

NASCA

ENGLISH FIRST ADDITIONAL LANGUAGE Curriculum Statement



higher education
& training

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1. Introduction

Students following this curriculum require language for access to and engagement in further education, workplace interactions, and for social, economic and political participation. Language is a crucial communication and thinking resource in many areas of life. We use language to express and develop our identity and creativity. We use language in relation to learning, both to learn languages themselves and for access to learning in other subjects. Language is a vital skill for working life, both in seeking and in executing work activities. We also use language for participating in social, economic and political life, and for accessing and responding to media, as consumers and citizens. Language allows us to enjoy and participate in the creative works of culture, whether these are in oral, written or audio-visual form. Language also plays a vital function in promoting awareness of diversity, inclusivity, social and environmental justice, and human rights. English as a language of learning and teaching (LOLT) adds another dimension to the learning of language since it provides an additional context for language in use.

The intention of this curriculum is to develop in a holistic and integrated way the interrelated skills of listening and speaking, reading and viewing, writing and presenting, critical and creative thinking and analysis, and understanding and using language structures and conventions, in contextually appropriate ways.

2. Rationale for the Structure of the EFAL Curriculum

The curriculum adopts a thematic context structure within a standards-based curriculum in which language skills, structures and conventions are developed in relation to broad themes that are relevant to students. The rationale for a thematic approach is that it provides coherence in terms of the clustering of the learning outcomes and ensures relevance to adult learning situations. It also provides a holistic integration of the language skills. The themes are based on the overall purpose of the NASCA qualification, which is to promote the holistic development of students. In particular, the four themes comprise language and personal development, language and working life, language and the world around us, and language and literature.

3. Aims

The aims of this curriculum are to enable students to:

- 3.1 Develop their language and its usage in a variety of contexts;
- 3.2 Communicate effectively and interpret information appropriately;
- 3.3 Use language as a means of critical and creative thinking;
- 3.4 Develop positive attitudes towards, and critical awareness of, language as the basis for lifelong learning;

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- 3.5 Express personal opinions on values and understand power relations vested in communication;
- 3.6 Engage critically and imaginatively with literary forms of language;
- 3.7 Generate the knowledge, skills and values of academic literacy to access higher education.

4. Exit-Level Outcomes ¹

- 4.1 Listen and speak for a variety of purposes, audience and contexts;
- 4.2 Read and view texts for understanding and to critically evaluate and respond to a wide range of literary and non-literary texts;
- 4.3 Write and present for a wide range of purposes and audiences using conventions and formats appropriate for diverse contexts; and
- 4.4 Use language structures and conventions effectively.

5. Weighting of Levels of Cognitive Demand

Cognitive Level	Example	Weighting
Literal (Level 1)	Questions that deal with information explicitly stated in the text.	20%
Re-organisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text.	30%
Inference (Level 3)	Questions that require students to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions.	30%
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.	20%
Appreciation (Level 5)	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).	

¹ These outcomes are provided by the qualification registered on the SAQA National Qualifications Framework.

6. Structure of Assessment

External Examination

Paper 1: Reading and Literature

- Duration: 3 hours
- Marks: 100

Paper 2: Writing and Language in Context

- Duration: 3 hours
- Marks: 100

Description	Marks	Weighting
<p>Paper 1: Reading and Literature</p> <p>A. Reading Comprehension</p> <p>Candidates respond to questions based on a written text of approximately 500 words. (35)</p> <p>Candidates construct a summary of 80-100 words of the text. (15)</p> <p>B. Literature</p> <p>Candidates respond to two questions (a choice of two contextual questions based on an extract from prescribed literary texts (one poem / one short story extract) (20) and an essay of 500-600 words from a choice of two questions (prose: short story and novel). (30)</p>	50	25%
<p>Paper 2: Language in Context and Writing</p> <p>A. Language in Context</p> <p>Candidates demonstrate knowledge and use of the language conventions and structures of a short text (e.g. job or product advertisement; short news article).</p> <p>B. Writing</p> <p>- Transactional text (formal / friendly letter)</p> <p>Candidates write a letter of 300 words</p> <p>- Essay</p> <p>Candidates write an essay of 500-600 words from a choice of topics.</p>	40	20%
	20	10%
	40	20%

7. Themes, Learning Outcomes and Assessment Criteria

A. Language and Personal Development

Overview

This theme gives students the opportunity to use language for personal development. It allows them to express and explore their own identities and opinions, and to respond to the opinions of others. They will read and write personal narratives of various kinds, including a friendly letter and life narrative. They will identify, adopt and express points of view in speaking/listening and reading/writing.

Genres relevant to this theme: diary; informal letter; SMS; life narrative; newspaper/magazine article; speech.

Learning Outcomes (LO) and Assessment Criteria (AC) Covered in the Theme:

LO 1.1 Summarise main ideas from an oral presentation:

AC1: The summary is accurate in terms of what has been said;

AC2: The summary is of an appropriate length in relation to the original audio piece;

AC3: The summary conveys the main points of the audio piece.

LO 1.2 Present a short prepared speech:

AC1: The presentation is interesting and relevant;

AC2: The presentation is logically structured;

AC3: The presentation is easy to follow and clear;

AC4: The presentation is enthusiastic and spoken with confidence.

LO 1.3 Read and respond to a variety of personal development texts:

AC1: The response shows a clear understanding of the conventions and key characteristics of the text type;

AC2: The response shows an understanding of the key information provided.

LO 1.4 Plan, write and edit a life narrative:

AC1: The conventions of personal writing are used in a narrative;

AC2: The narrative is written with sensitivity and personal insight;

AC3: There is evidence of planning in the narrative;

AC5: The narrative is self-edited for grammatical and other errors;

AC6: The narrative shows awareness of a coherent structure.

LO 1.5 Plan, write and edit a friendly letter:

AC1: The letter is correctly formatted;

AC2: The letter demonstrates the use of appropriate tone and register;

AC3: There is evidence of planning in the letter;

AC5: The letter is self-edited for grammatical and other errors.

LO 1.6 Understand and use language structures appropriately and accurately:

AC1: The following language structures are used appropriately and accurately: Personal pronouns; adjectives; tense (past, present and future simple verb forms); relevant parts of speech; statements; direct and indirect speech; Subject-verb concord; conjunctions and disjunctions;

AC2: The following text units are formulated accurately and used appropriately: statements; paragraphs.

Note: Genre and Language Structures in Theme One

Life narratives can be used to teach personal pronouns, especially first person singular and plural (I/We) in autobiographical writing and third person (He, She / They) in biographical writing. They often illustrate the use of past tense, and this can be compared with present and future forms. They can also be used to draw attention to the use of adjectives (describing people and places) and adverbs (describing actions). The reading and writing of life narratives can be used to draw attention to constructing sentences, especially statements, and paragraphs.

LO 1.7 Use a variety of strategies to determine the meanings of words, phrases and sentences in the context of a passage:

AC1: Give meanings of individual words in context;

AC 2: Use a wide range of words in various contexts;

AC3: Use prefixes and suffixes to determine the meanings of words.

LO 1.8 Explain the meaning of words, phrases and sentences used in context:

AC1: Explain the correct meaning of a word in a phrase or sentence;

AC2: Explain the simple and underlying meaning of words in phrases or sentences;

AC3: Explain whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all).

LO 1.9 Use the dictionary and thesaurus to increase vocabulary:

AC1: Use a monolingual and bilingual dictionary to check the meaning of words;

AC2: Use a dictionary or thesaurus to spell words;

AC3: Use a dictionary or thesaurus to identify the part of speech a word is and how to use it in a sentence;

AC4: Keep a personal dictionary or vocabulary book to expand vocabulary.

