

**MANAGING THE TEACHING OF CRITICAL
THINKING SKILLS IN ENGLISH HOME LANGUAGE
TO SECOND LANGUAGE SPEAKERS IN THE
FURTHER EDUCATION AND TRAINING PHASE**

P Pillay

HED (Springfield College of Education, KZN), Hons B ED (UNISA)

**A dissertation submitted in fulfillment of the requirements for
the degree**

MAGISTER EDUCATIONIS

in

Educational Management

in the

SCHOOL OF EDUCATIONAL SCIENCES

at the

VAAL TRIANGLE CAMPUS

of the

North-West University

Vanderbijlpark

Supervisor: Prof Elsa Fourie

2010

DECLARATION

I, **P Pillay** declare that MANAGING THE TEACHING OF CRITICAL THINKING SKILLS IN ENGLISH HOME LANGUAGE TO SECOND LANGUAGE SPEAKERS IN THE FURTHER EDUCATION AND TRAINING PHASE is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signature: _____

Date: _____

DEDICATION

For my husband Sean, my son Hezron and my daughters Caitlin and Meghan.
May this study be an an inspiration to you in all your endeavours in life and
may it encourage you to strive towards reaching your full potential.

ACKNOWLEDGEMENTS

- First and foremost my Lord and Saviour Jesus Christ who strengthened and sustained me in my endeavour to complete this study.
- My loving husband Sean who has been a great inspiration and has given me unconditional support and encouragement.
- My children; Hezron, Caitlin and Meghan who have been so patient and understanding.
- Dr E. Fourie, my supervisor who provided me with professional expertise, guidance, patience, encouragement, assistance, constructive criticism and motivation throughout this study.
- My late parents, Reggie and Sarry Rajagopaul who were always there for me and taught me to persevere.
- My in-laws Denny and Vicky Pillay for their special support and encouragement.
- Mrs A. Oosthuizen from the Statistical Consultancy Services of the North-West University (Vaal Triangle Campus) for professional assistance.
- Mrs Anneke Coetzee of the North-West University (Potchefstroom Campus) for her assistance.
- The staff of the Ferdinand Postma Library of North-West University (Vaal Triangle Campus) for their excellent service, especially to Mrs Hendra Pretorious, Dannyboy Moloto and Sally Van Heerden.

SUMMARY

The purpose of this study is to investigate and analyse the effectiveness and necessity of managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training phase, by focusing on critical thinking skills; classroom management; management skills of professional teachers; the relationship between teaching and management; guidelines for effective classroom management; the National Curriculum Statement Grades 10-12; the National Curriculum Statement Grades 10-12 English Home Language; critical thinking skills as indicated in the language curriculum; and factors that influence the teaching and learning of critical thinking skills.

The literature study reveals that the managing of teaching critical thinking skills is paramount to the effectiveness of the teaching of English Home Language to second language speakers in the Further Education and Training(FET) phase. However, due to several factors, namely: curriculum change; the acceptance and implementation of the new curriculum; professionally qualified and trained educators; background of learners; English Home Language being the language of learning and teaching of many second language speakers, the deliberate managing of teaching critical thinking skills has been overlooked and is totally non-existent. The lack of managing the teaching of critical thinking skills in the English classroom ultimately generates learners who lack the ability to present and understand arguments, think logically and rationally and who fail to apply the skills and knowledge they have acquired in becoming well adjusted citizens in a competitive society.

Research evidence has shown that cognition and language development are closely related. It is through language that children come to know the world. Higher-order thinking skills promote higher-order learning skills which in turn enable learners to reach higher levels of language proficiency.

A major finding emanating from the research is that educators should become familiar with and embrace the National Curriculum Statement grades 10-12 English Home Language. The learning environment should also be designed to support and challenge the learner's thinking. English language educators should integrate the promotion of thinking skills into the language curricula. The critical goal is to support the learner in becoming an effective critical thinker.

Educators should be professionally trained and qualified to teach English Home Language, especially to second language speakers. Educators must also have good classroom and professional management skills. Educators must exude, disseminate and nurture critical thinking skills in their learners. Educators must be more thorough in the planning and execution of lessons and deliberately incorporate critical thinking skills into lessons.

This study recommends on the basis of the literature review, guidelines to assist educators in managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training phase.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
SUMMARY	v
TABLE OF CONTENTS	vii
LIST OF TABLES.....	xv
LIST OF FIGURES	xvi
CHAPTER ONE.....	1
ORIENTATION	1
1.1 INTRODUCTION	1
1.2 CONCEPTUAL FRAMEWORK.....	5
1.3 LITERATURE REVIEW.....	9
1.3.1 DEFINING CRITICAL THINKING	9
1.3.2 MANAGEMENT	15
1.4 RESEARCH AIMS AND OBJECTIVES	21
1.5 RESEARCH DESIGN.....	21
1.5.1 Literature review	21
1.5.2 Content analysis	21
1.5.3 Why is this method appropriate for this study?.....	23
1.6 ETHICAL PROCEDURES.....	24

1.7	RELEASE OF FINDINGS.....	24
1.8	FEASIBILITY OF THE STUDY	24
1.8.1	Contribution to the Subject.....	25
1.8.2	Contribution to the Focus Area	25
1.9	PRELIMINARY CHAPTER DIVISION.....	25
1.10	CONCLUSION	25
	CHAPTER TWO	27
	THE NATURE OF CRITICAL THINKING.....	27
2.1	INTRODUCTION	27
2.2	THE PRINCIPLES OF CRITICAL THINKING	30
2.2.1	Defining Critical thinking.....	30
2.2.2	The relationship between critical thinking, learning and teaching	34
2.3	FACTORS THAT INFLUENCE THE TEACHING OF CRITICAL THINKING SKILLS IN ENGLISH HOME LANGUAGE.....	43
2.3.1	Introduction	43
2.3.2	Background of learners.....	44
2.3.3	Cognitive development and state of mind of the learner	46
2.3.4	Language Proficiency.....	49
2.3.5	Level of literacy.....	50
2.3.6	Practical theory of the English Language.....	52

2.3.7	Transference of skills and information through language	54
2.4	THE NATURE OF CRITICAL THINKING SKILLS IN THE NATIONAL CURRICULUM STATEMENT (GRADES 10 -12) ENGLISH HOME LANGUAGE	57
2.4.1	Introduction	57
2.4.2	The National curriculum Statements Grades 10 -12 (General)	60
2.4.3	The National Curriculum Statement and the language learning field of English Home Language.....	63
2.4.4	The purpose of critical thinking in English Home Language.....	66
2.5	ESTABLISHING AN ENVIRONMENT FOR CRITICAL THINKING	72
2.5.1	The role of the educator	72
2.5.2	Activities that enhance critical thinking skills.....	76
2.5.2.1	Activities for Listening and Speaking.....	80
2.5.2.2	Activities for Reading and viewing.....	81
2.5.2.3	Activities for Writing and Presenting.....	83
2.5.2.4	Activities for Language	85
2.6	CONCLUSION	86
	CHAPTER THREE	88
	THE NATURE OF CLASSROOM MANAGEMENT.....	88
3.1	INTRODUCTION	88

3.2	CHARACTERISTICS OF PROFESSIONAL EDUCATORS.....	90
3.2.1	Accountability	91
3.2.1.1	Acceptance of accountability	91
3.2.2	Being qualified and trained	92
3.2.3	Acceptance of a code of ethical practice.....	92
3.3	THE NATURE OF CLASSROOM MANAGEMENT IN THE FURTHER EDUCATION AND TRAINING PHASE.....	93
3.3.1	The purpose of classroom management	95
3.3.2	The principles of classroom management	96
3.3.3	Factors that influence successful classroom management.....	98
3.3.3.1	Managing the physical environment	100
3.3.3.2	Managing resources for effective teaching.....	101
3.3.3.3	Establishing a positive classroom climate	102
3.4	MANAGEMENT SKILLS OF PROFESSIONAL EDUCATORS.....	107
3.4.1	Planning.....	109
3.4.2	Organising.....	111
3.4.3	Leading	112
3.4.4	Control	114
3.5	THE RELATIONSHIP BETWEEN MANAGEMENT AND TEACHING.....	117
3.6	THE ROLE OF MANAGEMENT IN THE TEACHING OF CRITICAL THINKING SKILLS.....	119

3.7	CONCLUSION	124
	CHAPTER FOUR	125
	AN ANALYSIS OF THE NATIONAL CURRICULUM STATEMENT (NCS) FOR ENGLISH HOME LANGUAGE IN THE FURTHER EDUCATION AND TRAINING PHASE	125
4.1	INTRODUCTION	125
4.2	AN ANALYSIS OF THE NATIONAL CURRICULUM STATEMENT (NCS) GRADES 10 -12(GENERAL) IN THE FURTHER EDUCATION AND TRAINING (FET) PHASE.....	129
4.2.1	Introducing the National Curriculum Statement	129
4.2.2	Principles of the National Curriculum Statement (DoE, 2003:2).....	130
4.2.2.1	Social transformation.....	130
4.2.2.2	Outcomes-based education	130
4.2.2.3	A high level of skills and knowledge for all	132
4.2.2.4	Integration and applied competence	133
4.2.2.5	Progression	133
4.2.2.6	Articulation and portability	133
4.2.2.7	Human rights, inclusivity, environmental and social justice	134
4.2.2.8	Valuing indigenous knowledge systems.....	134
4.2.2.9	Credibility, quality and efficiency	135
4.2.3	The kind of learner that is envisage	136

4.2.4	The kind of educator that is envisaged.....	138
4.2.5	Structure and Design Features of the National Curriculum Statement.....	141
4.2.5.1	A Learning Field	141
4.2.5.2	A Subject.....	142
4.2.5.3	A Learning Outcome	142
4.2.5.4	An Assessment Standard.....	142
4.2.5.5	Learning Programme Guidelines.....	143
4.3	THE LANGUAGES LEARNING FIELD	143
4.3.1	Definition	143
4.3.2	Purpose.....	143
4.3.3	The scope of English Home Language	146
4.3.3.1	Inclusivity.....	146
4.3.3.2	Language levels	146
4.3.4	Educational and Career Links.....	149
4.4	ENGLISH HOME LANGUAGE	150
4.4.1	The principles of the English curriculum.....	151
4.4.1.1	The text-based approach	151
4.4.1.2	The communicative approach	152
4.4.1.3	The integrated approach	152
4.4.1.4	The cross-curricular approach.....	153
4.4.2	Types of Literacy	153

4.4.3	Assessment.....	156
4.4.4	Integration with other subjects.....	158
4.4.5	Learning Outcomes and Assessment Standards that require learners to use their critical thinking skills	158
4.4.5.1	Learning Outcome 1: Listening and Speaking.....	159
4.4.5.2	Learning Outcome 2: Reading and Viewing	160
4.4.5.3	Learning Outcome 3: Writing and Presenting.....	161
4.4.5.4	Learning Outcome 4: Language.....	162
4.5	CONCLUSION	163
CHAPTER FIVE.....		166
SUMMARY, FINDINGS AND GUIDELINES.....		166
5.1	INTRODUCTION.....	166
5.2	SUMMARY OF THE STUDY.....	167
5.3	FINDINGS FROM THE RESEARCH.....	169
5.3.1	FINDINGS FROM THE LITERATURE STUDY	169
5.3.1.1	Findings from Chapter 1: Orientation	169
5.3.1.2	Findings from Chapter 2: The nature of critical thinking	170
5.3.1.3	Findings from Chapter 3: The nature of classroom management	173
5.3.1.4	Findings from Chapter 4: An analysis of the National Curriculum Statement (NCS) for English Home Language in the Further Education and Training (FET) phase	175

5.4	GUIDELINES TO MANAGE THE TEACHING OF CRITICAL THINKING SKILLS IN ENGLISH HOME LANGUAGE TO SECOND LANGUAGE SPEAKERS IN THE FET PHASE	180
5.4.1	Introduction	180
5.4.2	Summary.....	Error! Bookmark not defined.
5.5	RECOMMENDATIONS FOR FURTHER RESEARCH	185
5.6	CONCLUSION	185
	REFERENCES	186

LIST OF TABLES

Table 3.6.1:	Categories and processes in thinking levels.....	123
Table 4.1:	Thinking skills and dispositions.....	127
Table 4.3.5.1:	Key questions to foster and develop critical thinking skills specific to the activity in literacy.....	154

LIST OF FIGURES

Figure 4.1:	Summary of the assessment process.....	157
Figure 5.1:	Guidelines for teaching critical thinking skills.....	181

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

The Educational System in South Africa has undergone immense change and is currently in the process of greater transition. The directive principles of the National Educational Policy Act 27 of 1996, proves to be a daunting challenge to most stakeholders. This Act which is aligned with Chapter 2 of the Constitution of the Republic of South Africa, (Act 108 of 1996), not only upholds the basic rights of all individuals, but stresses the utmost importance and necessity for the education system to contribute to the full personal development of each learner, and to the moral, social, cultural, political and economic development of the nation at large. This also encompasses the advancement of democracy and human rights.

The National Educational Policy Act (SA: 1996), succinctly provides and encourages equal educational opportunities and life-long learning. Education at large, promotes the cultivation of skills, disciplines and capacities, thus ensuring the holistic development of the individual. A vital ingredient in developing the individual holistically, involves independent and critical thinking.

The changes in the curriculum after 1994 intended to lay the foundations for a single national core curriculum – The National Curriculum Statement - in order to normalise and transform teaching and learning in South Africa. This necessitated a paradigm shift from the traditional aims-and-objectives approach, to outcomes-based education, as set out in the National Education Policy Act, 1996 (Act 27 of 1996).

This promoted a vision of:

“A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice” (Act 108 of 1996).

Thus, according to the National Education Policy Act 1966, (Act 27 of 1996) the years of education that had downplayed the role of critical thinking through content-based teaching and learning, would therefore, have to be uprooted.

The previous educational system prepared children and adults for a stereotyped lifestyle, one of fitting them into the little boxes of expected roles, economically, socially and politically. The deprivation of critical thinking skills in education has had a profound effect on many individuals, embedding its roots very deeply, and thus making critical thinking skills unnecessary and almost impossible to teach.

Society has become too comfortable to even consider the long-term rewards of indulging in critical thought. Thus to move from being so-called brainwashed in our behavioural and thinking patterns by a subjective education system, to adapting to a more open-minded system, a great paradigm shift will be necessary.

The engine that is driving the transformation process in South Africa is the Constitution of the Republic of South Africa (South Africa: 1996). The education system is directly influenced by the Constitution and reflects its values. The Ministry of Education has identified four central strategies to foster democratic values in the South African context through the National Curriculum Statement namely:

- Critical thinking and problem solving
- Creative and personal expression
- Expanded ways of thinking and communicating
- Multilingualism (DoE, 2005:15)

The National Curriculum Statement (NCS) (DoE, 2002:15) is aimed at radically eradicating social and educational injustices evident under the Apartheid rule, especially the barriers that have to a great extent, defeated the purposes of “real education” in our country. It envisages a learner who is imbued in values in the interest of society, based on respect for democracy,

the rights to equality, human dignity, life and social justice. It also fosters the notion of critical and active citizens, and encourages awareness and understanding that can be attained through critical thinking.

The National Curriculum Statement (DoE, 2002: 6-8) defines language as a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge.

