COMMUNICATIVE LEARNING PROGRAMMES FOR THE ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE CLASSROOMS IN THE FREE STATE PROVINCE

by

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DECLARATION

I, the undersigned, declare that

'COMMUNICATIVE LEARNING PROGRAMMES FOR THE ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE CLASSROOMS IN THE FREE STATE PROVINCE'

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this research was not previously submitted by me for a degree at another university.

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THOBEDI M.A.

ACKNOWLEDGEMENTS

God, … thank you for the opportunity that I may live and be able to continue giving knowledge unto others;

My father, mother and brother, thanks for your perseverance throughout tough times. Bakwena ba ga Motswasele, ba ga Setshele, ba ga Matjhobane. Bana ba ga mmasebe, ga se jewe, magadima dibetsong;

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The hand that gives is the one that receives.

God bless!

SUMMARY

The research investigates the use of the Communicative Learning Programmes in the English First Additional Language (EFAL) Senior phase classrooms in the Free State province. During the turn of the twentieth century, syllabi were tools that were designed and provided by the Department of Education to the schools. Recent changes in education in South Africa now expect educators to design these learning programmes.

The Revised National Curriculum Statement (RNCS) details steps that educators can follow in order to design the learning programmes for their learning areas. Outcomes-Based Education encompasses the eight learning areas in the Senior phase, namely Languages, Mathematics, Natural Sciences, Economic and Management Sciences, Social Science, Technology, Life Orientation, and Arts and Culture.

The learning area that this study focuses on is Languages. EFAL is one of the languages that form the learning area of Languages. EFAL comprises six learning outcomes that have to be interpreted by the educators and achieved by the learners by linking teaching and learning with the accompanying assessment standards.

Through the use of the communicative approach and co-operative strategies during group work, this study adds to the body of knowledge communicative learning programmes that Senior phase EFAL educators can use to assist and complement their current strategies.

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ACRONYMS

AS   :   Assessment Standard

BICS   :   Basic Interpersonal Communication Skills

CALP   :   Cognitive Academic Language Proficiency

CASS   :   Continuous Assessment

CO   :   Critical Outcomes

C2005   :   Curriculum 2005

DoE   :   Department of Education

EFAL   :   English First Additional Language

ELP   :   English Language Proficiency

FET   :   Further Education and Training

GETC   :   General Education and Training Certificate

HL   :   Home Language

LO   :   Learning Outcome

LSM   :   Learning Support Material

NCS   :   National Curriculum Statement

NQF	:	National Qualifications Framework
NT	:	Notional Time
OBE	:	Outcomes-Based Education
RNCS	:	Revised National Curriculum Statement
SAQA	:	South African Qualifications Authority
SAL	:	Second Additional Language

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CHAPTER 1

INTRODUCTORY ORIENTATION

1.1   INTRODUCTION

The traditional South African educational system has undergone a huge transformation during the last number of years. This transformation in the post-apartheid era since 1994 paved the way for a paradigm shift in education with the introduction of Outcomes-Based Education (OBE), Curriculum 2005 (C2005), and the Revised National Curriculum Statement (RNCS) (Schlebusch & Thobedi 2005:307).

OBE is an education reform model that has been adopted in significant ways in the United States, Australia and South Africa. This model intends to objectively measure the learners' performance, through the use of outcomes that are to be demonstrated: (online). Available from: http://en.wikipedia.org/wiki/Outcomes-based_education. In OBE, the syllabi which used to shape educators conservatively, are no longer applicable and useful. Instead, OBE is a system of management of curriculum design, and it appeals to educators to become accountable in designing learning programmes (Bitzer 2001:101; DoE 2002b:7). Educators have become the developers of curricula, planners of educational

experiences, managers and facilitators of learner-centred teaching (Van Aswegen & Dreyer 2004:296).

In fact, the role of designing syllabi has since fallen on the shoulders of educators who have to design learning programmes by using the policy documents from Grades R to 9 in the Foundation, Intermediate and Senior phases (Free State Education Institute 2001b:2; Naicker 1999:83). The Department of Education (2002b:6) avails the RNCS, a streamlined and strengthened curriculum that develops the citizens to be multi-skilled in order to confront challenges in the 21st century (Free State Education Institute 2000b:4).

The National Department of Education (1997:14) confirms that learning programmes are the designs through which the curriculum is implemented; the sets of learning activities which the learner will be involved in to attain the learning outcomes of a specific learning area. For instance, English First Additional Language (EFAL) forms part of the learning area of Languages. Educators assess the learning activities of EFAL by seeking evidence from the learners through the interpretation of the learning outcomes *(e.g. in EFAL, the educators plan assessment; observe EFAL learning; analyse, interpret evidence of learning and identify the levels where the learners are with their activities, where the learners need to be supported, and how best to make the learners competent in EFAL communication)* (Gardner 2002:2, 29).

Johnson and Johnson (1999:202) replace learning goals with learning outcomes because learning outcomes result from the learners' interaction patterns promoted by the use of co-operative, competitive and individualistic structures. The learning goals are viewed as the desired future states of demonstrating competence or mastery in the learning area being studied. For instance, learning is structured on the basis of the involvement of all learners independently and dependently working together to accomplish a specific goal or outcome. It is through co-operative learning, competitive efforts or individualistic efforts that a goal is accomplished.

1.2   CO-OPERATIVE LEARNING

Cooperative learning is a successful teaching strategy in which small teams, each with learners of different levels of ability, use a variety of learning activities to improve their understanding of a learning area/subject *(e.g. the EFAL learners are involved with various communication skills in order to effect learning)*: (online). Available from:
http://search.msn.com/results.aspx?q=Cooperative+Learning+Activities&FORM=QSRE.

Loreman, Deppeler and Harvey (2005:156, 157) state that co-operative learning is the interaction of small groups that collaborate. These groups represent a collaboration of learners who interact for the shared outcomes *(e.g. in EFAL, the learners enhance each others' understanding by developing positive attitudes towards EFAL learning)*. Each learner is also helped through the efforts of the other members in a group to develop

interpersonal and social problem-solving skills. However, educators have not always implemented co-operative learning effectively and likewise co-operative learning groups don't always lead to collaboration or demonstrate positive outcomes for all learners. EFAL as the focus area of this study should aim at structuring all activities employed in the classroom to collaborate communicatively *(i.e. a scenario where learners should debate issues such as in parliamentary sessions).* The mode of communicative activities arises from the previously mentioned co-operative learning environment, and is supplemented by individualistic efforts from learners.

The Free State Education Institute (2003a:1) confirms that in co-operative learning, each member of a group is responsible not only for learning *what* is taught but also for helping group members learn. All the members in each group are assigned certain responsibilities. One member can take a role as a leader *(i.e. assigns task to other members in a group),* another as scribe *(i.e. keeps records of all group activities),* reporter *(i.e. gives oral responses to the class about the group's conclusions),* monitor *(i.e. is the supervisor of the space where the group is kept and timekeeper for the group)* or wildcard *(i.e. assistant to the leader and assumes the role of any member that may be absent).* These members would be involved in realising the goals of the groups by collaborating through listening, telling, sharing, discussing, arguing, convincing, persuading, enquiring, teaching, explaining and informing. For instance, discussion can be used as a learning activity in order to organise the learning programme. Both the educator and learners can be included in the discussion regarding the organisation of the learning

programme. Learners can suggest possible areas of interest *(e.g. farm life, education, tours, fashion or nightlife)*, and decide which theme interests the majority *(i.e. the groups must have resources available for the chosen theme)*. The theme selected by most will be dealt with for a definite period. The theme will then form part of the learning programme (Wessels & Van den Berg 1998:28, 35). The whole process of involving learners in selecting the theme can be traced back to the nature of the curriculum *(i.e. what should form part of the learning programme)*.

According to Messerschmidt (2003:107), the proposal for OBE in South Africa emerged in 1996. Educators were confronted by a curriculum discourse completely foreign to their understanding and practices. Most of the educators were not used to being directly involved in the planning and development of the school curriculum.

Loreman *et al.* (2005:135) and Carl (2005:223) maintain that the word ' curriculum' has to do with the teaching and learning of knowledge, skills and attitudes as organised nationally *(i.e. on macro level or the macro curriculum, the Department of Education has structured this curriculum)* and at the classroom level *(i.e. micro-curriculum, the educator is responsible for this planning)*. It embraces issues such as subject matter, pedagogy, assessment and related resources involved in the organisation, delivery and articulation of educational programmes. They further place emphasis on the EFAL subject matter and related resources such as ' what' is to be taught and ' how' it is to be taught. It further suggests everything of educational value, such as the fact that content needs to be taught in the political and

social context in which teaching and learning take place. In the broadest sense, curriculum includes learning that occurs formally and informally inside the educational institutions as well as outside such institutions (Quicke 1999:1). In Marsch's (1997:5) view, curriculum should have some potential use and should be of a purpose. It should be couched in terms of the organisation and framework of teaching and learning matters that educators and learners attend to.

Lovat and Smith (1995:10-12) assert that curriculum is the planned learning experiences of learners for which the school is responsible. At the school level, one of the educator's roles is to be an interpreter, and designer of learning programmes and learning materials (Carl 2005:223). The educator should determine the path according to which the learning programme will be arranged. Every learning activity in the learning programme should reflect the historical, social, economic or political context in which the curriculum was designed. The purpose of the curriculum is to socialise learners into particular ways of seeing the world. The curriculum represents a selection of the ideas, skills, values, norms and practices available within a society. Not everything can be taught, but something has to be selected. In this way, the curriculum, by what is selected for inclusion and by what is rejected, actually creates reality for the learners. Realities match fairly closely with the learners' own life experience.

It is stated by the National Department of Education (1996:12) that an integrated approach is advocated when using OBE to design learning programmes. This integration should include the link between theory and

practice within a learning area, as well as integration with other learning areas. An integrated approach to these programmes would imply a view of learning that rejects a rigid division between theory and practice, and embraces the notion of developing an equal distribution of educational opportunities in South Africa. This approach becomes a prerequisite for successful human resource development.

1.3   DOCUMENTS FOR TEACHING AND LEARNING

The National Department of Education (Free State Education Institute 2001b:1) has introduced policy documents and generic assessment guidelines in an effort to assist educators in preparing learning programmes. The aim is to increase the capacity of the people in the education system such as educators, school management and departmental officials, thereby enabling them to enhance the effective implementation of the curriculum. However, the implementation of these documents and guidelines seems to be impractical to critics. Many critics regard OBE as a problem for educators, who are the classroom managers in schools (Hibbert & Makoni 1997:5).

The National Department of Education disapproves and refutes these views as a myth that is created by negative impressions.   The department dispels some of these myths as follows:

- OBE is not pass one pass all but all learners have the potential to succeed in spite of their backgrounds and conditions;
- OBE is not a method of teaching and learning but an approach to effective teaching and learning;

- there is content in OBE, because the RNCS addresses the core content through the assessment standards;
- there are examinations in OBE, and these examinations may not be used as the sole determinant of the learners'   progression to the next grade;
- textbooks are not obsolete because OBE encourages the use of various learning teaching support materials (Free State Education Institute 2003d:4).

Van der Horst and McDonald (1997:19) maintain that OBE has an educational vision that is transformational and future-oriented.   OBE outcomes also provide vision to learners as to which field of knowledge the outcomes direct the learning.   Educators are expected to supply learning experiences in order for learners to demonstrate the clearly defined outcomes.   Learners are continuously assessed on the basis of knowledge, skills, attitudes and values that they continuously demonstrate from the learning programmes that are designed by educators (Free State Education Institute 2000d:2).

According to the Department of Education (2003b:20), learning outcomes are derived from the vision embodied in the critical and developmental outcomes. There are seven critical and five developmental outcomes. These twelve outcomes are integrated in the learning outcomes of each learning area. There are four learning outcomes in the learning area of Languages. Further explanation on the learning outcomes in Languages *(i.e. listening,*

speaking, reading and viewing, writing, thinking and reasoning, and language structure and use) (DoE 2002a:6) is dealt with in Chapter 3 of this study. These outcomes direct the designing of the themes in the learning programmes.

The Department of Education (2003b:28) expresses the view that educators are expected to be creative and original when designing their learning programmes and they have to ensure that these learning programmes are outcomes-based in nature. For instance, in the additional languages, all learning programmes need to adopt the use of the communicative approach.

1.3.1 Concept: The Communicative Approach

Kilfoil and Van der Walt (1997:12) state that the communicative approach is the effective use and integration of various teaching and learning strategies by educators. Educators apply teaching and learning styles in the classrooms in order to create co-operative learning environments. As discussed previously, co-operative learning environments enforce learners to collaborate or interact individually within groups (Loreman *et al*. 2005:156). The act of interacting with peers is done by using the communicative approach as a means of ' communication' of EFAL knowledge (Free State Education Institute 2003c:5). In communication, learners become involved in interaction by applying EFAL knowledge during interactions so that the meaning of EFAL learning programmes becomes clarified.

There are a number of essential principles that are to be followed when using the communicative approach. Learning of languages should be: task-oriented

and aligned to the instructional objectives *(e.g. when pairs practice tasks of real world outcome)* so that learners have opportunities to experiment or use language; or there should be acquisition of needs based on the design of the curriculum *(e.g. structuring activities inductively or deductively)*; learner-centred *(e.g. when learners are given the opportunity to explore the tasks)*; contexualised, recursive and situated in a discourse *(e.g. by relating tasks to the learners' experiences)*; and authentic *(e.g. discourses should base their*

ideas on what takes place in the real world): (online). Available from: http://www.american.edu/tesol/CA%20Characteristics.pdf.

1.3.2 Concept: Learning programme

The Department of Education (2002b:15) confirms that learning programmes are structured and systematic arrangements of activities, (*i.e. they specify the scope of learning and assessment activities per phase, contain work schedules that provide the pace and the sequencing of these activities each year as well as exemplars of lesson plans to be implemented in any given period).* The arrangement of learning programmes promotes the attainment of learning outcomes and assessment standards for the phase. For instance, in the Senior phase, there are eight learning programmes based on the eight learning areas. Time allocations for each learning area are prescribed for all grades and phases (DoE 2002a:3). A learning programme

should have a plan for the whole phase, the work schedule that shows the plan for a year and a grade within a phase, and have a lesson plan in which a group of linked activities are indicated (DoE 2003b:2).

According to Pretorius (1998:45), a learning programme is the vehicle through which the curriculum is implemented. This programme consists of the critical outcomes (CO's) and developmental outcomes (DO's) as the overarching umbrella that informs all learning. The Department of Education (2002b:11) affirms that the outcomes are derived from the Constitution and are contained in the South African Qualifications Act. These outcomes describe the kind of citizen the education and training system should aim to create.

Further developments by the Department of Education help educators in motivating learners achieve the outcomes. The RNCS is a version of Curriculum 2005 that was to be streamlined and strengthened (Free State Education Institute 2001b:2). By means of Learning Area Statements, the RNCS identifies the goals, expectations and outcomes to be achieved through related learning outcomes and assessment standards (DoE 2002b:11). The learning outcomes, as well as the assessment standards in the learning area of Languages in EFAL are discussed in Chapter 3 of this study.

1.3.3 Concept: Learning Area

The Department of Education (2002a:9) and the Free State Education Institute (2000c:2) confirm that a learning area is a field of knowledge, skills and values that has unique features and connections with other learning areas. The learning area of Languages is linked to the learning area of Arts and Culture when the learners communicate and/or express skills verbally *(e.g. in Languages the learners communicate using speech during the activities of spoken texts, and in Arts and Culture learners express themselves by means of speech in drama activities).* The learning area of Languages has an additive approach to multilingualism as all learners are competent in an additional language *(i.e. all the other languages gained during the course of learning),* while the home language *(i.e. the language spoken at home)* is maintained and developed.

1.4   PROBLEM FORMULATION

Hibbert and Makoni (1997:5) are of the view that educators are not familiar with OBE principles, and that this constitutes a big problem. Because of this, most educators seem to be lacking a definite vision regarding the designing of learning programmes. This, in turn, affects teaching and learning in the classrooms negatively.

The Free State Education Institute (2000b:1) cautioned educators about the importance of familiarising themselves with OBE principles when designing their learning programmes. What seems to be a challenge is that educators are inundated with an excess of administrative work. Too much information on OBE is supplied to the educators. This information receives little

attention from some educators, and eventually turns out to be too much to deal with. According to Van der Horst and McDonald (2002:19), poor preparedness of educators and the lack of specified content had a negative impact on the implementation of C2005. Educators need to be acquainted and equipped with operational knowledge on OBE as an approach to teaching and learning in order to teach successfully. Another concern raised by many critics was that there were too many design features in C2005, thus causing the curriculum to be difficult to implement by many educators at classroom level during the micro-planning stage (Free State Education Institute 2000b:3).

Moela (1999:27) suggests that more had to be done in C2005, by simplifying the curriculum so that it *(e.g. its terminology)* becomes accessible to educators. Many design features were not implemented easily into the entire planning. He argued that educators were not in a position to translate the broad outcomes into appropriate learning programmes. He further recommends the production of curriculum frameworks which detail the topic and task outcome of C2005 by learning area and grade level. In the report, questions highlighted the following issues:

- the dissemination of information to educators;
- epistemology and integrated curriculum;
- learning outcomes displayed by learners;
- use of pedagogical methods that promote deeper understanding of conceptual knowledge;
- more positive attitudes towards learning and more skilled performance;
- the availability and use of resources; and

-       the characteristics of lesson plans.

The approach to designing the learning programmes is by using the phase and programme organizers or capability tasks and resource tasks (Free State Education Institute 2001a:2). These guidelines seem to be problematic for the EFAL educators when designing learning programmes.

The aforementioned problems gave rise to the following research questions:

-       How successful are the existing learning programmes used by the EFAL Senior phase educators?

-       Do the EFAL Senior phase educators implement OBE principles with regard to the design and planning of communicative learning programmes?

-       Do the EFAL Senior phase educators successfully implement the policy documents and the generic assessment guidelines from the Department of Education (DoE) when designing the communicative learning programmes?

-       Can Senior phase communicative learning programmes for EFAL be successfully designed?

1.5   AIMS OF STUDY

The aim of this study is to ascertain whether the current learning programmes used for group work in the EFAL Senior phase classrooms are successful in terms of OBE guidelines. To realise this aim, the following objectives need to be addressed:

-   to ascertain whether the EFAL Senior phase educators can implement OBE principles when designing communicative learning programmes;

-   to investigate the manner of implementation of policy documents and generic guidelines from the DoE when EFAL Senior phase educators design communicative learning programmes; and

-   to design EFAL Senior phase communicative learning programmes for possible implementation by educators.

1.6   PRELIMINARY LITERATURE STUDY

According to the Department of Education (2003b:5), the RNCS comprises a collection of supporting anchors to be considered when developing learning programmes, work schedules and lesson plans.

The following aspects are included in the RNCS:
-   philosophy and policy;
-   principles underpinning the curriculum;
-   time allocation and weighting;

- integration;

- resources;

- inclusivity and barriers to learning;

- differences between learning area and learning area statements; and

- clustering of assessment standards.

Many of the Language learning area educators seem to struggle with the design of communicative learning programmes. The reason for this inability is that these educators are used to the traditional syllabi, which had prepared text and resources, planned and provided by the National Department of Education (Free State Education Institute 2000a:2).

Naicker (1999:100) suggests the following stages when designing learning programmes for C2005:

- Stage One: Choosing a phase organiser.
- Stage Two: Choosing a programme organiser to build a locally contextualised programme.
- Stage Three: Choosing a specific outcome, assessment criterion, range statement and performance indicators.

The policy document comprised a collection of supporting anchors that educators have to use when planning learning programmes. These anchors included the assessment criteria, range statements, performance indicators, and both critical and specific outcomes. The design of each learning

programme was based on the achievement of these outcomes, assessed on the basis of the given anchors (Spady & Schlebusch 1999:79). These anchors were in use in the development of a learning programme when C2005 was taking place.

In the implementation of the RNCS, most of these anchors were not used, but they were combined and changed into new terms (Free State Education Institute 2001b:2). Assessment standards had to replace the assessment criteria, range statements and performance indicators. The specific outcomes were replaced by the learning outcomes (Free State Education Institute 2000c:1). Educators had to look at the following steps when designing lesson plans as derived from the communicative learning programmes (DoE 2003b:10):

Step 1-   Developing a learning programme: Select the learning outcomes; identify assessment standards; determine the teaching, learning and assessment context(s) and/or core knowledge and concepts; allocate time; and show integration and resources.

Step 2-   Developing a work schedule: Details from the learning programme; assessment tasks; resources required; and integration.

Step 3-   Developing a lesson plan: Learning styles; teaching approach and methodology;   barriers   to   learning;

resources available to the school and class; what learners already know and school policies.

These aspects on the development of a communicative learning programme, work schedule and lesson plan will be dealt with in detail in Chapter 4.

1.6.1 The Communicative Learning Programme

Lubisi, Wedekind, Parker and Gultig (1997:15) assert that the assessment criteria will determine the flexibility of the communicative learning programme. According to Naicker's (1999:100) perspective of using anchors, the difference between the "old" and "new" approach in educators' way of assessing EFAL communicative learning programmes, is for example to design short essays *(i.e. performance indicator – what has to be done; range statement – how much has to be done)* in which the learner demonstrated a conceptual understanding of the main features *(i.e. performance indicator – what has to be done; range statement – the extent of the features to be assessed)* of the different models of assessment presented.

In fact, the design of the communicative learning programmes should be directed using the 'design back' or the 'plan back' approach (Free State Education Institute 2000a:1). According to Spady and Schlebusch (1999:32), OBE's 'design back' principle means that educators must begin the designs of their learning programmes by first deciding which outcomes they want to realise. Basically, this means planning from the end.

The critical outcomes are the exit points where learning has to start. Educators should start tracing backwards from the critical outcomes until they reach the points where learning has to start.

Malan (1997:13) affirms that the two scientists, Ralph Tyler and Benjamin Bloom are followers of the outcomes-based movement. Their research suggests that learning is most successful when there is a logical progression from simple to complex. These progressive steps can be described in terms of learner competencies. Tyler and Bloom focus on effective teaching and learning when using outcomes. They argue that if learners know what the objectives are, their motivation to succeed in their learning endeavours will increase. Learners will then become proficient in the use of languages. In a multilingual country like South Africa, it is vital that learners are proficient in at least two languages and that they are able to communicate in other languages (DoE 2002b:20). For example, when SeTswana is the home language, English then becomes the First Additional Language in learning. The next section deals with theories of learning.

1.6.2 Learning theories

According to Lemmer (1999:101), the behaviourists believe that lessons bring change in the learners' way of doing things. Thorndike, Pavlov, Watson and Skinner also share the view on stimulus response of behaviour and the social actions from society. According to constructivists such as Bruner and Von Glasersveld, learners are assisted to construct knowledge. What they learn is not so important, but how they learn is important. The

constructivists propagate the application of knowledge during activities into real-life learning classrooms. Themes and contexts should provide authentic activities for learners (McCown, Driscoll & Roop 1996:240). These activities can include co-operative activities or individual activities.

Johnson and Johnson (1999:31, 32) use group investigation as one of the methods that can be implemented in co-operative lessons. In a group investigation, learners form co-operative groups according to common interests in a topic. Each individual learner investigates a specific phenomenon around the chosen topic. Then, the groups synthesise their work and present the findings to the class. In implementing successful co-operative lessons, the following order is identified as a standard procedure that can be used to provide a pattern and a flow to classroom life. At first the educator checks the homework after which the class engages in group discussions. During these discussions, notes should be taken by various scribes. Groups are later to be given time to read, drill and review the prescribed material for the lesson. Every group has to write about and solve problems encountered in the material they have referred to. The critical thinkers are concerned with the influences of educational knowledge and cultural formation (Popkewitz & Fendler 1999:46).

Knowledge in education becomes the basis of what the learners acquire in class. The application of this knowledge also characterises the learners' thinking and their abilities. The critical inquiry theory revolves around the need for all people to acquire and use their critical thinking abilities.

Educators, the subject matter, learners and the environment are the cornerstones of the critical thinking abilities (Lemmer 1999:104).

1.7   RESEARCH DESIGN AND METHODOLOGY

Yates (2004:16) confirms that not everything counts as research. Topics that can be researched have to be technically good *(e.g. this study would provide a number of communicative learning programmes, using the communicative approach into co-operative learning)*, contribute to knowledge *(e.g. the researcher would use a number of co-operative strategies such as STAD, TGT, Jigsaw I and II, and Investigation)* and achieve something that matters *(e.g. the communicative learning programmes would assist the EFAL in group work)*.

This study is qualitative and ethnographic in nature in the sense that data will be presented in-depth and as narrations (McMillan & Schumacher 1997:15). The approach to a qualitative study encompasses provision of insights into what and how people perceive phenomena that are studied. The qualitative researcher usually undertakes sustained in-depth, in-context research that allows him/her to uncover subtle, less overt, personal understandings (Gay & Airasian 2003:13), attending to the sites where education takes place (Hester & Francis 2000:19). Hence in this study, ethnography is the suitable research method that is qualitative in nature and best suits the possibility of accumulating relevant educational information.

According to Wiersma (2000:15), ethnographic research relies heavily on observation, description and qualitative judgements or interpretations of the problem being studied. The researcher will participate as a privileged observer. That is, assuming the role of a participant, but having access to the relevant activity for the study (ibid:247). The researcher will examine some of the participants' written materials such as learning programmes, class-work, assignments and tests, as part of collection of data. That act will be to ascertain the relevancy and the kind of activities that the participants are involved with. The educators' and learners' portfolios are used by the researcher in the accumulation of artifact data.

1.7.1   Research instruments

Observations, artifacts and interviews are the data capturing instruments, i.e. the tools the researcher will use in this study. These instruments are used to give evidence to the actual phenomena in a natural setting (Mason 1996:61). Observations will precede the interviews as a way to understand the context in which participants are thinking and reacting when they are involved in the communicative activities.

1.7.1.1   Observations

Observations extend beyond objective recording during interviews of what happens. The researcher attempts to experience the participants' thoughts, feelings and actions. The researcher will be unobtrusive, and will become a

participant observer. The researcher will attempt to generate data from the perspective of the participants so as not to interfere with normal activities (Wiersma 2000:248). Observer bias would be eliminated by being objective and interpreting only what takes place and what is observed. Gay and Airasian (2003:213) affirm that observer biasness is avoided by means of getting involved and making use of the opportunity for acquiring in-depth understanding and insight.

Researchers may try to minimise the effects of biasness on their findings by conscientiously recording their thoughts, feelings, and reactions about what they observe. These effects are the observer effects, and refer to the impact of the observer's participation on the setting or participants being studied. The situation is somewhat different from what it would have been if the observer had not participated. The greater the researcher's participation, the greater the possible observer effect. During the collection of data, qualitative researchers are well aware that they cannot totally eliminate observer effects. They do, however, make every effort to recognise, minimise, record, and report these effects (ibid:214).

1.7.1.2 Artifacts

Artifacts are regarded as some of the materials that can assist the researcher in the field of study (Reeves & Boreham 2006:470). In this study, the

transcripts of the educators' existing EFAL learning programmes and the learners' EFAL projects will be used as artifacts materials.

During the course of teaching and learning, both EFAL educators and their learners are involved continuously with tasks. Educators are expected to play the roles of planning EFAL tasks for the whole year (DoE 2002b:9). This planning includes the designing of the learning programmes, work schedules and lesson plans. Learners are also expected to compile portfolios. In these portfolios, there would be projects as instructed by the educators of these learners. These projects would include EFAL tasks such as creative and functional writing *(e.g. essays, letters, etc.)*, spoken texts *(e.g. speech, reading, etc.)*, response to text *(e.g. comprehension, poem, etc.)* and investigation *(e.g. report, research, etc.)*.

Some of these artifacts would be collected, photocopied and used by the researcher during data collection and data analysis. The originals of these artifacts would be returned to the educators and their learners.

1.7.1.3   Interviews

Atkinson and Silverman (1997:305) assert that interviews are among the most widespread methods for collecting data. In this study, data will be collected by tape-recording the participants by means of ethnographic semi-structured interviews. With the semi-structured interviews the participants' perceptions, feelings and meanings about their life-world can be gathered. The same structured questions will be asked in a certain order,

but allowance will be made for probing when necessary (McMillan & Schumacher 1997:447).

1.7.2 Population and sample

The population for the study includes EFAL Senior phase educators and learners from the three education districts, namely Lejweleputswa (Welkom: Thabong township), Fezile Dabi (Kroonstad: Maokeng township), and Motheo (Bloemfontein: Mangaung township) in the Free State province of South Africa. The researcher considered the proximity of the chosen districts. The ethical principles and legislation on educational research would be followed by the researcher (Wiersma 2000:422). The researcher obtained approval from the Free State Education Department to do research in the previously mentioned districts.

Observations, collection of artifacts and interviews with one educator in each school will be done at two secondary schools in each district by means of the quota sampling method. McMillan and Schumacher (1997:171) confirm that the strength of quota sampling lies with the fact that the sampling is less costly and timesaving. The researcher identifies the population according to certain characteristics (Sowell 2001:45; Brown & Dowling 1998:31). The participants are then included in the sample according to the learning area *(e.g. EFAL)*, phase *(e.g. Senior phase)* and geographical location *(e.g. the previously disadvantaged schools in the townships)*. In the context of this study, the researcher wants to understand the learning programmes that are used by educators at some schools in the

above-mentioned area. The researcher's aim is to increase utility of information obtained from small samples in schools. The researcher then searches for information-rich key informants *(i.e. the sample of the EFAL Senior phase educators drawn from six schools)*. These schools are chosen because the respondents are likely to be knowledgeable and informative about the phenomena the researcher is investigating. The EFAL Senior phase educators and learners will be the samples selected to be used during the observations, artifacts collection and semi-structured interviews.

Ten learners from each target population will be selected randomly for interviews. In systematic sampling, the names of the accessible population will be arranged in alphabetical order and the first names from each list of the target population are randomly selected. The remaining names will be selected at intervals, determining the number of the participants to be included in the sample (Sowell 2001:45). The six target schools are all from previously disadvantaged areas and they all have EFAL Senior phase classrooms. In total six EFAL Senior phase educators will be interviewed *(i.e. one from each of the six schools),* as well as sixty EFAL Senior phase learners *(i.e. ten from each of the six schools)*. All the chosen EFAL Senior phase classes will be observed from each target population. The interviews and observations will last approximately two weeks.

1.8   DEMARCATION OF STUDY

The geographical delimitation is Lejweleputswa (Welkom: Thabong township), Fezile Dabi (Kroonstad: Maokeng township), and Motheo (Bloemfontein: Mangaung township) districts in the Free State province, South Africa. This study is undertaken in the didactic field of Education.

1.9   COURSE OF STUDY

Chapter One

This chapter serves as the introductory orientation to the study.   The problem formulation focuses on the existing learning programmes of the Senior phase ESL educators.   The aim is to enlighten educators with communicative ideas from the RNCS when designing the Senior phase EFAL learning programmes.   The qualitative research design and methodology is discussed.

Chapter Two

A preliminary literature study on the basic learning theories (Behaviourism, Cognition and Constructivism) is done.   Psychology and philosophy of education are also discussed.

Chapter Three

The Communicative Approach and EFAL are discussed in detail.

Chapter Four

This chapter includes a discussion on the policy guidelines of the National Department of Education regarding OBE, C2005 and the RNCS.

Chapter Five

The research design and methodology is elaborated on and the data reporting and analysis are presented.

Chapter Six

Findings and recommendations are made.

Chapter Seven

The samples of the communicative learning programmes for the EFAL Senior phase conclude this study.

CHAPTER 2

BASIC LEARNING THEORIES

2.1   INTRODUCTION

The aim of this chapter is two-fold in nature. The first aim provides clarity to the notion around the concepts education, educator and educand. Learning, psychology and philosophy of education are also discussed. The next aim develops a range of arguments around the basic theories of learning in education.

2.1.1 Clarification of concepts: education, educator and educand

According to Lemmer (1999:18), the historical background of education in South Africa emanates from the backlogs and atrocities of the past system. The Christian National Education and Liberation Socialism were influential during the pre-democratic era. The following educational goals were some of the main ideas during these eras:

- Christian National Education was embodied within the white education system.

-       Liberation Socialism encapsulated all viewpoints of the liberation struggle by African nationalists who envisaged a democratic, non-racial, and a non-sexist society.

The Department of Education (2002a:1) highlights that the Constitution of the Republic of South Africa (Act 108 of 1996) provided the basis of curriculum transformation and development in South African education. However, the aftermath of the struggle brought educational discourse. The present South African education system endeavours to address these discourses with its policies found in the South African Schools Act, the National Education Act, the South African Qualification Authority Act and Outcomes Based Education (including Curriculum 2005, Revised National Curriculum Statement and National Curriculum Statement). Criticism stimulated a debate on the nature of the new education in South Africa. This debate centres around education, where the new approach in curriculum issues is embedded.

Westbury, Hopmann and Riquarts (2000:32) contend that a curriculum seeks to provide a structured framework for thinking about institutional issues. It further addresses the system and the needs of the larger social and cultural order. According to Lemmer (1999:100-102) it is believed that the curriculum theories follow either the traditional paradigm or the inquiry paradigm. The traditional paradigm is characterised by theories that tend to be prescriptive *(i.e. details how the curriculum should be)* and exclusive such as the liberal, experiential and behaviourist theories. The inquiry paradigm is more open, descriptive, critical and eclectic *(i.e. it focuses on how things are done naturally, critically and constructively).*

The focus of this study is on the perspectives of the following theories: Behaviourism, Cognition and Constructivism. A brief overview of the three theories follows, and more detail is provided later in this chapter.

2.1.2 Behaviourist theory

Nairne (2003:16-17) is of the opinion that psychologically, it is not convincing for an individual to use self-observation or introspection in order to determine the nature of knowledge in education. Psychologists question the usefulness of studying immediate conscious experience, the focus being to study observable behaviour. The task of the scientific researcher is to discover how changes in the environment lead to changes in measurable behaviour. Researchers such as Skinner were concerned with the measuring of behaviour. Skinner discovered the principle of behaviour modification, that is how actions are changed by reinforcement and non-reinforcement - principles that are now used in schools. Behaviour refers to the actions or reactions of an object or organism, usually in relation to the environment: (online). Available from: http://en.wikipedia.org/wiki/Behavior.

2.1.3 Cognitive theory

Donald, Lazarus and Lolwana (2002:69-71) assert that Lev Vygotsky (1896-1934) provides insights into the process of cognitive development. While Jean Piaget was concerned with how cognitive development takes place from 'the inside out', Vygotsky was more concerned with how it happens from 'the outside in'. At the centre of this theory, development takes

place through social relationships. Children construct shared meanings through interactions with parents, peers, educators and the society at large. These shared meanings are social constructions, and are dynamically developing and changing. Language also has meanings of value, information, ways of understanding and is the basis of communicating social interactions. Mediation is often used to drive language development. Cognitive and social mediation, with assistance through the Zone of Proximal Development (ZPD), aim to construct a new level of language understanding. The ZPD is face-to-face critical space of interactions used by people to help in understanding.

2.1.4 Constructivist theory

Constructivism is a current and very important theoretical perspective that has a bearing on all aspects of teaching and learning. Constructivism is also a perspective that is central to, and underpins, the outcomes-based approach to education; emphasises a more active position where human beings are seen as active agents in their own development. In other words, human beings are shaped by both nature and nurture, but they are also active in their own development (ibid:98, 100, 128).

According to De la Rey, Duncan, Shefer and Van Niekerk (1997:3-8), the way human beings are brought up, is determined by social structures. A social constructivist analysis highlights structures, attitudes or behaviour generally assumed to be natural. The way in which we are brought up, is historical and cultural. For instance, knowledge is seen as a product of

culture and history. Knowledge is constructed through daily interactions between people. The way in which a phenomenon is perceived will lead to a particular social action *(e.g. the educators' way of teaching and the learners' way of learning, determine the success behind their education).* This means that there is no predetermined social phenomenon, because the social world is constructed by social processes.

The above theories explain the basis of the learning process and how it starts.

2.2   THE PROCESS OF LEARNING

2.2.1 Lifespan of education

According to O' Grady (2005:8) and Groome, Dewart, Esgate, Gurney, Kemp and Towell (1999:226), the lifespan model of schooling was designed on broad assumptions. The model confirms that:

- At eighteen years, a high school learner knows a vocabulary of 60 000 words, and can produce 20 000 words;

- The best time for learning is in and up to the early twenties. Thereafter, people decline in learning ability, especially after the forties; and

-    People need to have their learning environments highly structured for them (on what, where, when and how to learn) if learning is to take place.

