as follow:

### **4.6.1 Similarities**

The COELS and the NCAPS are English first additional language curricula that are informed by a CLT approach. The two curricula are intended for senior secondary education. The target in both the COELS and the NCAPS is communicative competence, which is the central concept of CLT. Communicative competence, as per CLT, requires the ability to communicate clearly, accurately, effectively and appropriately. Both curricula focus greater attention on the role of the learners in learning language than on the teacher. The two curricula advocate elements of learner autonomy, although COELS fulfils it only partly, while NCAPS fulfils it much more extensively. The main focus of this element lies in the fact that learners become responsible for their own learning. The COELS and NCAPS encourage wide reading for both enjoyment and development, and the NCAPS explicitly mentions reading and accessing information “after classes”. Both curricula acknowledge the social nature of learning for learning in its own is a cooperative joint process that recognise and appreciates an individual and the environment in which s/he operates.

The NCAPS includes oral and written activities, where learners give opinions and write and edit each other’s work (peer editing). Also, through homework writing, learners practise autonomy in that they write on their own without the presence of the educator to facilitate and guide the whole process (NCAPS, 2012:47). Even though the two curricula both include the element of learner autonomy, the COELS has a limited conception of autonomy since it only focuses on reading and writing.

Both curricula accommodate the integration of various subjects. They encourage the application of knowledge gained one area of study to other subjects. The COELS explicitly encourages the study of English Literature in addition to English Language, for language skills are better explored and understood if learners are using familiar texts that they read in English Literature. The NCAPS (2012:18) states, “In Grades 10-12 learners should study a range of literary texts”. For example, through the guidance of the teacher in deciding what texts to be studied, learners can be offered a wide range of poems, short stories, plays and novels. This contributes to imaginative and creative writing. In addition, the NCAPS advises that language should be used for academic purposes and lists textbooks as resources for reading and learning. This shows that English is taught for purposes of engaging with other subjects, which includes the development of all four skills linked to textbooks from other subjects.

Since the CLT approach is based on contextualised meaning-based views of language, the two curricula focus on meaning, because, as Richards and Rodgers (2001:161) state, “language is a system for the expression of meaning”. This is an indication that language and meaning are closely related and that one without the other does not make sense.

Diversity, too, is reflected in both the COELS and NCAPS, for both curricula are sensitive and respond to the needs of different learners. The NCAPS also acknowledges the existence of different varieties of English. Bearing in mind that thinking skills are essential in education, both curricula encourage learners to go beyond any given situation and build critical and creative thinking skills. The two English curricula acknowledge the use of alternative assessment in that different instruments may be used in assessment process.

#### **4.6.2 Differences**

NCAPS is internally developed. It is developed for local context, while COELS is internationally developed. Although COELS claims to have been developed with sensitivity to the needs of different countries, allowing teaching and learning to be placed in a localised context, making it relevant in varying regions, it was developed in a country where English dominates as a home language and criteria are not

provided so that foreign educators can make suitable choices of texts and teaching strategies. Furthermore, examinations are set based on situations that are more relevant to the international context than to a local context. This sometimes results in teachers failing to contextualise and bring situations close to learners' own lives and situations. This is not the case with NCAPS, for it states, clearly, the best ways to approach the teaching, giving reference to local context, events, situations, and practices. For example, examinations are set and marked internally, with acknowledgement of local context and language variety.

On the one hand, NCAPS covers the 3-year period of the senior secondary phase and COELS, on the other hand, covers the 2-year period of senior secondary schooling. The NCAPS is detailed, with specification of content with regard to language skills. According to Kapp and Arend (2011:4), the new South African English curriculum “foregrounds critical, analytical thinking skills. It has a strong emphasis on being able to engage critically with power relations and social issues, engage with alternative worldviews, and on being able to offer reasoned opinions on ethical issues and values.” The COELS, on the other hand, is too brief and does not embrace all the skills that the NCAPS covers. In the COELS, listening and speaking skills are not given enough attention, in contrast to the interest given to reading and writing. The COELS formal assessment for progression and certification purpose is based only on writing and reading skills. However, in response to the demands that advocate speaking and listening practice, the COELS differentiates **task** and **language**, in relation to two skills: directed writing and language testing in creative writing tasks, and reading for ideas and language testing in reading for meaning, both of which demonstrate the level of listening and speaking skills (COELS, 2012:7). The NCAPS includes formal and oral assessment tasks that cover all language skills. In conclusion, both curricula accommodate most of the changes in language teaching, except the element of “teachers as co-learners” that is not explicitly reflected in the COELS. The NCAPS satisfies almost all the elements although curricular integration is only partially fulfilled across the curriculum document. The curriculum does not clearly reflect curricular integration.

In terms of the curriculum-as-plan, the NCAPS covers eight changes in CLT and the COELS covers seven of these eight changes. This is summarised in Table 1 below:

**Table 1**

Criteria (8 Changes)	COELS (Lesotho)	NCAPS (South Africa)
1. Learner autonomy	Fulfilled partially	Fulfilled sufficiently
2. Social Nature of Learning	Fulfilled partially	Fulfilled sufficiently
3. Curricular integration	Fulfilled partially	Fulfilled partially
4. Focus on Meaning	Fulfilled sufficiently	Fulfilled sufficiently
5. Diversity	Fulfilled partially	Fulfilled sufficiently
6. Thinking Skills	Fulfilled sufficiently	Fulfilled sufficiently
7. Alternative assessment	Fulfilled partially	Fulfilled sufficiently
8. Teacher as co-learners	Not fulfilled	Fulfilled sufficiently

#### **4.7 CONCLUSION**

In this chapter, I have discussed the structure of the two English first additional language curricula, moving on to analysis of the two curricula against Jacobs and Farrell's eight criteria, and then a comparison of the two curricula. Against this background, the next chapter will be focused mainly on conclusions drawn from the analysis chapter and the literature review. Recommendations and limitations found in the study will also form part of the chapter.



## CHAPTER 5: OVERVIEW, RECOMMENDATIONS AND CONCLUSIONS

### 5.1 INTRODUCTION

This study started off with a discussion of language and communication as concepts and the role of English internationally and locally, specifically the role of English in South Africa and Lesotho. Two aspects of the globalisation of English were discussed, reflecting English as a language of wider communication and the role it plays in education. Because of the dominant role of English currently, different countries find it necessary to include the teaching and learning of English in school curricula. As the contemporary paradigm in language teaching, CLT, adapted to different national contexts, is the preferred approach to teaching and learning English as a first additional language. This is the background that has led to the current investigation of how CLT is realised in English curriculum documents in South Africa and Lesotho.

As the previous chapter showed, the two curricula, as plans for teaching, realise CLT in different ways. The Lesotho curriculum meets seven of Jacobs and Farrell's eight criteria, while the South Africa curriculum meets all eight of these criteria, but not necessarily sufficiently. This chapter is focused on the conclusions arrived at by comparing the two curricula with Jacobs and Farrell's eight changes in language education. In addition, the chapter presents further conclusions by elaborating on the following points: the structure of English language curricula in Lesotho and South Africa, a comparison of the two curricula, and learner-centred teaching as central to CLT. These sections are important as they answer the main research question – *How is CLT realised in the English first additional language curriculum documents for South Africa Grade 12 and Lesotho Form E?*

In Sections 4.2 and 4.4, the first sub-question – *How are the English first additional language curriculum documents structured?* – was answered by looking at the rationale, aims and objectives, the skills covered in the curricula as well as the assessment procedures described in the curricula.

Sections 4.3 and 4.5 showed how the two curricula comply with CLT when they are evaluated against the eight criteria proposed by Jacobs and Farrell (2003). A summary of this evaluation is provided in Table 1, where the two curriculum documents are compared, thus answering the final sub-question – *How do the two curriculum documents compare?*

In the next sections, conclusions will be drawn regarding the insights provided by the comparison of the two curriculum documents.

## **5.2 THE STRUCTURE OF ENGLISH LANGUAGE CURRICULA IN LESOTHO AND SOUTH AFRICA**

English is used as a language of wider communication. People connect and share knowledge through English. Kumaravadivelu (2006:15) calls it “the language of wider diffusion”, because English enables networking. People share information academically and socially through English. Members of different continents engage with each other through English.

Even though English has always been associated with colonisation in Africa, it actually serves other purposes in the development of the continent. The most important contribution English has made is in education and language levels in different countries. In many countries, English is recognised as an official language in addition to first language(s). Lesotho and South Africa are no exception. English is among the 11 official languages in South Africa and the second official language in Lesotho. Gadelii (2004:11) states that Lesotho and South Africa are among the countries which officially recognise both African and Indo-European (e.g., English) language(s). Because of its status as a global language and the language of social mobility, it is used as a LoLT from senior secondary level onwards to higher education. Gadelii also point out that it appears that in preschool and elementary schools as well as in adult literacy programmes, African languages are most highly involved. However, according to his observation, there is a decline in the presence of African languages in secondary and higher education (Gadelii 2004:19). This is the case in both Lesotho and South Africa, where English is used in secondary and tertiary education. In these two curricula, it is clear that English is seen as a language of global access.

According to Shamim (2011:3), “English is considered by donor agencies as the de facto language for development in developing countries”. Shamim states further that often a lot of aid money is spent on improving the English proficiency of people and communities in the recipient nation states before or alongside other development work, particularly in the field of education. As observed by Brumfit (2006:30), due to the dominance of English, “governments have responded by establishing English as the first foreign language in most education systems”. This is done in most schools in Africa and it signifies the spread of English as a “language of wider diffusion” (Kumaravadivelu, 2006:15).

### **5.3 COMMUNICATIVE COMPETENCE IN THE TWO CURRICULA**

The degree to which the South African and Lesotho English language curricula operationalize the principles of CLT is the focus of this study. CLT is the most favoured approach in language teaching (see Section 2.5.1). Both Lesotho Form E and South Africa Grade 12 English first additional language curricula are informed by CLT. The former is internationally developed and is known as the Cambridge O Level English Language Syllabus (COELS) and the latter is locally developed and is known as the National Curriculum Assessment Policy Statement (NCAPS).

Both curricula make statements about CLT. On one hand, the Cambridge O Level English Language Syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English regarding their ability to communicate with clarity, relevance, accuracy and variety. The NCAPS, on the other hand, states that learning a first additional language should enable learners to acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context. All these constitute communicative competence that is central to CLT.

The CLT approach advocates communicative competence, a concept that is central to CLT. Communicative competence requires the ability to use language effectively and appropriately. This was observed in the two English curriculum documents examined. Both COELS and NCAPS curricula encourage learners’ development of lifelong skills including the ability to communicate clearly, accurately and effectively. This agrees with Kilfoil and Van der Walt (1997:12) commentary that “a learner can

be regarded as communicatively competent when she has the ability not only to apply the grammatical rules of language in order to form grammatically correct sentences but also know when and where to use these sentences and to whom". Kilfoil and Van der Walt agree therefore that, "the learner must also be able to function in socially acceptable manner in the target language". Knowledge of language conventions is very important in this case. In line with Van der Walt's (2010:235) observation that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. This is reflected in NCAPS, where language skills such as listening and speaking are integrated with reading and writing skills to form part of the curriculum plan. Through reading and listening, learners are exposed to new vocabulary, structures and text types which they are expected to use in speaking and writing. All these skills give learners a chance to use language as much as possible and build on their English proficiency. However, this is not the case with COELS, for speaking and listening skills are not a focus in assessment of learners' progression.

#### **5.4 LOCALISED AS OPPOSED TO INTERNATIONALLY DEVELOPED CURRICULA**

In studying the two curricula, the locally developed curriculum adheres to the requirement for use of local context. Material and resources used are selected from local texts, situations and content. This makes the curriculum relevant and comprehensive to its users. The COELS leaves it up to teachers to incorporate local texts and contexts, and thus relies heavily on the training of teachers and the availability of locally produced texts and materials in English.

Even though NCAPS is locally developed, with references to local material, the curriculum is not entirely different from internationally developed English curricula; there are similar features that overlap between the curricula. McKay (2003:140) observes that

[p]resently, in many countries where English is being learned as a second language, educators look to countries where English is a native language for appropriate methods. And in the process of doing so,

many Ministries of Education have advocated the adoption of Communicative Language Teaching (CLT) because it is widely used by native English-speaking educators in their own countries.

Mckay (2003: 140) argues that “just as the content of English as an International Language (EIL) materials must be separated from native speakers models, so too must EIL methodology, by allowing a locally appropriate pedagogy to be implemented”. This means that people do not have to be ‘copycats’ by imitating exactly what home language speakers do when they teach English. Curricula should refer to appropriate local materials and teaching strategies to be used so that the curriculum is relevant to the local context.

This is the case with NCAPS. It is a locally developed curriculum. It is detailed, and information is reinforced with illustrations and examples of what is to be done and how it should be done. This aligns with Li’s (2001:163) statement that EFL countries should develop their own curricula that are relevant to their context and situations, including teaching methods that are sensitive to the needs of learners and the country. Contextualisation, in this case, is important. By making situations as similar as possible to the real-world, learners can achieve a better understanding of concepts. They are empowered to make meaning quickly, for they relate concepts to their own lives and situations. Matsudi and Friedrich (2011:333) point out that “what constitutes an effective curriculum depends so much on its context that it is impossible to suggest a one-size-fits-all English International Language (EIL) curriculum that would work for all learners in all contexts”. Countries should therefore develop their own curricula so that the learners’ and the country’s needs are met satisfactorily. There is no “one size-fits-all curriculum” that can be used worldwide. Instead, educators should agree on common knowledge and conventions in order to maintain local as well as international standards. Breen and Candlin (2001:11) advocate that different planners of curricula select their own particular repertoires from a pool of communicative performance on the basis of socio-linguistic analysis of the target situation. As the two authors explain, this implies that no curriculum will be necessarily entirely distinctive in the target repertoire to which it is devoted. On the surface, there will be an inevitable overlap among different repertoires. The localisation of the South African curriculum does not, however, exempt it from

criticism. As Van der Walt (2010:327) points out, the curriculum does not provide enough in terms of guidelines to develop academic literacy.

The COELS was internationally developed. It was developed to meet the needs of different countries. In order to avoid being specific for one country, but at the same time being sensitive to all countries, COELS is not heavily detailed. Minimal information is presented, requiring careful examination and much elaboration by each teacher in order to follow and execute what is required from the teacher. The COELS stipulates that International O Levels have been designed especially for international audiences and are sensitive to the needs of different countries. In the light of the discussion above, one would wonder how such flexibility is evident in the curricula, so that the aims are realisable in different contexts and situations. A curriculum, as that which prescribes learning and teaching, should be fashioned according to the relevant context of its use. It must be a curriculum that recognises cultural needs as well as practices so that learners understand and contextualise meaning effectively.

Even though the COELS curriculum requires so much from teachers, it does not provide guidelines that include directions for sourcing and evaluating the material to ensure that it is appropriate for language teaching. Therefore, it is essentially not an adequate example of curriculum-as-plan; one could almost call it mere statement of intent.

## **5.5 LEARNER-CENTRED TEACHING CENTRAL TO CLT**

One of the eight criteria for a CLT approach, as mentioned by Jacobs and Farrell (2003), is learner autonomy. This aspect, however, does not entirely address the call in CLT for teaching and learning that is learner-centred. As an element of CLT, *learner-centred* means that learning is determined by the learner. Therefore, the main focus must be on the learner rather than on the educator. The focus has been shifted from teacher-centred instruction to learner-centred instruction. The educator is acting as a facilitator that guides and assists when there is a need. Otherwise, the learning is determined by the learner. This was observed in analysis of the two English curriculum documents, for they both focus more on the role of learners rather than that of the educators. Learners are given sense of ownership in their learning.

Autonomy and independence are emphasised and supported by approaches that emphasize the role of learners as active agents in their learning (Benson & Voller, 1997:7). Both curricula develop learners' skills in creative thinking, enquiry and problem solving, giving them excellent preparation for the next stage in their education (as discussed in Section 2.5.5).

The NCAPS (2012:47) states that by Grade 10, learners should be confident, independent readers in their first additional language, selecting texts for their own interests and tastes. Although this statement reflects learner autonomy, it also indicates learner choice. Accessing libraries and researching information on their own indicates learning that is learner-centred, for the main focus is on the role of the learner rather than of the teacher. Here, the educator just acts as a facilitator that guides when there is a need. Furthermore, by engaging in groups, learners give and justify their own opinions, another indication that learning is centred on the learner not the teacher. As they write edit and proofread their texts, learners show responsibility for their own learning (NCAPS, 2012:47).

Similarly, in the COELS (2012:3) also referred to in Section 4.3.2, "learners are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used". Here, pedagogy shifts more towards methods that develop creativity, independence and survival skill of learners. In essence, learners assume greater responsibility for their own learning. Through correction of grammar, spelling and punctuation, which all constitute writing and communication, learners' responsibility for their personal learning is demonstrated, for they perform these tasks on own. Furthermore, being clear and accurate in communication as well as having personal style and awareness of the audience being addressed (COELS, 2012:3) takes much effort from the learner and may be taken as a sign of responsibility in learning. This aspect of the learner-centred element is evident in both curriculum documents. Learners are self-directed, managing and controlling their own learning. The focus on learners' needs extends Jacobs and Farrell's criterion of learner autonomy.

## **5.6 RECOMMENDATIONS**

Through my experience as a citizen of Lesotho, I know that the two official languages, namely Sesotho and English, are used around the country, depending on different situations. Sesotho is used to a larger extent on a daily basis, compared to English; English is regarded as a language of power and prestige. “English is the language of the elite and a stepping-stone for those who want to succeed professionally” (Fandrych, 2003:16). As a result, the teaching and learning of this language is highly appreciated not only by the elite but even by those who do not have formal education and send their children to schools in the hope that they will learn English. As a citizen of Lesotho, I am worried about the English language teaching curriculum used in the country. The curriculum is internationally developed in countries where English is spoken as a home language; therefore, I believe that the Lesotho education authorities should look at the curriculum and consider the inclusion of local texts, situations and context.

### **5.6.1 Contextualisation**

The teaching of language needs constant contextualisation. Educators should be able to relate the situations described in texts to the real lives of learners so that learners can adapt the language to their needs. By including situations that deal with local context, learners will be able to arrive at meaning in different situations, as any kind of information is more easily understood if related to context. As the COELS is deficient in this area, the Lesotho education authorities should consider the value of including topics that deal with local culture and support the selection of methodology that is appropriate to the local educational context. By contextualising language to give real communicative value, learners will be helped to remember the language used and recall it, even for future purposes.

### **5.6.2 Workshops and seminars**

Because of identified gaps in COELS, there is a need for regular workshops and seminars for practising teachers to familiarise them with current approaches and methodologies for language teaching. This would allow teachers to exchange ideas and build their confidence in teaching, for they will be sure of how teaching should implement current approaches and methodologies. This means that curriculum



exceeds the level of stated aims and syllabus documentation and involves consideration of the curriculum from the perspective of teachers' work, so that improving teachers' knowledge and skills is also part of curriculum policy (National Education Policy Investigation [NEPI], 1994:2). Additionally, there is a need for training on inclusion of local material in teaching. This includes clear guidelines and choice of local texts that are relevant and appropriate.

The fact that listening and speaking skills are not tested in COELS implies the need for further training of teachers on assessment of these skills. These are vital communication skills that should not only be encouraged across the curriculum but need to be tested so that their contribution in language learning is recognised and acknowledged.

Lesotho teachers also need to develop teaching strategies that include group and peer learning and assessment as evidence of the social nature of learning. However, in the case of crowded classrooms educators should monitor group and peer learning by keeping learners with real life (authentic) materials and activities so that learners are not drifted away by irrelevant discussions and dependency on fellow learners. This helps learners to remain active agents in their own learning as elaborated in Section 2.5.5. Group and peer learning in this regard is vital for learners engage better in real communication as they interact among themselves than when they only interact with the educator (see Section 2.5.6).

### **5.6.3 Curriculum developers**

Curriculum developers in Lesotho should seek advice from others who have dealt with the same challenges. The development of a local first additional language curriculum that meets both the learners' and the country's needs is important in this case. The curriculum should be developed in such a way that it is relevant, sensitive and appropriate for teaching and learning of English as a first additional language. It should give educators and learners the opportunity to link the first additional language with the first language by acknowledging local context and situations, while being sensitive to global imperatives. This means that countries like Lesotho should develop their own English curricula that suit the local context and situations. Such curricula should recognise the value of including local culture. Culture is recognised

as instrumental in shaping speakers' communicative competence in both their first and subsequent languages (Savignon, 2002:6). However, global imperatives must not be left out, and all learners who may not have access to libraries and online content need to be provided for so that learning is balanced.

Even though the NCAPS provides examples on texts that can be used for integrated teaching of language skills, curriculum developers need to create guidelines for choosing appropriate and relevant material that are local and that will integrate other subjects in the teaching of English as a first additional language. In terms of curricular integration, NCAPS focuses more on integration of texts and overlooks guidelines on the integration of subjects, which is vital so that English is taught across the curriculum, as "language competence is necessary for learning in all subject areas"(Jacobs & Farrell, 2003:14). On the same note, guidance on curricular integration so that educators and learners can create an overlap in different subject areas is yet another point to be considered so that connections are made even beyond the language class.

## **5.7 DELIMITATIONS**

The study was limited to English first additional language curriculum documents, particularly curriculum-as-plan, but excluding curriculum-as-practice. The conceptual nature of this study should be supplemented by empirical studies on how these documents are interpreted in school contexts, which was beyond the scope of this study. However, this conceptual analysis is necessary to evaluate the curriculum-as-plan as a precursor to more empirical studies in the field.

The chosen curriculum documents are aimed at senior secondary education; the FET phase (Grades 10-12) in South Africa and high school (Forms D and E) in Lesotho. These were the chosen curriculum documents because the main language in secondary education is English and these phases prepare learners for higher education, which uses English almost exclusively as a LoLT. During the study, I did not look at primary school level, where the foundations for English are laid. It will be necessary, in future, to investigate not only the curriculum-as-plan for lower levels of schooling but also to see to what extent there is articulation between the various phases, which will make it possible to determine to what extent the COELS in

Lesotho and the NCAPS in South Africa are realistic in terms of the foundation provided by curriculum documents in the earlier phases.

