Revised
National Curriculum
Statement Grades R–9
(Schools)

Teacher's Guide for the
Development of
Learning Programmes

Languages

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This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

The Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
   Languages
   Mathematics
   Natural Sciences
   Social Sciences
   Arts and Culture
   Life Orientation
   Economic and Management Sciences
   Technology

FOREWORD

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research-based programmes and policy-driven, large-scale transformation. Teachers are now challenged to exert their professional judgment, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation.

We are convinced that teachers implementing Curriculum 2005 have gained skills, experience, knowledge and techniques that have provided them with a base for engaging with the Revised National Curriculum Statement Grades R-9 (Schools). This Teacher's Guide for the Development of Learning Programmes builds on and enhances that base.

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. Learning Programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each Learning Area is allocated its prescribed time and emphasis. Learning Programmes are based on relationships amongst outcomes and Assessment Standards without compromising the integrity of Learning Areas.

These Guidelines have been produced as a support mechanism to teachers. Over time, teachers will enhance their capacity to develop their own Learning Programmes. These Learning Programmes will take cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience.

These Guidelines are geared to assist teachers in accommodating Learning Outcomes and Assessment Standards that are prescribed, yet create space and possibilities for the use of judgments and insights based on particular contexts and a diverse learner population. As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders. The majority of teachers within the apartheid education system were not encouraged to be creative, imaginative and lead curriculum development and design. They were controlled followers and were forced to practise through prescription. As a consequence, many teachers were not participants in the exciting process of curriculum development.

The development of these Guidelines was rooted within the framework of the Revised National Curriculum Statement Grades R-9 (Schools). Therefore, it is expected that these Guidelines should be read within a sound understanding of the Revised National Curriculum Statement Grades R-9 (Schools).

Teachers, schools management teams, departmental officials, teacher unions, non-governmental organisations, community-based organisations and service providers are invited to use these Guidelines not as a doctrine but as an enabling mechanism that will contribute to the delivery of quality, life-long learning.

**T.D. Mseleku**
Director-General: Education

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SECTION 1
GUIDELINES FOR THE
DEVELOPMENT OF LEARNING PROGRAMMES

1.1   INTRODUCTION

Curriculum and teacher development theories and practices in recent times have focused on the role of teachers and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. In the Revised National Curriculum Statement Grades R-9 (Schools) (RNCS), mention was made of policy guidelines for Learning Programmes (RNCS, Overview, p.16). It has been agreed that these will now be called Teacher's Guide for the Development of Learning Programmes. As stated in the RNCS, the curriculum is to be implemented in schools by means of Learning Programmes. Teachers are encouraged to develop and implement their own Learning Programmes, and this should happen within the policy framework provided in the RNCS. This Teacher's Guide for the Development of Learning Programmes (hereafter called 'these Guidelines') have been developed to support teachers to do so.

Although this document is primarily written for **teachers** who have to develop their own Learning Programmes, cognisance is taken of the fact that other Learning Programme developers will also use these Guidelines.

1.2   PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

These policy Guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the Learning Outcomes as set out in the RNCS.

The purposes of these Guidelines are to guide teachers in the development of a Learning programme by:
- providing Guidelines to teachers on *how to* develop a Learning Programme;
- providing the ***essential features and underlying principles*** of a Learning Programme;
- promoting and encouraging adherence to the RNCS and support for its implementation; and
- providing a framework for teacher development and training.

These Guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Developmental Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education – Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching and assessment strategies, and provides recommendations on how to overcome barriers to learning.   Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. The RNCS contains Learning Area Statements for each Learning Area that spell out the Learning Outcomes (LOs) and Assessment Standards (AS) per grade and the Overview.

1.3   DEFINITIONS

The RNCS indicates that LEARNING PROGRAMMES should be organised as follows:
- Planning for the whole phase. This is called a **Learning Programme.**
- Planning for a year and grade within a phase. This is called a **Work Schedule.**
- Planning for groups of linked activities or single activities. These are called **Lesson Plans.**

1.3.1   Learning Programme

A **Learning Programm**e is a *phase-long plan* that provides a framework for planning, organising and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a "structured and systematic arrangement of activites that promote the attainment of Learning Outcomes and Assessment Standards for the Phase" (RNCS Overview, 2002). A Learning Programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The Learning Programme thus interprets and sequences the Learning Outcomes and Assessment Standards as spelt out in the RNCS into planned teaching, learning and assessment activities for a phase. It spells out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered.

The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities.

A Learning Programme will in turn, be translated into yearlong, grade specific *Work Schedules* and shorter activity-long *Lesson Plans.*

1.3.2   Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequenced and paced in a *particular grade.* It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

1.3.3   Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail teaching, learning and assessment activities that are "to be implemented in any given period[of time]" (RNCS Overview, 2002). A Lesson Plan could range

in duration from a single activity to a term's teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

1.4   THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN

Learning Programmes, Work Schedules and Lesson Plans represent different stages of planning. While the team of teachers that teach in a phase develops a Learning Programme, the teachers of a particular grade within a phase develop a Work Schedule from the Learning Programme. The class/Learning Area teacher, in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level as is described below. Quite apart from the detail shown at each stage, the whole process is informed (at each level) by the same and very important factors described in 1.5.

1.4.1   From the RNCS to the Learning Programme

A Learning Programme translates the RNCS into phase-long plans that detail (at a minimum):
- The sequencing of Learning Outcomes and Assessment Standards across the phase to ensure a coherent teaching, learning and assessment programme;
- The core knowledge and concepts or knowledge foci selected to be used to attain the Learning Outcomes;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom; and
- The time allocation and weighting given to the different Learning Outcomes and Assessment standards in the phase.

When developing the Learning Programme teachers also need to *consider*:
- how integration within and across the Learning Areas will happen;
- the resources needed and those to be used when determining the teaching, learning and assessment activities; and
- any special or national events likely to be included in the school calendar.

These considerations are taken to more depth and given much more detail when planning the Work Schedule and Lesson Plans.

A team planning approach will promote coherence, integration and cohesion in the Learning Programme for the phase. Such an approach also provides for a framework for the development and effective use of Learning and Teaching Support Materials.

1.4.2   From the Learning Programme to the Work Schedule

A Work Schedule provides the teachers in a grade with a yearlong programme based on the Learning Programme. It develops on the sequencing, context, and core knowledge and concepts choices made at Learning Programme level. The teachers responsible for the Learning Programme for a particular grade within a phase will produce the Work Schedule for their grade

group by drawing on the Learning Programme for that phase.

In addition to the detail already provided in the Learning Programme, teachers will in developing the Work Schedule, plan:

- The assessment programme for the year. They will need to ensure a spread of different assessment forms across the year in keeping with the assessment guidelines for each Learning Area;
- The use of resources needed; and
- Integration within and across Learning Areas.

1.4.3 From the Work Schedule to the Lesson Plan

The Lesson Plan provides detailed structure for teaching, learning and assessment activities. It could range from a single lesson to a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also enables, for example, events of major importance internationally, nationally or locally, to be incorporated in the curriculum in a structured, yet flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, national commemoration and holidays, and other examples are opportunities around which a Lesson Plan could be built. The Lesson Plans are designed to ensure opportunities for learners to achieve the Learning Outcomes and Assessment Standards of that Learning Area.

The following elements should be contained in the Lesson Plan:

- Those elements already determined in the Learning Programme and Work Schedule, namely:
  - ▶ The Learning Outcomes and Assessment Standards,
  - ▶ The context and/or core knowledge and concepts selections for the lesson,
  - ▶ The assessment tasks to be used in the lesson,
  - ▶ The resources needed for the lessons, and
  - ▶ Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Individual teachers will prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

The figure below indicates the relationship among the three different stages of planning.

Figure 1: Relationship among the three different stages of planning.
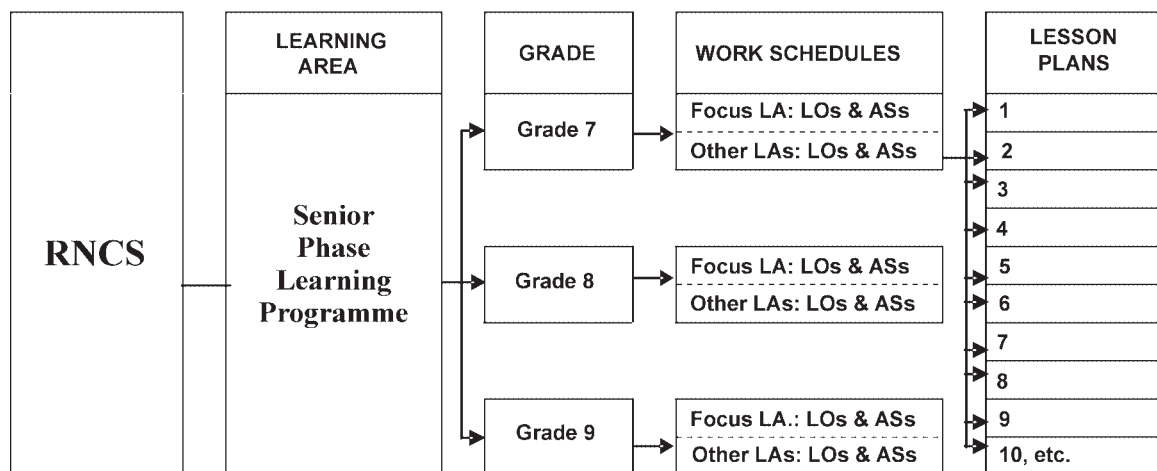
NOTE: *In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.*

1.5   ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Teachers need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than being a tedious task. For example, there is not much point in rewriting Learning Outcomes and Assessment Standards each time an activity is developed. Numbering the Assessment Standards and then referring to the numbered Assessment Standards may be easier.

To achieve the aim of Learning Programmes, Work Schedules and Lesson Plans, the following aspects have to be considered during planning:

1.5.1   Philosophy and Policy

- The RNCS is an embodiment of the nation's social values, and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Full discussion on this section is not included here as it is required that teachers read the RNCS for the discussion and detail on the philosophy and policy underpinning the RNCS.
- Outcomes-based education (OBE) philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy.
- Other national and local policies also impact on effective delivery.