In South Africa, the Further Education and Training (FET) band according to the National Curriculum Statement provides opportunities for learners to strengthen and develop their multilingual skills. As learners move through the grades, they are required to use language with increased fluency and accuracy in a range of situations (DoE, 2005: 30).

The range of literacy needed for effective participation in society and the workplace in the global economy of the twenty-first century have expanded beyond listening, reading, writing and oral traditions, to include various forms such as the media, graphics, computers, cultural and critical literacy (DoE, 2005: 31).

The FET Curriculum envisages learners who will meet the requirements of the critical and developmental outcomes of the curriculum (DoE, 2005: 31).

The researcher is of the opinion that the English Home Language curriculum should prepare learners for the challenges they will face as South Africans and as members of a global community.

According to the National Curriculum Statement (NCS), critical outcomes are key outcomes that are relevant to all learning, as inspired by the Constitution. These outcomes provide for core life skills, citizenship skills and evaluation skills (DoE, 2005: 126). The critical outcomes, as explained above, are key outcomes coupled with critical outcomes and related to the full development of the individual. The following are some of the requirements of the critical and developmental outcomes:

- To broaden and deepen language competencies including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation of texts, to enable learners to read, write, speak and view texts confidently. These skills form the basis of life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify learners' own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and imagination to represent and explore human experience. Through interacting with a variety of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts.
- Express reasoned opinions on ethical issues and values.
- Recognise the unequal status of different languages and language varieties.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through interaction between language and thinking.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.

The above requirements clearly illustrate that critical thinking skills are deeply embedded in the critical and developmental outcomes of the curriculum.

Critical thinking evolved out of a yearning to consolidate ideas of democracy in educational institutions. John Dewey, the American philosopher, believed

that the purpose of education should engage and influence the learner and that thinking and reflection are integral to the act of teaching and learning. Thus the necessity to inculcate and manage critical thinking skills in education has become of paramount importance.

The FET band is the final phase of English Home Language education at schools in South Africa. It ultimately prepares learners for tertiary education and entering the job market. It is therefore imperative that good foundations in written and spoken language are laid (Elion & Renard, 2007:10).

English Home Language is a subject of choice and not exclusive to English First Language speakers. Granted that this freedom of choice is aligned with our Constitutional rights, and rightly so, there are several disadvantages that second language speakers encounter when learning English Home Language as a fundamental subject.

Competence in the use of English may influence the learner's ability to use critical thinking strategies, particularly those which are dependent on the language skills of speaking, listening, reading, viewing and writing (Punch, 2000:93).

Research based on the *management* of critical thinking skills in the classroom is limited and the implementation measures to instil skills in critical thinking are vague. No studies that focus on the teaching of critical thinking skills in English Home Language to second language speakers in the FET phase could be found. This research will therefore investigate ways to manage the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training (FET) Phase.

1.2 CONCEPTUAL FRAMEWORK

A conceptual framework provides one or more lens through which the research problem is viewed. Conceptual frameworks help the researcher to view phenomena of interest to see details that otherwise might not be apparent.

Pedagogical traditions depend greatly on the socio-cultural context in which the school is located. For example some countries are aligned with more traditional educator-centred pedagogies, which are often called *transmission models* of education, while other countries recognize more constructivist pedagogies, where the learners are more actively involved. Teaching strategies using social constructivism as a referent include teaching in contexts that might be personally meaningful to students, negotiating taken-as-shared meanings with students, class discussion, small group collaboration, and valuing meaningful activity over correct answers (Cummins, 2001:115-129).

Constructivism, which developed from the original conception of interpretivism is the most generally accepted paradigm used in education today. Jean Piaget's highly influential theory of cognitive development gained much scientific support in the 20th century. Piaget was interested in the process by which people attain knowledge or "come to know" things. Piaget in (Richmond: 1970) studied children of different ages and concluded that by the process of cognitive development, or development in the way people think at different ages, children's answers to questions differed at different stages.

Piaget (1971) suggests that through processes of *accommodation* and *assimilation*, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing the framework.

Williams et al. (2002:162-210) describes the pedagogical implications of the theoretical orientation intended by the *constructivism* in the following way:

"Children are understood to be active constructors of their own knowledge. Mental activity is enhanced by wide experience with people, materials and events. Children's skills are also refined through repeated experience. Curriculum is therefore expected to provide multiple opportunities for children's direct and concrete engagement."

Social constructivism views each learner as a unique individual with unique needs and backgrounds. Social constructivism encourages the learner to

arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. Historical developments and symbol systems, such as language, logic and mathematical systems are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. Young children develop their thinking abilities by interacting with other children, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shape the knowledge and the truth that the learner creates, discovers and attains in the learning process (Garcia: 2009:313).

The learning environment should also be designed to support and challenge the learner's thinking. While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. The new London Group has identified four factors in a meaningful pedagogy to develop literacy and learning practices:

- *Authentic situated practice* and immersion of learners in such practice;
- *Overt instruction* to develop awareness and understanding of the practice;
- *Critique of practices* so that meaning is related to their social contexts and purposes;
- *Transformed practice* in which learners transfer and re-create their designs of meaning from one context to another through experimentation with innovative practices (Garcia, 2009:63-70).

Social constructivist theories view learning as an active process where learners should learn to discover principles, concepts and facts for themselves. These theories also emphasize the social context of literacy practices and learning and the importance of making meaning from print according to distinct individual and socio-cultural resources. Since there are different worldviews and socio-cultural contexts in bilingual schools, bi-literacy practices and teaching must also read and write two or more different worlds.

Educators in bilingual education must pay attention to the social justice principle no matter what the language of instruction is. Educators must also ensure that they engage in social literacy practices that reflect, explore, and question different worlds.

If one of the functions of education is to develop literacy practices that conform to standard language use, then learners must have opportunities to do two things: engage in the full processes of reading and writing the standard language according to socio-cultural norms; and study parts of reading and writing in the standard language. This cannot be done without building on the literacy practices that learners bring from their homes. Reading promotes the essential cognitive development skills one must possess in order to succeed in adult life. Reading and comprehension leads to one being able to critically evaluate ideas (Clayton, 2000:1).

Vygostky (1978:57) conveyed the importance of social interaction for the development of cognition. Learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner relies on a cognitive structure which provides meaning and organisation to experiences and allows the individual to “go beyond the information given”. Our understanding of how we learn has developed through recognition of the social and situated nature in which knowledge is constructed during interaction and communication with others in communities.

Thus in light of the above, the researcher is of the opinion that when teaching critical thinking skills in English Home Language to second language speakers, the learner’s cognitive development in relation to stimuli from the environment must be considered so that they are capable of increasingly complex behaviours and thoughts. Vygostky’s(1978:57) assertion was that learning and cognitive development depend on the challenges of the environment and the relationship between people and the cultural context in which they act and interact in shared experiences. Skills can be developed with adult guidance and peer collaboration. It is therefore essential that educators and all stakeholders in education be on different developmental

levels. Constructivism as a learning theory also takes into account the selection criteria for the learning content used in the classroom.

This research will be grounded in a framework of social constructivism.

1.3 LITERATURE REVIEW

1.3.1 DEFINING CRITICAL THINKING

Moore and Parker (2009:2-3) advocate that critical thinking refers to thinking at a high level of complexity where thought processes such as understanding, analysis, synthesis, application, recognition, evaluation and the careful application of reasoning are involved. Critical thinking includes more than just the intellectual domain of human functioning as it is supported by other domains; critical thinking involves *thinking about thinking*.

The phrase “critical thinking” became fashionable in the 1940s and 1950s. Early philosophers spoke of reflective thinking, straight thinking, clear thinking or scientific thinking. However, the question is “*What is critical thinking?*”

Russel (2007:1) claims that schools often encourage the “herd mentality” in its fanaticism and bigotry, and that schools fail in developing a “critical habit of mind”. The threat of indoctrination, the importance of individual judgements and the prevalence of fanatical opinions all point to the invaluable need for critical thinking. Russel’s (2007:1) conception of critical thinking involves reference to a wide range of skills, dispositions and attitudes which together characterise a virtue which has both intellectual and moral aspects, and which serves to prevent the emergence of several vices, including dogmatism and prejudice. Russel’s central belief is that the purpose of education is to prepare learners to be able to form “a reasonable judgement on controversial questions in regard to which they are likely to have to act’. According to him, such critical thinking skills are grounded in knowledge and involve developing “the ability to form an opinion for oneself”. Russel (2007:2) therefore stresses access to impartial sources of knowledge. Without such access, critical abilities cannot function

Critical thinking is the examining and testing of propositions of any kind which are offered for acceptance in order to find out whether they correspond to reality or not. The critical faculty is the product of education and training. Critical thinking involves the mental habit and power an individual exercises to ensure the prime condition of human welfare. It is a guarantee against delusion, deception, superstition and misapprehension of us and our earthly circumstances. Education that inculcates the habit of critical thinking develops good citizens (Rudinow & Barry, 2004: 10).

The tradition of research into critical thinking reflects the common perception that human thinking, if left alone, gravitates towards prejudice, over generalization, common fallacies, self-deception, rigidity and narrow-mindedness. Critical thinking seeks ways of understanding the mind then training the intellect to minimize such grave errors. Those who think critically, strive towards intellectual clarity, precision, accuracy, relevance, depth, breadth and logic (Sumner, 2007:1)

Paul and Elder (2008:1) as far back as 1996, proposed that critical thinking be construed as “disciplined, self-directed thinking which exemplifies the perfection of thinking appropriately to a particular mode or domain of thinking”. According to Paul and Elder, critical thinking skills must be taught with the focus on wielding fair-minded critical thinkers who are willing to take into account the interests of diverse persons or groups, regardless of self-interest. Dialogical thinking, according to Paul and Elder, can help shape the dispositions in terms of disciplined and self-directed thinking in teaching. This refers to learners’ abilities to “enter into thoughts and feelings other than their own” (Paul & Elder, 2008:2).

Paul and Elder (2008:5) further held the view that children develop egocentric identities, points of views and frames of reference through which they experience and judge the world. From early childhood, they are faced with opposing points of view, different interpretations of events, contradictory judgements and incompatible lines of reasoning. Thus learners continuously practise to put themselves in the position of their opponents. Learners play

different imaginative roles, embracing different perspectives in search for the strongest argument.

The essence of critical thinking according to Paul and Elder (2008:40) is the combination of critical thinking skills and the dispositions of fairness, objectivity, impartiality and non-arbitrariness. This should be the foundation on which educators plan their lessons in critical thinking. Epstein and Kernberger (2006:1) assert that critical thinking is more than knowing definitions, rules and examples; it requires judgement and being able to reason well.

According to Bowell and Kemp (2005:8-10) critical thinking is the examining and testing of propositions of any kind which are offered for acceptance in order to find out whether they correspond to reality or not. The critical faculty is the product of education and training. Critical thinking involves the mental habit and power an individual exercises to ensure the prime condition of human welfare. It is a guarantee against delusion, deception, superstition and misapprehension of our circumstances. Therefore, education that inculcates the habit of critical thinking develops good citizens (Bowell & Kemp, 2005:114).

The tradition of research into critical thinking reflects the common perception that human thinking, if left alone, gravitates towards prejudice, over generalization, common fallacies, self-deception, rigidity and narrowness. Critical thinking seeks ways of understanding the mind and then training the intellect to minimize such grave errors. Those who think critically, strive towards intellectual clarity, precision, accuracy, relevance, depth, breadth and logic (Moore & Parker, 2009: 84; 361-364).

Most authors on critical thinking agree that one of the main goals of education, at whatever level, is to develop general thinking skills, especially critical thinking skills. However, in South Africa, there was and still is a lack of responsibility, dedication and commitment to inculcating critical thinking skills on the part of many educators and learners. Therefore, teaching and learning

to promote a prosperous and democratic country requires greater responsibility from all stakeholders.

Educational change is necessary to promote a more balanced view by developing learners' critical thinking powers and their problem-solving abilities. This is indeed the heart of Outcomes Based Education (OBE) therefore resulting in its implementation in the South African educational system (Van der Horst & McDonald, 1997:6). The new outcomes based curriculum in South Africa is aimed at developing a thinking, problem-solving citizen who will be empowered to participate in the development of the country in an active and productive way. Although curriculum change is currently on the agenda of the DoE again, the value of the principles of OBE can never be questioned in relation to quality teaching and learning.

Educators, therefore have the responsibility to teach learners to think critically and to solve problems in their specific learning area. Furthermore, learners must be taught in cultural contexts that they can relate to and be familiar with. However, competence in the use of English may influence the learner's ability to use critical thinking skills, particularly those which are dependent on the four macro language skills of speaking, listening, reading and writing (Punch, 2000:93).

Bowell and Kemp also reiterate that there is no teaching of thinking skills in isolation from a knowledge base, nor is a knowledge base developed without a dynamic, thinking type of interaction with the content (Bowell & Kemp, 2005:151).

Teaching English Home Language to second language users has proven to be frustrating and tedious to both learners and educators. Language educators focus on bringing the learner's current state of knowledge into line with the knowledge of a native speaker. Whatever learners know and do is related directly to the native target, that is, to what they ought to know and do if they were native English speakers. According to Paul (2004:463), critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing and evaluating of

information gathered from or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action.. To accomplish these critical thinking actions good language ability is crucial

Donald, Lazarus and Lolwana (2002:219) assert that language, thinking and therefore learning are intimately tied together and that the capacity to use language is essential to execute critical thinking skills.

Surely much more must be expected if we are to generate a nation of critical thinkers. The germination of critical thinking begins in the classroom. The researcher is of the opinion that educators need to manage critical thinking within the four walls of the classroom and in every learning area. However, this does not presently happen in South African classrooms. South African classrooms are complex and dynamic. The expectation that educators should teach problem solving, critical thinking and implement co-operative learning as a teaching strategy, demands more sophisticated classroom management than ever before (Fleisch, 2002:153-157).

New methods of organisation and management are required. Such methods must focus on learner outcomes as well as accommodate the expanding diversity of South African learners and their settings. It is also important to keep in mind that classroom management and instruction are interrelated.

Taylor and Vinjevold (1999:121) suggest that many South African educators have a weak conceptual grasp of the disciplines or subjects that they are teaching and that their lessons are characterised by educator talk, low-level questions, lack of structure, superficial use of real world examples and very little independent thinking, reading and writing. Therefore the need for educator knowledge concerning classroom management is clear. In short, successful classroom management is a multifaceted process that establishes classroom order that must be maintained while learning takes place and teaching goals, contexts and events continuously shift (Fleisch, 2002:151).

Educators need to reflect upon, challenge and refute, rather than accept the structural, environmental and cultural conditions which envelop their teaching. The essential ingredient of learning-oriented classrooms and the foundation of

critical attitudes is an educator who values learning. The importance of an educator's concern for learners as individuals is also emphasised. Educators, therefore have the responsibility to teach learners to think critically and to solve problems in the different learning areas. Education should prepare young people for autonomy, rationality and critical thinking (Winch, 2006: 109-117).

Critical thinking safeguards human values from the influence of homogenic power relations in society and it promotes the liberation of human behaviour from the power of oppressive ideologies and relations in society (Sumner, 2007:52). Thus the role of education and all its stakeholders is to inculcate critical thinking skills amongst learners and educators, and the educator is obviously the instrument in enhancing and developing the skill in the classroom.