LO1.10 Increase vocabulary and improve writing skill by reading and by writing using interesting, thought-provoking vocabulary.

AC1: Use word synonyms and antonyms to improve writing expression;

AC2: Identify and use new vocabulary from Literature.

Assessment Tasks:

1. Select a radio/television news bulletin, identify and write 5 main points;
2. Write an informal letter of 200-250 words;
3. Write a life narrative of 450-500 words;
4. Read intensively and comprehend a newspaper/magazine article;

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5. Self-assessment: edit life narrative to check paragraphing (one main idea per paragraph); proof-read to check spelling and punctuation;
6. Peer assessment: Students provide feedback to prepared speeches using criteria: interest, relevance and clarity.

Example of Topics and Skills:

	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Suggested Topics	Personal, family and community histories. Role models from across the curriculum spectrum (scientist, statesman, doctor, writer, community leader, etc) Community news and issues.			Personal pronouns; adjectives; tense (past, present and future simple verb forms); relevant parts of speech; sentence structure: statements; simple and compound sentences; direct and indirect speech; subject-verb concord; conjunctions and disjunctions; paragraphing; language from different subject domains (history, science, etc); synonyms and antonyms; and prefixes and suffixes.
Skills	Express personal opinions; listen to and summarise a range of opinions on a topic; prepare a short speech.	Preview text elements to predict purpose and meaning; skim and scan texts or parts of texts for information; identify 'voice' / point of view in narrative writing; read and respond critically to a magazine article; present and substantiate one's own opinion about the article.	Write a short description of personal appearance and character; write a friendly letter; narrate experiences or events in writing; edit and proof-read one's own writing.	

B. Language and Working Life Overview

This theme gives students the opportunity to use strategies to exchange information, ideas and opinions for work-related purposes. It allows them to master text conventions and adopt appropriate degrees of formality in job interviews, verbal reports, and applications for employment, formal letters and curriculum vitae. They will demonstrate an understanding of critical language usage and express their point of view using the appropriate tone and register.

They will understand the role of power in language and how meaning may be manipulated or distorted by the deliberate inclusion or exclusion of information.

Genres relevant to this theme: CV; covering letters; forms; meetings; agendas; minutes; informational texts; instructions; emails; tables; charts; health and safety signs; reports; job advertisement; job interviews.

Learning Outcomes and Assessment Criteria Covered in the Theme:

LO 2.1 Listen to and give instructions in a variety of work contexts:

AC1: Instructions are followed appropriately;

AC2: Clear and accurate instructions are given;

AC3: Instructions given are appropriate to the context and the audience.

LO 2.2 Plan, prepare, participate in and reflect on a job interview:

AC1: Appropriate questions are developed for the interview;

AC2: The conduct of a simulated job interview shows an understanding of the conventions of job interviews;

AC3: Interviewing techniques such as probing, focusing and clarifying are used appropriately;

AC4: Participants ask and answer questions clearly and succinctly;

AC5: Participants identify and reflect on strengths and weaknesses of the interview;

AC6: Participants show an awareness of voice and body language in interviews.

LO 2.3 Read and analyse a job advertisement:

AC1: The typical layout features of a job advertisement are identified and explained;

AC2: The kinds of information to be found in a job advertisement are identified and explained.

LO 2.4 Read and interpret visual forms of information:

AC1: The conventions of visual forms of information (e.g. colour coding, shape, size; use of symbols and icons) are identified and understood;

AC2: Visual messages are correctly interpreted in relation to context.

LO 2.5 Write a covering letter and CV in response to a job advertisement:

AC1: The letter/CV is correctly formatted;

AC2: The letter/CV demonstrates the use of appropriate tone and register;

AC3: There is evidence of planning in the letter/CV;

AC5: The letter/CV is self-edited for grammatical and other errors.

LO 2.6 Plan and prepare a notice and agenda for a meeting:

AC1: Notice/agenda includes relevant information;

AC2: Notice/agenda uses appropriate format;

AC3: Notice/agenda uses an appropriately formal style, tone and register;

AC4: Notice/agenda is grammatically correct.

LO 2.7 Take minutes of a meeting:

AC1: Minutes of a meeting are a true reflection of the meeting;

AC2: Minutes of a meeting use an appropriate format;

AC3: Minutes of a meeting use an appropriately formal style, tone and register;

AC4: Minutes of a meeting are grammatically correct;

AC5: Minute-taker identifies a difficult issue in the meeting and how to capture it.

LO 2.8 Research a career using a variety of sources:

AC 1: Appropriate sources of information are identified and accessed;

AC 2: Information is summarised in note form.

LO 2.9 Write an essay evaluating a chosen career:

AC 1: Essay shows evidence of planning;

AC 1: Information from a variety of sources is compared and synthesized;

AC 3: Appropriateness of career is evaluated in relation to own profile;

AC 4: Essay is self-edited for grammatical and other errors.

LO 2.10 Understand and use language conventions appropriately and accurately:

AC1: The following language structures are used appropriately and accurately: punctuation; proper nouns; logical connectors; complex sentences; imperative and interrogative mood; modalities of formal language;

AC2: The following text units are formulated accurately and used appropriately: instructions; questions; statements; headings and sub-headings; numbering.

Note: Genre and Language Structures in Theme Two

Workplace documents such as job descriptions and health & safety texts can be used to teach imperative mood and instructions as well as modality (should, must, may, etc). They are also useful for teaching conventions of headings and numbering, abbreviations and acronyms and workplace-specific vocabulary, as well as the relation between visual and written forms (diagrams, graphs, signs). The job interview genre provides an opportunity to explore the forms of question and statement, as well as a range of tenses and terms of address.

LO 2.11 Use a variety of strategies to determine the meanings of words, phrases and sentences in the context of a passage:

AC1: Give meanings of individual words in context, including acronyms; abbreviations; terms of address; workplace vocabulary; e.g. career, recruitment, application, selection, referees, curriculum vitae, etc;

AC 2: Use a wide range of words in various contexts;

AC3: Use prefixes and suffixes to determine meanings of words.

LO 2.12 Explain the meaning of words, phrases and sentences used in context:

AC1: Explain the correct meaning of a word in a phrase or sentence;

AC2: Explain the simple and underlying meaning of words in phrases or sentences;

AC3: Explain whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all).

LO 2.13 Use the dictionary and thesaurus to increase vocabulary:

AC1: Uses a monolingual and bilingual dictionary to check the meaning of words;

AC2: Use a dictionary or thesaurus to spell words;

AC3: Use a dictionary or thesaurus to identify the part of speech a word is and how to use it in a sentence;

AC4: Keep a personal dictionary or vocabulary book to expand vocabulary.

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LO 2.14 Increase vocabulary and improve writing skill by reading and by writing using interesting, thought-provoking vocabulary:

AC1: Use word synonyms and antonyms to improve writing expression;

AC2: Identify and use new vocabulary from Literature.

Assessment Tasks:

1. Analyse the requirements of a job advertisement;
2. Write a covering letter of 250-300 words for a job application;
3. Write a notice and agenda for a meeting;
4. Write an essay of 550-600 words evaluating a chosen career;
5. Self-assessment: edit a job application letter, check structure and the accuracy of detail;
6. Provide an oral assessment of one's own learning in researching a chosen career;
7. Peer assessment: proof-read a job application letter, check spelling and punctuation.