1.5.2   Principles Underpinning the Curriculum

The RNCS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:
- Social Justice   • a Healthy Environment   • Human Rights   • Inclusivity

In simple terms **social justice** refers to one's responsibility to care for others to the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere, and that all should have equal opportunity to improve their living conditions.

A **healthy environment** cannot be attained independent of people, their lifestyles and choices, their rights and social justice. Environment includes the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil).

Human rights and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection they offer us.

Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.

In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

1.5.3. Time Allocation and Weighting

- The RNCS overview document details the time allocated to each Learning Area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase.
- These Guidelines also make recommendations with respect to how Learning Outcomes should be weighted with respect to each other.

To be able to develop Learning Programmes, teachers need to be aware of these allocations and weightings, as well as how these translate into hours and periods in the school(s) for which they are developing the Learning Programme.

1.5.4 Integration

Integrated learning is central to outcomes-based education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas, and across Learning Areas.

Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas.

1.5.5 Resources

Different Learning Areas, and in turn different Learning Programmes, will rely on different resources for their success. Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes. Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners. Teachers must also be sensitive to the limitations of learners who experience barriers to learning and how their progress may be affected by availability of resources.

1.5.6 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching, learning and assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Teachers need to be aware of the social, emotional, physical and other needs of the learners as they develop their Learning Programmes. For ensuring that matters of Inclusivity are addressed, teachers need to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing Learning Programmes.

1.5.7 Differences between Learning Areas and Learning Area Statements

While each of the Learning Area Statements has been developed according to the same framework and philosophy, careful examination will show that subtle differences exist between them. These differences are a natural consequence of the peculiarities of each of the Learning Areas. The implication of the differences between Learning Areas and Learning Area Statements for Learning Programme, Work Schedule and Lesson Plan development is that such development in each Learning Area will have to take note of these peculiarities. Furthermore, as teachers in one Learning Area look for integration opportunities with other Learning Areas, they should be aware of the peculiarities of those other Learning Areas.

Some of the most striking differences are the following:

Natural Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists "Core Knowledge and Concepts" – these provide the context in which at least 70% of teaching, learning and assessment should take place, the other 30% can come from local contexts. The Core Knowledge and Concepts are presented by phase and organised into four main content areas or knowledge strands:

- *Life and Living*
  - ‣ Living Processes and Healthy Living
  - ‣ Interactions in Environments
  - ‣ Biodiversity, Change and Continuity

- *Energy and Change*
  - ‣ Energy Transfers and Systems
  - ‣ Energy and Development in South Africa

- *Planet Earth and Beyond*
  - ▸ Our Place in Space
  - ▸ Atmosphere and Weather
  - ▸ The Changing Earth

- *Matter and Materials*
  - ▸ Properties and Uses of Materials
  - ▸ Structures, Reactions and Changes of Materials

Technology does not have a separate chapter listing knowledge focus or contexts, but Learning Outcome 2 (Technological Knowledge and Understanding) identifies three core knowledge areas for the Learning Area and organises the Assessment Standards for the Learning Outcome accordingly:

- *Structures*

- *Processing*

- *Systems and Control*

It should also be noted that **Natural Sciences** and **Technology** have the same Learning Outcome 3 (Technology: Technology, Society and the Environment, and Natural Sciences: Science, Society and the Environment). This is a deliberate design feature of these two Learning Areas intended to facilitate integration between the Learning Areas, both short-term integration as well as the combining of the Learning Areas into one Learning Programme in the Intermediate Phase.

Social Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists the "Knowledge Focus Framework." This is grade-by-grade specific and provides knowledge/topics for both History and Geography.

While **Arts and Culture** also does not have a separate chapter on knowledge, the Assessment Standards for each Learning Outcome are classified under the following "art forms":

- *Dance*

- *Drama*

- *Music*

- *Visual Arts*

- *Composite*—only for some Learning Outcomes and only in some Grades

The Arts and Culture Learning Area Statement lists, furthermore, on pages 7 and 8 organising principles for each grade in each phase and for each Learning Outcome in each grade, a further organising principle for the Assessment Standards.

Languages do not have a list of knowledge contexts in the same way that some of the Learning Areas already mentioned do. However, lists of *recommended texts* are provided by grade in Chapters 2, 3 and 4 of the Learning Area Statement.

1.5.8   Clustering of Assessment Standards

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In **some Learning Area**s (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:
- Recognising, classifying and representing numbers
- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:
- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards. Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that *new* Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

Guidelines on how to deal with the Learning Outcomes and Assessment Standards of each Learning Area are provided in the Learning Area specific section of each Learning Area's Guideline.

1.6 DEVELOPMENT PROCESS

While the development process suggested in this document may appear tightly sequenced and ordered, teachers will, in practice, find themselves going back and forth between steps.

1.6.1 Developing a Learning Programme

Once teachers have taken all the philosophy, policy and other issues already described into account, the following steps are suggested as a more detailed guide for this task:

- *Select the Learning Outcomes*
  The Learning Outcomes (and how they are attended to) are what drive the development process. It is important that teachers decide which Learning Outcomes are to be focused on at a particular time and how they are packaged together. The Learning Area specific section that follows will indicate how Learning Outcomes can be packaged or explored.

- *Identify Assessment Standards*
  Teachers need to identify the Assessment Standards (or at least clusters of standards) for each Learning Outcome that will be targeted at a particular time within the Learning Programme. Assessment is planned to ensure that evidence is provided of how learners are performing against the Assessment Standards. When *recording* learner performance, teachers will show how each learner is meeting the Assessment Standard(s) and at what level the Learning Outcomes are being attained. Teachers will then *report* on every learner's performance and progress against the Learning Outcomes.

  More detail on the assessment programme, forms of assessment, and recording and reporting processes for each Learning Area is provided in the Assessment Guidelines for the different Learning Areas.

- *Determine the teaching, learning and assessment context(s) and/or core knowledge and concepts*
  Two main kinds of contexts have been identified for inclusion in Learning Programme development, and where appropriate teachers need to be explicit about these.

  One level is the broad consideration of the social, economic, cultural and environmental contexts of the learners. This can also include the local needs of the learners, of the school and the surrounding community.

  The other level is the Learning Area with contexts unique to the Learning Area and the specifics required by the Learning Area (see 1.5.7 above). Such contexts are reflected in the kinds of examples used, the types of projects given, the language used, the barriers being addressed, and the teaching, learning and assessment activities.   Context must make specific provision for learners with disabilities.

When dealing with core knowledge and concepts, teachers must select core knowledge and concepts that address the identified Learning Outcomes and Assessment Standards. In Learning Areas where this information is not provided, teachers need to determine their own.

- *Allocate time*
Teachers need to allocate appropriate weighting and allocation of time to each Learning Outcome and its associated Assessment Standards – as per the weightings discussed in the Learning Area specific sections of the document. It is also important to check that the time allocated to the Learning Programme is consistent with the time allocations of each Learning Area within the phase.

After this process, it is recommended that teachers should stand back and examine the Learning Programmes in terms of the various features discussed in this chapter. It is also important to analyse all the Learning Programmes for a phase so that implications of one programme on another in terms of learner work load can be resolved. In this way, it is imagined that the time allocation for each programme will be modified and finalised through continued reflection and refinement.

Learners who experience barriers to learning must be accommodated through flexibility in terms of time allocated to complete activities. Additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage. There must be recognition of the fact that completing only part of the task also has value. These arrangements are planned as part of the individual support for each learner who has a barrier to learning.

- *Integration and resources*
Integration and the selection and use of resources have already been discussed in detail in 1.5.4 and 1.5.5 above. Teachers will also need to consider integration and resourcing when planning a Learning Programme. While they may only show the details regarding resources and integration in the Work Schedules, they must apply their minds to these issues at the time of Learning Programme development.

1.6.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme and adds further detail with respect to other aspects.

It should be emphasized that the process of developing a Work Schedule should not be seen as a process that occurs in a linear way, but as a holistic and integrated process. The following should be considered when developing a Work Schedule:

- *Details from the Learning Programme*
In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation to the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

Guidelines for the Development of Learning Programmes

- *Assessment tasks*
  The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.

- *Resources required*
  In developing the Work Schedules, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.

- *Integration*
  In developing the Work Schedule, teachers will have to consider in greater detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

1.6.3 Developing a Lesson Plan

Lesson Plans are developed from the yearlong Work Schedule by individual teachers. A Lesson Plan is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed in 1.5, Lesson Plan development is further informed by the classroom realities of the teacher's class.

Realities of the classroom that have an impact on planning a Lesson Plan include:

- *Learning styles*
  Since different learners have particular and preferred learning styles, every class is certain to contain groups of learners who assimilate information and develop understanding in different ways. Before a teacher is able to develop a Lesson Plan s/he must have a clear sense of the different learning styles of the learners in the class. S/he must also have a sense of those activities that are likely to succeed with particular individuals or groups and those that are unlikely to, and must plan to accommodate all learners in the class.

- *Teaching approach and methodology*
  Teachers must decide how they will approach their teaching and what methods they will use. The nature of the Learning Area often determines what approach and which methods will best support the teaching, learning and assessment activities in the particular Learning Area.

- *Barriers to learning*
  While it is possible to list many different types of barriers to learning in general, not all of these will apply in every class. Similarly there may be barriers to learning that are particular

to individual learners only. When developing a Lesson Plan the teachers must have a clear sense of barriers to learning that exist in the class so that they can overcome these through the way in which they structure activities and also through the activities that they select.

- *Resources available to the school and class*
  Different schools have access to different types of resources, and so while a particular Lesson Plan may work well in one school, it may fail in another because of a difference in the available resources — both types and quantity — available to teachers and their classes.

- *What learners already know*
  It is important to be aware of the prior learning that is both required for different Lesson Plans and the levels of this prior learning present in the class for whom the teacher is developing a Lesson Plan. Learners could demonstrate different levels of knowledge and concept development from the same learning experience. What learners already know becomes an important point of departure for planning what will happen next in an activity.