## **5.8 CONCLUSION**

In conclusion, this study was conducted to compare two Southern African curricula. The development of English as a language of wider communication has prompted governments to recognise its importance. This has resulted in English being a required subject in most schools around the world. The teaching of English has led to the adoption of the CLT approach to teaching language. This approach considers communicative competence as its centre. Additionally, CLT focuses on the learners' role rather than the educators' role in language teaching and learning. The approach is based on contextualised meaning-based views of language and considers social construction of knowledge, in the form of classroom interaction among teachers and learners, as essential for language learning. As a result, I attempted, by means of this study, to ascertain how CLT is realised in curriculum documents, namely, English first additional language curricula for Lesotho Form E and for South Africa Grade 12.

Assuming ownership of English and localising it for local purposes has brought about realisation of the importance of including local texts and material so that localised curricula are developed. Sanoto (2003:15) has observed that students cope with and grasp concepts easily if more prescribed texts are drawn from the local context. Botswana has localised its curriculum, breaking away from the old syllabus, known as the Cambridge Overseas School Certificate (COSC), to a syllabus currently known as the Botswana General Certificate on Secondary Education (BGCSE) and is an example of a country that has successfully embraced relevant information to localise its curriculum. South Africa is yet another example of a country that has localised its curriculum. This study has shown that the COELS is inadequate in addressing local as well as CLT requirements (in terms of Jacobs and Farrell's [2003] eight criteria) and that the NCAPS needs to be more explicit where curricular integration is concerned.

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# Syllabus

Cambridge O Level English Language

Syllabus code 1123

For examination in June and November 2012



UNIVERSITY *of* CAMBRIDGE  
International Examinations



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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Developed for an international audience

International O Levels have been designed specially for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Office of the Qualifications and Examinations Regulator (Ofqual). Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge O Level English Language?

International O Levels are established qualifications that keep pace with educational developments and trends. The International O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge O Level English Language is accepted by universities and employers as proof of linguistic ability and understanding. The Cambridge O Level English Language syllabus encourages students to develop lifelong skills, including:

- the ability to communicate clearly, accurately and effectively
- using a wide range of vocabulary and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge O Level English Language study also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Students may also study for a Cambridge O Level in Literature in English. In addition to Cambridge O Levels, CIE also offers Cambridge IGCSE and International A & AS Levels for further study in both English as well as other languages. See [www.cie.org.uk](http://www.cie.org.uk) for a full list of the qualifications you can take.

## 1.3 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk).

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at [international@cie.org.uk](mailto:international@cie.org.uk). Learn more about the benefits of becoming a Cambridge Centre at [www.cie.org.uk](http://www.cie.org.uk).

## 2. Assessment at a glance

### Cambridge O Level English Language Syllabus code 1123

The Cambridge O Level English Language syllabus has been developed in response to customer feedback. 2011 was the first year of examination of the revised syllabus.

All candidates take **two** papers.

	<b>Paper 1: Writing 1 hour 30 minutes</b>		<b>Paper 2: Reading 1 hour 45 minutes</b>	
<b>Marks</b>	60 weighted to 50		50	
<b>Weighting</b>	50%		50%	
<b>Candidate response</b>	On separate answer sheet		On the question paper	
<b>Focus</b>	Task	Language	Task	Language
<b>Section title</b>	Directed Writing	Creative Writing	Reading for Ideas	Reading for Meaning
<b>Mark allocation</b>	30 marks (15 marks for task fulfilment, of which 6 marks weighted to 5 are for reading; and 15 marks for language)	30 marks (combined language and content)	25 marks (15 marks for content points of notes, 5 marks for language of summary; 5 marks for main ideas questions)	25 marks (content only)
<b>Weighting for writing skills: 50%</b>	20%	25%	5%	-
<b>Weighting for reading skills: 50%</b>	5%	-	20%	25%
<b>Assessment objectives</b>	W1, W2, W3, W4	W1, W2, W3, W4	R3, R4	R1, R2

## 2. Assessment at a glance

### Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

This syllabus is available to private candidates.

### Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0500 IGCSE First Language English
- 0510 IGCSE English as a Second Language
- 0511 IGCSE English as a Second Language (count-in oral)
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 0682 Cambridge International Level 1/Level 2 Certificate English as a Second Language
- 1119 O Level English Language (Malaysia)
- 1120 O Level English Language (Brunei)
- 1125 O Level English Language (Mauritius)
- 1126 O Level English Language Syllabus B (Mauritius)
- 1127 O Level English Language (Singapore)

Please note that O Level, Cambridge International Level 1/Level 2 Certificates and IGCSE syllabuses are at the same level.

Candidates for Cambridge O Level English Language **MUST** enter as follows:

- Candidates in **Brunei** *must* enter for **Subject 1120**
- Candidates in **Mauritius** *must* enter for **Subject 1125 or 1126**
- Candidates in **Singapore** *must* enter for **Subject 1127**
- Candidates elsewhere (including previous subject 1115) *must* enter for **Subject 1123**.

No candidate may enter for more than one English Language subject.



# 3. Syllabus aims and objectives

## 3.1 Aims

A qualification in this syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English through:

- **communicative competence:** the ability to communicate with clarity, relevance, accuracy and variety
- **creativity:** the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- **critical skills:** the ability to scan, filter and analyse different forms of information
- **cross-cultural awareness:** the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)

	Writing to:	Reading to:
Communicative competence	Communicate precisely and appropriately	Understand exact and implied meaning
Creativity	Develop ideas effectively	
Critical skills		Identify and respond to main ideas
Cross-cultural awareness	Reflect on the familiar	Have strategies to deal with the unfamiliar

**Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum.**

Reflecting the communication demands facing candidates in the real world, the syllabus distinguishes between **task** and **language** as the focus of Section 1 and Section 2 respectively in each paper:

Section	Focus	Writing	Reading
1	Task	Directed Writing	Reading for Ideas
2	Language	Creative Writing	Reading for Meaning

# 3. Syllabus aims and objectives

The **Task** aspect of Paper 1 is **Directed Writing**, where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. **Language** (as well as content) is tested in the **Creative Writing** section, where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination.

The **Task** aspect of Paper 2 is **Reading for Ideas**, where, for example, scanning for and summarising specific information is required to achieve and convey a global understanding of a text. **Language** is tested in the **Reading for Meaning** section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.

In this way, it is hoped that candidates will develop strategies to be able to transfer these communication skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word.

## 3.2 Assessment Objectives

### READING

- R1 Understand **explicit** meanings, through literal and vocabulary questions.
- R2 Understand **implicit** meanings and nuances of language, through inferential questions and questions on writer's craft.
- R3 **Scan and analyse text**, by identifying and summarising required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences.
- R4 Identify and respond to **main ideas** of a text, such as follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response to a theme in a text.

### WRITING

- W1 Communicate **appropriately**, with a clear awareness of purpose, audience and register.
- W2 Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.
- W3 Use **accurate** spelling, punctuation and grammar.
- W4 Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

# 4. Description of components

## 4.1 Paper 1: Writing

**1 hour 30 minutes, 60 marks**

This paper has two sections and candidates **answer on a separate answer sheet**.

### Section 1: Directed Writing (30 marks)

- Candidates are presented with a **task**, e.g. write a letter, speech, report, article, fit for purpose and relevant to the world of study, work or community.
- Candidates should write 200–300 words to inform or persuade a particular audience.
- 15 marks are allocated for task fulfilment and 15 marks for language.

### Section 2: Creative Writing (30 marks)

- This is an **essay**, testing language and content combined.
- Candidates answer **one** question from a choice of 5 narrative/descriptive/argumentative essay titles and should write 350–500 words.

Both sections test Assessment Objectives W1, W2, W3, W4.

## 4.2 Paper 2: Reading

**1 hour 45 minutes, 50 marks**

This paper has two sections and candidates **answer on the question paper**.

### Section 1: Reading for Ideas (25 marks)

- Candidates scan a **factual** communication (or communications) of approximately 700 words – e.g. report(s), article(s), advertisement(s), email(s), letter(s).
- They **identify and note down required information** – e.g. similarities and differences, or causes and effects, or advantages and disadvantages, or problems and solutions, or actions and consequences. Only **one** example content point will be given as guidance to candidates.
- 15 marks are allocated for content points.
- Candidates use these notes to **write a summary** of 160 words. 5 marks are allocated for language.

This task tests Assessment Objective R3 (also implicitly R1, R2).

# 4. Description of components

- Candidates then answer questions on the **main ideas** in the communication(s) – e.g. follow an argument/sequence or identify a conclusion, distinguish fact from opinion, give personal response to a theme in the passage.
- These will be **short answer** questions worth 5 marks.

This task tests Assessment Objective R4 (also implicitly R1, R2).

## Section 2: Reading for Meaning (25 marks)

- Candidates read a **narrative** passage (e.g. report, article, story) of approximately 700 words.
- They then answer **short answer** questions testing their ability to understand the language (both explicit and implicit meanings).

This section tests Assessment Objectives R1, R2.

# 5. Marking band descriptors for Paper 1

## SECTION 1 TASK FULFILMENT MARK

### Band 1 (15–13 marks)

- Good understanding of purpose.
- Clear awareness of situation and audience.
- Format entirely appropriate.
- All required points developed in detail, fully amplified and well organised.
- Given information well used to justify personal opinion and interpretation.
- Tone and register entirely appropriate.

### Band 2 (12–10 marks)

- An understanding of purpose.
- An awareness of situation and audience.
- Format appropriate.
- All required points addressed but not always developed in detail.
- Given information organised to support personal opinion.
- Tone and register appropriate.

### Band 3 (9–7 marks)

- Some understanding of purpose.
- Some awareness of situation and audience.
- Format generally appropriate.
- At least two required points addressed (and partially/fully developed).
- Given information may not be logically used to support opinion.
- Tone usually appropriate, although there may be slips of register.

### Band 4 (6–4 marks)

- Only partial understanding of purpose.
- Some confusion as to situation and audience.
- Format may be inappropriate.
- At least one of the required points addressed (and partially/fully developed).
- Given information may be used irrelevantly.
- Tone may be uneven.

# 5. Marking band descriptors for Paper 1

## Band 5 (3–1 marks)

- Misunderstanding of purpose.
- Confusion as to situation and audience.
- Little evidence of a specific format.
- None of the required points addressed.
- Given information misunderstood or irrelevant.
- Tone may be inappropriate.

## A mark of 0

- should be given only when:
- the response is totally incomprehensible **or**
- the candidate has merely copied out the question or parts of it at random **or**
- the question is not attempted at all.

# 5. Marking band descriptors for Paper 1

## SECTION 1 LANGUAGE MARK

### Band 1 (15–14 marks)

- Highly accurate, apart from very occasional slips.
- Sentence structures varied for particular effects.
- Verb forms largely correct and appropriate tenses consistently used.
- Vocabulary wide and precise.
- Punctuation accurate and helpful.
- Spelling accurate, apart from very occasional slips.
- Paragraphs have unity, are linked, and show evidence of planning.

### Band 2 (13–12 marks)

- Accurate; occasional errors are either slips or caused by ambition.
- Sentence structures show some variation to create some natural fluency.
- Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout.
- Vocabulary precise enough to convey intended shades of meaning.
- Punctuation accurate and generally helpful.
- Spelling nearly always accurate.
- Paragraphs have unity, are usually linked and show some evidence of planning.

### Band 3 (11–10 marks)

- Mostly accurate; errors from ambition do not mar clarity of communication.
- Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas.
- Simple vocabulary mainly correct; errors may occur with more ambitious words.
- Spelling of simple vocabulary accurate; some errors in more ambitious words.
- Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech.
- Paragraphs may show some unity, although links may be absent or inappropriate.

### Band 4 (9–8 marks)

- Sufficiently accurate to communicate meaning, with patches of clear, accurate language.
- Some variety of sentence length and structure, not always for particular purpose.
- Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication.
- Vocabulary usually adequate to convey intended meaning; idiom may be uncertain.
- Spelling of simple vocabulary accurate, errors in more difficult words.
- Punctuation used but not always helpful; occasional sentence separation errors.
- Paragraphs used but may lack unity or coherence.

# 5. Marking band descriptors for Paper 1

## Band 5 (7–6 marks)

- Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.
- Some simple structures accurate but script unlikely to sustain accuracy for long.
- Errors in verb forms and tenses will sometimes confuse sequence of events.
- Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely.
- Spelling of simple vocabulary accurate, frequent errors in more difficult words.
- Simple punctuation usually accurate, but there may be frequent sentence separation errors.
- Paragraphs used haphazardly.

## Band 6 (5–4 marks)

- Many serious errors of various kinds of 'single-word' type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some 'blurring'.
- Sentences probably simple and repetitive in structure.
- Frequent errors in verb forms and haphazard changes of tense confuse meaning.
- Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors
- Spelling may be inconsistent.
- Punctuation and paragraphing may be haphazard or non-existent.

## Band 7 (3–2 marks)

- Sense usually decipherable but some error will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- Unlikely to be more than a few accurate sentences, however simple, in the whole composition.

## Band 8 (1–0 mark)

- Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 1 mark should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.



# 5. Marking band descriptors for Paper 1

## SECTION 2 MARK

### Band 1 (30–27 marks)

- **Highly accurate**, apart from very occasional slips.
  - **Sentence structure varied** for particular effects.
  - **Verb forms largely correct** and **appropriate tenses consistently used**.
  - **Vocabulary wide and precise**.
  - **Punctuation accurate** and helpful.
  - **Spelling accurate** apart from very occasional slips.
  - **Paragraphs have unity**, are linked, and show evidence of planning.
- Consistently **relevant. Interest aroused and sustained**.
  - **Tone and register entirely appropriate**.
  - **Discursive** essays are well developed, logical, even complex, in argument.
  - **Descriptive** essays have well-developed images helping to create complex atmospheres.
  - **Narratives** are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.

### Band 2 (26–23 marks)

- **Accurate: occasional errors** are either slips or caused by ambition.
  - **Sentence structures show some variation to create some natural fluency**.
  - **Occasional slips** in **verb forms or tense formation** but **sequence consistent** and **clear** throughout.
  - **Vocabulary wide and precise enough** to convey intended shades of meaning.
  - **Punctuation accurate** and generally helpful.
  - **Spelling nearly always accurate**.
  - **Paragraphs have unity**, are usually **linked** and show some evidence of **planning**.
- **Relevant. Interest aroused and mostly sustained**.
  - **Tone and register appropriate**.
  - **Discursive** essays have clearly-defined, cohesive, logical stages in their argument.
  - **Descriptive** essays have interesting images and range of detail, helping to create effective atmospheres.
  - **Narratives** have effective detail creating character or setting, and may contain some sense of climax.

### Band 3 (22–19 marks)

- **Mostly accurate**; errors from ambition do not mar clarity of communication.
- **Some variety of sentence structures**, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but **control of tense sequence sufficient to sustain clear progression** of events or ideas.
- **Simple vocabulary mainly correct**; errors may occur with more ambitious words.
- **Punctuation generally accurate** and **sentence separation correctly marked**, but errors may occur e.g. with direct speech.
- **Spelling of simple vocabulary accurate**; some errors in more ambitious words.
- **Paragraphs may show some unity**, although links may be absent or inappropriate.

# 5. Marking band descriptors for Paper 1

- **Relevant. Some interest aroused**, although there may some lack of originality and/or planning.
- **Tone usually appropriate**, although there may be slips of register.
- **Discursive** essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- **Descriptive** essays have satisfactory images, ideas and details which help to create atmosphere
- **Narratives** are straightforward with proper sequencing of sentences

## Band 4 (18–15 marks)

- **Sufficiently accurate to communicate meaning**, with **patches** of clear, accurate language.
- **Some variety of sentence length and structure**, not always for particular purpose.
- **Errors in verb forms and tense consistency** may cause uncertainty in sequence of events or disturb ease of communication.
- **Vocabulary usually adequate to convey intended meaning**; idiom may be uncertain.
- **Punctuation used but not always helpful**; occasional sentence separation errors.
- **Spelling of simple vocabulary accurate**; errors in more difficult words.
- **Paragraphs used but may lack unity or coherence.**
- **Attempt to address topic** but there may be digressions or failures of logic. May lack liveliness and interest.
- **Tone may be uneven.**
- **Discursive** essays have mainly relevant points but may be only partially developed, with some repetition.
- **Descriptive** essays have some detail but may rely too much on narrative.
- **Narratives** are largely a series of events with only occasional details of character and setting.

## Band 5 (14–11)

- **Overall meaning never in doubt**, but errors sufficiently frequent and serious to **hamper precision** and distract reader from content.
- **Some simple sentence structures accurate but script unlikely to sustain accuracy for long.**
- **Errors in verb forms and tenses** will sometimes confuse sequence of events.
- **Vocabulary limited**, either too simple or imperfectly understood; some idiomatic errors likely.
- **Simple punctuation usually accurate**, but there may be frequent sentence separation errors.
- **Spelling of simple vocabulary accurate**, frequent errors in more difficult words.
- **Paragraphs used haphazardly.**
- **Some relevance. Some interest.**
- **Tone may be inconsistent.**
- **Discursive** essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
- **Descriptive** essays are relevant but lack scope or variety.
- **Narratives** are simple, everyday or immature.

# 5. Marking band descriptors for Paper 1

## Band 6 (10–7)

- **Many serious errors of various kinds of 'single-word' type** (i.e. they could be corrected without re-writing the sentence); **communication established**, although weight of error may cause **some 'blurring'**.
- **Sentences probably simple and repetitive** in structure.
- **Frequent errors in verb forms** and haphazard changes of tense confuse meaning.
- **Vocabulary conveys meaning but likely to be simple and imprecise**; significant idiomatic errors.
- **Punctuation and paragraphing may be haphazard or non-existent.**
- **Spelling may be inconsistent.**
- **A little relevance. A little interest.**
- **Some recognition of appropriate tone.**
- In **Discursive** essays only a few points are discernable and the argument progresses only here and there.
- In **Descriptive** essays the overall picture is unclear.
- **Narratives** are very simple and may narrate events indiscriminately.

## Band 7 (6–3)

- **Sense usually decipherable** but **some error will be 'multiple'** (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- **Unlikely to be more than a few accurate sentences**, however simple, in the whole composition.
- **Little relevance or interest.**
- **Tone may be inappropriate.**
- In **Discursive** essays only a very few points are discernable and the argument barely progresses.
- In **Descriptive** essays the overall picture is very unclear.
- **Narratives** are extremely simple and may narrate events indiscriminately.

## Band 8 (2–0)

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing**; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.
- **Discursive** essays are rarely relevant and may well be disordered, as are **Descriptive** essays and **Narratives**.

# 6. Additional information

## 6.1 Guided learning hours

O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

## 6.2 Recommended prior learning

We recommend that candidates who are beginning this course should have sufficient competence in English to be able to achieve a level of English equivalent to First Language competence during the course.

## 6.3 Progression

O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in O Level English Language are well prepared to follow courses leading to AS and A Level English Language, or the equivalent.

## 6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 6.5 Grading and reporting

Ordinary Level (O Level) results are shown by one of the grades A\*, A, B, C, D or E indicating the standard achieved, Grade A\* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade E. 'Ungraded' will be reported on the statement of results but not on the certificate.

# 6. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

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# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL CURRICULUM AND ASSESSMENT POLICY  
STATEMENT  
GRADES 10 – 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE**

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## SECTION 1

### National Curriculum and Assessment Policy Statement for English First Additional Languages Grades 10 – 12

#### 1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
  - (iii) The policy document, *National Protocol for Assessment Grades R – 12 (January 2012)*.
  
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
  - (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
  
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
  - (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007;
  - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
  - (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in *Government Gazette, No.29466* of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
  - (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267 in Government Gazette No. 29467* of 11 December 2006.
- (c) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;

- collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

<b>SUBJECT</b>	<b>GRADE R (HOURS)</b>	<b>GRADES 1-2 (HOURS)</b>	<b>GRADE 3 (HOURS)</b>
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
▪ Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

#### 1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

<b>SUBJECT</b>	<b>HOURS</b>
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
▪ Creative Arts	(1,5)
▪ Physical Education	(1)
▪ Personal and Social Well-being	(1,5)
<b>TOTAL</b>	<b>27,5</b>

#### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

<b>SUBJECT</b>	<b>HOURS</b>
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2

Arts and Culture	2
<b>TOTAL</b>	<b>27,5</b>

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	<b>4.5</b>
II. First Additional Language	<b>4.5</b>
III. Mathematics	<b>4.5</b>
IV. Life Orientation	<b>2</b>
V. A minimum of any three subjects selected from <b>Group B</b> <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	<b>12 (3x4h)</b>

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### Introducing the Languages

#### 2.1 Languages in the National Curriculum and Assessment Policy Statement

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better than it is; clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

#### Language levels

Language learning in Grades 10 – 12 includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-Official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners while First Additional language is the language learnt in addition to one's Home Language. Many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the names Home Language and First Additional Language refer to the proficiency levels at which the language is offered, and not the native (Home) or acquired (as in the Additional) languages. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

**Home Language level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to



recreate, imagine and empower their understandings of the world they live in. However, the emphasis and marks allocated for reading and writing from Grades 7 onwards are greater than those for speaking and listening because the demands on learners' literacy increase as they prepare for further and higher education and the world of work.

**The First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore given to using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Grade 10, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 10 – 12, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Grade 12. These standards must be such that learners can use their additional language at a high level of proficiency to prepare them for further or higher education or the world of work.

## **2.2 Specific aims of learning Additional Languages**

Learning a First Additional Language should enable learners to:

- acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context;

- use their Additional Language for academic learning across the curriculum;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for lifelong learning;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use their Additional Language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the ‘information age’ and forms the basis for lifelong learning;
- use their Additional Language as a means of critical and creative thinking; for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique;

### 2.3. Overview of the language curriculum

The curriculum is organised according to the following skills, content and strategies.