Donald *et al.* (2002:75) confirm the above assumptions and stress that stages in life-span development are transitional and people decline in learning abilities after forty. There are changes as human beings progress in life, and these changes include:

-    a phase of expansiveness, active learning, and establishing competence and independence (childhood to early adulthood);

-    a middle phase of consolidation/re-orientation (adulthood); and

-    a later phase of changing from active to more passive and reflective ways of relating to the environment (late adulthood).

Erikson's (1902-1980) psychosocial theory on life span characterises each stage by a challenge or developmental tension. Each stage is resolved in a way that characterises a person's particular experiences and social context. A person moves into the next stage with capacities that shape the way in which the next developmental challenge will be resolved. However, earlier challenges are always still present in later stages, and in order to be resolved, these challenges continue to be modified in relation to the current challenge.

This study aligns itself with Donald, Lazarus and Lolwana' s phase of expansiveness, active learning, and establishing competence and independence from childhood to early adulthood. The EFAL Senior phase learners are adolescents who are busy experiencing changes in learning. These learners are still trying to establish language competency. The research topic on ' communicative learning programme for the EFAL Senior phase learners' : is directed at the childhood to early adulthood phase; provides explanations of changes in the social and physical growth of the youth, and; shows how the psychological effects of education play a decisive role in the minds of learners.

2.2.2 Psychology of education

Prinsloo, Vorster and Sibaya (1996:14) confirm that psychology and education, as depicted in Figure 1, are two separate sciences. Mwamwenda (1996:3) points out that psychology, as used in the context of this study:

- is empirical *(i.e. its body of information is gathered by means of observation and experimentation, the EFAL educators and learners communicate in language activities)*;

- is systematic *(i.e. its body of information can be classified in an orderly, consistent and meaningful fashion. The EFAL communicative content is sequenced in the Learning Programme, ordered in the Work Schedule and simplified meaningfully in the Lesson Plan)*;

-       is measured *(i.e. what is considered most scientific is determined by how precise and accurate its measurements are. The EFAL communicative activities are assessed using various forms of assessment);* and

-       has terms *(i.e. with regard to intelligence, memory, motivation, and learning. The Learning Outcomes of EFAL indicate how to attain the communicative competence).*

According to Prinsloo *et al.* (1996:27), education is a universal human phenomenon in which a responsible educator purposefully and consciously leads, helps, supports and accompanies an educand who anticipates self-actualisation and ultimately adulthood. In the context of this study, a learner is an educand. The educator imparts knowledge *(i.e. taught and learned skills)* from one generation of learners to the other: (online). Available from: http://en.wikipedia.org/wiki/Education.

Human science **PSYCHOLOGY** -Empirical -Systematic -Measured -Terms	Psychology of Education ------------------------------ Empirical Education ------------------------------ Psychological Education ------------------------------	Human science **EDUCATION** -Responsible educator -purposefully -consciously -leads

	Psycho-Education	-learner/educand

Figure 1: *The psychology-education continuum*

Adapted from Prinsloo *et al.* (1996:15)

The fields of study in education include Psychology of Education, Empirical Education, Psychological Education, Psycho-Education or Psychological Pedagogics as presented in Figure 1. Presented linearly, Education and Psychology appear ajar, since the two fields have individual identities. The fields are positioned as middle ground and have differences, though connected (ibid:15).

According to Westbury *et al.* (2000:30), successful education in the classrooms is centred around the curriculum triangle which encloses the educator, learner and the subject matter. For instance, the triangle is based on the EFAL educator, the EFAL Senior phase learner and the EFAL communicative content. The educator is:

- solely responsible for the transmission of subject matter *(i.e. EFAL communicative content)* in order to successfully implement the curriculum *(i.e. RNCS).* The educator organises the learning content into units of study *(i.e. as designed by the individual EFAL educators into the Learning Programmes, Work Schedules and Lesson Plans)*;

- the agent of exchange and an encounter of the learners *(i.e. the EFAL educator is resourceful and facilitates communicative activities).*

Prinsloo *et al.* (1996:27) are of the view that in education not every association between the educator and the learner is educational. The educator imparts teaching that has qualities of leadership, perseverance, morals, values and decision-making. For instance, teaching that is forced turns into indoctrination. Learners have to take responsibility for their own learning as well, and therefore when the educator plans EFAL communicative activities, learners have to be involved. Interpreting the EFAL Learning Outcomes with learners can be educational as learners become aware of the expected outcomes. Otherwise, when not involved learners will end up not raising questions on educational matters and the philosophy of life in general. The current South African philosophy of education also aims to provide learners with the opportunity to express themselves in all spheres of learning. The next section elaborates more on philosophy of education.

2.2.3 Philosophy of education

Rorty (1998:1) asserts that philosophers have always intended to transform the way people see, think, act and interact. For instance, in psychology the philosophers have always investigated the nature of the mind and cognition (Bermudez 2005:2) *(e.g. in education, the learner's way of thinking is the most important aspect that the educator wants to develop).* The educator

studies the behaviour of the learner during interaction(s). In the context of teaching and learning, the philosophers act like educators. They are the ultimate educators, showing how the system of education should be developed. Philosophy, in fact, corrects the myopia of the past and the present *(e.g. the introduction of the OBE system in education by the South African government, restructured the old traditional education. OBE became a new approach that is used in teaching and learning)*.

The South African philosophy of education follows a learner-centred approach that is outcomes-based in nature (Nykiel-Herbert 2004:262). The core of teaching and learning is towards the holistic development *(i.e. developing the body and mind)* of every learner in all aspects *(e.g. politically, scientifically, technologically, etc.)* of life. The learner-centred approach attempts to make teaching and learning relevant to the everyday lives of learners. The educators are people who possess knowledge and skills that can advance this philosophy (Wragg 1997:86).

According to Mead (in Biesta 1994:303), an educator is conscious, shows self-awareness and displays internalised social expectations. In the pedagogical literature educators are mature adult persons. Education is best practiced by persons who are superior to their educands with regard to the personality features they want to further *(i.e. the EFAL educators should show competency in their communicative skills before embarking on educating EFAL learners)*.

Popkewitz and Fendler (1999:48) refer to an educand as a critical thinker who consumes information *(i.e. the EFAL learner always strives to use the language, through communication with peers or other people. He/she is driven to seek reasons and evidence. In using EFAL, this learner experiments with various communication skills).* Part of this is mastering certain skills of thought. The critical thinker does not only have the capacity (skills) to seek reasons, truth, and evidence, but also has the drive (disposition) to manage these skills competently *(e.g. during the tasks that involve doing formal reports in EFAL, the learners would always want to manage the skills of solving problems by themselves)* (Linley & Joseph 2004:452).

Brezinka (1994:67-69, 78-79, 96) is concerned with the use of skills and mentions that education is understood action through which educators attempt to improve learners' psychic dispositional structures in some respect, preserve the components viewed as valuable or prevent the development of dispositions judged to be bad. Education specifies its content of promoting the educand. For instance, the EFAL educator is conscious, observes and is more likely to be aware of his/her action. There is difference before *(e.g. envisaged EFAL Learning Outcomes)*, during and after a certain performance of an action *(e.g. anticipated EFAL Learning Outcomes).* Social actions, when designated as education, are directed at other people's psychic dispositions. Those who educate, change the educands' personalities. The educators act with the intention of bringing the educands from a mental ' state 1' to a different ' state 2' . Mental ' states' do not occur and disappear, but are structures of relatively lasting

mental readiness which are thought of as underlying people's individual experiences and behaviours. Philosophically speaking, the EFAL educator's action becomes a value in education. Education shows value/s to the educand because there is a plan of action exercised by the educator.

Nixon, Martin, McKeown and Ranson (1996:122) believe that values are important because they affect action *(e.g. which EFAL lesson takes place)* by satisfying our sense of what feels right or awakening our sense of what is morally offensive. All behaviour or mental experience *(e.g. either internal or external EFAL communication)* is classified as action.

In Piaget's theory (Popkewitz & Fendler 1999:72), human nature results from the continuous equilibration of the actual level of development of the individual *(e.g. the EFAL learners' achievement when exposed to the Zone of Proximal Development in an outcome)* and the characteristics of the environment *(e.g. the EFAL classroom, the environment where learning takes place, should resemble a language or communication laboratory).* Hergenhahn and Olsen (1997:281-286) confirm Piaget's view that learning is sequenced around equilibration, intelligence, schemata, assimilation and accommodation, and interiorisation. Piaget bases his discoveries on learning on the following assumptions:

- Equilibration is this innate tendency *(e.g. the EFAL learners' wish to communicate competently)* to organise one's experiences to assure maximal adaptation.

- Intelligence allows an organism *(i.e. a learner)* to deal effectively with its environment *(i.e. EFAL classroom and co-operative or communicative tasks)*, effecting a change until the creation of optimal conditions.

- The potential to act, the schema is the organism's cognitive structure that makes all acts of grasping possible *(e.g. the EFAL learner's Zone of Proximal Development)*.

- Assimilation is the process of responding to the environment in accordance with one's cognitive structure *(e.g. EFAL classroom and co-operative or communicative tasks)*.

- Accommodation is a process by which the cognitive structure is modified, recognised or known (assimilated) and accommodated *(i.e. the EFAL learner's Zone of Proximal Development)*.

- As the child increases experience, cognitive structures expand *(i.e. the EFAL learner's Zone of Proximal Development)*, thereby making it possible for the child to adapt more readily to situations. The gradual decreasing dependence on the physical environment *(e.g. EFAL classroom and co-operative or communicative tasks)* and the increased utilisation of cognitive structures *(e.g. role playing and/or using communication in the*

EFAL classroom or co-operative or communicative tasks) is called interiorisation.

2.3 HOW DOES LEARNING TAKE PLACE?

Uljens (1997:14, 15) confirms that in a classroom situation, learning succeeds teaching. Teaching evolves from the Old English/Teutonic words ' taecan' , ' taikjan' , and ' teik' , meaning to show. The word ' teach' is also related to the other Old English/Teutonic words ' taecan' , ' taiknom' , and ' taikjan' which means ' to teach' – ' a token' , ' a sign' or ' symbol' . To teach in this context means to show someone something through signs or symbols in order to evoke responses. For example, the EFAL educator' s communicative teaching strategies invite the learners' responses *(i.e. of giving answers and/or doing communicative tasks)*. Teaching is a process that encompasses communication when symbols are used, and is also dependent on whether the educator will be able to handle symbols in the form of responses. Which approaches or methods of EFAL teaching would best evoke learners' responses? These responses are regulated by certain stimuli which, in turn, build knowledge *(e.g. EFAL content)*. Teaching has advantages of imparting knowledge, is normative behaviour, is intentional and leads to learning.

Joyce, Calhoun and Hopkins (1997:88-89) state that co-operative learning environments *(e.g. communicative tasks involving the learners working in groups)* generate more stimuli controlled motivation than do individualistic,

competitive environments (*e.g. language tasks to be attempted by individual learners with no exchange of ideas).* Integrative social groups are, in-fact, more than the sum of their parts. The feelings of connectedness *(e.g. communicative tasks during group work)* produce positive energy. The EFAL learners can be clustered into groups when involved with certain tasks. Groups serve as an advantage to the learners because group members may learn EFAL communicative skills from each other. Learning a new language will become easier when co-operative learning environments are continuously practiced in the EFAL classrooms.

2.3.1 What is learning?

According to Mwamwenda (1996:183), learning entails a temporary or permanent change of behaviour as a result of what one has experienced. The change of experience can be either the way a learner thinks *(e.g. EFAL cognitive and content/context based tasks),* acts *(e.g. psychomotor and communicative tasks that involves role playing by the learner)* or feels *(e.g. the communicative tasks that have an affective value to the EFAL learner).* When there is a change of experience, learning has taken place.

Popkewitz and Fendler (1999:80) are of the view that learning consists of qualitative changes in an already existing repertoire. Learning centres around learners' building perspectives of themselves *(e.g. when learners become more competent in EFAL communication skills, or having reached the Zone of Proximal Development in EFAL communication skills)* in

relation to their learning environment *(i.e. before or when anticipating EFAL communication' s outcomes).*

According to Gardner (2002:72-73), learning is a relatively permanent change in the mental state or behaviour due to experience. Learners acquire the capability to behave in a certain way. Automatically, we perform the learned experience by reflecting the actual behaviour *(i.e. EFAL learners' communicative competence).* Having learned behaviour does not necessarily mean that it will actually be performed. Usually performance *(e.g. learners' communicative skills)* only occurs in the right situation *(e.g. when co-operative tasks effect better communication)* and when there is motivation to do so *(e.g. feedback/reinforcement done after the EFAL educator has assessed the learners' communication skills).*

The learning outcomes would be the goals that motivate learners to learn and to become competent in the communication skills of EFAL. Learning can be more effective and can provide more competent learners if it is related to what is familiar to the learners (Wragg 1997:76). The outcomes of every learning area are goal-oriented and have the content that is familiar to the learners *(i.e. as shown in the assessment standards).*

2.3.2 Goals of learning

According to Reid (2005:62, 68, 72) there are certain goals in different learning styles. These styles are subject to environmental input for their

detailed patterns and responses to different learning situations. The learning goal for each style entails:

- Emotional-learning, the need to be motivated by one's own interests: self-directed goal *(e.g. the learner's desire to be communicative competent in a language)*;

- Social-learning, the need to belong to a compatible group: self-assured goal *(e.g. the learner's dependency and communicative involvement in EFAL co-operative tasks by exchanging ideas verbally)*;

- Cognitive-learning, the need to know what the age-mates know: self-regulated goal *(e.g. the EFAL learner's capability is assessed by means of Assessment Standard/s in every Learning Outcome. Once the learner has achieved the Standard/s, such a learner is then regarded as on track with the rest of the learners in the grade/phase)*;

- Physical-learning, the need to do and be actively involved in learning: self-controlled goal *(e.g. the learner's independent involvement by initiating a sound communication in EFAL classroom)*; and

- Reflective-learning, the need to experiment and explore to find what circumstances work: self-assessed goal *(e.g. the learner's role-playing and/or use of language memory in real*

situations in-and-outside the classroom, to verify the applicability of language).

2.3.3 Processes of learning through the use of memory

Nairne (2003:268) states that it is through memory, broadly defined as the capacity to preserve and recover information *(e.g. language),* that learning becomes possible. The basic processes in neurological development of language imply that learners recover language more rapidly and comprehensively than do adult-learners. Learners' brains have more plasticity and parts of the brain have the ability to take over functions they ordinarily would not serve (Hoff 2005:56).

To understand how memory works, Nairne (2003:268) further explains that the basic memory processes include encoding, storage and retrieval. Encoding refers to the processes that determine and control how memories are initially acquired. The way we think about, or encode events determines the kinds of memories that are formed. Storage refers to the processes that control how memories are maintained. Retrieval is the term used to describe how stored memories are recovered and translated into performance *(e.g. the EFAL learners encode communication skills through the use of teaching and learning strategies. The learners' storage of the taught and learned communicative skills is retrieved from memory when the learners are able to show their communicative competency when involved in co-operative tasks).* Groome *et al.* (1999:96) illustrate the working of the memory in the following way (Figure 2):

ENCODING (Input)		STORAGE		RETRIEVAL (Output)
Initially, newly perceived information is being learned	⇨	The information is simply held in preparation for some future occasion	⇨	Finally, the information is retrieved from storage
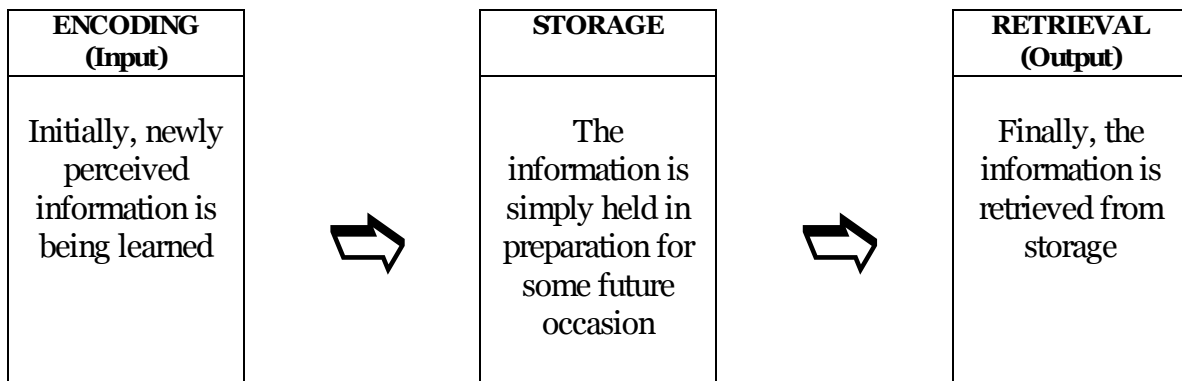
Figure 2: *The encoding, storage and retrieval stages of memory*

Adapted from Groome et al. (1999:96)

In Figure 2, the human beings' memory is involved in a psychological process. Human beings first encode by paying attention to new information *(e.g. when EFAL learners are provided with new English vocabulary)*. The encoding is done at the first stage (input). Then the new information becomes stored for future use in the second stage (storage). During storage, the human being's mind psychologically digests, separates and decides how best to use the stored information. Finally, the information is retrieved from the mind in the third stage (retrieval-output) and used for certain purposes *(e.g. the EFAL learners should be able to use this vocabulary in communicative and/or co-operative tasks in the classroom)*.

Mwamwenda (1996:235) confirms that information becomes stored either in the short-term or long-term memory. Figure 3 shows the information processing for retention of experience from the input stage up to the recall stage.

Environmental Stimuli (input)	⇨	Sensory Register (SR)	⇨	Short-Term Memory (STM)	⇨	Long-Term Memory (LTM)
		⇊⇊ ⇊⇊ ⇊⇊ ⇊⇊ ⇊⇊		⇊⇊ ⇊⇊ ⇊⇊ ⇊⇊ ⇊⇊		
		Discarded Information		*Forgotten Information*		
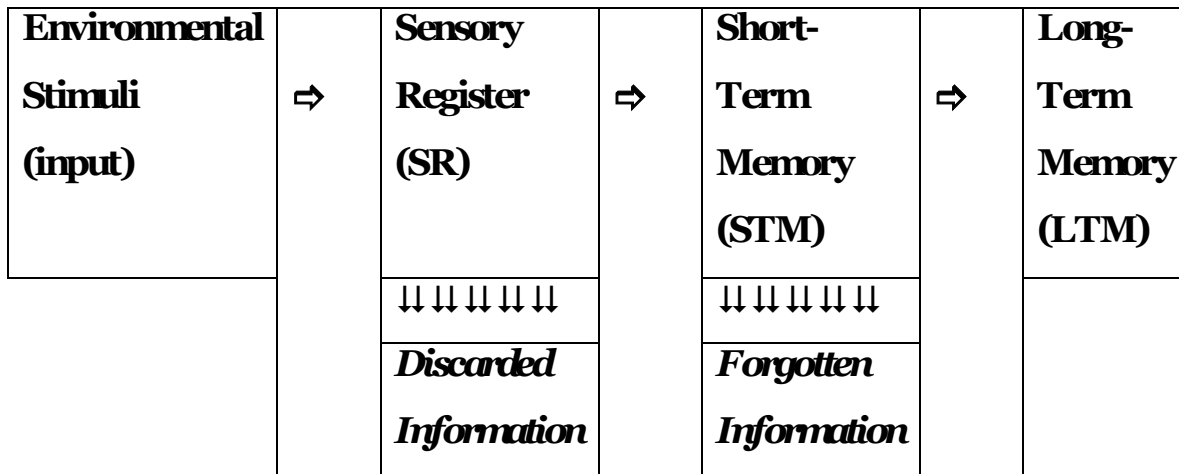
Figure 3: *Memory-Information processing for retention of experience*

Adapted from Mwamwenda (1996:235)

Figure 3 reveals that when various environmental stimuli are encountered *(i.e. visual, auditory, tactile, olfactory and gustatory)*, information enters the sensory register. It is believed that information is stored as it is received, without any major change in its form. Many of the stimuli which enter the sensory register are not processed, and only those processed proceed to the next chamber, in the short-term memory (here the stimuli are retained for a while, as short-term memory has limited capacity). As more information is received, room must be made. The existing short-term information *(e.g. language content and/or communication skills)* either undergoes further changes, or is transferred to the long-term memory. If not deemed significant *(e.g. when language is not applied where it is needed in the communicative tasks, is not internalised)*, short-term information is dropped out of the storage system *(e.g. language becomes useless and difficult to use for communicative purposes)*. Long-term memory is capable of storing all the experiences acquired by the learners. Information is not likely to be forgotten easily. Forgetting occurs when retrieval of information is not

activated by the cues *(e.g. language skills)* necessary to identify the information.

Hacker, Dunlosky and Graesser (1998:9) reveal that in the long-term memory the stored data and stored processes of a system can be found at both meta-cognitive and cognitive levels. Stored data may consist simply of domain knowledge, which refers to what a person knows about 'domains of reality' *(e.g. knowledge about EFAL, social interactions, personal history)*, and stored processes may consist simply of solution processes *(i.e. processes directed to the solution of a specific problem).*

Uljens (1997:199) affirms Mwamwenda's 'Memory-Information processing for retention of experience' with the cognitive process in the following way:

- At first, there is a sensory system, which is the gateway through which information enters the cognitive system;
- The second system includes working and long-term memory;
- The third system processes information; and
- Finally, the response system comes in the form of products and/or performances.

Uljens's diagram in Figure 4 shows how cognition is processed in a classroom environment.

EFAL ---------------- **CLASSROOM** ----------------- **ENVIRONMENT**

-curriculum   *-instruction*
-chunks   *-goal relevant cues*
-sequence   LEARNERS' TASKS
-plan adapting cues
-LEARNING THE CURRICULUM
-USING INSTRUCTIONAL CUES

COGNITIVE ----------------- **PROCESSING** ------------------- **SYSTEM**

SENSORY SYSTEMS	RESPONSE SYSTEMS
memory system	*processing system*
-working - content	*- content - processes*
- memory - concepts	*- goals - attending*
- permanent - propositions	*- plans -coding*
- memory - schema	*- rehearsing*
	- associating
	- monitoring

Figure 4: *A cognitive model of learning from teaching*

Adapted from Uljens (1997:200)

The above model synthesises research on cognitive and instructional learning in the sense that:

- the model has two divisions, namely the classroom environment and the cognitive processing system.

- In the classroom, learners are given instructions by educators using the EFAL curriculum, which has chunks of relevant language issues that have to be sequenced in the learners' memories by means of planned tasks, given as instructions from EFAL tasks in the curriculum.

- The learners' sensory systems works by using the memory system for the EFAL content, that becomes memorised as permanent concepts/propositions placed in the memory's schema (plural schemata).

- Then, the memorised EFAL content becomes processed. The goal is to pay attention to planned, coded, repeated/rehearsed EFAL content in the short-term memory that has association in the schema for recall purpose in the long-term memory. The relevancy and application of the EFAL content becomes monitored by the educator.

- The core idea behind the model is that cognitive processing is reciprocal and aligns with respect to the instructional EFAL environment. This simply means that learners: cannot be passive listeners and/or are recipients of teaching in the EFAL learning environment. Learners participate in creating what

teaching means to them. It is not good to declare the educator's behaviour as the sole cause of learners' achievement, because teaching in this sense is learner-centred. The learners are involved in their learning.

EFAL learners have to activate their cognitive abilities and would grasp language easily, when the process of encoding English is simplified by the educators' instructions.

Hacker *et al.* (1998:49, 50) confirm that encoding involves identifying the most informative features of a problem *(e.g. the questions related to EFAL content/skills)*, storing these features in the working memory and retrieving from long-term memory the information that is relevant to these features. In this way, the process helps the learners determine what is known, what is unknown, and what is being asked in the problem situation. After a problem has been encoded, successful learners would use meta-cognition to create an internal representation or 'mental map' of the EFAL content/skills, the relation among the EFAL content/skills, and the goals found in the questions *(i.e. related to EFAL content/skills)*. Information from the questions would be mentally inserted, deleted, interpreted, and held in memory according to the following mental representations:

- First: The description of the problem's initial state.
- Second: Description of problem's goal state.
- Third: A set of operators that can be used to transform the initial state into the goal state.
- Finally: Set of constraints, such as a time limit, that

impose further conditions on potential solution paths.

The four parts above are the basis of simplifying learning as behaviour, cognitively or socially. The next discussion is directed at the basic theories of learning in learning a language.

2.4   PERSPECTIVES OF LEARNING

This study looks at how learning takes place from three perspectives:

- Behaviourism *(i.e. perspective on classical learning);*
- Cognition *(i.e. perspective on operational learning);* and
- Constructivism *(i.e. perspective on social learning).*

According to Gardner (2002:75), psychologists classify learning into three perspectives: Classical, Operant and Observational. Educationally, classical conditioning allows learners to form associations between events in the learning environment. Operant or instrumental conditioning allows learners to repeat behaviours that bring about positive consequences and to avoid behaviours that result in unpleasant consequences. Observational learning allows learners to learn by watching the behaviours of others.

2.4.1 Classical conditioning

Woolfolk (2004:201) confirms that Ivan Pavlov, a Russian physiologist, discovered the classical conditioning. Pavlov experimented with the behaviour of dogs, ascertaining the amount of its saliva with and without

food. The dog learned to salivate by associating the presence of food with the sound of the tuning fork. Food became the unconditioned stimulus, while the response in the form of salivation became the unconditioned response. The sound of the tuning fork became the conditioned stimulus. The dog did not learn to respond to food with salivation, since this was an already existing behaviour. What the dog learned was to respond to the sound of the tuning fork, and it did so because the two stimuli, food and the sound of the tuning fork were paired and food was served to reinforce new behaviour. The dog differentiated between familiar and unfamiliar sounds by reinforcing the familiar sound.

Mwamwenda (1996:189) believes that educators' interest in classical conditioning is based on the fact that it has a bearing on how new behaviour *(e.g. EFAL, learners' communication skills)* is formed. The concept of associating one factor with another is important in the classroom. An educator' s goal should be to see to it that whatever is done *(i.e. in the EFAL classroom)* is associated with positive aspects of life such as success, happinesss, and being treated with respect and human dignity. This kind of interaction will facilitate the establishment of an environment conducive to learning.

With regard to the interaction with the environment, Abruscato (2000:20, 24) contends with the behaviourist approach and suggests that what a learner does and learns, depends on what happens as a result of the learner' s behaviour. The educator' s task is to create a conducive teaching environment. If learners enjoy these experiences of learning, being praised

by educators and peers, they would develop a positive attitude towards learning. The educator should create a learning environment in which certain behaviours and the acquisition of knowledge, concepts and skills are increased and reinforced. Tangible reinforcers include receiving good grades, winning certificates or prizes, and so forth. Intangible reinforcers include recognition of good work and praise from the educator and the learner's peers and parents. Learners would acquire five different capabilities as a result of the interaction with their environment, which is verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills.

2.4.2 Operant/Instrumental conditioning

Skinner (Mwamwenda 1996:189, 190) developed the theory of operant or instrumental conditioning. Skinner used an animal *(e.g. a rat)* and a bird *(e.g. a pigeon)* in this experiment. In ' operant conditioning' , the learner works freely in the learning environment and in the process certain activities are reinforced *(i.e. are repeated and form part of the learner' s behavioural repertoire)* while others are not *(i.e. are discarded or avoided)*. What counts in Skinner's operant conditioning theory is the response made by the learner.

Educators sometimes give rewards when the learners respond by displaying the correct behaviours *(e.g. communicating properly)*, and withhold reward when learners do not display correctly *(e.g. when the learners use communication skills in a wrong way)*. These kinds of rewards are

intermittent reinforcements. When educators continuously give rewards each time the learners communicate, these rewards would be called the continuous reinforcements (Child 2004:128).

2.4.3 Observational learning

Social learning is also referred to as observational learning (Mwamwenda 1996:203). Albert Bandura (Woolfolk 2004:315) is a social psychologist who experimented with the social learning theory. It is based on the behaviour that a child learns in the learning environment while interacting and/or observing others. Reinforcement plays an important role in observational learning, because when the learners are given incentives after performances, they become motivated to learn. *(i.e. after the learner has successfully accomplished an activity, there is a need for reinforcement by reward).* In this way, the incentive given would cause the learner to more correct behaviour. If unsuccessful, punishment would cause the leaner to avoid such behaviour. Reinforcement encourages and motivates learner to maintain the reinforced behaviour. Educators can use social learning by being models for their learners and can influence learners' behaviour by using a few of them as models for the rest of the class. Observing and imitating others (models) are efficient methods of learning and of teaching.

In classrooms, the social learning theory can be used for the social behaviour of the learners in general. The educator can take turns in observing the behaviour of his/her learners. Learners can be rewarded for their positive

behaviour or punished because of their unbecoming behaviour (Myers 1998:106).

The use of the three perspectives as discussed before, should bring about EFAL learning that has a positive impact on communication for a very long time in the life of any EFAL learner.

The next section provides clarity regarding lifelong learning in languages.

2.5   LIFELONG LEARNING OF A LANGUAGE: A PROCESS

2.5.1 Definition: Lifelong learning

According to Longworth and Davies (1996:1-22), the world is a school from the beginning of time until the very end, and so the whole of a person's life is a school from the cradle to the grave. Every age is destined for learning, and a person is not given other goals in learning than in life itself. Lifelong learning is defined as the development of potentiality through a continuously supportive process. Learners are empowered by acquiring all the knowledge, values, skills and understanding throughout lifetime. Confidence, creativity and enjoyment in all roles, circumstances, and environments become applied.

Abruscato (2000:20-21) believes that learning does not only take place at school *(i.e. inside the classroom, but also outside the classroom, in the other environment such as at home, when having educational tours and on the streets).* Learning is an ongoing process in which the learner finds new ways of thinking and acting, and these take place everywhere in the world. Cognitivists believe that what is learned depends on the mental processes and what is perceived about the world around. In other words, learning depends on how learners think and how their perceptions and thought patterns interact. To understand the cognitivist view, the following example may be of interest: As an educator, look at the drawing in any magazine/picture. What does it look like? Now ask learners to look at the same drawing. What do they believe it is? After asking a few learners, the educator would soon discover that individual learners perceive the world differently and their solutions to questions depend on what they see and how they think. According to cognitive learning theorists, an educator should try to understand what each learner perceives and how each learner thinks and then plan experiences that will capitalise on these.

Burden and Williams (1998:170) emphasise the attention of modes while learning. The enactive mode is represented by actions and motor activity. Learning is developed through the physical co-ordination of skills *(e.g. manipulating drama elements when role playing a language text).* The iconic mode involves building up mental images of things experienced. Learning is supported through visual perceptual abilities *(e.g. recognizing and/or picturising the learned language text).* The symbolic mode is the level of representation when language and thinking become interrelated, and

learning is supported by being able to use symbols *(e.g. using a language as a symbol when talking about certain experiences in a text).*

2.5.2 Lifelong learning process of a language

Nixon *et al.* (1996:38, 124) reveal that in learner-centred education, the development of each learner *(i.e. capacities, qualities, potentialities, and independent thinking),* is the focus of the learning process. The keyword is ' progress' as learning is evaluated according to the amount of potential achieved. EFAL educators should commit themselves to these purposes. Language learning should be secured more effectively through experience *(i.e. learners being physically involved in English communication such as role-playing tasks)* rather than by didactic representation of knowledge *(i.e. knowing about EFAL and not using it).* Active participation by learners *(i.e. by means of self-discovery)* in their own learning does more to awaken the imagination. Learning is a process of discovery about why things are as they are and how they might become. Such understanding grows from processes of reflection that reveal the connection between things that have previously been unrecognised or opaque. Discovery is most likely to occur through experience *(e.g. when learners communicate using English),* when learners immerse themselves in the practice of activities so that their meaning becomes transparent.

Mwamwenda (1996: 213) contends that discovery learning involves the learner's discovery of own capabilities of doing and thinking. That means, the learner should not come up with knowledge that is not usable *(e.g. that is*

not internalised and cannot be used) but should generate knowledge that can be applied to situations in life *(e.g. making it understood by oneself).*

According to Hacker *et al.* (1998:74), constructivists believe that learning is an active experience in which what is to be learned depends on what faculties the learner brings to the learning situation. For instance, learners sometimes bring forth to learning prior knowledge, previous experience, cognitive and affective traits that may aid or hinder their ability to learn.

The next figure (Figure 5), gives clarity on the role that learners play in the process of learning to communicate in English.

Birth ⇨   ⇨   ⇨ **THE EFAL LEARNER** ⇨   ⇨   ⇨*Death*
(communication process)

Axis C: *Learning*   **Axis A:** *The learners*
(Accreditation,   **(Personal learning needs,**
Competency in,   **Personal motivation,**
English communication,   **Personal vision and expected**
Quality)   **outcomes,   Access to**
                                            learning, Personal skills and

competencies, Guidance and information, Reinforcement and feedback)

Axis B: *Lifelong* **(From Pre-school, Primary-school, Secondary-school, Tertiary-education, up to Adulthood)**

Formal ⇨   ⇨   ⇨ **Systems** ⇨   ⇨   ⇨ **Informal**

Figure 5: *The learning process*
Adapted from Longworth and Davies (1996:20)

Along Axis A of the 'Learner' are the lifelong learning values, skills and attributes *(e.g. the learners' ability to learn how to communicate using English)* which every learner brings to the process while progressing through a lifetime learning cycle along Axis B.

Axis B is 'Lifelong', reflecting the different stages *(e.g. the educational levels of the learners and life in general)* in the journey of learning in life that all learners pass through. Stages dip into and out of formal learning systems or as they acquire knowledge and understanding through informal learning systems.

Axis C is 'Learning', a generic list of the enabling and supporting attributes of the system *(e.g. things that place focus on EFAL learning for the sake of competency in communication)* that learners encounter and adapt

to their own needs. Most of the time, the success of communication would be observable when learners engage in co-operative learning.

2.5.3 The process of co-operative learning

According to Abruscato (2000:76) and Killen (1998:81-82), co-operative learning consists of a group of learners who are, in fact, working together on a project *(e.g. preparing a formal report by doing investigations in the township)*, supportive of one another *(e.g. providing group members with ideas on how to approach the report)*, and accountable for their individual learning as well as the learning of every other member in the group *(e.g. every individual learner would like that the group present a good report)*. These learners work together in a group towards a common goal. The social interaction between the members in a group would lead to the solving of a problem, and the making of a decision on the completion of a task *(e.g. the formal report to be investigated by members of the group)* at hand (Messerschmidt 2003:107). Allard and Wilson (1999) contend that during this group interaction, learners share some responsibilities such as giving other members support when attempting tasks. In this way, the learners feel secure because their opinions are valued by the fellow learners when they are involved in tasks. Group work promotes enjoyment, positive attitude towards self and work, and enhances understanding of learning.

According to Nykiel-Herbert (2004:254), co-operative learning is the most actively promoted instructional innovation where educators tend to:
- 	equate the curriculum with group work;

- implement learner-centred strategies in the classrooms; and

- desks are arranged into group clusters rather facing each other.

This change of the seating arrangements became the first sign that educators were following OBE. Co-operative learning, where group work is strategically used, follows from Vygotsky's observations that learners learn not only from adults or educators, but also from peers (ibid:260) *(i.e. when learning takes place in a group, every learner is depending on the other learners' thoughts for the success of the group. Learners are helped by other learners to attempt tasks).*

A variety of characteristics distinguish co-operative learning groups from the traditional groups in the classroom. In co-operative learning groups there are defining elements (Abruscato 2000:76; Marzano, Pickering & Pollock 2001:86; Bitzer 2001:98), namely:

- positive interdependence;
- individual accountability;
- heterogeneity in capabilities;
- shared leadership;
- shared responsibility for each other;
- task and maintenance emphasised;
- social skills directly taught;
- educator observes and intervenes; and
- groups process their effectiveness.

In comparison, the traditional learning groups have no interdependence, individual accountability or homogeneity in capabilities, there is one appointed leader and the responsibility is only for self, are task emphasised with social skills assumed and ignored, and the educator ignores group functioning with no group processing.

The context in which EFAL communication is facilitated becomes characterised by the contents of the learning environment where teaching and learning take place. Killen (2000:100) confirms that co-operative learning is an instructional technique that is used in learning environments, whereby learners work together in small groups to maximise their own learning and the learning of their peers in order to achieve shared goals.