  At times teachers may wish to perform some form of baseline assessment to be able to establish the level of prior learning and accordingly plan appropriate support for the learners.

- *School policies*
  In the same way that national education policy will impact on Learning Programme design, so too will the policies of the school impact on both the design of the Lesson Plan and its execution.

  When the above issues have been considered, the teacher is finally ready to develop the Lesson Plan in detail. Within the planning, the teacher has to:
  - Develop and/or source teaching, learning and assessment activities;
  - Identify the role of outcomes and concepts from other Learning Areas;
  - Decide on assessment strategies and select or develop instruments to be used; and
  - Plan how to support learners who experience barriers to learning.

  After a Lesson Plan has been developed, the execution remains. In the execution of a Lesson Plan the teacher will become aware of issues that may not have been anticipated. These will need to be incorporated and should, in turn, be considered when planning the next Lesson Plan(s). Like Learning Programme and Work Schedule development, Lesson Plan development is not a linear process, but rather one of continual modification, reflection, revision and refinement.

The figure below indicates the factors that inform the development of Learning Programmes, Work Schedules and Lesson Plans. It also shows how the levels of planning in a Learning Programme proceed from the RNCS to the Learning Programme to the Work Schedule to the Lesson Plan.

Figure 2: The planning process and factors taken into account when developing Learning Programmes.
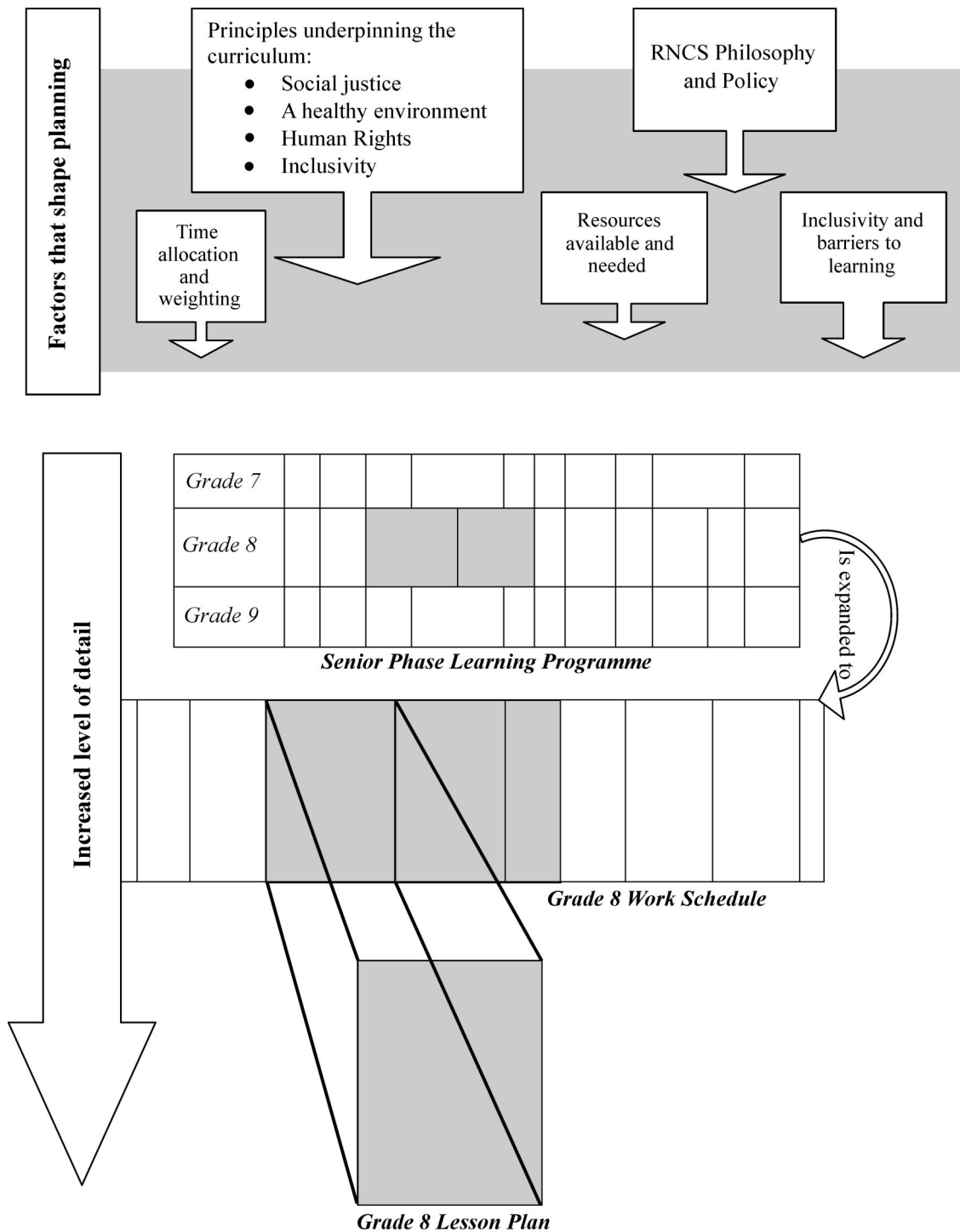
1.7   ASSESSMENT

1.7.1   Nature of Assessment

The assessment requirements of the curriculum policy have presented strong challenges to most educators. This section is therefore provided to support the implementation of sound assessment practices.

The assessment practices that are encouraged through the RNCS for Grades R-9 (Schools) are continuous, planned and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes. The level at which the learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

Planning assessment to include the assessment of learners who experience barriers to learning is important. It is likely that in every classroom there would be some learners who experience barriers to learning. However, these barriers will not always be the same and could be situated in the learning context, i.e. inflexible methodology, lack of resources or in the learners themselves, i.e. sensory, physical, intellectual disabilities or disease/illness. They can also arise from the social context, i.e. poverty, violence or difficult home conditions. When planning an assessment activity, the teacher should have a clear sense of the wide range of barriers that may inhibit learning and the achievement of the Learning Outcomes and how to address them. The key is to determine what exactly is being assessed, (i.e. concepts, application, skill) and to develop assessment tasks in such a way that learners have a variety of options to demonstrate their learning with respect to the Learning Outcomes and Assessment Standards as outlined in the RNCS. (For more details on alternative methods of assessment, please refer to *Curriculum 2005: Assessment Guidelines for Inclusion, May 2002.)*

Assessment should:
- enhance individual growth and development, monitor the progress of learners and facilitate learning;
- find out what a learner knows, understands and/or can do;
- make judgements based on valid and appropriate evidence – these judgements should then enable us to make well informed decisions about what a learner needs to learn next;
- give an indication of the success of the programme of learning including how appropriate resources have been;
- include a variety of techniques;
- encourage learners to go beyond simple recall of data or facts;
- close the gap between the classroom and the real world;
- include opportunities for learners to perform tasks and solve problems; and
- make provision for adaptive methods of assessment.

1.7.2 Planning for Assessment

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. As planning for teaching, learning and assessment activities begins with a Learning Programme, planning for assessment should also be integrated in these plans.

When planning for assessment the following documents should provide the framework for planning:
- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The RNCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give schools an indication of resources and time needed for assessment in that phase. To do this teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In a *Learning Programme* teachers need to:
- Mention all the **possible forms of assessment** they are likely to use in determining the achievement of the Learning Outcomes. In doing this also take the Assessment Standards into consideration;
- Mention the **resources** they are likely to need (including assistive devices);
- Take the **context and core knowledge and concepts** into consideration; and
- Indicate the **time** that will be needed.

In the *Work Schedule* planning for assessment focuses on a grade. When planning a Work Schedule considerations should be given to the following:
- Learning Outcomes give guidance by indicating **what** should be assessed;
- Assessment Standards indicate the **level** at which the Learning Outcome should be assessed;
- Indicate the **assessment strategies** or different forms of assessment teachers plan to use;
- Indicate the **resources** teachers will use; and
- Take into consideration the **diverse needs** of the learners.

In a *Lesson Plan* teachers should:
- Indicate **how** the Learning Outcomes would be assessed;
- Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards;
- Also consider the **context,** the availability of **resources** and the **diverse needs** of learners; and
- Give a detailed description of how they plan to use the various **assessment strategy(ies)** and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded.

For each level of planning in the Learning Programme, the Work Schedule and the Lesson Plan, teachers need to describe the following clearly:

- **When** they are going to assess;
- **How** they are going to assess;
- What **resources** they are going to use; and
- How they are going to support the **diverse needs** of learners.

1.7.3 Assessment Strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers can select these depending on the purpose of assessment. These will also depend on a specific Learning Area. The forms/types chosen must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess learner achievement:

a) Tests
b) Performance-based assessment
c) Interviews
d) Questionnaires
e) Structured questions
f) Assignments
g) Case studies
h) Practical exercises/demonstrations
i) Projects
j) Role-plays
k) Simulations
l) Aural/Oral Questions
m) Observations
n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the Learning Areas are discussed at length in the Assessment Guidelines for each Learning Area.

SECTION 2
THE LANGUAGES LEARNING PROGRAMME

2.1 SYNOPSIS

2.1.1 Description of the Languages Learning Area

The Languages Learning Area Statement includes:
- All eleven official languages: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- Languages approved by the Pan South African Language Board (PanSALB) and the South African Certification Authority (SAFCERT) such as Braille and South African Sign Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages.

The Languages Learning Area Statement follows an additive or incremental approach to multilingualism:
- All learners learn their home language and at least one additional official language.
- Learners become competent in their additional language, while their home language is maintained and developed.

The Languages Learning Area Statement covers all official languages as:
- Home languages
- First additional languages
- Second additional languages

The inclusion of Languages in the National Curriculum Statement is governed by national policy in the form of the *Language in Education Policy* and *The Norms and Standards regarding the implementation of the LiEP* which stipulate that all learners shall offer at least two official languages from grade 3 until the end of grade 12.