Example of Topics and Skills

	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Suggested Topics	Choosing a career Finding employment Working life and livelihoods Meeting procedures Health and safety in the workplace			Tone; register; critical language awareness; power and language; questions; statements; explanations; logical connectors (e.g. because, therefore); power relations in formal writing; (greetings, modality: deference, politeness); instructions: tone and register; imperative mood; acronyms; abbreviations; jargon.
Skills	Give and receive instructions; engage in dialogues; engage in interviews; participate in a meeting.	Comprehend and interpret notices; follow instructions in a technical manual; read and compare various job adverts; research career paths using a variety of sources.	Write an essay of evaluation; write a formal email; write a meeting notice; write a meeting agenda; record minutes of a meeting; prepare a cv; write a covering letter; complete forms; use an appropriate referencing technique to reference sources; create 5 possible questions to ask at a job interview.	

C. Language and the World Around You

Overview:

In this theme students engage with a variety of texts concerned with language as used in the world around them. The purpose of this theme is to develop the students' speaking, listening, reading and writing skills through an integration of language skills. Students will engage in authentic and purposeful listening, speaking, reading and writing activities that speak to the theme. The theme provides opportunities to critically engage students with texts around them such as news articles, advertisements and posters.

Genres relevant to this theme: discussions; debates; dialogues; radio/TV news and interviews; cartoon and caricatures; news articles; diagrams; advertisements; websites; mindmaps; essays of argument; posters.

Learning Outcomes and Assessment Criteria Covered in the Theme:

LO 3.1 Discuss and debate a current issue/topic:

AC 1: The discussion of a current topic of local or international interest shows understanding and insight;

AC 2: The discussion of a current topic shows logical thought processes;

AC 3: The discussion of a current topic uses information that is relevant and accurate.

LO 3.2 Listen to and summarise a range of opinions on a current topic:

AC 1: The summary includes the range of opinions expressed;

AC 3: The summary shows an understanding of the nuances that mark the different opinions;

AC 4: A summary shows an understanding of the difference between facts and opinions expressed.

LO 3.3 Plan, prepare, write and edit an argumentative piece of writing:

AC 1: Identify the purpose of the argumentative piece of writing and deciding which side of the argument to take;

AC 2: Plan and draft an argument;

AC 3: Compose an argument and use evidence and examples to support a view;

AC 4: Edit and write the final draft of the argumentative piece.

LO 3.4 Compare, Interpret and critique different written views on a topic:

AC 1: Different views are identified;

AC 2: Different views on a topic are compared;

AC 3: Different views on a topic are evaluated.

LO 3.5 Read and interpret statistical and visual forms of information:

AC 1: The conventions of statistical forms of information are identified and understood;

AC 2: The conventions of visual forms of information are identified and understood;

AC 3: Visual and statistical information on a topic is interpreted correctly.

LO 3.6 Plan, prepare, compose and edit a visual text:

AC1: The visual text demonstrates planning;

AC 2: The visual text shows an understanding of the appropriate conventions;

AC 3: The visual text communicates information effectively;

AC 3: The visual text is self-edited.

LO 3.7 Understand and use language conventions appropriately and accurately:

AC1: The following language structures are used appropriately and accurately: logical connectors; compound and complex sentences; adjectives; adverbs; figures of speech; degrees of comparison; active and passive voice;

AC 2: The following text units are formulated accurately and used appropriately: introduction and conclusion to an essay; paragraphing.

Notes: Genre and Language Structures in Theme Three

Genres of argument (opinion pieces, debates, discussions) are good for illustrating the use of logical connectors (therefore, because, as a result) as well as conjunctions (and, also, in addition) and disjunctions (but, however, on the one/other hand). Compound and complex sentences are often used in such genres, and their features can be exemplified and analysed. Posters and advertisements often use emotive language and images, which can be used to explore connotations and denotations. They can also illustrate the relation between visual and written forms. Advertisements can be analysed regarding use of active and passive voice, and the inclusion and omission of information through these choices.

LO 3.8 Use a variety of strategies to determine the meanings of words, phrases and sentences in the context of a passage:

AC 1: Give meanings of individual words in context, including emotive words and phrases, euphemisms, understatement and exaggeration; focus on connotations and denotations;

AC 2: Use a wide range of words in various contexts;

AC 3: Use prefixes and suffixes to determine the meanings of words.

LO 3.9 Explain the meaning of words, phrases and sentences used in context:

AC 1: Explain the correct meaning of a word in a phrase or sentence;

AC 2: Explain the simple and underlying meaning of words in phrases or sentences;

AC 3: Explain whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all).

LO 3.10 Use the dictionary and thesaurus to increase vocabulary:

AC 1: Use a monolingual and bilingual dictionary to check the meaning of words;

AC 2: Use a dictionary or thesaurus to spell words;

AC 3: Use a dictionary or thesaurus to identify the part of speech a word is and how to use it in a sentence;

AC 4: Keep a personal dictionary or vocabulary book to expand vocabulary.

LO 3.11 Increase vocabulary and improve writing skill by reading and by writing using interesting, thought-provoking vocabulary:

AC 1: Use synonyms and antonyms to improve writing expression;

AC 2: Identify and use new vocabulary from Literature.

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Assessment Tasks

1. Write an argumentative essay of 600-750 words;
2. Compose a poster/advertisement;
3. Summarise different views on a current topic;
4. Self-assessment: Edit own argumentative essay letter to check paragraphing, spelling and punctuation;
5. Peer assessment: Provide feedback on posters with regard to: attractiveness; clarity of message; the relation between words and pictures.

Example of Topics and Skills

	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Topics	Advertising Consumer rights and responsibilities Environmental issues Participating in society and community life			Compound and complex sentences; persuasive and emotive language; connotations and denotations; adjectives, adverbs, and figures of speech; degrees of comparison; active and passive voice; ambiguity; modality; logical connectors; euphemisms.
Skills	Discuss a current topic; make and review notes from listening; analyse critically what has been heard; listen to and summarise a range of opinions; comprehend and respond to a radio / TV advertisement.	Preview text, make predictions; skim and scan text; understand and respond to visual texts; access information from websites; summarise and synthesise information from a variety of sources on a single topic; critically engage with persuasive uses of language; recognise exaggeration and false claims.	Write an argumentative essay; substantiate claims with evidence; write and present examples of social media texts; compose a poster.	

D. Language and Literature

Overview

This theme gives students the opportunity to engage with a variety of literary texts, including poetry, novel and short story. They will read and respond to creative expressions, learn how to analyse and interpret literary texts, and relate them to the context of production and to their own contexts. It encourages an imaginative and critical engagement with language and literature.

Genres relevant to this theme: novel/autobiography; short story; poetry; dictionary; review.

Number of

texts: 6 short

stories 10

poems

1 novel or autobiography

Learning Outcomes and Assessment Criteria Covered in the Theme:

LO 4.1 Listen to and evaluate an oral performance of a poem:

AC 1: The evaluation of an oral performance shows an understanding of the form and content of the poem;

AC 2: The evaluation shows an understanding of the conventions of oral performance.

LO 4.2 Create and present a dialogue between characters in a text:

AC 1: The dialogue shows an understanding of characterisation;

AC 2: The dialogue shows an understanding of plot.

LO 4.3 Identify stylistic and literary devices and explain their effect on meaning in the text:

AC 1: Literary devices are correctly identified in context;

AC 2: An appreciation of the effects of literary devices is demonstrated;

AC 3: An understanding of the relation between literary devices and textual meanings is demonstrated.

LO 4.4 Critically analyse a literary text in a written format:

AC 1: An understanding of the meaning of literary elements including theme, plot, sub-plot, conflict, character and the role of the narrator (prose) and rhyme, rhythm, tone, theme, is demonstrated;

AC2: An ability to apply literary elements in an analysis of literary texts is demonstrated.

LO 4.5 Evaluate a review of a literary text:

AC 1: A review of the text is identified;

AC 2: The secondary source is correctly referenced;

AC 3: The review is assessed with substantiation.