In the co-oporative process, as McManus and Gettinger (1996:13) put it, learners work together in groups to master material initially presented by the educator, helping each other to succeed academically. All learners must achieve mastery of the material or contribute to the completion of a group assignment, by having a co-operative rather than a competitive atmosphere. Learners invest in each other's learning rather than investing only in their own. In enhancing cognitive skills, learners share ideas and explain their thinking as they work. When using co-operative learning, the educator's role is not to deliver information or provide explanations. Rather, the educator plans, manages and monitors the learning environment so that learners can engage productively in learning (Killen 2000:110).

Gravett (2001:38) maintains that a co-operative learning environment calls for meanings and connotations such as collaboration, working together, democracy, socialisation, sharing and joint effort teaching between learners and educators. The verb form of the word " co-operative" , namely " co-operate" , consists of two parts: co, which means together, and operate, which means to work or to be in activity. Learning environments that are perceived as threatening by learners, do not promote co-operative learning. Some studies have shown that " minimised" brain function is the result of threats to the learners' way of developing ideas. When the brain perceives some sort of threat, the individual learner becomes isolated. The brain ends-up becoming less capable of " planning, pattern detention, judgement skills, receiving information, creativity, classifying data and problem-solving" (Jensen 1996:24).

When learners are involved in co-operative learning groups, learners become motivated by what other learners do, especially from something that makes specific learners become competent *(e.g. usually, some learners would copy communication styles from others, either when speaking or reading. This takes place as long as the skill of speaking or reading makes these learners competent).* To be competent, learners would be motivated to have knowledge, skills and abilities to do and to understand the context in which the tasks take place (Pahad 1997:5). Learners would not only develop competency in tasks. Learners would also become communicatively competent in using the language, because they are involved in using English in different contexts communicating with one another. Communicative competence changes and depends on the setting where learning takes place.

In the context of this study, the learners would be inspired by others during the group's interactions. Learners would be motivated to become communicatively competent when co-operative learning is used (Schoenbrodt, Kerins & Gesell 2003:48).

2.6 MOTIVATION

According to Gardner (2002:74, 187) motivation is explained as a person's behaviour *(e.g. when using groups in a co-operative learning environment, the learners would be inclined to show variety of responses when attempting tasks. These responses would be driven by the nature and kind of questions in the tasks).* Motivation can be defined as a process that initiates, sustains and directs behaviour.

How hard learners work *(e.g. the drive that learners show of using English for the purpose of communication)* on a given task is determined by their level of interest. The greater their interest, the harder they will work, and the lower their interest the less hard they will work. Interest is a starting point as learners would end up becoming competent when continuously motivated by the tasks *(e.g. the use of English for communication during speech, dialogues, etc.)* they are doing in the classrooms (Child 2004:367).

Learners' interest *(e.g. the drive that the learners have, knowing how to communicate using English)* in improving performance is reflected in the number of trials and errors they will engage in before arriving at the correct solution. Learners would develop sources that motivate them to try and

correct errors. These sources are the drives that become reduced when learners have achieved their goals of becoming competent in English communication (ibid:180).

Whenever possible, what is being taught *(e.g. the goal of being competent in English communication)* should be related to learners' needs and everyday experience. Education should foster problem-solving skills *(e.g. the learners' ability to be involved in real scenarios such as role-playing using English in co-operative learning).* Learners have an immense interest in solving problems with a level of difficulty that matches their capability and age. In this way, the interest that has been shown by learners is a signal that goals have been set. These learners have a drive to solve problems and would achieve their learning goals (Woolfolk 2004:284).

The EFAL learners would become motivated when their learning is reinforced by certain rewards. The next section discusses the effects of reinforcement when applied in language learning.

2.7   REINFORCEMENT

In Good and Brophy's (1995:475) view, behaviourists use a circular definition of a reinforcement as being an event or stimulus that increases or maintains the frequency of behaviour when it is made contingent on performances of that behaviour. There are two ways of reinforcing behaviour: positive reinforcement and negative reinforcement.

According to Gardner (2002:91), positive reinforcement involves stimulus events or behavioural consequences that strengthen the responses that immediately precede them. If something happens after a certain behaviour that will increase the probability of that behaviour occurring again, it is said that the behaviour was positively reinforced by whatever happened *(e.g. when the EFAL learner reads a story in class, the educator emphasises positively the reading skill of the learner, and encourages this learner to use the same skill when the learner reads for parents at home).*

Negative reinforcement is an aversive stimulus that would strengthen responses that permit the learner to avoid or escape from it *(e.g. when the EFAL learner is asked to recite a poem in class, the educator emphasises negatively that the skill in use is meant to be used for reading a story/novel/drama-play and not reciting a poem. The educator instead would encourage this learner to use the same skill ' used while reciting a poem', when reading a story/novel/drama-play in the classroom).* In this example, the educator is not stopping the learner to show capabilities of reading. The learner seems to be good in reading and not in recitation. The learner has been negatively reinforced for the behaviour of stopping the recitation. Negative reinforcers are similar to positive reinforcers in that they strengthen the response that preceded them (Good & Brophy 1995:475).

Nairne (2003:253) asserts that actions are more likely to be repeated if they are followed by positive or negative reinforcement. But reinforcement depends on how often and when it is done. Thus reinforcement needs to be

scheduled in order to determine when particular responses will be reinforced. If a response is followed rapidly by reinforcement every time it occurs, the reinforcement is said to be on a continuous schedule *(e.g. when the EFAL learner is asked to read a story in class, the educator immediately puts emphasis on the correct use of reading skill).* If reinforcement is delivered some time after the response has occurred, it is called a partial reinforcement schedule *(e.g. when the EFAL learner has read a story for parents at home, the educator would only put emphasis after the skill was used at another situation, which is home).* The learner would use cognition in order to remember the skills that have been done in class so as to apply the same skills in other situations.

In drama presentations, the learners show the capability of speaking by using words from their thoughts. According to Gentner and Goldin-Meadow (2003:17) and Levinson (2003:14), these words, when spoken, form a language. This language ends up becoming ideas that are communicated. When learners are able to communicate using language, they would know how to translate mental thoughts into strings of words. Learning a language is a question of mapping local words *(e.g. using words/cues from the EFAL drama/play text as in ordinary life)* onto antecedent concepts.

The next section provides clarity around language, including comprehension and production of language for communication purposes.

2.8   LANGUAGE

According to Hoff (2005:2), language is the systematic and conventional use of sounds or signs or written symbols for the purpose of communication in socially appropriate ways. The early work of Piaget shows language as developing from the general cognitive growth of the child, since simple precursors are to be found in the early sensory-motor development of the child. The cognition-first hypothesis sees the development of intelligence in the child as the building blocks for language. A child requires the basic concepts of understanding the world in a general sense before assigning meaning to linguistic units and start using language in a productive or creative way (Burden & Williams 1998: 174).

Nairne (2003:306) says that in order to communicate using language, grammar produces rules about which combinations of sounds and words are permissible and which are not. Grammar has three aspects: Phonology, the rules for combining sounds to make words; Syntax, the rules of combining words to make sentences; and Semantics, the rules used to communicate meaning.

Groome *et al.* (1999:217) agree by emphasising that the discipline of linguistics has provided further insight into the levels of language, and the systematic and rule-governed way in which each operates. These levels consist of the sounds of speech (known in linguistics as phonetics), the sound system of any particular language (phonology), word formation (morphology), the combination of words into phrases and sentences (syntax), the meaning of words, phrases and sentences (semantics), and

activities using language which extend beyond individual sentences, such as stories, speeches, newspaper articles and conversations.

It is important to comprehend the structure and rules of grammar in order to effect communication of EFAL.

2.8.1 Language comprehension

Hoff (2005:242), as well as Gentner and Goldin-Meadow (2003:347), confirm that when learners understand and are able to communicate using language in social interactions, they are said to be communicatively competent. To be communicatively competent does not mean that the learner only knows how to use language, but also includes an understanding of when to use language appropriately *(e.g. the tone that a learner would use when talking to another learner in a drama activity would be different to the tone that this learner would be using when talking to another learner during an interview session. The tone would be controlled by the situation).* Learners also need to be linguistically competent by displaying the ability to produce and understand well-formed meaningful sentences. Language is intertwined with the concepts it conveys, and the emphasis is on learning by doing *(e.g. the EFAL learners use English when involved in co-operative tasks such as role-playing drama and doing an interview session),* simply by using language with understanding.

2.8.2 Language production

The capacity to produce language depends on the structure and the functioning of the human vocal tract. Language is produced when air from the lungs exits the larynx and is filtered by the vocal tract above the larynx (Hoff 2005:40). Nairne (2003:310-313) states that human's production of language, as compared to other species, have enough and necessary vocal equipment to produce the sounds required for human speech. That is: by the time when the preschool years begin, the child has the ability to produce and comprehend sentences. The rules children learn during their preschool years are revealed partly by the errors they make. Later, language development continues throughout the school years, as children fine-tune their articulation skills and knowledge of grammar. The sophistication of any child's language ability depends on his or her level of cognition.

2.8.3 Production of spoken words

Written language is seriously eroded by the spoken language's short comings *(e.g. learners would acquire competency in speaking using English much earlier than with written English. It is easier to detect errors when writing than when speaking).* Learners need help in becoming more fluent sophisticated speakers, both at home and school. Oral development should be emphasised in all grades, by making regular oral presentations, talk shows, solving communication problems rather than knowing how learners merely communicate. At school, children should be granted the opportunity to speak about programmes they watch on television at home, as well as from what they read in newspapers (Levine 2003:175).

2.8.4 Communication difficulties

According to Donald *et al.* (2002:346-347), many learners experience speech difficulties. These difficulties are internal and external, depending on the context. A learner whose home language is different from the language of instruction at school, is likely to have more communication difficulties. When there is an inability to clearly articulate the sounds of speech (articulation), then speech production becomes hampered. In a normal course of development, learners mispronounce sounds, stumble or stutter in the process of learning to speak fluently. Communication difficulties are caused by the nature and quality of language stimulation at home and school in experimental and creative ways, and as such language development would suffer *(e.g. when EFAL learners are not encouraged to interact freely with adults or educators using English when speaking, reading and writing).* Effective language development depends on learners being continually challenged and encouraged (through mediation) to use language productively. The problem with production of language could be developing from the way the learners receive and express words.

The next figure depicts the elements that create competence in communication (either written or spoken words) and these include the reception of words, competency in the use of words, and expression of words.

RECEPTION	COMPETENCY	EXPRESSION

Comprehension of spoken and written language shows:	The ability to do well in:	Speaking and writing is:
-Discrimination -Understanding -Understanding	-Speech sounds -Word structure and grammar -Word meaning	-Made adequately -Used adequately -Used adequately

Figure 6: *Elements of competence in communication*

Adapted from Donald *et al.* (2002:347)

Problems in production may be due to receptive or expressive language (as in Figure 6). With receptive language, learners comprehend spoken and written language. Learners would show comprehension of spoken and written language by discriminating words among one another when constructing sentences. The relevant words would be used for the purpose of communication, and irrelevant ones would not. The use of these relevant words is an indication that learners understand their correct use. Learners would also be showing competency in the use of language because when using words, learners would be using words with meaning. Grammar would also be used properly when the learners structure the sounds of words in sentences in a meaningful way. These sentences would build up and would create language that is to be expressed adequately, either by speaking or writing it. Therefore, when the reception and expression of language are effected correctly, production would not cause problems in communication.

The theory on communicative competence provides the insight that language, action, knowledge and culture are inseparable, and together this lead to an understanding of how language is used and understood in context (Burden & Williams 1998: 176).

An alternative strategy that can be used when experiencing problems with the production of relevant words when communicating, is code-switching. The educators can opt for such a strategy when realising language difficulties in learners *(e.g. the EFAL learner's difficulty in pronouncing the specific English terms, and the educator's use of Home Language in replacing the English terms).* Wei (2000:142) explains that code-switching is a strategy that is used when speakers change or switch languages when running short of words *(e.g. when a learner does not know one of the English terms, the educator can use the term with the same meaning from the learner's Home Language).* Code-switching refers to the use of two or more languages in the same conversation. The educator and/or learners can code-switch in the classroom for the sake of providing the other learners with specific words of another language. The reason why the educator may opt to code-switch may be that during the initial receipt of words, learners may not have comprehended the words correctly. Learners may not have internalised the meanings of the words when used in the sentences, and end up not understanding spoken words. In these cases learners are temporarily incompetent in the spoken word, and thus they rely on code-switching.

2.9 CONCLUSION

This chapter provides clarity around education, educator, educand, psychology of education, philosophy of education, the basic theories of learning in education, learning, lifelong learning, and language.

The South African education system was further discussed against the background of three perspectives, namely Behaviourism, Cognition and Constructivism. Within these educational perspectives, Skinner and Pavlov conducted experiments using animals in developing an increasing awareness of behaviour. One of the behaviourists, Piaget, sequenced learning around equilibration, intelligence, schemata, assimilation and accommodation, and interiorisation. Vygotsky provides insights into the process of cognitive development, like when the EFAL learner increases communication experience, cognitive structures of communication expand, and the EFAL learner's Zone of Proximal Development grows.

Learning entails a temporary or permanent change of behaviour as a result of experience, for example what the EFAL learners experience from the communication behaviour they display in the classrooms. These learners construct language using their cognitive abilities. The EFAL learners' experiences show communicative competency due to a change from being imperfect in using English in communication, to being good users of language skills for the purpose of communication. Learners use their short and long term memories to effect communication. Hence information regarding EFAL would not likely be forgotten, but would be retained in the learners' memories for a long time.

The lifelong learning of EFAL serves as a motivation for the learners. Lifelong learning is defined as a process that initiates, sustains and directs behaviour, such as learning to use language to communicate. Language

refers to the systematic and conventional use of sounds or signs or written symbols for the purpose of communication in socially appropriate ways.

The next chapter deals with the communicative approach and its important link with EFAL.

CHAPTER 3

THE COMMUNICATIVE APPROACH AND ENGLISH FIRST ADDITIONAL LANGUAGE

3.1   INTRODUCTION

The communicative approach is considered effective in Western countries for developing the English language skills of learners for whom English is a second or third language. A research study done in Namibia explored the extent to which the communicative approach wase effective in the teaching of English as a second language. The study found that efforts to implement the communicative approach was not very successful, mostly due to limited resources and cultural differences of the learners and educators. The study highlighted, however, that if such an approach can be simplified and be

accompanied by prescriptive guidelines to support educators, it has the potential to be very successful: (online). Available from: http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml. In the context of this study, such a programme is provided in chapter 7.

The communicative approach holds a position of importance in language practice as it attempts to simulate processes of language usage in the classroom. Communication then becomes part of learning a language, as opposed to merely an acquisition tool (Johnson 1996:173).

3.2 COMMUNICATION AS A LEARNING PROCESS

Vogouroux (2005:242) maintains that communication is the exchange of information and how this information is perceived. In the process of communication, the learners (for instance) use language. Learners use their minds to think what they want to say or write, as the basis of the learning process.

In the learning process, the educator transfers knowledge by encoding it *(i.e. uttering the appropriate sounds)* into language. This, in turn, decodes back into the mind after hearing the utterances and after having known what to use as language (Rorty 1998:81).

Educationally speaking, learners' minds are compared to blank slates or empty containers (Van Haaften, Korthals & Wren 1997:3). Green and Piel (2002:192) also refer to the mind as blank slates or ' tabula rasa' . The

mind is to be "filled in" by means of teaching and learning, or by the learner's natural and spontaneous way of learning and development of language. Such tacit assumptions structure the way educators interact and communicate with learners. At first, educators will be inclined to mould the learners' communication behaviour and language thought. The EFAL educators will take it to be their responsibility to mould learners because it is the task of these educators to shape the learners' characters and personalities *(i.e. the way how learners conducts themselves when communicating using English).* Secondly, learners will follow their own spontaneuos interests using language. Educators would have rooted out communication skills to the learners. In developing the use of language, educators would apply the communicative approach by creating many communication opportunities for the learners to flourish and to develop *(e.g. learners would be free to engage themselves in discussions, debates, conversations, arguments, forums, etc. using langauge)* (DoE 2003a:43).

As part of the development process of a language, Lewis (1997:2) states that earlier events are connected to later and present events. Sigmund Freud and Jean Piaget have a view around these events as they take place during the process of development. They maintain that learners are conscious human beings who plan their later and present communication opportunities by means of using and reconstructing their earlier thoughts. Learners use the earlier communication skills that they have been taught by their educators, by means of adapting these skills to their EFAL environments *(e.g. using language in discussions, debates, conversations, arguments, forums, etc.).* Socially, the intervention by educators and parents in the lives of the learners

who are at risk for language developmental failures can alter these learners' fate.

Green and Piel (2002:49) confirm the view of Freud when stating that parents are the primary agents of socialization *(e.g. children copy the way of using language from their parents' s way of talking),* and their role in the formation of a superego *(e.g. communication competence)* is preeminent. Parents demand, teach, and encourage certain behaviours in their children. In order to conform to parental expectations, a portion of the child' s ego gets transformed into what Freud termed superego *(e.g. what the child wants to acquire when communicating)* because it is differentiated from, but superior to the ego. The superego contains the conscience and the ego ideal *(e.g. the expected state of mind when using language).* The conscience consists of society' s moral prohibitions and values incorporated from one' s parents *(e.g. communication behaviours),* whereas the ego ideally comprises the standard of perfection towards which people strive.

Henley, Ramsey and Algozzine (2002:121) portray a picture of crafty salespersons when the educators are involved in the learners' development of language. Learners are troubled youngsters who solicit communication feedback that reaffirms their position *(e.g. If the EFAL learner struggles with acquiring a specific language, and the educator reacts in a negative way, such as threatening or shouting, the learner and the learning process will be negatively influenced).* An educator can short-circuit this closed system through congruent communication: a harmonious and authentic way of talking in which educator' s messages to learners match the learners'

feelings about situations and themselves. Learners need educators to model communication methods that highlight verbal expression of feelings in appropriate ways.

Slife, Reber and Richardson (2005:174) confirm that between a subject *(e.g. the EFAL educator)* and an object *(e.g. the learner),* there is a need of information flow *(e.g. the interaction between the educator and the learner)* and sensory perception *(e.g. the educator and the learner should be able to use language to communicate).* Theoretical communication arises when the hard distinction between the educator and the learner is already assumed. When the distinction between them is dropped, as the context of communication would suggest, the need for informational flow that connects the learner with the educator disappears, although they still need to communicate. Information must be transmitted across time and space from the educator to the learner or vice versa. The context of communication assumes that the parts are already connected and meaningful because of their shared existence within the whole context, in which the meaning of one part is codetermined or mutually constituted by other parts.

According to Platt and Olson (1997:148), communication is a dynamic process in which individuals share ideas, information, and feelings. For instance, educators and learners interact by using language when they communicate. Good communication by educators and/or learners:
- shows purpose by making intention clear, is planned as thought is around what is being communicated,
- is personalized by relating to the receiver's background,

- is open as the communicator openly inquires using and seeking the receptive attitude, and
- is clear as the communicator uses words that others can understand and that are part of their language.

Merritt and Culatta (1998:152-153) explain that there is a need to maintain a reciprocal interaction in communication. A supportive environment in the classroom emanates from the overall style of the discource, as well as the attitude that the educator has towards the content. It also involves maintaining relevant reciprocal interactions, which can be accomplished by employing a set of educator-directed instructional techniques that include engaging in active listening, creating arrangements/opportunities for less verbally able learners to interact with more adept language users, and acknowledging affective responses. Reciprocal interactions include engaging in active communication, preparedness to listen, staying in communication with the other person, monitoring breakdown in understanding, and giving constructive feedback.

Henley *et al.* (2002:293) highlight that there are many ways in which an educator can improve clarity of communication. One is to give clear, precise directions by using shorter sentences, familiar words or relevant explanations. Ask a learner to demonstrate understanding of a lesson and use concrete objects, multidimensional teaching aids, models, demonstrations or inflections with vocal intonations *(i.e. stress certain sounds or words)* and juncture *(i.e. space words or pause while talking).*

Platt and Olson (1997:150-151) also emphasise the idea of interpersonal communication skills which include non-verbal and verbal communication, listening, reflecting, pausing, questioning, and summarising. Each of these skills may be used to strengthen communication efforts, because 90% of a message may be communicated through non-verbal behaviours and vocal intonation. The content of a message is represented by the following breakdown: 7% verbal, 38% vocal, and 55% facial expressions. Non-verbal cues include body movements *(facial expressions, eye contact, posture, gestures),* vocal cues *(quality and pacing),* and spatial relations *(proxemics, or the distance between you and others).* Verbal communication should be clear, specific, and concrete. Henley *et al.* (2002:256) further state that among the basic learning styles of understanding, self-expressive and mastery are the interpersonal learning styles. The learner can use these styles in social learning conditions, as oriented in helping others and likes concrete, palpable information.

3.2.1 What is communication?

Educator and learners interact orally in the EFAL communicative tasks such as discussions and dialogues. EFAL is integrated with the use of any of the four language skills interchangeably to communicate tasks. Communication is done internally with the use of intra-communication, as well as externally by inter-, mass- and extra-communication (Van Schalkwyk 2001:1).

Huebsch's (1995:2) refers the process of intra-communication the self-reflection or a debate conducted within one's conscience. Communication by individual learners includes the way in which the

personal inner thoughts (inputs) are formed into audible expressions (outputs) towards the educator and other learners. In EFAL teaching and learning, communication flows from the conscious mind of the speaker (the educator) through his/her paraconscious, through some form of transmission (English), through the paraconscious of the recipient (a learner) and finally to the recipient's conscious mind.

Sinsheimer (2005:65) defines communication as the transference of thoughts from one person's mind to that of another person. During the extra-communication, the sender's words become received and interpreted by the receiver's thinking *(i.e. the mind).* In that way, the sender and the receiver use their minds. In Van Schalkwyk's (2001:3) view, communication is a two-way process in which feedback takes place when a certain medium *(e.g. English as a language)* is in use. The medium creates understanding not only to the educator (the encoder of inputs), but also and most importantly to learners (the decoders of outputs). The educator and learners use the four skills of language *(i.e. speaking, reading, listening and writing skills)* in the EFAL classroom when the communicative approach is applied, with the aim of enhancing meaningful interaction. In teaching and learning, meaningful interaction that takes place between the educator and learners brings about effective EFAL communication.

3.2.2 How and when do learners communicate using language?

Tomasello and Bates (2001:4) assert that most children begin to comprehend and produce language sometime soon after their first birthday. They use

language at this stage, associating particular sounds with particular perceptual experiences, and must be able to understand that language is used to communicate – to manipulate the attention and mental states of other people. Johnson (1996:21) also confirms that at the sensori-motor level, these children can establish connections of order, time, and space; they can classify objects – in other words they can use a class of objects for the same actions or can apply sets of programmed actions to a single object. Children are able to connect objects with actions, as well as to interconnect actions among themselves. Communication takes place by using the sequence of synaptogenesis, as appears in the next figure and is classified into five stages (Tomasello & Bates 2001:317).

In the initial stage of Figure 7 (next page), synapses are present in a region of cortex called " preplate" which comprises the earliest generated cortical neurons. This is followed by a secondary stage in which synapses are generated in the cortical plate itself, initially following a gradient corresponding to that of the developing cortical neurons. Phase III of

BEHAVIOUR	Synaptogenesis	***BRAIN***
▼	stages	▼
	years **Stage 4**	
-rapid acceleration in	2	***-metabolic activity increases in***
vocabulary	3	***all cortical areas***
-grammar develops	4	***-myelination***
▼	5	***-receptor density declines***
	6	***-metabolic activity declines***

7	*in cortex*
8	▼
9	
10	
11	
12	
13	

Stages of Synaptogenesis:

-Stage 1: synapses in preplate

-Stage 2: synapses in cortial plate

-Stage 3: global synapse surge

-Stage 4: stabilised high level

-Stage 5: steady decrease
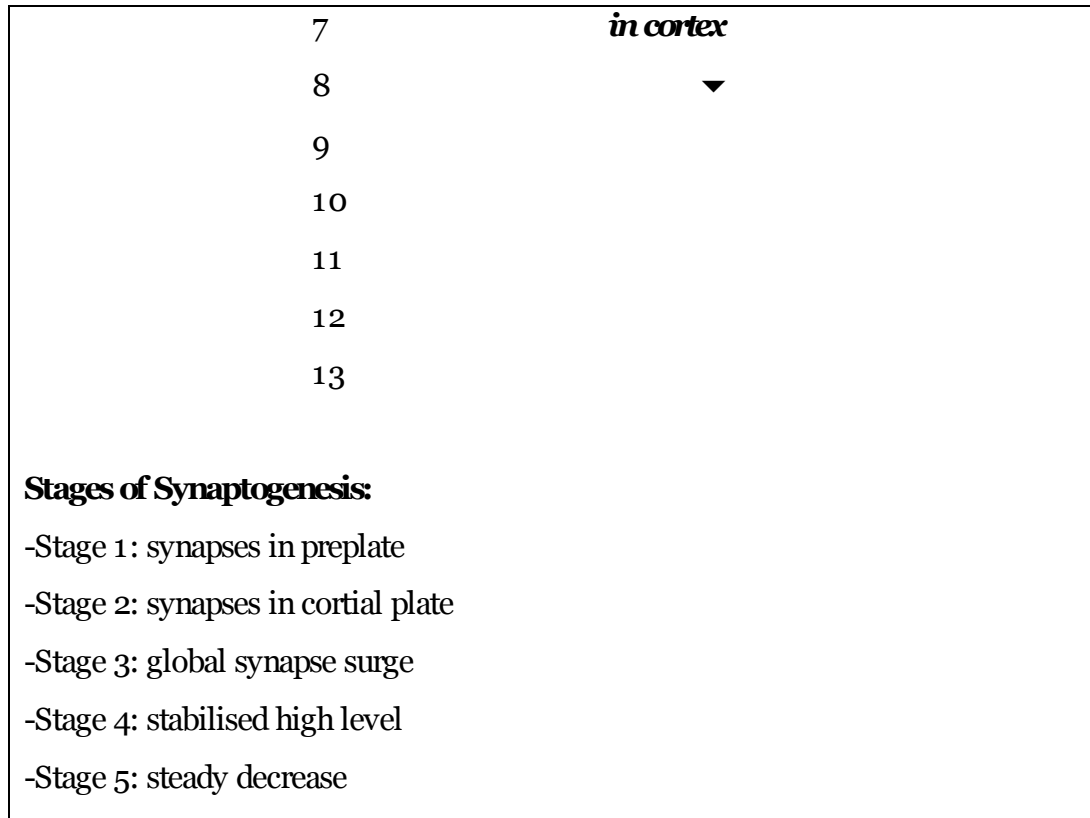
Figure 7: Neural events and language development

Adapted from Tomasello and Bates (2001:318)

synaptogenesis is the synchronised global perinatal burst phase; at its peak in the infant macaque, it is estimated that 40,000 synapses are formed each second in the visual cortext alone. Phase IV is a stabilised high level that lasts from late infancy until puberty, while in the last phase, which extends from puberty to adulthood, synapses steadily decline in density and absolute number.

Johnson (1996:11-12) asserts that Piaget dubs his theory ' interactionist' , because of the process by which learners as children proceed from one stage to the next involving interaction with the environment. ' Autoregulation' ,

the mechanism involved in this interaction, has two components: assimilation and adaptation. The learners assimilate new forms and experiences into rapidly growing picture of the world; but also adapt to these forms and experiences. The learners' world picture is modified by interaction, enabling them to pass from one developmental stage to the next. Piaget describes the change from sensorimotor to pre-operational stages at around the age of two as a ' Copernican revolution' in cognitive development. The stage is characterised by the onset of representations, and heralds the beginning of symbolic behaviour. ' Representation beyond the here and now is the culmination of sensorimotor intelligence'. This representational ability manifests itself in various ways. One is deferred imitation, where for instance the learners imitate the educator or object when it is not present; another is symbolic play, such as when the learners pretend being EFAL educators and role-play the educators' roles. A third is language, and in this way learning a language is seen to develop within a general cognitive framework, alongside other cognitive activities.

Davison and Dowson (1998:145) portray three ways in learning a language, and this include the use of a language as a medium to communicate ideas, the implicit expression of ideas produced through the skills of speaking and writing (inputs), and the explicit construction of meaningful tasks (outputs). EFAL is communicated explicitly through verbal or non-verbal means in order to create meaningful tasks. In South Africa, the EFAL educator usually employs probes when using language so that it becomes meaningful to learners. Success in teaching and learning is related to the way education

is brought by the educator to bring aspects of reality within the reach of the learner (Jacobs, Gawe & Vakalisa 2002:240).

3.3 LANGUAGE AND COMMUNICATION

3.3.1 What is language?

According to O' Donohue and Kitchener (1996:126), language is a form of human social behaviour which, for scientific purposes, needs to be studied and explained with the same methods and principles as are used in studying and explaining the other aspects of the instrumental (operant) behaviour of free-moving living organisms (animals) – the metalinguistic thesis. Human language started more than 100 000 years ago. English is one of the official languages used for communication in South Africa (Schlebusch 2000:20). O' Donohue and Kitchener (1996:101) confirm that communicating by means of a language is a social art and to be able to acquire this art, people have to depend entirely on intersubjectively available cues as to what to say and when.

3.3.2 English as a language in communication

De Wet (2002:119) confirms that learners have the right to receive education in the language of their choice. In South Africa, English is the preferred

language of learning and teaching (LoLT) that is used in communication after the first four years of schooling *(i.e. to study the contents of the other learning areas)* by the majority of previously disadvantaged learners.

The development of English as LoLT rises from research that indicate that learners should think and function in their home language up to the Cognitive Academic Language Proficiency (CALP) level (James 2000:8-9) *(i.e. to learn the basic terminology in home language).* When the learner has a good command of the home language *(i.e. during the first four years of schooling),* the learner may transfer to a new language *(e.g. English)* because the learner possesses the basic terminolgy of his/her home language. It would take up to seven years for the learner to acquire adequate English skills for communication purposes (De Witt, Lessing & Dicker 1998:119, 122).

3.3.3 English as a learning area in communication

According to the Department of Education (2002b:9), English forms part of the learning area Languages in the Senior phase. The other learning areas are Mathematics, Natural Sciences, Technology, Economic and Management Sciences, Arts and Culture, Life Orientation and Social Sciences.

Three options to enrol for English are available to learners. These are: Home Language, First Additional Language and Second Additional Language. This study focuses on English as First Additional Language. It

is assumed that learners do not necessarily have any knowledge of the language when they enter the schooling system. The RNCS was introduced with the aim to develop the learners' ability to understand and speak English. At the end of the Senior phase, learners should be able to transfer the literacies they have acquired in their home language to English and would be able to use their home language and English effectively and with confidence for a variety of purposes (DoE 2002a:4; DoE 2003a:11).

According to the Department of Education (DoE 2002a:4), the additive approach to multilingualism paves the way in establishing English to be the language that is used as a language of learning in the previously disadvantaged schools. Education in South Africa is multilingual in nature. It is the obligation of the constitution of South Africa to promote multilingualism, to develop all eleven official languages, and to maintain home language while providing access to effective acquisition of additional language (Vermeulen 2000:262).

The previously disadvantaged South African schools prefer English as LoLT because of the lack of suitable textbooks for use in the home language (De Wet 2002:119). As part of the learning area of Languages, the learners enrol for their mother tongue *(i.e. home language),* as well as for the additional languages *(i.e. English First Additional Language and Afrikaans Second Additional Language, in short EFAL and ASAL).* In such instances, one language *(e.g. the home language, Tswana)* is offered as the first language, the other language *(e.g. English)* as the first additional language and another language *(e.g. Afrikaans)* as the second additional language.

According to the Department of Education (2002b:20), learners use their home language and become competent in their additional language, while their home language is maintained and developed (additive bilingualism). Being able to communicate and to understand the language of communication is essential for the academic success of all learners.

3.4   EFAL AND THE COMMUNICATIVE APPROACH

The Department of Education (2002a:6; 2002b:9) advocates that the function of a language is to enable learners to gain knowledge from other learning areas and to integrate such knowledge in the EFAL classroom. In this manner, the learners would be able to apply the skills, knowledge and values within all learning areas. The next figure (Figure 8) illustrates the way in which English is used in the EFAL classroom in order to create meaningful communication.

<div style="border:1px solid black; padding:20px">

(context and content):

EFAL

Use of   *Use of*

BICS   →   =   ←   **CALP**

(Informally)   (Formally)

ENGLISH (language)

</div>
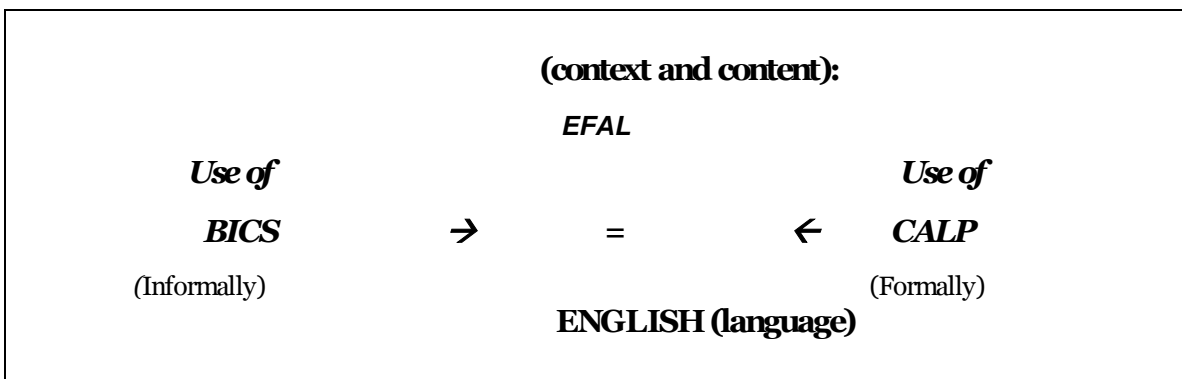
Figure 8: *Balancing BICS and CALP in EFAL*

Adapted from Sparg and Winberg (1999:84)

According to Sparg and Winberg (1999:84), together with Schlebusch and Thobedi (2005:309), Basic Interpersonal Communication Skills (BICS) assume that learners have the English language skills to communicate in everyday life. Fluency in BICS is achieved when the learners are competent enough to show skills in analysing, synthesising and creatively using the language of English. The idea is to emphasise an understanding of the use of BICS and Cognitive Academic Language Proficiency (CALP). CALP enables the learners to become competent communicators. Learners are capable to show various life skills, such as the ability to be engaged in cognitively demanding and problem-solving tasks (as is found in the academic classroom). During informal conversations, learners who have acquired BICS will cope when using English in such a context, but will need to acquire CALP for formal academic conversations. It is ideal for learners in the EFAL classroom to attain a CALP level of English proficiency in order to be successful academically. Language competence at the BICS level does not equip the learners with adequate proficiency to perform cognitive operations.

The national curriculum framework for EFAL anticipates having learners who will be able to use English in all contexts (BICS and CALP). Effective communication at these levels are needed for academic success.

3.5   EFFECTIVE COMMUNICATION OF ENGLISH

Van Schalkwyk (2001:3) describes effective communication as a process that leads to meaningful understanding of the language. Communication is a

process that involves the way in which the desired EFAL outputs are achieved. Learners develop life roles such as communicators, researchers and problem solvers as a result of the EFAL outcomes they achieve. The outcomes develop into outputs that enable learners to effect proper communication. The outputs are the learning experiences that learners become involved with in the classroom. It is expected of the educator to facilitate learning through a range of experiences, rather than simply allowing learners to have limited learning experiences (Killen 1998:vii).

Effective EFAL communication focuses on the inputs made by the educator and outputs shown by learners. The educator gives inputs by presenting some strategies such as facilitating the communication process with learners. Learners show outputs such as learning outcomes that are achieved in the communicative tasks. The educator's inputs, such as EFAL teaching strategies, are shaped by the learners' intuitive skills. In order to develop learning into a learner-centred approach, it is important that every EFAL learning experience allows freedom of expression from learners towards educators in a way as to enhance communication process. It is essential that EFAL teaching and learning should move away from educator-centredness to a learning-centred approach.

In a learning-centred approach the educator and the learners are involved in a learning dialogue. That is, the dialogue approach is neither learning content-, learner-, nor educator-centred, but learning-centred. The educator guides, facilitates and mediates (Gravett 2001:36). Both the educator and the learner are in a dynamic state of reciprocal unity by means of exchanging

roles so that communication becomes enhanced (Gravett & Henning 1998:61).