As a result of critical thinking people become proficient in identifying and clarifying the implications of power relations in a wide range of social, political and economic contexts. The researcher is of the opinion that learning involving critical thinking skills, will be effective and efficient in the employment of ideological critique, to illuminate and redress oppressive and stagnating power structures in society. Then only can the new plague of "free yet enslaved by our mindsets" be eradicated.

The role of critical thinking in the teaching and learning of English Home Language in the FET phase, is of paramount importance as learners emerging from the FET Phase, must demonstrate an achievement of the critical and developmental outcomes of the National Curriculum Statement.

Learners must:

- have access to and succeed in lifelong education and training of high quality;
- demonstrate the ability to think logically, analytically, laterally and holistically; and

- be able to transfer skills from familiar to unfamiliar situations (Elion & Renard, 2007:9).

The four Learning Outcomes of English Home Language help to develop literacy. Literacy is defined as the ability to process and use information for a variety of purposes and contexts. It is also the ability to decode texts, enabling us to make sense of the world around us. The objectives of the National Curriculum Statement (NCS) according to Elion and Renard (2007: 10-15) as discussed earlier, emphasize that the skill of critical thinking must be developed and must form the basis of every English Home Language lesson.

In light of the above, this research will examine: Managing the teaching of critical thinking in English Home Language in the Further Education and Training phase (FET).

In the next section the concept “management” will be discussed.

1.3.2 MANAGEMENT

The World Book Dictionary (WBD: 1263) defines management as *control, direction, guidance or the administrative skill* and it emphasizes the idea of skilful handling of people and details so as to get results.

“If an organisation has nothing going for it except for one thing – good management – it will succeed. If it has everything except good management, it will fail” (Anonymous). According to Van Deventer (2003: ii) there is a common thread running through all the definitions of management. Therefore management can be defined as the process of working with and through individuals and groups and other resources to accomplish organisational goals. Management, as defined in this way, applies to all types of organisations, be it business or educational institutions. The achievement of organisational objectives through leadership is management.

Dessler (2002:2) avers that management is about the acknowledgement of the knowledge, skills and competencies that a manager requires to offer high

quality leadership for organisational effectiveness. Management is about effective task execution as well as effective people management. Although each organisation is dependent on people or workers for the performance of its work, the degrees of success (or failure) which the organisation achieves depends on the managers and leaders. According to Robbins (1996:7) those who have the responsibility for deciding the direction an organisation will take and who hold the authority to move it towards its goal are the single most important ingredient in determining the organisation's success or failure.

The most generally accepted perspective on management is that the manager, in simple terms, decides what must be done, decides how it should be done, gives instructions that it must be done and determines whether it has been done. The managerial terminology used to describe these four fundamental functions is planning, organising, leading and control (Dessler, 2002:5). These tasks form part of the inter-related and interactive management process and can be briefly described as follows:

- **Planning** includes the setting of a vision, mission, goals and objectives, problem solving, decision-making and policy making.
- **Organising** includes establishing an organisational structure, delegating and co-ordination.
- **Leading** (or directing) includes communication, motivation, conflict management and negotiation.
- **Control** (or evaluation) includes assessment, taking corrective action, supervision and disciplinary measures.

Although the concept management applies to all organisations, educational management involves a specific kind of work. In schools, management cannot be restricted to the principal or the educator only. Management occurs at all levels in education: in the classroom, on the soccer field, in subject meetings, school governing body meetings, at district, provincial and national levels. Thus management in education is not restricted to one person or

position but to all stakeholders. This means that everyone is a manager in at least some activities.

Educational management is the application of management theory, principles and skills in the education environment. The central focus of education management is the creation of a culture of learning and teaching through effective value-driven education. In education there are three broad levels of management, namely:

- Management of the total organisation or system of education (national or macro level)
- School governance and institutional management (institutional or meso level)
- Classroom management (micro level) (Du Preez, 2003:8)

As effective classroom management is a pre-requisite for successful teaching and learning, educators have to perform the following actions (Coetzee *et al.*, 2008:16):

- Teaching or instructional actions
- Management actions

Classroom management is a means to ensure effective performance of the educator's educational and instructional task in order to realise teaching objectives. Du Preez (2003:11) expresses this view of classroom management:

“Thus as educators work with classes it is important that by using appropriate classroom management strategies, they establish and maintain those conditions in which instruction can take place effectively and efficiently and in which their learners feel comfortable and unthreatened.”

The educator performs both teaching and management activities before, during and after a lesson. Therefore teaching includes the following activities:

- Choice and arrangement of learning content.
- Setting aims and objectives.
- Conveying knowledge.
- Transferring skills and knowledge.
- Giving learners feedback on their learning achievements (UNISA 2006:5).

The educator ought to convey the subject matter to the learners by means of teaching activities. At the same time the learners respond by learning and internalising the subject matter. Good educative teaching entails not only activities, but also that the subject matter is conveyed effectively from educator to learner. In the teaching of English Home Language in the FET phase, educators are the key to the transformation of education in South Africa. Their role is to be subject or phase specialists, mediators of learning, assessors, classroom managers and lifelong learners themselves (Coetzee *et al.*, 2008:30-33).

Since the curriculum seeks to create lifelong learners who are knowledgeable, confident and independent, multi-skilled, compassionate and critical citizens; educators need to manage the teaching of critical thinking in the English Home Language classroom (Economou, Paizee & Peires, and 2007:8). Therefore effective classroom management will ensure that the educator implements various strategies to cater for different learner abilities, strengths and intelligences. Taking into consideration the uniqueness of learners, educators should devise strategies to ensure that the learners achieve the developmental and critical outcomes as set out by the National Curriculum Statement.

Skills, knowledge, values and attitudes are all expressed in different kinds of texts. An OBE approach to learning languages therefore represents a text-based, communicative and integrated approach to learning (Economou *et al.*, 2007:9).

According to Economou *et al.* (2007:9), the word “**text**” refers to all sorts of texts: written, oral, audio-visual and multi-media texts. The purpose of the text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of these texts. It involves reading, viewing and analysing texts to understand how they are produced and what their effects are. Therefore learners need to understand how texts work. Texts are not neutral. They reflect the cultural, social and political contexts in which they are created. Learners must be able to interpret and respond to the values, attitudes and indigenous knowledge reflected in texts.

Economou *et al.* (2007:9) also recommend that in the **communicative approach** to language teaching, the learner is given exposure to language and many opportunities to practise or produce the language by communicating for social or practical purposes. Learning the language, by making errors is regarded as part of the process of learning a language.

Finally, the **integrated approach** in learning is encouraged. Educators should always be on the lookout for opportunities to make links between what their learners are doing in Language and what they are doing in other subjects. In this way, it will help to show how knowledge of the world is connected and how learning in one subject can illuminate and support learning in another.

The educator must integrate all aspects of language through the creation and interpretation of texts. In addition, the content of the texts will provide learners with the opportunity to develop their general knowledge, attitudes and values (Economou *et al.*, 2007:9).

Critical thinking involves using reason to make up one’s mind and is concerned with decision making. Critical thinking, like writing, is a discipline. Practice leads to greater mastery, which opens up many avenues for individual self-expression, and so too with thinking (Rudinow & Barry, 2004: 11). Critical thinking involves mastering rules and regularities and requires practice. It involves the development of the reasoning capacity with many useful applications in daily life (Rudinow & Barry, 2004:11). Therefore, critical

thinking is a skill that must be taught in the classroom. Educators need to help learners form the habit of rigorously questioning every aspect of their beliefs. The teaching of English Home Language provides many opportunities to promote critical thinking, however, the researcher is of the opinion that this is not always practised in the classroom. Therefore, since effective classroom management results in effective teaching and learning, the teaching of critical thinking skills in English Home language necessitates proper management to be effective.

As classroom management involves planning, organising, leading and control, and critical thinking skills can be taught, there must be some way to manage re-enforcing critical thinking skills. It can thus be assumed that the re-enforcing of the teaching of critical thinking skills in English Home Language in the FET phase can be managed.

Barnes (2005:5-13) maintains that a majority of people cannot reliably exhibit basic skills of general reasoning and argumentation. If there is no conscientious and guided management of the teaching of critical thinking skills in the classroom, it would obviously be overlooked and the necessity for critical thinking will be downplayed, resulting in just content regurgitation. Hence, learners who are not critically aware of their roles in society will lack the ability to become discerning adults. The management of teaching critical thinking skills in English Home Language involves different levels of planning, organisation, leading and control.

Based on the above discussion, the following research questions arise:

- What is the nature of critical thinking?
- What is the nature of classroom management?
- How does the English Home Language FET curriculum address critical thinking skills?
- How can the teaching of critical thinking skills in English Home Language in the FET phase be managed?

1.4 RESEARCH AIMS AND OBJECTIVES

The aim of the research is to investigate how the teaching of critical thinking skills in English Home Language in the FET phase, can be managed, especially to second language speakers in South Africa, with the aim of suggesting guidelines to assist educators. This aim can be operationalised into the following objectives:

- To determine the nature of critical thinking
- To determine the nature of classroom management in teaching English
- To analyse how the English Home Language curriculum in the FET phase addresses critical thinking skills
- To identify guidelines to manage the teaching of critical thinking skills in English Home Language to second language speakers in the FET phase.

1.5 RESEARCH DESIGN

The research for this study will consist of a literature review and content analysis

1.5.1 Literature review

Primary and secondary literature sources will be studied to gather information about the nature of thinking, critical thinking, managing the teaching of critical thinking, classroom management, duties and the role of educators in the Further Education and Training Phase for English Home Language and the National Curriculum Statement for English Home Language. ERIC, Emerald and EBSCO Host searches will be done to obtain relevant literature. Key words include the following: *OBE, FET, NCS, Classroom Management, Critical Thinking in English Home Language and Second Language Speakers.*

1.5.2 Content analysis

This research can be typified as content analysis. Webster's Dictionary defines content analysis as "*analysis of the manifest and latent content of a*

body of communicated material (as a book or film) through classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect” (Merriam-Webster Online, 2005).

The intellectual roots of content analysis can be traced far back in human history, to the beginning of the conscious use of symbols and voice, especially writing (Krippendorff, 2004). Content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content. Content analysis is usually used to refer to the analysis of books, brochures, documents, transcripts, news reports and visual media. It is a process of looking at data from different angles with a view to identifying keys in the text that will help us to understand and interpret the raw content. Content analysis is an inductive and interactive process where we look for similarities and differences in text that would corroborate or disconfirm theory.

A typical content analysis study would be to examine the content of learners’ textbooks to see whether they cover the necessary material for learning a particular subject and if it is appropriate to their reading level and fits the context in which they live and study (Neuendorf, 2002).

Content analysis can be applied to examine *any* piece of writing or occurrence of recorded communication. It is used in an array of fields, ranging from marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science and many other fields of enquiry.

The following list offers more possibilities for the use of content analysis:

- Disclose international differences in communication
- Compare media or “levels” of communication
- Audit communication content against objectives
- Code open-ended questions in surveys
- Identify the intentions and other characteristics of the communicator

- Detect the existence of propaganda
- Reflect attitudinal and behavioural responses to communication
- Reveal the focus of individual, group, institutional or societal attention
- Determine the psychological or emotional state of persons or groups
- Describe trends in communication content (Bogdan, 2007).

Content analysis is potentially one of the most important research techniques in the social sciences. The content analyst views data as representations not of physical events but of texts, images and expressions that are created to be seen, read, interpreted and acted out on for their meanings, and must therefore be analysed with such uses in mind. Content analysis is powerful and unobtrusive; it makes sense of what is mediated between people-textual matter, symbols, messages, information and mass-media content without affecting those who handle that textual matter (Krippendorf, 2004).

1.5.3 Why is this method appropriate for this study?

This research will investigate the teaching guidelines provided by the National Curriculum Statement through content analysis. The purpose of studying the teaching guidelines is to investigate how the school curriculum affects the teaching of critical thinking skills and how the proposed set of values and attitudes in the school curriculum relate to the teaching of critical thinking skills in English Home Language to second language speakers.

Curriculum is not neutral. *Curriculum as actuality* is a representation of selected ideas, skills, values, norms and practices within society (Lovat, 2005: 97-109), which constructs social reality for learners. “What is taught and how it is taught is often determined by people in governments who would like to see learners learn a particular form of literacy” (Pahl & Rowsell, 2005:115).

The “critical thinking skill” is one of the skills that learners have to acquire in order to achieve learner autonomy. Having critical thinking skills is a foundation of critical literacy because a person can do critical thinking without

critical literacy but cannot do critical literacy without critical thinking (Baker, 2007a:131-152).

The National Curriculum Statement encourages critical thinking and problem solving, creative and personal expression, expanded ways of thinking and communicating and multilingualism (DoE, 2005:15). The term critical thinking has been mentioned several times, in the curriculum documents. However, there is not much critical pedagogy in the teaching of critical thinking skills in the South African curriculum for teaching English Home Language to second language speakers. To truly foster life-long learning, I believe that educators should teach learners critical thinking skills.

1.6 ETHICAL PROCEDURES

This research is based on content analysis and is therefore unobtrusive. Neither the sender nor the receiver of the message is aware that it is being analysed. Hence there is little danger that the act of measurement itself will act as a force for change that confounds data (Webb, Campbell, Schwartz, & Sechrist, 1981).

1.7 RELEASE OF FINDINGS

Researchers should understand the importance that findings should be documented accurately, objectively, completely and with certainty (Strydom & Venter, 2002:71). The researcher will endeavour to document all results and findings objectively, completely, with accuracy and without any prejudice. The researcher will take great care to avoid duplication which could be regarded as plagiarism.

1.8 FEASIBILITY OF THE STUDY

The study is feasible as it will be conducted at the North-West University, Vaal Triangle Campus, where the researcher is a student. The researcher has easy access in order to gather the research data. Furthermore the study is feasible in that there are sufficient literature sources on the topic.

1.8.1 Contribution to the Subject

This research will provide guidelines and strategies to assist educators in managing the teaching of critical thinking skills in English Home Language in the FET phase, to second language speakers.

1.8.2 Contribution to the Focus Area

This research will assist educators in teaching learners to engage critically with how knowledge is applied and interpreted in the community. It will encourage educators to produce and critique the texts relevant to participation in both the school curriculum and the wider community (Wiersma, 2000:187-189).

1.9 PRELIMINARY CHAPTER DIVISION

- Chapter 1 - Orientation
- Chapter 2 - The nature of critical thinking
- Chapter 3 - The nature of classroom management
- Chapter 4 - An analysis of the National Curriculum Statement (NCS) for English Home Language in the Further Education and Training (FET) Phase
- Chapter 5 - Guidelines for managing the teaching of critical thinking skills
- Chapter 6 - Conclusion and recommendations

1.10 CONCLUSION

In this chapter the importance of managing critical thinking in English Home Language in the FET phase was discussed. Definitions of the concepts used in this research were given; as outlined in the title : “Managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training (FET) Phase.”

The problem statement which prompted this research was briefly outlined. In the following chapters, the selected research method, concepts of critical thinking, the curriculum of English Home Language in the FET phase and the management of critical thinking in the classroom will be further explained. Suggested guidelines and strategies on how to enhance critical thinking skills in the English Home Language classroom will be meticulously dealt with.

CHAPTER TWO

THE NATURE OF CRITICAL THINKING

2.1 INTRODUCTION

It is imperative to understand the meaning of ‘thinking’ before one delves into the meaning and importance of ‘critical thinking’. As human beings we are continuously bombarded by thoughts that fill our minds all day long.