The Languages Learning Area also underlies all other Learning Areas, since language is the medium through which all teaching, learning and assessment takes place. Thus without language no other Learning Area could exist. The language teacher has an important responsibility to ensure that languages are fully utilised across the curriculum. Sufficient time and attention need to be given to the languages of learning and teaching for all other Learning Areas.

2.1.2 Languages Learning Area Context

The Languages Learning Area Statement distinguishes between **Home, First Additional** and **Second Additional Languages**. It approaches each level of language in slightly different ways:

- The Home Language Assessment Standards assume that learners are able to read, understand and speak the language taken at Home Language level. These Assessment Standards support the development of these competencies, especially with regard to various types of literacy (reading, writing, visual and critical literacies). They provide a strong curriculum to support the Language of Learning and Teaching (LOLT).

- The First Additional Language assumes that learners do not necessarily have any knowledge of the language taken at First Additional level when they arrive at school. The curriculum starts by developing learners' ability to read, understand and speak the language, and as such develops literacy. Learners are able to transfer the literacies they have acquired in their Home Language to their First Additional Language. The curriculum provides strong support for those learners who will use their First Additional Language as the Language of Learning and Teaching at some point in the GET band. ***By the end of Grade 9, these learners should be able to use their Home and First Additional Languages effectively and with confidence for a variety of purposes, including learning.***

- The Second Additional Language is intended for learners who need or wish to learn three languages. The Second Additional Language may be an official language or a foreign language. Assessment Standards have been set at Second Additional Language level for the official languages in the intermediate and senior phases. They ensure that learners are able to use their Second Additional Language for general communicative purposes. Less time will be allocated to the learning of Second Additional Languages than to the Home or First Additional Languages.

Both Home and First Additional Languages address the same six Learning Outcomes in the RNCS. They however, differ in the Assessment Standards prescribed for each Learning Outcome. In practice it is not necessary to have a rigid division between the teaching of Home and Additional Languages. For example, once learners are able to understand some simple classroom instructions in their Additional Language (Grades R-1), the teacher can manage the classroom in two languages, i.e. Language of Learning and Teaching and another language. This provides learners with exposure to their Additional Language in a practical and meaningful way. It is also in line with the *Language in Education Policy's* view that using more than one language of learning and teaching supports multilingualism.

The Department of *Education's Language in Education Policy* promotes additive ***multilingualism***. This means that learners must learn Additional Languages at the same time as maintaining and developing their Home Languages. Additive multilingualism makes it possible for learners to acquire complex skills such as reading and writing in their strongest language. They are then able to transfer these skills to their Additional Languages. Wherever possible, learners' Home Language(s) should be used for learning and teaching. This is particularly important in the Foundation Phase where children learn to read and write.

When learners enter a school where the Language of Learning and Teaching is not their Home Language, the teachers and the school should provide support and supplementary learning in the Additional Language until such time that learners are able to learn effectively in that language. ***It is the responsibility of the language teachers to ensure that Language of Learning and Teaching does not become a barrier to learning.***

In the light of the above, it is clear that languages play a pivotal role in learning and teaching in our country and thus form an integral component of any school curriculum.

2.1.3 Learning Outcomes

Learning Programme developers will always use Learning Outcomes and Assessment Standards as their starting point. There are six Learning Outcomes for Languages:

Learning Outcome 1: Listening

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

Learning Outcome 2: Speaking

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

Learning Outcome 3: Reading and Viewing

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

Learning Outcome 4: Writing

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

Learning Outcome 5: Thinking and Reasoning

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

Learning Outcome 6: Language Structure and Use

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

The first four learning outcomes cover five different language skills (i.e. listening, speaking, reading, viewing and writing). Learning Outcome 5 deals with the use of languages for thinking and reasoning, which is especially important for Language of Learning and Teaching. This

learning outcome is not included in the curriculum for Second Additional Languages, since its aim is not to prepare learners to use this language as their Language of Learning and Teaching, but rather for communicative purposes. Learning outcome 6 deals with the core of language knowledge – i.e. sounds, words and grammar – in texts. The knowledge addressed in Learning Outcome 6 is put into action through the language skills applied when addressing the other five Language Learning Outcomes. The six Language Learning Outcomes outline the particular kinds of knowledge, skills and attitudes to be developed in the teaching of Languages.

2.2   RELATIONSHIP BETWEEN OUTCOMES

All six of the Languages Learning Outcomes are interdependent, as one cannot function without the others. In Home Language and First Additional Language all six Learning Outcomes are equally important, while in Second Additional Language the listening and speaking outcomes should be given more attention. This shift in focus will influence the design of Learning Programmes as well as the approach to assessment.

When we use language, we integrate knowledge, skills and attitudes to express ourselves. A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of texts. Thus, when designing a Learning Programme, the Learning Outcomes will usually be integrated – one and two (listening and speaking) are always together, three and four (reading and viewing and writing) are often linked, while five and six give the knowledge base without which the first four learning outcomes would make no sense.

2.2.1   Relationship between Learning Outcomes and Critical Outcomes

The Language Learning Outcomes support the *Critical Outcomes* in the following ways:
- They assist the development of language skills and knowledge necessary for effective communication.
- Learners are introduced to values and attitudes found in all human interaction by means of texts, and are hereby assisted in the development of sensitivity and empathy.
- Problem solving and critical awareness are improved through various formal and creative activities which lead to the development of an imaginative, creative learner who has an enquiring mind.
- The learners are taught how to process information through enhanced language skills, and this lays the foundation for the development of a life-long learner.
- The ability to manage oneself and others, and develop as an entrepreneurial self-starter is enhanced by the analytic skills gained.
- The process of addressing literacy in the widest sense and exposure to a very wide range of texts from the full scope of life experiences, prepares all language learners to be productive citizens.

The reasoning and communication abilities developed in the learning of languages, equips learners to deal with a diversity of situations in different contexts, and to make links between them.

2.3   ASSESSMENT STANDARDS

Assessment Standards embody the knowledge, skills and values required to achieve Learning Outcomes. The Language Assessment Standards are the minimum standards for achievement of Learning Outcomes. There is no single way of clustering these Assessment Standards: they can be clustered in various ways, depending on the needs of the learners and the demands of the particular learning programme, for example.

2.3.1   Principles of the RNCS

Literacy (writing and reading and viewing) provides access to information, life-long learning and work opportunities. It is also an important tool for understanding and asserting one's human rights. It is therefore a key aspect of social justice. Schools must promote a high level of critical literacy amongst learners and in this manner try to redress past inequalities.

The teaching of critical literacy should be rooted in the world of the learner. Learners make sense of their world and bring this knowledge to their reading of texts. Through reading and viewing and listening to texts, learners are able to gain new perspectives on their world, and then use this knowledge to modify their world in such a manner that it contributes to social and environmental justice.

There are various steps to critical literacy. Learners should draw on their existing knowledge to make sense of texts. Teachers should appreciate that there is more than one interpretation of a text, and should ask questions that give learners the opportunity to respond personally to texts (i.e. Have you ever had an experience like that? Have you ever felt like that?). They should ask questions that enable learners to think critically about texts (i.e. From whose point of view was this text written/this photo taken? Are there alternative points of view? Why was this one chosen?). They should give learners opportunities to re-write texts to create alternative possibilities.

By assisting learners to acquire critical literacy, teachers can make an important contribution to *social and environmental justice.* They can also choose texts, which enable learners to engage critically with their world, for example, texts about access to the resources in our society (health services, water, wealth) and the way in which these resources are used.

Language rights are an aspect of human rights. In the past languages have not all been treated equally. Afrikaans and English for example, have been given an elevated status in the school curriculum, while African languages have suffered. Schools should refrain from this practice and the languages spoken by learners in the school and their associated cultures should, as far as possible, be treated equally. Wherever possible, learners should have the opportunity to be taught in their Home Language as Language of Learning and Teaching and/or to learn them as well.

No learner should be excluded from a school on the grounds of language ability. Furthermore, they should have the opportunity to learn Additional Languages to high levels of proficiency. Where learners suffer from hearing and visual impairments, Sign Language and Braille can be used to overcome these barriers.

Literate learners should be able to use languages to assert their own rights, show respect for other religions and cultures, challenge infringements of human rights, and fulfill personal and civic responsibilities. The Language assessment standards address the principles of Social Justice, a Healthy Environment, Human Rights and Inclusivity as described above.

2.3.2 Selection of Texts

Suitable types of text are set out as part of the introduction to each phase in the Languages Learning Area Statement. The same types of text (i.e. poems) may appear from the early grades through to the end of the Senior Phase. However, it is important that the level of the vocabulary and the concepts in the texts should be grade and age appropriate. The level should be such that it is understandable, but challenging to learners in terms of vocabulary, sophistication (i.e. genres) and ideas. Reading will then become a means of developing language and of experiencing a wider world than that in which the learners find themselves. Important social issues are encountered and explored from early on in the learning process. These issues will increase in complexity as the learner progresses through the Intermediate Phase into the Senior Phase.

Texts vary from short pieces to full-length literary works. All literary genres (novels, poems, plays, folklore, etc.) are relevant along with features such as character, plot, style, language, etc. In the Intermediate Phase, shorter texts (not excluding shorter novels and plays) will be chosen for both Home and Additional Languages, while in the Senior Phase, longer works will be used.

2.3.3 Integration

The Languages Learning Outcomes integrate within the Languages Learning Area as follows:

Learning Outcome 1

This Learning Outcome will always be integrated with speaking (Learning Outcome 2). It may also be integrated with Learning Outcomes 3 and 4. It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Learning Outcome 2

This Learning Outcome will always be integrated with Learning Outcome 1 (Listening), since one learns to produce oral texts by listening to them. It may also be integrated with Learning Outcomes 3 and 4 (Reading and Viewing and Writing). It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Learning Outcome 3

Learning outcome 3 is closely linked with Learning Outcome 4 (Writing). Learners acquire the ability to write and design a variety of texts largely through reading and viewing a variety of texts. At the same time, writing and designing texts, enhances the ability to read and view texts. Learning Outcome 3 may also be integrated with Learning Outcomes 1 and 2 (Listening and Speaking). It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

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Learning Outcome 4

This outcome (writing) is closely linked to outcome 3 (reading and viewing) since one learns to write and design a variety of texts largely through reading and viewing a variety of texts. It may also be integrated with outcomes 1 and 2 (listening and speaking). It will use the knowledge gained from outcomes 5 (thinking and reasoning) and outcome 6 (grammar).