3.6 EFFECTIVE COMMUNICATION

Echevarria, Vogt and Short (2000:112) point out that a co-operative learning environment is an environment where educators can plan and create opportunities to effect the use of English for communication. During interaction, the learners develop the opportunity to effect communication by exchanging ideas with the other members of the group.

3.6.1 Barriers to effective communication

According to Platt and Olson (1997:157), barriers to effective communication *(e.g. in an EFAL context)* would not occur when a learner:

- listens, attends, and shows interest to what the educator is talking about rather than thinking of what to say when the educator finishes;

- uses non-verbal communication while the educator is talking *(e.g. body language that shows interest, eye contact, and positive facial expressions)*, rather than looking down at own notes, leaning back at the chair, looking bored or uninterested;

- varies his/her pitch and volume, speaks clearly and loudly, and maintains a calm, pleasant voice quality rather than speaks in a monotone, mumbles, shouts, sounds abrasive or sarcastic;

- honours the amount of personal space each person requires rather than invading a person' s comfort zone by sitting or standing too close;

- is clear and precise, uses language that is specific and concrete, avoids using jargon and acronyms rather than using vague, ambiguous terms, examples that are not meaningful to the listener(s), or jargon and acronyms related to EFAL;

- uses both passive and active listening techniques rather than sits passively without interacting and encouraging the educator;

- uses paraphrases and other reflective technigues to indicate interest and involvement rather than speaking in judgemental terms or editorialise about the content of the educator' s statement;

- uses reasonable-length pauses between his/her statements and those of the educator rather than interrupts, talks over, or invades the verbal space of the educator;

-       uses a variety of questions to collect and clarify information: open-ended, close-ended, indirect, and clarifying rather than restricting him/herself to one type of question or fails to ask questions at all;

-       concludes with a summarisation to highlight main points and to clarify what was decided rather than leaving without getting closure and coming to a common understanding.

Learners would always resort to alternative strategies to avoid communication problems. These strategies include shifting the use of words from English to the home language (code-switching) or mime by means of non-verbal skills. Cecile (2002:238, 241) confirms that when code-switching is used, it does not systematically redefine a situation. The linguistic code can effectively change *(i.e. educator/learner changes from Tswana to English)*, but the utterance remains related to the pedagogical task performed in the class. Learners usually code-switch while requiring some information related to the pedagogical task *(e.g. practice asking for direction)*. Educators, for different reasons, may code-switch when providing information on the content of the course or task itself, providing lexical and grammatical explanations, soliciting, assessing, commenting or maintaining discipline in the facilitation of learners understanding of learning process *(e.g. paraphrasing an abstract word)*.

Jones and Charlton (1996:51) believe that it is likely that learners who experience learning and behaviour difficulties will have more difficulty than

many of their peers in learning incidentally the skills of effective communication. This is especially the case when an initial mild difficulty in communication has led to failures in learning that contribute to the cognitive and emotional blockages which characterise many learners with special educational needs.

3.6.2 Cognition and acquisition of language

Sparg and Winberg (1999:103) define cognition as the ability to show understanding of knowledge on what is recognised, defined, identified, reported and described. It is because of the learners' attitudes and perceptions that new knowledge becomes acquired. Learners integrate old and new knowledge into the mind pertaining to the way how the new knowledge becomes facilitated by the educator. During the facilitation of knowledge, the learner should show capability in communication, such as having a high level of self-efficacy and managing failure of communication (Wood & Olivier 2004:290). Learners would communicate by using the old knowledge that they have acquired from their educators, integrating it with the newly learned knowledge. They would learn to communicate properly from their mistakes as they speak or write. The EFAL educator should develop communication strategies in order to simplify language teaching. Later, the learners would build knowledge by means of internalising the concepts and cognition would thus be developed.

Cognition would develop depending on the behaviour of the learner's brain *(i.e. the memory that captures information)*, and the input given *(i.e. the*

information that is acquired). Slife *et al.* (2005:157) believe that behaviour may not be seen as determined by the brain or by environmental stimuli or the reinforcers as in behaviourism, but rather by the information that is acquired *(i.e. the input).*

The speed of memory, ageing and learning, as confirmed by Gravett (2001:5), depends on the learning material and how this material is experienced by the learner. The learning material is encoded at a deeper level and placed in an organising structure, to be recalled more easily. Ageing influences the speed of learning negatively. It is therefore much better to acquire a language when younger, as it becomes increasingly difficult when one is older. The average older adult observes more slowly, thinks more slowly and reacts more slowly than the average younger person. Effective communication takes place when repeated learning stabilises certain appropriate and desirable synapses in the brain (Leamnson 1999:5). Caine and Caine (1994:81) assert that effective brain function results when patterns of information are generated. The brain resists and has meaningless patterns that are isolated pieces of information unrelated to what make sense to the learner. Hence, the more links the brain can make with the existing knowledge and experience, the easier it becomes for the brain to make sense of the information and the better it will be remembered.

Educators' means of developing EFAL cognition in learners is by actively engaging the learners in teaching and learning. Gravett (2001:32) maintains that a prolonged activation of the cortex forces thinking skills into the learners' thoughts. While the learners struggle to use language, they are in

a way trying to develop verbal thoughts. The aim is to elicit coherent speech. Such activities help cognition by converting some associations into firm verbalised ideas (Leamnson 1999:116).

Cecile (2002:236) explains that when one encounters a new life situation every day, one has to interpret it to ' frame' it right away. It is precisely this ' framing' of the situation that helps the person to know how to react to it by finding the engagement, which, in its nature and intensity, may be relevant in the given situation. According to Ashman and Conway (1997:35), information from the sense organs *(e.g. eyes, ears, etc.)* filters into the sensory register, as depicted in Figure 9.

EXTERNAL INPUT FROM SENSORY RECEPTORS

(e.g. eyes for reading activities, ears for listening activities, etc.)

SENSORY REGISTER — *loss from sensory register*

SHORT-TERM MEMORY — *loss from short-term store*

LONG-TERM MEMORY *decay, interference and loss of strength in long-*

term store
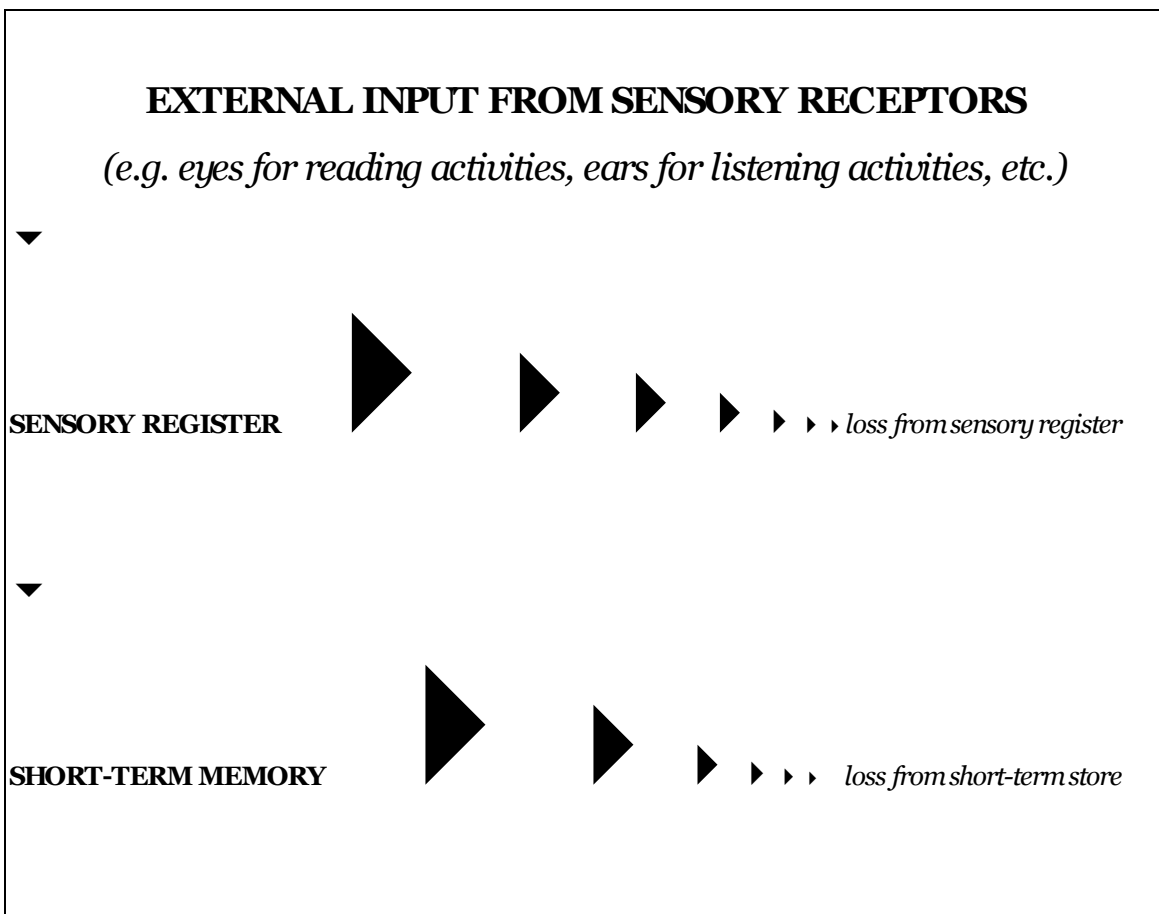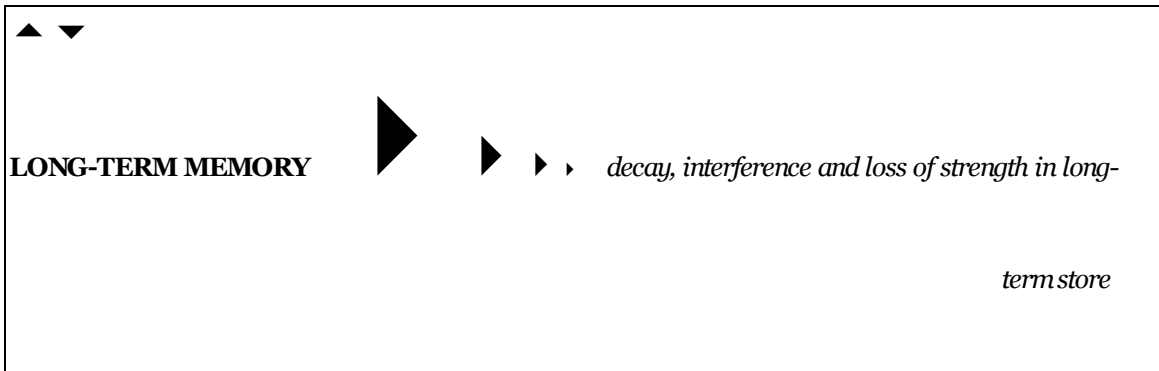
Figure 9: A structural model of memory
Adapted from Ashman and Conway (1997:36)

All stimuli that co-existed before, filter through because of being influenced by the senses. Information runs through the sensory register, passes into short-term memory, and is actively held there for about 5 to 30 seconds. If important, information passes to the long-term memory, and can be retrieved later, even after years.

3.6.3 Language constructivists

According to Schlebusch (2000:39), constructivists such as Piaget, Bruner and Vygotsky confirm that the development of cognition takes place only when previous conceptions change with the introduction of new information. Piaget (a Swiss researcher) advocates that structural change is a necessary condition for development; Bruner (an American researcher) emphasises both the internal and external functions, as well as structural changes brought about by function; and finally Vygotsky (a Russian researcher) stresses the reciprocal relationship between structure and function, and that

knowledge is the content that has to be internalised to form cognition (Zajda 1997:12).

Killen (2000:xviii) asserts that cognitive constructivism focuses on the cognitive processes people use to make sense of the world. Learners actively construct knowledge by forming their own representations of the material to be learned, selecting information they perceive to be relevant, and interpreting this on the basis of their present knowledge and needs. Social constructivism treats learning as a social process whereby learners acquire knowledge through interaction with their environment instead of merely relying on the educator's lectures.

Piaget's theory (in Hergenhahn & Olsen 1997:282) on hereditary characteristics assumes that learners construct concepts according to the characteristics on how learning is presented. EFAL learning has to be presented to learners by the educator in such a way that knowledge or content is discovered. The educator is a mediator in making learning possible as the learners discover learning through assimilation.

According to Zadja (1997:13-16), Piaget views cognitive development as a sequence of structural transformations, due to the developmental phases that the child undergoes.

Bruner's theory concerning the development of cognitive representation confirms that age-related changes in behaviour and thinking are largely the result of the acquisition of new, more flexible and more powerful types of representation. Bruner distinguishes three modes of representation: the

enactive mode (representation by doing), the iconic mode (representation by conception or spatial schema) and the symbolic mode (representation by means of description in language).

Vygotsky (ibid:23) contends that language acquisition is a paradigm between learning and development. Initially, language originates as a means of communication between the child and those in his/her environment. Later, after the conversion to inner speech, the child's thinking becomes organised into internal mental functions. Thinking and speech have different roots in cognitive development. Thinking is pre-linguistic and speech is pre-intellectual. During the course of development, both are converted and as a result thinking becomes verbal and speech becomes rational.

Snowman and Biehler (2000:297) state that the essence of a constructivist lesson is to provide learners with realistic problems that cannot be solved with their current level of understanding and, by allowing them to interact mainly among themselves to work out new understanding. Viewed from a social constructivist perspective, internalisation (Vygotsky) and discovery learning (Bruner) are processes wherein complex psychological intra-actions, such as thoughts are mediated by social interactions such as using speech (Houser & Vaughan 1995:21).

According to Schlebusch (2000:44), discovery learning is the rearrangement or the changing of information in such a way that the learners are able to develop additional insights. The EFAL educator mediates through scaffolding to enable the learners in discovering the new EFAL learning.

Scaffolding includes the use of probes and other strategies by the educator as a way to simplify the process of mediation. Other means of mediation imply educators' efforts by modeling, demonstrating and coaching as forms of assistance (Gravett 2001:21).

The social constructivists' explanation of learning holds that ' meaningful learning occurs when learners are explicitly taught how to use the tools for learning EFAL (like approaches to listening, reading, writing and speaking) and then given the opportunity to use these tools to create a common, or shared, understanding of some phenomenon' (Snowman & Biehler 2000:295).

Von Glasersfeld (1995:145) maintains that the user of any language has to construct and interpret the experience of the new language that is to be received. The interpretation depends on the environment in which the user is found. In an environment where the educator is unable to simplify the new knowledge to the learner with relevant strategies, communication may break down and no effective teaching and learning can take place.

According to Kasambira (1997:30), the educator needs to motivate the learners to engage in activities that will result in the desired learning. Motivation in its simplest sense is whatever is done to arouse the learners to do whatever it is they can do. If the learners become motivated, then they are excited, interested, enthusiastic and they want to do the tasks. Educators' behaviour is strongly related to learner-motivation and by extension, to learning (Zajda 1997:2). Learners become motivated for

learning by the environment created by the educator. If motivation is therefore created by some form of mediation from the educator, learners will have a much more positive attitude towards learning (Vygotsky 1997:xxiii).

Cognition of EFAL outcomes may also be positively influenced by what Vygotsky calls the ' Zone of Proximal Development' (ZPD). According to Wertsch and Tulviste (1996:56), the ZPD theory of Vygotsky can be defined as the distance between learners' actual level of development and a higher level of potential development. In the context of this study, the learners' actual level of English language development is possibly at a level where they have not internalised EFAL and have not effected communication at the CALP level.

Morrow, Jordaan and Fridjhon (2005:164) emphasise that the development of CALP enables learners to understand and use the decontexualised, formal language register of classroom discourse and text books. To achieve the CALP level of language cognition is made more complicated in a multilingual context such as South Africa, where many learners of the previously disadvantaged schools are expected to develop cognitive academic skills in an additional language. Educators should be aware that to only employ traditional strategies of teaching and learning in EFAL (where learners are mere listeners), may prolong the time it takes such learners to acquire a CALP level of English proficiency. Language proficiency is central to academic success and a lack of English proficiency will have a negative influence on learners' ability to cope with the academic curriculum.

The use of the communicative approach in EFAL would assist the learners in becoming more involved in their own learning, and ultimately assist them to express themselves more effectively and therefore become communicatively more competent. Competency would then be the ability of EFAL Senior phase learners to use English competently during conversations, and also the ability to apply the linguistic principles of EFAL in cognitive classroom situations.

3.6.4 EFAL communication as a product

EFAL communication is a product when learning strives for inputs only. This product does not form a comprehensible input and thus, becomes useless. Malan (1997:15) states that input is all that is done and used in ensuring that learning occurs. That includes all the strategies that the educator uses to enhance the standard of teaching and learning. The manner in which input that is received has to be tuned to the levels of the learners, and becomes known as (i+1). The (i) is the current input level of the individual learner, and (+1) is an input that is seen as a small step further. For example, in writing activities such as essay writing, EFAL learners' ability to write is shown by the input (i). The educators' reinforcement skills, such as when corrections are done, becomes an ideal input (i+1).

The (i+1) represents the EFAL skills which the learners need to show in order to prove comprehensible inputs. It is essential that learners use English in practical situations in the classroom. The educator needs to

provide learners with the opportunity to expose understanding of explicit knowledge of the linguistic rules (language competency). Although language policies in education have become more liberal, English tends to dominate in all educationl contexts, because as the choice of most South Africans, it is seen as the language of power and economic advancement (Morrow *et al.* 2005:164).

During communication individuals meet in what Bruckmann calls a common background (Van Schalkwyk 2001:28), the point where the backgrounds of both the educator and learners overlap. Meaningless communication becomes a product when the communication process is executed only by the educator, and in one direction. The educator does not involve the learners through the use of various skills in the communication process. However, when various English skills are utilised fully and meaningfully, communication is not a product, but becomes a successful communication process.

The communication process is reinforced by the educator through the use of various teaching and learning skills, such as the use of various approaches in EFAL teaching and the use of relevant teaching approach for specific learning programmes. In EFAL, the educator reinforces the learning content through methods such as self-activity and discussion in the topics that need learners' expression of ideas. The educator is able to evaluate the success by receiving immediate feedback from the learners.

3.6.5 EFAL communication as a process

Communication is a process when learning strives to make use of both inputs and outputs to create meaningful learning by means of the educators' and the learners' involvement in EFAL teaching and learning respectively. The educator directs meaningful teaching to the learners in order to reach outputs.

When EFAL learners are provided with opportunities to actively employ their communicative skills in the classroom, such communication becomes a comprehensible output (is meaningful). Jacobs *et al.* (2002:193) link to such outputs in the classroom and among peers by means of the principle of social skills acquisition. Effective learning is determined by the acquisition of special social skills through intrapersonal, interpersonal or intragroup means of communication. For example, a number of learners can be actively involved in activities such as small-group discussions or debates. Such activities enable the learners to use previously acquired schema and to apply such knowledge easily in the communicative activities in and outside the classroom.

In Figure 10, the educator directs EFAL communication to the learners in order to reach the end-product (goal) with the integration of some skills. In learning the content of EFAL, drama activities as an example need the use of skills, such as role-play for meaningful learning to occur.

educators' skills →	integration and	**→ learners' responses**
	meaningful learning	
educator: active →	*common background*	**← learners: proactive**

Educator →← English →← EFAL →← English →← Learners
(probes)　　　　　(medium)　(knowledge)　(medium)　　　(respond)

educator: assesses ←　　　　　feedback　　　　← learners: provide
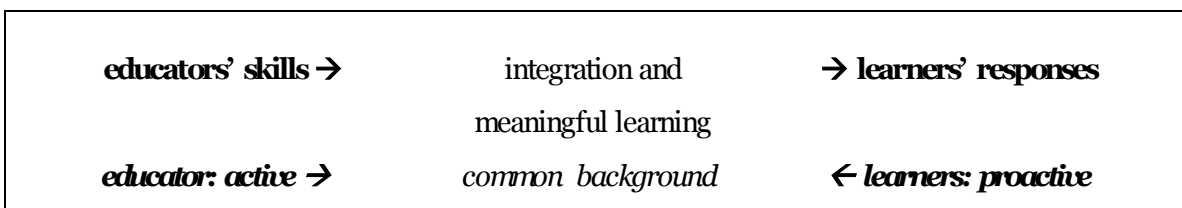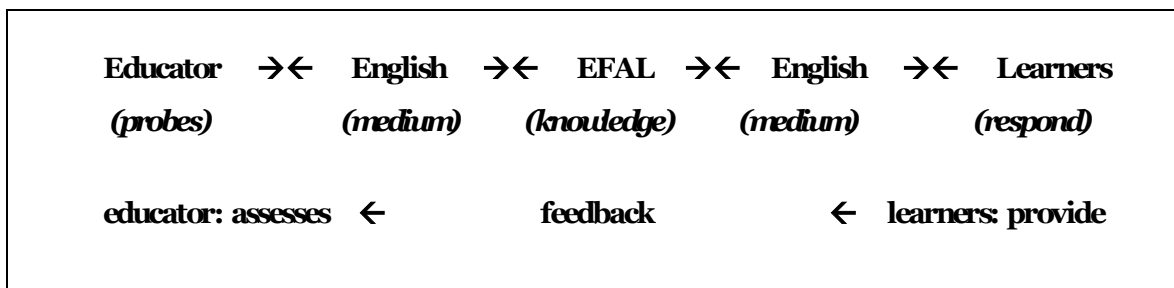
Figure 10: *Meaningful EFAL communication as a process*
Adapted from Van Schalkwyk (2001:4, 28)

In role-play, learners provide feedback to the educator. Learners use English language to communicate their ideas. When such communication occurs, the educator is able to assess the use of the learners' English language usage (whether BICS or CALP). That is, whether the learners have understood the context of the role-play and what it aims to achieve, or whether they are not at a level to grasp such a context. In drama, for example, the learners would be able to express the EFAL drama concepts through the use of English as a language.

When English is used in EFAL activities, it is vital that the learners understand the specific EFAL concepts such as the use of drama concepts in dialogues, in order to be able to participate in conversations. Possible communication problems experienced by learners, such as syntax errors, can be identified by the educator and proper feedback to the learners can take place. After the learners' feedback, the educator uses learning strategies that enhance the learners' understanding. Proactive participation and the involvement of the learners, create opportunities for a meaningful communication process in EFAL.

3.7   CONCLUSION

The communicative approach is important in simulating the process of learning a language. During the communication process, EFAL educators interact with their learners with the aim of developing the learners' cognition. Through communication, the learners' structures of thoughts that are used during production of language are developed.

In the development process of language and communication place, there is a flow of information as educators and learners share ideas, information, and feelings.   EFAL educators and learners are involved in interpersonal communication. In this two-way process, communication takes place when a certain medium is in use. English is a medium that is used both by the EFAL educators and their learners. This medium creates understanding not only for the educators *(i.e. the encoders of inputs)*, but also and most importantly for the learners *(i.e. the decoders of outputs)*. In the EFAL classroom the communicative approach is applied with the aim being to enhance this language medium through meaningful interaction.

In the use of this medium, the learners comprehend and produce language, by associating particular sounds with particular perceptual experiences. Learners interact with one another by using language to communicate in different learning contexts for different purposes. Language is a form of human social behaviour. English is one of the languages that are used for communication in South Africa. Learners use the combination of English

words when communicating. These words create sounds that make meanings. In a learning area such as Languages (including EFAL), speech is created from a combination of these sounds. In EFAL, the learners communicate during the speech activities by using English as a language.

English forms part of the learning area Languages, and is offered at schools as Home Language (HL), English First Additional Language (EFAL) and English Second Additional Language (ESAL). By the end of Grade 9, learners would be able to use English effectively as a language of teaching and learning for a variety of purposes. Learners would show language fluency through the help of the BICS, enabling the skills of analysing, synthesising and using English creatively. These learners would also use the CALP to enable them to become competent communicators.

Competency allows effective EFAL communication, focusing on the inputs made by the educator and outputs shown by learners. Through this process, teaching and learning moves away from educator-centredness to a learner-centred approach. The next chapter entails information on OBE and the curriculum used as the system of education envisaged in South Africa.

CHAPTER 4

OBE AND THE CURRICULUM

4.1   INTRODUCTION

During the last decade and towards the end of the twentieth century South Africa underwent significant changes in its education system. The racially fragmented system of education had to be reformed with a better unified curriculum. The pre-1994 curriculum was discarded and replaced with Curriculum 2005 (C2005). C2005 aligns itself with Outcomes-Based Education (OBE). A curriculum that is educationally and classroom based, as confirmed by Kelly (2004:2, 3), comprises instruction, what is to be offered, the purposes and objectives. The curriculum should be feasible so that it can be used educationally.

The theory of OBE branches from competency-based teaching and mastery learning, which are both rooted in behaviourist theory, but also incorporate some elements of the constructivist theory (Lemmer 1999:117-118) as discussed in Chapter 2 of this study.

According to the policy of the Revised National Curriculum Statement (Languages) (DoE 2002a:1), the Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. Transformation in education brought reformation of the South African education system in that the planning of educational qualifications became controlled through the National Qualifications Framework (NQF). The NQF is controlled by the South

African Qualifications Authority (SAQA) as contained in the SAQA Act 58 of 1995. SAQA has the authority to establish committees for the development of unit standards in the various educational subfields. The objectives are to (Pretorius & Lemmer 1998:6; Isaacs 1999:21):

- create an integrated national framework of learning achievements;
- facilitate access to, and mobility and progression within, education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities and thereby;
- contribute to the full personal development of each learner and the social and economic development of the nation at large.

Phillips (1997:1) maintains that the reformation process brings a character of flexibility that is envisaged in the OBE approach to teaching and learning. The flexibility of OBE is constituted in C2005. This curriculum is seen as a challenge for educators which the previously traditional curriculum did not pose. According to Kramer (1999:3), the traditional curriculum did not adequately prepare learners for reality and the future. OBE strives to enable all learners to achieve to their maximum ability (DoE 2002a:1). The OBE principle of expanded opportunities caters for both slow and fast learners, as the rate at which learners learn or acquire knowledge, skills, values and attitudes differs. When learners are given multiple opportunities to demonstrate learning, all learners would succeed (DoE 2002b:7-8; Journal of

Gauteng Department of Education 2001:17). Hence, the opponents of OBE contend that C2005 teaches learners that failure is acceptable and that is contrary to conditions in the real world: " In the real world, repeated failure results in discipline, not rewards. Repeated failure gets you fired" (Kossor Education Newsletter 1996:7).

The world changes, and so learners have to be instilled with skills, knowledge, values and attitudes to live and work as successful and constructive citizens of the global community in the twenty-first century. The contents of C2005 have been contextualised so that they resemble lifelong learning. When learners leave the schooling system, the aim is that they should have obtained the necessary skills, knowledge, values and attitudes to enable them to articulate to Higher Education (DoE 2002a:2, 6; DoE 2002b:9).

Brady (1997:86) confirms that the outcomes as end products are characterised by skills, knowledge, values and attitudes. These characteristics of outcomes are embedded in the assessment standard(s) of every learning outcome in each learning area. Thus, the RNCS builds its learning outcomes for the General Education and Training band for Grades R-9 (for schools) on the critical and developmental outcomes. There are eight learning areas, and each learning area has its own learning area statements. All the learning area statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners become encouraged to develop knowledge and understanding of the rich diversity of South Africa culturally, religiously and

ethnically. Each learning area further identifies the main learning outcomes to be achieved by the end of Grade 9 (Senior phase). That is done by specifying the assessment standards that will enable the learning outcomes to be achieved (DoE 2002a:1-2).

The RNCS aims at promoting commitment as well as competence among educators, who will be responsible for the development of their learning programmes. These learning programmes should specify the scope of learning and assessment activities for each phase, also contain work schedules that provide the pace and sequence of activities used each year, as well as examples of lesson plans to be implemented at any given period. In the Senior phase there are eight learning programmes based on the learning areas for: Languages, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences, and Technology (ibid:2; Journal of Gauteng Department of Education 2001:57).

4.2 THE RATIONALE FOR TRANSITION IN EDUCATION

After the institution of a democratically elected government in 1994, the then Minister of Education, Professor Bengu, called for commissions on the renewal of education. The ministerial commission was to evaluate the practicality in implementing the new OBE approach.

The rationale for transition in South African education is in accordance with the following principles:

-   That education should be transformed and democratised, which means that school education must be transformed in accordance with the democratic values of human dignity, equality and freedom which underpin our constitution (RSA 1996:13).

-   The principles and values in accordance with the constitution, that is education and training, is a basic human right that avails conditions of democracy, liberty, equality, justice and peace for lifelong learning (Pretorius 1998:3).

-   An integrated approach to education and training. The White Paper on Education and Training (RSA 1995:15) sees the formation of C2005 for education and training as a sphere where learning of skills, knowledge and communication can be acquired.

-   An outcomes-based approach to learning; that is, the integration of OBE and C2005 would also introduce an outcomes approach model to language learning. In this regard OBE encourages educators and learners to focus on outcomes that have real-life applications (Pretorius 1998:5).

-   To have compulsory schooling with learners who range from six years in Grade R to eighteen years in Grade nine. Fundamental knowledge and skills are to be developed

gradually, grade by grade in the Foundation, Intermediate and Senior phases (DoE 2002a:3; DoE 2002b:17).

- The right of an individual to choose which language or languages to study and to use as a language of learning (Heugh, Siegruhn & Pluddemann 1995:73).

The pre-1994 curriculum did not have outcomes or the application of skills as its focus. Pretorius (1998:viii) maintains that educationists encountered some problems with the traditional model in South Africa. The curriculum was too structured, prescriptive and not easily adaptable, with little room for educational initiative. The accent was on academic education, while skills education remained behind. A large gap existed between education in the formal educational sectors and training by employers. The curriculum was content-based and educator-centred. At present, the Constitution and Bill of Rights also emphasise human rights values (DoE 2002a:8; DoE 2002b:4, 10). The learner that is anticipated must have acquired not only knowledge, but also skills to apply the acquired knowledge in order to be effective. The communicative approach in EFAL teaching and learning can pave the way to realise this application of acquired knowledge. The use of the communicative approach would mould learners in terms of communication skills as a human resource function to enable learners to compete effectively in the world of communication.

According to Kramer (1999:v.1), the change to an OBE approach was not only needed to heal the crippled South African education system, but also simultaneously to try to ensure that our learners are provided with the

knowledge and skills to be competitive with the rest of the world. What underpins the success of OBE and the RNCS will be the way in which it is implemented. Will it bring about progress or disaster in education? If used properly, carefully and intelligently, OBE can be very successful - but if used ignorantly, naively and incorrectly, it could effect a tremendous amount of damage. OBE is an alternative approach to teaching and learning that should be implemented by both educators and curriculum developers, demanding a higher degree of responsibility, accountability and professionality (Malan 1997:22).

4.3   THE IMPLEMENTATION OF AN OBE APPROACH

OBE, in the educational context of South Africa, was developed from the competency-based learning model of Spady, as well as mastery learning. Competency-based learning aims to prepare learners for success in fulfilling various life roles. Mastery learning focuses on the need to create favourable learning conditions as regards time, teaching strategies and learning success (Kramer 1999:3, 4).

Spady and Schlebusch (1999:26) assert that the essence of implementing an OBE approach lies with this notion: " *Start with the learning outcome clearly in mind, and instruct from there*". This signifies that the educator needs to have a clear picture or description of what the learner needs to master at the end of learning. The educator enhances learning by designing a learning programme, instructional approach and assessment to match the description. Simultaneously, learners need to have knowledge of the

descriptions provided to allow them to develop an understanding of what is expected and where the learning path is headed.

Malan (1997:74) contends that human life is more than the performance of specific activities. Education should therefore be more than a process which prepares learners definitely and adequately for such activities. The OBE approach is the way in which the roots of the traditional education are obliterated, and the new approach to learning emerges. The re-birth of education aims to pitch the standard of South African education at a level that can be compared to the rest of the international world.

OBE rests on four principles (DoE 2002a:8; DoE 2002b:10). That is :

- *The clarity of focus on outcomes of significance:* Learners are aware of the outcomes and expectations. Learners know the criteria of assessment.

- *Design back:* The educators do the designs starting from where the learning programmes end. Achievement of outcomes is considered in the design of the learning programmes.

- *High expectations:* The educators establish clear defined standards of performance, and expects all the learners to reach or exceed these standards.

- *Expanded opportunity principle:* It is a learner-centred and success oriented principle. The learners' rates of learning differ, and so is the learners' time of achieving outcomes. Multiple approaches to learning would yield better results, when the learners are aware of the expectations, are given more opportunities, and are allowed to demonstrate learning.

Pretorius and Lemmer (1998:2) affirm that OBE is an approach that is embedded on the principle of learning which resembles the achievement of outcomes. In an OBE approach, outcomes represent a culminating demonstration which is the result of meaningful learning in various contexts. Learners become involved in the demonstration of, for example communicative tasks or task-based activities in a First Additional language (English) classroom. These demonstrations are then assessed by means of outcomes, depending on the context of the learning programme involved (Kramer 1999:131). Learning becomes a success depending on the outcomes that are set out in the curriculum.

4.4   CURRICULUM 2005

Curriculum is explained as the course of deeds and experiences in which learners become the adults that they should be, for success in adult society. Curriculum should further be understood as encompassing not only those experiences that take place within classrooms, but the entire scope of formative experience both within and outside of classrooms. Further, this includes experiences that are not planned or directed, as well as experiences

that are intentionally directed (inside or outside of the classroom) for the purposeful formation of adult members of society: (online). Available from: http://en.wikipedia.org/wiki/Curriculum.

Curriculum 2005, commonly known C2005 was a unique version of a new educational framework in South Africa. The name was connected to the date by which the new system was to be set up in schools (Spady & Schlebusch 1999:54). Starting with Grade one and Grade eight in 1998 the aim was to implement the curriculum in all the Grades gradually, with implementation completion in both the General Education and Training (GET) and the Further Education and Training (FET) bands in 2005.

Pretorius (1998:v) asserts that C2005 was aimed to reform the previous traditional curriculum, in order for the spirit of lifelong learning to transcend. The implementation of C2005 in 1998 was the contemplated development that brought about the culmination of various revitalisation attempts on the South African education. The first attempt began with the implementation of the C2005 in 1998. In the Senior phase (Grade 8), C2005 advanced to the next grades yearly until learners attain higher levels of education *(e.g. Grade 8 in 2001, Grade 9 in 2002, Grade 10 in 2003, Grade 11 in 2004, and Grade 12 in 2005)* (Schlebusch & Thobedi 2005:307).

After much deliberation, the Minister of Education, Professor Kader Asmal announced the establishment of the Review commiteee on C2005 in February 2000. The Council of Education Ministers (CEM) carefully

considered the recommendations of the Review committee on C2005. The Review committeee proposed the development of a National Curriculum Statement (NCS) to strengthen and streamline C2005 (DoE 2002b:5).

4.5   THE REVISED NATIONAL CURICULUM STATEMENT

As was mentioned before, a ministerial committee reviewed C2005 during 2000. The brief of the review included the structure and design of the curriculum, educator orientation, training and development, learning support materials, provincial support to educators in schools and implementation time-frames. The Review Committee recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement. It further recommended that this Revised National Curriculum Statement (RNCS) should reduce the curriculum design features from eight to three: critical and developmental outcomes, learning outcomes and assessment standards. The previously formulated tools in the design of C2005 were the cross-curricular and the specific outcomes; the range statements; assessment criteria; performance indicators; notional and flexi-times; continuous assessment, recording and reporting; added to these were phase organisers; programme organisers; expected levels of performance; and learning programmes. The RNCS should not be viewed as a totally new curriculum, but a streamlining and strengthening of C2005 (Free State Education Institute 2001b:2).

The revision of C2005 resulted in a Draft National Curriculum Statement for Grade R-9 (Schools). The RNCS was adopted by the cabinet in March 2002 and was introduced in schools in 2004 (DoE 2002b:6; Free State Education Institute 2003b:4; (online). Available from: http://wced.wcape.gov.za/ncs/ncs.html).

The Department of Education (ibid:9) states that in the Senior phase, the RNCS consists of Learning Areas with eight learning area statements. A learning area is a field of knowledge, skills and values which has a unique feature, as well as connections with other fields of knowledge and learning areas. In the RNCS the learning areas are:

- Languages,
- Mathematics,
- Natural Sciences,
- Technology,
- Social Sciences,
- Arts and Culture,
- Life Orientation, and
- Economic and Management Sciences.

This study focuses on English as First Additional Language (EFAL), which forms part of the learning area of Languages.

4.6   THE LEARNING AREA OF LANGUAGES

The learning statement for languages includes (DoE 2003a:11):

- All eleven official languages: SePedi, SeSotho, SeTswana, SiSwati, TshiVenda, XiTsonga, Afrikaans, English, IsiNdebele, IsiXhosa and IsiZulu.