LO 4.5 Summarise the plot of a literary text:

AC 1: The summary shows an ability to identify and sequence key events in a literary piece;

AC 2: The summary shows an ability to differentiate between primary (main plot) and secondary (sub-plot) episodes in a literary piece.

LO 4.6 Identify and understand language conventions in a literary text:

AC 1: The relation between point of view and use of personal pronouns is explained and exemplified;

AC 2: The language of imagery, including the language of sense perception (seeing, hearing, touching, tasting, smelling, feeling) is explained and exemplified;

AC 3: The language conventions of figures of speech are explained and exemplified.

LO 4.7 Use a variety of strategies to determine the meanings of words, phrases and sentences in the context of a passage:

AC 1: Give the meanings of individual words in context, including literal and figurative meaning;

AC 2: Use a wide range of words in various contexts;

AC 3: Use prefixes and suffixes to determine the meanings of words.

LO 4.8 Explain the meaning of words, phrases and sentences used in context:

AC 1: Explain the correct meaning of a word in a phrase or sentence;

AC 2: Explain the simple and underlying meaning of words in phrases or sentences;

AC 3: Explain whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all).

LO 4.9 Use the dictionary and thesaurus to increase vocabulary:

AC 1: Use a monolingual and bilingual dictionary to check the meaning of words;

AC 2: Use a dictionary or thesaurus to spell words;

AC 3: Use a dictionary or thesaurus to identify the part of speech a word is and how to use it in a sentence;

AC 4: Keep a personal dictionary or vocabulary book to expand vocabulary.

LO4.10 Increase vocabulary and improve writing skill by reading and by writing using interesting, thought-provoking vocabulary:

AC 1: Use synonyms and antonyms to improve writing expression;

AC 2: Identify and use new vocabulary from Literature.

Assessment Tasks:

1. Answer questions based on a poem or short story;
2. Write a critical essay of 600-750 words on an aspect of a novel/short story;
3. Give your opinion on a review of a literary text.

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Example of Topics and Skills				
	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Topics	Titles and themes from prescribed texts			Emotive words; stereotype; figures of speech (metaphor, simile, hyperbole, personification, synecdoche onomatopoeia, alliteration, assonance, oxymoron); literary techniques, terms and conventions (point of view, characterisation, theme, plot, conflict, climax, rhyme, rhythm, tone, mood, context, symbolism, imagery); homographs, homonyms, homophones.
Skills	Listen to and evaluate an oral performance of a poem; analyse character and plot; create and present a dialogue between fictional characters; express and substantiate an opinion about a literary work.	Comprehend and analyse theme, plot, sub-plot, conflict, character and the role of the narrator; critically read and/or view information on the historical and literary context of a literary text; identify stylistic and literary devices and explain their effect on meaning in the text; analyse dialogue and action, and the relation to character and theme.	Analyse a literary text in a written format; summarise the plot of a literary piece; analyse characterisation in a literary piece; identify the impact of point of view; imagery; figures of speech and symbolism in a range of literary genres; write/ present a creative response to a literary text; write a book review.	

8. Length of Texts

Length of Texts (to be produced by students)	
Task	Length
Paragraph <ul style="list-style-type: none"> • Words • Sentences 	Approx 100-150 words 5 sentences
Essay	600 words 10 – 12 paragraphs
Dialogue	1 page
Transactional text (Letter)	1 – 1 ½ pages
Minutes	1-2 pages
Summary	80-100 words for 500 word text
Length of Texts (for students to engage with)	
Task	Length
Longer listening comprehension text (e.g. news bulletin, speech)	250-300 words / up to 5 minutes
Shorter listening comprehension texts (e.g. information texts, instructions, directions, TV advert)	80-100 words / 1-2 minutes
Reading comprehension / intensive reading text	500-600 words

9. Recommended Study Hours

Theme	Contact Hours	Self-study	Total
a. Language and personal development	45	30	75
b. Language and working life	45	30	75
c. Language and the world around you	45	30	75
d. Language and literature ²	45	30	75
Total	180	120	300

²This theme should be taught throughout the year and not left to the end. This will encourage students to read and complement their work in other themes.

10. Language Teaching Approaches

The approach to teaching language in this curriculum is genre-based, communicative, integrated and process-oriented. The genre-based approach enables students to become confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. This approach involves critically interacting with texts and producing different kinds of texts for particular purposes and audiences. The communicative approach exposes the student to the target language and provides opportunities to practice language by communicating for authentic social and academic purposes. The process approach is used when students produce a range of texts and engage in different stages of the listening, speaking, reading and writing processes. Language teaching happens in an integrated way with the students linking, practising and applying the appropriate skills, language structures and conventions. (See Exemplars 1 and 2 in the Appendix for examples of how to enact these approaches).

The Genre-Based Approach

A genre is a particular kind of text written or presented with a specific purpose and audience in mind; it has a recognisable structure and language features. A genre may be oral, written or visual, or a combination of media. Examples of genres are the novel, short story, poem, obituary, sermon, film, and so on. The genre-based approach to language teaching focuses on the use of specific genres to model writing and presenting information. In the genre approach, knowledge is strongly related to the social purpose of texts and greater focus is on the viewpoint of the reader rather than the writer. Student writing is based on the genre offered by the lecturer. It is believed that learning takes place through imitation and exploration of different models. Accordingly, students should be exposed to many examples of the same genre to be able to develop their ability to write a particular genre. Through exposure to similar texts students can identify, analyse and understand the specific features of that genre. They can also activate memories of prior reading or writing experiences whenever they encounter the task of creating a new piece.

The Communicative Approach

A communicative approach, as the name indicates, focuses on using language for communication. It suggests that, when learning a language, a student should have a great deal of exposure to the target language and many opportunities to practise or produce the language. This applies both to speaking and listening, and to reading and writing. Authentic texts are the main source of content and context for the communicative approach. Lecturers create links between classroom activities and what happens outside the classroom, so that students can relate their learning to their lives. Methods within this

approach promote interaction among students and could include group work, pair work and role-play. Communicative language teaching does not focus on grammar in isolation but links language rules to authentic texts and contexts of communication.

The Integrated Approach

This is a teaching approach that is based on notion of whole language teaching. The skills of speaking and listening, reading and writing are seen not as completely separate but as interacting. For example, writing involves reading what you have read as you write, and so being both a reader and a writer. This includes teaching with a thematic approach in that the language skills are taught in an integrated form. Language skills are not taught in isolation from each other or in a linear manner. For example, in using a thematic approach, a lecturer uses one text to teach different aspects of language such as listening, speaking, reading, writing, vocabulary, grammar and other language structures and conventions. An integrated teaching strategy also utilises a text-based approach. It allows students to make connections across different areas within one subject and in relation to other subjects in the curriculum.

The Process Approach to Reading and Writing

The focus of this approach is on processes of language learning rather than only on what the student produces. Traditionally, the lecturer would mark and comment only on the final product of writing. In the process approach, the lecturer focuses on all the steps and stages, so that the final product turns out better and the student learns more about his or her own language learning. The process approach can be used when students read and produce oral and written texts. The students engage in different stages of the listening, speaking, reading, and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, during process writing, students are taught how to generate ideas, to think about the purpose and audience, to plan their text, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

The Process Approach to Teaching Reading in EFAL

Reading is considered one of the most important skills in language teaching. The process approach consists of using a variety of steps so as to cultivate better reading skills for students. The process approach to reading includes a range of skills, including: recognising the script of the language; making predictions about the text by looking at clues; using appropriate reading strategies such as skimming, scanning and intensive reading to fulfill different purposes; working out the meanings of unfamiliar words; understanding individual words and sentences as well as the text as a whole; interpreting the text by looking at its purpose, audience and context; identifying and summarising main points.