<b>Overview of language skills, content and strategies</b>	
<p><b>Listening and Speaking</b></p> <p><b>Listening</b></p> <p><b>Listening process</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-listening:</b> strategies to prepare learners for listening, e.g. activating background knowledge, predicting, getting physically prepared</li> <li>• <b>During listening:</b> <ul style="list-style-type: none"> <li>▪ Listening for specific information and comprehension</li> <li>▪ Listening for critical analysis and evaluation</li> <li>▪ Listening for interaction</li> <li>▪ Listening for appreciation</li> </ul> </li> <li>• <b>Post-listening:</b> answering questions, reviewing notes, using information (e.g. to label a diagram), summarising, drawing inferences and conclusions, evaluating, responding critically</li> </ul> <p><b>Speaking</b></p>	<p><b>Reading and Viewing</b></p> <p><b>Reading and viewing process:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-reading:</b> strategies to prepare learners for reading, e.g. activating background knowledge, predicting, skimming headings</li> <li>• <b>Reading:</b> close reading of text supported by teacher’s questions; development of strategies, e.g. inferencing; focus on word choice, use of language, imagery, etc.</li> <li>• <b>Post-reading:</b> interpreting the text as a whole using strategies such as synthesising, summarising, comparing and contrasting, inferencing, evaluating, drawing conclusions, expressing opinions</li> </ul> <p><b>Writing and Presenting</b></p> <p><b>Process writing strategies:</b></p> <ul style="list-style-type: none"> <li>• Selecting a text type and topic</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Informal speaking</b>, e.g. conversations</li> <li>• <b>Formal speaking and presenting:</b> <ul style="list-style-type: none"> <li>▪ Planning, researching and organising ideas and information</li> <li>▪ Practising and presenting: showing awareness of audience, purpose, and context; using appropriate and accurate language structures and conventions; clear delivery, using appropriate verbal and non-verbal techniques</li> </ul> </li> </ul> <p><b>Oral text types</b></p> <ul style="list-style-type: none"> <li>• <b>Informal:</b> discussion, conversation, dialogue, group work, unprepared reading aloud</li> <li>• <b>Formal:</b> prepared speech, unprepared speech, reading aloud, interview, panel discussion, debate, giving directions and instructions, introducing a speaker, offering a vote of thanks</li> </ul>	<ul style="list-style-type: none"> <li>• Planning/Pre-writing – analysing the structure and language features of the text type</li> <li>• Drafting, revising, proof-reading, editing, presenting</li> </ul> <p><b>Written text types:</b></p> <ul style="list-style-type: none"> <li>• <b>Cognitive academic:</b> information report, procedures, explanation, persuasion/argumentative, reflective/discussion/discursive, review</li> <li>• <b>Creative:</b> narrative, descriptive</li> <li>• <b>Personal/interpersonal:</b> diary/journal, personal letter, personal recount, invitation, obituary</li> <li>• <b>Business:</b> business letter, pamphlet, brochure, CV, form-filling, agenda, minutes, flyer, advertisement</li> </ul>
<p style="text-align: center;"><b>Language structures and conventions</b></p> <p>Language structures and conventions are taught in the context of the above skills and also as part of a systematic language development programme. This should include word choice, spelling, sentence construction, punctuation, paragraph writing, revision of grammatical structures taught in earlier grades, and the introduction of new language structures (see Reference List)</p>	

## 2.4 Teaching the First Additional Language

In order to learn an additional language well, one needs as much exposure to it as possible. Teachers should therefore ensure that learners listen to and read the Additional Language for a wide range of purposes. They need opportunities to listen to the Additional Language for information and comprehension (e.g. the news) and for pleasure (e.g. a story or song). Even more important, they need opportunities to read and view the Additional Language for information (e.g. an explanation with an accompanying diagram), pleasure (e.g. a magazine) and literary appreciation (e.g. a poem). Research shows that the best way to develop a wide vocabulary is through extensive reading. However, it is very important that oral, written and visual texts are at the right level for learners. If the texts are too difficult, learners will become discouraged and they will not learn anything; if they are too easy, there will be no challenge and little learning will take place. An important role of the language teacher is to match the level of text to the level of the learner. Throughout the FET phase, learners should be listening to and reading progressively more challenging texts.

Learners also need to use their Additional Language frequently for a range of purposes. They need opportunities to speak the Additional Language for interpersonal reasons (e.g. a conversation), to develop their creativity (e.g. performing a poem, role playing, etc.), to develop cognitive academic skills (e.g. taking part in a debate) and to prepare for the

workplace (e.g. taking part in an interview). Even more importantly in the FET phase, learners need opportunities to write for interpersonal reasons (e.g. a letter), to develop their imaginative abilities (e.g. a story), to develop cognitive academic skills (e.g. an argumentative essay) and to prepare for the world of work (e.g. writing a letter of application and compiling a relevant curriculum vitae). Learners need to understand the purpose for which they are writing and to develop a sense of audience. Throughout the FET phase, they should be writing progressively more challenging texts. It is necessary that learners receive regular and timely feedback on their writing so that they know where and how to improve. An important role of the language teacher is to provide high-quality feedback, which is at the heart of good assessment.

Teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers. For example, they can teach learners to skim and scan; they can ask questions that develop learners' higher-order reading skills; they can teach learners the process of writing; they can teach critical language awareness; they can provide feedback that enables learners to get a sense of their own strengths and weaknesses and an understanding of how to move forward.

Learners also need to know the basics of language: grammar, vocabulary, spelling and punctuation. Generally, teachers will deal with these aspects of language in context. For example, they can make learners aware of the structure and features of an explanation (it is written in the present tense; the passive may be used; causal connectives such as 'because' and 'so' may be used). However, there is also a place for direct/explicit teaching of the basics, for example if learners are constantly making mistakes with a particular aspect of grammar, it may be necessary to teach this directly and give learners the opportunity to practise it. It is important to remember that the role of grammar teaching is to support correct language use, and that it has little value if taught as decontextualised rules.

When planning a two-week unit of lessons, teachers should integrate language skills, together with the basics of language. They should choose a text type and a topic that will interest learners; little learning can be achieved if learners are not engaged and motivated. For example, a topic for an argumentative essay might be 'Should education be free?' Teachers could introduce the topic through listening and/or reading, building the language and

vocabulary knowledge necessary for speaking. For example, learners could read articles presenting different views about ‘free education’ and they could then debate the issue. Once learners are familiar with the language necessary for this topic, they could do a writing activity, such as an argumentative essay. This would provide further opportunities for working with language. Teachers should provide feedback throughout the process and an appropriate assessment activity at the end.

In Grades 10 – 12, it is important that:

- there is a strong focus on reading and writing;
- there is continued support for the development of vocabulary, sentence and paragraph construction, and grammar;
- learners work with a range of texts and that these texts increase in difficulty as they move through the grades;
- learners are well prepared for using their Additional Language as the language of learning and teaching (LoLT);
- learners are well prepared for the examination at the end of Grade 12.

### **Listening and speaking**

The ability to listen and speak effectively is essential to interpersonal relations and successful learning across the curriculum. Through focused listening activities, teachers should help learners to develop strategies that will enable them to:

- understand and use information presented orally, for example listening and labelling a diagram;
- record information, for example by taking notes;
- participate orally in constructing knowledge, solving problems, and expressing emotions and opinions;
- understand the views, opinions, emotions and creative output of others;
- where necessary, challenge the perspectives of others and explore how values and power relationships are expressed orally.

In Grades 10 – 12 learners will build on oral skills acquired in earlier grades and become increasingly confident and responsive. Their sense of what is appropriate will increase.

Where learners are not able to interact with speakers of the language, they need to practise a variety of informal and formal spoken forms in the classroom. The teacher will need to build the vocabulary and language structures necessary for learners to do this. Speaking can be a source of anxiety for Additional Language speakers so classroom environments should be supportive and relaxed. Relevant, interesting topics can help to overcome inhibition. Teaching approaches which encourage learners to participate through asking and answering questions and discussion will help to make learners more comfortable with formal speaking tasks and activities.

The speaking/listening programme should be integrated with other skills. Learners should be exposed to new vocabulary, structures and text types before they can produce them. They should listen to or read texts that model the structures and vocabulary they will be expected to use when speaking and writing, and they need opportunities for practice.

In Grades 10 – 12, teachers should approach listening as a three-phase activity:

- **Pre-listening:** This prepares learners for listening to an oral text in their Additional Language. For example, the teacher could ask a general, focusing question in advance which the learners must answer after they have listened to the text for the first time.
- **During listening:** It is good practice for the teacher to read (or play) a listening text several times, asking different questions each time. It is helpful to move from questions which enable learners to understand the general meaning of the text to more specific questions that require a more detailed understanding of the text. By doing this, the teacher is helping learners to develop listening strategies.
- **Post-listening:** Learners answer further questions, review notes, use information (e.g. to label a diagram, to prepare a speech), summarise, draw inferences and conclusions, evaluate and respond critically.

Speaking happens informally in the classroom, for example, in group work. Learners also need opportunities to practise the kind of informal conversations they might not normally have in the classroom. Teachers should provide instruction in formal speaking and presenting, for example a prepared or an unprepared speech, reading aloud, an interview, a debate, etc. This will often be a two-step process:

- Planning, researching and organising ideas and information

- Presenting: demonstrating an awareness of audience and context; the use of appropriate and accurate language structures and conventions; clear delivery; use of appropriate verbal and non-verbal techniques, etc.

## Reading and Viewing

By Grade 10 learners should be confident, independent readers in their First Additional Language, selecting texts for their own interests and tastes. However, this may not be the case for all learners. At the start of the year, it is necessary, therefore, to assess learners' reading comprehension and to plan teaching accordingly.

In Grades 10 – 12 teachers should approach reading as a three-phase activity:

- **Pre-reading:** This prepares learners for reading a text in their Additional Language. For example, learners could be encouraged to make predictions about the text based on the title. This will activate their prior knowledge and help them to make sense of the text when they begin to read it.
- **Reading:** This involves close reading of the text. Learners will answer questions about the meaning of the text. They will be asked to consider how word choice, use of language, imagery, etc. affect the meaning of the text. They will be expected to use comprehension strategies such as inferencing.
- **Post-reading:** At this stage learners view and assess the text as a whole. They synthesise (or pull together) ideas in the text, summarise ideas, compare and contrast different aspects of the text, evaluate the text, draw conclusions and express their own opinions. There could be follow-up activities such as vocabulary work based on the text.

The texts used for reading might also be used as models for writing. For example, learners might read a discussion/discursive text on the topic, 'Alcohol causes a great deal of human misery – Should it be banned?' They could read the text, using the three-stage approach. In the Reading Stage, they could analyse the structure and language features of the text type. In the Writing lesson, they could write a discussion/discursive text of their own on a different topic.

In this curriculum there are three different focuses for reading:

First, learners will practise intensive reading of short texts for comprehension, note-taking, summary and critical language awareness. These texts are drawn from a wide range of written and visual sources and may include extracts from novels, short stories and articles, advertisements, graphs, cartoons, photographs or film clips. For written texts learners should practise and use the skills of skimming, scanning and intensive reading. Special attention may be drawn to language features of these texts for an integrated study of language. For example, if an advice column is chosen for intensive reading the integrated language item may be modal verbs (e.g. *should, must, can*).

Secondly, learners will study setworks, with a focus on the aesthetic and cultural qualities of texts such as poems, plays, films, novels and short stories. Setwork study allows learners to engage creatively with important cultural and aesthetic texts and to explore their own reality through this engagement. Setwork study will introduce learners to the meta-language/ technical terms used in literary criticism, e.g. “plot” and “character” for novels or “long shot” for film. Meta-language enables learners to explore their understanding of the text more deeply and should not be learned for its own sake. Meta-language must relate closely to the text being studied, for example one would choose a novel rather than a poem to discuss “plot”. In Grades 10 – 12 learners should study a range of literary texts. For example, a teacher could choose a range of poems over the two years (Grades 10 and 11), short stories from different countries, novels and plays from different periods or films by different directors. In Grade 12 learners will study the nationally prescribed setwork.

NB: Film study may be offered for enrichment in Grades 10 and 11. Schools choosing this option must be able to provide the technology required for studying film and audio-visual text.

Thirdly, learners should be involved in extensive reading of a variety of written and visual texts. They should know how to access classroom, school or public libraries and films and the internet where available. Teachers should guide learners in selecting texts of the right level which are interesting and accessible. Library visits, book clubs, classroom libraries, donated



or subscribed magazines and newspapers in the classroom support this aspect of the reading programme.

### **Writing and presenting**

At the start of the year, it is necessary to assess learners' writing. Teachers may find that they need to review some of the basics of writing, for example, paragraph structure, sentence structure and punctuation. It may be necessary to continue giving learners guidance and practice throughout the year.

A first step in teaching extended writing is to select an appropriate text type. Teachers should choose text types at an appropriate level of challenge for the grades they are teaching. Certain text types are suitable for writing short texts, for example, a letter or an email. Other text types, such as persuasive or argumentative essays, are more suitable when longer texts are required. Learners should write a range of texts for different purposes: academic, creative, interpersonal and work-related. Teachers should make sure that they cover text types that are important in other subjects, for example, information reports, explanations, and persuasive and argumentative essays.

Teachers then need to plan how to teach the selected text type. This would involve steps such as the following:

- introducing the topic, for example, 'Don't do drugs!' for a persuasive essay; this will involve introducing new vocabulary suitable to the topic and level;
- looking at an example of a persuasive essay on a different topic and analysing its structure and language features;
- discussing the purpose, audience and context which determine the style or register;
- discussing the criteria the teacher and learners would use to assess a persuasive essay;
- brainstorming and doing some research on the topic; this is another opportunity to build vocabulary;
- drafting the essay and getting feedback from peers and/or the teacher;
- revising, editing and proofreading the essay; checking and correcting grammar, spelling and punctuation.

In order to write well, learners need knowledge of different text types, a wide vocabulary, a good control of English grammar, spelling and punctuation; and a critical understanding of the potential effects of their writing.

### **Language structures and conventions**

The skills of listening, speaking, reading and writing cannot be put into practice without a sound knowledge of language structure and practice in using it. Learners also need a wide vocabulary, which is perhaps the single most important factor enabling a person to communicate well in an additional language. A wide vocabulary is essential for all the language skills, but especially for reading and writing. The most effective way for learners to improve their grammar and increase their vocabulary is by doing lots and lots of reading inside and outside of the classroom. As we have seen above, teachers need to find a place for extensive reading in the First Additional Language programme.

Grammar and vocabulary also need to be taught, both in context and in activities with a specific focus on these aspects of language. They can be taught in context as part of reading comprehension lessons, where there is an intensive focus on a short passage. Some of the questions which the teacher asks will focus on language use in the text. This gives the teacher and learners an opportunity to explore how grammar and language is used and to what effect. Grammar and vocabulary can also be taught in the context of writing. For example, when the class analyses a text type or genre in preparation for writing, they will look at its structure and features. When discussing the features, they will look at the choice of vocabulary and grammar, in other words, at the register used. When learners proof-read and edit their writing, they should also draw on their knowledge of grammar and vocabulary. The teacher will need to provide feedback to assist them in this process.

There should also be activities that focus specifically on grammar and vocabulary as part of a systematic programme and also in response to common errors identified by the teacher. Grammar should be taught purposefully; attention should be given to meaning as well as form. For example, the passive is used when the object is more important than the subject and you want to make it the topic of a sentence, or when the actor is unknown, unimportant or not worth mentioning, for example, ‘Gold was mined on the Witwatersrand’ or ‘The store was robbed last night.’ Punctuation should also be taught in relation to sentence structure.

Learners should be encouraged to use both monolingual and bilingual dictionaries. They should be encouraged to write new words they encounter in a vocabulary book and to memorise their spelling and meanings. There should be regular revision of vocabulary and spelling in the form of tests, quizzes and “spelling bees”.

### **Language teaching approaches**

The approaches to teaching language in these documents are text-based, communicative, integrated and process oriented.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** teaches learners to become competent, confident and critical readers, writers, viewers, and designers of texts. It involves listening to, reading, viewing, and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

**The process approach** is used when learners read and produce oral and written texts. The learners engage in different stages of the listening, speaking, reading, and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During process writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

### **Approaches to teaching literature**

The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays, and poems because they have ideas, thoughts, and issues, and principles, ideologies, and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing, and highlighting their ideas.

The teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they will not have learned much. Teachers often need to restrain their own interpretations and ideas of literary texts, and allow as much learner participation as is reasonable. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader.

The best ways to approach the teaching of literature would involve some or all of the following:

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. This should not take more than two weeks. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Spending too long on reading a text is deleterious to a clear understanding of narrative line and plot. Some classes can read texts without such support. That is to be encouraged. *Poetry* should be taught, not *poems*. Read as many as possible in class, and ensure that learners write poems as well.
- Literary interpretation is essentially a university-level activity, and learners in this phase do not have to learn this advanced level of interpretation. However, the whole purpose of teaching literary texts is to show learners how their Home Language can be used with subtlety, intelligence, imagination, and flair. This means taking a close look at how text is being created, manipulated, and re-arranged to clarify and emphasise what is being expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery is being selected by the writer and why; sentence structures and paragraphing, or the layout of poems; choice of words, continuing motifs through the text; the use of symbol, sound, and colour where appropriate. Most of this work should be text-based, but line-by-line analysis of any text is destructive to its subtlety.
- Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners. Class discussions can be fruitful as long as everyone is involved. But class discussions that lead to written work activities serve a clearer purpose and benefit both.
- Finally, it is important to point out that literature is not about right answers. A whole text means something, not just bits and pieces of it; a good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices.

## 2.5 Time allocation in the curriculum

The First Additional Language curriculum is based on a 40-week academic year with an allocation of 4.5 hours per week. Language is taught in two-week cycles of 9 hours. Timetabling should make provision for one double period per week, to allow for extended activities such as writing to be completed.

In a two-week cycle the following time allocation for the different language skills is suggested:

Skills	Time Allocation per Two-week Cycle (Hours)	%
Listening & Speaking	1	10
Reading & Viewing: Comprehension & Literature	4	45
Writing & Presenting	3	35
<b>Language structures and conventions</b> (this is also integrated into the 4 skills)	1	10

The time allocation for normal teaching/learning in Grade 10 and 11 is 36 weeks. Four weeks is set aside for examination purposes. In Grade 12 there are 30 weeks for normal teaching/learning and ten weeks for examinations.

## 2.6 Requirements to offer First Additional Language as a subject

- Each learner should have:
  - (a) An approved language textbook
  - (b) Two (2) of the following approved/prescribed literary genres:

Genre	Grades 10 – 12
Novel	√
Short stories	√
Drama	√
Poetry	√

- (c) A dictionary which also provide information and guidance on language; if possible, learners should also have a bilingual dictionary (e.g. isiZulu/English).
- (d) Media material: a collection of newspapers and magazines.

(e) Access to reading material in a class, school and/or public library for extensive reading

- The teacher should have:

(a) A Curriculum and Assessment Policy Statement

(b) Language in Education Policy (LiEP)

(c) The language textbook used by learners and other textbooks for resource purposes in addition to the approved text

(d) Two (2) of the following approved/prescribed literary genres:

<b>Genre</b>	<b>Grade 10 – 12</b>
Novel	√
Short stories	√
Drama	√
Poetry	√

(e) Dictionaries, both monolingual and bilingual, and a thesaurus

(f) A reference textbook for grammar

(g) Media material: A variety of newspapers, magazines, brochures and flyers.

(h) Access to reading material in a class, school and/or public library in order to guide learners' extensive reading

## SECTION 3

### Content and Teaching Plans for Language Skills

This section is divided into TWO components, the Skills, Content and Strategies in the Languages curriculum, and the Teaching Plans.

#### 3.1 Listening and Speaking

Listening and speaking are different but co-dependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. debate, need focused instruction. Formal and informal listening and speaking are integrated with reading, writing and language practice, and speaking may give written text an oral form (e.g. reading aloud).

#### LISTENING

##### Listening process

Listening instruction will usually involve working through elements of the listening process. This is a three-phase activity which models independent listening strategies for decoding and understanding speech and other audio forms. Not every step of the process will be used on every occasion. For example, if learners are listening to a recorded explanation they will need to do a **pre-reading** activity which alerts them to the need for focused listening and helps them make associations with their own experience. **Listening** activities would help them recall details and evaluate the message. **Post-reading** might involve learners in responding to what they have heard through discussion.

Listening comprehension exercises and assessment give an opportunity to teach learners how to listen.

##### Listening process

1. **Pre-listening** introduces learners to the listening situation. It allows them to activate their previous knowledge of the topic, and prepare for listening.

- Stimulate /activate background knowledge before listening
- Predict what text may be about from title
- Deal with any key vocabulary that learners may not be familiar with
- Teacher may set a pre-listening question to focus learners' attention
- Learners should be physically prepared with, for example, pencil and pad for note taking

2. During **Listening** learners pay attention for various purposes:

(Note that it is good practice for learners to listen to a text several times, focusing on a different aspect each time.)

##### 2.1 Listen for specific information

- Search for meaning; identify main and supporting ideas
- Constantly check understanding of message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting
- Make meaningful notes; outline, map, categorise, summarise, paraphrase, retell, explain what has been said
- Be aware of speaker/presenters' body language and other visual cues

##### 2.2 Listen for critical analysis and evaluation

- Distinguish between facts and opinions
- Interpret and evaluate the tone of the message
- Identify and interpret any emotive and manipulative language used
- Respond critically to the text

### 2.3 Listen for interaction

- Use turn-taking conventions in conversations or group work
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Signal interest and attention appropriately through expression, posture etc.
- Use the appropriate conventions to be polite and show respect for others

### 2.4 Listen for appreciation

- Respond in communication situations
- Use turn-taking conventions in conversation
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Show understanding of the relationship between language and culture by showing respect for cultural conventions
- Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery, gestures accompanying the text

### 3. Post-listening follows up on the listening experience. Learners

- answer questions;
- review notes;
- summarise;
- transfer information from oral to written mode, e.g. use information to label a diagram;
- synthesise new information with prior knowledge;
- draw conclusions; evaluate; give own opinion; respond critically.

## SPEAKING

Speaking instruction needs to recognise a wide range of informal and formal speaking situations, from casual conversation to formal researched debate and presentation. Speaking clearly, fluently, coherently, confidently and appropriately should be the aim of teaching speaking.

### Informal speaking and group work (see “Features and conventions of oral communication” below)

- Initiate and sustain conversations, e.g. by filling in gaps and encouraging the speaker
- Ask and respond to questions to sustain communication
- Use turn-taking conventions
- Share ideas and experiences
- Clarify meaning where appropriate
- Give and justify opinion; negotiate a position
- Promote the aims of the group work by taking on leadership and other roles
- Respond to language, gestures, eye contact and body language
- Signal interest and attention appropriately through expression, posture and gesture

### Formal speaking and presenting

The formal speaking process will usually involve 1) planning, researching and organising and 2) practising and presenting. Formal practising and presentation forms may involve a written version.

#### 1. Planning, researching and organising

Learners demonstrate planning, researching and organising skills for oral presentation. They

- use resources and reference materials to find and select information;
- make notes and summaries from a range of relevant sources;
- include a range of facts and examples according to task requirements;
- use an effective introduction and conclusion, e.g. by using literary quotations, references to authoritative sources, anecdotes;
- develop ideas and argument: arrange facts, examples etc. logically;



- in argument, offer appropriate types of proof, e.g. statistics, testimony, specific instances;
- use objects, audio and/or visual aids to enhance the appeal and accuracy of presentations.