- Languages approved by the Pan South African Language Board (PANSALB) and the South African Certification Authority (SAFCERT), such as braille and South African Sign Language.

Each learning area statement for every learning area provides guidelines regarding requirements for and expectations of Grade R to 9 for schools in the General Education and Training band (DoE 2002b:9-10, 19-20). The above-mentioned languages follow an additive approach to multilingualism where, in addition to learning ones' home language, another language is added. The process is done for the purpose of making learners able to know as many languages as possible. The notion behind this additive approach is promoting multilingualism.

4.6.1 The Additive Approach to Multilingualism

The Languages learning area statement follows an additive or incremental approach to multilingualism, that is (DoE 2003a:20):

- All learners learn their home language and at least one additional official language.

- Learners become competent in their additional language, while their home language is maintained and developed.

The home, first additional and second additional languages are approached in different ways (DoE 2002a:4; DoE 2003a:11):

- The Assesment Standards linked to the home language assume that learners come to school able to understand and speak the language. These Assessment Standards: support the development of this competence, especially with regard to various types of literacy (reading, writing, visual and critical literacies); and also provide a strong curriculum to support the language of learning and teaching.

- The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners' ability to understand and speak the language. On this foundation, it builds literacy. Learners are able to transfer the literacies they have acquired in their home language to their first additional language. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively, with confidence for a variety of purposes including learning.

- The second additional language is intended for learners who wish to learn three languages. The third language may be an

official language or a foreign language. The Assessment Standards ensure that learners are able to use the language for general communication purposes. It assumes that less time will be allocated to learning the second additional language than to the home language or first additional language.

The Languages Learning Area Statement covers all official languages as (DoE 2002b:20):

- Home languages;
- First additional languages; and
- Second additional languages.

4.6.2 Language of Learning and Teaching (LoLT)

Where learners have to make a transition from their home language to an additional language as the LoLT, this should be carefully planned (DoE 2002a:5):

- The additional language should be introduced as a subject in Grade 1.
- The home language should continue to be used alongside the additional language for as long as possible.
- When learners enter a school where the language of learning and teaching is an additional language for the learner, other educators should make provision for special assistance and supplementary learning of the additional language, until such

time as the learner is able to learn effectively in the language of learning and teaching.

In the context of this study, English is used as the LoLT in all of the learning areas except in the learning area of Languages where there is a variety of languages. In Languages, EFAL is instructed in English while the other languages receive home language and/or second additional language instruction(s).

Mothata, Lemmer, Mda and Pretorius (2000:95) confirm that the learning areas are domains through which learners experience a balanced curriculum. These learning areas form a cohesion with their 8 learning programmes, characterised as follows:

Learning programmes:

- are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase.
- specify the scope of learning and assessment activities per phase.
- contain work schedules that provide the pace and the sequencing of these activities each year as well as exemplars of lesson plans to be implemented in any given period.
- are underpinned by the underlying principles and values of the RNCS (DoE 2002b:15).

Each Learning Area has its own set of Learning Outcomes that are to be achieved at the end of the GETC band.

4.7 OUTCOMES IN LANGUAGES

According to Malan (1997:10), the process of teaching and learning is outcomes-based when it accepts as its premise that the definition of outcomes should form the basis of all educational activity *(i.e. teaching and learning in the classrooms should be assessed on the achievement of outcomes)*. This includes, among others, the development of curricula and the assessment of learners. Outcomes describe the result of learning over a period of time. That is, the result of what is learnt, and the process of learning it, rather than what is to be taught: (online). Available from: http://www.discoveringdisability.com.au/advice/outcomes.htm.

4.7.1 Critical outcomes

Mothata *et al.* (2000:38, 164) emphasises that the critical outcomes are generic, cross-curricular, broad outcomes that are applied in all learning areas. They focus on the capacity to apply knowledge, skills and attitudes in an integrated way. Kramer (1999:135) states that each learning area stands on the foundation of the critical outcomes.

Critical outcomes are the basic foundation which the learners have to show at the end of learning. In conjunction with the learning outcomes, the

learner also aims to realise the seven critical and five developmental outcomes. The critical and developmental outcomes are general intended results and are set to enhance the learners' abilities in achieving the specific outcomes, now listed as learning outcomes (Spady 1994:1, 2). Attitudes, knowledge, skills and values encompass the end products of achievement of the outcomes in any learning area (Brady 1997:86). According to the National Department of Education (1997:19), each assessment activity in a learning area is based on knowledge, skills and attitudes the learner has to acquire in an outcome as end products.

Figure 11 shows the outlines of how the seven critical and five developmental outcomes form the basis of all learning areas, including the learning area of Languages. It further shows how the six learning outcomes in the learning area of Languages are built on the achievement of the critical

First additional language: English	Learning Outcome 6
First additional language: English	Learning Outcome 5
First additional language: English	Learning Outcome 4
First additional language: English	Learning Outcome 3
First additional language: English	Learning Outcome 2
First additional language: English	Learning Outcome 1

CRITICAL OUTCOME 1	CRITICAL OUTCOME 2	CRITICAL OUTCOME 3	CRITICAL OUTCOME 4	CRITICAL OUTCOME 5	CRITICAL OUTCOME 6	CRITICAL OUTCOME 7
SEVEN CRITICAL + FIVE DEVELOPMENTAL OUTCOMES **GENERAL FOR ALL THE LEARNING AREAS**						
DEVELOPMENTAL OUTCOME 8	DEVELOPMENTAL OUTCOME 9	DEVELOPMENTAL OUTCOME 10	DEVELOPMENTAL OUTCOME 11	DEVELOPMENTAL OUTCOME 12		

Figure 11: *Outcomes' column for Languages*

Adapted from Kramer (1999:134, 135)

and developmental outcomes. The critical outcomes organise, emphasise and guide every activity in a learning area.

According to Kramer (1999:133), the first seven outcomes (in Figure 11) are the critical outcomes that have been prescribed by SAQA. They form the basis for all education and training. They require that learners should be able to:

- identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

- work effectively with others as members of a team, group, organisation, community.

-   organise and manage themselves and their activities responsibly and effectively.

-   collect, analyse, organise and critically evaluate information.

-   communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

-   use science and technology effectively and critically, showing responsibility towards the environment and the health of others.

-   demonstrate an undertsanding of the world as a set of related system by recognising that problem-solving contexts do not exist in isolation.

A further five enabling developmental outcomes assist learners to achieve the first seven critical outcomes. Learners need to show that they can:

-   reflect on and explore a variety of strategies to learn more effectively.

-   participate as responsible citizens in the life of local, national and global communities.

-       be culturally and aesthetically sensitive across a range of social contexts.

-       explore education and career opportunities, and

-       develop entrepreneurial opportunities.

The seven critical cross-field outcomes are set as the requirement if the knowledge and understanding of a particular subject field are to be used appropriately and effectively at work, and in collaboration with others. The remaining five nice-to-have critical outcomes contribute to the full personal development of each learner and the social and economic development of the society at large (SAQA 1997:6-7).

4.7.2   Learning Outcomes

A learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills, values and attitudes) learners should know, demonstrate and be able to do at the end of the GET band (Grade 9). A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method (DoE 2002b:14), but characterise the skills, knowledge, values and attitudes related to the specific learning areas.

According to the Department of Education (DoE 2002a:6), the RNCS for EFAL has six main learning outcomes:

- The first four Learning Outcomes cover different language skills - listening, speaking, reading, viewing and writing.

- Learning Outcome five deals with the use of languages for thinking and reasoning, which is especially important for the language of learning and teaching. This outcome is not included in the curriculum for second additional languages, since its aim is not to prepare learners to use this language for learning and teaching.

- Learning Outcome six deals with the core of language knowledge - sounds, words and grammar - in texts. This knowledge is put into action through the language skills described in the first four Learning Outcomes.

The learning area statements for the six Learning Outcomes in EFAL are stated as follows (DoE 2002b:20):

- Learning Outcome 1:   *Listening*

    The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

\-   Learning Outcome 2:   *Speaking*

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

\-   Learning Outcome 3:   *Reading and Viewing*

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

\-   Learning Outcome 4:   *Writing*

The learner will be able to write different kinds of factual and imaginative texts for wide range of purposes.

\-   Learning Outcome 5:   *Thinking and Reasoning*

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

\-   Learning Outcome 6:   *Language Structure and Use*

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

4.7.2.1   Integration of outcomes

Listening, speaking, reading and viewing, writing, thinking and reasoning, and knowledge of sounds, words and grammar; although presented as separate outcomes, should be integrated when taught and assessed (DoE 2002a:7; DoE 2002b:21). For example, learners:

- *listen to a particular kind of text:* for example, a description of a process such as gold mining or paper making;

- *read and analyse key features of another text of the same type:* for example, use of simple present tense, passive voice, linking words such as ' first' , ' next' , ' then' ; and

- *design and create a new text of the same type, including visual material in the form of a flow diagram:* for example, analyse a poster and write paragraph on a poster (DoE 2002a:7).

4.7.2.2   Creating and interpreting text

Text refers to any written, spoken or visual form of communication such as essays in written text, conversations in oral text and brochures in the combination of written and visual text (DoE 2003a:76). Department of Education (2002a:7) confirms that in creating and interpreting text, learners need knowledge regarding language, knowledge regarding the text, as well as language skills and strategies.

Knowledge of language and text includes knowledge about:

- *context:* the purpose, topic and audience;
- *text structure:* for example, of a poem or an advertisement;
- *language related social practices and conventions:* for example, how you greet people in different languages;
- *grammar, sounds and vocabulary of the language*: for example, using correct words for specific functions;
- *writing and spelling in written text:* for example, being able to punctuate and to proof-read ones' own writing; and
- *images and design in visual text:* for example, analysing a visual image (ibid:7).

When using text, learners often interprete language and because of that, knowledge is created. This knowledge is a value to be used inside the classroom *(i.e. educationally based values acquired from the curriculum)* and outside the classroom *(i.e. values in the hidden curriculum)*. According to Kelly (2004:4, 5), the hidden curriculum refers to that *(e.g. the positive attitudes displayed by the educators and learners, about their schools in and outside these schools, etc.)* which is practiced and done at school by both educators and learners and which needs not reflect in the schools' planned curricula. Educators and their learners are conscious that it is their responsibilty to value the image of their schools by showing such positive attitudes. Values are products and the intended results that educators show when doing planning.

4.7.2.3   Integrating language learning and values

Values enrich meaning to the individuals and by extension, to the broader society (DoE 2003a:11). All text carries values, which may be positive (for example, democratic, human dignity, non-racism and non-sexism) or negative (for example, sexist or racist). These values are not always obvious. Learners need to become conscious and critical of the values present in the text they read and view, and the text they create themselves.

When they analyse and, where necessary, challenge the values present in oral, visual and written text, learners will:

- learn how text take a particular view of people and events;

- develop the critical skills to examine and, if necessary, resist these views and the values associated with them; and

- become conscious of how they express values in the text they create themselves; for example: tolerance, empathy, respect, pleasure, humour, playfulness, displeasure, anger (DoE 2002a:8; Potgieter, Visser, Van der Bank, Mothata & Squelch 1997:5).

4.7.2.4   Integrating language learning and themes

Language learning can also be integrated through themes. Using a theme allows the learners to build vocabulary related to the topic. Careful choice of themes and topics stimulates the interest of the learner. To achieve this, educators should try to:

- find a balance of topics and themes which interest boys and girls, and rural and city learners, as well as themes which unite learners accross these divisions.

- choose topics that are relevant to the learners' lives, and yet also move them beyond what they already know: for example, they can learn about other countries and cultures; and

- select themes and topics that link with the critical and developmental outcomes: for example, learners need to engage with important human rights and environmental issues such as poverty, HIV/AIDS, the right to own land, and consumerism (DoE 2002a:8; DoE 2002b:8).

4.7.2.5   Human rights and environmental justice

Languages are an important tool for achieving human rights and environmental justice. Through its assessment standards, the Languages learning area statement seeks to develop this tool to its fullest potential.

EFAL learners should aim to become confident bilingual (or multilingual) speakers, who have the critical tools to read about their world and the spoken word and written text. Learners should be able to analyse text and ' rewrite' them in ways that expand possibilities in relation to both human rights and environmental justice (DoE 2002a:2; DoE 2002b:10).

4.8 ACHIEVING OUTCOMES BY ENGAGEMENT WITH THE COMMUNICATIVE APPROACH

In aiming to achieve the EFAL outcomes, the use of the communicative approach provides the tool to keep the balance between the acquisition of knowledge and skills. Olivier (1998:27) demonstrates the achievement of outcomes by using a triangle to balance knowledge, skills and the learning process.

The next three illustrations (Figures 12, 13 and 14), show the various ways of achieving the EFAL Learning Outcomes when the communicative approach is used. In order to achieve the Learning Outcomes of EFAL, educators must maintain a balance of three components, namely process (a), knowledge (b) and skills (c), as shown in Figure 12 (next page).

In communication, the focus is on the acquired knowledge, in addition to the process of developing skills. Success in communication skills depends on the efficient application of this acquired knowledge (Bennett, Dunne & Carre 2000:11). The outcome of communication also relies on the successful demonstration of outcomes.

Communicative

process

(a)

Size of each

First Additional Language (English)

outcome

(d)

First Additional Language (English)   *Communicative*

knowledge   skills

(b)   (c)
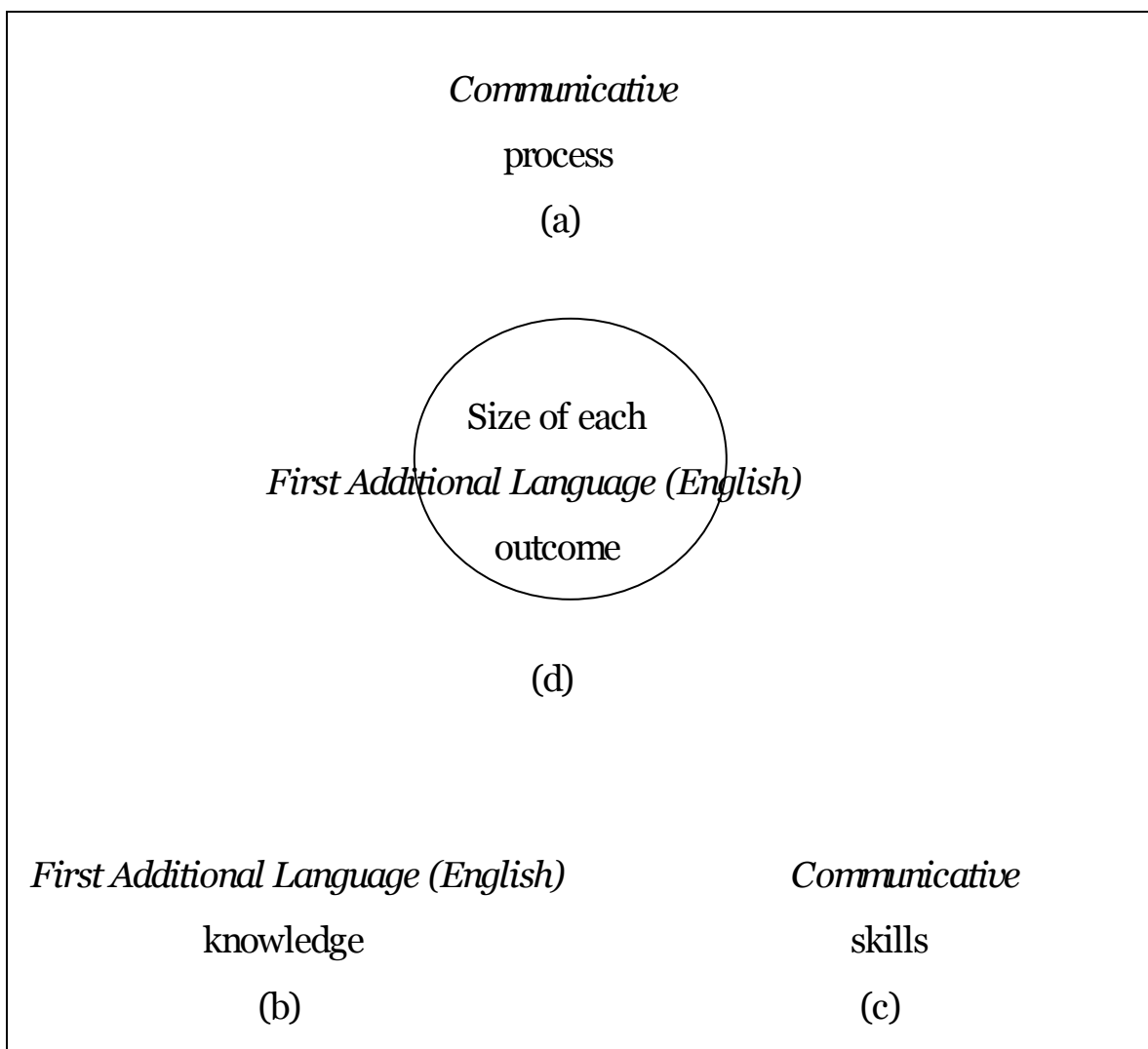
Figure 12: ***A balanced "in tandem" triangle***

Adapted from Olivier (1998:27)

Van Rooyen and Lategan (1998:2) explain the demonstration of the outcome as follows: an outcome does not simply refer to learning content, but to a culminating demonstration of the entire range of learning experiences. The demonstration occurs in a performance context that directly influences what it is and how it is carried out.

Teaching and learning *(i.e. the process)* should be a balance that includes what to teach *(i.e. First Additional Language' s knowledge – such as of English in EFAL)* and how to teach *(i.e. communicative skills).* The three components (in a, b and c) create a triangle that is " in tandem" *(i.e. balanced).*   The triangle is in the form of a circle that becomes balanced, because of the communicative skills in which the educators pass EFAL knowledge to learners. The learners then understand and process EFAL knowledge meaningfully.

The components of the triangle in Languages are always looking at equating the formation of the envisaged First Additional Languages outcome that is to be achieved. The equilibrium *(i.e. balance)* of teaching and learning in Languages is found in the communication process through the use of First Additonal Language *(e.g. EFAL)* knowledge and effective communicative skills. The educator has to equate the EFAL knowledge with the period of the notional time that has to be spent before the end of teaching and learning process. What the educator imparts *(i.e. EFAL knowledge)* is seen as less important than how the knowledge is acquired *(i.e. communicative skills).* Learners should acquire knowledge which is meaningful so that the end products (the outcomes), are achieved.

Figure 13 shows how imbalance of the components of the triangle (in a, b and c) results in the process where the outcomes of EFAL are not achieved. The communicative process should stay oval within the triangle and not out-of-shape. If it happens that the ball-like shape turns out-of-shape, it means

that the learning and teaching strategies that are applied by the educators are ineffective. It can be due to the reason that too much emphasis is placed by the educator in providing knowledge to the learners, rather than allowing enough time for the learners to practice skills (Olivier 1998:28).

Communicative

process

(a)

Size of each

outcome of the

First Additional Language (English)

(d)

First Additional Language (English)

.   knowledge   skills

(b)   (c)
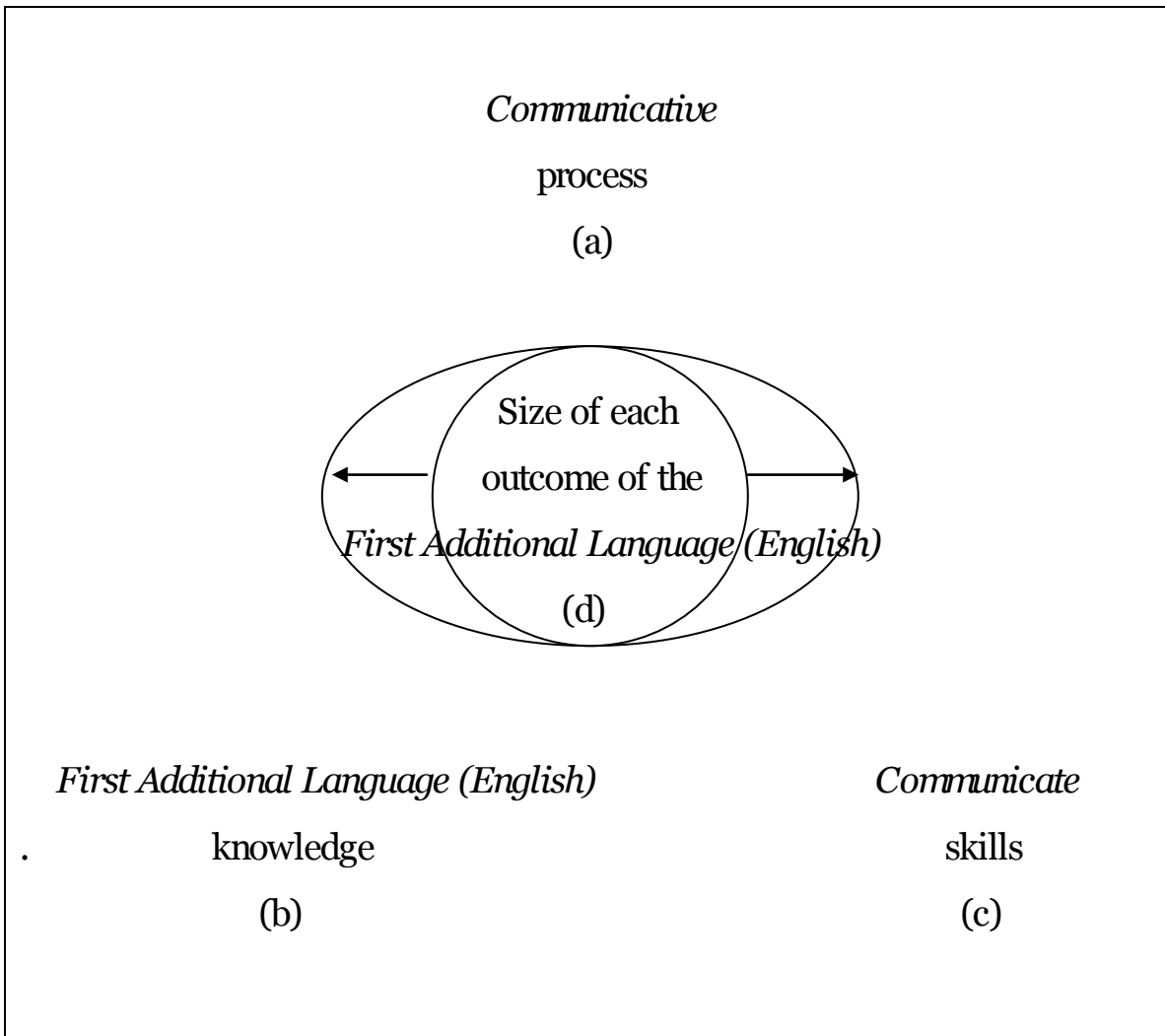
Communicate

Figure 13: *An imbalanced "in tandem" triangle*

Adapted from (Olivier 1998:28)

The educator should integrate various strategies in order to achieve the EFAL outcomes. The success of the communicative approach depends

mostly on how the educator enhances the EFAL knowledge with effective communicative skills in order that outcomes are achieved.

Facilitation of EFAL with the use of the communicative approach would build the capacity of the learners by guiding them to achieve the outcomes. The educators' ability to facilitate EFAL meaningfully takes place when the shape of a triangle stays oval. The shape only expands when the three components of the triangle increases. When the triangle expands, it means that the educators' communicative skills are effective.

The illustration in Figure 14 (next page) shows the successful use of communicative strategies. The balance of the " in tandem" expands learners' communicative abilities. The educator as the facilitator must have the ability to create opportunities for the learners to achieve the EFAL learning outcomes (Echevarria *et al.* 2000:112). According to Uys, Van der Walt and Botha (2005:322), educators lack the necessary skills and strategies to promote the teaching and learning of a second language *(e.g. some of these educators do not know which strategies to use in order to expand the learners' thoughts of EFAL).* These educators need to provide relevant knowledge that is specific to EFAL in order to broaden the learners' thoughts. In this process, when the educators have the necessary skills and knowledge, there are chances of expanding the EFAL outcome further. The learners' cognitive structures would develop.

First Additional Language (English)

Communicative

process

(a)

Size of each

First Additional Language (English)

outcome expands

effective

First Additional Language (English)   *Communicative*

knowledge   skills

(b)   (c)
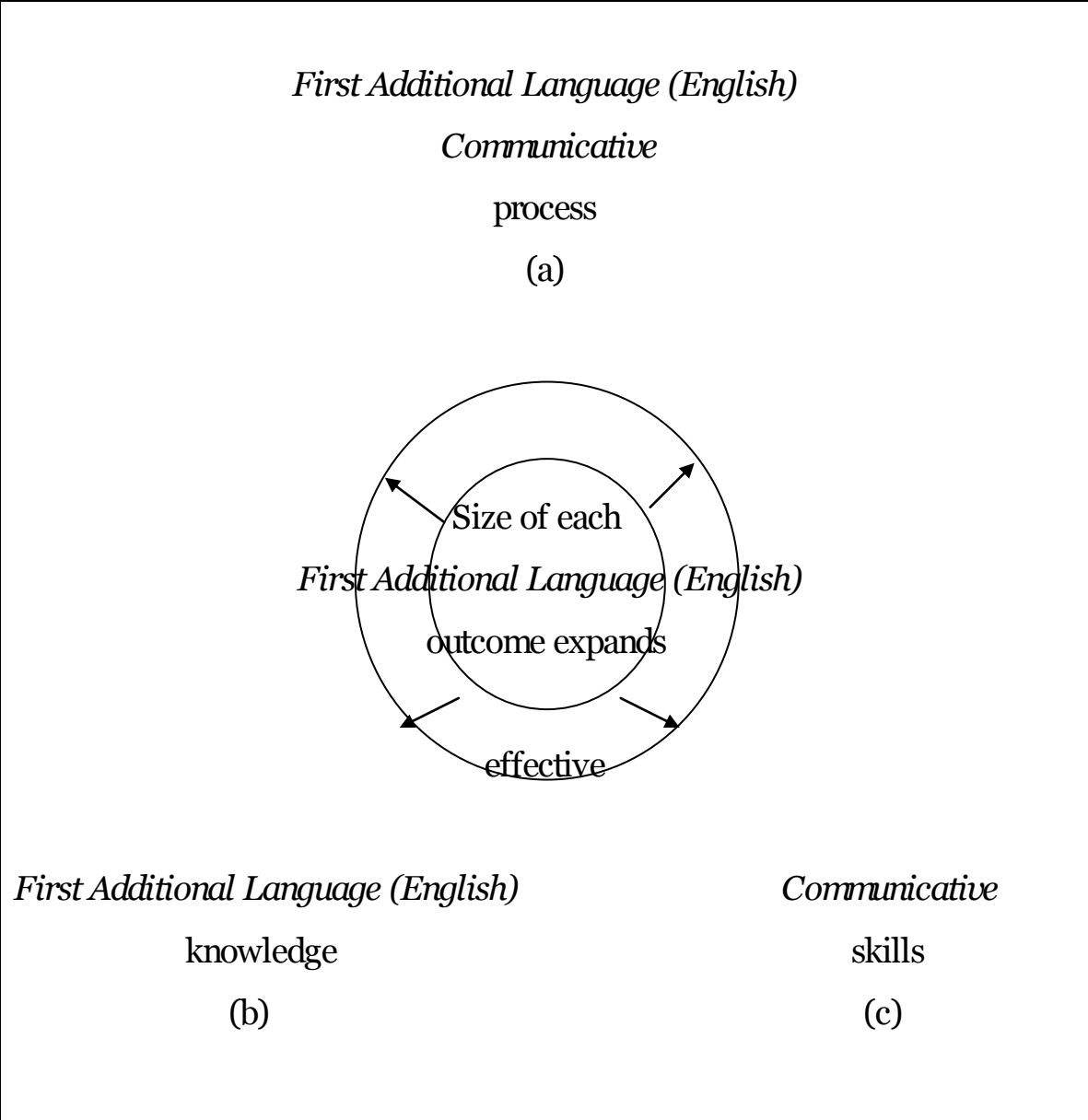
Figure 14: *Expanding a balanced "in tandem" triangle*
(Adapted from Olivier 1998:27)

Piaget terms such transitions " cognitive developments" , because earlier structures may later change by means of producing new structures at levels higher and different from the previous ones (Zajda 1997:13, 14). Acquiring a first additional language successfully is dependant on the teaching and

learning strategies employed, as well as the time that the learner is exposed to such a language in a formal setting, such as the classroom.

4.9   TIME ALLOCATION

According to the Department of Education (2002b:3), the formal school day for educators will be seven hours and the formal teaching time per week is 35 hours. The following table shows time allocations per phase:

PHASE	GRADE	TIME	
Foundation	R, 1 and 2	22 hrs	30 mins
	3	25 hrs	
Intermediate	4,5, and 6	26 hrs	30 mins
Senior	7	26 hrs	30 mins
	8 and 9	27 hrs	30 mins

Table 1: *Notional Time*

Adapted from DoE (2002b:17)

In Table 1, the different phases *(i.e. Foundation, Intermediate and Senior phases)* have differring notional time when spreading the periods in the time tables, due to the ages of the learners found in these phases. For instance, in the Senior phase (in the context of this study), the school time-table should be lengthened and should at least spread the periods for all the learning areas in a week cycle for: 26 hours, 30 minutes for the Grade 7s (seeing that most of the traditional disadvantaged schools have the Grade 7 classrooms in the

Intermediate schools); and 27 hours, 30 minutes for the Grade 8s and 9s. This time excludes breaks (Free State Education Institute 2001c:1, 3, 4).

The next table present time allocations as percentages for the Senior phase in different learning areas:

LEARNING AREA/ PROGRAMME	TIME (%)
Languages	25%
Mathematics	18%
Natural Sciences	13%
Social Sciences	12%
Technology	8%
Economic and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%

Table 2: *Time per Learning Area*

DoE (2002b:18)

In Table 2, the learning area of Languages is provided with 25% of time for teaching and learning. Languages need more time because all the learning areas use one of its sub-languages as the LoLT. These languages, that is home, first additional and second additional languages are approached in different ways when looking at the time spend in class (DoE 2002a:4). It is assumed that less time will be allocated to learning the second additional language than to the home language or first additional language. As

highlighted before in this chapter, the Assesment Standards linked to the Home language assume that learners come to school able to: understand and speak the language, support the development of competency (reading, writing, visual and critical literacies) and also provide a strong curriculum to support the language of learning and teaching. The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners' ability to understand and speak the language. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning. The second additional language is intended for learners who wish to learn three languages. The Asessment Standards ensure that learners are able to use the language for general communication purposes. It assumes that less time will be allocated to learning the second additional language than to the home language or first additional language.

The Department of Education (2002b:18) confirms that, the Council of Education Ministers (CEM) has carefully considered the recommendations regarding time allocated to Languages made by the C2005 Review committee. The Learning Area Languages is allocated 25% of the learning time. Educators are to assess reading and writing in Languages as some of the key prerequisites for learners to access further learning.

4.10 ASSESSMENT

Assessment is the educator's ways to indicate the learners' achievement in every learning area. When assessment is used, learners are helped to make judgements about their own performances, to set goals for progress, and to provoke further learning (ibid:18).

4.10.1   History on assessment

Knowing answers meant knowing something by heart as used by monks and nuns. This method was the dominant question-and-answer way of teaching and learning during the 13th century Medieval period. Oxford and Cambridge universities first implemented written examinations during the 19th century. This type of assessment was to achieve more accurate results, to evaluate the learners' work, to narrow and to define the area of knowledge expected to be known by learners (Brown, Bull & Pendlebury 1997; Wilbrink 1997:33).

According to Wibrink (ibid:47), many of the European states controlled examinations by popularising the use of standardised tests during the 18th and 19th centuries. Towards the end of the 20th century, vast changes on education took place, especially in South Africa. OBE was introduced as an approach to teaching and learning. With this approach the assessment process became driven by both educator and learners (Schurr 1999:18).

According to the Department of Education (2002a:3), a detailed section on assessment is included in each learning area. An outcomes-based framework uses assessment methods that are able to accommodate divergent contexual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensures that learners integrate and apply skills. Assessment should also help learners to make judgements about their own performance, set goals for progress and evoke further learning.

4.10.2   Assessment Standards

Assessment standards (DoE 2002b:14):

- describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways *(i.e. depth and breadth)* of demonstrating their achievement;

- are grade specific and show how conceptual progression will occur in a learning area;

- embody the knowledge, skills and values required to achieve learning outcomes;

- do not prescribe method;

-    describe the minimum level, depth and breadth of what is to be learnt;

-    change from grade to grade; and

-    also contribute towards the qualification, for example the General Education and Training Certificate.

4.10.3   Types of assessment

Learning Progarmmes comprise the scope of learning and assessment activities for each phase (DoE 2002a:2). The success of these features is based on the following types of assessment:

-    *Self- or Peer-assessment:* Self-assessment relates to a strategy used by the individual learner, helping each other individually. The aim is to focus on the metacognitive aspects of learning and to improve the other learners' performance. Peer assessment compliments self assessment, by allowing the individual learner to exchange own work with others and to assess the work of the other(s) (Longhurst & Norton 1997; Nightingale, Te Wiata, Toohey, Ryan, Hughes, & Magin 1996).

- *Criterion-referenced or Norm-referenced assessment:* Criterion referenced relates to assessment of learners' performance when a specific criteria is in use. Norm-referenced assessment means the comparison of one learner's average performance with the average perfomance of the peers (Gultig 1997; Nightingale *et al.* 1996).

- *Summative or Formative assessment:* Summative assessment processes take place at the end of the learning process, normally at the end of the year/course/programme/grade, when learners have shown whether they have achieved the required learning outcomes *(e.g. by using the end of year examinations to determine the learners' progress).* Formative assessment processes take place continuously throughout the year, and allows the learners to identify their weaknesses or strengths at an early stage and later to receive another opportunity to improve the activities as set on the learning programme *(e.g. by assessing the learners' portfolios, projects, etc. to ascertain the learners' progress during the course of the year)* .

4.11 LEARNING PROGRAMME

Both the learning support material and the educators' development of the learning programme play an important role in interpreting and giving expression to the learning outcomes and assessment standards.

In the RNCS the syllabi is replaced by the term learning programme. Syllabi used to be given to schools, showing the content to be covered, assessment activities to employ and the time span to complete the syllabi. In OBE, learning programmes are developed by the educators. These programmes contain guidelines on teaching, learning, assessment and other issues related to the successful implementation of an outcomes-based curriculum (Carl 2005: 223; Jacobs *et al.* 2002).

According to the Department of Education (2002b:15, 16), learning programmes are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase. Learning programmes:

- specify the scope of learning and assessment activities per phase;

- contain work schedules that provide the pace and the sequencing of these activities each year as well as exemplars of lesson plans to be implemented in any given period;

- are underpinned by the underlying principles and values of the RNCS;

- must ensure that all learning outcomes and assessment standards are effectively pursued and that each learning area is allocated its prescribed time and emphasis; and

-        will be based on the relationships amongst learning outcomes and assessment standards, without compromising the integrity of learning areas.

In the Senior phase, there are eight learning programmes based on the eight learning area statements. Educators are responsible for the development of the learning programmes. The Department of Education provides policy guidelines for the development of learning programmes. Each province in South Africa also develops further guidelines where necessary in order to accommodate diversity.

4.12   CONCLUSION

The 21st century brought changes in the South African education system. Towards the end of the previous century, a new approach to education - the OBE approach was introduced in South Africa. Flowing from this was an intended curriculum (C2005) that took effect from 1998 with Grade 8 (for the context of this study) and culminated in 2005 with Grade 12. The original C2005 was then strengthened and streamlined with the introduction of the RNCS in 2006 with Grade 7 in the Senior phase (for the context of this study).

The OBE driven curriculum is educationally and classroom-based and encloses what teaching and instruction is to be offered, its purposes and objectives. The aim is to assist learners to achieve skills that would benefit them for life. Competency-based teaching and mastery learning, both rooted in behaviourist theory, linked also with the incorporation of some elements of the constructivist theory, are important essentials of the curriculum.

The Constitution of the Republic of South Africa provides the basis for curriculum transformation and development, controlled through the National Qualifications Framework and the South African Qualifications Authority. This transformation process brings a character of flexibility to the curriculum, enabling all learners to achieve through expanded opportunities. Learners are instilled with skills, knowledge, values and attitudes, resembling lifelong learning. Through critical and developmental outcomes, learners demonstrate clear, observable learning experiences in the eight learning areas *(i.e. Languages, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences, and Technology)* each with its own learning area statements.