In the process approach to reading there are three phases of a reading lesson namely, pre-reading, while-reading and post-reading.

Stage 1: Pre-Reading

Pre-reading activities are also referred to as previewing and allow for predictions. Activities can include conducting brainstorming activities on the topic of the text. Pre-reading an article on non-smokers' rights, for example, could begin by showing the class a picture of an anti-smoking campaign and asking a series of questions to arouse thinking around the topic. With the picture one can gain the students' attention, interest and engagement. This can motivate students, put them in a receptive frame of mind and help them to make links to their prior knowledge. Students can also make predictions from an initial survey of key features of the text such as headings, pictures and the introduction.

Stage 2: While Reading

After the tune-in activity, students are given specific tasks, usually presented as tasks to fulfill when reading the text. For expository texts, questions are based on the text's main theme; with narratives, they include who, what and how questions. Thought-provoking questions keep up the students' interest and increase their involvement in the reading. During the while-reading stage, students can also check whether their predictions about text were correct. They can identify problems with difficult words and sentences, and begin to work out possible solutions. Unfamiliar vocabulary can create problems for poor readers. It is important not to over-rely on using a dictionary. It can be boring and lead to students' loss of confidence and interest. (See additional strategies in 'Teaching vocabulary' below).

Stage 3: Post-Reading

This stage is largely a consolidation stage to reflect upon what has been read. It also comprises teaching of comprehension stage. It is a stage to relate the text to the students' own knowledge/interests/views. At this stage, students are provided with a stimulus for other language activities such as writing and speaking. Teaching comprehension is a process that starts with establishing, maintaining and consolidating students' understanding of the text.

The Process Approach to Teaching Writing in EFAL

This means adopting a step-by-step approach to writing and focusing on the processes involved rather than only on the finished product. It is a formative approach to writing in that the lecturer can provide feedback at different stages, thus helping students to overcome their writing difficulties before they submit a final product. The approach includes analysing the topic, planning, drafting, editing, proof-reading and reviewing written work, and reflecting on feedback, rather than simply producing a once-off product.

Understanding the Topic: This stage involves analysing the writing task so that the student has a clear idea of exactly what to do. It can include an identification and explanation of task words (words that tell the student what to do, e.g. Discuss, Describe, Evaluate) and content words (words that tell the student what the topic is about, e.g. “a memorable event in your life”). Question words include a “hidden” task: they require that the one who answers does something, e.g. What? (identify, describe); Why? (explain, give reasons) How? (give methods or means) Where? (state location); When? (state time). Helping students to analyse and understand the writing task can help them to stay focused and keep on track. It also provides a bridge to planning.

Planning: This involves developing an outline. It can begin by drawing on key words from the writing topic or task. It could include brainstorming ideas for writing; selecting ideas; sequencing ideas in a plan; assigning ideas to paragraphs, e.g. Paragraph 1: Introduction. Developing and using a plan can help students to organise their thoughts and stay on the topic as they write.

Drafting: Here the student gets his or her ideas down on paper without worrying too much about correctness. It is guided by the plan.

Editing: The student checks through the script to assess and correct aspects such as spelling, punctuation and grammar, as well as the overall organisation and relevance to the topic.

Finalising: Here the student produces a final draft, taking into account their own editing and any other feedback that they have received. Proof-reading the final draft is an important aspect here.

Reviewing: The student receives and reflects on feedback to the final product. Questions of self-assessment are important here, such as: What did I do well? What did I not do well? How can I improve?

A variety of assessment strategies, including self-assessment, peer-assessment and lecturer assessment, can be built into the writing process. While the lecturer is typically responsible for the assessment of the final draft, peer assessment can be useful in earlier stages, and self-assessment is crucial at all stages. Making the criteria of assessment clear

to the students is vital so that they can use the criteria as they are developing the draft to assess themselves.

Teaching Vocabulary

The dictionary and thesaurus are obvious tools for developing vocabulary. Students should know how to use them and what kind of information they provide. However, a dictionary or thesaurus entry can be confusing if the student cannot see the connection to the meaning of the word in context, especially when a word has multiple meanings, and when the same word can be used as different parts of speech; for example, a verb (I love), a noun (my love) and an adjective (love potion). This is why it is crucial to develop students' strategies for working out the meaning of the word in context. This can be done by looking at the words and sentences preceding the word as well as those that follow, and making a guess about what the word might mean, and testing this in reading forward. Such strategies develop student's active reading skills and their ability to construct meaning from text. Contextual analysis does not always necessarily lead to exact meaning. Exactness is not critical, as normally a general idea about a new word is sufficient for the reader to understand the writer's overall message. Refinement of meaning can come later. If the word still does not make sense, a dictionary can be used to check the student's ascribed meaning.

Another strategy is for students to develop their own vocabulary list. This could be done at the back of an exercise book. The student writes down new words and their meanings, and then practices using the new words in their oral and written language. Words games such as guessing words from clues (for example, crossword puzzles, riddles), creating as many words as possible from a limited number of letters and creating words from a word stem (for example: love – lovely; loving; unloved; loveliness; beloved), can make vocabulary development fun. Role-plays in which students have to convey the same message in different situations (to the boss at work, to a friend at a party, to the children at home) can draw attention to formal and informal language, and to synonyms and antonyms.

Leaners' home languages can be used as resources for developing and understanding vocabulary. The class could discuss how they would translate a particular English word or phrase into their home languages, and whether this would maintain or change its meaning, and *vice versa*. For example, how do you translate "Ubuntu" into English? This can raise interesting discussions about how South African languages have borrowed words from each other and made them their own.

Teaching Literature

Literature provides a rich resource for bringing the world of the imagination into the language classroom. It has the potential to expand students' horizons and to challenge them to think about issues, perspectives, experiences and contexts that they may not have encountered before. It can provoke debate and discussion, as well as creative responses that draw on the students' own imaginations and develop their powers of expression. It can be used to show students that language does not only serve practical functions such as communication and consumption, but can also give pleasure, amusement and stimulation. Many students have never had a chance to enjoy reading, especially in the classroom, so lecturers of literature should pay attention to this aspect. Some ideas for doing so:

1. **Focus on the feelings and experiences expressed in the text:** As human beings we are interested in what other people feel and experience, and how their experiences compare with our own. By focusing on what characters feel and experience, we can create links with students' own lives and help them to respond meaningfully, drawing on their own life experiences.
2. **Teach strategies to deal with difficult words:** Students can be discouraged from reading literature by unfamiliar vocabulary. Help them to find ways of dealing with difficult words (see 'Teaching vocabulary' above) so that this does not stop them reading. Rather, encourage them to see such words as opportunities for learning and part of the journey into the new world of the story or poem.
3. **Master the basics of the text:** Focus on understanding the text by answering questions such as: What is it about? What happens? How does it start, carry on and end? Who is involved? Why does it happen this way? What is the main idea or message of the poem or story? It is important to focus on the students' understanding of the text and its meaning. Comprehension is the key to making meaning of a text.
4. **Help students to develop a vocabulary to talk about literature:** Literature has its own particular vocabulary. Teaching literature involves helping students to master this vocabulary and use it themselves to talk and write about literature. This vocabulary includes 'characters' for the people in stories, poems and plays; 'plot' for the way events are arranged; 'theme' for what the story or poem is about (love, death, dreams, revenge, hope, etc); 'narrator' for who tells the story; 'mood' for the feeling of the story; and so on. Help students to develop a basic literary vocabulary for describing and analysing literary texts. The Glossary in this document provides assistance with key terms.