The simplest definition is that ‘thinking’ is what goes on inside our heads. In broader terms it is the mental processing that we do to help us to make sense of the world (Bowkett, 2006:2).

In order to think we make use of two fundamental resources namely memory and imagination. We thus absorb tons of information – which is continually formed into greater meanings and understandings, and these determine how we perceive the world and reality, and how we as individuals fit into it (Bowkett, 2006:2).

According to Bowkett (2006: 3), ‘thinking’ is also connected to emotions and physical behaviours and processes. Thus, the implication of this idea is that by thinking more effectively, we also develop our emotional resourcefulness and how we respond to life’s situations. We cannot do things without thinking, and we cannot think without contemplating doing things. Thought is action, overt or imagined. The conception of thinking is; ‘the business of the brain’ which is close to one of the dictionary definitions of thinking, namely ‘the exercise of the mind’. ‘Thinking’ is commonplace; it goes on all the time, everybody does it, and it is not unusual or special in any kind of way. Secondly, ‘thinking’ is like common sense, widely shared, enabling people to understand each other’s points of view, and it develops largely as a result of association with other people.

Dewey’s (1933: 3-9) classic introduction to “How We Think” offers an overview of some of the different senses in which the term *thinking* is used:

- thinking as a 'of stream of consciousness' and the everyday 'uncontrolled coursing of ideas through our heads', including dreaming and daydreams
- thinking as imagination or mindfulness which is 'usually restricted to things not directly perceived' since we tend to say 'I saw a tree' rather than 'I thought of a tree' if we are actually standing with our eyes open in front of one
- thinking as synonymous with *believing* expressed in statements such as 'I think it is going to rain tomorrow': in this sense it is contrasted with knowledge and the level of confidence with which we express such belief
- reflective thinking as a chain of thought leading, through enquiry, to a conclusion: this, of course is Dewey's aim in defining and recommending reflective thinking as a basis of both rationality and action.

Frameworks for thinking can provide shared understandings which can help improve the quality of instructional design, course and lesson planning, teaching, learning and assessment. Thinking skills (or at least those skilled in thinking) are needed, not only in the worlds of work, education and training, but in the contexts of family, friendship, community and in the construction of personal and shared beliefs and values (Moseley *et al*, 2010: 1).

The aim of this research is to investigate and analyze the importance of managing the teaching of critical thinking in English Home Language to second language speakers in the Further Education and Training (FET) phase. This study involves a breakdown of management skills and an analysis of the National Curriculum Statement Grades 10- 12 English Home Language, with the aim of reinforcing and developing guidelines to assist and encourage educators to consciously incorporate and manage the teaching of critical thinking skills in English Home Language.

One of the main goals of education, at whatever level, is to develop thinking skills, especially critical thinking skills. However, all thinking does not necessarily involve or require critical thinking. As human beings, our primary tool in making better judgements is critical thinking. Critical thinking is the careful application of reason in the determination of whether something is true (Moore & Parker, 2009:2-3).

The essence of critical thinking is the combination of critical thinking skills and the dispositions of fairness, objectivity, impartiality and non-arbitrariness. This should be the foundation on which educators plan their lessons in critical thinking. Moore and Parker (2009:2-3) define critical thinking as follows:

“Critical Thinking refers to thinking at a high level of complexity where thought processes such as understanding, analysis, synthesis, application and evaluation are involved. Critical thinking includes more than just the intellectual domain of human functioning as it is supported by other domains, such as the emotional domain.”

Thinking critically means making sense of our world by carefully examining our thinking and the thinking of others in order to clarify and improve our understanding. To be *critical* means to question, to make sense of and to be able to analyse. These critical activities help us in reaching the best possible conclusions and decisions (Swann & Burgess, 2005: 7-22).

Russel (2007:1) claims that schools often encourage the “herd mentality” in its fanaticism and bigotry, and that schools fail in developing a “critical habit of mind”. The threat of indoctrination, the importance of individual judgements and the prevalence of fanatical opinions all point to the invaluable need for critical thinking. Russel’s (2007:2) conception of critical thinking involves reference to a wide range of skills, dispositions and attitudes which together characterise a virtue which has both intellectual and moral aspects, and which serves to prevent the emergence of several vices, including dogmatism and prejudice. His central belief about the purpose of education is to prepare learners to be able to form “reasonable judgements on controversial questions in regard to which they are likely to have to act’. According to him, such

critical thinking skills are grounded in knowledge and involve developing “the ability to form an opinion for oneself”.

However, in South Africa, there was and still is a lack of responsibility, dedication and commitment to inculcating critical thinking skills on the part of many educators and learners. Therefore, teaching and learning to promote a prosperous and democratic country requires greater responsibility from all stakeholders. Educational change became necessary to promote a more balanced approach in developing learners’ critical thinking powers and their problem-solving abilities. The new curriculum in South Africa is aimed at developing a thinking, problem-solving citizen who will be empowered to participate in the development of the country in an active and productive way. The new curriculum also emphasises the need for educators to make a ‘paradigm shift’ from ‘traditional content- teaching’ practices to facilitating the development of ‘skills, knowledge and values’ in learners (Fleisch:2002:123).

Educators, therefore have the responsibility to teach learners to think critically and to solve problems in their specific learning area. Furthermore, learners must be taught in cultural contexts that they can relate to and be familiar with. To generate a nation of critical thinkers, one must begin and sustain the teaching and learning of critical thinking skills in the classroom. The researcher is of the opinion that educators need to manage critical thinking within the four walls of the classroom and in every learning area.

In the next section critical thinking and various definitions of critical thinking will be examined. The relationship between critical thinking, teaching and learning will also be analysed.

2.2 THE PRINCIPLES OF CRITICAL THINKING

2.2.1 Defining Critical thinking

A wide range of sources on critical thinking skills, management, classroom management and the National Curriculum Statement Grades 10 -12 English Home Language, will be consulted, to firstly establish the need for critical thinking skills in English Home Language and to secondly to emphasize the

necessity to manage the teaching of critical thinking skills when teaching English as a language.

Lovat (2005:97-109) stresses that youth are at risk of entering adulthood lacking the commitment necessary to sustain relationships and the responsibility to participate in a democratic society. This highlights the demand on educators to prepare learners to take their place in a competitive world market. Learners must be engaged actively, encouraging them to be critical thinkers and enabling them to become participative citizens as well as successfully passing examinations (Matthews: 2006:4).

Although the South African Qualifications Authority (SAQA) has recognized that analytical and critical thinking skills are necessary skills and has incorporated them into the critical cross-field outcomes of the National Qualifications Framework (NQF), it is not evident from the rhetoric of policy documents what critical thinking is conceived to be and why it should be managed in the classroom.

Hindes and Bakker (2004:76-86) regard critical thinking as a generic rather than a technical skill. Generic skills include interpersonal skills such as communicating, questioning and listening, and problem-solving skills such as analyzing, organizing and making decisions. Among these generic skills, critical thinking is identified as supportive cognitive skills.

However, Hindes and Bakker (2004: 76-86) emphasize that from a systems theory perspective, the supportive cognitive skills cannot be regarded as building blocks that are acquired incrementally to create the ability to think critically, but that to be in a position to think critically, all the supportive cognitive skills must be exercised simultaneously. This is because the *“specific type... of reasoning used in critical thinking can only be identified within the context of the essential nature and purpose of critical thinking”*. In other words, situation and context will give rise to, or reveal the type of reasoning that is required.

The essential nature and purpose of critical thinking is viewed as the ability to “embrace a transformative pedagogy and take a self-reflexive stance on

critical theory". A transformative pedagogy means changing the human and social world. By implication then, by adopting the discourse of the critical paradigm, education will address the concerns of social justice and equality (Lynch, 2001: 351-372).

Halx and Reybold (2005:293) maintain that critical thinking has become the "mantra of higher education... it is assumed a desirable goal – if not the principal goal". Barnes (2005:6) asserts that more than many other educational innovations, critical thinking has not only persisted, but has also inserted itself into the fabric and fibre of (educational) missions and practices.

Kong and Seng (2006) are of the opinion that of all kinds of thinking one can identify, none has drawn greater attention from the educational community than critical thinking. Notwithstanding the fact that the notion of critical thinking has become of paramount importance among educators (Bataineh & Zghoul, 2006: 33) and although it lies at the core of South Africa's critical outcomes, the concept is still vaguely defined.

Halpern (1997:19) claims that 'All thinking skills are inextricably tied to the ability to remember'. Halpern specifies the following categories of critical thinking skills:

- Memory skills: *skills that are needed when learning, during retention and at retrieval*
- Thought and language skills: *skills needed to comprehend and defend against the persuasive techniques that are embedded in everyday language*
- Deductive reasoning skills: *skills used to determine if a conclusion is valid i.e. it must be true if the premises are true*
- Argument analysis skills: *skills to judge how well reasons and evidence support a conclusion, including considering counter-evidence, stated and unstated assumptions, and the overall strength of the argument*

- Skills in thinking as hypothesis: *skills used in scientific reasoning- the accumulation of observations, formulation of beliefs or hypotheses, and then using the information collected to decide if it confirms or disconfirms the hypotheses*
- Likelihood and uncertainty critical thinking skills: *the correct use of objective and subjective estimates of probability*
- Decision-making skills: *skills involved in the generation and selection of alternatives and in judging among them*
- Problem-solving skills: *skills needed to identify and define a problem, state the goal and generate and evaluate solution paths*
- Skills for creative thinking

Halpern (2002:5) describes critical thinking as “cognitive skills and strategies that increase the likelihood of a desired outcome... thinking that is purposeful, reasoned, and goal-directed – the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods and making decisions”.

Tsui (2002:748) advocates that critical thinking means to “*assess and scrutinize ‘knowledge’ prior to its consumption*”. After having studied various definitions, Vandermensbrugge (2004:417) concludes that existing definitions of critical thinking can broadly be divided into two categories. The first category is the ability to develop a capacity to reason logically and cohesively, and the second refers to the ability to question and challenge existing knowledge and the social order.

One of the greatest challenges facing educators worldwide today is that of how to produce learners who are critical thinkers. In South Africa the realization that critical thinking is both an important life skill and an educational concept, gained prominence in 1995, when the White Paper of Education and Training in a Democratic South Africa stated: “ *The curriculum, teaching methods and textbooks at all levels and in all programmes of education and*

training, should encourage independent and critical thought.” These principles were translated into a plan of action when the development of critical thinking skills was adopted as one of the twelve critical outcomes of the South African Qualifications Authority in 1998 (DoE, 1998:8).

English Home Language is the first language of only 8.2% of South African citizens according to Statistics South Africa (2001:14). One of the specific outcomes for language is that “Learners display critical awareness of the way language is used” (Government Gazette, 1997: 24). The aim of this specific outcome is to develop the learner’s comprehension of the way in which language is used to reflect and manipulate peoples’ convictions, actions and relationships (Nieman *et al.*, 2000: 10). The skills of reading, listening and observing are emphasized.

The point of departure, however, is how to implement and manage critical thinking in the classroom. It is apparent that in South Africa and internationally, there is a focus on critical thinking skills in the classroom. However there are still very few notions regarding the management of teaching critical thinking skills in the language classroom. This research attempts to offer guidelines on how to manage the teaching of critical thinking skills in English Home Language. Therefore, the relationship between critical thinking, teaching and learning and its presence in English Home Language will now be discussed.

2.2.2 The relationship between critical thinking, learning and teaching

One of the main goals, of the educational system nowadays, is the emphasis on the development and improvement of, and instruction in, critical thinking skills (Gyalyam & Le Grange, 2005:25). Both national and international studies have identified teaching strategies and methods as important factors in nurturing critical thinking abilities (Schraw & Olafson, 2003:178-239). However, much of today’s classroom learning is focused on activities through which the learner acquires facts, rules and action sequences, and the majority of lessons require outcomes at the lower levels of cognition: knowledge, comprehension and application (Sonn, 2000:257 -265).

This is the result of a lack of alignment or coherence in the policy documents with teaching practice.

Researchers hold the view that curriculum coherence and understanding will mark the beginning of quality in any educational system. Little has been done to understand the different forms of curriculum coherence and their impact on curriculum implementation in the context of the National Curriculum Statement for Languages (English Home Language). Therefore, the teaching practice of educators must constantly change. It is imperative that educators keep abreast with changes in education and the curriculum.

Beye (cited by Borich, 2004) suggests that present day schooling does not involve teaching learners to become aware of their own learning, to think critically and to derive their own patterns of thought and meaning from the content presented. Potterton (2008:15) states that to a large extent teachers have adopted the new curriculum's ideas through patterns of the past. They simply use whole-class teaching approaches with different content. In this regard, Espeland and Shanta (2001:342-346) maintain that when educator-centered approaches enjoy preference, it may deprive learners of critical and creative thinking opportunities.

Clayton (2000: 1) purports that it is reading that promotes the essential cognitive development skills one must possess in order to succeed in adult life; that comprehension is the focal point of the reading process as it involves:

- relating vocabulary to experience;
- understanding ideas, concepts and processes;
- recognising relationships;
- making comparisons;
- drawing inferences;
- reflecting and interpreting; and

- reading between the lines.

As these skills are mastered, comprehension occurs and leads to one being able to critically evaluate ideas, which is what is important in modern life. Kabilan (2000: 1) upholds that learners can only become proficient language users if they, besides using the language and knowing the meaning, could display creative and critical thinking through language. Learners use language to learn. The intrinsic value of language as an instrument for problem solving, decision making and creative thinking – critical and evaluative- needs to be developed across the entire curriculum (Nieman *et al.*, 2000:14).

Halpern(1997:158) has endeavoured to translate theory and research from cognitive psychology into a form where it can be useful in everyday life. Halpern argues that teaching and assessing critical thinking will improve the quality of teaching and learning. Halpern recommends that educators provide many opportunities to use critical thinking and that educators and learners alike value the development of the following six critical thinking dispositions:

- willingness to plan
- flexibility (open-mindedness)
- persistence
- willingness to self-correct
- being mindful (metacognitive monitoring)
- consensus-seeking

From the above, it is clear that the link between critical thinking and the language classroom is strong. There is a relationship between critical thinking and learning, and this must be addressed and understood by educators and learners.

Therefore national and international studies (Sonn, 2000:259) have found that learners are unable to think independently of the educator or to go beyond the

content in their texts and workbooks. From the research of the above authors the following problems were identified:

- Educators dominate classroom interaction and too much time is devoted to instruction
- Educators are likely to teach in the way they themselves were taught
- Educators place very little emphasis on the construction of knowledge and thinking skills
- Educators lack cognitive skills and are not sure how to teach thinking strategies or how to evaluate them
- Educators emphasize the assimilation and recall of knowledge and learning is measured against learners' competence to reproduce facts
- Educators' intuitive knowledge of meta-cognition of thinking skills is unsatisfactory for the purpose of teaching higher- order thinking in classrooms
- Educators are not applying much declarative meta-cognitive knowledge of thinking skills during the process of designing learning activities
- Educators who teach higher-order thinking do so on an intuitive basis, not being aware of the fact that they were actually engaged in the teaching of such thinking
- Educators may be proficient in solving problems requiring procedural knowledge of so some thinking skills, but the majority are not able to verbalize the thinking patterns that they used during their problem-solving;
- Educators confuse critical thinking with active involvement in learning;
- Curricula are not designed in such a manner that cognitive development is structured

- Prospective educators have an apparent inability to handle tasks requiring critical thinking abilities, including deduction, semantics, credibility, induction, definitions and assumptions

From the above it is clear that critical thinking skills, as well as an understanding of how to teach these skills, are lacking among prospective and practicing educators. It could therefore be concluded that despite a supposedly learner-centred curriculum, educators are not infusing critical thinking into their daily lessons. This could possibly be attributed to the continuous use of educator-centred, non-critical teaching approaches (Potterton, 2008:15).