Learning area statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. The aim is to promote commitment and competency among educators to develop their learning programmes. These learning programmes specify the scope of learning and assessment activities for each phase, and also contain work schedules that provide the pace and sequence of activities used each year, as well as examples of lesson plans to be implemented in any given

period. OBE rests on four principles, namely is the clarity of focus on outcomes of significance, design back, high expectations, and expanded opportunities.

In OBE, languages include all eleven South African official languages and follow an additive approach to multilingualism. The home, first additional and second additional languages are approached in different ways as set out in the learning outcomes and assesment standards. EFAL consists of six learning outcomes *(i.e. Listening; Speaking; Reading and Viewing; Writing; Thinking and Reasoning; and Language Structure and Use).*

When designing a learning programme for EFAL, the communicative approach is used to achieve the EFAL outcomes. The learning programmes contain guidelines on teaching, learning, assessment and other issues related to the successful implementation of an outcomes-based curriculum. The educators are expected to use the guidelines as set out in the RNCS of Languages to develop learning programmes.

The next chapter outlines the research design, methodology, data-reporting and analysis.

CHAPTER 5

RESEARCH DESIGN, METHODOLOGY, DATA-REPORTING AND ANALYSIS

5.1   INTRODUCTION

The preceeding and succeeding chapters all capture the information behind the research study on, ' the Communicative Learning Programmes for the English First Additional Language (EFAL) Senior phase classrooms in the Free State province' .

Johnson (2002:5) confirms that research is a way of viewing and re-viewing the world for understanding. This study is an educational research product that can be viewed as the collection and analysis of communicative information in the school setting. Practicing EFAL educators can view it as a professionally orientated activity in their profession, generating self-knowledge and personal development to improve teaching practices in their classrooms. To advance this research, an investigation of existing evidence and interpretation of findings were considered (Opie 2004:3, 16; Swann & Pratt 2003:213). The aim is to contribute to the advancement of EFAL knowledge and to nurture personal and social development towards the renewal of a worthwhile culture (Bassey 1999:39).

5.2   RESEARCH DESIGN

Freebody (2003:17, 19) provides a picture of ' doing' research. Across many domains of public life, research is a privileged form of public discourse, and a special way of knowing. According to Opie (2004:16), the researcher' s business is also to obtain knowledge using the correct research methodology for the research-based design. The research method and

design encompass all the structural aspects of a study, including a plan for selecting participants, research sites and data collection procedures to answer the research question(s) (McMillan & Schumacher 1997:162; Simons & Usher 2000:152).

One of the research questions in this study is: Can Senior phase Communicative Learning Programmes for EFAL be successfully designed? Bassey (1999:67) states that research questions drive the research that is to be done, and they should be formulated in such a way that they set the immediate agenda for research, enable data to be collected, permit analysis to get started and, establish the boundaries of space and time within which they will operate. It can be expected that research questions will be modified or even replaced as the enquiry develops. Hence, this study seeks an in-depth understanding of the reasons that govern human behaviour. Qualitative research investigates the why and how of decision making, as compared to what, where, and when of quantitative research: (online). Available from: http://en.wikipedia.org/wiki/Qualitative_method.

5.2.1 Social context

This research study bases its procedure on ethnography. Bell (1999:12) confirms that the ethnographic style is based on the anthropological development and study of an aspect of society. This approach enables the researcher to see things as those who are involved *(e.g. the participants,*

such as both EFAL Senior phase educators and learners) see things. Brown and Dowling (1998:43) believe that in ethnographic approaches, the predominant means of collecting data is through a highly detailed observation. As such, the ethnographic research was backed-up by non-participant observation, artifacts and interviews, to provide a wider picture or an overview of what transpires in the EFAL Senior phase classrooms (Wellington 2000:101).

According to O' Donoghue and Punch (2003:9), in qualitative research a grounded theory is noted for its rigour and provides a systematic way of constructing the theories that illuminate human behaviour as participants. A qualitative research strategy was suitable to use in this study, since the aim is to understand EFAL from the point of view of the participants (Wood & Olivier 2004:291). In the context of this study, EFAL Senior phase educators and their learners were selected because they are involved in the EFAL learning area. Data would thus not be dependent on the researcher' s own ideas or preconceptions, but on data that the participants provide. Crossley and Watson (2003:62-63) believe that participants cannot be separated from their subjectivity, history and socio-cultural location. All knowledge reflects the socio-historical contexts of EFAL Senior phase educators and their learners as participants.

As the qualitative research approach is followed, the aim of this study is not to generalise findings, but to ascertain how EFAL educators and learners experience the classroom setting, what problems they experience and what can be done to assist them to be academically more successful. It is,

however, possible that some, many or even all of the findings may relate to other provinces in South Africa as well.

5.2.2 Sampling methods

The target population is previously disadvantaged schools in the three districts mentioned, and where the first additional language opted for is English. This population was selected according to the use of quotas, making the sample to represent the target population according to diverse and identifiable characteristics (Sowell 2001:45; (online). Available from: http://www.tardis.ed.ac.uk/~kate/qmcweb/scont.htm).

Brown and Dowling (1998:31) affirm that in quota sampling, it is important to select participants who are representative in respect of the variables. Participants in this case are characterised by the learning area EFAL, the phase, and the geographical location. The researcher interviewed a sample of sixty EFAL Senior phase learners and twelve EFAL Senior phase educators from six previously disadvantaged schools in the Free State province in South Africa. A representative sample for each school (in numerical terms) was obtained by dividing the 60 participants *(i.e. learners)* and the other twelve participants *(i.e. educators)* proportionally to the six schools. This provided a quota or the number of participants *(i.e. ten EFAL learners and two EFAL educators)* to be interviewed in each school.

The EFAL Senior phase learners and their educators from each school were selected as participants for interviews by means of systematic sampling. The researcher randomly selected the first name that appeared alphabetically

according to gender on the class list as the first participant to be included in the sample. The rest of the participants *(i.e. learners only)* were then selected at intervals of ten from the class lists for inclusion in the sample. The educators were chosen by the schools themselves to be used as participants (McMillan & Schumacher 1997:166; Sowell 2001:45). The researcher's sample for the interviews therefore consisted of sixty EFAL Senior phase learners and twelve EFAL Senior phase educators.

5.2.3 Research instruments

As mentioned before, the instruments that were used for data-collection were interviews, artifacts and observations. Gorard and Taylor's (2004:126) primary data collection methods include interviews *(i.e. structured, semi-structured, unstructured/informal, one-to-one, and group/focus group)* and observations *(i.e. participant, non-participant, observation schedules and unstructured observation).* The collection of data was executed throughout August 2006, allowing the participants ample time to reflect on their learned experiences during the year.

Freebody (2003:132) believes that one of the ways in which changes in the local community and social variations can be documented is through an exploration of the accounts by which members of a culture construe the significance and nature of educational practices. In this study these types of changes in educational practices were described by both the EFAL Senior phase educators and learners. One method for documenting these accounts was to gather data through interviews.

Apart from interviews, systematic observations were used to make the research understandable (Johnson 2002:7). The questions as set out on the research schedule (see 5.4) were more open-ended and less defined, with plenty of room to collect a variety of data through collateral observations. The use of the artifact materials *(e.g. transcripts of: prepared learning programmes by the EFAL Senior phase educators and, the previously assessed EFAL Senior phase learners' activities)* after each observation in each setting, helped the researcher in analysing the data.

Sometimes the presence of the researcher has an influence in the data that is collected. In the context of this study, the researcher became a non-participant *(i.e. by taking a detached stance of not being involved in the EFAL activities during observations).* In that way, the researcher was 'invisible' *(i.e. was being ignored).* The researcher designed the observation schedule, and judged the extent of the influence of those factors which could not be controlled. The researcher sensitised the EFAL Senior phase learners to the presence of the researcher, by paying pre-visits to the EFAL Senior phase population prior to the final date of observation. In this way the learners became accustomed to the researcher being around. Although behaviour initially was affected by the presence of the researcher, this settled down into customary forms once the researcher as observer became familiar to the participants (Brown & Dowling 1998:47).

Empirical research allowed the researcher to ensure that a systematic data gathering schedule and a trustworthy procedure were followed, that data was

critically analysed and wisely interpreted, with fair conclusions drawn (Bassey 1999:40). Questions were asked to both EFAL Senior phase educators and learners. Observations of events in their natural setting were made and a description of artifact material used was done.

5.2.3.1 Structure of observations

In Mason' s (1996:61) perspective, observations of reality in a natural setting give evidence to the actual phenomena as they take place. The rationale for observations in this study was to obtain first-hand information regarding the communicative approach employed by the EFAL Senior phase educators.

Swann and Pratt (2003:201) state that research questions must come before perception. The researcher intended to engage in the observations with the assumption that the atmosphere in the EFAL Senior phase classrooms would reveal the research questions to be answered. Qualitative work in isolation provides new ways of looking at things, and creates plausible new theories and explanations of observed phenomena (Gorard & Taylor 2004:37-39).

The researcher analysed the planning and implementation of lesson preparations by the EFAL Senior phase educators, and made recommendations as designed in Chapter 7 of this study. When using observations, Wellington (2000:125-126) suggests that some agenda needs to be set *(e.g. in this study schedules were designed, see 5.4)* although *(e.g. as with interviews)* degrees of structure can vary. These schedules provided

a number of categories *(e.g. the educator and learners talk categories)* that the researcher used to record the observations. They also included a set of instructions describing the manner in which the schedules were to be used. The categories related directly to the phenomenon being investigated (Brown & Dowling 1998:50).

5.2.3.2 Structure of interviews

Both the EFAL Senior phase educators and their learners in each school were asked the same questions in, as far as possible, the same circumstances. Information was gathered by means of questions administered by the interviewer. The aim was to obtain answers to the same questions from a large number of individuals as in a survey, to enable the researcher to not only describe, but also to compare, to relate one characteristic to another, and to demonstrate that certain features exist in certain categories. This was done until the interview responses were saturated to the expectation of the researcher (Bell 1999:13).

The force of the prior structuring of an interview format weighed more significantly on the researcher by re-drafting questions, re-installing and shifting topics. Semi-structured (open-ended) questions were used during the interview sessions, starting with a predetermined set of questions, but allowing some latitude in the breadth of relevance. What was taken to be relevant to the interviewee was pursued. The researcher followed a particular line of talk with ad hoc follow-up questions, and also decided what to analyse in depth.

A few highly general questions or issues were put to the EFAL Senior phase educators and their learners who were free to answer and direct the talk. These interviewees were allowed to think about and solve a problem before attempting to communicate an answer. This type of interview allowed the researcher the freedom to probe further into responses when necessary. Responses to interview questions were recorded by means of a tape-recorder, after seeking consent from the EFAL Senior phase educators and their learners. In this way the data-recording procedure used in the interview did not interfere with the process of conducting the interviews (Freebody 2003:133-134; Wiersma 2000:187).

5.2.3.3 The artifact materials used

Reeves and Boreham (2006:470) assert that a major part of knowledge and expertise of a work is embodied in its artifacts. Without such artifact materials, the researcher would not be able to act with or react to the researched phenomenon. In this context, the transcripts of the educators' existing EFAL learning programmes and the learners' EFAL projects served as artifacts materials. The aim of the researcher was to use these artifacts to enrich the data collected.

Some of the transcripts of materials (artifacts) are attached at the end of this study as a proof of artifact materials: That is:

- the EFAL Senior phase educators' learning programmes (see Appendix A); and

- the EFAL Senior phase learners' projects (see Appendix B).

Before or after each and every observation, the researcher requested the EFAL Senior phase educators and their learners to submit these transcripts. Consent was given by all participants in this regard. The original learning programmes of the EFAL Senior phase educators and the original projects of their learners were photocopied by the researcher, and returned to the owners. The researcher then kept the photocopies for use during the stage of analysing data.

Data that was collected was limited to the use of the observations, the artifact materials and the interviews.

5.3 LIMITATION

Anderson and Arsenault (1998:134) believe that the quality of research is highly contingent on the skills of the individual researcher and his or her ability to understand, record, gain insight and interpret the dearth of data collected. The internal validity of this qualitative research comes from keeping meticulous records of all sources of information used, using detailed transcripts, and taking field notes of all communications and reflective thinking activities during the research process. This is known as an audit trail.

The researcher declared any personal bias which may impact on the role as a researcher and made known the theoretical and conceptual perspectives on which the study is based *(i.e. the researcher explained to the interviewees the limits of this research, why the survey was done with them and not with the other educators and learners, etc.).* The inability of qualitative research findings to be generalised to other communities may be argued as a limitation.

Wiersma (2000:248) strives for the realm on the notion that the ethnographic observer attempts to capture all relevant incidences in an unobtrusive way. In this study, the researcher captured the essence of each EFAL classroom being observed. Observations done in this manner allowed the researcher to pick up all subtle cues and nuances. Gorard and Taylor (2004:37, 39) contend that in qualitative research, data can also be tested through observations as it is easy to find apparent confirmations for any explanation if the researcher looks for them.

According to Thomas (1998:18-20), the purpose of interpreting the research report is to inform readers of what the investigator believes the results mean. Thomas's three main sources of the meaning that an investigator assigns to data collected include preplanned interpretation by answering the research question, generating interpretation during the progress of the study by discovering interpretations in the data collected, and surprising the reader by profiting from unexpected outcomes. In the same way the researcher, when interpreting data, gave meaning to the research questions raised, made

interpretations of the collected data, and made conclusions in terms of the data collected.

5.4 DATA COLLECTION AND REPORTING

As confirmed by Anderson and Arsenault (1998:182), qualitative data *(i.e. in the context of this study, observations, artifact materials and interviews)* was analysed by generally scanning it as it was provided and reviewed immediately to get a feeling of the range of responses and to determine the context(s) from which people were responding. This study will first discuss the observations made by using an observation schedule (adapted in Brown & Dowling 1998:50) in the form of a rubric with a 1 to 7 point-scale with the following keys: 1 = poor, 2 = bad, 3 = improvement, 4 = satisfactory, 5 = good, 6 = better, and 7 = best.

5.4.1 Observations from the EFAL Senior phase classrooms

5.4.1.1 Category: Educator-talk-initiatives

In Table 3, the observations reveal a positive approach to the role played by educators during the EFAL Senior phase periods. Most of the aspects for the educator-talk-initiatives rated above four. The general scale for the roles played by the educators in the EFAL classrooms is positive. If most of the aspects had been below the rating of four, the general educator-talk-

initiatives would have been dissatisfying. The following aspects were traced concerning the educators' approach to EFAL group work:

- **Grouping of learners:** This was done in a most proper manner hence a rating of six on the research schedule. Throughout the EFAL lesson presentations, most of the educators preferred the use of group work, as it is a successful strategy that is used in co-operative learning **(cf. 2.5.2 & 3.7)**. During the informal talks, the educators claimed that group work saves time especially when looking at the problem of workload and learner-and-educator ratio. However, most of the educators used one approach when doing group work. Most of the educators gave instructions and allowed the learners to continue on their own without continuous group work facilitation and interaction. It is important for educators to interpret the outcomes of activities with the learners **(cf. 2.2.2 & 4.3)**. Most of the educators seemed not to be sure of the role of the facilitator when engaging in group work. Some of the EFAL educators ignored OBE principles. Some had no idea of the minimum or maximum number of group members. Some educators have shown little or no intention of using group work. The educator-learner ratio is still a problem in the previously disadvantaged schools, such that classes become filthy, with not enough space for group interaction.

- **Accepting or using ideas of learners:** Some of the EFAL educators informed learners what to anticipate in the lessons, a good action that is accepted by the Department of Education. Hence the researcher

rated such an act at five. The problem observed was more on how the action was performed by the EFAL educators. Learners participated by being given enough opportunity to talk and to write on the chalkboard and in their books **(cf. 2.5.2)**. Sometimes educators paved ways giving their learners clues to structure ideas.

Category: Educator-talk-initiatives	1	2	3	4	5	6	7
Grouping of learners: Composition of groups and roles defined in groups.						✓	
Accepts or uses ideas of learners: Clarifying, building, or developing ideas suggested by learners.					✓		
Ask questions: Asking a question about content or procedure, based on educators' ideas, with the intent that a learner will answer.				✓			
Lecturing: Giving facts or opinions about content or procedures; expressing own ideas, giving own explanation, or citing an authority other than a learner.						✓	
Giving directions: Directions, commands or orders to which a learner is expected to comply.							✓

Table 3: *Observation schedule for EFAL Senior phase classrooms*

Category: Educator-talk-initiatives

Adapted from Brown & Dowling (1998:50)

- **Ask questions:** Educators asked questions about content or procedure, based on educators' ideas, with the intent that a learner will answer. Most of the EFAL educators involved the learners in their lessons by means of asking them questions. However, questions were not so effective. This led the researcher to view such an action as satisfactory at four, but needing improvement. Most of the educators phrased questions using: What is …?, When …?, Who is …?, Where …?, Which of …?, Whose …?; instead of: How can?, or Explain/Describe …?, or even Discuss/Analyse … . Such questioning determines the Cognitive Academic Language Proficiency (CALP), and the level of understanding of the learners **(cf. 3.5)**.

- **Lecturing:** Some of the EFAL educators are still attached and attracted to the use of the telling method, beginning the actual lessons with " yesterday we … " or " I taught you how to … " , instead of using elements of surprise such as asking learners questions based on what they are seeing at a specific moment. Seeing that the majority of the educators were not using the lecture method in classes, and the majority were not narrating the content of their lessons, the researcher deemed it necessary to rate the EFAL educators' way of teaching at five, which relates to good, but educators have to acknowledge that their methods need to be effective.

- **Giving directions:** The educators were better rated at six as most of them informed the learners from the outset what to expect from the

lessons that were to be taught. Learners were aware of the learning outcomes expected to be achieved in the EFAL activities. Most of the educators interpreted the outcomes and told learners what to do when attempting tasks **(cf. 4.3)**, for instance when the learners were to do creative writing, the educators gave drafts to learners on how to write their essays.

5.4.1.2 Category: Learner-talk-initiatives

In Table 4, the observations revealed the following concerning the learners' approach to EFAL group work:

Category: Learner-talk-initiatives	1	2	3	4	5	6	7
Roles played by learners in group work: Effective awareness of roles as defined.		✓					
Initiate ideas: Develop role play and simulate ideas.			✓				
Ask questions: Asking a question about content or procedure, based on their ideas, with the intent that there will be a response in class.		✓					
Lecturing: Responding to the educators approach by giving facts or opinions about content or procedures;					✓		

expressing own ideas, giving own explanation or imposing an idea other than the educator.							
Group interaction: Giving directions and commands to other peers.		✓					

Table 4: *Observation schedule for EFAL Senior phase classrooms*

Category: Learner-talk-initiatives

Adapted from Brown & Dowling (1998:50)

- **Roles played by learners in group work:** Throughout the EFAL lesson presentations, most of the learners showed some signs of familiarity with the use of group work. Most of the learners welcomed these presentations by being proactive in moving into groups, and starting with the activities. It seemed that learners showed interest when socialising with other learners of their age. They clearly had knowledge and experiences of their peers **(cf. 2.3.2)**. However, what is important is the effective use of group work. Most of the learners in most of the groups were not sure of their roles. The educator kept on interacting, directing these learners on what to do. Hence, the rating for the role played by the learners is a low two. Frequently, one or two learners in each group of six to eight learners were aware of the roles expected, because they could drive the groups' activities without the educator's intervention.

- **Initiate ideas:** Most of the time, the EFAL learners had ample time to express themselves, but did not use the time accordingly. Very few

of the EFAL learners raised issues or initiated ideas around the lessons presented. It seems that the lecturing approach used and English as a language of learning and teaching (LoLT), were of some concern. Most of the learners seemed to struggle with the construction of sentences, when they had to apply the content of their learning area to the context of the lesson presented. Learners turned out to be rather quick in attempting tasks such as role playing ideas, thinking that their Basic Interpersonal Communication Skills (BICS) would help them **(c.f. 3.5)**, but made mistakes when coming to how they applied the content of their ideas. However, seeing that the learners always indulged themselves in making some attempt to use their ideas, the researcher placed that aspect at three, indicating that the learners were showing an improvement from being listeners to being speakers.

- **Ask questions:** A few of the learners asked questions. As such, the rating for this aspect on questioning was set at two. This signifies that the learners' way of asking questions was poor, and needed to be improved. Most of the questions posed did not search for content or factual knowledge. Some of the learners turned to ask questions such as " What is … ?, When … ?, Who is … ?, Where … ?, Which of … ?, Whose … ?; instead of: How can?, or Explain/Describe … , or even Discuss/Analyse … . Perhaps learners have copied the questioning styles of their educators, hence the practice of words such as " like father like son" and " stepping into one' s footprints" became the order of the day of these EFAL Senior phase classrooms. When

asking such questions the response from the educator would be a short answer, such as when using close-ended questions.

- **Lecturing:** Few of the EFAL learners have shown interest in following the telling method. These learners were lazy to come up with or engineering ideas. They enjoyed listening to the presentations which started with " yesterday we ... " or " I taught you how to ... " . At the end, these learners were a bit sleepy, because they could not reach the goals of the lessons. Sometime, the majority of the learners were involved during the course of lessons. These learners made an attempt to participate when educators presented lessons with a different approach rather than lecturing. Such attempts became a sign to the researcher that, indeed the approaches used before, were not relevant to the context of the lessons presented. Unless these educators change their approaches to lessons, and effect other skills, reinforcing strategies such as using semi-structured or open-ended questions or scaffolding and even probing, the lessons will not be more effective **(cf. 2.4.2 & 2.4.1)**. Seeing that only a few of the learners have shown interest in the telling method, but the majority managed to follow the educators' way of presenting lessons, the learner-involvement in this approach rated at five, because a good approach of questioning was used by the educators.

- **Group interaction:** Some of the EFAL learners were involved in the tasks as instructed by the educators. In some instances some of the learners worked individually and not with the other group members.

A small number of learners did not show interest in the instructions of their educators, but rather pretended to be involved **(cf. 2.6)**. Thus, these incidents were viewed by the researcher as being bad and were thus rated at two. There were instances were educators had to speak to learners more than once to try to ensure that all participated, in some cases without much success. These learners did not show interest because they seemed to be lazy, and only intended to rely on others to do the work for them.

5.4.2 The authenticity of the artifact materials

Due to the space of the information collected in this study, Appendix A captures only a few of the educators' EFAL learning programmes *(i.e. a grade framework of the learning programme, a work schedule and a lesson plan)*. In school 1, it seems that the EFAL Senior phase educators do not struggle in designing the learning programmes. Most of the features *(i.e. specific grades, learning outcomes, assessment standards, content/context, integration and resources)* that encompass a learning progarmme are filled-in with necessary information. However, some of the features are not detailed *(e.g. learning areas are written as acronyms, LO - and are not written in full. LO can mean a ' learning outcome' and ' Life Orientation')*.

Some of the educators did not have the learning programmes on hand, but had work schedules. Maybe some of those educators who did not

have the learning programmes, are those who struggle in designing the EFAL learning programmes.

In school 2, a yearly work schedule was designed. These schedules has four terms *(i.e. term 1, 2, 3 and 4 are distributed according to weeks)*; the top date and signature shows that the educators' work is continuously controlled by the educator in charge; some of the features are not filled out in full *(e.g. LOs are not written in full but only numbered; ASs are not explained but skills developed are written, the activities are not detailed but are indicated as 'Learning Units', etc.).* However, the EFAL educators seem to be following the correct idea on how to design the work schedules. In school 3, the educator provided a lesson plan. Most of the features of this lesson plan develop from the learning programme and work schedule *(i.e. the aspects that have been stated in the learning programme and work schedule, are further carried out and developed in the lesson plan).* The grade still appears, the duration of the lesson has been specified from weeks to days, the learning outcomes, assessment standards and resources used are indicated. The educator has explained both the educator-learner activities *(i.e. they relate to the nature of the activity in the lesson)* and the teaching approach. However, the information detailed in the teaching approach should have shown the strategies/methods/nature of the approach used *(e.g. essay writing, spoken texts, etc.)* and the type of assessment activity *(e.g. debate, speech, etc.).* Most of the reasons put forward by these educators

were that they were not as yet sure how to design their EFAL Senior phase learning programmes.

In general, some of the learning programmes provided abided by the policy on designing learning programmes for Languages in the Senior phase, with minor omissions of aspects such as the description of the assessment standards and the link between learning outcomes to be achieved and the assessment standards **(cf. 4.11)**.

Some of the learning programmes outlined the assessment standards in full. A few of the programmes indicated the integration between the EFAL learning outcomes and outcomes of the other learning areas **(cf. 4.7 & 4.7.2)**.

Some of the learning programmes had information regarding the duration of the work to be covered, assessment methods, assessment tools and the resources to be used.

Appendix B has a collection of a few (due to the space, for information collected in this study) of the learners' projects such as written activities *(e.g. essay, language exercise, dialogue, poster, etc.).* These learners' projects have specific dates in which these activities were done *(e.g. Learner 1's 'Essay' has been dated 20 February 2006).* Seemingly, the educator's learning programme would show the same date as the learner's. The same applies to the nature of the activity *(e.g. essay, dialogue, etc.),* the learning outcome *(e.g. LO 4),* and the assessment standard *(e.g. AS 8)* which have been

indicated. Some of the activities referred to the topic dealt with *(e.g. the essay' s topic is ' My neighbour' , and the poster' s topic is ' Child abuse').* However, the manner of questioning was not developmental, because:

-        questions were phrased in a direct way. In one of the comprehensions, one of the questions was phrased in this way: *(e.g. What was the hunter' s intention? instead of putting the question in this way: The hunter suddenly took the shield and the other tools. Explain why the hunter was acting like that.)*;

-        it did not provide a background picture of the activity prior to learners answering the question *(i.e. before the learners could attempt an activity, the task given should lead the learners into the next activity such as in the following example)*:

TASK 1: LO 4

(The aim of this activity is to let you express yourself creatively in a written form)

Before the learners engage themselves in answering the question(s) in the activities, a brief introduction by means of brainstorming ideas around crime, i.e. a scenario ' on

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crime' would be set by the educator detailing what the crime was all about, who was involved, where did the crime take place, and how did the crime end?.

The learners should then be given the opportunity to respond to the question(s) in the activities.

Acvitity 1: Writing

Question: Write an informal letter to your friend, informing him/her about a bad incident that involved you being robbed by thieves. (15 marks)

Detailing the format of the activity to be done by the learners would serve as an advantage. The activity should point out what is expected such as in the following example:

You will be assessed on the following:

-Structure of the letter *(i.e. address, introduction, body and conclusion)*, 5 marks; and

-Correct use of tenses in sentences *(i.e. verbs)*, 5 marks; and

-Ideas should flow *(i.e. the explanations in the letter should*

> *capture the question as asked)*, 5 marks.

It seems as if the educators continuously involve their learners in a variety of activities *(e.g. essay, language exercise, dialogue, poster, etc.)* on different dates throughout the year *(e.g. 20 February 2006, 27 February 2006, 15 May 2006, 10 August 2006, etc.).* These activities seem to be assessed by both educators and learners. In 'Learner 1' and Learner 2', activities are the same, but the essay was assessed by the educator *(e.g. the way the 'correct' signs were done, these signs seem to look the same)* and the language exercise was assessed by learners *(i.e. the way the 'correct' and the 'wrong' signs were done, these signs seem to look differently).*

The features *(i.e. date, activity, learning outcome and assessment standard)* of the learner's projects imply that the learners are aware of what is expected of them in the projects given by their EFAL educators.

5.4.3 Interview responses

The responses of both the EFAL educators and learners now follow. The researcher will first report on the responses made by the EFAL educators.

5.4.3.1 Educators' responses during interviews

The interview questions will form part of the reporting phase and will not stand apart as an appendix. This will assist the reader when making references to questions and analyses.

Question 1: **Which teaching strategies do you employ when teaching EFAL? Why?**

Some of the EFAL Senior phase educators responded by first asking for clarity regarding the strategies available in Languages.

The indication by educators was that they preferred questioning as a strategy. However, the educators did not indicate the use of the telling method. It seemed as if these educators were aware of the disadvantage of promoting the telling method, although it was often used by them during the observations.

Most of the educators claimed that they accommodated the use of questions to reinforce learning throughout their lessons, because learners seemed to be involved in their lessons when answering questions. Another reason provided was that questions could assist the learners in understanding what needs to be understood **(cf. 2.4.2)**.

Some indicated that group work was the best method they could afford to use. According to some of the educators, the reasons behind the use of group work were that it helped to reduce the workload of the educators when working with big numbers.

Some responses were:

" I think I am right to say, the way I teach is all about strategies."

" I allow groups to work. When the learners are involved in the work, they learn better than when I, as an educator, teach them. Some pretend to be listening whereas daydreaming when I teach. If the work is treated by them, everyone becomes active and not passive."

" There is a lot of competition during group activities. Everyone wants to shine against others. Everyone wants to do his/her best more than others. The activities done in group work (i.e. the researcher explained to the interviewees the limits of this research, why the survey was done with them and not with the other educators and learners, etc.) is better than when it is me who work for the learners."

" I use many strategies. I start with group work so that the stronger ones can help the weaker ones, and eventually ending up helping the individual learners who really struggle."

" I think the use of questions continuously works best. As long as the learners can understand what you told them. Never mind what answers you get, let them answer questions. That' s right."

Question 2: How successful would you say are the teaching strategies you use when teaching EFAL?

Some of the educators said they struggled with the responses given by learners. These educators said that the learners' answers lacked factual knowledge. The major concern raised was that English was a problem. Learners can talk but lacked the insight on the content to make them competent communicators. The CALP level of engaging with academic content seems to be lacking **(cf. 3.5)**.

Regarding group work, most of the educators have a positive view about their success. Especially when looking at the large educator-learner ratio in these EFAL classes, the educators felt that this strategy allowed them to do less work. These educators claimed that learners save their (the educators') energy when engaging in group work as the learners are delegated with the duties that the educators normally had to do.

The other aspect that encouraged most of the educators to use group work is that learners have freedom to express themselves when they are alone without having the presence of their educators around them. These educators said that they gave instructions to the groups, and only intervened when called upon by some of these learners to help solve issues regarding the lesson presented **(cf. 2.3.3)**.

Some of the educators indicated that they still need to attend work-shops on the use of the EFAL teaching methods. They said that they know there are different ways or approaches to group work, but the effective ways of facilitating group work was still a problem.

Some responses were:

" When asking questions, they are fast to answer, but the content part of what is learned is a problem. There are no facts in most of the answers from these kids. Language is the major issue."

" I still need to be work-shopped. My teaching methods are old-fashioned and not successful."

" When I use group work, I don't do the work by myself, but my kids help me. They exchange information by themselves, and help to distribute the resources to the other groups."

" Like I said before, activities for groups work better. The learners learn from each other and all learn in the same language as used by people of the same age."

***Question 3:* Can you comment on the interaction of your learners during EFAL lessons? Elaborate.**

Most of the educators believe that learners react freely when given the opportunity and without too much intervention from the educator. These learners express themselves in the language they understand best, preferably the ' township language', which is their lingua franca. These instances reveal themselves especially when the educators mediated in these

learners' learning **(cf. 3.2.1)**, most of the educators claimed. The learners would become reserved and not be as talkative, unlike when left alone.

It seems that the majority of the learners are at a disadvantage when interacting in language classes, because of their inability to express themselves adequately in English. Most of the educators indicated that they sometimes code-switch for these learners, to enable them to put across their ideas **(cf. 2.8.4)**.

According to most of the educators, the idea of grouping the stronger learners with the weaker ones in order to balance the groups, works for them. These stronger learners help in effecting group interaction and the achievement of the outcomes in the lesson presented.

The weaker learners copy the language styles of the stronger ones, although they are not as competent as the stronger ones. Most educators felt, however that in such a scenario, the weaker learners showed improvement.

Some verbatim responses:

" Some of my learners are shy in nature, and sometimes they refuse to participate by not saying answers during the lessons. When they do this, I start to give them the individual attention. Some of them do not participate during lessons because they don't know the correct English terms. I then do code-switching from English to mother-tongue."

" Because of group work, stronger learners help weaker learners to say the correct terminologies, most of the times."

" Weaker children become free to express themselves when they are with their peers. I have asked few of the good learners why are some of the learners talking in such a manner. The answer I got was those learners they are relaxed when they use township language or mother tongue to learn."

Question 4: Can you comment on the interaction you have with your EFAL colleagues? Elaborate.

It seems that a high percentage of educators are over-burdened with work, are frustrated by the amount of work, have too many learners in their classrooms, do not have enough time to implement new policies regarding teaching and have no time for breaks. They claimed that they hardly ever meet with their colleagues.

Most of the educators lamented against the system used in education, especially when coming to the way how policy changes are to be effected by them. There are many policy changes that are implemented immediately without providing the educators enough time to be acquainted and to experiment with new ideas.

Some of the educators have indicated that they plan ahead as a department. They seem to be working as a unit, as the work that has to be covered by the individual educators is first discussed at a meeting with the whole

departmental staff. Then, the individual educators are to implement it later in their classrooms.

Some of the responses were:

" We usually meet monthly as colleagues in the department of languages (English). We meet as a group, choose the topics according to the degree of complexity, pick up activities, and go home to plan the lessons individually."

" I meet with my fellow educators most of the time in the staff room. Most of the time I am busy with planning lessons for the next days, and sometimes marking the learners' work."

" We always talk about the changes in the system. The government! Eish, there are lots and lots of changes. They give us stress. We don't teach anymore, ... like before. You see, what lies on top of this table. Papers! I don't know what to say or to explain, when will I finish it? Maybe you can give me the idea."

" There is hardly time to meet and talk. I am always in class. We are the only two educators for English. There are close to fifty learners in each class. What do you expect from an educator having these numbers. To work?"

Question 5: **Which activity *(i.e. Creative Writing, Functional Writing, Spoken Texts or Response to Texts)* do you prefer using in your EFAL lessons. Please elaborate?**

Most of the educators are positive about promoting the skill of writing, including both creative and functional writing, as compared to the skill of speaking. These educators believe that what creates knowledge for the learners can be seen better in what these learners write. Written language is often eroded by spoken language **(cf. 2.8.3)** because when learners speak, they seem to be fluent in the use of language. However, the problem is in writing. Mistakes in the sentences and in grammar are hidden in spoken language.

Many of the activities seemed to be done verbally, according to what many of the educators say. These educators say that the learners are unable to read thoroughly, because these learners seem to prefer activities that are done verbally instead of in writing. The educators gave examples of activities such as essay- and letter-writing and mentioned that learners hardly know the structure of the essay, and that some write a dialogue instead of an essay. Some learners do not know where to place the address in the letter. " It is a real disgrace," said one of the educators.

A few of the educators highlighted that providing learners with opportunities to express themselves (speaking) do sometimes help. These educators believe that EFAL bases its vision on making learners competent in

communication. In this way, the more the learners communicate, the more competent they will become **(cf. 3.5)**.

Some of the verbatim responses were:

" I prefer the activities where learners write a lot. These activities help the learners to get used to their own thoughts. The learners play around with their thoughts, like when writing essays and letters, the learners first do rough sketches of their essays and letters before writing the final work."

" I like Spoken Texts because in such activities, learners exercise language openly. Remember, the main purpose of a language subject, is to communicate. So, treating the aspect of speaking would help the learners at the end."

" Preferably, I like it when learners write more than they speak. Remember, these learners lack content in what they say. I think it is because most of the time learners are given a lot of time speaking during activities. When the syllabus, ... you know what I mean, I don' t have the correct term for syllabus now, ...when the department prescribes what to teach, you have to follow."

Question 6: **Explain how do you strategise/plan when aiming to use these activities (mentioned in the previous question) in your lessons.**

Some of the educators indicated that they strategise/plan well in advance. Planning in this way seems to help these educators select the correct activities with relevant strategies.

Hence, some of the educators mentioned that after having planned group work, their role as educators are minimised because the learners themselves support each other, as co-operative learning is a stimulus generating environment **(cf. 2.3)**.

Advanced planning also seemed to be preferred by most of the educators as it makes the selection of relevant resources easier. During the facilitation of the lessons, these educators then use these resources to form part of their lessons.

Some responses were forwarded in this format:

" *Some of my learners do not understand, and as such they need a lot   of time for explo*

" *I use teaching aids to help facilitate the lessons. Any aspect that forms part of the lesson, becomes pasted in the teaching aid.*"

" *Preferably, I plan ahead, for instance a term before.*"

" *I do weekly planning, preparing for the next coming week. I do not like daily planning because sometimes there are changes at school, something*

that pulls you out of track and what is worse is, you don' t have power to refuse. You have to reschedule your plans."