Learning Outcome 5

The main function of this outcome in First Additional Languages, is to enable learners to develop their language skills and knowledge in Language of Learning and Teaching if they are to be taught in the medium of their Additional Language. Outcome 5 provides the knowledge and skills base for all the other Language outcomes.

Learning Outcome 6

This outcome gives the knowledge base without which none of the other outcomes would make sense. It thus integrates with the other five outcomes in all activities and situations.

A central principle of the Languages Learning Area Statement is the *integration of all aspects of language through the creation and interpretation of texts*. This means that reading and writing, listening and speaking, knowledge of grammar, and thinking and reasoning can be integrated through the use of texts, which in turn link Language with other Learning Areas. The learners could read and analyse a description of the process of gold mining with an accompanying flow diagram which would link them to the Natural Sciences Learning Area, for example.

As part of integration through texts, the Learning Programme designer can integrate by means of *themes*. The themes can be supported by careful choice of texts. Using a theme allows the learner to build up the vocabulary related to the topic. Careful choice of themes and topics supported by relevant texts not only provides integration, but also stimulates the interest of the learner. To this end, it is important to find a balance of topics and themes which interest boys and girls, whether they be rural or city learners, but which also unite learners across these divisions and across Learning Areas. Topics should be relevant to the learners' lives, and yet also move them beyond what they know already, i.e. they can learn about other countries and cultures. Themes and topics should also be chosen with the ***critical outcomes*** in mind.

The following list provides examples of themes learners would be able to relate to:
- science and technology, i.e. the radio
- health, i.e. sport and exercise, HIV/AIDS
- arts and culture, i.e. music, dance, visual arts, art in the local community
- the local, national and international environment, i.e. global warming, my town, pollution at my school, access to resources, poverty
- entrepreneurship, i.e. crafts, school bazaar
- educational and career opportunities, i.e. demands of the world of work

2.4 TEACHING AND LEARNING IN LANGUAGES

The teaching and learning of Home Languages and Additional Languages is not different in approach or methodology. The only difference between these levels be around the Learning Outcomes that are emphasized at a particular time, i.e. in Home Language, the outcomes dealing with Reading and Writing will be weighed more than the others, whilst in Additional Language, the Speaking and Listening will be emphasized. The other differentiation is brought about by the level of complexity of the texts selected.

The following aspects of learning and teaching are peculiar to the Languages Learning Area:
- Text-based approach
- Process approach to writing
- Reading strategies
- Reading and writing in an Additional Language
- Communicative approach

2.4.1 Text-based Approach

Literacy (reading, writing and viewing) provides access to information, lifelong learning and work opportunities. It is also an important tool for understanding and asserting one's human rights, carrying out one's civic responsibilities, and supporting social and environmental justice. Consequently, the literacy outcomes are considered the core outcomes of the Languages Learning Area. In line with the emphasis on literacy, the Languages Learning Area Statement also uses a text-based approach to the teaching of languages.

A *text-based approach* explores how texts work. It involves reading, viewing and analysing texts to understand how they are produced and what their effects are. And, of course, it involves writing texts for particular purposes and audiences (recounts, instructions, narratives, reports, etc.). In this approach, language is always explored in texts, and texts are explored in relation to their contexts. The approach involves attention to formal aspects of language (grammar and vocabulary), but in the context of the chosen texts and not in isolation. In order to talk about texts, learners need a 'meta-language': they need to develop a vocabulary of the words necessary to describe different aspects of grammar, vocabulary, style and writing genres.

The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts.

2.4.2 Process Approach to Writing

Simply put, the writing and designing of texts involves a process. The *process approach* to writing addresses the sequential steps contained within the writing process. It provides the learners with a framework on how they should go about producing their own text. Teachers must give learners multiple opportunities to put this process into practice if they expect their learners to display competent skills in the writing of texts. The process approach suggested for the teaching of writing is as follows:
- Decide on the topic, purpose and audience of a text to be written and/or designed
- Brainstorm ideas by creating mind maps, flow charts, lists, etc.

- Consult relevant sources, select relevant information and organise ideas
- Produce a first draft which takes into account the purpose, audience, topic and genre
- Read the first draft critically and get feedback from others (classmates, teacher, family members, etc.)
- Produce as many drafts as necessary by revising (in the light of feedback), proofreading and editing the drafts
- Produce a well-written final version
- Reflect on and evaluate the final product individually, with classmates and with the teacher

2.4.3 Reading Strategies

In order to read flexibly and purposefully with confidence and enjoyment, learners must develop reading strategies. Learners must be allowed multiple opportunities to develop reading skills within the context of the text being used for language learning. Strategies that facilitate reading skills include:

- Matching different ways of reading to different texts and purposes (i.e. skim newspaper headlines for the main ideas; scan a telephone directory for a number; read instructions slowly and with care; read a poem with enjoyment, etc.)
- Developing and evaluating their own reading speed
- Using strategies to work out or find the meanings of words and phrases (i.e. work out the meaning from the context, use word formation, use a dictionary)
- Using content pages, indexes, reference books, library catalogues, keywords, etc. when searching for information in any format

Learners should also be knowledgeable about different genres of fiction and non-fiction (i.e. crime stories, science fiction, romances, biographies) reading material. They should also know about different authors and be able to select texts that they will enjoy.

2.4.4 Reading and Writing in an Additional Language

Reading and writing in Home and Additional Languages are similar. However, in the beginning and intermediate stages of learning an Additional Language, learners do not have access to the same range of vocabulary and structures as they do in their Home Language. Neither do they have the same intuitive feeling for things such as style.

To compensate for this, Additional Language teachers need to:

- Build on what learners have achieved in their Home Language. For example, learners could first deal with reading, viewing, writing and designing advertisements in their Home Language. The teacher could draw on this underlying knowledge when teaching learners to interpret and create advertisements in their Additional Language.

- Carefully support (scaffold) reading, analysis and interpretation of texts by:
  ▶ selecting texts at an appropriate language level
  ▶ using well-designed questions to facilitate learners' interpretation of texts
  ▶ providing appropriate feedback

- Carefully support (scaffold) writing by:
  - ▸ Analyzing an example of a particular kind of text (i.e. advertisement) and developing criteria for writing and evaluating a similar text with the assistance of learners
  - ▸ Providing 'frames' or outline structures for writing (these will function as temporary support)
  - ▸ Providing feedback in terms of criteria
  - ▸ Giving learners opportunities to produce texts of the same type independently, once they display confidence to this effect

- Provide multiple opportunities and encourage learners to develop their vocabulary. A wide receptive vocabulary is essential if learners are to read fluently with understanding. Many learners will need to read textbooks and other learning materials written in their Additional Language. Research in primary schools has shown that there is an enormous gap between the level of vocabulary taught in the Language class and that demanded by textbooks in other Learning Areas in the same grade. The Languages Learning Area Statement provides vocabulary targets to aim for – these are rough estimates of the receptive vocabulary learners should have by the end of a grade or phase.

Extensive and regular reading is one of the best means of developing learners' proficiency in their Additional Language, and especially their knowledge of vocabulary. In the early stages of learning an Additional Language, graded readers have an important role to play. They are written within a specific vocabulary level and learners can move quickly from one level to the next.

2.4.5 Communicative Approach

In the Additional Languages, the focus will be on the ***communicative approach*** to language learning and teaching as required by C2005. For most of us, the way we approach language teaching is based on our own school experience and our training as teachers. Many of us were taught and trained in a method based on the structures of language and organized around separate skills, i.e. speaking, reading, writing and listening, rather than an integrated approach.

Communicative language teaching is just what the name implies: it's a method of teaching language based on the idea that language is a means of communication. The purpose of any communication is to understand, and make meaning and sense of a 'message'. The communicative approach involves more than making sense and meaning. It is a methodology based on a wide range of both theoretical and practical ideas.

Some of the most important principles of communicative language learning are:
- Language is *acquired* in a gradual and mainly subconscious process; it cannot be quickly and consciously 'learned' through teaching grammar structures, for example (this should not be misunderstood to imply that grammar structures should or should not be taught)
- Language acquisition is sustained by experiencing *large* amounts of *input* (listening, reading)…
- …and developed by *output – using/producing* language (speaking, writing).
- The *level* of the language used in the input is important: it should be familiar enough for the learner to make meaning of it, but challenge the learner with new elements

(vocabulary/structures) to promote development – according to research, approximately 80% of the material should be familiar to learners, while 20% can be new material

- We learn and develop an *Additional Language* in much the same way as we learn our Home Language ('mother tongue') – by hearing the language, making sense of what we hear, and trying it out for ourselves when we communicate.
- All languages are acquired in much the same way, but the learning development of one's Home Language is more advanced that of Additional Languages.
- *Semantic* mistakes are an expected part of the acquisition process. For a language to be acquired it must be practiced, and mistakes are part and parcel of the practice process.
- Language is acquired holistically in all learning, and not only in the language classroom.
- The ideal conditions for language learning to take place are those conditions in which the learner is relaxed and enjoying the process.

In the last ten years or so, research has shown that the most effective way to teach Additional Languages is to combine a communicative approach with the teaching of language structure. This enables language structure to be taught in context, and allows attention to be paid to meaning as well as form.

2.5   ASSESSMENT IN LANGUAGES

2.5.1   Nature of Assessment

Continuous assessment is the model of assessment that should be. It supports the growth and development of learners, and provides constant feedback to learners while gathering evidence of their achievement in the Assessment Standards of the Languages Learning Outcomes. In Languages, all speaking, listening, reading/viewing, writing, thinking and reasoning, and grammar should be assessed on an ongoing basis.