## 2. Practising and presenting

Learners demonstrate practising and oral presentation skills. They

- Use appropriate forms of address
- Show an awareness of audience: rhetorical questions, repetition, pause
- Show an awareness of situation: formal, informal and colloquial speech or slang
- Express and support own opinion in discussion and interaction
- Use correct language structures and conventions
- Use appropriate verbal and non-verbal techniques to reinforce meaning, e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures and body language
- Speak with appropriate, clear intonation and pronunciation, modulated for meaning

### Features and conventions of oral communication texts

#### 1. Informal speaking and group work

Speaking/oral text form	Purpose	Features
<b>Informal discussion/conversation/dialogue/group work</b>  <b>See: Expressions used in conversational English – Reference list Below</b>	To share ideas, opinions and viewpoints with individuals groups	<ul style="list-style-type: none"> <li>• Initiate and sustain conversations</li> <li>• Use turn-taking conventions</li> <li>• Fill in gaps and encourage the speaker</li> <li>• Clarify meaning where necessary</li> <li>• Give and justify opinion; negotiate a position</li> <li>• Share ideas and experiences</li> <li>• Ask and respond to questions to sustain communication</li> <li>• Promote the aims of the group work by taking on leadership and other roles</li> <li>• Respond to language, gestures, eye contact and body language</li> <li>• Signal interest and attention appropriately through expression, posture and gesture</li> </ul>
<b>Unprepared reading aloud</b>	To share a text written by self or other	<ul style="list-style-type: none"> <li>• Read fluently according to meaning and purpose</li> <li>• Pronounce words without distorting meaning</li> <li>• Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures</li> </ul>

#### 2. Formal speaking and presenting

See also general comments on planning and presenting above.

Speaking/oral text form	Purpose	Features
<b>Prepared speech</b>  <b>This form will display evidence of research and/preparation</b>	Various: to inform/persuade/share and justify viewpoint or opinion  Oral report; review	<ul style="list-style-type: none"> <li>• Conduct research</li> <li>• Organise material coherently. Choose and develop main ideas and support with examples</li> <li>• Use correct format, vocabulary, language and conventions</li> <li>• Use rhetorical questions, pauses and repetition</li> <li>• Use tone, voice projection, pace, eye contact, posture and gestures</li> <li>• Use effective introduction and conclusion</li> <li>• Use appropriate style and register</li> <li>• Incorporate appropriate visual, audio and/or audiovisual aids, e.g. charts, posters, objects, images</li> </ul>
<b>Unprepared speech</b>	Various: to present a speech without preparing	<ul style="list-style-type: none"> <li>• Use tone, voice projection, pace, eye contact, posture and gestures</li> <li>• Display sense of audience and make contact with listeners</li> </ul>

	beforehand/to arrange logic promptly/employ speech techniques at short notice	<ul style="list-style-type: none"> <li>• Use appropriate and effective vocabulary and language structures</li> <li>• Use effective introduction and conclusion</li> </ul>
<b>Prepared reading aloud</b>	To share a text written by self or other; to entertain	<ul style="list-style-type: none"> <li>• Read fluently and attentively according to purpose and task</li> <li>• Pronounce words without distorting meaning</li> <li>• Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures</li> </ul>
<b>Interview</b>	To elicit information or point of view from an individual or panel  In Grade 12 learners will role play the job interview	<ul style="list-style-type: none"> <li>• Plan and prepare for interview, e.g. by determining goal, background information, and preparing questions</li> <li>• Create rapport with the interviewee/s (an atmosphere of trust)</li> <li>• Listen actively, evaluate responses, and respond appropriately</li> <li>• Introduce participants</li> <li>• Ask questions to elicit information. Questions should be relevant and expressed sensitively and respectfully</li> <li>• Summarise or record responses, e.g. by taking notes; summarising, sequencing and arranging responses and important details in logical order</li> <li>• Close the interview, e.g. thank the interviewee</li> </ul>

### 3. Argument and viewpoint

Speaking/oral text form	Purpose	Features
<b>Panel Discussion</b>	To share different opinions or information from different sources	<ul style="list-style-type: none"> <li>• Each speaker talks about a particular aspect of the topic</li> <li>• Be aware of the role and duties of the chairperson                             <ul style="list-style-type: none"> <li>▪ Keeping order</li> <li>▪ Managing time</li> <li>▪ Keeping to the agenda</li> <li>▪ Encouraging participation</li> <li>▪ Remaining neutral</li> <li>▪ Calling for proposal or votes</li> </ul> </li> </ul>
<b>Debate</b>	To argue different viewpoints on a chosen topic  This is a formal oral form for public viewing and participation.	<p>Debating procedure:</p> <ul style="list-style-type: none"> <li>• Two teams of speakers, usually three per team, argue for or against a motion. Motions make claims or propositions, e.g. ‘The World Cup was good for our economy’, rather than simply ‘The World Cup’.</li> <li>• Debate proceedings are controlled by a chairperson, who:                             <ul style="list-style-type: none"> <li>▪ introduces the motion and gives some background to it;</li> <li>▪ introduces each speaker;</li> <li>▪ maintains order;</li> <li>▪ keeps time – speakers are given time limits;</li> <li>▪ manages the discussion when the motion is opened to the floor (see below);</li> <li>▪ manages the vote (see below).</li> </ul> </li> <li>• The chair introduces the motion and asks the first speaker for the proposition (the team arguing <b>for</b> the motion) to speak.</li> <li>• The first speaker for the proposition presents arguments supporting the motion.</li> <li>• The first speaker for the opposition (those speaking <b>against</b> the motion) presents arguments opposing the motion and may also rebut (attack) the first speaker’s arguments.</li> <li>• The second speaker for the proposition builds on the team’s</li> </ul>

		<p>arguments, presents new arguments, and rebuts the previous speaker's points.</p> <ul style="list-style-type: none"> <li>• The second speaker for the opposition does the same.</li> <li>• The motion is opened to the floor (audience) for discussion and questions.</li> <li>• Following the general discussion the opposition sums up first. The third speaker repeats the team's main arguments and tries to persuade the audience to vote against the motion, giving reasons. This speaker may also rebut previous arguments.</li> <li>• The third speaker for the proposition does the same.</li> <li>• The debate may be concluded and a result obtained in different ways, e.g. by having the speeches assessed (scored) by a judge, or putting the motion to the vote.</li> </ul>
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#### 4. Speaking for specific purposes/contexts

Speaking/oral text form	Purpose	Features
<b>Giving directions</b>	To tell someone how to get somewhere	<ul style="list-style-type: none"> <li>• Use mostly the imperative form</li> <li>• Use concise and clear sentences</li> <li>• Use chronological order</li> <li>• Refer to a specific direction</li> <li>• Indicate the approximate distance</li> <li>• Provide information about landmarks along the way</li> </ul>
<b>Instructions</b>	To explain how to use a tool or instrument, prepare food, repair faults, etc.	<ul style="list-style-type: none"> <li>• Explain how to use an tool or instrument, or how to make something</li> <li>• Describe the materials needed</li> <li>• Provide a clear, correct and logical sequence of instructions</li> <li>• Use appropriate vocabulary, expressions or technical language</li> </ul>
<b>Introducing a speaker</b>	To give an audience information about a speaker/guest	<ul style="list-style-type: none"> <li>• Obtain relevant information from the speaker</li> <li>• Use a formal style or register</li> <li>• Create interest and expectation in the audience, e.g. by telling the audience about relevant background information and achievements</li> <li>• Build expectation through, e.g. pauses and inflection</li> <li>• End strongly and confidently</li> </ul>
<b>Offering a vote of thanks</b>	To thank a speaker after delivering a speech to an audience	<ul style="list-style-type: none"> <li>• Use a formal register</li> <li>• Listen carefully to the speaker, to point out some highlights in the address</li> <li>• Mention strong points in the address</li> <li>• End strongly and confidently</li> </ul>

**Suggested length of texts to be used for listening comprehension**

Texts	Grade	Length of text
<ul style="list-style-type: none"> <li>• Oral, visual, audio-visual and multimodal texts from the mass media</li> <li>• Audio texts (Grades 10 and 11, listening comprehension clip two minutes long and Grade 12 clip three minutes long) should be played/read at least two times</li> <li>• Creative texts</li> <li>• Referential and informational texts</li> <li>• Texts for enrichment</li> <li>• Audio-visual texts (films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)</li> </ul>	10	150 words/about 2 minutes
	11	250 words/about 2 ½ minutes
	12	350 words/about 3 minutes
<p><b>OR</b> a 30-minute test including a two-minute audio clip (Grades 10 &amp; 11) and three-minute audio clip (Grade 12) with questions to answer</p>		

**Suggested duration of oral communication**

Texts	Duration Grades 10 – 12
Conversations, debates, forum/group/panel discussions, group discussions	20 – 30 minutes for group/class
Dialogues	3 – 4 minutes for a pair/5 – 6 minutes for a group
Directions and instructions	1 – 2 minutes
Interviews	8 – 10 minutes for the group
Introducing a speaker, vote of thanks	1 – 2 minutes
Prepared reading	2 – 3 minutes
Prepared speeches, report, review	2 – 3 minutes
Storytelling, relating events	Up to 5 minutes
Meeting and procedures	8 – 10 minutes for the group
Day-to-day oral communication, e.g. seeking assistance, apologising, etc.	1 – 2 minutes

**Expressions used in conversational English – Reference list**

<p><b>ASKING PERMISSION/REQUESTS</b></p> <ul style="list-style-type: none"> <li>• Can I ...?</li> <li>• May I ...?</li> <li>• Would it be possible for me ...?</li> <li>• Is it all right if ...?</li> <li>• Would it be ok if ...?</li> <li>• Do you mind if I ...?</li> <li>• Please let/permit/allow me to ...</li> <li>• Would you agree to ...?</li> </ul>	<p><b>INTERRUPTING</b></p> <ul style="list-style-type: none"> <li>• Excuse me, could I ...?</li> <li>• Sorry, do you think I could ...?</li> <li>• Excuse me, do you know ...?</li> <li>• I beg your pardon, could you help me? (formal)</li> </ul>
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<p><b>OFFERING HELP</b></p> <ul style="list-style-type: none"> <li>• May I help you?</li> <li>• Can I help you?</li> <li>• Are you looking for something?</li> <li>• Would you like some help?</li> <li>• Do you need some help?</li> <li>• What can I do for you today?</li> </ul>	<p><b>SEEKING ASSISTANCE</b></p> <ul style="list-style-type: none"> <li>• Can I have help with ...?</li> <li>• Would you help me to ...?</li> <li>• I need help with ...</li> <li>• Please assist me ... (formal)</li> <li>• Please lend a hand with ...</li> </ul>
<p><b>APOLOGISING</b></p> <ul style="list-style-type: none"> <li>• Sorry.</li> <li>• I'm sorry for....</li> <li>• I regret.....</li> <li>• Please forgive me for ...</li> <li>• I apologise for ...</li> <li>• Pardon me.</li> <li>• Excuse me.</li> <li>• I beg your pardon.</li> </ul>	<p><b>COMPLAINING</b></p> <ul style="list-style-type: none"> <li>• I'm sorry to have to say this, but ...</li> <li>• I'm sorry to bother you, but ...</li> <li>• Maybe you forgot to ...</li> <li>• I think you might have forgotten to ...</li> <li>• Excuse me if I'm out of line, but ...</li> <li>• There may have been a misunderstanding about ...</li> <li>•</li> <li>• Don't get me wrong, but ...</li> </ul>
<p><b>GIVING ADVICE</b></p> <ul style="list-style-type: none"> <li>• I don't think you should ...</li> <li>• You ought to ...</li> <li>• You ought not to ...</li> <li>• If I were you, I'd ...</li> <li>• If I were in your position, I'd ...</li> <li>• If I were in your shoes, I'd ...</li> <li>• You had better ...</li> <li>• You shouldn't ...</li> <li>• Whatever you do, don't ...</li> </ul>	<p><b>STATING A PREFERENCE</b></p> <ul style="list-style-type: none"> <li>• Would you like to ...</li> <li>• I'd rather ...</li> <li>• Why don't we ...?</li> <li>• Well, I'd prefer ... What do you think?</li> <li>• What do you think we should do?</li> <li>• If it were up to me, I'd ...</li> <li>• I think we should ...</li> </ul>
<p><b>GUESSING, INFERRING</b></p> <ul style="list-style-type: none"> <li>• I'd say he's about ready to ...</li> <li>• It might need some ...</li> <li>• He could be ...</li> <li>• It looks like ...</li> <li>• Perhaps he needs some ...</li> <li>• Maybe they want to ...</li> <li>• It's difficult to say, but I'd guess that ...</li> <li>• I'm not really sure, but I think ...</li> </ul>	<p><b>GIVING IMPRECISE INFORMATION</b></p> <ul style="list-style-type: none"> <li>• There are about ...</li> <li>• There are approximately ...</li> <li>• There are a large number of ...</li> <li>• ..... predicts up to ...</li> <li>• It's kind of ...</li> <li>• It's the type of ...</li> <li>• They're the sort of ...</li> <li>• It's difficult to say, but I'd guess ...</li> <li>• I'm not really sure, but I think ...</li> </ul>
<p><b>SAYING GOODBYE</b>  <b>Long trips, vacations, short outings</b></p> <ul style="list-style-type: none"> <li>• Have a good trip.</li> <li>• Enjoy your vacation.</li> <li>• Have a good journey.</li> <li>• Enjoy your holidays.</li> <li>• Enjoy!</li> <li>• Have a good time <b>at</b> ... (destination place such as a restaurant)</li> <li>• Have a good time <b>in</b> ... (destination city)</li> </ul> <p><b>GREETING AFTER A TRIP</b></p> <ul style="list-style-type: none"> <li>• How was your vacation/holiday in ...?</li> </ul>	<p><b>EVALUATING YOURSELF</b></p> <ul style="list-style-type: none"> <li>• This worked well/was effective because ...</li> <li>• I did this well because ...</li> <li>• It would have been better if I had ...</li> <li>• This could be improved by ...</li> <li>• Progress is /is not evident because ...</li> <li>• This succeeds because ...</li> </ul>

<ul style="list-style-type: none"><li>• Did you enjoy your time in ... (destination)?</li><li>• How was your journey/flight/trip?</li></ul>	
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### 3.2 Reading and viewing

Reading and viewing combines two elements: 1) learning and applying strategies for decoding and understanding text; 2) learning and applying knowledge of text features. Both aspects should be present in reading and viewing instruction of literary and non-literary texts.

Reading and viewing content is arranged into: 1) reading for comprehension; 2) reading for formal study (setworks), and 3) extended independent reading.

**Reading process**

Reading instruction will usually involve working through elements of the reading process. This is a three-phase activity which models independent reading strategies for decoding and understanding text. Not every step of the process will be used on every occasion. For example, if learners are reading an unfamiliar text type or genre, they will need to do a **pre-reading** activity which alerts them to surface features of this text type, and helps them make associations with their own experience. **Reading** activities would help them analyse its structure and language features in more detail. **Post-reading** might involve learners in trying to reproduce the genre in a written text of their own.

**Reading process**

1. **Pre-reading** introduces learners to the text. It activates associations and previous knowledge.
  - Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc.
  - Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.
  - Predicting, using the information gained from skimming and scanning
  - Dealing with any key vocabulary that may be unfamiliar to the learners
  
2. **Reading** involves making meaning of the text and paying close attention to its language features:
  - Actively making sense of the text.
  - Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues
  - Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualising, inferring, reading for main ideas, attending to word choice and language structures, recognising the text type by its structure and language features.
  - Making notes or summarising main and supporting ideas.
  
3. **Post-reading** enables the learners to view and respond to the text as a whole:
  - Answering questions on the text from lower order to higher order
  - Comparing and contrasting; synthesising
  - Evaluating, drawing conclusions and expressing own opinion
  - Reproducing the genre in writing of their own (where appropriate)

**Examples of question types**

Knowledge questions	<i>What happened after ...? Can you name the ... Describe what happened at ... Who spoke to ...? What is the meaning of ....?</i>
Comprehension questions	<i>Who was the key character ...? Can you provide an example of ...? Can you explain in your own words ....?</i>
Application questions	<i>Can you think of any other instance where ....? Do you remember we were looking at metaphors – how would you explain the metaphor in this line?</i>
Analysis questions	<i>How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think ....?</i>
Synthesis questions	<i>We've learned a lot of different things about Romeo – can you put them all together and describe his character? What kind of person is he?</i>
Evaluation questions	<i>How effective is .....? Can you think of a better way of ....? Which of these two poems do you prefer? Why?</i>

**Selecting a text-type or genre**

Teachers should ensure that learners read a range of texts and genres during the year. There should be a balance

between short and long texts and between reading for different purposes, e.g. aesthetic purposes (formal text study in set work), texts for mass distribution in the media, visual texts for enjoyment (see “Texts used for integrated teaching of language skills”), etc.

## **INTENSIVE READING**

### **1.1 Intensive reading of shorter written texts for COMPREHENSION at a word level**

**Learners apply a variety of strategies to decode texts. They build vocabulary through word-attack skills and exposure.**

- Use dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and parts of speech of unfamiliar words
- Identify the meaning of common prefixes (e.g., *bi-*, *un-* or *re-*) and common suffixes (e.g. *-ful*).
- Determine the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes
- Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words
- Recognise common allusions, idioms and proverbs, e.g. *the Midas touch*.
- Distinguish between denotation and connotation
- Evaluate how words from various origins impact on text, e.g. Latin- and Greek- based words, street slang, dialects, borrowed words (e.g. *ubuntu*, *dorp*, *bunny chow*).
- Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms, e.g. *allusion/illusion; complement/compliment; imply/infer*
- Recognise a wide range of abbreviations and acronyms
- Apply knowledge of grammar to decode meaning. See Language structures and conventions – Reference List below (3.4).

### **1.2 Intensive reading of shorter written texts for COMPREHENSION at sentence and paragraph level**

**Learners apply their grammatical knowledge to understand sentence construction and the organisation of texts. Text study at this level provides an opportunity for integrated teaching of language structures.**

- Identify, explain and analyse the meaning and functions of language structures and conventions in texts. See Language structures and conventions – Reference List below (3.4).
- Analyse the structure of texts used for different purposes (e.g. description, definition, cause-and-effect) across the curriculum and their related transitional words/signal words/conjunctions (e.g. on the one hand, firstly, because). See Writing and Presenting for appropriate text types.

### **1.3 Intensive reading of shorter written texts for COMPREHENSION at a whole text level**

**Learners apply their knowledge of genre and formal text study to understand the meaning, intention and effect of the whole text.**

- Relate the text to their own experience
- Identify the text and its purpose, e.g. an argument which seeks to persuade
- Identify and explain author’s attitude and intentions
- Synthesise parts of texts or whole texts in order to reach conclusions
- Draw conclusions; form and justify own opinion
- Evaluate the effectiveness of the text in terms of its purpose
- Compare and contrast texts

### **1.4 Intensive reading of shorter texts for SUMMARY AND NOTE TAKING.**

**Learners apply their understanding of text features to summarise text. See reading strategies above.**

- Skim and scan for main ideas and theme
- Separate main ideas from supporting details
- Paraphrase the main ideas (write them in own words)



- Sequence the sentences and use conjunctions and logical connectives to link them together into a text

### 1.5 Intensive reading of shorter texts for CRITICAL LANGUAGE AWARENESS.

**Learners apply their understanding of how language can create and maintain power relationships between text producer and reader. They analyse the point of view from which the text is written.**

- Identify, analyse and evaluate emotive and manipulative language
- Identify, analyse and evaluate bias and prejudice, and any stereotyping
- Identify, analyse and evaluate assumptions and explain their impact
- Identify, analyse and evaluate implied meaning and inference
- Identify, analyse and evaluate denotation and connotation
- Suggest the purpose of including or excluding information
- Recognise the writer/producer's point of view

### 1.6 Intensive reading of multimodal and visual texts

(Multimodal texts make use of visual and written material in a single text, e.g. advertisements, cartoons. They can also combine this with spoken language and gestures.)

**Learners apply their knowledge of images and visual elements to understand how these support writing in multimodal texts. Learners apply the meta-language of visual literary/film study to understand and appreciate visual text elements and their effect.**

- Identify, analyse and evaluate the way visual elements are integrated with written text in multimodal texts, e.g. layout, illustrations, graphic information
- Identify, analyse and evaluate the purpose and message in visual texts for information, e.g. graphs, tables, documentaries, charts, maps
- Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements and the relationship between the written and the visual elements
- Identify, analyse and evaluate the purpose and message in visual texts which show relationships, e.g. mind-maps, diagrams, pie charts, maps, plans
- Identify, analyse and evaluate the purpose, aesthetic qualities and design of visual texts created for aesthetic purposes, e.g. photographs, film, design elements
- Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips
- Identify, analyse and evaluate the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection
- **In film study only) Identify, understand, analyse and evaluate the relationship between sound, speech, action and visual elements in film and other audio-visual forms**

### FORMAL STUDY OF LITERARY TEXTS

**Learners read, evaluate and respond to the aesthetic qualities of literary text. They apply the meta-language of literature study to understand and appreciate elements of literary texts. TWO texts, selected from different genres, are selected from the National Literature Catalogue for formal study and assessment each year. A range of texts is studied over Grades 10-12: poetry and/or short stories and/or novel and/or drama and/or other texts for enrichment. See "Texts for the integrated study of language skills" at the end of this section.**

**NOTE: The emphasis in formal text study will change depending on the setwork/chosen text.**

- Understand the distinctive qualities of different literary forms, e.g. that a poem has different characteristics from a novel
- Identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement
- Identify and explain author's/poet's/producer's intention
- Explain choice and effectiveness **in poetry** of how elements support the message/theme. Elements may

include figures of speech, imagery, structural elements and sound devices, e.g. rhyme, refrain, rhythm, alliteration

- Explain choice and effectiveness **in drama** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, e.g. plot, climax, characterisation, stage directions, dramatic irony, setting
- Explain choice and effectiveness **in short stories/novels/films** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, setting
- **In addition, for film**, use of camera work and editing, e.g. close-up, long shot, music and sound track, special effects, colour, to convey the message/theme.

#### **EXTENDED INDEPENDENT READING AND VIEWING**

**Learners practise the strategies modelled in intensive reading and formal text study for extra-curricular independent reading for pleasure and research. Teacher guidance on access and level is crucial to this part of the reading programme.**

- Access libraries and know book storage conventions
- Provide evidence of extended reading and viewing in the form of speeches, discussions and book/film/programme reviews
- Read/view a wide range of whole texts, e.g. books, magazines, newspapers, websites, films, documentaries, TV series both during and after class.

**TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS, GRADES 10 – 12**

In addition to literary texts for formal study, texts to be covered in Grades 10 – 12 include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing.

<p><b>Literary texts for formal study. A range to be studied over the Senior Phase.</b></p> <p><b>Recommended Genres</b>  <b>TWO</b> of the following recommended literary genres as included in the National Literature Catalogue:</p> <p><b>Novel</b></p> <p><b>Short stories</b>          (Grades 10 – 6 stories)          (Grade 11 – 6 stories)          (Grade 12 – 8 stories)</p> <p><b>Drama</b></p> <p><b>Poetry</b>          (Grade 10 – 6 poems)          (Grade 11 – 8 poems)          (Grade 12 – 10 poems)</p> <p><b>Enrichment</b>          Films          Selected TV series/documentaries          Radio dramas          Essays          Biographies          Autobiographies          Folk tales          Myths and legends</p>	<p><b>Written texts for information</b>          Dictionaries          Encyclopaedias          Schedules          Telephone directories          Textbooks          Thesaurus          Timetables          TV guides</p> <p><b>Written texts in the media</b>          Magazine articles          Newspaper articles          Editorials          Notices          Obituaries          Reviews          Brochures          Advertisements (commercial and classified)</p> <p><b>Written forms of audio texts</b>          Dialogues          Speeches          Songs          Jokes</p> <p><b>Written interpersonal and transactional texts</b>          Letters          Diaries          Invitations          Emails          SMS's, twitter          Notes          Reports</p> <p><b>Written interpersonal texts in business</b>          Formal letters          Minutes and agendas</p>	<p><b>Multimedia/visual texts for information</b>          Charts, maps          Graphs, tables, pie charts          Mind-maps, diagrams          Posters          Flyers, pamphlets, brochures          Signs and symbols          TV documentaries          Web pages, internet sites, blogs          Facebook and other social networks          Data projection          Transparencies</p> <p><b>Multimedia/visual texts for aesthetic purposes</b>          Films          Photographs          Illustrations</p> <p><b>Multimedia/visual texts for enjoyment and entertainment</b>          Films          TV programmes          Music videos          Cartoons, caricatures          Comic strips          Jokes (illustrated)          Graffiti</p> <p><b>Audio texts</b>          Radio programmes          Readings of dramas          Readings of novels or short stories          Recorded speeches</p> <p><b>Advertisements on radio, TV newspapers and magazines</b></p>
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### Length of written texts to be read for intensive reading/comprehension and summary

	Grades	Length of texts (words)	
Comprehension	10	400 – 500	
	11	500 – 600	
	12	600 – 700	
			<b>Length of summary</b>
Summary	10	200	60 – 70 words
	11	230	
	12	250	

### 3.3 Writing and presenting

Writing and presenting combines three elements: 1) using the writing process; 2) learning and applying knowledge of the structure and features of different text types; 3) learning and applying knowledge of paragraph and sentence structure and punctuation.

#### Writing process

Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may also be occasions when teachers need to focus on sentence structure or paragraph writing, or learners write texts without drafts in preparation for the examination.

#### Selecting a text-type

Teachers should ensure that learners write a range of texts during the year. There should be a balance between short and long texts and writing for different purposes: cognitive academic, creative, personal/interpersonal and work-related. Teachers should choose a text type and an appropriate topic to write about, for example, an argumentative essay on the topic ‘Cell phones are taking over our lives’.

#### Steps in the writing process

##### 1. Planning/Pre-writing

- Analyse the structure, language features and register of the text type that has been selected
- Decide on its purpose, audience and context
- Brainstorm ideas for the topic using, for example, mind maps
- Discuss the criteria that will be used to evaluate the piece of writing
- Research the topic, for example in a library, and select relevant information
- Identify main ideas and supporting detail
- Sequence ideas in a logical order so that they make sense

##### 2. Drafting

- Write a rough first draft that takes into account purpose, audience, topic and text type
- Choose appropriate words, for example, in a narrative use evocative words and phrases to make the writing vivid
- Organise ideas in a logical sequence so that the argument flows smoothly in an essay
- Organise ideas and/or images so that a story makes sense
- Establish an individual voice and style
- Read drafts critically and get feedback from teacher and classmates

##### 3. Revising, editing, proofreading and presenting

- Evaluate their own and others’ writing for improvement using set criteria
- Refine word choice, sentence and paragraph structure
- Work on the sequencing and linking of paragraphs
- Eliminate ambiguity, verbosity and any offensive language
- Use grammar, spelling and punctuation correctly

- Prepare the final draft including layout, for example, headings and fonts
- Present the text

**Learners apply their knowledge of language structures and conventions to writing texts**

**1. Word choice**

- Know and use a wide range of vocabulary
- Know the denotative and connotative meanings of words
- Know what part of speech a word is and how to use it in a sentence
- Know whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all)
- Spell words correctly
- Use monolingual and bilingual dictionaries and thesauruses to expand vocabulary
- Keep a personal dictionary or vocabulary book to expand vocabulary

**2. Sentence construction**

- Write simple, compound and complex sentences
- Use conjunctions to join clauses in compound sentences: *and, but, nor, or, so, then, yet*
- Use subordinating conjunctions to join clauses in complex sentences:
  - time clauses: *when, before, after, since, while, as, until*
  - conditional clauses: *if, unless*
  - purpose clauses: *in order to, so that*
  - reason clauses: *because, since, as*
  - result clauses: *so that*
  - concessive clauses: *although, though, while*
  - place clauses: *where, wherever*
  - clauses of manner: *as, like, the way*
  - Use defining and non-defining relative clauses
- Use noun phrases, adjectival phrases and adverbial phrases to expand sentences, for example, *The old man with a stick was walking down the winding road.*

**3. Punctuation**

- Know and be able to use the following punctuation marks appropriately and accurately: full stop, comma, colon, semi-colon, hyphen, dash, apostrophe, question mark, exclamation mark, brackets, quotation marks

**4. Paragraph writing**

- Write paragraphs with a topic sentence and supporting sentences in non-fiction texts
- Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type
- Uses logical connectors to link sentences in a paragraph:
  - ordering ideas: *firstly, secondly, finally, etc.*
  - addition: *moreover, furthermore, in addition, etc.*
  - similarity: *similarly, likewise, in the same way, etc.*
  - contrast: *however, nevertheless, although, though, on the other hand, etc.*
  - cause/effect: *because, therefore, as a result, consequently, etc.*
  - conditions: *if, provided that, unless, etc.*
  - sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.*
- Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning)

**5. Register, style, voice**

- Use an appropriate register, for example business English in a business letter, and style (formal or informal)
- Establish an individual voice, for example, write from own point of view

**Text types – structure and language features**

The tables below describe the range of text types that learners should be taught to write in Grades 10 -12; other texts could also be included where appropriate.

**1. Essays and various transactional texts (Cognitive academic)**

Text type	Purpose	Text Structure	Language features
Information	To classify	An opening, general classification e.g.	Written in the simple

report	and describe phenomena	<p><i>Weavers are seed-eating birds.</i>                  More technical classification (optional), e.g. <i>Their Latin name is ploceidae.</i>                  A description of the phenomenon including some or all of its:                  Qualities, e.g. <i>The male of the species is brightly coloured, usually yellow and black.</i>                  Parts and their functions, e.g. <i>Weavers have round conical bills.</i>                  Habits, behaviour or uses, e.g. <i>Weavers make elaborate woven nests.</i>                  May have accompanying visual text, e.g. diagrams, photos</p>	<p>present tense                  Initial focus on generic participants, e.g. <i>Weavers</i> in general not a particular weaver.                  Moves from the general to the specific                  May use technical vocabulary, e.g. <i>conical, seed-eating</i></p>
Procedures (e.g. instructions, directions, and rules)	To describe or instruct how something is done through a series of sequenced steps	<p>Goal: a statement of what is to be achieved, e.g. <i>How to make a cover for a portfolio</i>                  Materials/equipment needed listed in order, e.g. <i>Large sheet of art paper, paints, etc.</i>                  Sequenced steps to achieve the goal, e.g. <i>First, paint a blue background on the paper.</i>                  May have accompanying visual text, e.g. storyboard, diagrams, etc.</p>	<p>Written in the imperative, e.g. <i>Paint a blue background ...</i>                  In chronological order, e.g. <i>First ... next ...</i>                  Use of numbers and bullet points to signal order                  Focus on generalised human agents rather than named individuals                  Expressions of cause and effect</p>
Explanation (e.g. the life cycle of a butterfly; how a dynamo works)	To explain how or why a process occurs	<p>General statement to introduce the topic, e.g. <i>A dynamo is a machine which changes mechanical energy into electrical energy.</i>                  A series of logical steps explaining how or why something occurs, e.g. <i>When the axle of the dynamo is turned, it receives mechanical energy ...</i>                  May have accompanying visual text, e.g. diagrams</p>	<p>Written in simple present tense                  May use conjunctions and logical connectors that signal time, e.g. <i>then, next, etc.</i>                  May use causal conjunctions and logical connectors, e.g. <i>because, so, this causes</i>                  May use passive voice</p>
Persuasion/Argumentative	To argue a case for a point of view; to attempt to convince the reader	<p>Statement of position, e.g. <i>Shops should be closed on Sunday.</i>                  Series of arguments – often in the form of a point plus elaboration, e.g. <i>Everyone needs a day of rest. This is especially important for people who work in shops because ...</i>                  Reinforcement – summary and restatement of the opening position, e.g. <i>We have seen that ... so ...</i></p>	<p>Simple present tense                  Focus mainly on generic participants, e.g. <i>shops, people</i>                  Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>this shows, however, because, therefore</i></p>
Discussion/Discursive	To present arguments from differing viewpoints	<p>Statement of the issue; may preview main arguments, e.g. <i>The issue of whether or not we should wear school uniforms is very important. There are good reasons both ...</i>                  Arguments for, plus supporting evidence                  Arguments against, plus supporting evidence                  Conclusion – summary and recommendation</p>	<p>Simple present tense                  Generic participants, e.g. <i>school uniforms, students</i>                  Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>therefore, however, so</i>                  Movement from generic to the specific</p>

Reflective	To give emotional reaction and feeling on a specific matter	A writer can reflect on dream or aspirations, e.g. <i>How I remember my best teacher; My view of life...</i> Subjective Feelings and emotions play an important role Greater part of the essay may be descriptive	Personal pronouns Vocabulary that expresses view points, emotions, etc.
Review (e.g. book or film review)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. <i>enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding</i>

## 2. Essays or creative texts

Text type	Purpose	Text structure	Language features
Narrative	To entertain	Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i> Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i>	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader, e.g. adverbs, adjectives, images
Descriptive	To describe something in a vivid way	Identification: gives a general orientation to the subject, e.g. <i>There was a huge beast</i> Description: describes features or characteristics of the subject, e.g. <i>It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language, e.g. simile, metaphor, personification, alliteration

## 3. Transactional texts (Personal/Interpersonal)

Text type	Purpose	Text structure	Language features
Diary/journal	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type (see below)	Usually written in past tense Informal in style The writer is writing for him or herself
Personal (friendly) letter	To inform and maintain a relationship	Address, date and salutation Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) May use personal recount text type (see below)	Usually informal in style but can vary, e.g. letter of condolence will be more formal Language features will vary according to

		Closing, signature	purpose of message
Personal recount	To tell about a personal experience	Orientation: scene setting or establishing context, e.g. <i>It was in the school holidays</i> An account of the events that took place, often in chronological order, e.g. <i>I went to Tumelo's place ... Then ...</i> Some additional detail about each event, e.g. <i>He was surprised to see me.</i> Reorientation – a closing statement that may include elaboration, e.g. <i>I hope I can spend more time with Tumelo. We had fun.</i>	Usually written in the past tense Told in first or third person Time connectives are used, e.g. <i>First, then, next, afterwards, just before that, at last, meanwhile</i> Tends to focus on individual or group participants Can be informal in style
Invitation (and reply)	To invite someone to an event or to do something (and either accept or decline)	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element The response may be in the form of a note or letter.	Can be formal or informal in style Generally concise – brief and to the point Makes use of conventional phrases, e.g. <i>I would like to invite you ...</i> Response is polite, e.g. <i>Thank you so much for inviting me but I'm afraid I won't be able to attend.</i>
Obituary	To commemorate and inform others of someone's death	Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral Some of the following may also be included: Cause of death; biographical information; memorial tribute information	Formal in style May use euphemisms, e.g. <i>passed away</i> instead of <i>died</i> Usually concise Makes uses of language conventions, e.g. <i>In lieu of flowers, donations may be made to</i>

#### 4. Transactional texts (Business)

Text type	Purpose	Text structure	Language features
Business letter	Various, e.g. to apply for a job or bursary; to complain, request, etc.	Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose, e.g. letter to the press Closing, signature	Usually formal in style Makes use of language conventions, e.g. <i>Dear Sir/Madam, Yours sincerely</i> Generally concise – brief and to the point
Curriculum vitae (CV)	To provide a summary of a person's life and qualifications	Personal details: name, date of birth, nationality, ID number, address, etc. Formal qualifications, e.g. grades passed Work experience (if applicable) Hobbies and interests Referees Design and layout is important	Concise – not more than two pages Headings and bullets Formal and direct in style
Filling in forms	Various, e.g. to apply for a job, place at	Will vary according to the purpose	The person completing the form should be concise, accurate, formal,



	university, etc.		neat (writing should be legible)
Agenda	To provide structure for a meeting	Name of organisation Date, time and place of meeting Welcome and apologies Matters arising from minutes of previous meeting Items to be discussed Any other business	Items are usually numbered Language very concise – note form may be used Actionable words used, e.g. <i>approve, discuss, announce</i> Items are numbered Formal language Some language conventions, e.g. <i>Matters arising; any other business</i>
Minutes	To provide a record of a meeting	Name of organisation Date, time and place of meeting List of people present and apologies Minutes from previous meeting approved (may be amended) Record of discussion, decisions/action taken and person responsible Time that meeting ended	Concise language Formal language Items numbered Headings and bullets may be used Some language conventions, e.g. <i>Matters arising; any other business</i>
Flyer	To persuade someone to buy something or use a service	Small size, e.g. A5 paper Eye-catching headline, slogan or logo Brief description of product List of benefits or offers Contact information, e.g. website May have a visual, design element	Speaks directly to the reader Concise language Language used to create an Impact on the reader, e.g. adverbs, adjectives, figurative language such as alliteration, metaphor
Advertisement	To persuade someone to buy something or use a service	Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm

**Length of written texts to be produced**

	Grades	Number of words
Essays: narrative, argumentative, discursive, descriptive, reflective	10	150 – 200 words
	11	200 – 250 words
	12	250 – 300 words
Longer transactional texts: Friendly/formal letters (request/ complaint/application/ business/thanks/congratulations/ sympathy)/formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting/report/book or film	10 – 12	120 – 150 words (content only)

review/newspaper article/magazine article/brochure/speech/dialogue/written interview		
Shorter transactional texts: Advertisements/Diary entries/ Postcards/ Invitation cards/Filling in forms/ Directions/ Obituary/Instructions/Flyers/ Posters/emails	10 – 12	80 – 100 words

### 3.4 Language structures and conventions – reference list

The following **language structures and conventions** will be taught in the context of reading and writing, and also as part of a systematic grammar programme. Some of the structures and conventions will have been introduced in earlier grades but may still need to be revised. Other grammatical structures are introduced in the FET Phase.

Nouns	Countable (e.g. <i>chair/chairs</i> ) and uncountable (e.g. <i>furniture</i> ) nouns Number (singular and plural), e.g. <i>chair/chairs</i> Nouns with no change in number in the singular form, e.g. <i>scissors, trousers</i> Common (e.g. <i>woman</i> ) and proper nouns (e.g. <i>Thandi</i> ) Abstract nouns, e.g. <i>love, fear, respect, honesty</i> Possessive forms of nouns, e.g. <i>Lesego's desk, learners' desks children's toys</i> Collective nouns and classifiers, e.g. <i>a swarm of bees, a bar of soap</i>	Revision Revision Revision Revision Revision Revision
Determiners	Indefinite article: <u>a</u> book, <u>an</u> apple Definite article: <u>the</u> book, <u>the</u> furniture, <u>the</u> apples Demonstratives: <i>this, that, those, these</i> (e.g. <u>That</u> book is mine.) Quantity 1: <i>all, some, most, no, none</i> (e.g. <u>Most</u> learners understood the lesson.) Quantity 2: <i>both, either, neither</i> (e.g. <u>Both</u> learners stood up.) Quantity 3: <i>much, little, many, few, more, less, fewer</i> (e.g. The school has <u>many</u> learners.) Quantity 4: <i>some, any, another, other, each, every</i> (e.g. <u>Each</u> learner received a book.)	Revision Revision FET FET FET FET FET
Pronouns	Personal pronouns as subject: <i>I, you, he, she, it, we, they</i> (e.g. <u>She</u> is reading the book.) Personal pronouns as direct or indirect object: <i>me, you, him, her, it, us, them</i> (e.g. She gave <u>it</u> to <u>me</u> .) Reflexive pronouns: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> (e.g. He washed <u>himself</u> with soap.) Relative pronouns: <i>which, who, that, whose, where</i> (e.g. The man <u>who</u> is standing by the window is my teacher.) Interrogative pronouns: <i>who, what, which, whose, whom</i> (e.g. <u>Whose</u> book is this?)	Revision Revision FET FET FET
Adjectives	Position of adjectives, e.g. The <u>old</u> man (before a noun); The boy was <u>mischievous</u> (after a verb) Adjectives ending in -ing, e.g. <i>amazing, boring, exciting</i> (e.g. The lesson was <u>boring</u> .) Adjectives ending in -ed, e.g. <i>amazed, bored, excited</i> (e.g. The student was <u>bored</u> .) Comparison of adjectives, e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent</i> (e.g. It was the <u>happiest</u> day of my life./She is the <u>most intelligent</u> student in the class.)	Revision FET FET Revision
Adverbs	Adverbs of manner, e.g. <i>quietly, carefully, politely, softly, quickly</i> Adverbs of time, e.g. <i>yesterday, tomorrow, last year, last week, the other day</i> Adverbs of frequency, e.g. <i>always, usually, often, sometimes, never</i> Adverbs of probability, e.g. <i>certainly, definitely, maybe, perhaps, possibly</i> Adverbs of duration, e.g. <i>still, yet, any more</i> Adverbs of degree, e.g. <i>completely, strongly, totally, quite, rather</i> Adverbial phrases, e.g. <i>in the garden, on the table</i>	Revision Revision Revision FET FET FET Revision

Prepositions	Place and direction,, e.g. <i>above, below, in, under, at, on, behind, between, beside</i> Adjective + preposition, e.g. <i>afraid of, ashamed of, bored with, impatient with, rude to</i> Noun + preposition, e.g. <i>invitation to, approach to, reason for, respect for, comment on</i>	Revision FET  FET
Verbs	Transitive and intransitive verbs, e.g. <i>He bought a pen./The girl laughed.</i> Verbs with two objects (direct and indirect), e.g. <i>He gave <b>me the book</b>.</i>	Revision FET
Verb tenses	Simple present tense, e.g. <i>I <b>play</b> tennis every week./Snakes <b>are</b> reptiles.</i> Present progressive (or continuous) tense, e.g. <i>She <b>is watching</b> television at the moment.</i> Present perfect tense, e.g. <i>I <b>have lived</b> in Durban all my life.</i> Present perfect progressive (or continuous) tense, e.g. <i>He <b>has been studying</b> hard the whole week.</i> Simple past tense, e.g. <i>He <b>woke up</b> early and <b>got out</b> of bed.</i> Past progressive (or continuous) tense, e.g. <i>The family <b>were sleeping</b>, when the fire broke out.</i> Past perfect, e.g. <i>He went home because he <b>had forgotten</b> his keys.</i> Past perfect progressive (or continuous), e.g. <i>I <b>had been waiting</b> for two hours by the time he finally arrived.</i> Expressing future time: Will/shall + infinitive, e.g. <i>Mrs Molefe <b>will teach</b> the Grade 10 class./I am sure <b>you will enjoy</b> the movie.</i> Going to + infinitive, e.g. <i>They <b>are going to visit</b> her grandparents./I think it <b>is going to rain</b> tomorrow.</i> Simple present tense used to talk about the future, e.g. <i>Tomorrow is a holiday.</i> Future progressive (or continuous), e.g. <i>I <b>will be working</b> the whole of next week.</i> Future perfect, e.g. <i>By next week I <b>will have finished</b> the job.</i> Future perfect progressive (or continuous), e.g. <i>Next year I <b>will have been teaching</b> at this school for twenty years.</i>	Revision Revision  Revision Revision  Revision Revision  Revision Revision  FET FET FET FET
Concord	Subject–verb concord, e.g. <i>He has just arrived./They have just arrived; I was going./They were going.</i>	Revision
Modals	To express ability/inability, e.g. <i>I <b>can</b> speak German./I <b>can't</b> speak French./He is <b>able to</b> return to work./He is <b>not able to</b> return to work.</i> To express permission, e.g. <i>May I use the bathroom? <b>Could</b> I leave early? <b>Can</b> I ask a question? Yes, of course you <b>can</b>.</i> To express instructions/requests, e.g. <i><b>Would</b> you open the window, please./<b>Could</b> you let me in.</i> To express possibility/impossibility, e.g. <i>This <b>can</b> cause difficulty./You <b>can't</b> be serious./You <b>could</b> be right./He <b>couldn't</b> know.</i> To express probability/improbability, e.g. <i>We <b>should</b> arrive in Jo'burg at 10 p.m./We <b>ought to</b> arrive in Jo'burg at 10 p.m./There <b>shouldn't</b> be any problem/There <b>ought not</b> to be any problem.</i> To express certainty, e.g. <i>They <b>must</b> have forgotten.</i>	Revision  Revision  Revision  FET  FET  FET
Conditional sentences	First conditional to express a real possibility, e.g. <i>If it rains, we will cancel the trip.</i> Second conditional to express something that is unlikely or improbable, e.g. <i>If I won the lottery, I would buy my mother a house with ten bedrooms.</i> Third conditional to express something that is hypothetical, e.g. <i>If I had worked harder at school, I would have passed matric.</i>	FET FET  FET
Passive voice	Simple present tense, e.g. <i>The gate <b>is locked</b> at 6 o'clock every night.</i> Present progressive (continuous) tense, e.g. <i>The room <b>is being cleaned</b> at the moment.</i> Present perfect tense, e.g. <i>A new supermarket <b>has been opened</b> this year.</i> Simple past tense, e.g. <i>The library <b>was closed</b> for the holidays.</i> Past progressive (or continuous), e.g. <i>They had to wait because the car was still being cleaned.</i> Past perfect, e.g. <i>He <b>had been poisoned</b> by his girlfriend.</i> Future time, e.g. <i>Next year the class will be taught by Mr Dube./ Next year a new library <b>is going to be built</b>.</i>	Revision Revision  Revision FET FET  FET FET
Reported	Reported questions, e.g. <i>She asked me why I was so late./ He asked me what kind</i>	FET

speech	<i>of music I liked.</i> 'That' clauses, e.g. <i>She said that she didn't know./ He told me that he had lost the book.</i>	FET
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### 3.5. Teaching plans

This document suggests that each cycle will include one or more units focused on each of the skills: listening, speaking, reading, viewing, writing, presenting and language. Each cycle will provide activities for learners to study, read or view a series of oral, written and visual texts. In each cycle the activities would draw learners' attention to correct grammar and genre forms. Over a year, approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks. In addition, the level of difficulty in all areas would increase from term to term and year to year until, over the course of three years, the learners would be ready to write the final Grade 12 examination. Progression therefore also becomes part of the organising of learning programmes. This structure gives learners and teachers the opportunity to build context, to consolidate vocabulary, and to become familiar with language structures over two weeks before moving on to other skills. At the same time it offers variety and can be tailored to the interests of a group. For example, "Soccer" was a common teaching theme during the World Cup, but could be followed by a cycle on traditional weddings or good environmental practice.