5. **Read in different ways:** Reading aloud is only one way of reading. Unfortunately, students often experienced reading aloud at school in ways that were not linked at all to understanding a text. Some learnt to read aloud without understanding much at all. While reading aloud can help students to engage with a text as a class, it should always be linked to understanding the text, not just to pronunciation and fluency. Students should also be encouraged to read silently and on their own, in class and at home, so that they develop the skill of reading to make meaning.
6. **Draw on students' creativity:** Literature is a creative use of language and teaching literature is often most meaningful when it engages students creatively. For example, the lecturer could stop the reading of a short story before the end and ask students, 'How do you think it should end? Discuss this in groups and then write and/or act out your own ending.' This would challenge students to think carefully about what has happened in the story and what endings are possible, and then to draw on their own creativity to make an ending. Students could then read the ending of the story, and compare and evaluate it in relation to their own endings. Other ideas are to get students to role-play a dialogue between characters in another context 'Imagine Character X and Character Y met in a bar one year later. What would they say to each other? Create a dialogue.' A related idea would be for students to act out an interview of a character on TV or radio news. They could work in pairs, prepare five questions and answers, and then act out the dialogue for the class. This would help them to think carefully about the characters, their characterisation and their roles in the story or poem.
7. **Relate reading of literature to writing and speaking:** It is very important that students speak and write about what they have read. Speaking and writing are ways of making meaning of literature, and enrich the reading process. The skills of speaking and listening, reading and writing are intimately related in the meaning-making process, and to the skills of thinking. Developing these skills interactively in the teaching of literature can help to deepen students' experience of texts and enhance their understanding.
8. **Create links between literature and language themes and structures:** Literature will often relate strongly to themes covered elsewhere in the curriculum, such as language and personal development, language and the world around you, and language and working life. Create links between literary texts and these themes, and encourage students to compare the literary text with other kinds of texts that they have read, and to think about how they are similar and/or different in form and content. Literature can also be used to illustrate language structures that students have learnt elsewhere (e.g. active and passive

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voice, questions and statements, tenses, etc) and to reinforce and extend their learning of these structures and conventions.

9. **Use a variety of assessment strategies:** Literature can be assessed through oral work (e.g. students creating a dialogue) and written work (e.g. students writing an essay). It can involve peer assessment (e.g. students reading and commenting on each other's essay plans), self-assessment (e.g. students assessing what they like and dislike about a text) and lecturer assessment (e.g. comments on an essay). Help students to understand the assessment criteria that you use to assess their work and to internalise these criteria and use them to assess themselves and each other. Formative assessment – assessment that helps students to understand their strengths and weaknesses and to improve their work – is crucial in helping students to grow.
10. Take up the challenge of helping students to develop as **'lifelong readers'** with a love for reading that they take with them when they complete the course.

11. Recommended Learning Resources

Poetry	Short Stories (Authors)	Novels/Autobiography
<p>Anthology of South African, African and international poets</p> <p>Suggested Poets: Gcina Mhlope Dennis Brutus Douglas Livingstone Don Mattera Oswald Mtshali Mongane Wally Serote Mzi Mahola Gus Ferguson Christopher van Wyk Wole Soyinka Kofi Awoonor Christopher Okigbo Leopold Senghor Ted Hughes</p>	<p>Anthology of South African, African and international short stories:</p> <p>Suggested Authors: Njabulo Ndebele Es'kia Mphahlele Ahmed Essop Alan Paton Nadine Gordimer Ngugi wa Thiongo Alifa Rifat Bessie Head Mia Couto Luis Bernardo Honwana Charles Mungoshi Ben Okri Ama Ata Aidoo</p>	<p>Suggested Texts: Chinua Achebe, <i>Things Fall Apart</i> Nelson Mandela, <i>Long Walk to Freedom</i> Kopano Matlwa, <i>Coconut</i> Es'kia Mphahlele, <i>Down Second Avenue</i> George Orwell, <i>Animal Farm</i> John Steinbeck, <i>The Pearl</i> Chris van Wyk, <i>Shirley Goodness and Mercy</i></p>

12. Glossary

Abbreviation – a shortened form of a word, e.g. ‘com’ for ‘comrade’, ‘Dr’ for ‘Doctor’.

Acronym – a word made up from the first letters of the name of something, e.g. *NASCA is the National Senior Certificate for Adults.*

Active voice: a form of a sentence in which the actor (or subject) comes before the verb, which is in the active form, e.g. *The doctor (subject) examined (verb) the patient.*

Adjective – (part of speech) a word that describes a noun, e.g. *the sick patient.*

Adverb – (part of speech) a word that describes a verb, e.g. *he studied diligently.*

Aesthetic – the use of language to create something artistic, fine and beautiful.

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

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

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

Anecdote – a short story based on personal experience.

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

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

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

Appropriate – correct or suitable for a particular time, situation, or purpose.

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

Assumptions – something that you think is true although you have no definite proof.

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

Character – a person in a story. The way that a person is presented in a story is called characterisation. Character can also refer to a person’s personality, values and beliefs.

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

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

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

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

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

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

Complex Sentence – a sentence with a main clause, which can stand as a sentence on its own, and one or more subordinate clauses, e.g. *The man, who bought a second-hand car and travelled to Gauteng, is still looking for a job.*

Compound Sentence – a sentence that is made up of two main clauses joined by a conjunction, e.g. *He went to town and he bought a carton of milk.*

Conflict – a struggle that arises between characters, between characters and their circumstances or from opposing desires or values.

Conjunctions – (also called link words) words that are used to join sentences, e.g. and, but, however.

Critical Language Awareness – the analysis of how meaning is constructed by those in power to maintain their position; the analysis of language forms to reveal the mechanics of power – based relationships. It empowers the student to resist manipulation and to use language sensitively.

Critique – a detailed explanation or evaluation of something such as political beliefs.

Denotation – the literal or straightforward meaning of a word.

Denouement – the exciting last part of a story or play.

Direct Speech: the exact words that a person has said. Quotation marks are used to show direct speech, e.g. “I love you,” said Thabo.

Disjunctions - conjunctions that link two sentences by showing that they are different, e.g. but, however, nevertheless (He went to school but he was sick.)

Emotive Language – language which arouses strong feelings.

Essay – a piece of prose writing that deals with a particular topic.

- **narrative** essay: tells the story of an event, e.g. *The best day of my life.*
- **descriptive** essay: describes something by creating a picture in words, e.g. *The most beautiful season.*
- **argumentative** essay: presents a specific opinion or viewpoint on a topic and supports it with relevant argument, e.g. *‘Why we should reduce the speed limit in South Africa’.*
- **discursive** essay: presents both sides of an argument in a clear and well-balanced way, e.g. *The case for and against choosing a woman as president of South Africa.*

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

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

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

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

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

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

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

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

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

Infer – to read between the lines to form an opinion about something.

Inference – something that you think is true based on the information you have.

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

Indirect Speech (or reported speech): when a person’s words are reported by another person, e.g. *Thabo said that he loved her*.

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

Irony – something which is the opposite of what is expected; using words to mean the opposite of what is expected.

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

Manipulative Language is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches – a language (or terminology) used to talk about language, e.g. *irony, hyperbole, alliteration*.

Metaphor – a direct comparison without using the words ‘like’ or ‘as’, e.g. *He is a rising star*.

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

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

Narrator - the one who tells a story.

Narrative Point of View – the point of view adopted by the narrator, e.g. first person point of view uses “I”; third person point of view uses “he, she, they”.

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Nouns (parts of speech) - people, places or things. Abstract nouns are words for ideas such as love, irony, faith. Proper nouns are the names of people, places and organisations, and use capital letters, e.g. John Dube, University of Johannesburg.

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

Pace – the speed at which something happens or is done.