2.5.2   Aspects to Consider

The teacher should also be aware of the following aspects when addressing assessment:
- The skills to be assessed are often interwoven.
- Although tasks can actually address a number of Learning Outcomes at a time, the assessment should focus on one or two key Learning Outcomes and their related Assessment Standards.
- It may not be possible to assess all learners at the same time. Smaller groups of learners can be targeted on a daily basis. This is particularly applicable when assessing learners via observations. In practice, teachers will only be able to provide feedback to a few learners per day.
- Some learners will need to be assessed more often than others, depending on the rate of progress of each individual learner makes.
- Feedback and evidence should cover all the outcomes, so it needs to be oral as well as written.
- Formative assessment is ongoing, and takes place wherever a suitable situation arises.
- Assessment can include a practical component so that learners can demonstrate their competence without having to use language. This is a more suitable assessment of learners'

competence if they have language problems. Remember that OBE acknowledges outcomes in skills, values and attitudes in addition to knowledge.
- Assessment should consider the whole language profile of the learner.

2.5.3 Forms of Assessment in Languages

The following forms of assessment are particular to the Languages Learning Programmes:
- Creative writing
- Functional writing
- Spoken language
- Response to text
- Investigation

Teachers are referred to the Assessment Guidelines on Languages for further information on the above forms. In Languages, the process is important as the product. Teachers must therefore dedicate time to the assessment of the processes learners go through while they are busy developing the product. This is not to say the final product does not get assessed, but to indicate that assessment of the product in Languages usually takes place after the teacher has assessed the process applied to produce the final product. This principle of assessment is applicable to all six Learning Outcomes in the Languages Learning Area Statement.

In the language classroom, criterion-based assessment ensures that assessment is open and fair to everyone. All learners are aware of what is expected of them in terms of the set criteria. Previously, some language assessment was overly subjective: the use of criteria guards against this.

Assessment must concern itself with learners' language and literacy **development**. This is especially important in the early stages of learners' literacy development where the teacher must diagnose problems and deal with them. To support learners' language and literacy development, teachers must have a good sense of what can reasonably be expected of learners at different ages and levels. It is obviously the intention of the grade-by-grade Assessment Standards to guide teachers in this regard.

Furthermore, language assessment must be **bi/multilingual**. This does not mean that a learner should be assessed in two languages at the same time. However, the teacher must have an understanding of her/his learners' development in both (or all) their languages. This means that teachers must have bi/multilingual profiles of learners' development. This should help them to see whether a learner with a reading or writing problem in their Additional Language, is experiencing problems with literacy in their Home Language, or simply that the learners don't know enough grammar and vocabulary to read and write in that language. **This means that language teachers should plan Learning Programmes (phase long), Work Schedules (year long) and Lesson Plans together.**

2.6 OVERCOMING BARRIERS TO TEACHING, LEARNING AND ASSESSMENT

In terms of the Languages Learning Area, there are specific problems that lead to barriers to learning. For instance, the foundation of a literacy programme (also with the curriculum), is to teach learners how to read and write. However, unless the learner is **ready** to absorb these skills, the programme will not be successful. Furthermore, a child may have visual or hearing barriers that should be addressed appropriately. The teacher is therefore advised to critically diagnose the language problems of his/her learners, become knowledgeable about different ways of dealing with them, and call in specialists for help where necessary.

2.6.1 Physical Barriers

The following physical barriers could affect language learning directly:

- A learner who **does not see clearly** due to short sightedness or long sightedness and squints or holds out a book at a distance when reading or writing will experience problems. The learner may experience difficulties in reading pictures as well as words. The teacher must find suitable seating to help the learner, and ensure that his or her eyesight is tested. The teacher may need to find alternative forms of assessment if an assessment activity makes high demands on visual literacy.
- A learner who **does not hear properly** and thus does not respond to verbal instructions and questions, may have problems with the Listening and Speaking outcomes (Learning outcomes 1 and 2). Again, the teacher should ensure that a hearing/speech specialist properly assesses the learner and if necessary provides a hearing aid or sign language. The learner should be seated at the front of the class where he or she can best hear the teacher. The teacher may need to find alternative forms of assessment if an assessment activity makes high demands on hearing, i.e. assessing reading instead, since reading is also a receptive skill.
- A learner with **speech problems** such as stuttering should be dealt with in a patient and understanding way, and a speech therapist should be consulted. If not well handled by the teacher, this barrier could have negative consequences not only for learning in Languages, but also for learning in all other Learning Areas too. The teacher should not put pressure on such a learner to perform in front of large groups of people. Oral assessment can be in a one-to-one situation where the learner who stutters trusts his or her assessor.

Some barriers contribute to in reading and writing. It is important for all language teachers to be aware of the barriers so that specialist help can be called in when one of the following problems is diagnosed:

- *Visual discrimination:*
  A learner is not able to discriminate between similarities or differences between letters and words.

- *Visual memory:*
  A learner is not able to remember how many different or similar words s/he has seen or heard.

- *Visual and auditory sequencing:*
  A learner is not able to remember what s/he has seen and/or read. This will create problems with reading, writing and spelling of words.

- *Auditory discrimination:*
  A learner is not able to hear differences between sounds. This creates difficulties in learning new words. The result will be inaccuracies in spelling and spoken language.

- *Auditory memory:*
  A learner is not able to remember instructions, words or what s/he has read. S/he will also not be able to make connections or associations between sounds in written words. Without auditory memory, the letters will remain meaningless.

- *Pattern formation:*
  A learner lacks some or all of the skills that are used for writing, i.e. eye-hand co-ordination, sequencing, auditory discrimination.

- *Copying problem:*
  A learner is not able to copy accurately within a given time.

- *Scanning problem:*
  A learner is not able to let the eyes run comfortably from left to right when reading. This means that s/he is not able to see what comes next without stopping and examining each individual mark or the space on the page.

- *Figure-ground problem:*
  A learner is not able to ignore material that is unimportant and this distracts his/her attention from the material that is important.

- *Logic:*
  A learner is not able to use all his/her skills to understand, write or complete a task in the easiest and most logical sequence.

- *Association/matching:*
  A learner is not able to structure and order the world around him/ her, and will have problems such as not being able to identify words with similar meaning.

- *Processing problem:*
  A learner is not able to analyse, synthesise, remember and use closure, or define reason.

In all the above situations, learners should be encouraged to assist their classmates by reading aloud what is written on the board for a classmate who cannot see well or by repeating things for a classmate who does not hear well. This is important for the social and ethical development of all learners.

2.6.2 Conceptual Barriers

A teacher may have to deal with a learner with severely limited conceptual capacity. This could

be problematic in all Learning Areas, not only in Languages. However, in Languages such a problem could be approached in the following ways:

- Assist struggling learners with a peer mentor in pair work, rather than letting such learners be lost in a full group or whole class situation.
- Ask questions demanding appropriate conceptual development, but express these questions in such a way that all learners can understand what is required. Use 'why' often – everyone understands what it means.
- Give such learners constant scaffolding and support for activities, i.e. for a piece of writing, give them the starting point of each paragraph.
- When doing reading, choose illustrated texts at an easier level for these learners, but let them still attempt to demonstrate the same outcomes.
- Generally assess such learners on smaller sections of the work so they do not have to rely too heavily on memory
- Recognise and emphasize the talents they have and give them credit for these.
- Remember that learners who have conceptual barriers often have compensatory skills or attitudes. Give them an opportunity to express themselves in these valid aspects of learning and do not think of them only in traditionally academic terms.

2.6.3 A 'Print Poor' Environment

As the languages have a text-based approach, the lack of texts can often create a barrier to learning. The teacher could implement the following strategies to overcome this barrier:

- Collect old newspapers, magazines, brochures, flyers and posters from the immediate environment.
- Link with publishing companies for old, unsold copies of magazines and periodicals.
- Use the immediate surroundings as a text by talking about the environment.
- Use residents of the neighbourhood as aural and oral sources by means of interviews.
- Write own texts where possible.
- Use the radio or even TV and videos where possible.

2.7 ISSUES IN DESIGNING A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLANS FOR LANGUAGES

The following issues need to be considered when designing a Learning Programme for Languages:

- The Languages Learning Programme is based on the six Learning Outcomes and their Assessment Standards as expressed in the Languages Learning Area Statement. This is therefore the source of all language planning.
- Each language will have three programmes, depending on whether it is to be taught as a Home, First or Second Additional Language, i.e. English will have Home Language, First Additional Language and Second Additional Language programmes.
- All six outcomes must be addressed throughout the programme
- Although the six Language outcomes are presented separately in the Learning Area Statement, they should be dealt with in an integrated way in the practice.
- The core focus of the Learning Programme should be literacy in its various forms.

- The Learning Programme should be text-based within the outcomes-based approach.
- These texts will be supported by themes. These themes will facilitate integration with other Learning Areas, and should emphasise some aspect of the Critical Outcomes.
- The Learning Programme will use a wide variety of methodologies and approaches to address the widely varying language needs and learning styles of the learner at the appropriate level and in a topical and relevant way. It will address the needs of all learners by including support and enrichment activities. This will ensure that learners who experience barriers to learning are catered for, and encourage other learners to develop beyond the minimum standards.
- The learner will be an active participant in both the learning and the assessment facets of the programme. Guidance for participation will be provided by relevant Language activities.
- The Learning Programme will ensure that the learner is assessed continuously using a wide variety of methods and tools so that the assessment is fair. The assessment will assist not only the daily progress of the learner, but also progression at the end of the grade.

SECTION 3
INTERMEDIATE PHASE

3.1   THE INTERMEDIATE PHASE LEARNER

The Intermediate Phase is important in that it provides learning opportunities from grades 4-6 for a specific group of learners in the 10-12 years age group. In this phase learners are:
- Becoming more sensitive to how their actions affect others;
- Beginning to consider the needs, desires and points of view of others;
- Able to function co-operatively in the completion of group tasks with increasing ease;
- Enjoying the challenge of tackling independent tasks;
- Beginning to reveal the desire to take control of their own learning;
- Attempting to satisfy their curiosity about the world around them through active participation and critical enquiry in the learning process;
- Beginning to seek more order, while still manifesting spontaneity and creativity;
- Becoming more deliberate and methodical in their approach;
- Increasingly able to apply acquired methods in new contexts;
- Increasingly able to access, record and manipulate information; and
- Increasingly able to investigate, compare and assess critically.