#### Integrated language teaching: the teaching cycle

In practice, integration suggests variety: variety of forms, of activities, of texts and themes. When designing an integrated two-week cycle, the teacher may cluster activities around a topic, e.g. working world; an issue, e.g. climate change; a setwork; a skill from the curriculum, e.g. debate, argumentative writing, argument structures; or a text or group of texts from "Texts used for the integrated teaching of language skills". The sequence of lessons in a two-week cycle can follow any order, e.g. a cycle might start with reading and progress to discussion (speaking), which is followed by writing. Either the setwork text (where appropriate) or another text can be used for the activities outlined below.

The teacher should choose a setwork for literary text study. This may be a group of poems, a novel, a set of short stories, drama or a film (see "Texts used for integrated teaching of language skills"). These appear as Reading and viewing in the Teaching Plan as **literary text one – eighteen**. The teacher may choose to teach any order for teaching texts or alternate poems with short stories. If the teacher chooses a longer continuous text such as novel, drama or film it is suggested that it is taught continuously so that learners do not forget details of the plot and characters. If a novel, drama or film is chosen, the teacher will need to divide the text into as many units as there is time available in the Teaching Plan, e.g. 10 units if it is to be studied in the first two terms of Grade 10. These units could be 10 chapters, 10 sections of the drama or 10 scenes of the film which use intensive reading strategies for exploring meaning and effect. Additional sections of the work will be read as homework or part of the extended reading programme.

This curriculum presents an explicit grammar focus. In practice, language will take about an hour every two weeks, with half taught in context with writing and reading, and half taught explicitly. In addition to planned grammar teaching there will be remedial teaching or revision of language drawn from learners' writing errors.

### Turning the Teaching Plan into teaching and learning activities

An example based on Teaching Plan Grade 10, Term 1, Weeks 5 and 6 (11 × 50-minute lessons) = 9 hours' teaching

<b>5 and 6</b>	Giving opinions. In groups each learner gives an opinion of a photograph or picture which includes an unusual detail, <i>e.g. a fashion photograph with a tattoo</i>	<b>Intensive reading.</b> <b>Text giving opinion/attitude</b> , <i>e.g. from magazine or newspaper article.</i> Identify and explain writer's attitude. Explain and justify own attitude/opinion This text can be related to the theme of the photograph used for listening or not	Fill in a <b>form</b>  Write a <b>letter/email to a friend</b> giving an opinion OR write a <b>dialogue</b> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	Emotive language, generalising, stereotyping. Reported speech Punctuation conventions of reported speech OR dialogue <b>Vocabulary:</b> related to reading text
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**Cycle theme: Giving and responding to opinions. Sub-theme: fashion and body**

#### Lesson 1: (mainly oral)

- Introduction: associations and experience. Group discussion. Show the whole class or give each group a photograph on which they can give opinion, *e.g. a photograph of a tattoo, multiple ear and nose piercings, blue hair, etc.* Group discussion giving and justifying opinions on the image in the photograph. Teacher/group leader captures opinions for vocabulary building.
- Vocabulary relevant to the text and to opinion-giving. Sentence frames for interrupting politely etc. in addendum.
- Homework: write a paragraph capturing own response and (possibly) the opinions of others.

#### Lesson 2: (mainly preparing for writing)

- View photograph again – remind learners of some vocabulary, main outlines of the discussion and their opinions.
- Contributions from some learners: read their homework aloud to the class.
- Teach structure of an opinion: statement and reasons with supporting details. Model one on the board from learner contributions.

#### Lesson 3: (mainly writing)

- Learners write their opinion in one/two paragraphs. They use process writing, i.e.: Write, revise, edit (for opinion structure). Learners can edit each other's work (peer editing). The final product is a letter or email to a friend sharing their opinion.
- Remind learners of the structure of a letter or email.
- This writing is for possible assessment – teacher skims/marks. Makes list of common errors.

**Lesson 4: (mainly reading)**

- Read text on a related theme, *e.g. giving an opinion for or against tattoos, body decoration, piercing etc.* Probably a magazine article.
- Intensive reading through comprehension questions (written or oral).
- Teach emotive writing, generalisation and stereotyping (with example text).

**Lesson 5: (mixed)**

- Some integrated grammar features of the text.
- Post-reading focus on writer's attitude/opinion of tattoos, piercings, coloured hair etc. How do you know? What words?
- Remedial grammar from common errors in writing marked from lesson 3.

**Lesson 6: (mainly writing)**

- Fill in a form. All details should be accurate and complete and the responses clearly printed.

**Lesson 7: (mainly reading) Based on "A man dreams dreams" by Siko ka Mjali**

- Pre-reading activity: Give an opinion. To learners: Should parents be able to forbid their children from seeing certain friends (boyfriends or girlfriend)?
- Intensive reading with written questions on the story. Vocabulary building – unfamiliar words in the text (Dictionary work).
- Critical awareness. What is the writer's attitude/opinion? How do you know? What words are used to convey this? Learners' attitude /opinion?

**Lesson 8: (mainly speaking and listening) Based on "A man dreams dreams" by Siko ka Mjali**

- Give an opinion and listen respectfully.
- Each learner gives an opinion on a theme drawn from the short story "A man dreams dreams", using the same structure as the writing: Opinion plus reason/supporting evidence. OR Learners role play an exchange between Nomsa (or Themba) and uTata.

**Lesson 9: (Integrated grammar) Based on "A man dreams dreams" by Siko ka Mjali**

- Reported and direct speech conventions (revision).
- Learners write an exchange (five responses for each character) between Nomsa (Themba) and uTata in direct speech. This can be group work.

**Lesson 10: (mainly writing)**

*(If the learners need more practice with the forms of direct speech, lesson 10 can be used for consolidations exercises/additional activities instead of the dialogue focus)*

- Teach conventions of dialogue in contrast to conventions of reported speech.
- Learners rewrite their exchange (lesson 9) as a dialogue for an assessment mark.

**Lesson 11: Formal assessment**

- Grammar forms of common errors from writing in lessons 9 and 10.

- Intensive reading of text (400 – 500 words) with comprehension and integrated language questions.
- Some questions require the learners to read and assess an opinion and to give their own.
- Reported and direct speech conventions (revision).
- Learners rewrite some of what is in direct speech in reported speech.

On the following pages Teaching Plans are provided for each of Grades 10, 11 and 12. Please note that these are only EXAMPLES of how to organise the teaching of the First Additional Language over the period of a year.

### 3.5.1 Grade 10 teaching plan

GRADE 10 TERM 1				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
1 and 2	Listen for information  Pair and whole class: Introduce a class-mate using the information provided OR view documentary	Intensive reading. <b>Informative text</b> Simple summary of important facts <b>Fact</b> and opinion Extended reading project introduced	Write an <b>informative paragraph</b> . Focus on sentence construction and clarity  Write a <b>friendly letter</b> giving information <ul style="list-style-type: none"> <li>• Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	Statements, sentence structure (Subject – verb – object ) Use of the simple present tense  <b>Vocabulary:</b> technical terms related to reading text(s)
3 and 4	Listen for opinion  Give opinion in whole class (on literary text)	<b>Literary text 1:</b> Introduction to issues. Focus on one identifying feature. Discuss its effectiveness.  <b>Literary text 2:</b> Intensive reading. Identify and discuss plot in drama/novel/short story; imagery in a poem and how these relate to issues	Write an <b>imaginative paragraph/essay</b> in response to the issues explored in the literary text, e.g. <b>a poem, diary or letter</b> <ul style="list-style-type: none"> <li>• Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing  <b>Vocabulary:</b> Forming adverbs (e.g. <i>quick – he ran <b>quickly</b></i> ) and adjectives (e.g. <i>amaze – the boy was <b>amazed</b></i> ) Comparison of adjectives

5 and 6	Giving opinions. In groups each learner gives an opinion of a photograph or picture which includes an unusual detail, e.g. a fashion photograph with a tattoo	Intensive reading. <b>Text giving opinion/attitude</b> , e.g. from magazine or newspaper article. Identify and explain writer's attitude. Explain and justify own attitude/opinion This text can be related to the theme of the photograph used for listening or not	Fill in a <b>form</b> for a competition  Write a <b>letter</b> OR write a <b>dialogue</b>  • Focus on process writing : Planning, drafting, revision, editing and presenting	Emotive language, generalising, stereotyping. Reported speech Punctuation conventions of reported speech and dialogue  <b>Vocabulary:</b> related to reading text
7 and 8	Reading comprehension of a character-driven conversation, dialogue or drama For listening comprehension	<b>Literary text 3:</b> Creating character in a novel/short story/drama/rhetorical devices in a poem  <b>Literary text 4:</b> Evaluate the message	Write a <b>narrative essay</b> based on a personal encounter  • Focus on process writing : Planning, drafting, revision, editing and presenting	Direct and indirect speech to create character. Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing  <b>Vocabulary:</b> research meaning of words in reading – dictionary
9 and 10	Listen to song/words of song. Discuss.  Story telling: extended reading project	Intensive reading. <b>Visual text</b> related to music, e.g. a <b>graph, diagram, photograph</b> <b>Intensive reading.</b> Newspaper/magazine article related to music for point form summary <b>Extended reading</b> of longer network during holiday	Write a <b>review</b> of a song/music video  Create a <b>poster/ brochure/flyer</b> for a musical event  • Focus on process writing : Planning, drafting, revision, editing and presenting	Verbs revision integrated with reading and writing – explain meaning of verbs in use Remedial grammar from learners' writing  <b>Vocabulary:</b> related to music/media as they appear in reading text
<b>Formal assessment tasks in Term 1</b>				
<b>Task 1: Listening</b>	<b>Task 2: Writing</b>	<b>Task 3: Writing</b>	<b>Task 4: Test 1</b>	
Oral: Listening comprehension	Essay	Longer-transactional text	Comprehension, Summary and Language use	



GRADE 10 TERM 2				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
11 and 12	<p>Explain a visual text in groups – diagram, table, pie chart etc.</p> <p>Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p>	<p>Intensive reading. Explanation from a <b>text book</b> (NB. not instructions)</p> <p>Explanation of personal motivation</p>	<p>Write an <b>explanation</b> of how a common object (e.g. <i>bicycle, cell phone, pen ...</i>) is operated or works</p> <p>Write an explanation of own actions in (e.g.) a letter of excuse</p>	<p>Conjunctions Logical connectors that signal cause (e.g. <i>because, so, therefore</i>) and time (e.g. <i>then, next, after</i>) Prepositions (revision)</p> <p><b>Vocabulary</b> related to reading text(s)</p>
13 and 14	<p>Formal researched speech on an aspect of choice.</p> <p>Listen to an audio clip/ text read.</p>	<p><b>Literary text 5</b> Intensive reading. Explore themes further. Compare or contrast</p> <p><b>Literary text 6</b> Intensive reading.</p>	<p>Short <b>paragraph</b> on setwork, e.g. <i>describe a character and justify, describe the setting and its effect, identify theme and effect</i></p>	<p>Concord in context – examples from listening practice or literary texts five and six Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to the reading/listening text</p>
15 and 16	<p>Tell, listen and respond to jokes</p> <p>Read written account to class/group</p> <p>Extension: view advertisement which uses humour as a device</p>	<p>Intensive reading. <b>Humorous text</b>, e.g. cartoon, comic strip/comic video and examine effect Examine devices used in humour, e.g. irony, conflict, climax and resolution</p> <p><b>Literary text 7</b> – revision/summary/concluding lesson/enrichment text</p>	<p><b>Personal recount:</b> Describe an amusing incident. Register, style and voice</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Conditional sentences integrated with writing. Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> Meta-language related to cartoons etc., e.g. frame, speech bubble Vocabulary related to reading text(s)</p>

17 and 18	<p>Panel discussion/interview</p> <p>Listen for attitude and position</p>	<p>Read for critical awareness.</p> <p><b>Text which gives viewpoint/attitude/assumptions</b> from literary or media source</p> <p><b>Visual text</b> which illustrates viewpoint, e.g. <b>photograph, film, cartoon, illustration, advertisement</b> etc.</p>	<p>Create an <b>advertisement</b> – include visual elements. Simple persuasion techniques</p> <p>Write a <b>recommendation for a book</b> from Extended Reading programme</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition</p> <p>Reason, cause and effect logical connectors and conjunctions</p> <p><b>Vocabulary</b> Meta-language above; meta-language of advertising, e.g. <i>copy, AIDA formula, layout</i> Vocabulary related to reading text(s)</p>
19 and 20	<b>Mid-year examinations</b>			
<b>Formal assessment tasks in Term 2</b>				
<b>Task 5: Speaking</b>		<b>Task 6: Literature</b>		<b>Task 7</b>
Oral: Formal prepared speech		Literature: Contextual questions		Mid-year examinations:  Paper 1: Language in context Paper 2: Literature Paper 3: Writing (Can be written in May/June)

GRADE 10 TERM 3				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
21 and 22	<p>Prepared reading aloud of a text which gives viewpoints in support of an argument</p> <p>Listen for viewpoints; list them</p>	<p>Read for summary: <b>simple argument for or against an issue</b></p> <p>Asses the purpose of including or excluding information</p>	<p>Write an <b>argument</b>: <b>list</b> of points for or against a proposal/ motion</p> <p><b>Business letter</b>: complaint with reasons to support the complaint</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Revise logical connectors and conjunctions Generalisation and stereotype Remedial grammar from learners' writing and performance in mid-year examinations</p> <p><b>Vocabulary</b> related to reading text</p>
23 and 24	<p>Speaking and Listening introduction to a formal debate procedure</p>	<p><b>Literary text 8</b> Introduction to issues. Focus on one identifying feature. Discuss its effectiveness.</p> <p><b>Literary text 9:</b> Intensive reading. Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues</p>	<p>Write an <b>argument</b>: <b>paragraph/s</b> with supporting detail/ evidence of viewpoint</p> <p><b>Creative descriptive writing</b></p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Paragraph structure: topic sentence and supporting details Verb tenses</p> <p><b>Vocabulary</b> related to reading text Meta-language of debate procedure, e.g. rebut, motion, proposal</p>
25 and 26	<p>Formal prepared/ researched speech Peer assessment for listening practice (to promote Extended Reading and independent research)</p>	<p>Intensive reading on a specific topic.</p> <p>Compare register, style and voice with similar forms, e.g. letters</p>	<p>Write an <b>email</b>.</p> <p>Write an <b>invitation</b> (formal or informal)</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Abbreviations, texting symbols, e.g. Layout, font, script, decorative elements as visual communication, e.g. in formal invitation Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to reading text</p>

27 and 28	Listen to radio drama/ recorded speech/ role play/ play reading	<p><b>Literary text 10:</b> Intensive reading. Creating character in a novel, s/story or drama; rhetorical devices in a poem</p> <p><b>Literary text 11:</b> Intensive reading. Evaluate the message</p>	<p>Write <b>opinion and justify</b> Register, style and voice</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Tone, voice, effect Modal verbs</p> <p><b>Vocabulary</b> related to reading text</p>
29 and 30	-Meeting procedures	<p><b>Literary text 12:</b> Intensive reading. Explore themes further. Compare or contrast.</p> <p><b>Enrichment text</b>, e.g. fantasy, dream, science fiction in any medium</p>	<p>Write a notice of a meeting, agenda and minutes of a meeting</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Meta-language for meeting procedures, e.g. chairperson, scribe, etc.</p> <p>Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to reading text</p>
<b>Formal assessment tasks in Term 3</b>				
<b>Task 8: Speaking or reading</b>		<b>Task 9: Writing</b>		<b>Task 10: Test 2</b>
Oral: Prepared reading /unprepared speaking/informal speaking in group		Shorter transactional text		Comprehension, Summary and Language use OR Literature: Contextual questions

GRADE 10 TERM 4				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
31 and 32	Critical listening of recorded or read text for bias and prejudice  Discussion	Reading for <b>Critical Language Awareness, e.g., biased reporting</b> Critical reading issues: Who gains from this text? Who loses? How?	<b>Writing:</b> Write a letter to the press. • Focus on process writing : Planning, drafting, revision, editing and presenting	Passive and active voice Denotation and connotation  <b>Vocabulary</b> related to reading text
33 and 34	Listening: note-taking practice. Listening for main points, examples, anecdotes etc.	<b>Literary text 13</b> Intensive reading.  <b>Literary text 14</b> Revision/summary/ concluding lesson/ enrichment text	<b>Writing:</b> Write <b>notes into full sentences</b>  <b>Summary writing</b> Revision, e.g. full sentences, using synonyms and own words	Active and passive voice revision Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text
35 and 36	Listening for appreciation, e.g. music, recorded reading, songs, recitation of poetry	<b>Literary text(s) (enrichment)</b> for appreciation and enjoyment.	<b>Letter of appreciation/ thanks/expressing enjoyment</b> • Focus on process writing : Planning, drafting, revision, editing and presenting  Revision of any forms for end-of-year examination	Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register  <b>Vocabulary</b> related to reading text
37 and 38	Revision: informal class and group discussion during examination preparation	<b>Literary text (enrichment)</b> for revision	<b>Examination preparation.</b> Write from a choice of creative forms – choosing a topic and <b>brainstorming/ mind-mapping</b>	Dictionary work/practice Idioms/proverbs/sayings Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text
39 and 40	<b>End-of-year examinations</b>			
<b>Formal assessment tasks in Term 4</b>				
<b>Task 11: End-of-year examinations</b>				
Paper 1: Language in context Paper 2: Literature Paper 3: Writing Paper 4: *Orals  *Oral year mark from cumulative speaking , listening and/or reading. Final mark should include at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work.				

### 3.5.2 Grade 11 teaching plan

GRADE 11 TERM 1				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
1 and 2	Listening comprehension for information OR view TV documentary	Intensive reading. <b>Informative written or visual text</b> Simple summary of important facts <b>Fact</b> and opinion Make inferences  <b>Literary text 1:</b> Introduction to issues. Focus on one identifying feature. Discuss its effectiveness.	Write an <b>informative paragraph</b> . Focus on sentence construction and clarity, paragraph conventions, e.g. main ideas, supporting details, etc.  Write a <b>statement</b> giving information, <i>e.g. to the police</i>	Statements, sentence structure (Subject – verb – object ) Use of determiners  <b>Vocabulary</b> related to reading text(s)
3 and 4	Unprepared reading aloud of paragraph from extended reading programme  Group discussion on visual texts such as cartoons	<b>Literary text 2:</b> Intensive reading. Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues  Extended reading practical. Visit to library/bring magazines/newspapers	Write an <b>imaginative paragraph/essay</b> in response to the issues explored in the literary text, e.g. <b>a poem, drama, novel, short stories, diary or letter</b>  • Focus on process writing : Planning, drafting, revision, editing and presenting	Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading and visual texts, Using a thesaurus – synonyms Building antonyms with prefixes and suffixes, <i>e.g. happy – unhappy, hairy – hairless</i>
5 and 6	Listen for summary: short informative text. Identify the main message, suggest a heading Oral: interview (procedures or role play)	Intensive reading. Summary from <b>informative text</b> Identify important and less important details.	Write <b>point form summary</b>  Extend <b>notes</b> into a full text, e.g. paraphrasing main ideas from a text or interview	Nouns Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text(s) Dictionary work

7 and 8	<p>Prepared reading aloud – passage from setwork OR Prepared reading of a poem OR Script of a drama</p> <p>Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures</p>	<p><b>Literary text 3:</b> Creating character in a novel, short story or drama; rhetorical devices in a poem</p> <p><b>Literary text 4:</b> Evaluate the message of the literary text</p>	<p>Write a <b>narrative</b> in which characters meet and speak</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Direct and indirect speech to create character. Punctuation of direct and indirect speech (revision) Remedial grammar from learners’ writing</p> <p><b>Vocabulary:</b> research meaning of words in reading – dictionary work</p>
9 and 10	<p>Listen to different texts and discuss, e.g. a song</p> <p>Present extended reading project</p>	<p>Intensive reading. <b>Compare and contrast</b> the message/style, rhythm etc. of two songs.</p> <p><b>Extended reading</b> of longer setwork during holiday</p>	<p>Draw up/fill in a <b>table</b> of contrasting features</p> <p>Write written interview/dialogue/letter to the press</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Sound devices, e.g. rhyme, refrain, rhythm, alliteration stock phrases and rhymes Remedial grammar from learners’ writing</p> <p><b>Vocabulary:</b> related to songs as they appear in reading text, e.g. archaisms, contractions,</p>
<b>Formal assessment tasks in Term 1</b>				
<b>Task 1: Listening</b>	<b>Task 2: Writing</b>	<b>Task 3: Writing</b>	<b>Task 4: Test 1</b>	
Oral: Listening comprehension	Essay	Longer transactional writing	Comprehension, summary and language	