Passive Voice (opposite of active voice) – a form of a sentence in which the actor (or subject) is removed from the sentence or put at the end, e.g. The patient *was examined by the doctor*.

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

Plot – the way that events are arranged in a short story or novel.

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

Prefix – groups of letters used at the beginning of words, with certain meanings, e.g. *automatic, preview, misbehave*.

Pronoun – a word that replaces the noun, e.g. she, he, it, we, they.

Proof-read – the last step in the writing process before submitting, where you carefully read and check for errors.

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

Referencing - a list indicating where information comes from, e.g. He included a list of references at the end of his essay.

Reflect – to think carefully about something, or to say something that you have been thinking about.

Refrain – part of a song or poem that is repeated, especially at the end of each verse.

Register – the words, style and grammar used by speakers and writers in different contexts or situations, e.g. official documents are written in a bureaucratic register, legal documents are written in a legal register.

Resolution – when a problem or difficult situation in a story, play or novel is solved.

Rhetorical Question – a question that is asked for emphasis or dramatic effect rather than to get an answer, e.g. *Do you know how lucky you are?*

Rhythm – a regular and repeated pattern of sounds, e.g. of strongly and weakly stressed syllables.

Rising Action – in the early part of a play, novel, story or film one or more conflicts are developed. Because of the increased sense of conflict the action is said to be 'rising' towards a climax.

Sarcasm – speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind or offensive in an amusing way, e.g. saying to someone who has arrived at a meeting very late, *So good of you to come*.

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Scan – to run one’s eyes over a text in order to find specific information, e.g. you scan a telephone directory for a name and number, or a time-table for the time of a train or bus.

Skim – to read a text very quickly to get an overview, e.g. skim the newspaper headlines for the main news.

Simile – an indirect comparison using the words ‘like’ or ‘as’, e.g. *The politician is like a charging bull. She is as quiet as a mouse.*

Stereotype – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race group) is like.

Strategies – a planned series of actions for achieving something.

Suffix – groups of letters used at the end of words, with certain meanings, e.g. *kindness, kindly, celebration.*

Summarise – record main points in a brief way.

Symbol – something which stands for or represents something else, e.g. a dove is a symbol of peace.

Synonym – a word which has the same meaning or nearly the same meaning as another word in the same language, e.g. *big* and *large* are synonyms in English.

Synthesise, synthesis – to draw together and combine information or ideas from a variety of sources; a synthesis is a clear and succinct summary of these combined ideas.

Tense – the time indicated by a verb, e.g. he runs (present tense), he ran (past tense).

Theme – the general message or main idea explored in a literary work, e.g. love, jealousy, violence, friendship are common themes.

Tone – tone is the emotional message of a text. In a written text it is achieved through words (e.g. neutral words to create an objective tone). In a film it could be created through music or the setting.

Turn – taking Conventions – customs of behaviour and attitudes that people accept in order to co-operate and communicate.

Understatement – a statement which is not strong enough to express the true or full facts or feelings, e.g. *To say I am angry is the understatement of the year.*

Verbs (part of speech) - words that show what the subject in a sentence is doing, e.g. He *is studying*, The driver *raced* away.

Visualise (visualising) – to form a picture of someone or something in your mind.

Voice Projection – to enable listeners to hear clearly what you are saying; to “throw” your voice into an audience.

Word Attack Skills – strategies for working out the meaning of unfamiliar words by recognising parts of them, e.g. that *rearrange* suggests that the action is being repeated because of the prefix *re*.

Word Family – A group of words that share a common root, to which different prefixes and suffixes are added, e.g. *agree – agreeable, agreement, disagree, disagreement.*

13. Practical Considerations

1. Learning a language is a recursive process which requires a great deal of practice and repetition on the path to competence. Although some language structures and genres are mentioned only once in the framework, lecturers should reinforce previous learning throughout the curriculum.
2. The development of higher order cognitive skills such as critical analysis, synthesis, evaluation and application are vital at this level in preparing students for further and higher education and the worlds of work and of citizenship. Lecturers should pay particular attention to developing these skills in all the themes.
3. Lecturers are encouraged to adapt and develop topics under the four themes which are appropriate to their particular students and contexts.
4. In designing a curriculum for a variety of modes of delivery, it is important for the learning materials to accommodate this variety of approaches.
5. The difficulty of learning, speaking and listening skills in a distance learning environment are acknowledged. It is important for the learning materials to accommodate the need to develop these skills.
6. In contact learning environments, lecturers are encouraged to link the skills of speaking and listening, reading and viewing, writing and presenting, critical and creative thinking and analysis, and learning language structures, in an integrated and mutually reinforcing way, and to bear in mind that all these skills are connected to the development of thinking skills. Lecturers might, for example, engage students in speaking and listening as a preparation for reading, use reading as a stimulus for writing, and engage in speaking as a way of reflecting on writing.
7. The use of a thematically organised **Reader** is suggested. This will consist of short stories, extracts from fiction, life narratives, poetry and other literary pieces.
8. The use of digital media and new technologies is encouraged. Recognising that access to digital media is a challenge for many students, lecturers and materials developers should, as far as possible, include engagement with digital and social media.

14. Appendix One: Exemplars

Exemplar One

Theme: Language and personal development

Genre: Autobiography

Text: Extract from Nelson Mandela's (1994) *Long Walk to Freedom*.
London: Abacus.

This exemplar illustrates:

- A genre approach to reading that identifies the particular features of a text, in this case an autobiographical text; - A process approach to reading and writing;
- An integrated approach to teaching the language skills of speaking, listening, reading, writing and thinking;
- A text-based way of teaching language structures and vocabulary; and
- An approach to community learning that values students' knowledge and experiences as potential resources for learning, that links learning to students' lives and contexts and that provides scope for students to apply what they have learnt to the broader contexts of their lives.

From: Part One: 'A Country Childhood' (pp. 11-12)

As boys, we were mostly left to our own devices. We played with toys we made ourselves. We moulded animals and birds out of clay. We made ox-drawn sledges out of tree branches. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller-coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting atop weaned calves – after being thrown to the ground several times, we got the hang of it.

I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thornbush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity, or what the Chinese call 'face'. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

A. Pre-reading:

Draw on students' own experiences of the topic, so that they can link it to their own lives. Also, get them to look for clues in the text such as headings, pictures, captions and diagrams that will help them to predict what the text is about.

1. What games did you play when you were young? Discuss with a partner a game that you remember from your childhood.

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2. Look at the title of the section that this extract comes from, 'A Country Childhood'. What do you expect the extract to be about? Write a sentence to show what you expect to read about.
3. Now read the first two sentences. Is this what you expect or is it something different?

B. Intensive Reading:

Now read the extract carefully and slowly by yourself. Make a note of any word that you don't understand and discuss their meaning as a class.

C. Comprehension:

Develop a range of questions that assess different cognitive skills.

1. What did the boys play with?
2. Name two animals that the boys used to ride.
3. Explain in your own words what the following sentence: 'Nature was our playground.'
4. The word 'face' has two meanings in this extract.
 - a) Quote from the text to identify the two uses.
 - b) Explain in your own words what each meaning is.
5. What did Nelson Mandela learn from riding the donkey?
6. 'Even as a boy, I defeated my opponents without dishonouring them.' Do you agree with this principle? Give reasons to support your answer.

D. Reviewing:

What is this extract about?

1. Choose five words that you think are most important in the extract. Write them down.
2. Compare your words in groups and come up with five words that you agree on.
3. Write a short summary of the extract using your five words.