3.2   THE LANGUAGES LEARNING PROGRAMME DEVELOPMENT IN THE INTERMEDIATE PHASE

The RNCS indicates that the Languages Learning Programme in the Intermediate Phase is a distinct Learning Programme. The primary focus of the Languages Learning Programme is to ensure that all the prescribed Languages Learning Outcomes are covered effectively and comprehensively. This implies that the Languages Learning Area itself becomes a Languages Learning Programme. Teachers will need to cluster Learning Outcomes and Assessment Standards within the Languages Learning Area, and use these when developing Languages Learning Programme.

Learning Outcomes and Assessment Standards that originate from other Learning Areas and are integrated into the Languages Learning Programme, are considered supporting outcomes in the Learning Programme. In this instance there could be a short-term integration across Languages and other Learning Area(s) for enrichment purposes, where natural connections with other Learning Outcomes and Assessment Standards are established. When the Learning Outcomes of other Learning Areas are integrated into the Languages Learning Programme as suggested above, teachers must assess and record against the Learning Outcomes and Assessment Standards of each of the Learning Areas that have been integrated into the Languages Learning Programme. Reporting is done against the Learning Outcomes.

In this phase a second additional language may be introduced. When this happens it will be important to consider the effort that goes into the three languages, i.e. time allocation and resources. The 25% of the teaching time allocated to this Learning Programme would need to be equitably shared by these languages. It is advisable to allocate the larger chunk of the time and resources to the LoLT as this is the tool for accessing the total curriculum.

3.3   ILLUSTRATION OF LEARNING PROGRAMME

Refer to Annexure A.

3.4   ILLUSTRATION OF WORK SCHEDULES

Refer to Annexure B.

3.5   ILLUSTRATION OF LESSON PLANS

Refer to Annexure C.

SECTION 4
SENIOR PHASE

4.1 THE SENIOR PHASE LEARNER

4.1.1 Development Traits

In this phase learners should be provided with opportunities to acquire, develop and apply a range of more advanced knowledge, understanding and skills. Breadth, depth, access and entitlement are particularly important to ensure that learners are given a sound basis from which to take advantage of choices at the FET phase. Learners should know enough about the nature of the options to ensure their decisions about future choices are informed ones.

The phase suggests that the essence of the curriculum at the Senior Phase is transitional, to inform choice and to enable independence on the part of the learner. The Senior Phase is there to bridge the gap between consolidation and extension at the Intermediate Phase and choice at the Further Education and Training (FET) Phase. In this phase, it is important to remember that:

- Learners are becoming more independent.
- They are becoming clearer about own interests.
- They mature physically and sexually.
- They mature cognitively and socially and use lateral reasoning.
- They have some understanding of probability, correlation, combinations, prepositional reasoning and other higher level cognitive skills.
- They have the ability to perform controlled experimentation, keeping all but one factor constant.
- They have the ability to hypothesise variables before experimentation to reverse direction between reality and possibility.
- They can also use inter-propositional operations, combining propositions by conjunction, disjunction, negation and implication.
- They continually anticipate the reactions of others to their appearance and behaviour.
- Peer influence plays a major role in their social development.
- They believe that one must be sensitive about infringing on the right of others and always avoid violating rules made by their peers.
- They respect ideas and values of others, but rely on their own intellect and values in making personal decisions.
- Learners further develop abstract thought. They concentrate on thinking in abstract terms and hypothesise and use lateral reasoning. At this level sophistication of thought processes really begins and with appropriate support, the learner can analyse events and have some understanding of probability, correlations, combinations, prepositional reasoning and other higher-level cognitive skills.
- Their capability for abstract thinking influences moral judgement and decisions. They still concentrate on social responsibilities, but are moving towards independent morality.

It is important during this phase to get them focused on critical and creative thinking skills, attitude development and the understanding of their role in society.

4.1.2 Abilities in Languages

In this phase, learners are consolidating what they have learnt in earlier grades, and preparing for further education and the world of work. Through language, learners should be informed about career and further learning opportunities, and their rights and responsibilities as citizens in a democratic, multicultural society.

They need to use language for increasingly public, formal and educational purposes. By the end of Grade 9, learners' skills in listening, speaking, reading and thinking and grammar should be of a high level. They should be able to reason independently and critically through language. They should also be able to consider and debate important issues such as those concerning human rights and the environment, and should realise that problems can have multiple solutions.

This phase will extend language and literacy. By the end of Grade 9, learners should be keen, flexible readers, who can find and evaluate information for themselves. They should be active, critical listeners and confident speakers of the language, sensitive to their audience. They should be able to analyse language, understand how it works, and use it for their own purposes.

The Learning Area seeks to produce learners with wide literacy competencies, coupled with attitudes and values that demonstrate sensitivity to and understanding of the people with whom they communicate as this will be essential for the world of work. In line with the critical outcomes, they should be creative thinkers and lifelong learners.

The illustrations that follow in Appendices D-F address Home Language, First Additional Language and Second Additional Language in the Senior and Intermediate Phases, and include exemplars of assessment and recording forms.

4.1.3 Learning Programme Development in the Senior Phase

The primary focus of the Languages Learning Programme is to ensure that all the prescribed Languages Learning Outcomes are covered effectively and comprehensively. Teachers may need to cluster Assessment Standards with Learning Outcomes in the Languages Learning Area, in developing a Languages Learning Programme. Learning Outcomes and Assessment Standards that originate from other Learning Areas and are integrated into the Languages Learning Programme, are considered supporting outcomes in the Learning Programme. In this instance there is short-term integration across Languages and other Learning Areas for enrichment purposes, where natural connections with other Learning Outcomes and Assessment Standards are established. When the Learning Outcomes of other Learning Areas are integrated into the Languages Learning Programme as suggested above, teachers must assess and record against the Learning Outcomes and Assessment Standards of each of the Learning Areas that have been integrated into the Languages Learning Programme. Reporting is done against the Learning Outcomes.

4.2   ILLUSTRATION OF A LEARNING PROGRAMME

The principles of developing a Languages Learning Programme are the same at all levels of language learning. The illustrations given focus on Home Language, i.e. the Assessment Standards used are for Home Language and the content has been chosen to match the language development levels of Home Language speakers. When developing an Learning Programme for Additional Language, the relevant Assessment Standards will be used.

Refer to Annexure D.

4.3   ILLUSTRATION OF WORK SCHEDULES

Refer to Annexure E.

4.4   ILLUSTRATION OF LESSON PLANS

Refer to Annexure F.

SECTION 5
LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs)

5.1 INTRODUCTION

Learning and Teaching Support Materials play an important role in the planning, teaching, learning and assessment processes of the school curriculum. Teachers are encouraged to use a variety of resources to address the Learning Outcomes and Assessment Standards prescribed for the Intermediate and Senior Phases. While Learning and Teaching Support Materials are used to support learning and teaching in the classroom, teachers must be wary of using Learning and Teaching Support Materials to replace the curriculum. The success of a Learning and Teaching Support Material is determined by the teacher's ability to use it appropriately and effectively in the learning context. The mere presence of a Learning and Teaching Support Material in a learning activity, does not automatically indicate that it is an effective learning tool. Careful selection of Learning and Teaching Support Materials is also recommended. Teachers are encouraged to collect and develop their own resource banks from a range of sources.

Many factors need to be taken into account when teachers start selecting and/or developing the Learning and Teaching Support Materials they want to use to support teaching and learning in the classroom. These factors include the Learning and Teaching Support Materials' ability to:
- Support the RNCS and the implementation thereof
- Support and enrich classroom-based activities
- Address the individual needs of learners
- Reinforce learner-centredness in the classroom
- Provide expanded opportunities for enrichment as well as remediation
- Assist teachers in accessing the RNCS
- Clearly indicate educational paradigm and how that has influenced the selection of topics
- Encourage the teacher to innovative thinking and practice
- Be applicable to a range of learning contexts (i.e. rural, urban and peri-urban areas)
- Capture and maintain the interest of learners and motivate them
- Take account of learners varying levels of abilities within a single grade
- Provide for differentiation so that each individual learner can be supported to experience success and develop to his/her full potential
- Be appropriate to the age, interests and diverse needs of learners
- Be user-friendly
- Encourage respect for diversity by reflecting all aspects of diversity in appropriate/sensitive and positive ways. This includes diversity regarding gender, level of ability, beliefs, etc.
- Stimulate active participation and enjoyment of both learning and teaching.
- Support teachers in systematically developing appropriate Lesson Plans
- Ensure that assessment is systematic, inclusive and ongoing
- Be flexible/adaptable to a range of contexts and needs
- Provide a range of suggestions for teachers to be innovative and creative in developing their own resources.

While teachers make effective use of published Learning and Teaching Support Materials in teaching and learning, the value of teacher and learner generated Learning and Teaching Support Materials must not be underrated. Both teachers and publishers can make use of these Learning Programme Policy Guidelines to generate Learning and Teaching Support Materials for use in the classroom. Irrespective of whether Learning and Teaching Support Materials are acquired in a ready-to-use format (i.e. printed posters, text books, abacus, etc.) or generated by teachers, all such materials should be developed in accordance with an Outcomes-based teaching and learning approach.

The teacher is strongly advised to have a supply of different publications for personal use, recognising that all books have strengths and weaknesses. Publications need to lend themselves to a wide variety of contextual factors. The publications need to be suitable for the learners within the school and for the context within which they will be learning. Not all publications will be necessarily suitable for your specific school with its own peculiar set of contextual factors.

5.2   LANGUAGE RESOURCES

Teachers will find the following resources to be of use in the teaching and learning of languages:
- Visual (i.e. reading material/books): comics, fiction, non-fiction, magazines; dictionaries; The Constitution, newspapers, information brochures, posters, variety of texts in different genres, learner-produced texts, teacher-produced texts, language text books, pictures, photographs, etc.
- Audiovisual: video, film, multimedia programmes, etc.
- Audio: radio, cassette players and tapes; music with appropriate lyrics
- Physical: models, items used as props, etc.
- Environment: gathering information via interviews and field trips, etc.