From experience I have noticed that with the many changes in education, that English language teachers themselves are not English-speaking individuals. Although, this should not necessarily affect their teaching methods and abilities, the literature that is dealt with from Grades 10 -12, is often unfamiliar to them as well. Therefore a critical analysis of these genres of literature becomes a daunting task to both educators and learners.

The researcher is of the opinions that, educators who teach English Home Language to second language speakers, need to be trained and given guidelines on how to teach English as a language. Secondly these educators also need to include critical thinking skills in each lesson whilst embracing educational change. Educators should have sufficient knowledge about literary theories. Educators should help learners to develop the ability to identify, critically analyse, and even take action to solve problems (van Gelder, 2004:1-6).

Over the last decade, educators have been bombarded with changes in the curriculum. At present schools are pressurized to focus almost exclusively on getting learners to pass examinations. Curriculum change inevitably implies changes in teaching practice. Educators have been inundated with a myriad of new policies and regulations that they have to internalize. Large classes and the stronghold of traditional practices contribute to the fact that the changes in the curriculum are not always successfully translated and

implemented in the classroom. Further, demands made on educators' time, energies and attention have shifted and there is not enough focus on new instructional practices. The new curriculum has resulted in too many unfulfilled promises for far too many learners and educators (Potterton, 2008:15).

I have found that many learners who are not English First speaking individuals attend schools where English is the Language of Learning and Teaching (LOLT), and expect to cope with understanding what is taught, are often forced to take English Home Language as one of the fundamental subjects. Then only do learners realize that English Home Language not only involves the basic knowledge of how to speak English but it involves in-depth studies of a range of texts.

However according to Gauvain (2001a:127), a major factor contributing to deficient critical thinking abilities can be connected to the mediation of social experience within the socio-cultural environment in which learners grow up. The role of mediating social experience in cognitive development and growth considers in its direct form people interacting with and supporting each other. In other words, parents, educators, other adults, siblings and peers influence children's cognitive development. Cultures have developed many types of tools to support the daily activities of people – labour- saving devices, sign and symbol systems, street signs, price tags, recipes, etc. These tools gradually become part of the children's own actions. These tools not only enhance human thinking, but also transform thinking. Perspectives that only concentrate on internal processes of cognitive development (growth and age-related factors) and ignore external processes (socio-cultural environment) and the interaction of the two cannot give complete account of the emergence of human intellect. To understand cognitive development across time it needs to be viewed wider than just determined by biological and maturation capabilities. It must be seen deeply embedded in a social world of occasions, formalities, etiquettes and dramaturgy (Gauvain, 2001a:17). It can therefore be argued that socio-cultural environments do not always prepare learners for the execution of critical thinking abilities. It is only when cognitive growth is

supported by intentional and direct mediated modelled efforts that cognitive growth is not stunted.

According to the language policy, learners can choose to be taught in their mother tongue in the Foundation and Intermediate phases, and then in the GET and FET phases choose another official language like English as a medium of instruction, or English Home Language as one of the fundamental subjects (DoE,2003:11). In my opinion, this is often to the learner's detriment. The learner's ability to speak and understand English is vital to successful learning.

According to Paul (2004:463), critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing and /or evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication, as a guide to belief and action. To accomplish these critical thinking actions good language ability is crucial. Donald, Lazarus and Lolwana (2002:219) assert that language, thinking and therefore learning are intimately tied together and that the capacity to use language is essential to execute critical thinking.

Paul (2004:26) affirms that the typical learner cannot deeply comprehend what he or she reads. This problem is more noticeable with learners receiving teaching in their second language. In order to stimulate critical thinking there has to be a willingness to experiment with ideas and thoughts and to explore knowledge through language interaction (Mills & Mills as quoted by Donald *et al.*, 2002:220). A limited proficiency in a language hinders active communication which may result in a passive process of information-giving and rote learning, since it is linguistically easier to handle (Donald *et al.*, 2002:220).

The research field of critical thinking is extensive and research measuring the critical thinking abilities of research participants has led to the identification of factors needed for the cultivation of these abilities. The results point, *inter alia*, to the need to inform educators about the importance of developing their

learners' critical thinking skills. Pithers and Soden (2000:240) mention that educators also need to be informed and trained on the following matters:

- Breaking the habit of focusing more on subject matter content (although not underscoring the importance thereof) when teaching, rather than on the development of critical thinking
- Clarification on the notion of critical thinking because educators are not entirely clear on what they need to help learners with
- Teaching approaches and consequently assessment practices is appropriate for cultivating critical thinking

The ideal that learners have the moral right to be taught how to think critically correlates with the critical outcomes mentioned earlier, which in essence, provide for progressive, realistic and reasonable benchmarks to ensure our society's development and growth.

However, there are a host of factors that can contribute to the failure of achieving the Critical Outcomes, and in particular to the nurturing of critical thinking. Kong and Seng (2006) emphasize the role of educators in realizing the ideal of critical thinking when asserting: "*If learners have the moral right to be taught critical thinking skills, then educators have the moral responsibility to prepare themselves (to guide learners to think critically)*". In collaboration, Bateineh and Zghoul (2006:46) maintain that, in the advent of humanistic, learner-centred approaches to teaching, the promotion of critical thinking has become doubly important. Pre-and in-service educators therefore need assistance to help their learners to develop the critical thinking skills necessary to function competently in today's society.

Although research by Bateineh and Zghoul (2006:33) suggests that critical thinking is not typically an intrinsic part of instruction at any level, educators are obliged to integrate it systematically into their instruction, otherwise learning will remain transitory and superficial. A number of researchers claim that the classroom environment must provide opportunities for modelling, rehearsal and coaching. Others found that the development of critical thinking

is positively associated with substantive writing, critical discussion, class presentations, learner-led inquiry and engagement in critical dialogue between learners and educators and among learners. A great deal of research has also shown that incorporating critical thinking concepts and teaching tactics into the curriculum is the best strategy to improve learners' ability to think critically (Lombard & Grosser, 2004:212-216).

Educators therefore need to be guided on how to infuse critical thinking into their daily lessons; be able to model good critical thinking practices and create activities that foster critical thinking in learners. Ideally speaking, educators should be critical thinkers themselves in order to enable their learners to think critically. Since there is consensus that learners' critical thinking capacities can be improved through instruction and practice (Bateineh & Zghoul, 2006:37), the managing of teaching critical thinking skills as mentioned in the title of this research is obvious.

From my personal experience, teaching English Home Language to Indigenous African Language speakers in the FET phase, where English is not their first language, presented many challenges to teaching English as a language. Learners experienced difficulty in the interpretation, comprehension and analysis of texts. We do many things with language – state a fact, ask a question, tell someone to do something, insult someone, praise someone, promise to do something, swear an oath, make a threat, tell a story, recite a poem, make arguments and decisions. Every day we are bombarded with messages that apparently tell us what to do or not to do or what to believe or not to believe. Language assists individuals in thinking critically about moral, social, economic and political issues. The ability to think critically, then, is essential if one is to function properly in one's role as a citizen.

In English Home Language there is great usage of rhetoric, reasoning, justification, argument, conclusions, premises, ambiguity and many manipulative techniques for persuasion. However, the above are not always easily understood by second language speakers. Therefore, in the next

section factors that influence the teaching of critical thinking skills will be examined.

2.3 FACTORS THAT INFLUENCE THE TEACHING OF CRITICAL THINKING SKILLS IN ENGLISH HOME LANGUAGE

2.3.1 Introduction

In South Africa and elsewhere, education and training should help learners develop the dispositions or attitudes associated with critical thinking as well as the ability to think well. Barnes (2005:12) argues that we now find ourselves in a time when learners are inundated with information, but have limited skills to decipher, question, validate and reason through its substantiality or validity.

Teaching for critical thinking is therefore a necessity. In accordance with the Constitution and the Schools Act, the Department of Education's Language – in Education Policy (DoE, 1997: 1-2) and the Working Group on values in education aim to promote multilingualism and the development of the official languages and to pursue the language policy most supportive of general conceptual growth amongst learners.

According to research findings (Vermeulen, 2000:265) the home language is the most appropriate medium for imparting the skills of reading and writing, particularly in the initial years of schooling. In a research project that was undertaken during 2000 by the Pan South African Language Board (PANSALB) (Die Burger, 12 September 2000:9), 90% of the participants indicated that they were in favour of home language education.

Despite the afore-mentioned research findings and support for home language as the language of learning and teaching (LoLT), the majority of South Africans opted for English and not their home language as LoLT after the first four years of schooling. In light of the insistence of learners on English as LoLT, both learners and educators in traditional black schools often lack the English proficiency that is necessary for effective teaching. Educators do not have the knowledge and skills to support English language learning and to teach literacy skills across the entire curriculum.

Van den Berg (2000:10) warns that this may have negative consequences for the learners – learners often imitate their role-models' pronunciation, grammar and vocabulary. English is seen as the dominant language of trade and industry. It is also regarded as the language of economic empowerment; however, upward mobility is impossible without proficiency in English.

Language has a dual character: it is both a means of communication and a carrier of culture.

Research done by the PANSALB (as quoted by Beukman, 2000: 4; Afrikaner, 15 -21 September 2000:1) has found that only 22% of non-English speaking South Africans are able to understand statements made by the Government in English. A total of 27% of the participants had a basic comprehension of English, 19% seldom understand Government communiqués, whilst 2% have no understanding of English. Therefore, in my opinion, being proficient in the Language of Learning and Teaching (LoLT) can positively or negatively impact the teaching of critical thinking skills. The challenge that the educators face is that they need to maintain the standards of English Home Language although the learners are not English Home Language speakers.

2.3.2 Background of learners

It is now generally accepted that the transition problems faced by non-English Home Language speakers at educational institutions are not primarily language-based, but come about as a result of a general mystification about how the Western academic culture works (Egege & Kutieleh, 2004:3). In particular learners are confused about the underlying purpose of readings, teachings and assessments in English. A requirement for success in the FET phase is being *critical* and *analytical* in one's approach to texts (Davies, 2003: 1).

Egege and Kutieleh (2004:3) note that non –English speaking learners in particular, are perceived to be non-critical in their approach to academic texts. They are considered to lack an understanding of the requirements of analysis and critique. Asian students are commonly stereotyped as lacking critical

thinking skills as if they have suffered from some kind of cognitive deficit acquired from their cultural background.

In South Africa, a similar perception exists, especially of African learners. These learners are at great disadvantage since English is not their first language. The key critical thinking skill that learners need to be successful is the ability to deal with arguments (Davies, 2006: 2-18). While subject matter varies from one learning area to another, the major purpose of education is to develop the learner's ability to read, understand, evaluate and construct arguments, both written and oral.

In the Western intellectual tradition, people are encouraged from an early age to 'evaluate' ideas, things, people, places, events, and experiences by making (and supporting) personal judgments about them. In everyday life, in most societies, people are bombarded with claims about products, about how nature or social systems or devices work, about health and welfare, about what happened in the past and what will happen in the future (DfES UK, 2007). People brought up in this environment have greater exposure to this from an early age and become more familiar in understanding and interpreting such claims and in turn develop their critical thinking skills.

Educators must create opportunities for variety to be celebrated and learned about, to help learners establish their own frameworks for developing an understanding of the cultural factors that affect their own lives. Therefore some of the texts that are chosen must undergo scrutiny, to ensure that learners will be able to understand them, whilst unfamiliar texts will enlarge their experience. From the researcher's experience, learners come from different backgrounds. Not all learners are exposed to the same experiences, media, texts or environment. Therefore each learner's frame of reference differs. In South Africa, the racial, religious, economic and language divides pose many obstacles, and therefore the frame of reference of each individual vastly differs. Furthermore, the inequalities in the old South Africa have created a vacuum in the experiences and exposure of many citizens.

Piaget in (Richmond:1970) states that children, like builders, need materials to build with and these materials – both physical and mental – need to be provided in abundance as the child gradually builds his own intellectual structures. Therefore appropriate material is needed for the effective teaching and learning of English Home Language. However, in practice, it is rarely explicitly spelt out to learners what it actually means to *apply* critical thinking skills. One reason for this is many educators only become aware of critical thinking when they notice its lack in their learners' written work or participation in class (Davies, 2001: 1).

2.3.3 Cognitive development and state of mind of the learner

The Oxford English Dictionary states that; 'cognition is the action of knowing'. The *Shorter Oxford English Dictionary* defines 'cognition' as 'the action or faculty of knowing; knowledge, consciousness... or the product of such an action' (337).

The *South African School Dictionary* defines 'cognitive' as "relating to the process of knowing, understanding, and learning" (Longman, 2007:134).

Peters (2002:16 -36) argue that the cognitive perspective is reflected in social psychological research in many ways. The two most important ways in which cognition is reflected are:

- The application of basic knowledge about memory, reasoning and decision –making
- The manner in which people process social information

To learn, we need to be active, constructive processors of information rather than passive receivers of knowledge. There are also developmental factors that affect development, learning, and performance. According to Piaget in (Sumner, 2007:3), some children develop cognitively more slowly than the average and on the other hand some proceed through the Piagetian stages more rapidly than the average child.

Piaget in (Richmond:1970) outlines four periods of development. Firstly, the **sensorimotor period** is from 0-2 years, at which the child is born and the development of the mind has already started. The nervous system and the sensory mechanisms are operating. Physiological development before birth is clearly necessary for the cognitive development, which will take place later. Much of the behaviour of the newborn is reflexive in nature. At this point the child's 'experiences,' his motor and perceptual actions on the physical world surrounding him, begin to influence his development. Through maturation and interaction with the environment, sensorimotor reflexes become modified, and behaviours not present at birth begin to emerge.

Secondly the **preoperational period** this is between the age of 2 and 7, when the young child begins to use symbols to represent objects. Here the concrete operations appear, the practical logic of sensory-motor intelligence goes through a period of being internalised, of taking shape in thought at the level of representation rather than taking place only in the actual carrying out of actions.

Amazingly, in the first half of the preoperational period, there is an extremely rapid development of the spoken languages. All children learn their native language without any formal instruction. Also if children are raised in a bilingual home, they learn two languages with little apparent difficulty. According to (1971), language development occurs only after the child becomes capable of internal representation. During the **preoperational period** the child's thinking is *pre-logical or partly logical*, that is thought is dominated by perception.

Thirdly the **concrete operational thought period** is around the age of seven when the child uses logic to arrive at solutions for most *concrete* problems but more development is still to come. Thought is still bound to concrete and tied to perception but no longer dominated by perception.

Fourthly the **formal operations period** this occurs between the age of 11 and 15. During this period the child becomes capable of applying logical thought to all classes of problems: verbal problems, hypothetical problems, problems

dealing with the future and so on. According to him, the *structures* for logical thought become fully developed during this period. This means that the capacity for fully logical thought is present once formal operations are developed. Every parent and teacher of teenagers knows that adolescents do not always think and behave logically (Sumner, 2007).

