



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Technical Occupational**

Year 1 - 4

FIRST ADDITIONAL LANGUAGE:

ENGLISH

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

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SECTION 2:

INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE

2.1 WHAT IS LANGUAGE?

Language is a tool for thought and communication. It enables learners to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is.

2.2 LANGUAGE LEVELS

2.2.1 Home Language

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

2.2.2 First Additional Language

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. English First Additional Language is very important for learners whose Home Language is not English. English is an acknowledged language worldwide and is the language commonly used in the World of Work. It would be almost impossible to communicate effectively in the world of work without being able to use English and therefor will make employment very difficult.

2.3 SKILLS TO BE STUDIED IN ENGLISH FIRST ADDITIONAL LANGUAGE

1	Listening and Speaking
2	Reading and Viewing (Phonics in Year 1)
3	Writing and Presenting
4	Language Structures and Conventions

2.4 ADDITIVE BILINGUALISM

To enhance what was already learned in English First Additional Language in the primary school, they still need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read

Stories, dialogues etc. is a good way of doing this as it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning and improving reading and writing skills.

Fortunately, children can transfer many literacy skills from their home language. For example, if learners are taught handwriting well in their home language, they can use this skill when writing in English. If they learn phonics in their home language, it will be great help when learning sound-spelling relationships in English. They can apply their knowledge in English and learn those sound-spelling relationships that are different in English.

The First Additional Language CAPS take advantage of learners' literacy skills in their home language. For example, activities such as Guided reading that are introduced in the Home Language CAPS is also introduced in the First Additional Language CAPS. This is what is called 'additive bilingualism' – developing a stronger literacy foundation in the Home Language and building First Additional Language literacy onto this.

2.5 SPECIFIC AIMS

Focus should be given to developing literacy in the First Additional Language. Thus more time is devoted to listening, speaking, reading & viewing activities in the First Additional Language CAPS for Year 1. Writing and Language structure & Conventions will increase from Year 1 to 4.

2.5.1 Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective Listening and Speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language

2.5.2 Reading and Viewing

Well-developed Reading and Viewing skills are central to successful learning across the curriculum. Learners develop proficiency according to their own ability in Reading and Viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers. Use guided group reading and independent/pair reading methods and gradually get learners to do more and more independent reading. Encourage your learners to do independent reading in any spare time that they have. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. You will also set a variety of comprehension activities to ensure that learners understand what they read.

The activities for Reading and Writing are as follows:

a. Exposure to environmental print

From their earliest years, South African children are exposed to a great deal of environmental print in English, for example in signage (traffic signs, shop signs) and packaging. The teacher can start labelling objects in the classroom in both the Home Language and English. These activities support incidental learning; they are not focused literacy activities and should not be given too much time.

b. Shared Reading

Shared Reading is introduced in Year 1, this activity is an important focus for language and literacy development. The purpose of Shared Reading is to give learners exposure to their additional language in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. They develop concepts of print and start to recognise written words in English.

At this level, the teacher should:

- Choose a very simple enlarged text (e.g. a Big Book, font 14) with a limited amount of text and good illustrations.
- The story should have a clear, simple structure.
- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions in their home language. Help them to link the story to their lives.
- Read the text several times to the learner while you are using your finger or a 'pointer' to enable learners to follow your progress through the text.
- Ask questions about the story.
- Gradually involve learners in 'reading' the story.

As learners progress in each Year the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

c. Group Guided Reading

Learners are introduced to Group Guided Reading. They will be familiar with the activity since they will have been doing it in their home language. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in combined groups (strong and weak) of 4 - 5 learners and then should select a reader/text appropriate for their level. This will promote peer learning. The teacher works with an individual group while the other groups are involved in Paired or Independent Reading. The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any vocabulary or grammar that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book (e.g. fiction or non-fiction) and the topic. Help the children to link the topic to their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (3-5 minutes).

III. Talk about the pictures

Use the pictures to introduce the learners to the topic and talk about any new vocabulary. Again, try to keep this focused and brief. (2–3 minutes)

IV. First Reading:

Children read the text individually. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from child to child and hears each read a small section of the text aloud. The teacher prompts the children at this stage by saying for example:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

Initially you will probably have to ask these questions in the learners' home language. However, as soon as possible start asking the questions in English.

V. Comprehension

Ask the learners questions about the text to ensure comprehension.