ANNEXURES

ANNEXURE A
Illustration of an Intermediate Phase Learning Programme

ANNEXURE B
Illustration of an Intermediate Phase Work Schedule

ANNEXURE C
Illustration of an Intermediate Phase Lesson Plan

ANNEXURE D
Illustration of a Senior Phase Learning Programme Framework

ANNEXURE E
Illustration of a Senior Phase Work Schedule

ANNEXURE F
Illustration of a Senior Phase Lesson Plan

ANNEXURE A

ILLUSTRATION OF AN INTERMEDIATE PHASE LEARNING PROGRAMME

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/CONTENT	INTEGRATION	RESOURCES
Grade 4	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner understands stories (told or read to learners) • answers literal questions; • discusses ethical and social issues (whether something is just or fair) codeswitching if necessary	Stories, plays, radio shows, poems, etc. social issues.	A&C: LO2	Magazines, books, newspaper clippings
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: interacts in additional language • acts in culturally appropriate ways • uses additional language to communicate information	Speeches, radio shows, narratives in IsiZulu.	A&C: LO2 A&C: LO2	Magazines, books, newspaper clippings Books, brochures, magazines, poems
	LO3: The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.	The learner: • understands in a simple way some elements of stories. • understands, in a very simple way, some elements of poetry etc. on social issues.	Poems, stories, brochures, references on a local political figure.	A&C: LO2	Books, brochures, magazines, poems

ANNEXURE A (continued)

ILLUSTRATION OF AN INTERMEDIATE PHASE LEARNING PROGRAMME

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/ CONTENT	INTEGRATION	RESOURCES
Grade 5	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner respects other and enjoyment, learners - encourages other group members to support fellow learners.	Stories, plays.	A&C: LO2 A&C: LO2	Magazines, books, newspaper clippings
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • interacts in additional language; • uses additional language to communicate information.	Discussions, Explanations, news, instructions Discussions, debates, explanations	A&C: LO2	Magazines, books, newspaper clippings

ANNEXURE A (continued)

ILLUSTRATION OF AN INTERMEDIATE PHASE LEARNING PROGRAMME

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/ CONTENT	INTEGRATION	RESOURCES
Grade 6	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: • understands stories (told or read to learners); • understand oral instructions and directions; and • understands recounted events.	Stories, plays. Speeches, newspaper clips, radio shows, narratives	A&C: LO2	Magazines, books, newspaper clippings
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • interacts in additional language • uses additional language to communicate information, and • uses additional language creatively.	Discussions, Explanations, news, instructions	A&C: LO4	Magazines, books, newspaper clippings

ANNEXURE B

ILLUSTRATION OF AN INTERMEDIATE PHASE WORK SCHEDULE

GRADE 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Languages LOs	**LO1 & LO2** ● The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations. ● The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	**LO3 & LO4** ● The learner will be able to read and view for information and enjoyment, and aesthetic, cultural and emotional values in texts. ● The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.			
Assessment Standards	● The learner: ▲ understands oral instructions, directions and descriptions; ▲ understands recounted events; ▲ respects other learners. ● The learner: ▲ uses additional language creatively; ▲ shows awareness of the way language constructs knowledge and identity and positions people.	● The learner: ▲ Understands in a simple way some elements of stories; ▲ reads for information; ▲ reads media texts ● The learner: ▲ writes to communicate information; ▲ writes for social purposes; ▲ writes for creativity; ▲ designs media texts.			
Integration	A&C: LO 2	A&C: LO 2			

ANNEXURE B (continued)

ILLUSTRATION OF AN INTERMEDIATE PHASE WORK SCHEDULE

GRADE 5	WEEK 1: LO1 and LO2	WEEK 2: LO3 and LO4	WEEK 3	WEEK 4	WEEK 5
Content/Context	Oral texts, songs, radio shows, short stories	Poems, stories, short stories, anecdotes, poems			
Activities	• Listening to various texts • Discussions around texts • Communicating ideas, about a particular topic, planned or unplanned	• Proofreads and corrects final version • Submits final draft and reflects on assignments of the piece			
Assessment	• Communicating ideas, about a particular topic, planned or unplanned • Interaction among peers, sensitivity towards peers, turn taking	• Written pieces of personal explorative text • Written pieces of informative text • Work sheets in response to texts			
Resources	Short stories, poems, factual texts, radio and television (if applicable)	Books, magazines			

ANNEXURE C
ILLUSTRATION OF AN INTERMEDIATE PHASE LESSON PLAN

LESSON PLAN

Learning Area: Languages	**Grade:** 5
Duration: 1 week	**Date/Week:** 2

Languages Learning Outcome: LO: 4 The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.	**Assessment Standards:** The learner: • writes to communicate information; • writes for social purposes; • writes creatively; • designs media texts.	**Integration**: A&C: LO2 Reflect on process, i.e. ability to communicate in written form

Looking Backward at: Letter writing	**Looking Forward to:** Story telling.

Content:
• Notices
• Reports

Learning activities and assessment:
• Reading texts
• Analyzing texts
• Responding orally and in writing

Teaching approach:
Group reading, Group discussion on text, Individual notes on discussion, Individually written notice and report

Planned assessment (recording): • Writing of formal or imaginative text • Planned and unplanned	**Resources:** • Diaries • Anecdotes • Stories • Poems • Notices • Reports

Expanded opportunities: • More challenging texts for the gifted learners • More texts for learners that have not yet achieved the outcome	**Teacher reflection:** • Outcomes achieved • What is to be repeated / remediated

ANNEXURE D

ILLUSTRATION OF A SENIOR PHASE LEARNING PROGRAMME FRAMEWORK

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/ CONTENT	INTEGRATION	RESOURCES
Grade 7	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: • understands and appreciates stories, including those told by other learners; • understand oral text; • listen actively in a discussion.	Stories, plays, radio shows Speeches, radio shows, narratives	A&C: LO2 A&C: LO2	Magazines, books, newspaper clippings Magazines, books, newspaper clippings
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • translates; • interacts in additional language; • begins to debate social and ethical issues.	Discussions, Explanations, news, instructions Poems, stories, brochures, references	A&C: LO2	Books, brochures, magazines, poems

ANNEXURE D (continued)

ILLUSTRATION OF A SENIOR PHASE LEARNING PROGRAMME FRAMEWORK

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/ CONTENT	INTEGRATION	RESOURCES
Grade 8	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner: ● Interpretation of texts ● listens for specific ● listens actively in discussion	Poems, praise poems, two or three episodestories, radio dramas, debates	A&C: LO2	Magazines, books, newspaper clippings radio (if applicable)
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: ● translates and interprets; ● shows developing ability to use features of spoken language to communicate.	Dramas, role-plays, songs	A&C: LO4	Magazines, books, newspaper clippings

ANNEXURE D (continued)

ILLUSTRATION OF A SENIOR PHASE LEARNING PROGRAMME FRAMEWORK

GRADE	LANGUAGES LEARNING OUTCOMES	ASSESSMENT STANDARDS	CONTEXT/ CONTENT	INTEGRATION	RESOURCES
Grade 8	LO1: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.	The learner listens actively in discussion.	Radio, dramas, talk shows, documentaries, dramatised poems book reviews	A&C: LO2	Magazines, books, newspaper clippings radios (if applicable)
	LO2: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.	The learner: • debates social and ethical issues by arguing persuasively and responding critically; • gives a short formal talk or presentation.	Radio, dramas, talk shows, documentaries, dramatised poems book reviews Drama, poems	A&C: LO2 A&C: LO3	Magazines, books, newspaper clippings

ANNEXURE E

ILLUSTRATION OF A SENIOR PHASE WORK SCHEDULE

GRADE 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
LANGUAGES LEARNING OUTCOMES	LO1 & LO2 LISTENING AND SPEAKING	LO3 & LO4 READING AND WRITING			
Assessment Standards	The learner: • understands and appreciates stories, including those told by other learners; • translates and interprets.	The learner: • reads a text; • writes to communicate information.			
Intergration	A&C	LO, A&C			
Content/Context	Ballad songs short stories, folktales	Poems, short stories, songs, ballads, newspaper articles, novels			
Activities	• Listening to various texts\ • Discussions on texts • Identifying values in texts • Identifying accents and dialects	• Reading for pleasure • Reading for information • Discussion of personal response • Writes a selected range of imaginative texts			
Assessment	• Interpretation of texts • Making inferences • Retelling	• Reading skills • Ability to identify needed information in a text • Ability to respond personally to text			
Resources	Books, magazines, short stories, poems, radio, television (if applicable)	Books, magazines, newspaper clippings, short stories, plays radio and television (if applicable)			

ANNEXURE F

ILLUSTRATION OF A SENIOR PHASE LESSON PLAN

LESSON PLAN

Learning Area: Languages - Home Language	**Grade:** 9
Duration: 1 week	**Date/Week:** 2

Languages Learning Outcome: LO: 3 The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.	**Assessment Standards:** The learner: • reads for pleasure; • shows some understanding of how reference books work.	**Integration:** A&C: LO2 EMS: LO4, AS4

Looking backward at: Language study: use of passive voice.	**Looking forward to:** Producing a selected range of factual written and multi-modal text, for various purposes.

Content: • Various types of Advertisements

Learning activities and assessment: • Reading texts • Analyzing texts • Identifying purpose, emotion and audience in text • Responding orally and in writing

Teaching approach: Individual reading, Individual brainstorm on text using flow diagram, Group discussion on text, Individual responses to questions on text, Individual advertisement

Planned assessment (recording): An advertisement produced by the learner with particular features	**Resources:** • Newspaper clippings • Magazines

Expanded opportunities: • More challenging texts for the gifted learners. • More activities for learners that have not yet achieved the outcome	**Teacher reflection:** • Outcomes achieved • Work to be repeated/remediated