However, people continue to acquire new *contents* and elaborate old ones after formal operations are developed. Thus, cognitive development as outlined by Piaget in (Richmond:1970) is a progressive process of *construction* of intellectual structures from birth through to adolescence. All aspects of development in a child are important and related. Piaget further stated:

“To educate is to adapt the child to an adult social environment, in other words, to change the individual’s psychobiological constitution in terms of the totality of the collective realities to which the community consciously attributes a certain value. There are, therefore, two terms in the relation constituted by education: on one hand the growing individual; on the other the social, intellectual, and moral values into which the educator is charged with initiating that individual’ (Richmond: 1970).

Piaget in (Richmond:1970) states that both genetic endowment and the child’s *action* on the environment are necessary for development but that neither is sufficient in itself to ensure development. For Piaget (Richmond:1970), the key to the child’s development, as it relates to educational practice, is the *activity* of the child: *his action* on objects, events, and other people (Donald *et al.*, 2002:220).

There are, therefore, two terms in the relation constituted by education: on one hand the growing individual; on the other the social, intellectual, and moral values into which the educator is charged with initiating that individual’ (Gauvain, 2001:127).

From an educator’s point of view, it is vital that we understand, embrace and use our knowledge of the learners’ cognitive ability and state of mind, when

planning lessons. Educators need to take cognizance of the abilities of the learners to ensure appropriate learning material and content is imparted to them. Together with their cognitive ability, their language competency also determines if teaching and learning will be effective.

2.3.4 Language Proficiency

Research evidence has shown that cognition and language development are closely related. Higher-order thinking skills promote higher-order learning skills which in turn enable learners to reach higher levels of language proficiency (Sumner, 2007:2). In typical classroom settings, language learning and thinking skills are often treated as independent processes. In the tradition and transition of English language teaching methodology, the integration of language and thinking has been peripheral (Pica, 2000:1-18).

The traditional approaches (i.e., grammar-based syllabus, functional-notional syllabus) to language education, point out the key contradiction that educators spend most of their time teaching language competence but do not prepare learners for the real world.

For learners to be proficient in a language, they need to be able to think creatively and critically when using the target language. Learners should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate accurately in order to communicate effectively in written English (Joseph, 2006: 33-39).

Language is both variable and changing and because of the different kinds of change – diachronic (over time), diatypic (according to situation) and dialectal (according to speaker and background). Language has to be viewed as a product of social and cultural interaction.

Since language is systematically organised, teachers need to know something about the structures of language – spoken and written – if they are to teach learners how to handle the range of texts they have to engage with. Language is central to the development of thought and that there are

important links between language and a sense of itself. Language is the means through which learners can reflect on and evaluate what they have learned

All these aspects constitute knowledge about language. However, language is socially and personally embedded, people's emotions tend to colour view of what knowledge about language means and implies. In everyday term, this is expressed through opinions, for example, on 'correctness', 'bad grammar' and standard English.

One should be clear regarding the difference between judgement about correctness based on linguistic criteria and a judgement based on culturally developed criteria. Knowledge about the systematic nature of language has to be developed in a context where language makes sense and where it is being used to serve particular communicative purposes (Hindes & Bakker, 2004: 84)).

Language needs to be comprehended only for a certain purpose and an outcome needs to be formulated in language only to the extent necessary for putting its meaning-content across. Linguistic competence involves not just being able to communicate meaning but, in that process, conforming to linguistic norms as well. For learners to be competent in English Home Language a certain level of literacy is a prerequisite.

2.3.5 Level of literacy

The ways in which literacy opportunities are presented in schools can themselves create divisions and exclude some learners from ever having the chance to exercise power over their own literacy, or over the social rights which literacy confers. In early modern times literacy was regarded as a virtue, and some elements of moral virtue still seem to attach to it in that judgements about literacy skills tend to have prescriptive or normative overtones. A literate person was not only seen as a good person, but as someone capable of exercising good and reasonable judgement (Davies, 2003:2).

It does not take much imagination to appreciate the deeply damaging effects of not having access to literacy; lack of confident literacy affects not only learning opportunities but the fundamental human rights of any individual or group (Moore, 2004:13-14).

Much of the curriculum is articulated through reading and writing and literacy holds a critically important place in life generally. In other words, literacy matters. Currently, great attention is directed towards the levels of literacy accompanied by a sense that learners who leave secondary schools with less than acceptable levels of literacy – however defined – are somehow less worthy human beings (Baker, 2007: 131 -152).

Being literate means more than simply being able to decode print, getting hold of the surface message. It means being able to bring experience and knowledge to bear on any text which is presented; being able to read the small print as well as read between the lines. The issue about literacy has become more and more complex. Literacy is not just about how learners become successful readers and writers, but also about the kinds of texts they read and write and the value placed on those texts. The way literacy is described by teachers, parents and others involved in education, and the kinds of texts which are given status, are part of society's theory of literacy. This theory, in turn, underpins the ways in which literacy is introduced by governments and schools.

Literacy is not innocent nor can it ever be neutral; questions about literacy are bound up with questions about the diversity of cultural contexts in which texts are produced (Goodman, 2003:4-6).

Goodman (2003:108) further emphasizes that schools and educational programmes help learners develop 'critical literacy'. By this he means the ability to analyse, evaluate, and produce print, aural, and visual forms of communication. Critical literacy gives learners the analytical tools to read a commercial, movie, poem, text or even a picture. The learner's ability to read and write, his command and understanding of the English language either hinder or promote critical thinking.

2.3.6 Practical theory of the English Language

English has been structured by various beliefs embedded in practice throughout its history. The Cox Report outlines the different views of English:

- A ‘**personal growth**’ view focuses on the child: it emphasizes the relationship between language and learning in the individual child, and the role of literature in developing children’s imaginative and aesthetic lives. This view is associated with a child-centred approach to learning in English and language development experiences such as creative writing, talk and improvised drama.
- A “**cross – curricular**” view focuses on the school: it emphasizes that all teachers (of English and other subjects) have a responsibility to help children with the language demands of different subjects in the school curriculum: otherwise areas of the curriculum may be closed to them. This view placed a new emphasis on the role of speaking and listening in learning, which also figures in the “personal growth” view of English. It also recognized that, since language is the medium through which most teaching and learning takes place, language development in all the processes of speaking and listening, reading and writing must be a whole school responsibility. Their arguments led to the introduction of language across the curriculum policies in many schools.
- An “**adult needs**” view focuses on communication outside the school: it emphasizes the responsibility of English educators to prepare children for the language demands of adult life, including the workplace, in a fast-changing world. Children need to learn to deal with day-to-day demands of spoken language and of print: they also need to be able to write clearly, appropriately and effectively. This view is associated with the expectations of school leavers which are expressed by employers. Commentators are concerned with the ways in which education prepares learners for citizenship and may hold an “adult needs” view of English.

- A “**cultural heritage**” view emphasizes the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language. This view is associated with schools of literary criticism which claim to be able to determine which books are most worth reading.
- A “**cultural analysis**” view emphasizes the role of English in helping children towards a critical understanding of the world and cultural environment in which they live. Children should know about the processes by which meanings are conveyed, and about the ways in which print and other media carry values. This view is associated with forms of criticism which acknowledge that interactions between writers, readers and texts are influenced by a range of social, cultural and historical factors. Holders of this view may believe that the investigation of these interactions in relation to any text, literary or non-literary, print or non-print, written or spoken, is potentially of equal value, since the merit of a text is not absolute but culturally determined (Jacobs, 2003:56-60).

New technologies are having an accelerating impact on our understanding of what it is to be literate, and how literacy is achieved. At the core of English in the *National Curriculum* (DoE: 2003:12)) is the statement that stands at the head of the Programmes of Study for each Key stage:

“Learners’ abilities should be developed within an integrated programme of speaking and listening, reading and writing”.

For example, reading texts on computers, and especially Web pages with “hot words”, draw attention to the multidimensionality of reading, which has never been apparent before. New technologies can also cause us to rethink our positions in relation to the established views of English. For example, the Internet may affect the extent to which we tend towards ‘cultural heritage’ or ‘cultural analysis’ views (Goodman, 2003:10-13).

Ideals of correctness, for example, ideas of accuracy, or ideas of appropriateness, are still powerful in English teaching – even though liberal models of English might feel embarrassed about enforcing them. Standard

English remains the dominant and dominating model of the English language as all other variants, of writing and speaking, were aberrations or deviances (Slater, 2002:163-167).

The improvement of critical thinking demands acquiring some theoretical understanding thereof. The serious critical thinker understands the theory of critical thinking. In part, this means acquiring suitable vocabulary. Knowledge of the theory allows one to perceive more of what is going on. In critical thinking having the command of the “lingo” is like having x-ray vision into thinking. For example, if you one knows what “affirming the consequent” is, one can more easily spot examples of poor reasoning, because reasoning fitting that particular pattern will be more likely to jump out at one. Improvement requires extensive deliberate practice (Moore & Parker, 2009: 81 -94).

2.3.7 Transference of skills and information through language

Language is a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought; as a means of social organisation; as the repository and means of transmission of knowledge; as the raw material of literature, and as the creator and sustainer – or destroyer- of human relationships. It changes inevitably over time and, as change is not uniform, from place to place. Because language is a fundamental part of being human, it is an important aspect of a person’s sense of self; because it is a fundamental feature of any community, it is an important aspect of a person’s sense of social identity (Lifford *et al.*, 2000: 46-57).

The learners’ use of language does indeed influence their progress through education. One of the prerequisites for teaching language is that educators themselves should be confident about their own knowledge about language (Pithers & Soden, 2000:238).

Language enables us to operate in a world which is no longer tied to the physical and concrete, to the here and now. It provides a means by which we can represent and refer to objects, events or emotions which are not

immediately present but may be remote in space and time. To comprehend the idea of something meaning something else – a gesture or grunt as symbolic – is to be operating in a linguistic domain (Hassan, 2002:37).

Although there are aspects of the world which are independent of language, language can influence how we understand and perceive some aspects of the world. Because language is interconnected, because it is a resonating system, an apparently innocent or minor change in vocabulary can bring in its wake a whole set of meanings which can radically alter how a practice is understood. One of the goals of education has always been to equip people with the cognitive tools necessary to examine critically the information which they receive so that they are less open to manipulation and deception. A central element of such ability is an understanding of how language can be used to influence both thinking and action (Bowell & Kemp, 2005:36-37).

The problem of transfer is a recurrent one in the teaching of thinking skills. Moffett emphasizes that applying discourse skills across content areas such as history, science, and social studies should foster the transference of skills and information. Thinking skills must be transferred to other situations otherwise it is not a very useful skill.

Dullart (2002:181-182) further suggests that there are two ways of facilitating transfer or generalization. One is to give training in several different settings. This should preclude the possibility of the skill being “welded” to the single situation in which it was acquired. The other is to make the individual aware of the importance of transfer by giving him explicit instructions with respect to it. As part of the training procedure the learner should be informed that the skill he/she is acquiring can be useful in a variety of contexts. The learner should be challenged to recognise those situations for which it is appropriate. Some approaches view the main purpose of education as *transferring information* to us, which we can then reproduce when needed. This perspective sees learners as containers into which information is poured. Other approaches, however, postulate that the purpose of education is much more than increasing our store of information. Education should teach us how to *make sense* of that information – how to examine it, explore it, think

critically about it and relate it to our experience. Therefore meaningful education involves developing our critical thinking abilities, which in turn gives us tools to develop our own carefully thought-out perspective of the world.

Chetty (2000:14) points out that it is important that learners understand how the texts affect the reader and how perceptions of the self and society are shaped by expanded knowledge and resultant constructions of meaning.

Just as several aspects reflect the success of teaching and learning in the classroom, there are also contributing factors to ensure this success.

The educator ought to convey the subject matter to the learners by means of teaching activities. At the same time the learners respond by learning and internalizing the subject matter. Good educative teaching entails not only activities, but also that the subject matter is conveyed effectively from educator to learner (Coetzee *et al.*, 2008:107).

In the teaching of English Home Language in the FET phase educators are the key to transformation of education in South Africa. Their role is to be a subject or phase specialist, a mediator of learning, an assessor, a classroom manager and a lifelong learner themselves (Economou *et al.*, 2007:4).

Since the curriculum seeks to create lifelong learners who are knowledgeable, confident and independent, multi-skilled, compassionate and critical citizens, educators need to manage the teaching of critical thinking skills in the English Home Language classroom (Economou *et al.*, 2007:8). The educator should implement various strategies to cater for different learner abilities, strengths and intelligences. Taking into consideration the uniqueness of learners, teachers should devise strategies to ensure that the learners achieve the developmental and critical outcomes as set out by the National Curriculum Statement.

The Association for Supervision and Curriculum Development (ASCD: 2000) defines classroom management as a “gestalt” combining several educator traits, including reflection, skills in problem-solving, skills in managing learners’ behaviour and the ability to provide engaging instruction.

Educators must have knowledge and skills that allow them to effectively structure the physical classroom environment, establish rules and procedures develop relationships with learners and maintain attention and engagement in academic activities and administrative duties in order to be able to create and maintain an effective learning environment (Darling-Hammond & Bransford, 2005:329).

Therefore in my opinion for an educator to effectively perform his/her duties, he/she must fully understand the role of critical thinking skills in the National Curriculum Statement Grades 10 -12 for English Home Language.

2.4 THE NATURE OF CRITICAL THINKING SKILLS IN THE NATIONAL CURRICULUM STATEMENT (GRADES 10 -12) ENGLISH HOME LANGUAGE

2.4.1 Introduction

Most languages in the world do not have an official status and are not used in education. This means that many children in the world do not have their first language as a school language. Nowadays, English is considered a resource which opens doors for better opportunities and it is associated with social and economic mobility. English is the international language all over the world (Edwards, 2007:447-467).

There have been languages of international communication in the past, for example, Latin, but the intensity of English is such that, as Cenoz (2009:12) points out, in some countries (Colombia, Chile and South Korea) the idea is not to learn English as a second language but that the country becomes bilingual in English and the national language.

According to (Alcon, 2007:23-39) the spread of English has resulted in its global use and nowadays the number of non-native speakers of English has outnumbered the number of native speakers. Seidlhofer (2007: 137-153) also points out that the use of English as a *lingua franca* means that it gets a delimited and distinct status and it is not a threat to other languages.

In South Africa, English is a minority language. The use of English in education is usually the result of language planning, as an effort to protect and develop its acquisition and use (Paulston & Heidemann, 2006:292-310).

Using a minority language in education (either as a subject or a language of instruction) implies some important challenges. One of them is the limitations minority languages can have at the corpus level when they are going to be used as the medium of instruction. English, as a major world language, has been codified for a long time and has a long tradition as written language and as a school language (UNESCO, 2002).

Schooling provides a good opportunity to learn languages and, as Gibbons and Ramirez (2004: 151) point out, a substantial proportion of the language contact takes place at school in childhood and adolescence and this is critical for language development.

The effect of age on second language acquisition is a controversial area. The idea that children pick up languages more easily than adults is very popular. It is not only based on research but on anecdotal evidence of young children learning languages faster than their parents, when the family moves to a country where another language is spoken (Cook:2004).