E. Writing:

1. Think about your own childhood. What were the most important lessons that you learnt? How did you learn these lessons? Discuss this in groups.
2. Write a paragraph about a lesson that you learnt when growing up.
 - a) Plan your paragraph by making a mind-map. Do this by writing the event that you remember in the middle of the page and circling it.
 - b) Draw lines from this circle and write down the ideas that it makes you think of.
 - c) Now choose the ideas that you want to include in your paragraph and number them according to the order that you will use them.
 - d) Write your paragraph.

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- e) Once you have written it, swap with a partner. Read their paragraph. Focus especially on the verbs that they have used and check if they are in the correct tense.

F. Language Structures: Past and Present Tense:

The text is written in the past tense because the author is writing about what happened in the past: 'As boys, we were left to our own devices. We played with toys we made ourselves.'

1. Write down the other verbs in the first paragraph that are in the past tense.
2. Now re-write the paragraph in the present tense.
 - a) What do you notice about the difference in verbs in the present tense as compared to the same verbs in the past tense?

Past Tense Verbs	Present Tense Verbs
Moulded	Mould
Made	Make
Was	Is
Were	Are
Transformed	Transform
Sat	Sit
Did	Do
Learned	Learn

Notice how in English some verbs in the past tense add *-ed* to the present tense verb (*moulded*, *transformed*, *learned*.) These are called 'regular verbs'. Other verbs have a different form in the past tense. These are called 'irregular verbs' (*made*, *sat*, *did*). The verb "to be" changes according to the pronoun that goes with it: *I am* - *I was*; *he is* - *he was*; *they are* - *they were*.

- b) How does putting the paragraph into the present tense change the meaning of the paragraph?
- c) Do you like the paragraph better in the past or present tense? Give a reason for your answer.

G. Vocabulary

1. This extract has many words that describe rural life. For example, 'calves', 'donkeys', 'clay'. Find other words that reflect a rural way of life.
2. If Nelson Mandela had grown up in an urban area, he would have used different words to describe his childhood? Write down five words that reflect an urban way of life.

H. Speaking and Listening: Discussion

Perhaps you have children of your own or children that live with you or near you. Think about the children of today and how they are growing up. In what ways is their life different from yours when you were growing up? In what ways is it the same? Discuss this as a class.

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When you compare two things, you can use the following words and expressions.

Try to use these in your discussion:

Words or Phrases for Comparing	Example
On the one hand, on the other hand	On the one hand, we used to listen to the radio. On the other hand, they watch TV.
However, but	When I grew up we used candles and paraffin lamps. However, my children are growing up with electricity in the house. I grew up using candles and paraffin lamps, but our children now have electricity in the house.
In comparison with/compared to	In comparison with the old days, today's children face more dangers. Today's children face more dangers compared to children in the old days.
Similar / different	Today's children are similar to children in the olden times, because many children are still growing up in poverty. Life now is very different for children, because the technology has changed.

Exemplar Two

Theme: Language and the world around you

Genre: Magazine article

Text: Adaption of article, 'Liquid damage', *Skyways* magazine, August 2015, pp. 40-43.

This exemplar illustrates:

- A genre approach to reading that identifies the particular features of a text, in this case an informative text;
- A process approach to reading and writing;
- An integrated approach to teaching the language skills of speaking, listening, reading, writing and thinking;
- A text-based way of teaching language structures and vocabulary; and
- An approach to community learning that values students' knowledge and experiences as potential resources for learning; that links learning to students' lives and contexts; and that provides scope for students to apply what they have learnt to the broader contexts of their lives.

Liquid Damage

Water *scarcity* poses a threat to global security.

The world isn't running out of usable water. Fresh water is a very small portion of the planet's entire water supply: it accounts for only about 2.5% of all water, and just 1% of fresh water is readily accessible. But it is all over the world, and it's renewable.

The main problem with water isn't volume, it's about *distribution*. Water isn't always where people need it, and all societies need it for everything: health, sanitation, agricultural production, energy and industry.

The ability to handle the distribution of water to meet these demands is related to how rich a country is. While affluent countries are generally able to manage water resources to meet the demand, poorer countries struggle. They often lack the infrastructure to deliver clean, safe water. Their economies tend to rely too much on industries like mining that are not well controlled and that dirty the water.

Poor nations are already suffering from serious water problems. Three quarters of a billion people lack access to clean water, and water-related diseases take the lives of about 840,000 a year, according to Water.org. Together women and children across the world spend 140 million hours a day collecting usable water, often from unclean sources.

Lack of water has played a role in countless conflicts both inside countries and between countries. For example, there have been riots in South Africa over lack of access to clean water. In Sudan, the civil war in the 2000s was driven by conflict over water resources. As the world's population grows, there are likely to be more conflicts over water.

The world's water supply crisis is serious but not hopeless. The global community can develop institutions and technologies to manage water supplies better. Many of the policies that are needed already exist. What's most badly needed is political will and action.

Scarcity: shortage

Distribution: how things are divided up and handed out

A. Pre-reading:

Draw on students' own experiences of the topic so that they can link it to their own lives. Also, get them to look for clues in the text such as headings, pictures, captions and diagrams, that will help them to predict what the text is about.

1. Where does your water come from? Is it clean and easy to get? Discuss this as a class.
2. Have you ever experienced a water shortage? If so, what caused it? Discuss as a class.
3. The text that you are going to read comes from a magazine. Discuss in groups:
 - a) What are some of the magazines that you know and/or read?
 - b) Which articles or sections of the magazine do you like best? Why?
4. What is the title and the sub-title of the article? Write them down. Write a sentence for each in which you explain what you think they mean.

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B. Intensive Reading:

1. How much of the world's water is fresh water?
2. Is the following statement **True** or **False**? Quote from the passage to support your answer.

There is not enough fresh water in the world for all the people.

3. Explain why water is a problem for poor countries.
4. According to the article, what is needed most to solve the water crisis?
5. Do you agree that this is most important to solve the water crisis? Give a reason to support your answer.

C. Reviewing:

Fill in the table below to summarise the main points in the article. Some answers have been inserted to assist you.

Uses of Water	Problems that People Have with Water	Conflicts over Water	Solutions to the Water Crisis
Sanitation (1) (2) (3) (4)	Time taken to collect water (5) (6) (7)	Civil war in Sudan (8)	Good institutions (9) (10).....

D. Language Structures and Vocabulary:

Writing about causes and effects.

A cause is something that leads to something else and makes it happen. For example, smoke from factories can cause lung sickness.

An effect is something that is caused by something else. For example, lung sickness is an effect of smoke from factories.

This article gives us information about the effects of the water crisis in the world. Look at the sentence below:

Water-related diseases take the lives of about 840, 000 a year.

1. Re-write this sentence as indicated below. Use the word "effect" in your sentence:

The death of about 840, 000 people...

2. Now re-write the sentence as indicated. Use the word "cause" in your sentence:

Water-related diseases....

Here are some other ways of expressing cause and effect:

Water-related diseases lead to the death of about 840, 000 a year.

About 840, 00 deaths a year result from water-related diseases.

3. Look at the sentence below:

There have been riots in South Africa over lack of access to clean water.

Re-write the sentence in three different ways using the following words:

3.1 result of

3.2 cause of

3.3 led to

E. Writing and Presenting:

Create a poster which gives people information about how to save water. Follow the steps below to do this.

1. Find out about ways of saving water. You can do this by: speaking to people, e.g. NGOs, municipality, community leaders; looking up information on the Internet; getting literature from water authorities, e.g. NGOs, water boards, municipalities; looking for information in a library.
2. Decide what information to include in your poster. Remember, a poster must not have too much writing.
3. Find or create pictures to illustrate your poster.
4. Choose a heading for your poster. This should give the main message of the poster.
5. Arrange the information on your poster in a way that is easy and interesting to read.
6. Check the information on your poster and correct any mistakes in the language or content.
7. Finish your poster and display it in the class.

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