Question 7: Comment on the regularity and types of assessment you make use of in your classroom?

Most of the educators claimed to assess their learners' work regularly. Some of the educators said that they assess daily, and others when something was completed by the learners that needs to be assessed.

Some of the educators stated that they make use of self-assessment by the learners, with the advantage that these learners would start to develop trust in their educators when given opportunities to assess their own work. These educators also believe that self-assessment leads to better participation in activities. They feel that when the learners know that they are viewed as valuable tools in learning, because of the roles they play, they develop more interest in the lessons and become functional members of their groups.

In contrast to self-assessment, some of the educators believe that the educator should be the assessor. These educators are of the opinion that learners may cheat if they assess their own work. Their rationale is that when only the educator is involved in assessment, then the results will show a fair judgement of the work completed.

Responses were:

" It is advantageous to learners. I mark or they mark their work. When they mark themselves, it shows them that I trust them" .

" I prefer to assess my learners most of the time. I assess them daily, either myself or the kids themselves. When it is the educator who always assess the kids, I think some will be afraid to bring their work for assessment, and start to give excuses. As an educator, try to let them also assess themselves. Give them freedom to learn from their mistakes."

" The children have to give credit to themselves sometimes based on what they were doing. In this way, they learn from their doings. They also trust you as an educator when you assess their work. So, you have to trust them by allowing them to assess their work" .

" Assessing the learners yourself allows you to be fair for all the learners. When the learners assess each others' work, some cheat, some complain saying others cheated them. So, it has problems. It is better when the educator assesses the work himself/herself every time.

Question 8: **What is your opinion regarding the success of OBE in your EFAL classroom?**

Some of the educators indicated that the educators themselves had a negative impression about OBE. These educators have complaints regarding the amount of paperwork that forms part of the successful implementation of OBE. It seems as if these educators expected that in OBE there would not

be too many activities that need to be written out by educators as part of preparations. Especially when coming to the planning phase of the activities, most of these educators claim that they spend a lot of time with planning.

However, some of the educators see OBE as a vehicle that works. These educators said that when given enough time to experiment with ideas, OBE would result in a better education for all learners. In transformational OBE, learners will be able to carry skills obtained at school into the real world after leaving school **(cf. 4.3)**.

Some of the educators pointed to factors that contribute to the problems experienced by OBE, such as lack of resources and a lack of insight into the content of subjects by the learners. These educators emphasised that the Department of Education implements new ideas without ensuring that enough resources are available to ensure the success of the new idea. For instance, the educators said that there were not enough textbooks to cater for all the learners. The educators further stressed that the reason why learners have not enough insight into content is because these learners have no textbooks to read. The resource materials should be available to schools to supplement learning **(cf. 4.6.2)**.

However, some of the educators were positive about the way in which some learners do participate in the class activities. This is especially the case where a conducive learning environment exists in the school and classroom **(cf. 2.4.1)**. The educators said that these learners express themselves openly during activities.

Most responses were along these lines:

" There is no difficulty in OBE. It is us as educators who have problem with OBE. By the time when it was introduced, we had negative approach towards it. I see it successful at the end" .

" It changes now and then. When you are busy acquainting yourself with a certain style or idea, the changes come. You have to leave that idea and use the new one. Let them give us enough time to learn and use the terms."

" At least, paper work has been reduced. But there are still other aspects that the department still has to leave out. Eish! There is a lot of planning. Sometimes you are alone and you have to plan by first interpreting the OBE terms so that you become able to use the plan well. The other problem is, marking. I would prefer if the government can introduce this style of having one educator together with his assistance. Another person is teaching while the other assesses the learners' work. I have heard about it. They use it in U.S.A. That is why you will never hear complains from the educators in U.S.A. around paperwork. Their method works."

" It is a success. It makes the learners to be critical thinkers rather than memorizing work. The learners bring own views during lessons.

" OBE allows learners to express themselves."

" We are no more using OBE because it was based on rote-learning. We are now using RNCS. So OBE was a failure. That is why the department changed to RNCS. Learners had nothing to learn, no facts on what they were writing.   However, what I liked about OBE was learners where involved a lot."

Other educators said:

" OBE is OK. The approach is correct. The problem is around resources. The community I work for comes from a disadvantaged background. This becomes a problem in education. For an example, one learner was unable to find a box of soap as a resource, some no newspaper."

" We are running in short of materials. And that is a real problem of OBE."

" There are not enough textbooks to refer to. Most of my learners share textbooks. It takes time to treat one lesson in full, because one textbook should circulate among three to four learners for one topic."

" We are running in short of ready-made materials concerning the topics of our choice. Most of the topics do not cover topics in full. As an educator, I have to go out and look for another book in the library, or even buy it so that I could get the other aspects of the topic."

Question 9: **Which approach to teaching languages would you recommend to other educators of EFAL? Why?**

The majority of the educators prefer the approach of involving the learners throughout their lessons. These educators claim to use the skills of speaking and writing. These educators believe that with employing the skill of speaking and writing, it becomes easier for the educators to trace mistakes and language problems.

The other interesting idea that some of the educators highlighted was the approach of how each language activity should be treated. These educators were of the view that it is more productive for them when they complete all the aspects of one activity, before moving on to the next one. These aspects include the teaching, assessment and corrections of one activity to be completed, rather than doing most of the assessment and corrections summatively at the end of the process.

A few of the educators also talked about the natural way of learning a language. These educators commented on the way they as children were brought up by their mothers and the way language was acquired. These educators said: " When we were raised up, our mothers taught us home

languages by letting us speak freely in different situations. Our mothers only interfered when we spoke incorrectly, and corrected us." It is these educators' belief that they should follow the same ways in their EFAL classrooms as their mothers used to do.

Some responses were:

" Try to involve the children in most of the time. Let them talk or say whatever they want during the lessons. It becomes easy for the educator to pick up the individual children's language problem."

" Allow the learners to speak a lot during your lessons. A language subject develops better when you use it when speaking."

" Teach, assess and correct the work at once. Don't teach and wait for the last minutes, then start to assess, wait and ending up doing corrections. You remember how your mom taught you, my brother. She did it well when coming to verbal communication. You were given a change to talk, and your mother only interfered when mistakes takes place. What I appreciate with the mothers is, they re-corrected us immediately. They used the opportunity when the time permits them. They never went to school for that. They did things in a natural way. And here it is, you know how to talk."

" Allow freedom of expression either through writing or speaking. You are able to correct the wrong or the correct words of the learners after these words have been communicated."

" Making the learners the centre of my lessons. Remember how our mothers used to do it? (The researcher' s response was " No" .) *You know my man! Your mother left you talking words which didn' t make sense. She only acted when words were not said correctly. This is the approach we have to use with our present learners."*

Question 10: **How do you employ teaching and learning resources in your classroom?**

Most of the educators said that they improvise by using their own resources instead of the school' s resources. These educators do this by firstly looking at the topics of their lessons, then selecting the resources that would be relevant to their lessons. In this way they are able to integrate these resources successfully in their lessons **(cf. 4.11)**.

Some of the educators also use multimedia as resources. These educators say that they request the learners to watch certain programmes on television or listen to educationally based programmes on the radio. Sometimes these educators record the programmes on cassettes for the learners to listen in class. Some of the educators said that they also ask the learners to bring along newspapers or magazines to work from. In this way, the topics covered with multimedia are thoroughly dealt with in class.

The responses were the following:

" I take an extra-mile in providing own resources when they are not available at school. First, I study the topic of my lesson. I then choose a teaching aid so that it forms part of my lesson. When in class, I explain and at the same time I integrate the lesson with the teaching aid. Sometimes I ask the pupils to take out their home-works (i.e. textbooks or assignment, etc.), then display some of the kids' works in class."

" I use television, radio and tape-recorder so that learners can also learn how real the things in the lessons are. I also ask the learners to bring magazines from home because some of the staff in the lesson is based on the media."

" Use children! They are also resources. They learn from you and you also learn from them."

5.4.3.2   Learners' responses during the interviews

Learners had the following responses during the interview sessions:

In most of the questions, the researcher had to rephrase the questions by changing the terms such as ' EFAL' to ' English' , ' teaching and learning strategies/approaches'   to ' methods/techniques/style of learning' , ' OBE' to ' the way how things are done in classes, when you learn' , ' assess' to ' mark/correct' and ' resources' to ' the things that are used by you and your educator when the teaching is done in class' . This was done due to the learners' inability to understand some of

the concepts used in the questions. All these learners are first language speakers of Sotho and Nguni languages. These learners do not have enough knowledge of English terminology **(cf. 2.8.4)**.

Question 1: **Can you explain the way in which you learn EFAL in the classroom?**

The majority of the learners responded by stating that they learn by means of group work. It seemed that when engaged in group work, these learners work together and get help easily. These learners seem to be depending on the support of their peers, when they do not have the language skills to approach the activities **(cf. 2.5.3)**.

Some of these learners seem to be possessing knowledge (though not perfect like their educators) about communication skills such as speaking, reading and listening. They are there to assist the other learners who need any of these skills. They assist their peers without the help of the educators.

Some of the learners said that the other capable learners provide answers to the educators on their behalf. These seemed to be done through speaking/saying aloud or reading aloud these answers.

Some of the learners are also good at listening. These learners seem to be making sure that whatever has to be given to them as an activity, is properly clarified by their educators. They will ensure that they ask clarifying questions if they are not sure what to do.

A few of these learners prefer individual-work rather than group work. It seems that they dislike the negative attitudes portrayed by some of the other learners. The irresponsible behaviour of the other learners, such as not being actively interested in doing the activities, drives them to want to work on their own. These learners feel that if they work on their own, they will be able to complete the tasks faster.

The learners' responses were:

" I learn with the other children by listening to the educator and asking the questions, umh ..., etc. I make sure that I am listening very well to the educator so that I can understand."

" I learn with other pupils in my group. We work together in groups, but sometimes our English educator taught us alone."

" We work in groups, ... sometimes alone or as two people. But me, I like to work alone. The other learners do not work enough, we help them, ... sometime they are slow. I work faster on my own."

" I like the way our educator teaches us. He allows the other children to help us when we don' t know the answers. The other learners all give the educator the answers."

Question 2: **Can you comment on the teaching strategies used by your EFAL educator? Elaborate.**

Most of the learners are satisfied with the teaching strategies their educators employ. They feel that the questioning styles and the way the educators provide responses to their questions are fine.

A few of the learners said that their educators help them in most instances. It seems that the educators prefer to do most of the reading themselves, and do not provide the learners with the opportunity to read during reading activities. The impression given to these learners seems to be one of trying to portray a good relationship among the learners and the educators as a strategy to get learners interested.

Most of the educators' strategies are liked by the learners. The learners mentioned that their educators are kind and do sympathise when talking to them. Most of the learners say that their educators have patience and want to make sure that the learners understand the lessons. The educators seem to provide enough examples to explain the answers to most of the questions asked, to enable the learners to understand. In a way, these educators try to establish a conducive environment for learning **(cf. 2.4.1)**.

Some responses were:

" Yes. My educator is a good person. She expresses herself very well. She reads, ... she reads the books nicely. After reading, she explains herself to us."

" I like the way she treats us. She talks to us most of the time. When she talks, she smile, and ... and she ask many questions and correct our problems, our mistakes."

" I do like his styles ... because ... when we don't understand he explains us asking examples telling us stories."

Question 3: **Can you comment on the interaction of your educator with learners during EFAL lessons. Elaborate.**

The way the educators interact is an action that is welcomed by the learners. Most of the learners seem to be friendly when their educators first greet them before talking to them at the beginning of the lessons. These learners seem to favour being given instructions by their educators before they attempt activities individually or in groups **(cf. 2.3.3)**.

Some of the learners are free to read from books, while some show liberty to write on the chalkboards. It seems that these learners' problem is the sizes of the chalkboards they have to use when writing. These chalkboards seem to be big for these learners to be using at that phase and some cannot reach to the top.

The learners are given many opportunities to interact in class. Most of the learners seem to be given time to answer questions. Sometimes these learners seem to have a chance to display their work in class.

The educators of these learners do not encourage the learners to use the other languages in class except the practice of communicating in English. Most of these learners seem to be worried when they are not given a chance to express themselves in their lingua franca. What they did was code-switching among themselves to their home languages during the absence of the educators.

The responses given by the learners were:

' *Our English educator greet us, and give us pages of the books to page, ... and we read inside the books, sometimes alone and sometimes with the other learners and sometimes he read alone and we listen and answer his question in the books."*

" *The other learners stand in the chalkboard and teach us. The educator teached us to use the chalkboard, but many of the children are too short."*

" *She is very strict. She do not want us to talk language of the location inside the class ... like ... .   Can I say it, sir ...?* The researcher responded by saying: " *Yes, of course!"* The interviewee then continued: " *Vulgar words and sometimes slang and Sotho words."   She say that these words are not for English period."*

" She walk around the desks and talk with us ... asking us questions ... sometimes she tell us to write the answers on the chalkboard. Sometimes she say we must show the class our examples in the books."

Question 4: How do you prepare yourself for the EFAL lessons? Elaborate.

Learners stated that they prepare well before they come to class. It seems the majority of the learners read their English notebooks before they come to class and before their EFAL periods.

These learners like to use the English resource materials when reading. Most of the learners seem to prefer the use of the reading resources such as literature books, newspapers and magazines. Some of these learners work at their homes, some in classes and some use the public libraries. According to the learners, the few schools that had libraries did not have enough resources.

When at their homes, these learners look after their books. It seems that in most cases, these learners are aware of the sequence of the activities in their portfolios. Most of these learners check that the home-work and corrections are done the day before they come to school.

The responses were:

" I always read alone or with my friends before I read in class."

" I read English books, sometimes ... newspapers and books ... the magazines books at the library and before I sleep."

" I take my portfolios and put them correctly. The class-work book, I prepare it for tomorrow. I check my books, write corrections of the class-work and home-work."

" At night, by taking my notes and reads ... checking my class-work ... I also read sometimes in the morning studies and do home-work."

***Question 5:* Which activity *(i.e. Creative Writing, Functional Writing, Spoken Texts or Response to Texts)* do you enjoy most and why?**

Most of the learners enjoy activities which deal with reading and speaking. It seems that these learners like to interact with people. When these learners interact with peers, the learners seem to enjoy exercising their spoken language, by constructing shared meanings in their interactions **(cf. 2.1.3).** The learners said that the use of spoken language helps them to verify their use of verbs and tenses in the sentences they construct.

According to some learners, the spoken language is the basis of the careers of many people. These learners seem to be having an interest in professions such as acting on stage and in film. These learners said that they use spoken language a lot in their drama groups.

However, the learners were not aware that the development of all language skills form part of the activities used in the EFAL classrooms. The majority of these learners said that they enjoy reading and speaking the most.

These responses concur with the responses of the educators, who want to promote writing more, but are conscious of the fact that learners prefer to speak.

The learners provided the following responses:

" *I like writing and speaking, like when I interview people and write about them.*"

" *I enjoy language ...* The researcher re-phrased the question and contexualised it like this: " What specifically do you enjoy in language? *I enjoy sentences where we write about tense and verbs. Because I understand, it help me to know about the past, today and tomorrow.*"

" *I enjoy books of reading and speaking, ... like the two books we are using in our class called ...* (the researcher couldn't mention the name of these books because of the marketing issues around media).*"

" *I like literature and spoken texts. I like the activity which I can read and see it on television or video or DVD. I like to dramatize a lot. I learn style*

of talking in Literature and Spoken texts. They helped me when I do drama in our church."

Question 6: What is your opinion on the different types of assessment that your educator use during EFAL lessons?

All of the learners enjoy being assessed. Many learners mentioned that they have no preference in whether the educator or their peers assess them.

Some of the learners prefer it when their educators assess their work. It seems when their work is in the hands of their educators, these educators make sure that they assess by indicating the wrong and correct versions of answers, as compared to when the assessment is done by the other learners. With peer assessment, the correct version of the answer is not always written by the learner.

The other learners mentioned that they prefer to be assessed by their peers or when they do self-assessment. These learners feel that it saves a lot of time when their work is assessed by peers, as the educator then has more time to teach. Some seem to be comfortable with self-assessment because their handwriting is legible for them, unlike when other learners write the correct answers down for them.

Some responses are:

" I like to be marked by my educator because the educator mark me with a red pen and make me see my mistakes."

" Sometimes when my educator ask us to change our books, I like it. The researcher had to say: " Why. Please explain more!" *I give my partner my book, and my partner give me his book. And my educator write all the answers next to the questions in the blackboard. I can see my mistakes so that I can correct my mistakes. It saves time"*

" I don' t like to assess my work myself because I am not the educator. I was not trained to assess books. I am going to cheat myself. It is not good when the educator is asking the learners to mark the books."

" When you mark your book is OK because you can correct your mistake immediately by writing it correctly, unlike when somebody do it for you, sometimes the learners write badly. You can' t see their writing."

Question 7: What is your opinion on the success of OBE in your EFAL lessons? Elaborate.

Most of the learners mentioned that they are aware of OBE and like it, as they feel that they benefit from it. These learners said that they can get into discussions in OBE, they like their educators' styles of explaining the activities and they can debate or dramatise activities in group work which is something they appreciate.

Most of the learners also seem to be aware of the changes that occurred in education in South Africa. They said that they have heard about these changes from their parents and families and read about them in newspapers.

It was also mentioned that learners are promoted to the next grades, although they lack the knowledge and skills to be promoted. Many learners pass now than in the past, but may lack certain important skills. It was said by a few learners that some educators are worried that learners pass easily, but that some of these learners that pass do not know much.

A few of the learners had no clear idea what OBE is and were not aware of changes in education in South Africa. These learners seem to mix issues regarding the current and the past approaches to teaching and learning.

Some of the responses were:

" *OBE is Outcomes-Based Education.*"

" *I like OBE because the educators can explain their tasks very well.*"

" *My opinion is … I like it because … we debate topics in our groups, and do dramas … we ask questions and we are free to talk in class.*"

" *I like it. But my brother told me different thing about it. My brother said I don't know many things since I did OBE. I have also heard my educator talking with another educator about it. They were saying many children are*

passing too much and ... not like in the past. They said many children passed but don't know too much."

" It is successful. I heard my parents saying the government had stopped and maked better things that maked our parents not to go to school and learn. This new things are making many children today to learn and not like our parents. Education is free ... the children can speak free in the classes ... they are not bitten when they are wrong."

" Everyday the television ... radio and newspaper talk about OBE, ... they said it is successful. What pupils are taught in their groups is also taught in television, in the newspaper and also in the radio. Our educator also said to us that even if you are absent, you can listen stories and dramas in the radio, or watch television in education ... or buy a newspaper like (the researcher couldn't mention the name of these newspapers because of the marketing issues around media) *and read the section of education in the newspaper. OBE is successful."*

" I think OBE is an old way of teaching and it must go away to give the new style of teaching a chance." The researcher mentioned that OBE is a new ' style of teaching', then the interviewee changed and said: *" Oh sorry sir, No!, I like OBE, because it give us easy way of learning."*

***Question 8:* What teaching and learning resources do you use during EFAL lessons?**

Most learners said that they use a variety of teaching and learning resources to supplement their EFAL learning in the classrooms. They mentioned that these resources are mostly media and text related, such as magazines and newspapers. A few learners mentioned that they sometimes also watch videos in the library.

Some of the learners seem to rely on the information that they receive from their parents in order to attempt the activities in class. These are verbal resources that learners apply in the classroom context.

Some of the learners merely rely on the resources brought to class by their classmates. They then share these resources while working in groups. This is an instance where group work can be productively employed to involve all learners in EFAL activities.

A few of the schools had libraries, although they were not very well resourced. Some learners said that their educators use their teaching time by taking these learners into the libraries. Some of the library periods are used to supplement the class activities. The educators then also make use of the library media to facilitate the teaching and learning.

The learners' responses were as follows:

" I sometimes use the information from my parents and use it in class."

" The educator ask us to look for topics in the textbooks, and we read about this topics, and discuss with our partners in class.

" I learn by watching the programmes from the television. Our educator take us to the school library. We sometimes watch video."

5.5   CONCLUSION

This chapter explained the qualitative research approach that was employed in this study. This approach allows participants to express their opinions, feelings and mindsets on the phenomenon that is researched. The method of collecting data was ethnographic in nature and aimed at obtaining data from educators and learners regarding the various teaching and learning issues pertaining to the EFAL classroom. Data was collected by employing research tools such as observations, artifacts and interviews.

Information obtained revealed that most of the EFAL educators struggle with designing proper EFAL learning programmes that are firstly communicative in nature, and are secondly, also aligned to be successfully employed during group work. Most of the educators experience problems to successfully draft such programmes, due to lack of time, as OBE expects of them to be involved with numerous administrative tasks (paperwork).

Some of the problematic issues raised by these educators were directed at the insufficiency of resources, the fact that learners do not seem to display

cognitive insight into the content, the failure of learners to express themselves properly in English and, the educator-learner ratio in classes.

Most of the learners are aware of the positive changes brought about by OBE. They are also aware of certain strategies used by their educators with regard to teaching, learning and assessment. These strategies, if planned well, have the potential to assist the learners to successfully embark upon their quest to acquire English as First Additional language.

The findings discussed in Chapter 6 will also link to information that was obtained and discussed in this chapter.

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

6.1   INTRODUCTION

This chapter presents findings derived from the preceding chapters, and makes recommendations with regard to the designing of the ' Communicative Learning Programmes on the English First Additional Language Senior phase classrooms in the Free State province'.

Firstly, Chapter 2 focuses on the basic theories in learning; Chapter 3 and 4 unfold the theory around the Communicative Approach, English First Additional Language (EFAL), and the South African education system; and Chapter 5 entails the research design, methodologies and the collection of data through observations, artifacts materials and interviews.

6.2   FINDINGS OF THIS STUDY

The findings of this study are discussed in four ways. Findings on the literature study will be discussed first, then the findings derived from the observations, artifact materials and lastly findings from interviews will follow.

6.2.1 Findings from the literature study:

6.2.1.1   The present South African education system addresses the educational discourses by using the Revised National Curriculum Statement (RNCS) **(cf. 2.1.1)**.

6.2.1.2   Children construct shared meanings by using language during interactions with people **(cf. 2.1.3)**.

6.2.1.3   The most productive phase for learning is during and up to the early twenties. Thereafter, the learning ability of people starts to decline **(cf. 2.2.1)**.

6.2.1.4   The educator interprets the outcomes with the learners and organises the learning content into units of study as detailed in the RNCS **(cf. 2.2.2)**.

6.2.1.5   Education is best facilitated by a person with superior knowledge regarding the features (knowledge/skills) the learner wants to further. The intention is to bring the learner from one mental state to another, by expanding cognition in the Zone of Proximal Development **(cf. 2.2.3)**.

6.2.1.6   Teaching means to show someone something through signs or symbols in order to evoke responses **(cf. 2.3)**.

6.2.1.7   Co-operative learning environments generate more stimuli controlled motivation than do individualistic competitive environments **(cf. 2.3)**.

6.2.1.8   Language learning should be secured more effectively through self-discovery, rather than by didactic representation of knowledge **(cf. 2.5.2)**.

6.2.1.9   Written language is seriously eroded by the shortcomings from the spoken language **(cf. 2.8.3)**.

6.2.1.10   A learner whose home language is different from the Language of Learning and Teaching (LOLT), is likely to have more communication difficulties in the classroom **(cf. 2.8.4)**.

6.2.1.11   Code-switching is an alternative strategy that can be used when experiencing problems with words during communication **(cf. 2.8.4)**.

6.2.1.12   Learning a language is seen to develop within a general cognitive framework, alongside other cognitive activities **(cf. 3.2.2)**.

6.2.1.13   Fluency in the Basic Interpersonal Communication Skills (BICS) is achieved when the learners analyse, synthesise and

use EFAL creatively. The Cognitive Academic Language Proficiency (CALP) help the learners during the cognitively demanding and problem-solving tasks **(cf. 3.5)**.

6.2.1.14   In Outcomes-Based Education (OBE), co-operative learning, using the strategy of group work is an important tool for academic success. It shows that learners do not only learn from educators, but also from peers **(cf. 3.7)**.

6.2.1.15   OBE was advocated by Johnson, and further popularised by Spady and Daggett, enabling all the learners to achieve skills for life **(cf. 4.1)**.

6.2.1.16   Expanded opportunities cater for different learning opportunities for both slow and fast learners, in order to succeed academically **(cf. 4.1)**.

6.2.1.17   At a school where the language of learning is English, educators should provide special assistance and supplementary learning until the learners are able to learn effectively through English as the language of learning **(cf. 4.6.2)**.

6.2.1.18   Outcomes have to be measurable, realistic, achievable, and linked to some activities that would be assessed with reference to these outcomes **(cf. 4.7)**.

6.2.1.19   To be able to create and interpret text, learners need knowledge regarding the language, text, language skills and strategies **(cf. 4.7.2.2)**.

6.2.1.20   When facilitating EFAL, the communicative approach would build the capacity of the learners by guiding them to achieve the outcomes **(cf. 4.8)**.

6.2.1.21   OBE was introduced as an approach to teaching and learning where the assessment process is driven by both the educator and learners **(cf. 4.10.1)**.

6.2.1.22   Both the learning support material and the educators' development of the learning programme play an important role in interpreting and giving expression to the learning outcomes and assessment standards (as put forward in the RNCS) **(cf. 4.11)**.

6.2.2   **Findings from observations**

6.2.2.1   **Category: Educator-talk-initiatives**

6.2.2.1.1   **Grouping of learners:**   Educators prefer the use of group work, as it is a successful strategy used as part of co-operative learning **(cf. 5.4.1.1)**.

6.2.2.1.2   **Accepting or using ideas of learners:** Educators allow learners to participate by given them enough opportunity to talk and to write on the chalkboard and in their books **(cf. 5.4.1.1)**.

6.2.2.1.3   **Asking questions:** Educators ask questions in the EFAL classroom to determine the CALP level of understanding of the learners **(cf. 5.4.1.1)**.

6.2.2.1.4   **Lecturing:** Educators are still attached and attracted to the use of the telling/lecture method **(cf. 5.4.1.1)**.

6.2.2.1.5   **Giving directions:** Educators inform the learners on what to expect in connection with the lessons that is to be taught. The educators show this by interpreting the outcomes **(cf. 5.4.1.1)**.

6.2.2.2   Category: Learner-talk-initiatives

6.2.2.2.1   **Roles played by learners in group work:** Learners show signs of awareness of the positive outcomes attached to group work. The stronger learners support the weaker ones in order to achieve **(cf. 5.4.1.2)**.

6.2.2.2.2   **Initiating ideas:** The CALP level of understanding of the learners does not seem to be developed adequately. This is indicated by the poor sentence construction still used by most learners and the difficulty they experience to apply English

content when asked to do that. Learners are fast in attempting tasks where verbal ideas are used, thinking that their BICS would help them, but end up making mistakes when coming to the application of content of their ideas **(cf. 5.4.1.2)**.

6.2.2.2.3   **Asking questions:** Learners do not construct their questions well in the classroom. Questions do not search for factual knowledge **(cf. 5.4.1.2)**.

6.2.2.2.4   **Lecturing:** Learners do not prefer the telling method to be used continuously in one lesson **(cf. 5.4.1.2)**.

6.2.2.2.5   **Group interaction:** Learners are not all involved in group work. Some learners pretend to be involved **(cf. 5.4.1.2)**.

6.2.3   Findings from artifact materials

6.2.3.1   The EFAL Senior phase educators struggle with designing proper learning programmes **(cf. 5.4.2)**.

6.2.3.2   The learning programmes do not seem to cover all aspects as expected in the RNCS policy regarding the designing of the learning programmes for Languages in the Senior phase **(cf. 5.4.2)**.

6.2.4   Findings from the interviews

6.2.4.1   Interviews with the educators

6.2.4.1.1   Educators need clarity regarding the strategies to be employed in the teaching and learning of Languages **(cf. 5.4.3.1)**.

6.2.4.1.2   Educators accommodate the use of questions to reinforce learning throughout their lessons **(cf. 5.4.3.1)**.

6.2.4.1.3   Educators struggle with the responses provided by learners because of the sentence construction used by learners. Learners seem to lack the CALP level of proficiency in English to make them competent communicators **(cf. 5.4.3.1)**.

6.2.4.1.4   Group work saves time for the educators, especially when looking at the large educator-learner ratio **(cf. 5.4.3.1)**.

6.2.4.1.5   Educators need to receive in-service training regularly on the use of the RNCS policy **(cf. 5.4.3.1)**.

6.2.4.1.6   Educators code-switched for the learners in the EFAL classroom to help in understanding the English concepts **(cf. 5.4.3.1)**.

6.2.4.1.7 The advantage of mixing the stronger learners with the weaker ones when engaging with group work provides opportunities for all learners to engage successfully with the content **(cf. 5.4.3.1)**.

6.2.4.1.8 Educators become frustrated because of the large number of learners in their classrooms, and the fact that they feel that the Department of Education implements policy changes immediately without giving the educators enough time to adjust to these changes and experiment with ideas **(cf. 5.4.3.1)**.

6.2.4.1.9 Educators prefer the skill of writing as compared to the skill of speaking, because the written language is eroded by the spoken language **(cf. 5.4.3.1)**.

6.2.4.1.10 Educators had a negative impression regarding OBE prior to its implementation. They had high expectations of it. Currently this has changed and educators see OBE as a vehicle that would result in better education, since, in transformational OBE, the learners are equipped with skills that they can carry into the real and modern world of work **(cf. 5.4.3.1)**.

6.2.4.1.11 Educators, however, single out the lack of resources as a factor that impacts negatively on OBE as an approach to teaching and learning **(cf. 5.4.3.1)**.

6.2.4.1.12   Educators prefer to assess and correct the work continuously, rather than completing these tasks summatively at the end of the teaching and learning process **(cf. 5.4.3.1)**.

6.2.4.1.13   Educators improvise by using their own resources instead of the school's resources **(cf. 5.4.3.1)**.

6.2.4.2   Interviews with the learners

6.2.4.2.1   It is an advantage to rephrase the questions by changing some of the OBE terms into a simple understandable language. This allows the learners to understand English better **(cf. 5.4.3.2)**.

6.2.4.2.2   Learners learn better when group work is employed, because of the support given by peers **(cf. 5.4.3.2)**.

6.2.4.2.3   Learners are provided with many opportunities to interact in the EFAL classroom **(cf. 5.4.3.2)**.

6.2.4.2.4   Educators encourage the learners to promote the use of English. During the misunderstanding of difficult terms, learners get help from their educators by code-switching **(cf. 5.4.3.2)**.

6.2.4.2.5   Learners like to be assessed by either their educators or their peers **(cf. 5.4.3.2)**.

6.2.4.2.6   Learners are aware of the changes that are taking place in South African education, and also of the benefits they can derive from OBE **(cf. 5.4.3.2)**.

6.2.4.2.7   Learners progress to the next grades with little content-based knowledge of their individual learning areas **(cf. 5.4.3.2)**.

6.2.4.2.8   Learners tend to use the educational terms of the past that are no longer relevant/applicable in the present education system **(cf. 5.4.3.2)**.

6.2.4.2.9   Not all schools have adequate library resources that can be used to supplement class activities **(cf. 5.4.3.2)**.

6.3   CONCLUSION

The research study on the Communicative Learning Programmes for EFAL Senior phase classrooms revealed that educators experience difficulties regarding the designing of the learning programmes.

Educators are not all acquainted with the aspects that deal with the designing of the learning programmes for EFAL, as outlined in the RNCS policy. Some educators do not design the learning programmes at all, and some do drafts of lessons seeing that they are not well-conversant with the requirements in the RNCS policy.

Frequent changes in education policies put educators at a disadvantage regarding teaching and learning, as these changes are implemented too soon after they have been approved and this does not provide educators with enough time to acquaint themselves with the implications of these changes.

Lack of strategies by educators regarding the effective use of co-operative learning, impacts negatively on the teaching and learning in EFAL classrooms. Learners are not competent enough in English to participate effectively in the communicative tasks. When engaging in group work, the learners seem to have no problems engaging in work at the BICS level, but struggle with the content when they have to engage at a deeper cognitive level (CALP). The implementation of the Communicative Learning Programmes would serve as a possible solution to the EFAL Senior phase classrooms. These Communicative Learning Programmes have strategies that can effect group work, and can elevate the standard of EFAL teaching and learning to higher levels.

6.4 RECOMMENDATIONS

The recommendations of this study form part of the Communicative Learning programme representation put forward in Chapter 7 of this study. This programme is a contribution by this study to the current body of knowledge in language teaching and learning.

CHAPTER 7

COMMUNICATIVE
LEARNING PROGRAMMES USING
CO-OPERATIVE LEARNING

7.1   INTRODUCTION

In this chapter the researcher provides six (6) communicative learning programmes that can be used by EFAL educators in the Senior phase (Grade 7-9). These Learning programmes are not Grade specific across this phase, but can be adapted to suit a specific Grade in the Senior phase.

The concept 'Learning programme' in the context of this study means "the individual EFAL Senior phase educator's way of effecting group work, using the communicative approach and various strategies of co-

operative learning to accomplish tasks" , and should not be confused with any other definition of a Learning programme.

Many changes have occurred in the South African education in the last decade. One of these changes involves educators to be the creators of innovative learning programmes for their learners.

The researcher, as an educator, heading one of the departments in a high school, has designed some strategies that educators can use to streamline lessons in EFAL classrooms. When looking at the South African education system today, many changes took place of recent. For instance, the approach to teaching and learning no longer directs the educator to employ the traditional way of teaching where the educator drives the lesson by regularly making use of the lecture method.

In the OBE approach teaching and learning centre around the learner. There should be communication between the learner and the educator. The best way to do this in EFAL is to integrate the use of the communicative approach and co-operative learning. Group work is an important element of co-operative teaching and learning, although co-operative learning is not only group work. Therefore, the researcher recommends the use of the following comprehensive communicative learning programmes for the success of the Senior phase EFAL teaching and learning. However, these communicative learning programmes:

-       are communicative guidelines for EFAL lesson designs;

- are adaptable to any EFAL Senior phase grade. Group work promotes co-operative learning and as such, it can be employed regularly. The RNCS policy recommends a work schedule to be drawn up, comprising a programme that detail the lessons on a weekly basis. These EFAL communicative learning programmes are comprehensive, have aspects of both learning programmes and workschedules and are lessons themselves;

- are to be used as ideal guides when designing the structure of each EFAL lesson in any of the Senior phase grades; and

- can be modified by EFAL educators in order to suit the context of any grade.

7.2   A PARADIGM SHIFT IN EFAL LEARNING

In relation to the traditional teacher-centred way of learning, a more flexible type of learning, that is cost-effective and more learner-centred is advocated by the Department of Education. To adhere to these changes, educators must analyse their old ways of thinking and continuously strive to effect changes to their current teaching techniques. If old ways of thinking are not analysed, these ways will remain unchanged, existing patterns will continue and structures of which educators may be unaware of will imprison them.

The main paradigm shift that is expected of educators is the shift from being only an educator *(i.e. conveyer of knowledge)* to where they are in a position

to create opportunities for learners where actual learning can take place in the classroom *(i.e. to act as a facilitator of learning).* It is, however, necessary for educators to design, develop and deliver curricula, programmes and services that collaboratively and collectively deepen, enhance and enable higher levels of learning. For this to happen, a paradigm shift from a teaching-centred approach to a learning-centred approach (as depicted in Table 5) is necessary.

TEACHING PARADIGM	LEARNING PARADIGM
Teacher educator focus	Learner focus
Teacher educator as educator	Teacher educator as synthesizer, navigator, and coordinator of learning
Talking head/sage on stage	Multiple instructional delivery systems
Teacher educator as conveyer of information	Information from many sources (e.g. internet, electronic libraries and databases)
Information delivered	Information exchange
Input orientation (e.g. resources, library, contact sessions, and educators)	Output orientation (e.g. learning and institutional effectiveness and efficiency)
Contact session/classroom based	Not limited to contact session/classroom-based
Group/class delivery	Individualised delivery and collaborative learning with group communications
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, and

	portfolios

Table 5: *Changing the focus from teaching to learning*

From Van Aswegen & Dreyer (2004:296)

In Table 5 the paradigm shift is shown and will be discussed now. The approach to teaching and learning has shifted from teaching *(i.e. by educators)* to learning *(i.e. by learners).* The educator's role is to facilitate learning by providing the necessary learning materials, which are assessed by the educator after completion by the learners. Learners are assessed on what they have learned individually and/or in groups.