McPeck (1981:7) argues that all thinking depends on knowledge. Provided we know enough, we are capable of critical thinking. Critical thinking does not demand a complex array of learned skills, but competence in whatever you are thinking about. If you understand cooking, you can be critical of the way a meal is prepared. If you understand a football game, you can criticise the football game. If you are unable to do any of these things, it will not be because you lack essential critical thinking skills, but because you lack the essential experience. Therefore his conclusion is that critical thinking is a disposition rather than a skill.

Davies(2003:4) implies a similar conclusion, namely that critical thinking is a desire for or propensity toward determining the authenticity, accuracy, and worth of information. Critical thinking is an attitude, a frame of mind. Critical thinkers must be ready to doubt and challenge what is held to be true. From

an extensive survey of the development of human thought, Moore (2004:13-14) concludes that the greatest obstacle to discovery is 'the illusion of knowledge,' what people already believe. Critical thinking reflects the way we perceive the world; its concern is not with the solution of 'problems' but with the recognition of prejudices and biases – including our own.

Critical thinking is inseparable from language and it is expressed through language. Critical thinkers must not only reason, they must give reasons; they must not only evaluate arguments, they must argue. They must recognise, and engage in, techniques of persuasion. Effective critical thought leads to better judgements, fewer problems, and happier consequences. The development of critical thinking requires a major shift across generations – through language (Lovat, 2005:97-109).

An 'argument' is usually considered as a 'disagreement' or a 'dispute'. However, in critical thinking the meaning of the word 'argument' goes further than just 'disagreement'. To attempt to persuade by giving good reasons is to give an argument. Arguments occur frequently in ordinary everyday situations like why one should walk rather than wait for a bus. Critical thinking enables us to ensure that we have good reasons to believe or do that which people attempt to persuade us to do or believe. Learners should develop the ability to analyse peoples' attempts to persuade so that they can accurately interpret what they are saying or writing and evaluate whether or not a good argument is given (Bowell & Kemp, 2005:11).

Language is a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought; as a means of social organisation; as the repository and means of transmission of knowledge; as the raw material of literature, and as the creator and sustainer – or destroyer – of human relationships.

In the FET phase in English Home Language, various linguistic phenomena can make the task of identifying and interpreting arguments more difficult. Ambiguity, vagueness, metaphors, rhetorical questions and irony can be problematic because they obscure the writers' or speakers' intended

meanings, preventing the intended meaning from being explicit to all learners, especially second language speakers. In such circumstances careful attention must be paid to the context in order to render the most plausible interpretation (Bowell & Kemp, 2005: 264).

A brief analysis of the National Curriculum Statements Grades 10-12 (General) is explicated.

2.4.2 The National curriculum Statements Grades 10 -12 (General)

Outcomes-based education (OBE) forms the foundation for the Revised National Curriculum Statements of South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. The NCS encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its learning outcomes for Grades 10-12 on the critical and developmental outcomes that were inspired by the Constitution and developed through a democratic process (DoE, 2003:1).

The National Committee on Further Education developed the founding framework for a post-apartheid FET curriculum in 1997. This called for transformation of the education and training system so as to promote equity, redress past discriminatory practice, improve productivity, economic competitiveness and quality learning (DoE, 1998:8).

The new curriculum is aimed at developing a thinking, problem-solving citizen who will be empowered to participate in the development of the country in an active and productive way. The role of critical thinking in the teaching and learning of English Home Language in the FET phase, is of paramount importance as learners emerging from the FET Phase, must demonstrate an achievement of the *critical* and *developmental outcomes* of the National Curriculum Statement.

The NCS builds its Learning Outcomes for Languages on the *critical* and *developmental outcomes* that were inspired by the Constitution and developed through a democratic process (DoE, 2003:3).

The *critical outcomes* require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The *developmental outcomes* require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizen in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

The subjects in the National Curriculum Statements Grades 10-12 (General) are categorised into Learning Fields. Languages (Fundamentals) are Learning Fields and English Home Language is one of them.

The Manifesto on Values, Education and Democracy (DoE, 2001:9-10) states the following about education and values:

“Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than it might otherwise have been. An Education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.”

Learners emerging from the Further Education and Training (FET) Phase must:

- have access to, and succeed in lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations (DoE, 2003:4).

According to the NCS (DoE: 2003), learners are encouraged to be taught in their Home language in the foundation phase, thereafter in the Intermediate or FET phase they can choose the language of learning and teaching which will not necessarily be the learner’s home language.

In most cases in South Africa learners choose to be taught in English which is not their home language but a second or third language. These studies tend to prove that older learners exude initial short-term advantages in morphology and syntax but in the long run, younger learners achieve higher levels of proficiency than older learners (Singleton & Ryan, 2004:49).

One of the goals of education has always been to equip people with the cognitive tools necessary to examine critically the information which they receive so that they are less open to manipulation and deception. A central

element of such ability is an understanding of how language can be used to influence both thinking and action (Moore & Parker, 2009: 102).

The Further Education and Training (FET) Phase is from Grade 10 to 12. Learners in this phase are between the ages of 16 and 18. These learners are adolescents; that is persons between childhood and adulthood. 'Learners' use of language is a vital skill which influences their progress in every area of the curriculum' (Moore & Parker, 2009: 103).

Any nation wants its young people to become citizens who will not accept things blindly. However, there is a gap between those wishes and the way schools and curricula operate. Evidence from OFSTED suggests that there is still too much dependence on a 'transmission' model of teaching and learning. If 'knowledge' is seen as fact-gathering and success is determined by the extent to which a learner can re-tell the content of the curriculum, then the possibilities for developing alert, judicious and critically literate young people is put seriously in jeopardy (Winch, 2006:4-5).

The educational curriculum must also be suitable to and engage learners in a particular phase and also offer continuous guidelines for enhancing the cognitive and holistic development of the learner. The researcher is of the opinion that if the Language of Learning and Teaching (LOLT), which is English Home Language, is not clearly understood by the learner or teacher, the relationship between critical thinking and learning is impaired. Furthermore the teaching of English as a language becomes more challenging if English is not the home language of the learner. In the next section the National Curriculum Statement for English Home Language Grades 10 -12 will be discussed.

2.4.3 The National Curriculum Statement and the language learning field of English Home Language

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire

knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world (DoE, 2003:6-9).

There are eleven official languages that are constitutionally recognised. Learners are obliged to include at least two official languages as Fundamental subjects. However, due to the linguistic and cultural diversity of South Africa, English is not the native tongue of many South Africans. The official languages are: English, Afrikaans, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga and Sign Language as endorsed by the Pan South African Language Board. All Languages are offered at the following levels:

Home Language: The learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. In the Further education and Training Phase, all official South African languages have Home Language Outcomes of a high, internationally-comparable standard. This is in line with the constitutional requirements of equal status for official languages. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening and speaking skills will be further developed and refined, but emphasis at this level will be developing the learner's reading and writing skills.

First Additional Language: Learning a first additional language promotes multilingualism and intercultural communication. Learning Outcomes for First Additional Languages provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum, as learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. This applies to all official languages. There is an equal emphasis on the skills of listening, speaking, reading and writing.

Second Additional Language: Learning a second additional language furthers multilingualism and intercultural communication. Although reading

and writing skills are to be developed, at this level the emphasis is on developing listening and speaking skills. The level of the Second Additional Language targets improved interpersonal communication (DoE, 2003:11).

In the Fundamental component of the Further Education and Training Phase, all learners must study two official languages, one at Home Language level and the other at either First Additional Language or Home Language level. One of the languages in the Fundamental component must be the Language of Learning and Teaching (LOLT). A large percentage of the South African population's home language is one of the official African languages or Afrikaans. Despite this, many parents and learners choose to be educated in schools where English is the Language of Learning and Teaching (LOLT), and not necessarily the home language of the learner.

The National Curriculum Statement (NCS) aims to develop a high level of knowledge and skills in learners. Inquiry skills and motor skills, which include planning, data gathering, manipulation, interpretation, analysis, communication and transformation, are high on the agenda.

The Grade 10 to 12 Home Language curriculum aims to produce learners who are skilled in speaking, listening, reading, viewing, writing and presenting, and using language structures and convention in texts. Learners are exposed to a variety of texts of increasing complexity and are required to produce more demanding, creative and functional texts (DoE, 2003:9).

Literacy is defined as the ability to process and use information for a variety of purposes and contexts. It is also the ability to decode texts, enabling us to make sense of the world around us (Elion & Renard, 2007:10). The following are objectives of the National Curriculum Statement (NCS) according to Elion and Renard (2007:15):

- Broaden and deepen language competencies developed in earlier grades, including the abstract language skills required for academic learning across the curriculum.
- Learners must be able to use language appropriately in real-life contexts.

- Learners must express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Learners must use language and their imaginations to represent and explore human experiences.
- Learners must use language to access and manage information for learning across the curriculum and in a wide range of other contexts.
- Learners must use language as a tool for critical and creative thinking.
- Learners must express reasoned opinions on ethical issues and values.
- Learners must interact critically with a wide range of texts.

The NCS aims to develop a high level of knowledge and skills in learners

Inquiry skills and motor skills, which include: planning, data gathering, manipulation, interpretation, analysis, communication and transformation, are high on the agenda.

2.4.4 The purpose of critical thinking in English Home Language

The role of critical thinking in the teaching and learning of English Home Language in the FET phase, is of paramount importance as learners emerging from the FET Phase, must demonstrate an achievement of the *critical* and *developmental outcomes* of the National Curriculum Statement (Researcher).

In the NCS, subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge traditionally excluded from the formal curriculum. The four Learning outcomes for English Home Language are:

- **Listening and Speaking:** the learner is able to listen and speak for a variety of purposes, audiences and contexts.

- **Reading and Viewing:** the learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.
- **Writing and Presenting:** the learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.
- **Language:** the learner is able to use language structures and conventions appropriately and effectively (Elion and Renard, 2007:8).

The language curriculum is based on four approaches.

Firstly, the **text-based** approach includes written, oral, audio-visual and multi-media texts. This approach enables learners to become competent and confident when they read or design texts. They also develop their critical faculties with regard to different texts. Learners are encouraged to read, view and analyse a variety of texts that have a wide range of audiences and purposes. Learners also need to understand and produce different genres and write for different audiences. This exposes them to an array of formats, layouts and structures, with the grammar and register differing appropriately. Learners have to interpret and respond to values, attitudes and knowledge reflected in texts.

Secondly in the communicative **approach**, learners are given many opportunities to use language in all its forms. The focus here is on communicating meaning for a real purpose and learners learn by doing.

Thirdly language skills are taught in the **integrated approach**, to mirror the way they occur in real life. Learners must be given every opportunity to use language in the classroom. This includes speaking, listening, writing and viewing. The situations where learners are required to use language to interact and communicate should be as real as possible.

Lastly the **cross-curricular** approach involves the integration of learning outcomes and assessment standards across subjects. This allows learners to

experience skills, knowledge, values and attitudes taught and learned across subjects and across fields of learning as linked, related and relevant.

The four learning outcomes help to develop literacy. Literacy is defined as the ability to process and use information for a variety of purposes and contexts, and to write for different purposes. It is the ability to decode texts, therefore enabling us to make sense of the world around us.

Researchers and policymakers have generally agreed that literacy problems that teenagers face in high school are rooted in difficulties they have had much earlier than school. It is believed that the language gap starts in the home and that if it is not closed by the third grade, the learner falls too far behind to catch up.

To face the challenge of teaching literacy, educators must link the learner's development of language with the exploration of the contemporary world around them in all its aspects. According to Garcia (2009:338-339) many children entering pre-school, have only heard half the words and can understand only half the meanings and language conventions of the first language speaker. Garcia further states that an individual needs to know about 95% of the words he/she hears or reads in order to understand the language (Garcia, 2009:338-339).

To develop the learners' critical literacy, learners need to draw on their own knowledge and appreciate that there is more than one interpretation of a text.

Therefore critical thinking in English Home Language is necessary for learning to take place. Critical thinking is vital for the purpose of developing a better understanding of what is going on.

Since language deals with the ability to speak, to write, to view and to read, we use thinking abilities to make sense of the world: solving problems, understanding information, perceiving, forming beliefs and gaining knowledge. In all these cases, by *thinking critically* about the different ways in which we make sense of the world, we can sharpen and improve our thinking abilities. Through the process of critically examining the way we solve problems,

understand information, perceive, form beliefs and gain knowledge, we learn to perform these activities more effectively (Moore & Parker, 2009: 3).

Language is the tool we use to understand and develop our thinking. We cannot develop our thinking without language and if we lack the ability to use language, we would not be able to think in any meaningful sense. Language is the framework that makes all of our social activities and relationships possible. Critical thinking in English Home Language promotes:

- Thinking actively
- Thinking for ourselves
- Careful exploration of a situation or issue
- Being open to new ideas and different viewpoints
- Supporting ideas with reasons and evidence
- Being able to discuss our ideas in an organised way (Bowell & Kemp, 2005:22-36).

The four Learning Outcomes of English help to develop literacy. Literacy is the ability to process and use information for a variety of purposes and contexts and to write for different purposes. It is the ability to decode texts, thereby enabling us to make sense of the world around us.

The following are types of literacy:

- Information literacy – the ability to access information from a wide range of oral, written and multi-media texts
- Media literacy – the ability to understand and produce texts from the media, such as television, video, newspapers, magazines and advertising.
- Visual literacy – the ability to understand and produce texts from the media such as pictures, photographs, cartoons and films.

- Computer literacy – the ability to use computers and to understand and create texts, graphic texts and e-mails.
- Critical literacy – the ability to understand, analyse and judge the effects of how texts (in their widest sense) construct meaning.

To develop learners' critical literacy, learners need to draw on their own knowledge and appreciate that there is more than one interpretation of a text (Elion & Renard, 2007:9-15).

Thinking is a skill that can be improved by training, by practice and through learning how to do it better. Thinking is no different from any other skill and we can get better at the skill of thinking if we have the will to do so (De Bono: 1993).

Moore and Parker (2009) give brief characterizations of critical thinking that cover what most authors believe is important in critical thinking. A learner's mastery over all or even a significant majority of them is necessary. The learner should be able to:

- determine which information is pertinent or not;
- distinguish between rational claims and emotional ones;
- separate fact from opinion;
- recognize the ways in which evidence might be limited or compromised;
- spot deception and recognize flaws in the arguments of others;
- present his/her own analysis of data or information;
- attend to contradictory, inadequate, or ambiguous information;
- construct cogent arguments rooted in data rather than opinion; and
- recognize problems and find solutions or realise that some problems have no clear answer or single solution.

In other words, the practice of critical thinking enables us to do our thinking for ourselves – to employ relevant information, to weigh evidence, to take account of context, to challenge generalizations and insubstantial assumptions. Above all, it encourages us to submit ideas, theories and experiences to a rigorous examination in the pursuit of meaning and understanding.

Moore and Parker suggest a number of strategies for teaching critical thinking skills:

- Build the confidence and self-esteem of learners by valuing their attempts at critical thinking.
- Listen attentively to learners as they grapple with the learning process. Critical thinking develops best through sensitive interaction and discussion, where participants place the understanding of others' ideas and experience as highly as their own.
- Provide deliberate support for those engaged in the process of critical thinking. There is a danger that, as teachers, we focus only on the subject matter of critical thinking rather than the process itself.
- Act as a mirror by reflecting back to learners their attitudes, rationalizations and habitual ways of thinking.
- Motivate learners to think critically by affirming the existence of ideas that may be tentative or partially formed.
- Engage with learners in regular review and appraisal of critical thinking so that progress can be assessed, successes identified and difficulties dealt with.
- Foster the development of critical thinking networks by providing many opportunities for learners to engage in discussion and group work where emerging critical thinking strategies can be tried out.