VI. Second and subsequent readings

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text for the development of vocabulary, grammar and deeper comprehension of the text. Repeated reading supports the development of fluency in the additional language. Teachers may be unfamiliar with using Guided Reading especially in the First Additional Language class. Therefore, they can introduce the method gradually. Once they become confident about using it in the Home Language, they can then start using it in First Additional Language. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read. Teachers should still observe individual children's reading behaviour and help them to develop comprehension and word attack skills. Also there is not as much time for Guided Reading in the First Additional Language CAPS as there is in the Home Language CAPS. Teachers who are using the minimum time for First Additional Language will have to do whole class reading instead of Guided Reading.

d. Paired and Independent Reading

Paired and Independent Reading provides a way of giving children reading practice and encouraging reading for enjoyment. In paired reading, two children read together or take turns to read. Learners should use this time to do two things: 1) re-read the reader from the Group Guided Reading Session until they can read it fluently 2) read for pleasure from books in the reading corner/class or library. The text should be at a lower level than that used for Shared and Group Guided Reading. Providing opportunities for children to read books on their own also develops fluency, provided that the books are easy enough for the children to read without help. Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home – to reread the group reading book or read simple, 'fun' books. This extra reading practice, done on a regular basis every day, plays an important role in learning to read.

e. Phonics

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them. Start with "s, a, t, i, and n". Then blend letters together to form words (e.g. sat, tin) (phonics). The learner has to understand the words (comprehension) and encounter them so often in print that he/she recognises them automatically. Finally, the learner has to be able

to read the words in sentences quickly with comprehension (fluency). However, these elements of learning to read do not happen in a step by step sequence. For example, children learn to recognise and understand whole words from environmental print and Shared Reading when they are still very young. Nevertheless, a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read.

When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). Children also need to learn where sound-spelling relationships are different in their home and additional languages. For example, 'th' in English represents two different sounds, which are different to the sound which 'th' represents in African languages (e.g. thank, that, thatha). English vowels are particularly challenging for African language speakers, and this is made more difficult by the variety of ways in which these vowels are spelt (e.g. see, sea, key, me). It is important that in Year 1, children develop a strong oral foundation in their additional language. Otherwise, they will not understand the words they are decoding in English in Year 2 and the work they do in phonics will simply become 'barking at print'. Children will also benefit from learning to identify the sounds of English (phonemic awareness) in Year 1.

It is important for the teacher to keep in mind that her role is to build awareness over time of sound-spelling relationships in the additional language, not to drill for complete accuracy. Phonics should take the form of short, regular activities throughout Year 1.

Daily/weekly phonics activities

Specific attention should be given to phonics throughout Year 1. A programme is provided in the First Additional Language CAPS. In the first term, the focus is on developing phonemic awareness. In term 3 & 4, a phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

f. Word recognition

English has a large number of words that are not spelt as they sound (e.g. one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically. Children learn to recognise sight words (or 'look and say' words) by seeing them repeatedly. Words that appear frequently in texts (high frequency words) can be learned in this way. The more children read in their additional language, the more sight words they will acquire.

g. Comprehension

Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call 'barking at print'. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to plenty of English at the right level. Strategies such as building a 'word wall' in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, e.g. 'Who?' (e.g. Who ate the apple?) 'What?' (e.g. What did Joseph eat?) and 'Where?' (e.g. Where did Joseph go to sleep?) Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked. By the time learners exit Year 1, they should be able to answer 'Why ...?' questions (e.g. 'Why didn't Joseph eat the orange?').

For further information on how to teach Shared Reading, Guided Reading, Paired and Independent Reading, Phonics, word recognition and comprehension, refer to the Department of Basic Education's handbook, 'Teaching Reading in the Early Grades' (2008), which can be downloaded from www.education.gov.za

2.5.3 Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffold using writing frames, produces competent, versatile writers who will be able

to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

- Process approach to writing.
- Writing and designing texts is a process which consists of the following stages:
 - Pre-writing/planning.
 - Drafting.
 - Revision.
 - Editing/Proofreading.
 - Publishing/presenting.
- Learners need an opportunity to put this process into practice and they should:
 - Decide on the purpose and audience of a text to be written and/or designed;
 - Brainstorm ideas using, for example mind maps, flow charts or lists;
 - Consult relevant sources, select relevant information and organise ideas;
 - Produce a first draft which takes into account purpose, audience, topic and text structure
 - Read drafts critically and get feedback from others (classmates or the teacher);
 - Edit and proofread the draft; and
 - Produce a neat, legible, edited final version.