Opportunities are provided to EFAL educators to redesign the teaching and learning to occur in their classrooms. Educators have to envisage a learning system where learners are self-regulated, motivated, and inspired to share information and knowledge with others, and where learner achievement and satisfaction are measurable and attainable results.

This change can be effected by developing and using proper learning programmes. There is no one answer to an ideal learning environment. Any learning approach that works, is defined in terms of learning outcomes, not as the degree of conformity to an ideal classroom archetype. The attainment of these learning outcomes is not time bound. Achievement is supported by flexible time frames and not by closed, structured teaching time. Learning programmes are open-ended and creative. Learners are to be encouraged to formulate their own insights and create own solutions to problems at hand.

The six ' Communicative Learning Programmes' put forward in this chapter base their designs around the RNCS which is the current driving force of education in South Africa. The RNCS specifies the text to be dealt with in the EFAL Senior phase classrooms.   The text refers to any written, spoken or visual form of communication involving the purposeful use of language. In order to effect communicative competency in EFAL, learners must be able to create and interpret texts.   The main tasks that are propagated for these texts are Contexualisation of Literature, Response to Text, Spoken Text, and Writing of Texts (creative, functional and investigation). Texts can thus, be done orally *(e.g. with speech in Spoken Texts and with listening comprehension in Response to Text)*; in written form *(e.g. with essays in Creative Writing and letters in Functional Writing, with poems in both Contextulisation of Literature and Response to Text, and with formal reports in investigation)*; with a combination of written and visual forms *(e.g. with dialogues in Creative Writing and with advertisements in Functional Writing, and with Non-verbal Text in Contextualisation of Literature)*; and in multimedia *(e.g. with films in Contexualisation of Literature)*.

According to the policy of the National Protocol on Assessment for schools in the General, and Further Education and Training bands, Grade R-12 (DoE 2005:28), the number of formal recorded assessment tasks for the Senior phase (Grade 7-9) in the learning area of Languages should be twelve for each grade, annually. These tasks are based on the previously mentioned main tasks *(i.e. Contexualisation of Literature, Response to Text, Spoken Text, and Writing of Text)*. Contextualisation of Literature and Response to

Text include a variety of activities *(e.g. Comprehension, Non-verbal and Emotional texts, Poetry, Prose, etc.).* Investigation can be done with activities based on human and media search *(e.g. formal and infomal report, etc.).* Spoken text includes activities based on verbal communication *(e.g. conversation, listening, reading - prepared and unprepared, role play, and speech - prepared and unprepared, etc.).* The written text can also be creative *(e.g. dialogue, essay, paragraph, etc.)* and functional *(e.g. advertisement, e-mail, fax, letter, report, etc.).*

The next sections *(i.e. 7.3 up to 7.8)* focus on the designs of Communicative Learning Programmes for the EFAL Senior phase classrooms.

7.3   COMMUNICATIVE LEARNING PROGRAMME 1

' Communicative Learning Programme 1' is based on the task of contexualisation of literature. The type of the activity that learners will be engaged in is to ' listening to oral text being a story, novel, or poem' . Learners will be assessed on the skills of ' listening and responding to oral text' for a duration that would last for three to four weeks. Other tasks can also be implemented by the educator in conjunction with this learning programme, should the educator wish to do so.

In Learning Outcome 1 of EFAL, which deals with Listening, learners will be able to listen to information with enjoyment and respond appropriately and critically in a wide range of situations, such as in the use of group work.

Learners will be expected 'to listen, respond to questions, and use language structures and conventions in context'. Learners can use 'text and library materials or media' as resources. At the same time, the context of EFALs Learning Outcome 1 becomes linked to the context of Learning Outcome 2. In Learning Outcome 2, 'speaking' is promoted. Learners will be able to communicate confidently and effectively in spoken language in a wide range of situations, such as using group work.

The assessment standards would vary by assessing learners differently in the different contexts of answering questions of growing complexity *(e.g. for*

COMMUNICATIVE LEARNING PROGRAMME 1

Task: Contexualisation of literature.

Type of activity: Response to Text.

Duration: Three to four weeks.

Form of assessment: Question and answer (Listening skills).

Type of assessment: Educator/Peer assessment.

Learning Outcome 1: Listening - To listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment standard and context: The learner understands oral texts in the context of answering questions of growing complexity in: *(e.g. recounting in Grade 7; poetry in Grade 8; and radio talk shows in Grade 9).*

Expanded opportunity and context: The learner understands oral texts in the context of identifying points of view of: *(i.e. sports commentaries in Grade 7; radio plays in Grade 8; and texts with statistics in Grade 9).*

Integration: Life Orientaion *(i.e. Learning Outcome 2: Social development).*

Resources: Oral Text (such as story, novel, poem, media, library material, listening to reading from a newspaper, and radio talk show).

Step 1:

-The educator synthesises, navigates, and coordinates EFAL learning for the learners. Brainstorming issues and elaborating further on some of the aspects in the text can be done by learners with the help of the educator. The educator can read the text and/or even give learners a chance to read (other learners then need to listen), in order to provide learners with a better understanding.

Step 2:

-The educator uses various multiple instructions to a number of questions based on the text *(e.g. requesting learners to: jot down a few points such as important ideas or words; match the questions with the information listened to; and/or write down the names of people/places as fact-finding skills).*

Step 3:

-Learners can do further research on information that relates to what

they listened to by using other sources such as speaking to people or

listening to tape recorders/radio. Learners research information by means of speaking with people and listening to their inputs, and/or speak to people by asking them questions.

Step 4:

-The educator assesses the learners' responses or peers assess the information from their fellow classmates *(i.e. responses for the previously given questions)* after the educator has read a text or the learners have listened to the media. The educator may request the learners to write down their responses as part of evidence, and to share the information with their peers.

Grade 7 learners would be assessed on understanding oral texts in recounts; for Grade 8 in poetry; and for Grade 9 in radio talk shows). The following assessment standards are for expanded opportunities and deal the EFAL's Learning Outcome 1, about listening. The learners would be assessed on understanding oral texts in the context of identifying points of view of *(i.e. sports commentaries in Grade 7; radio plays in Grade 8; and texts with statistics in Grade 9).*

Integration with other Learning areas is also important in that context Learning Outcome 1 of EFAL links with Learning Outcome 2 of Life Orientation: Social Development. In this learning outcome, learners are able to express themselves openly and with confidence, demonstrating commitment to constitutional rights showing and understanding of diverse cultures.

In Learning Outcome 2, speaking is also promoted through co-operative learning *(i.e. when peers share information with classmates orally)*. Learners do oral activity together. The plethora of information about co-operative learning is testimony to its versality and effectiveness. Co-operative learning is both an instructional technique and a teaching philosophy that encourages learners to work together to maximise their own learning and the learning of their peers.

7.4 COMMUNICATIVE LEARNING PROGRAMME 2

' Communicative Learning Programme 2' is a variation of the task put forward in ' Communicative Learning Programme 1' , as it is also based on the task of ' contextualisation of literature' . The type of the activity that learners will be engaged in now is ' spoken text' . This activity would last for at least five weeks, with the integration of other learner-based tasks in between. Learners will be assessed on ' speaking' based on the skill of ' role playing a conversation' . The expectations will be ' to express ideas and opinions in a wide range of situations' . Therefore, the ideal

EFAL outcome is Learning Outcome 2, with important links to Learning Outcomes 5 and 6.

At first, in Learning Outcome 2 'speaking' is emphasised. Learners will be able to communicate confidently and effectively in spoken language in a wide range of situations. Linking to Learning Outcome 5, thinking and reasoning are effected. Learners will use language to think and reason, as well as to access, process and use information in text. Lastly, in Learning Outcome 6 language structure and use are addressed. Learners will understand and be able to use the sounds, words and grammar of language to create and interpret texts.

The assessment standards would vary by assessing learners differently in contexts *(e.g. learners would be assessed on interacting in the context of using EFAL through role-playing: informal telephone conversation in Grade 7: reporting crime to the parents in Grade 8; and attending a beauty pageant interview in Grade 9).* The following assessment standards are for expanded opportunities and deal with the EFAL contexts in Learning Outcome 2, dealing with listening. Learners would be assessed on interacting in the context of using EFAL by role-playing: *(i.e. formal telephone conversation in Grade 7; reporting crime to the police in Grade 8; and attending a job interview in Grade 9).*

Important is that Learning Outcome 2 of EFAL links with Learning Outcome 3 of Arts and Culture which deals with: Participating and Collaborating. In this outcome, learners are able to express themselves by

demonstrating personal and interpersonal skills through individual and group participation.

Various approaches to co-operative learning exist. A few are mentioned here, as these are suitable to employ in the context of this study. The approaches linked to this study are: Students Team Achievement Divisions

COMMUNICATIVE LEARNING PROGRAMME 2

Task: Contexualisation of Literature.

Type of activity: Spoken text.

Duration: Five weeks.

Form of assessment: Role-play a conversation.

Learning Outcome 2: Speaking - To express ideas and opinions confidently in a wide range of situations.

Assessment standard and content: The learner interacts using the context of EFAL by taking part in role-playing: *(e.g. informal telephone conversation in Grade 7; reporting a crime to the parents in Grade 8; and a beauty pageant interview in Grade 9).*

Expanded opportunity and context: The learner interacts using the context of EFAL by role-playing: *(i.e. formal telephone conversation in Grade 7; reporting a crime to the police in Grade 8; and a job interview in Grade 9).*

Integration: Arts and Culture *(i.e. Learning Outcome 3: Participating and Colllaborating).*

Resources: Text *(e.g. conversations from books/cartoons),* and television.

Step 1:

-Divide a classroom of EFAL learners into groups of four, but not more than five. Let the learners debate, by reading, viewing, thinking and reasoning issues in the text *(e.g. books, cartoons, etc.)* using spoken language, in their groups.

Step 2:

-Learners must search information from the text. When searching for information, the learners develop a sense of positive interdependence within themselves. At the end of the search, members of the same group should allow views of the fellow group members. Opinions that do not fit and are not popular with the rest of the fellow group members, should be left out with a thorough justification.

Step 3:

-Promote interaction within learners. Let the learners rely on the correct information received from members of the group, such as positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, as well as group-processing skills.

Step 4:

-Let the individual learners be accountable to their groups in achieving goals. The spoken answers around issues from texts must reflect correctly in favour of the group.

Step 5:

-Let the groups reflect on their communication skills. At the end, groups should report their answers in a spoken manner to the whole class.

(STAD), Team Games Tournament (TGT), Group Investigation (GI) and Jigsaw I and II.

With these approaches, the use of group goals or group rewards enhances the achievement of outcomes of co-operating learners if and only if the group rewards are based on the individual learning of all group members. Such a situation can be traced when using the approach of Student Teams Achievement Divisions (STAD). This approach can be spread over three to five lessons, which will allow the educator to assess whether all members of a group have gained from the experience, as more assessment opportunities

are available over three to five lessons. When making use of this approach, the following steps are to be followed:

-       Divide the learners into groups of five.

-       Provide the learners with an outline of what they will be learning in such a session and why this learning is necessary for them. Get them focused on the outcomes you want them to achieve.

-       Present new academic information to learners verbally, in writing, or through other means such as video.

-       Provide worksheets or other study devices to help them master the academic materials. These worksheets should guide them through the materials and show them how they can help one another learn through tutoring, quizzing one another or having team discussions.

-       Allow the learners sufficient time to work together to understand the ideas you have presented, several periods if necessary. It is important not to rush through the group work sessions. This is the area where they will learn the most, when dealing with their peers in discussion.

- Test the learners as individuals and not as a group, to see whether they have learned what you wanted them to learn. These tests are sometimes called ' quizzes' to emphasise that they are not major assessment tasks that will count towards learners' grades. They are simply part of the learning process. It is important that these quizzes test important outcomes, such as understanding and the ability to apply knowledge.

- Score the quizzes *(e.g. questions on quizzes can be asked based on the role plays. Quizzes can be drawn up to flow from simple to more difficult questions, in order to show improvement)* and provide each learner with an improvement score. An improvement score is based on the degree to which the quiz score exceeds the learner' s past averages on similar quizzes.

- Add the individual improvement scores to give a team score. Emphasise to the learners that the more they learn, the more their individual improvement scores will increase their team scores.

7.5   COMMUNICATIVE LEARNING PROGRAMME 3

' Communicative Learning Programme 3' follows the STAD approach, and bases its task on the ' response to text' . The type of activity that learners will be engaged in is ' written activity' . Learners will be assessed based on their skill to ' respond to text' by means of creating

their own writing. Learning Outcome 4: Writing will be addressed in this Learning programme. Learners will be able to write different kinds of factual and imaginative texts in cartoons or advertisements, such as using newspapers or magazines for a wide range of purposes. The expectation for this learning programme is ' to understand and provide the complete answer; to provide opinions and substantiate such opinions with evidence' . This task can also be linked with the Learning Outcome 3 of EFAL *(i.e. Reading and Viewing: The learner will read and view information and respond critically to texts. Reading is also a foundation for writing)* and Learning Outcome 5 *(i.e. Thinking and Reasoning: In that way, learners will be able to use language to think and reason while engaging with information from texts, as well as to access, process and use this information for learning).*

The assessment standards would vary by assessing the content of the learners differently *(e.g. the learner would communicate information by writing: one paragraph describing the process of how to change a car tyre in Grade 7; one paragraph about the advantages of a car as a form of transport in Grade 8; and longer texts of several paragraphs describing processes and procedures and giving explanations of having a car in Grade 9).*

The following assessment standards are for expanded opportunities and deal with the content of the EFAL Learning Outcome 4 about writing, the learner would communicate information by writing: *(i.e. two paragraphs describing the process of how to change a car tyre in Grade 7; two*

paragraphs about the advantages of a car as a form of transport in Grade 8; and longer texts of several paragraphs giving advantages and disadvantages, arguing for and against having a car in Grade 9).

Here Learning Outcome 4 of EFAL integrates with Learning Outcome 4 of Arts and Culture, which deals with Expressing and Communicating. In this

COMMUNICATIVE LEARNING PROGRAMME 3

Task: Response to Text.

Type of activity: Written activity.

Duration: Three to four weeks.

Form of assessment: Written Response to Text.

Learning Outcome 4: Writing: Learners will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment standard and content: The learner communicates information by writing the EFAL content in, for example, one paragraph describing the process of how to change a car tyre in Grade 7; one paragraph about the advantages of a car as a form of transport in Grade 8; and longer texts of several paragraphs describing processes and procedures and giving explanations of having a car in Grade 9.

Expanded opportunity and content: The learner communicates information by writing the EFAL content in, for example, two paragraphs describing the process of how to change a car tyre in Grade 7; two paragraphs about the advantages of a car as a form of transport in Grade 8; and longer texts of several paragraphs giving

advantages and disadvantages, arguing for and against having a car in Grade 9.

Integration: Arts and Culture *(i.e. Learning Outcome 4: Expressing and Communicating).*

Resources: Dictionaries, worksheets and texts such as magazines, and newspapers.

Step 1:

Divide the EFAL learners into groups of four and not more than five.

Step 2:

-Explain to the learners reasons behind a specific writing activity. Let the focus be on the learning outcomes *(e.g. Learning Outcomes 4 or 5)* to be achieved. The learners should have a discussion around the chosen text.

Step 3:

-Each learner, in his/her respective group should speak and write about the chosen text.

Step 4:

-Circulate worksheets or other EFAL learning materials, such as

dictionaries, magazines and newspapers, to effect the writing of the chosen texts.

Step 5:

-Learners should be provided with the opportunity to draft more than one attempt. Depending on the time available, learners must be allowed to have first attempts, second attempts, until the final attempts. Assess the individual learner's writing, with scores based on the degree of improvement against the learner's previous writing performances.

Step 6:

-Add the individual improvement scores to reach a team score. Emphasise that the more they learn, the more their individual improvement scores will increase their team scores. Some sort of reward can be a motivating factor for the team with the highest score at the end of the week/month/term.

outcome, learners are able to analyse and use multiple of forms of communication and expression.

Learners can use ' dictionaries, worksheets and texts *(e.g. magazines and newspapers)*' as resources.

7.6 COMMUNICATIVE LEARNING PROGRAMME 4

All team members in a group should work together co-operatively to achieve the mutual goals of that group. Employing co-operative learning in the classroom develops learners' abilities to distinguish among roles, dividing tasks, synergise efforts, co-ordinate systems and promote healthy and positive interdependence among team members.

The second co-operative learning approach used in these Learning Programmes is the Teams Games Tournament (TGT) approach. This approach is similar to STAD in that the educator presents information to learners after which the learners assist one another to learn. The difference is that the quizzes are replaced with tournaments in which learners compete with members of other teams to gain points for their home team. To use this strategy the educator should follow these steps:

-       Follow steps 1 to 5 of the STAD approach.

-       While the learners are learning in their groups, review your records of their learning progress over the past few lessons so that you can classify each learner as a low, medium or high achiever at this time and for this aspect of their learning. Remember the OBE principle that learners learn at different

rates and in different ways, and do not fall into the trap of thinking that a learner lacks ability simply because he or she is behind the learning of other members of the class at this stage.

-       When it is time to assess what the learners have learned, select three learners per group for the 'tournament'. One learner from the low, one from the medium and one from the high achievers per group.

-       Pose a series of questions (perhaps four) to the 'contestants' who should try to answer the question first (similar to a quiz show on television).

-       At the end of the round (after four questions, or more if you need a 'tie-breaker') the winning group earns one point for their team, regardless of how many questions they answered correctly or how difficult the questions were.

'Communicative Learning Programme 4' follows the TGT approach, and bases its task on 'writing'. This type of an activity will stretch for five weeks, with various activities in-between. The type of activity that learners will be engaged with is 'functional writing'. Learners will be assessed based on the skill of 'designing an advertisement'.

Learning Outcome 4 (about writing) will be assessed. Learners will again be able to write different kinds of factual and imaginative texts for wide range of purposes.

COMMUNICATIVE LEARNING PROGRAMME 4

Task: Writing.

Type of activity: Functional Writing.

Duration: Five weeks.

Form of assessment: Designing an advertisement.

Learning Outcome 4: Writing - To write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment standard and content: To design the content of media texts of, for example, a simple advertisement in Grade 7; a simple pamphlet in Grade 8; and a simple personal advertisement in Grade 9.

Expanded opportunity and content: To write and to respond to an advertisement using the content of, for example, a simple brochure in Grade 7; a simple news report in Grade 8; and a design of a magazine cover in Grade 9.

Integration: Economic and Management Sciences *(i.e. Learning Outcome 4: Entrepreneurial Knowledge and Skills).*

Resources: Paper, Pen and Coloured pencils.

Step 1:

-Follow steps 1 to 4 as in the Communicative Learning Programme 3.

Step 2:

-Review the learners' previous activities on functional writing activities and rate their level of understanding (remember, learners should be allowed to make as many attempts as time allows).

Step 3:

-Select three learners at a time from the same category of ratings *(i.e. low, medium or high achievers)*, from different groups.

Step 4:

-Provide the selected learners with a common activity on designing advertisements. Pose a series of questions, regarding the chosen text on advertisements, to the three selected learners in each group.

Step 5:

-Finally, the group who designed the best, most relevant advertisement(s) earns the credit(s) available for this task.

Learning Outcome 3: Reading and Viewing, can be integrated in this task. With this integration, learners will be able to critically read, view and respond to their information on functional writing with enjoyment. In Learning Outcome 3, proof-reading becomes a skill that learners will aim to obtain.

The level of the assessment standards will show progression from Grade 7 to Grade 9 *(e.g. a simple advertisement in Grade 7; a simple phamphlet in Grade 8; and a simple personal advertisement in Grade 9).*

The following assessment standards are for expanded opportunities. These standards focus on the use of EFAL Learning Outcome 4. They assess the written responses of the contents of the advertisements using *(e.g. a simple brochure in Grade 7; a simple news report in Grade 8; and a design of a magazine cover in Grade 9).*

Learning Outcome 4 of EFAL integrates with Learning Outcome 4 of Economic and Management Sciences, which deals with Entrepreneurial Knowledge and Skills. In this outcome, learners are able to market themselves demonstrating entrepreneurial knowledge, skills and attitudes.

Learners can use ' paper, pen and coloured pencils' as resources.

7.7 COMMUNICATIVE LEARNING PROGRAMME 5

Group investigation (GI) is perhaps the most complex of the co-operative learning approaches and the most difficult to implement. Unlike STAD, where the educator does all the planning, with GI the learners are involved in planning both the topics they will study and the ways to proceed with their investigations. This requires learners to have very good communication and group processing skills.

The basic idea with this approach is that the educator tells the learners what outcomes they are to achieve and outlines the general area they will study. The learners then select topics for study, pursue in-depth investigations of chosen sub-topics *(e.g. to present a formal report of an accident),* and then prepare and present a formal report to the whole class. The following six steps of GI approach should be employed:

- Step 1: Topic selection
  Learners choose specific sub-topics within a general problem area, usually selected by the educator. The educator then organises the learners into small two- to six-member task oriented groups. Group members should be academically and ethnically mixed (if possible). Learners can be asked to decide on the group composition, but normally learners tend to choose their friends or the brightest learners to form a group. To ensure that groups are academically and ethnically balanced, this composition should rather be executed by the educator.

- Step 2: Co-operative planning

Each group, with the assistance of the educator, plan specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in Step 1.

- Step 3: Implementation

    Learners carry out the plan formulated in Step 2. Learning should involve a wide variety of activities and skills, and should lead learners to different kinds of sources of information, both inside and outside the school. The educator closely follows the progress of each group and offers assistance when needed. The educator can state beforehand that all groups should report with their progress on a weekly basis (thus ensuring that groups do move forward with their activity).

- Step 4: Analysis and synthesis

    Learners analyse and evaluate information obtained during Step 3 and plan how it can be summarised in an interesting fashion for display or presentation to the class.

- Step 5: Presentation of final product

    Time should be set aside for all the groups to present their topic studied. Learners thus get involved in one another's work and gain a broader perspective on the topic. Group presentations should be co-ordinated by the educator.

-       Step 6: Evaluation

        All groups, as well as the educator, should evaluate the presentations of each group. The educator can decide on the weightings of the marks of the groups in relation to the mark allocated by the educator (see Learning Programme 5).

' Communicative Learning Programme 5' follows the GI approach, and bases its task on ' investigation' . The type of the activity that learners will be engaged in is ' writing a report' . Learners will be assessed in a six weeks period based on the skill of ' investigation' . The envisaged outcome to be achieved will be Learning Outcome 5 *(i.e. Thinking and Reasoning).* In this activity, learners will use language to think and reason, as well as to access, process and use information for learning.

Learners' work will also link with Learning Outcome 6: Language structure and use. In this outcome, the learners will know and be able to use the sounds, words and grammar of the language to create and interpret their reports.

The assessment standards would vary by assessing learners differently collecting and recording information in the content of: *(e.g. doing simple research using graphs and tables in Grade 7; reading information from one text on a certain topic in Grade 8; and reading information from several texts on the same topic in Grade 9).*

The Expanded opportunities will also be assessed based on the collection and recording of information for Learning Outcome 5 in various contents: *(i.e. doing simple research and writing a report using graphs, tables, diagrams and statistics in Grade 7; reading and synthesising information from two texts on a certain topic in Grade 8; and reading and synthesising information from several texts on the same topic in Grade 9).*

COMMUNICATIVE LEARNING PROGRAMME 5

Task: Investigation.

Type of activity: Writing a report.

Duration: Six weeks.

Form of assessment: Investigation.

Type of assessment: Educator/Peer assessment.

Learning Outcome 5: Thinking and Reasoning - To use language to think and reason, as well as to access, process and use information for learning.

Assessment standard and content: The learner collects and records information in the context of, for example, doing simple research using graphs and tables in Grade 7; reading information from one text on a certain topic in Grade 8; and reading information from several texts on the same topic in Grade 9.

Expanded opportunity and content: The learner collects and records information in the context of , for example, doing simple research and writing a report using graphs, tables, diagrams and statistics in Grade 7; reading and synthesizing information from two texts on a certain

topic in Grade 8; and reading and synthesizing information from several texts on the same topic in Grade 9).

Integration: Natural Science *(i.e. Learning Outcome 2: Constructing Science Knowledge),* Technology *(i.e. Learning Outcome 1: Technological Processes and Skills),* Social Sciences *(i.e. Learning Outcome 1 of Geography)*; and Mathematics *(i.e. Learning Outcome 1: Numbers Operations and Relationships).*

Resources: Paper and Pen.

Step 1: Topic selection
-Let the learners choose specific subtopics within a general problem area *(e.g. crime, adolescent-pregnancy, drugs, accident, etc.),* selected by the educator. Learners then organise, group and select ideas that relate to the topic through their small two- to six-member task-oriented groups. Group composition is academically and ethnically mixed. Educators with large classes should preferably have groups of 6 learners each (as too many very small groups will use a lot of time during the presentation stage).

Step 2: Co-operative planning
-Learners in each group, under the guidance of the educator, plan

specific learning procedures *(i.e. plan rough drafts)*, tasks and goals

consistent with the subtopics of the problem selected in Step 1.

Step 3: Implementation

-Learners carry out the plan formulated in Step 2 (do the research necessary and write final drafts around the chosen investigation).

Step 4: Analysis and synthesis

-In groups, learners analyse and evaluate information obtained during Step 3 and plan how it can be summarised in an interesting fashion for display or presentation to the class.

Step 5: Presentation of final product

-All the groups should be allowed the opportunity to present their topics studied. This presentation should be time bound *(e.g. say 10 minutes per group).* It is possible that more than one period will be used for the presentations. For fairness, ensure that the presentations of all groups are handed in during the first presentation period (this will curb the potential improvement of presentations of groups who will only present in a later period).

-Groups should make notes during the presentations as some questions for clarification on the presentations may also be allowed by the educator.

-Group presentations are co-ordinated by the educator.

Step 6: Evaluation

All groups, as well as the educator, should evaluate the presentations of each other group. The educator can decide on the weightings of the marks of the groups in relation to the mark allocated by the educator *(e.g. say six groups with a % mark, each adds up to 60% of the total mark of 10% per group; and the final 40% is the weight of the mark of the educator. The 60% of different groups added with 40% by the educator, all equal to 100%).* The educator should play around with the manner in which marks should be allocated – the important aspect is that learners' marks for their peers should be brought into consideration, as this will make all learners feel part of the activity from beginning to end.

Various integration possibilities exist with Learning Outcome 5 of EFAL. This integration is possible with Learning Outcome 2 of Natural Sciences: Constructing Science Knowledge, with Learning Outcome 1 of Technology: Technological Processes and Skills, with Learning Outcome 1 of Geography (as part of the Social Sciences): Geographical Enquiry, as well as with Learning Outcome 1 of Mathematics: Numbers, Operations and Relationships.

In these outcomes, learners are able to deduce and/or prove facts by means of interpreting and applying scientific, technological and environmental knowledge; and apply technological processes and skills ethnically and responsibly using appropriate information and communication technologies; use enquiry skills to investigate geographical and environmental concepts and processes; and recognise, describe and represent numbers and their relationships and can count, estimate, calculate and check with competence and confidence in solving problems. Learners can use 'paper and pen' as resources.

7.8 COMMUNICATIVE LEARNING PROGRAMME 6

The Jigsaw is another approach that can be linked to the communicative learning programmes. There are two versions of Jigsaw, called Jigsaw I and Jigsaw II. Both are made up of eight steps, with all the steps the same in both the versions, with the exception of the third step. In Step 3 of Jigsaw I, each learner in each group reads only his/her specialist section after having being assigned a section to prepare. But in Step 3 of Jigsaw II, learners read all the resource materials they are to learn in their group. The steps are now discussed:

Step 1: Focus on the outcomes
Decide which outcome(s) you want the learners to achieve. Assess the outcome(s) using either Jigsaw I or Jigsaw II.

Step 2: Organise the resource materials

Decide which resource materials you want learners to use when doing this activity. Make sure that the topics of these resources deal with a variety of issues. Number the issues that are dealt with in these resources according to the number of the learners in each group. Make one copy that is common, featuring the same numbering and the same issues for each group.

Step 3: Put the learners in groups

In Jigsaw I, allocate learners to groups according to the number of the sections in the resource materials. That is, if there are four sections in the resource materials then put four learners in a group. This group is now termed a 'home group'. However, in Jigsaw II, just allocate learners to groups according to the number of the resource materials. That is, if there are four resource materials then put four learners in a group. This group is also termed a 'home group'.

Step 4: Explain the procedures

Number the learners in each group numerically or alphabetically and explain to them how the rest of the lesson will be organised.

Step 5: Move learners into 'expert groups'

Ask the learners to move into new groups that are numbered to correspond with theirs numbers or alphabets *(e.g. all the number 1 learners will move, to form an 'expert group' called group 1, and to deal with the section of the resource materials they were allocated in their 'home groups'. The same procedure applies with the other groups).*

Step 6: Have learners learn their specialist sections

Within the expert groups, learners help one another.

Step 7: Have experts teach in their home teams

Learners return to their ' home groups' to teach the other learners, what they have learned from the sections of the resource materials. This will be the only moment where other learners in the ' home group' can learn from theirs peers. The lesson should stretch until all the learners in each ' home group' have had the opportunity to teach members of the same group.

Step 8: Assess learning

Assess each learner individually by given opportunity to talk or read about what was learned.

' Communicative Learning Programme 6' follows the Jigsaw I or Jigsaw II approach to group work, and bases its task on ' spoken text' . The type of the activity that learners will be engaged in is ' oral reading' . Learners will be assessed for a period of four to five weeks, on the skill of ' spoken text' . In Learning Outcome 6: Language Structure and Use, the learners are able to use sounds, words and grammar of EFAL to create and interpret texts. This activity is linked to Learning Outcome 2, where learners are able to communicate confidently and effectively in spoken language in a wide range of situations. Learning Outcome 2 would then help during the assessment of reading. In Learning Outcome 3, learners will be able to read and view information with enjoyment.

Learning Outcome 3 would also then be of help when assessing reading and respond critically to the aesthetic, cultural and emotional values in texts.

COMMUNICATIVE LEARNING PROGRAMME 6

Task: Spoken Text.

Type of activity: Oral reading.

Duration: Four to Five weeks.

Form of assessment: Spoken Text.

Learning Outcome 6: Language Structure and use - To use the sounds, words and grammar of EFAL creating and interpreting texts.

Assessment standard and content: The learner demonstrates an understanding of the content of words at least: *(e.g. 4000 common spoken words in context in Grade 7; 5000 common spoken words in context in Grade 8; and 6000 common spoken words in context in Grade 9).*

Expanded opportunity and content: The learner demonstrates an understanding of the content of words at least: *(i.e. 6500 common spoken words in context in Grade 7; 7500 common spoken words in context in Grade 8; and 8000 common spoken words in context in Grade 9).*

Integration: Arts and Culture *(i.e. Learning Outcome 1: Creating, Interpreting and Presenting).*

Resources: Reading material from any media, paper and pen.

Step 1: Select the learning outcomes

Decide which learning outcome you want learners to achieve among the six EFAL learning outcomes. The Learning Ouctomes link, but preferably use Learning Outcomes 2 and 3. They are particularly concerned with reading and speaking respectively.

Step 2: Organise the resource materials

Bring to class and/or request the learners to bring the resource materials you want them to refer to. Number the sections of these resources, you want learners to use. Make one copy for each group.

Step 3: Divide the learners into groups

In Jigsaw I, allocate learners to groups according to the number of the sections in the resource materials *(i.e. if there are four sections in the resource materials then put four learners in a group. These groups are termed ' home groups').* However, in Jigsaw II, just allocate learners to groups according to the number of the resource materials *(i.e. if there are four resource materials then put four learners in a group. These groups are also termed ' home*

groups').

Step 4: Explain the procedures

Number the learners in each group numerically or alphabetically and explain to them how the rest of the lesson will be organised.

Step 5: Move learners into 'expert groups'

Ask the learners to move into new groups that are numbered to correspond with their numbers or alphabets *(e.g. all the number 1 learners will move, and to form an ' expert group' called group 1, and to deal with the section of the resource materials they were allocated in their ' home groups' . The same procedure applies to other groups as well).*

Step 6: Have learners learn their specialist sections

Within the expert groups, the learners help one another. In these ' expert groups' , learners will talk about, read and write what they learn from each other as they interact. In this way, reading becomes rehearsed.

Step 7: Have experts teach in their home teams

Learners return to their ' home groups' to teach the other learners, what they have learned from the sections of the resource

materials.

This will be the only moment where other learners in the ' home group' can learn from their peers. The lesson should last until all the learners in each ' home group' have had the opportunity to teach

members of the same group.

Step 8: Assess learning

Reading is assessed as each learner will be given opportunity to read about what was learned. Reading can also be assessed by posing questions/making statements with reference to the assigned section in the resource materials and making learners to elaborate more on certain issues of these questions/statements.

The assessment standards would vary by assessing the contents of learners differently *(i.e. the learners would demonstrate an understanding of the content of at least: 4000 common spoken words in context in Grade 7; 5000 common spoken words in context in Grade 8; and 6000 common spoken words in context in Grade 9).*

The expanded opportunities will also be assessed for Learning Outcome 6 by demonstrating an understanding of the content of at least: *(i.e. 6500*

common spoken words in context in Grade 7; 7500 common spoken words in context in Grade 8; and 8000 common spoken words in context in Grade 9).

Learning Outcome 6 of EFAL links with Learning Outcome 1 of Arts and Culture: Creating, Interpreting and Presenting. In this outcome, learners become creative interpreters and presentors of work.

Learners can use any reading media, paper and a pen as resources.

7.9   CONCLUSION

The learning programmes presented in this chapter aim to assist EFAL educators to plan and execute some of the main areas of the text stipulated in the RNCS for EFAL. A learner-centred approach should be the focus for educators, where it is essential for EFAL educators to analyse their old ways of thinking and embark upon new ideas and be willing to make continuous changes with regard to their teaching. EFAL educators have the opportunity with these learning programmes, to design and redesign lessons in their classroom. As was mentioned before, these learning programmes are not grade bound, but can be adapted to suit the EFAL context in any grade in the Senior phase.

New ideas can be brought into lessons through the use of the recommended six ' Communicative Learning Programmes' discussed in this chapter. There is no one answer to an ideal learning environment. The success of any learning programme or approach depends on whether the learning outcomes have been achieved. The aim of the learning programmes presented in this

chapter is to allow learners, with the assistance of the educator, to reach these outcomes. These communicative learning programmes are open-ended and creative, and therefore allow any EFAL educator to use and adapt them to suit the context of the specific learning environment.

These ' Communicative Learning Programmes' aim to achieve the six Learning Outcomes of Languages and also aim to provide integration with the other seven learning areas in the Senior phase. These EFAL outcomes are directed at the four main tasks as used in the ' Communicative Learning Programmes 1, 2, 3, 4, 5 and 6' ; namely Contexualisation of Literature, Contexualisation of Literature, Response to Text, Writing and Spoken Text in the EFAL Senior phase classroom. These are guidelines to be used by the EFAL Senior phase educators as they aim to encompass the communicative programmes for a three-year-phase, and can be used contextually per grade.

It is through co-operative learning that communicative learning becomes more successful in the EFAL classroom. Some approaches to co-operative learning have been included in the learning programmes, as interaction with peers when learning a language is very important. These communicative learning programmes show how co-operative learning strategies can be incorporated into the learning process, and therefore, educators are urged to create opportunities where learners can work together and learn from each other.

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APPENDIX A

LEARNING PROGRAMMES OF THE ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE EDUCATORS IN THE FREE STATE PROVINCE

The following transcripts *(i.e. Educator 1, Educator 2, and Educator 3)* represent a few of the learning programmes designed by the English First Additional Language (EFAL) Senior phase educators in Free State province.

- The transcript of Educator 1 is a framework of a learning programme for a specific grade;

- The transcript of Educator 2 is a design of a work schedule for a specific grade; and

- The transcript of Educator 3 is a design of a lesson plan for a specific class.

The transcripts follow on the next pages.

APPENDIX B

PROJECTS OF THE ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE LEARNERS IN THE FREE STATE PROVINCE

The following transcripts *(i.e. Learner 1, Learner 2, and Learner 3)* represent a few of the projects done by the English First Additional Language (EFAL) Senior phase learners in Free State province.

-       The transcripts of Learner 1 and Learner 2, each show two activities *(i.e. essay and language exercises).* One of the activities was assessed by different people (i.e. language exercises only);

-       The transcript of Learner 3 shows two different activities *(i.e. dialogue and poster).*

The transcripts follow on the next pages.