GRADE 11 TERM 2				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
11 and 12	<p>Explain a visual text in groups – map, chart, plan, photos, tables, diagrams, etc.</p> <p>Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p>	<p>Intensive reading.</p> <p><b>Directions</b> from a literary text, indicating proportion, distance etc.</p> <p><b>Visual text</b> on a place of public interest</p> <p>Bus or other travel <b>timetables</b></p>	<p>Write <b>directions</b> to a place of public interest/local landmark, e.g. <i>the nearest soccer stadium, local dignitary's home etc.</i></p> <p><b>Factual description</b> of a place of public interest, based on the visual text OR dialogue helping a stranger (use addendum on day-to-day conversation)</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Prepositions (revision)</p> <p>Adjectives</p> <p>Comparison of adjectives</p> <p><b>Vocabulary</b> related to reading text(s)</p> <p>Words indicating direction, distance, proportion etc.</p>
13 and 14	<p>Formal researched speech</p>	<p><b>Literary text 5</b> Intensive reading.</p> <p>Explore themes and characters further. Compare or contrast</p> <p><b>Literary text 6</b></p> <p>Intensive reading.</p>	<p>Paragraphs on setwork, folk tale or myth, e.g. <i>describe a character and justify, describe the setting and its effect, identify theme and effect</i></p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Concord in context – examples from listening practice or literary texts five and six</p> <p>Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to the reading/listening text</p>



15 and 16	Role play meeting procedures in class with topic drawn from reading text.	<p>Intensive reading. <b>Informative text, e.g. newspaper</b> on a community issue, <i>e.g. water shortages, rubbish removal</i></p> <p>Extended reading and viewing. Encourage reading and viewing of <b>newscasts/newspapers</b></p>	<p>Write the <b>agenda</b> of a community meeting in response to the reading text</p> <p>Take <b>notes</b> from meeting</p> <p>After role play, write the <b>minutes</b> of the meeting</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Paragraph structure: topic sentence and supporting details Conventions related to minutes: past tense, numbered, formal, concise language</p> <p><b>Vocabulary</b> related to reading text Meta-language of meeting procedures, <i>e.g. agenda, chair, minutes, matters arising ...</i></p>
17 and 18	<p>Debate (procedures)</p> <p>Listen for attitude and position</p>	<p>Read for critical awareness. <b>Text which gives viewpoint/attitude/assumptions</b> from literary or media source, e.g. political cartoon, advertisement, emotive reporting</p> <p><b>Multimodal advertisement</b>, from magazine/newspaper/TV</p>	<p>Create an <b>advertisement</b> – include visual elements. Persuasive techniques, e.g. expert recommendation, implication, generalisation etc. The advertisement could be a radio advert script or for a magazine</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition</p> <p><b>Vocabulary</b> related to reading text(s) Meta-language of advertising, <i>e.g. copy, layout</i></p>
19 and 20	<b>Mid-year examinations</b>			
<b>Formal assessment tasks in Term 2</b>				
<b>Task 5: Speaking</b>		<b>Task 6: Literature</b>		<b>Task 7: Mid-year examinations</b>
Oral: Formal researched speech		Contextual questions		Paper 1: Language in context Paper 2: Literature Paper 3: Writing (Can be written in May/June)

<b>GRADE 11 TERM 3</b>				
<b>Weeks</b>	<b>Listening &amp; Speaking 1 hour</b>	<b>Reading &amp; Viewing 4 hours</b>	<b>Writing &amp; Presenting 3 hours</b>	<b>Language structures and conventions 1 hour (integrated and/or explicit)</b>
<b>21 and 22</b>	Panel discussion/interview	Read for <b>summary</b> . Discursive text which balances argument/discussion for and against	Write <b>an argument</b> : for <u>and</u> against a proposal/motion  Create a <b>table of the argument</b> in the reading text	Revise logical connectors and conjunctions  Remedial grammar from learners' writing and performance in mid-year examinations  <b>Vocabulary</b> related to reading text(s)

	<p>Discuss an issue related to the literary text studied or a visual text</p>	<p><b>Literary text 7</b> Introduction to issues. Focus on one identifying feature. Discuss its effectiveness.</p> <p><b>Literary text 8:</b> Intensive reading. Identify and discuss plot in drama/novel/short story; imagery in a poem and how these relate to issues</p>	<p><b>Writing: Descriptive/narrative/reflective/ discursive writing</b></p> <ul style="list-style-type: none"> <li>• Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Verb tenses</p> <p><b>Vocabulary</b> related to reading text</p>
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25 and 26	Formal prepared/researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	Intensive reading. <b>Mass media shorter texts: notices, classified advertisements, brochures, obituaries.</b> Compare register, style and voice with similar forms, e.g. letters	Write a <b>notice</b> or <b>announcement</b>  Write a <b>formal letter of enquiry</b> in response to a notice, classified advertisement etc. <ul style="list-style-type: none"><li>Focus on process writing : Planning, drafting, revision, editing and presenting</li></ul>	Format related to writing Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text Abbreviations commonly used in classified advertisements, acronyms, etc.
27 and 28	Listen to enrichment text for pleasure/appreciation, e.g. song, poetry reading, film, radio drama, play reading	<b>Literary text 9:</b> Intensive reading. Creating character in a novel, short story or drama; rhetorical devices in a poem  <b>Enrichment text</b> e.g. fantasy, dream, science fiction in any medium	Write a <b>any shorter text</b> in response to a photograph or other image, e.g. a poem, descriptive paragraph, diary entry <ul style="list-style-type: none"><li>Focus on process writing : Planning, drafting, revision, editing and presenting</li></ul>	Image, symbol, literal and figurative meaning  <b>Vocabulary</b> related to reading text
29 and 30	Prepared reading aloud of letters to the press	Intensive reading for <b>critical language awareness, of letters to the press (purpose and audience; facts and opinions).</b> Focus on naming (how are people named?), what is included or excluded, pronouns (who are "they"?)  <b>Literary text 10:</b> Intensive reading. Evaluate the message	Write a letter to the press in response to reading text. Be aware of own position and attitude <ul style="list-style-type: none"><li>Focus on process writing : Planning, drafting, revision, editing and presenting</li></ul>	Denotation and connotation Assumptions Implied meaning Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text
<b>Formal assessment tasks in Term 3</b>				
<b>Task 8: Speaking or reading</b>		<b>Task 9: Writing</b>	<b>Task 10: Test 2</b>	
Oral: Prepared reading/unprepared speaking/informal speaking in group		Shorter transactional text	Comprehension, summary and language  OR  Literature: Contextual questions	

GRADE 11 TERM 4				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
31 and 32	Critical listening of recorded or read text for bias and prejudice  Discussion/debate	Reading for <b>critical language awareness, e.g. political speech, biased reporting.</b> Critical reading issues: Who gains from this text? Who loses? How?  <b>Literary text 11:</b> Intensive reading. Explore themes further. Compare or contrast.	<b>Rewrite a text</b> to remove prejudice and bias/Write an argumentative essay  <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	Passive and active voice  <b>Vocabulary</b> related to reading text Thesaurus – synonyms
33 and 34	Listening: note-taking practice of procedure. Listening for sequence.	<b>Literary text-12</b> Intensive reading.  <b>Literary text 13</b> Intensive reading	Write a <b>procedural text</b> , e.g. instructions related to new technology Illustrate with diagram/storyboard etc.  <b>Summary writing</b> revision using procedural text, e.g. full sentences, using synonyms and own words	Verbs Chronological order Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text
35 and 36	Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry	<b>Literary text 14</b> Revision/summary/ concluding lesson/enrichment text	<b>Letter of appreciation/thanks/expressing enjoyment</b>  <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul> Revision of any forms for end-of-year examination	Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register  <b>Vocabulary</b> related to reading text
37 and 38	Revision: informal class and group discussion during examination preparation	<b>Literary text</b> for revision	<b>Examination preparation.</b> Write from a choice of creative forms – narrative, descriptive, argumentative, discursive and reflective choosing a topic	Dictionary work Idioms/proverbs/sayings Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text
39 and 40	<b>End-of-year examinations</b>			
<b>Formal assessment tasks in Term 4</b>				
<b>Task 11: End-of-year examinations</b>				

Paper 1: Language in context  
Paper 2: Literature  
Paper 3: Writing  
Paper 4: Orals\*

\*Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work.

### **3.5.3 Grade 12 teaching plan**

This year plan presents a minimum of work to be covered and assessed.

In Grade 12 the texts for formal study (setworks) have been counted 1 – 18, i.e. about two hours per cycle for one poem or one short story or one unit of a novel or drama. If drama or a novel has been chosen, the teacher would need to divide the work into appropriate units to be covered in that time.

Much of the time in Grade 12 will be spent on revision and preparing learners for the final external examination.

GRADE 12 TERM 1				
Wee ks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
1 and 2	<p><b>Group discussion:</b> Discuss the features of literary texts/newspaper or magazine articles</p> <p>Discuss purpose and structure</p> <p>Link to extended reading project of newspaper/news casts etc.</p>	<p><b>Intensive reading.</b> Summary revision using <b>text on newspapers/reporting /media</b> Skim and scan</p> <p><b>Literary text 1:</b> Introduction to issues. Focus on one identifying feature and style of each section. Discuss its effectiveness, theme, motif as in drama/novel/short stories.</p>	<p><b>Summary notes and final summary</b> (possible assessment)</p> <p>Write a <b>letter to the press</b> OR write a <b>notice for a newspaper or magazine</b> OR a <b>review</b></p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Formal structures, e.g. honorifics, no contractions (<i>e.g. I will ... not I'll</i>), no slang or colloquial language. Euphemism (<i>e.g. passed away instead of died</i>)</p> <p><b>Vocabulary</b> related to reading text Meta-language related to newspapers</p>
3 and 4	<p>Listen for research: a project in which learners ask questions of others and the public and write it into an information report.</p> <p>Formal speech: present the report orally</p>	<p><b>Literary text 2:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p><b>Literary text 3:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a <b>list of appropriate questions</b> to elicit information</p> <p>Write an <b>information report</b> summarising the results of the research project</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Revision: Passive voice, Indirect speech Question forms</p> <p><b>Vocabulary</b> related to reading text</p>
5 and 6	<p>Listening comprehension: an autobiographical interview, a reading from an autobiography, video clip of an autobiographical interview</p> <p>Enrichment: view an autobiographical film/documentary</p>	<p>Intensive reading of an <b>autobiographical narrative</b>. Focus on viewpoint, narrator, and attitude. Identify assumptions. Identify the effect of language varieties (if appropriate)</p> <p><b>Literary text:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. Explain the internal and external structures of poems, e.g. poetic and rhetorical devices</p>	<p>Write a <b>autobiographical incident (narrative)</b></p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul> <p>Focus on process writing: editing and rewriting</p> <p>Write a literary paragraph on an aspect of the setwork/s studied so far OR the autobiographical narrative</p>	<p>Revision: Verb tenses, concord Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to reading text</p>

<b>7 and 8</b>	<p>Formal group work discussion of issues related to the network</p> <p>Discuss themes and messages related to visual texts</p>	<p>Intensive reading. <b>Visual text</b> for information related the network study, e.g. a <i>map of the district described in a novel/ short story, diagram of the Elizabethan stage, a video of the novel etc.</i></p> <p><b>Literary text 5:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write an essay: narrative/reflective/descriptive/argumentative/discursive</p> <p><b>Change the visual text</b>, e.g. road map, (see Reading) <b>into another written or visual form</b>, e.g. poster, mind-map, diagram, flow chart, etc.</p>	<p>Paragraph structure in discursive writing. Logical connectors that signal cause (e.g. <i>because, so, therefore</i>) and time (e.g. <i>then, next, after</i>) Prepositions (revision)</p> <p><b>Vocabulary</b> related to reading text Meta-language of literary analysis appropriate to the text being studied</p>
<b>9 and 10</b>	<p>Reading aloud of a literary text OR a text from internet</p> <p>Oral: Introducing a speaker</p>	<p>Intensive reading of <b>multimodal text</b> for research, from, e.g. <b>web page, encyclopaedia, reference work/text book</b>. Assess how the visual and written elements contribute to meaning</p> <p><b>Literary text 6:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Writing an email (address/subject/message) OR writing a webpage (symbol, signs, logos, layout features, visual images and their effect)</p> <p>Pay attention to visual features</p> <p><b>Formal letter:</b> Write a letter of request, e.g. donation, sponsorship, etc.</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p><b>Vocabulary</b> related to reading text Meta-language related to multimodal and visual texts Jargon words Dictionary practice</p>
<b>Formal assessment tasks in Term 1</b>				
<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	<b>Task 4:</b>	
Oral: Listening comprehension	<b>Writing:</b> Essay	<b>Writing:</b> Longer transactional text	<b>Test 1:</b> Comprehension, summary and language	



GRADE 12 TERM 2				
Weeks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
11 and 12	<p>Listen to a job interview/text about a job interview and take notes Discuss the relative merits of interviewees and share ideas with class or group</p> <p>Enrichment: Extended reading: watch/listen to a news interview</p>	<p>Intensive reading. An <b>advertisement</b> for a prospective job, bursary or tertiary institution. Pay attention to form, details and stock phrases</p> <p><b>Literary text 7:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a <b>covering letter</b> and a <b>CV</b>, e.g. for a job or bursary or university application in response to an advertisement</p> <p>Revision: letter formats and stock phrases of opening and closing. Paragraph structure.</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Passive voice Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to reading text and job interviews</p>
13 and 14	<p>Job interview role play. This can be a full role play with class members taking on the roles of interviewers, or the teacher can provide questions which learners read to each other for a response.</p>	<p>Intensive reading of <b>information text</b> on interviews from <b>magazine/internet</b> etc.</p> <p>Extended reading: look for job/bursary advertisements OR read brochures/flyers of tertiary institutions</p> <p><b>Literary text 8:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p><b>Summary</b> revision: Write a summary on texts used for specific topics, e.g. interview</p>	<p>Revision: modal verbs to prepare for role play of job interview – implications of different modal verbs in use</p> <p><b>Vocabulary</b> related to reading text</p>
15 and 16	<p>Formal researched speech on an aspect of visual media, e.g. <i>film genres, production methods, history</i></p> <p>Role play formal speeches: introducing a speaker and offering a vote of thanks</p>	<p>View a <b>scene from a film</b> OR read a <b>review</b> of a film/ documentary/TV series</p> <p><b>Literary text 9:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a <b>persuasive letter or paragraph</b> recommending the film you have watched OR write a film review</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Revision: Emotive writing Adjectives and adverbs Remedial grammar from learners' writing</p> <p><b>Vocabulary</b> related to reading text Technical vocabulary related to film production</p>

<b>17 and 18</b>	Informal class and group discussion used in examination preparation	<p><b>Literary text 10:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination</p>	Use previous examination papers to revise forms in preparation for the internal examination	<p>Use previous examination papers to revise language in preparation for the external examination</p> <p><b>Vocabulary</b> related to reading text Meta-language revision</p>
<b>19 and 20</b>	<b>Mid-year examinations</b>			
<b>Formal assessment tasks in Term 2</b>				
<b>Task 5: Reading</b>	<b>Task 6: Speaking</b>	<b>Task 7: Literature</b>	<b>Task 8: *Mid-year examinations</b>	
Prepared reading	Oral: Prepared speech	Contextual questions	Paper 1: Language in context Paper 2: Literature Paper 3: Writing (Can be written in May/June) OR Written test	

**\* Mid-year examinations: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).**

GRADE 12 TERM 3				
Wee ks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
21 and 22	Read a drama/ dialogue aloud. Pay attention to pronunciation, pause, pacing** tone and expression	Intensive reading. A <b>dialogue/ drama</b> which contains language varieties (e.g. <b>dialect, slang, words from other languages</b> , e.g. <i>Aisch! I fell in the donga!</i> ) Pay attention to dialogue/ stage conventions (if the chosen setwork is a drama, focus on stage directions, asides, costume, make up, etc. appropriate to the setwork)  <b>Literary text 11:</b> Introduction to issues. Focus on one identifying feature Discuss its effectiveness	Write <b>an argument</b> : list of points for and against a proposal/motion, e.g. <i>that swearing, slang and words from other languages should be allowed in class</i> . Learners should give both sides of the argument  <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revision, editing and presenting</li> </ul>	Revise logical connectors and conjunctions Generalisation and stereotype Remedial grammar from learners' writing and language papers in the mid-year examinations  <b>Vocabulary</b> related to reading text
23 and 24	Share extended reading experience, e.g. <i>recommend book, make suggestions about the school/public/community library</i>	<b>Literary text 12:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.  <b>Literary text 13:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	<b>Writing:</b> Write a shorter transactional text – diary entry, flyers, posters, directions, instructions, advertisement  <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	Presentation of project, e.g. format, illustrations Remedial grammar from learners' writing  <b>Vocabulary</b> related to reading text and research project
25 and 26	Listen to a radio/TV newscast for bias	Intensive reading for <b>Critical Language Awareness</b> , e.g. <b>political speech, biased reporting</b> .  <b>Literary text 14:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a biased account of a political event, such as a rally, riot, protest ( <b>narrative</b> )  <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul> <p>Write a <b>formal letter</b> justifying/excusing/apologising for a behaviour</p>	Use of pronouns and names, e.g. <i>demonstrators, agitators, activists</i> , to “position” Sequencing  <b>Vocabulary</b> related to reading text

27 and 28	Discussion of issues related to setwork study	<p><b>Literary text 15:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p><b>Literary text 16:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write an <b>essay</b> –argumentative/reflective/discursive/narrative/descriptive</p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Formal style elements: vocabulary, longer sentences, no contractions Remedial grammar from learners’ writing</p> <p><b>Vocabulary</b> related to reading text</p>
29 and 30	Listening to texts for appreciation and pleasure, e.g. music, songs, poems, extracts from setworks, etc.	<p><b>Literary text 17:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p><b>Literary text 18:</b> Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Design a <b>poster/CD cover</b></p> <ul style="list-style-type: none"> <li>Focus on process writing : Planning, drafting, revision, editing and presenting</li> </ul>	<p>Style elements related to written work</p> <p><b>Vocabulary</b> related to reading text</p>
<b>Formal assessment tasks in Term 3</b>				
<b>Task 9: Writing</b>		<b>Task 10: *Trial examinations</b>		
Shorter transactional text		Paper 1: Language in context Paper 2: Literature Paper 3: Writing (Can be written in August/September)		
<p><b>*Trial examinations: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).</b></p>				
<b>GRADE 12 TERM 4</b>				
<b>Wee ks</b>	<b>Listening &amp; Speaking</b>	<b>Reading &amp; Viewing</b>	<b>Writing &amp; Presenting</b>	<b>Language structures and conventions</b>
31 and 32	Informal class and group discussion used in examination preparation	Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination	Use previous examination papers to revise language in preparation for the external examination  <b>Vocabulary</b> related to reading text/examination revision of meta-language terms

33 and 34	Informal class and group discussion used in examination preparation	Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination	Use previous examination papers to revise language in preparation for the external examination  <b>Vocabulary</b> related to reading texts from previous examinations/ examination revision of meta-language terms
35 and 36	<b>EXTERNAL EXAMINATIONS</b>			
37 and 38	<b>EXTERNAL EXAMINATIONS</b>			
39 and 40	<b>EXTERNAL EXAMINATIONS</b>			
<p>End-of-year examinations:            Paper 1: Language in context            Paper 2: Literature            Paper 3: Writing            Paper 4: *Oral</p> <p>*Oral year mark from cumulative speaking, listening and/or reading. Final mark should include at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work.</p>				

## **SECTION 4**

### **Assessment in First Additional Language**

#### **4.1 Introduction**

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

The assessment of language skills should be integrated. The assessment of a comprehension passage should be linked with language use. The assessment of writing should incorporate topics about things that happen in real life situations.