2.5.4 Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. Year 3 and 4 learners will build on the foundation that was laid in Year 1 and 2.

Learners will learn how Language Structures and Conventions are used. They will develop a shared language for talking about language (a 'meta-language'). They will be able to evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary (also vocational vocabulary) and correctly apply their understanding of Language Structures and Conventions.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions. In Year 3 and 4 of First Additional Language learners will take more notice of words and grammatical structures they are already familiar with from Year 1 and 2. Explore the way their additional language works and take some conscious control of it, and use this developing knowledge to check their usage of language,

especially when writing. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the texts learners will write will include some of the language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. Thirty minutes per week is set aside for formal instruction and practice in Language Structures and Conventions.

a. Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. ()The text-based approach and the communicative approach are both dependent on the continuous use and production of texts.

The Balanced Language Approach has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.

A communicative approach suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing a range of writing.



2.6 REQUIREMENTS FOR ENGLISH FIRST ADDITIONAL LANGUAGE AS A SUBJECT

2.6.1 Time Allocation

The suggested teaching time for the First Additional Language in the Year 1 - 4 is 2 hours per week. All language content is provided within a two-week cycle (4 hours). The following time allocation for the different language skills is suggested:

TOPICS/SKILLS	TIME ALLOCATION PER 2 WEEKS			
	Year 1	Year 2	Year 3	Year 4
Listening and Speaking (oral)	1½ hr	1½ hr	1½ hr	1½ hr
Reading and Viewing	1 hr	1 hr	1 hr	1 hr
Writing and Presenting	1 hr	1 hr	1 hr	1 hr
Language Structure and Conventions	½hr	½hr	½hr	½hr
	*Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.			

2.6.2 Resources

a. Personal resources for learners

- 1 x A4 Flip file
- 1 x 72 page exercise book
- 2 blue pens, 2 greys pencils, rubber, ruler, scissor, glue, colour pencils

b. Minimum requirements and equipment in FAL classes

FUNDAMENTAL MATERIALS	
A Curriculum and Assessment Policy Statement document	National Language in Education Policy
A TEACHER SHOULD HAVE THE FOLLOWING CORE MATERIALS	
English FAL textbooks	Multimedia projector
Dictionary	Internet access/ Wi-Fi
Access to computer (preferable in the classroom to be used with the multimedia projector)	Readers containing the following text types: stories, drama, poetry, dialogues, comic strips, Information-, Social- and Media-texts
LEARNER AND TEACHER RESOURCES	
Brochures	Notices
Information texts	Social texts
Magazines	Newspapers
Flyers	You-tube (audio-video aids)
Television programmes	Posters
Radio programmes	Advertisements
Video clips (audio-video aids)	Card board
Glue	Scissors
Colour pencils	Coloured permanent markers
Newspapers	Magazines

2.6.3 Infrastructure, equipment and finances

Infrastructure/Environment

A teaching space with the following minimum requirements is recommended:

- Teachers with skills to teach learners experiencing barriers to learning.
- Classes with not more than 18 learners.
- These learners often have emotional, social and psychological problems that need to be addressed intensively. Therefore there is a need for Occupational Therapists and Psychologists at every school. This deprives the learners of becoming the best he/she could be.
- Classrooms with tables and chairs at the right height for every learner to sit and work on.
- Electricity in all class rooms to use equipment required.
- The grounds and buildings (classes, bathrooms, stoops etc.) of the school must be accessible for learners and parents with disabilities. Suggestions: ramps, bars, levelling play grounds, accessible toilets.

Equipment

The table below provides the minimum equipment required to teach the subject:

Personal computer / Laptop	Internet access
Multimedia projector	Wi - Fi
Printer	Photocopying machine
Photocopying paper	Ink and Toner

Finances

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the assessment required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.7 CAREER OPPORTUNITIES

Learners doing English First Additional Language will benefit tremendously because English is a language acknowledged worldwide and the language commonly used in the world of work. Being able to communicate effectively in English in the world of work will raise employment possibilities. A learner will be able to enter the world of work, with the skills that he/she acquired during the four years, as a: receptionist, telephonist, cashier, waiter, stock controller, shelf packer, sales person and many more.