#### **4.2 Informal or daily assessment**

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner–teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

### 4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, writing tasks, oral presentations, demonstrations, performances, etc.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The following tables provide the formal assessment requirements for First Additional Languages:

**Table 1: Grades 10 – 11**

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA) –	End-of-Year Examination Papers	
25%	62,5%	12,5%
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 7 tasks</li> <li>• 1 examination (mid-year)</li> </ul>	<p style="text-align: center;"><b>Written examinations</b></p> <p>Paper 1 (2 hours) – Language in context            Paper 2 (2 hours) – Literature            Paper 3 (Grade 10: 2 hours, Grade 11: 2½ hours) – Writing</p>	<p style="text-align: center;"><b>Oral Assessment Tasks: Paper 4</b></p> <p style="text-align: center;">Listening            Speaking            Prepared reading / unprepared speaking / informal speaking in group</p> <p>The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.</p>

**Table 2: Grade 12**

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA) –	End-of-Year Examination Papers	
25%	62,5%	12,5%
<ul style="list-style-type: none"> <li>• 1 test</li> <li>• 7 tasks</li> <li>• 2 examinations (mid-year &amp; trial)</li> </ul>	<p style="text-align: center;"><b>Written examinations</b></p> Paper 1 (2 hours) – Language in context Paper 2 (2 hours) – Literature Paper 3 (2½ hours) – Writing	<p style="text-align: center;"><b>Oral Assessment Tasks: Paper 4</b></p> Listening Speaking Prepared reading / unprepared speaking / informal speaking in group  The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

**Table 3**

Cognitive Levels	Activity	Percentage of Task
<b>Literal (Level 1)</b>	Questions that deal with information explicitly stated in the text. <ul style="list-style-type: none"> <li>• Name the things/people/places/elements ...</li> <li>• State the facts/reasons/points/ideas ...</li> <li>• Identify the reasons/persons/causes ...</li> <li>• List the points/facts/names/reasons ...</li> <li>• Describe the place/person/character ...</li> <li>• Relate the incident/episode/experience ...</li> </ul>	<b>Levels 1 and 2: 40%</b>
<b>Reorganisation (Level 2)</b>	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. <ul style="list-style-type: none"> <li>• Summarise the main points/ideas/pros/cons/ ...</li> <li>• Group the common elements/factors ...</li> </ul>	



	<ul style="list-style-type: none"> <li>• State the similarities/differences ...</li> <li>• Give an outline of ...</li> </ul>	
<p><b>Inference (Level 3)</b></p>	<p>Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions.</p> <ul style="list-style-type: none"> <li>• Explain how the main idea links with theme/message ...</li> <li>• Compare the ideas/attitudes/actions ...</li> <li>• What is the writer's (or character's) intention/ attitude/motivation/reason ...</li> <li>• Explain the cause/effect of ...</li> <li>• What does an action/comment/attitude (etc.) reveal about the narrator/writer/character ...</li> <li>• How does the metaphor/simile/image affect your understanding ...</li> <li>• What, do you think, will be the outcome/effect (etc.) of an action/situation ...</li> </ul>	<p><b>Level 3: 40%</b></p>

<p><b>Evaluation (Level 4)</b></p>	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> <li>• Do you think that what transpires is credible/realistic/possible ...?</li> <li>• Is the writer's argument valid/logical/conclusive ...?</li> <li>• Discuss/Comment critically on the action/intention/motive/attitude/suggestion/implication ...</li> <li>• Do you agree with the view/statement/observation/interpretation?</li> <li>• In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response/Give reasons for your answer.)</li> <li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer.</li> <li>• What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values?</li> <li>• Discuss critically/Comment on the value judgements made in the text</li> </ul>	<p><b>Levels 4 and 5: 20%</b></p>
<p><b>Appreciation (Level 5)</b></p>	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> <li>• Discuss your response to the text/incident/ situation/conflict/dilemma ...</li> <li>• Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?</li> <li>• Discuss/Comment on the writer's use of language ...</li> <li>• Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/metaphors/use of poetic techniques/literary devices ...</li> </ul>	

#### 4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

##### 4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for First Additional Languages:

**Table 4.1: Grades 10 – 11**

Programme of Assessment			
SBA per Term			End-of-year examinations
<p><b>Term 1:</b> 1 Written Test + 3 Tasks</p>	<p><b>Term 2:</b> 2 Tasks + 1 Mid-year examination comprising: 3 Papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing</p>	<p><b>Term 3:</b> 1 Written Test + 2 Tasks</p>	<p><b>Term 4:</b> 1 Internal end-of- year examinations comprising 3 Papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing + Paper 4: Oral</p>
<p><b>Term Mark (Terms 1 – 3):</b></p> <ul style="list-style-type: none"> <li>• Each term, add raw marks and totals and convert to % for term mark.</li> </ul> <p><b>Promotion Mark:</b></p> <ul style="list-style-type: none"> <li>• Add raw marks and totals for SBA tasks from term 1 to term 3 and convert to 25%,</li> <li>• Convert Paper 1 to 20%,</li> <li>• Convert Paper 2 to 17,5%,</li> <li>• Convert Paper 3 to 25%,</li> <li>• Convert Oral mark (Paper 4) to 12,5%</li> </ul>			

**Table 4.2: Grade 10 -11**

<b>Formal assessment tasks in Term 1</b>			
<b>Task 1:</b>	<b>Task 2: (50 marks)</b>	<b>Task 3: (30 marks)</b>	<b>Task 4: (40 marks)</b>
<p><b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING: Prepared reading/unprepared speaking/informal speaking in group (20)</p>	<p><b>Writing:</b> Grade 10: Narrative/descriptive/ discursive/  Grade 11: Narrative/descriptive/ discursive/ argumentative/reflective</p>	<p><b>Writing:</b> Longer Transactional writing: Friendly/formal letters (request/complaint/application/ business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting /formal or informal report/ review/newspaper article/magazine article/speech/dialogue/interview</p>	<p><b>**Test 1:</b> Comprehension, Summary and Language  Or <del>Literature: contextual questions</del></p>
<b>Formal assessment tasks in Term 2</b>			
<b>Task 5:</b>	<b>Task 6: : (35 marks)</b>	<b>Task 7: 250 marks</b>	
<p><b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING: Prepared reading/unprepared speaking/informal speaking in group (20)</p>	<p><b>Literature:</b> Contextual questions</p>	<p><b>Mid-year examinations</b> Paper 1: Language in context (80) Paper 2: Literature (70) Paper 3: Writing (Can be written in May/June) (100)</p>	
<b>Formal assessment tasks in Term 3</b>			
<b>Task 8:</b>	<b>Task 9: 20 marks</b>	<b>Task 10: (35 marks)</b>	
<p><b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING: Prepared reading/unprepared speaking/informal speaking in group (20)</p>	<p><b>Writing:</b>  Shorter transactional text</p>	<p><b>**Test 2:</b> Comprehension, language and summary (40 marks)  OR  Literature: contextual questions (35 marks)</p>	
<b>Formal assessment tasks in Term 4</b>			
<b>Task 11: End-of-year examinations</b>			

Paper 1: Language in context (80)

Paper 2: Literature (70)

Paper 3: Writing (100)

Paper 4: Orals\* (50)

\*Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work.

**\*\*Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary and Language in context* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for exam papers.

**Table 4.3: Grade 12**

Programme of Assessment			External Examination
SBA per Term			
<p><b>Term 1:</b> 1 Written Test + 3 Tasks</p>	<p><b>Term 2:</b> 3 Tasks+ 1 Mid-year examination comprising 3 Papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing OR Written Test</p>	<p><b>Term 3:</b> 1 Trial examination comprising 3 Papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing OR Written Test + 1 Task</p>	<p><b>Term 4:</b> 1 External Examination comprising 3 Papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing + Paper 4: Oral:</p>
<p><b>Term Mark (Terms 1 – 3)</b></p> <ul style="list-style-type: none"> <li>Each term, add raw marks and totals and convert to % for term mark.</li> </ul> <p><b>SBA Mark:</b></p> <ul style="list-style-type: none"> <li>Add raw marks and totals for formal assessment tasks from term 1 to term 3 and convert to 25%</li> </ul> <p><b>External Examination</b></p> <ul style="list-style-type: none"> <li>Convert Paper 1 to 20%,</li> <li>Convert Paper 2 to 17,5%,</li> <li>Convert Paper 3 to 25%,</li> <li>Convert Oral mark (Paper 4) to 12,5%</li> </ul>			

**Table 4.4: Grade 12**

Programme of assessment			
<b>Formal assessment tasks in Term 2</b>			
<b>Task 1:</b>	<b>Task 2: (50 marks)</b>	<b>Task 3: (30 marks)</b>	<b>Task 4: (40 marks)</b>
<b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING: Prepared reading/unprepared speaking/informal speaking in group (20)	<b>Writing:</b> Narrative/descriptive/discursive/argumentative/reflective	<b>Writing:</b> Longer Transactional writing: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting /report/ review/newspaper article/magazine article/speech/dialogue/interview	<b>**Test 1</b> Comprehension, Summary and Language
<b>Formal assessment tasks in Term 2</b>			
<b>Task 5:</b>	<b>Task 6:</b>	<b>Task 7: (35 marks)</b>	<b>Task 8:</b>
<b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING: Prepared reading/unprepared speaking/informal speaking in group (20)	<b>*Oral:</b> Listening comprehension (10)/ prepared speaking (20) / ONE OF THE FOLLOWING Prepared reading/unprepared speaking/informal speaking in group (20)	<b>Literature:</b> Contextual questions	<b>***Mid-year examinations (250 marks)</b> Paper 1: Language in context (80) Paper 2: Literature (70) Paper 3: Writing (Can be written in May/June) (100) <b>OR</b> Written test
<b>Formal assessment tasks in Term 3</b>			
<b>Task 9:</b>		<b>Task 10:</b>	
<b>Writing:</b> Shorter transactional text (20 marks)		<b>***Trial examinations (250 marks)</b> Paper 1: Language in context Paper 2: Literature Paper 3: Writing (Can be written in August/ September) <b>OR</b> Written test	

**\*Oral:** Learners should do at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work during the year.

**\*\*Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary and Language in context* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for exam papers.

**\*\*\* Mid-year and Trial examinations: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).**

#### 4.4.2 Examinations

### Format of Examination Papers 1, 2 and 3

PAPER	SECTION			MARKS		TIME
1. Language in context	<b>A: Comprehension</b> (A range of texts can be used including visual and or graphic texts) <ul style="list-style-type: none"><li>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li></ul>			30	80	Grades 10 – 12: 2 hours
	<b>Grades</b>	<b>Length of text</b>				
	10	400 – 500 words				
	11	500 – 600 words				
	12	600 – 700 words				
	<b>B: Summary:</b> The passage should not come from the comprehension text.			10		
	<b>Grades</b>	<b>Length of text</b>	<b>Length of summary</b>			
	10	approximately 200 words	60 – 70 words			
	11	approximately 230 words				
	12	approximately 250 words				
<b>C: Language</b> <ul style="list-style-type: none"><li>Language structures and conventions (words and sentences) should be assessed in context using a variety of texts.</li><li>Critical language awareness.</li></ul>			40			

PAPER	SECTION	MARKS		TIME
2. Literature	<b>Any TWO of the following:</b> Novel/drama/short story (contextual questions)/poetry (contextual questions on two <b>seen</b> poems)	(2 x 35 =70)	70	Grade 10 – 12: 2 hours
	<b>PAPER</b>	<b>SECTION</b>	<b>MARKS</b>	<b>TIME</b>
3. Writing	<b>A: Essay – One essay</b> Narrative/descriptive/argumentative/reflective/discursive	(50)	100	Grade 10: 2 hours Grade 11 – 12: 2½ hours
	<b>Grades</b>	<b>Length of essay</b>		
	10	150 – 200 words		
	11	200 – 250 words		
	12	250 – 300 words		
	Assess the following:		(30)	
	<ul style="list-style-type: none"> <li>Content &amp; planning (60%)</li> <li>Language, style &amp; editing (30%)</li> <li>Structure (10%)</li> </ul>			
	<b>B: One text – Longer Transactional text:</b> Friendly/formal letters (request/complaint/application/business/thanks/congratulations/sympathy) /formal and informal letters to the press/curriculum vitae and covering letter/obituary/agenda and minutes of meeting (asked as a combination)/report (formal and informal)/review/newspaper article/magazine article/written formal and informal speech/dialogue/written interview		(30)	
	<b>Grades</b>	<b>Length of text</b>		
	10 – 12	120 – 150 words – content only		
	Assess the following:		(20)	
	<ul style="list-style-type: none"> <li>Content, planning, &amp; format (60%)</li> <li>Language, style &amp; editing (40%)</li> </ul>			
<b>C: One text – Shorter text:</b> <b>Transactional/Referential/Informational:</b> Advertisements/Diary entries/Postcards/Invitation cards/Filling in forms /Instructions/Directions/Instructions/Flyers/Posters		(20)		
<b>Grades</b>	<b>Length of text</b>			
10 – 12	80 – 100 words			
Assess the following:				
<ul style="list-style-type: none"> <li>Content, planning, &amp; format (60%)</li> <li>Language, style &amp; editing (40%)</li> </ul>				



### Content to be covered

Assessment addresses the content as set out in this document. Owing to the conceptual progression of the content across the grades, content and skills from Grades 10 – 12 will be assessed in the external papers at the end of Grade 12.

### Oral Assessment Tasks: Paper 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for Grade 12. It constitutes 50 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

Paper 4	DETAILS	MARKS	
Orals	*Orals will be internally set, internally assessed and externally moderated.	20	50
	<ul style="list-style-type: none"> <li><b>Speaking:</b> Prepared speaking <i>Assess: Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i></li> </ul>	20	
	<ul style="list-style-type: none"> <li><b>Prepared reading/unprepared speaking/informal speaking in group</b> <i>Assess: Content, tone, speaking, and presentation skills, critical awareness of language usage</i></li> </ul>	10	

\*Oral year mark from cumulative speaking and listening. Final mark should include at least one prepared speaking task, one listening task and one other, e.g. prepared reading/unprepared speaking/informal speaking in group work.

### 4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

**CODES AND PERCENTAGES FOR RECORDING AND REPORTING**

<b>RATING CODE</b>	<b>DESCRIPTION OF COMPETENCE</b>	<b>PERCENTAGE</b>
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

**4.6 Moderation of assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

*4.6.1 Formal Assessment (SBA)*

- Grade 10 and 11 tests and examinations are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- Grade 12 tests and examinations must be moderated at provincial level. This process will be managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

*4.6.2 Oral assessment tasks*

- **Grade 10 and 11:** Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks in Grades 10 and 11. The subject advisor must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- **Grade 12:** Oral tasks should be internally set, internally assessed and **externally** moderated. Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks. The subject advisor must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and

the internal moderation. A sample of learners from each school must be moderated to verify the standard of their oral performance.

#### **4.7 General**

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*

4.7.2 The policy document, *National Protocol for Assessment Grades R – 12.*

## GLOSSARY

**acronym** – a word made up from the first letters of the name of something, e.g. *CAPS* is an acronym for *Curriculum and Assessment Policy Statement*

**aesthetic** – the use of language to create something artistic, fine and beautiful

**alliteration** – the use of several words together that begin with the same sound or letter, e.g. *Round the rocks the ragged rascal ran*

**allusion** – writing or speaking that mentions a subject, person, etc. indirectly, e.g. *He alluded to the president's ill health*

**ambiguity** – a possible double meaning which may make a message unclear when used by mistake, e.g. *I am going out for the present may mean I am leaving for this time OR I am going to get a gift*

**anecdote** – a short story of based on personal experience

**anti-climax** – a situation or event that is less exciting because it happens after something that was much better. In literature study anti-climax suggests that the expectations built up by the writer are deliberately disappointed.

**antonym** – a word that is opposite in meaning to another word in the same language, e.g. *tall* and *short* are antonyms in English

**appreciation** – pleasure you express when you realise something is good, useful, or well done; an understanding of the importance or meaning of something

**appropriate** – correct or suitable for a particular time, situation, or purpose

**assonance** – repetition of vowel sounds in two or more words, e.g. *All is in tune in the world in June*

**assumptions** – something that you think is true although you have no definite proof. **Underlying**

**assumption** – a belief that is used as the basis for an idea, but which may not be correct

**bias** – an opinion about whether something is good or bad which influences how you deal with it

**chronological** – arranged according to when things happened or were made, e.g. *The poems were arranged*

*in chronological order.*

**clip (video clip/audio clip)** – a short part of a film, television or radio programme that is shown by itself, especially as an advertisement, e.g. *clips from the new James Bond film*

**cognitive academic skills** – these are skills such as inferencing, synthesising and evaluating; the term *cognitive academic language proficiency (CALP)* was coined by Jim Cummins to describe abstract, decontextualised, cognitively demanding language i.e. the kind of language that you would find in a science textbook

**coherent** – something which makes logical sense; a coherent paragraph has a clear development of ideas and sentences have logical links

**cohesive** – a cohesive text is one which flows and has unity. It makes use of connectives, conjunctions and pronouns, which hold the text together, e.g. *Punctuation is important because it makes written language easier to understand.*

**colloquial** – language or words that are used mainly in informal conversations rather than in writing or formal speech, e.g. *just chuck it there* (colloquial) instead of *please place it there* (formal)

**conjunctive** – in conjunctive writing systems (e.g. isiZulu and isiXhosa) there are spaces between grammatical words rather than morphemes; words are therefore longer than in disjunctive writing systems (e.g. Sesotho and Setswana)

**connotation** – the meanings which a word suggests, e.g. *plump* has positive connotations such as *attractive, comfortable, cheerful*; whereas *fat* has more negative connotations

**climax** – the most exciting, effective or important part of a story, which usually comes near the end

**conflict** – struggle that arises between characters, between characters and their circumstances or from opposing desires or values

**critical language awareness** – the analysis of how meaning is constructed by those in power to maintain their position; the analysis of language forms to reveal the mechanics of power-based relationships. It empowers the learner to resist manipulation and to use language sensitively

**critique** – a detailed explanation or evaluation of something such as political beliefs

**decoding** – to discover the meaning of a word or message

**decontextualised** – taken out of the situation, events, or information related to it

**denotation** – the literal or straightforward meaning of a word

**denouement** – the exciting last part of a story or play

**disjunctive** – in disjunctive writing systems (e.g. Sesotho and Setswana) there are spaces between morphemes; words are therefore shorter than in conjunctive writing systems (e.g. isiZulu and isiXhosa)

**dramatic irony** – when the people watching a play know something that the characters do not, and can understand the real importance or meaning of what is happening

**element** – one part or feature of a whole system, plan, piece of work etc., especially one that is basic or important

**emotive** – emotive language is language which arouses strong feelings

**euphemism** – a polite word or expression that you use instead of a more direct one to avoid shocking or upsetting someone, e.g. *Pass away* is a euphemism for *die*

**evocative** – making people remember something by producing a feeling or memory in them

**explicit** – clearly or directly stated (as opposed to **implicit**)

**exposure** – given the chance to experience new ideas, ways of life, cultures etc.

**falling action** – refers to events that happen after the climax, where the tension has been released and the story moves towards its end. This is also known as the **denouement**

**generic** – relating to a whole group of things rather than to one thing

**genre** – a genre is a particular kind of text written with a specific purpose and audience in mind; it has a recognisable structure and language features. Examples are: novel, drama, poetry, short stories, film, diaries, journals, academic articles, comics, etc.

**homograph** – a word that is spelled the same as another, but is different in meaning, origin, grammar, or pronunciation, e.g. the noun *record* is a homograph of the verb *record*

**homonym** – a word which has both the same sound and spelling as another word but a different meaning, e.g. the noun *bear* and the verb *to bear*

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning, e.g. *one* and *won*

**hyperbole** – an exaggeration, e.g. to describe something so that it appears bigger than it really is, for example, *He gave me a mountainous plate of food.*

**icon** – a small sign or picture on a page or computer screen that is used to indicate or start a particular operation or activity, e.g. *To open a new file, click on the icon.*

**impact** – the effect or influence that an event, situation etc. has on someone or something

**implied** – meaning that is suggested but not directly stated, e.g. *“It’s ten o’clock” may imply that the other is late*

**infer** – to read between the lines to form an opinion about something

**inference** – something that you think is true based on the information you have

**inflection** – the way your voice goes up and down when you are speaking to communicate meaning

**inhibition** – a feeling of shyness or embarrassment that stops you doing or saying what you really want

**interpersonal communication skills** – this is face-to-face language where the context helps speakers to make interpret meaning; Jim Cummins coined the term *Basic Interpersonal Communication Skills (BICS)*

**intonation** – a pattern of rise and fall in the pitch of one’s voice which contributes to the meaning of sentences, e.g. questions are spoken with a rising intonation

**irony** – something which is the opposite of what is expected; using words to mean the opposite of what is expected

**key word searches** – these can be carried out when the text is on the internet or in the computer’s memory. The programme can be asked to search for specific words or phrases

**manipulative** – clever at controlling or deceiving people to get what you want. **Manipulative language** is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches

– a language (or terminology) used to talk about language, e.g. *irony, hyperbole, alliteration*

**metre** – the arrangement of sounds in poetry into patterns of strong and weak beats. It creates rhythm

**mis en scène** (placing on stage) – an expression used to describe the design aspects of a theatre or film production. When applied to cinema, it refers to everything that appears before the camera and its arrangements. It includes the positioning and movement of actors on the set.

**mode** – a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. by converting a graph into a passage). There are different modes of communication: the written mode, the spoken or oral mode, the visual mode, the kinetic mode which makes use of gestures; some texts combine these modes and are therefore called *multimodal texts*

**montage** – a technique in film editing in which a series of short shots are edited into a sequence to condense space, time and information. It is usually used to suggest the passage of time rather than create symbolic meaning.

**modulation** – to change the sound of your voice

**monitor** – to watch and check a situation carefully in order to see how it changes over a period of time

**motion** – a proposal that is made formally at a meeting which is then usually decided on by voting, e.g. *The motion was defeated by 201 votes to 159.*

**multimodal** – multimodal texts are designed to make use of more than one mode of communication, e.g. sound, print, images and gestures

**onomatopoeia** – words which sound like what they describe, e.g. a brush *swishes*, a cow *moos*

**pace** – the speed at which something happens or is done

**perspective** – a way of thinking about something, especially a way of thinking which is influenced by the type of person you are or by your experiences

**point of view** – a particular way of thinking about or judging a situation, e.g. *From an economic point of view, the new development will benefit the town greatly.* Also someone's personal opinion or attitude about something, e.g. *I respect your point of view, but I'm not sure I agree with you.*

**posture** – the way you position your body when sitting or standing

**pull down menus** – a list of things a computer program can do. You make a pull-down menu appear on the computer screen by clicking on a special word or icon.

**pun** – a play on words, e.g. *Seven days without water makes a person weak.*

**rapprochement** – friendly agreement and understanding between people, a cooperative relationship

**reflect** – to think carefully about something, or to say something that you have been thinking about

**refrain** – part of a song or poem that is repeated, especially at the end of each verse

**register** – the words, style and grammar used by speaker and writers in different contexts or situations, e.g. official documents are written in a bureaucratic register, legal documents are written in a legal register

**resolution** – when a problem or difficult situation in a story, play or novel is solved

**rhetorical question** – a question that is asked for emphasis or dramatic effect rather than to get an answer, e.g. *Do you know how lucky you are?*

**rhythm** – a regular and repeated pattern of sounds, e.g. of strongly and weakly stressed syllables

**rising action** – in the early part of a play, novel, story or film one or more conflicts are developed. Because of the increased sense of conflict the action is said to be ‘rising’ towards a climax.

**sarcasm** – speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind or offensive in an amusing way, e.g. saying to someone who has arrived at a meeting very late, *So good of you to come.*

**scan** – to run one’s eyes over a text in order to find specific information, e.g. you scan a telephone directory for a name and number, or a timetable for the time of a train or bus

**skim** – to read a text very quickly to get an overview, e.g. skim the newspaper headlines for the main news

**stage direction** – a written instruction to an actor to do something in a play

**stereotype** – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race group) is like

**strategies** – a planned series of actions for achieving something

**symbol** – something which stands for or represents something else, e.g. a dove is a symbol of peace

**synonym** – a word which has the same meaning or nearly the same meaning as another word in the same language, e.g. *big* and *large* are synonyms in English

**synthesise, synthesis** – to draw together and combine information or ideas from a variety of sources; a synthesis is a clear and succinct summary of these combined ideas

**tempo** (e.g. speech tempo) – the speed at which spoken words are delivered, e.g. in a speech or performance of a poem

**testimony** – a formal statement saying that something is true, OR a fact or situation that proves very clearly that something exists or is true

**text type** – text types are broad categories of texts defined by their purpose, structure and language features, e.g. recount, procedure, information report, narrative, explanation, discussion

**tone** – tone is the emotional message of a text. In a written text it is achieved through words (e.g. neutral words to create an objective tone). In a film it could be created through music or the setting.

**turn-taking conventions** – customs of behaviour and attitudes that people accept in order to cooperate and communicate

**understatement** – a statement which is not strong enough to express the true or full facts or feelings, e.g. *To say I am angry is the understatement of the year.*

**visualise (visualising)** – to form a picture of someone or something in your mind

**vivid** – something that is particularly clear, bright, or seems very real



**voice projection** – to enable listeners to hear clearly what you are saying; to “throw” your voice into an audience

**word attack skills** – strategies for working out the meaning of unfamiliar words by recognising parts of them, e.g. that *rearrange* suggests that the action is being repeated because of the prefix *re*

**word family** – A group of words that share a common root, to which different prefixes and suffixes are added, e.g. *agree* – *agreeable*, *agreement*, *disagree*, *disagreement*