- Be critical educators by undertaking a variety of facilitative functions – being advocates for missing perceptives, adversaries to propaganda, recorders of sessions, mediators in conflict and general resource persons.
- Help learners to develop awareness of their critical thinking by helping them to face up to their preferences, biases, habits and blockages.
- Model critical thinking by demonstrating the key characteristics of that thinking in our own behaviour: clarity, consistency, openness, communicativeness, specificity and accessibility (Moore & Parker, 2009:7).

The foundation of thinking skills needs to be laid early in life, for open-mindedness begins in the formative years when a child's identity as a thinking person is being established. As children become adults there is an increasing tendency to close-mindedness where beliefs are ego-centred, where those who disagree are regarded as biased and as not having the capacity to enter into reasoned and open-ended discussion (Darder *et al.*, 2003:398).

The researcher is of the opinion that there is a profound relationship between critical thinking and teaching and learning. For effective teaching and learning to take place, both teacher and learner must exhibit a fair ability to think critically. The researcher also believes that by the time the learner reaches the Further Education and Training (FET) Phase, it is necessary for the learner to work out his/her own thoughts, to put their ideas into words, to advance theories and to substantiate their beliefs. The researcher is of the opinion that there are many factors that either promote or hinder the teaching of critical thinking skills, especially in the teaching of English Home Language as a subject. The educator is the catalyst or promoting and creating an environment conducive for critical thinking in the classroom.

2.5 ESTABLISHING AN ENVIRONMENT FOR CRITICAL THINKING

2.5.1 The role of the educator

Educational research of the 1990s and beyond has challenged earlier conceptions concerned with the capacity of educators, and formal education

generally, to make a difference in the lives of learners. Decades of apparently experimental research simply served to confirm time and again the view that the destiny of a learner was fairly well fixed by heritage and that what was left of impacting agencies related more to issues like peer pressure, media, and disability than to the agencies of educators and schools (Aspin & Chapman, 2007:135).

Interventionist studies in the USA tested every category of disadvantage, whether a particular approach to teaching and schooling could break through the disadvantage effect. The results of these studies have severely called into question, if not shattered, earlier conceptions relating to the alleged limitations of educator and school power to have effective impact on learner development. In summary, when faced with all the 'proven' barriers to learning, be the barriers based on gender, class, language or even disabilities of sorts, "Quality Teaching", had at least sufficient power to begin to even up the chances of the disadvantaged and in some instances and over time to change the rules of the advantage/disadvantage divide altogether (Rowe, 2004:97).

Rowe (2004:99) further noted that of all the educator qualities nominated by learners who achieve best at school, it was notions of care and trust that were paramount. While the more predictable measures of demonstrable content knowledge and stimulating pedagogy were as evident as one would expect, they rarely stood alone and appeared to be relative to the greater indicator of learner confidence that the educator was trustworthy and had the learner's best interests at heart. He also notes the following:

"Trust relations culminate in important consequences at the organizational level, including more effective decision-making, enhanced social support for innovation, more efficient social control for adults' work and an expanded moral authority to 'go the extra mile' for the learners. Relational trust is an organizational property its presence (or absence) has important consequences for the functioning of the school and its capacity to engage fundamental change".

In other words, the features of educators' professional practice have the most impact on learning. Mutual respect, caring, fairness, positive modelling and management, fit well with the priorities to be found in the literature and research around educator professionalism standards and ethics (Lovat, 2005:97-109).

We live in a time when our understanding of the role of the educator and the power of Values Education are coalescing. No longer is Values Education on the periphery of a curriculum that enshrines the central roles to be played by the educator and the school in our society. Unlike the assumptions that seem to underpin so many of our concerns relating to structures, curriculum and resources, Values Education is premised on the power of the educator to make a difference (Hattie, 2003:99-136).

The main disadvantage that learners face in South Africa is the language barrier, especially with respect to learning critical thinking skills in English Home Language; English is not the Home language for many. From the above, it is clear that although many factors hinder teaching critical thinking skills in the classroom, educators can make an effort to overcome these barriers.

As I have indicated earlier, this study attempts to suggest guidelines for managing the teaching of critical thinking in English Home Language, in the FET phase. The National Curriculum Statement Grades 10 -12 for English Home Language is a detailed document that points out the requirements for English Home Language. The following section discusses what this document entails.

Educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10-12 (General) visualises teachers who are qualified, competent, dedicated and caring. Teachers should be able to fulfil various roles as outlined in the Norms and Standards for educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and life-long learners, community members,

citizens and pastors, assessors, and subject specialists (Elion & Renard, 2007:16-20).

There can be no doubt that the successful teaching of thinking as a skill depends very largely on the educator. At best any material can only provide a framework within which he can work. The educator has to be interested in the subject and has to give it the status which learners require. The educator has to develop a teaching skill suited to an open-ended subject, and in particular to develop ways of giving learners a sense of achievement. Finally the educator has to believe that it is worthwhile, and then has to be *determined* to make it work. This is too important to be handled in a tentative or dabbling manner.

It is the educator's responsibility to ensure that all factors which contribute to learners' performance and progress are explored. This means trying alternative ways of transmitting knowledge to the learner, seeking ways of enhancing motivation, teaching organizational skills, and changing the learning setting so that it is more consistent with the learner's preferred learning style.

Teaching-learning process emphasizes the interdependency of those involved in the acquisition and transfer of knowledge and skills. Both educator and learner have responsibilities for the success of the outcome

The educator's role is not that of a dispenser of information or knowledge but that of a guide or facilitator. His function is to stimulate the learners to think for themselves and to 'help' them help themselves in the educational process (Dilg, 2003:110).

Educators need to get a clearer fix on the structure of their discipline, and to use that as the core of their curriculum. In addition to being clear about *what one* is trying to teach, the question of how one should teach still remains. The English educator is subject to multiple conditions influencing what he/she knows. Racial or cultural identity, the place and time and nature of his/her upbringing, his/her education, all contribute to what he/she brings into the classroom and how effective he/she is (Dilg, 2003:152).

The didactic method of teaching and the receptive method of learning have simply been carried over to secondary school from primary school. Secondary education requires the nurturing of discussion, argument and the free exchange of ideas within a subject. Discussion and argument enables students to understand the disciplines more deeply. Thus in my opinion, the educator must engage learners in activities that enhance their critical thinking skills.

2.5.2 Activities that enhance critical thinking skills

A large percentage of learners who have completed secondary school are unable to engage in abstract or formal operational thinking. Critical thinking is aimed at helping learners decide “what to believe and do”. The learner’s choice of *believing* and *doing* is revealing, because believing and doing happen to be targets of normal academic practice. School (so the thinking goes) is one of the places where learners learn to act appropriately. It is schooling, not education that insists that we are conventional and conform in our thought as well as in our behaviour. What education insists upon, in contrast, is that we be reasonable and exercise good judgement while remaining cautious and open-minded with regard to beliefs (Lipman, 2003:47).

Mere practice ranges from dull, mindless, habitual routine to dull, mechanical competence. When, however, practice comes to be permeated with critical thinking, so that we reflect critically on what we do before, while and after we do it, mere practice becomes self-correcting practice and self-correcting practice is enquiry. There are programmes devoted to cognitive development through the enhancement of logicity and rationality. There are programmes to improve levels of skilled performance – academic achievement, athletic achievement, artistic development, moral achievement and so on. And there are programmes that attempt to strengthen the ability to recognise and resolve problems. The emphasis of the first group is upon sound reasoning, the second emphasises adroit performances that satisfy explicit criteria, and the third stresses the rapprochement of ends and means (Lipman, 2003:64 - 80).

Processing basic knowledge and information is a prerequisite for critical thinking. Children absorb the attitudes and opinions of the significant adults in their lives. If a child is to become open-minded and critical, his thinking should not be left to chance. Worthwhile thinking is thinking *more* about something. Critical thinking describes *how* something is being thought about (Lipman, 2003:18).

Learning to think critically means:

Learning how to question, when to question and what question to ask, learning how to reason, when to use reasoning and what reasoning methods to use. The word 'reason' is derived from the word 'ratio' which means balance. A child can only think critically or reasonably to the extent that he is able to carefully examine experience, assess knowledge and ideas, and weigh arguments before reaching a balanced judgement. Being a critical thinker also consists of developing certain attitudes, such as a desire to reason, willingness to challenge and a passion for truth (Darder *et al.*, 2003:394).

Many attempts have been made to specify the skills of critical thinking. Ennis (1984), one of the founding fathers of the thinking movement in North America, identified the following 12 aspects that can help in the critical analysis of an idea:

- Grasping the meaning of a statement: *Is it meaningful?*
- Judging whether there is ambiguity in reasoning: *Is it clear?*
- Judging whether statements contradict each other: *Is it consistent?*
- Judging whether a conclusion follows necessarily: *Is it logical?*
- Judging whether a statement is specific enough: *Is it precise?*
- Judging whether a statement applies to a principle: *Is it following a rule?*
- Judging whether an observation statement is reliable: *Is it accurate?*

- Judging whether an inductive conclusion is warranted: *Is it justified?*
- Judging whether the problem has been identified: *Is it relevant?*
- Judging whether something is an assumption: *Is it taken for granted?*
- Judging whether a definition is adequate: *Is it well defined?*
- Judging whether a statement taken on authority is acceptable: *Is it true?*

The twelve aspects show ways of avoiding some of the pitfalls of thinking. The questions can help children to stop to consider and assess statements or ideas. The questions can also introduce children to the vocabulary of analysis – the analytical vocabulary of the English Language, with such terms as ‘relevant’, ‘accurate’, ‘precise’, ‘justified’, ‘well defined’, ‘evidence’, ‘interpretation’, ‘point-of-view’, ‘conclusion’, enables us to think more precisely about our thinking (Fisher & Williams, 2004:10).

Many writers differentiate between creative and critical thinking – and use a range of terms to describe these processes, including:

Creative thinking	Critical thinking
Synthesis	Analysis
Divergent	Convergent
Lateral	Vertical
Possibility	Probability
Imagination	Judgement
Hypothesis Forming	Hypothesis Testing
Subjective	Objective
An Answer	The Answer

Right Brain	Left Brain
Open-Ended	Closed
Associative	Linear
Speculating	Reasoning
Intuitive	Logical
Yes And	Yes But

We need both critical and creative thinking, both analysis and synthesis, both the parts and the whole to be effective in our thinking. We need creative thinking to generate the new, but critical thinking to make judgments about it. The challenge for schools and educational institutions is clear: the focus on education must be on creating people who are capable of thinking and doing.

For Bloom and his associates the term 'critical thinking' is synonymous with 'evaluation'. It is the highest of six thinking skills, which he calls the 'cognitive goals' of education. Bloom's *Taxonomy* has been one of the most influential books in curriculum development and has been used widely by American educators in planning their teaching programmes. The following are the various categories and processes involved in the various thinking levels:

- Knowledge (remembering and retaining)
- Comprehension (interpreting and understanding)
- Application (making use of)
- Analysis (taking apart)
- Synthesis (putting together)
- Evaluation (judging and assessing)

Many learning activities can be organised or analysed in terms of the above categories (Fisher & Willaims, 2004:12-17). The activities must be suitable and work in conjunction with the four English Home Language learning outcomes, which are:

- Listening and Speaking
- Reading and Viewing
- Writing and Presenting
- Language

The researcher believes that educators need to plan lessons thoroughly so as to consciously engage learners in activities to improve the above learning outcomes. Adequate time must be spent on all four learning outcomes. The importance of being competent in each learning outcome must be constantly reinforced. The NCS for English Home Language (Grades 10-12) suggests the following activities to enhance and stimulate thinking and critical thinking. The following activities are implemented from grade 10 to grade 12 and should gradually indicate learners' progress, from simple to complex.

2.5.2.1 Activities for Listening and Speaking

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language (DoE, 2003: 14-21). The following are suggested activities that learners can engage in:

- sharing ideas;
- commenting on experiences;
- defending a position;

- giving unprepared responses;
- telling stories;
- giving and following directions;
- participating in group discussions and debates;
- research topics;
- organise material coherently;
- preparing effective introductions and conclusions;
- identify and use rhetorical devices;
- listen carefully and respond to questions appropriately and for clarification;
- evaluate the relationship between language and culture, and language and power; and
- recognise and challenge subtly emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising

The above activities ensure that learners become critical thinkers and are able to apply what they have learnt to different situations effectively.

2.5.2.2 Activities for Reading and viewing

Well-developed reading and viewing skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and contexts of texts (DoE, 2003: 22-29) by doing the following:

- ask questions and make predictions;

- skim texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
- scan texts for supporting details;
- read fluently and attentively according to purpose and task;
- summarise main and supporting ideas in point/paragraph form;
- infer meanings of unfamiliar words or images in selected texts by using knowledge of grammar, word attack skills, contextual clues, sound, colour , design, placement, and by using the senses;
- reread, review and revise to promote understanding;
- analyse how selections and omissions in texts affect meaning;
- distinguish between fact and opinion, and motivate own response;
- explain the difference between direct and implied meanings;
- analyse the writer's/narrator's/character's viewpoint and give convincing supporting evidence from the text;
- analyse and explain the socio-political and cultural background of texts;
- analyse the effect of a wide range of figurative, rhetorical and literary devices;
- evaluate the writer's inferences and conclusions and compare with their own;
- interpret and evaluate a wide range of graphic texts; and
- give and motivate personal responses to texts with conviction.

Learners use a range of different reading and viewing strategies depending on their purpose for reading and the nature of the text. They make meaning from texts, identify values and assumptions and respond critically. Through

reading and viewing, learners also explore and reflect on the interrelationship of their own existence with that of others. Reading literary texts provides learners with models for their own writing (DoE, 2003: 28).

2.5.2.3 Activities for Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Activities that enhance critical thinking in writing and presenting include:

- demonstrate planning skills for writing for a specific purpose, audience and context;
- explain the requirements for different tasks;
- identify the target audience and the specific purpose such as narrating, entertaining, persuading etc;
- identify and explain types of texts to be produced such as creative, informational, transactional etc;
- decide on and apply the appropriate style, point of view and format of texts effectively;
- research complex topics from a wide variety of resources and record findings accurately;
- locate, access, select, organise and integrate relevant data independently from a range of resources;
- convert information from one form to another;
- develop coherent ideas and organise these by using techniques such as mind-maps, diagrams etc; and
- use a wide range of visual and design elements appropriately.

In order to demonstrate the use of advanced writing strategies and techniques for first drafts, learners should:

- use main and supporting ideas effectively from the planning process;
- experiment with format and style for creative purposes;
- identify and use a wide range of stylistic and rhetorical devices appropriately;
- use a variety of sentence types, lengths and structures for effect;
- apply paragraph conventions correctly; and
- use conjunctions, pronouns and adverbs to ensure cohesion

In order to reflect on, analyse and evaluate own work, considering the opinion of others and present a final product learners should:

- use set criteria for overall evaluation for own and other's writing for improvement;
- analyse overall structure for improvement of coherence;
- evaluate whether content, style register and effects are appropriate for purpose, audience and context;
- sustain own point of view/perspective and argument confidently and competently;
- refine word choice and sentence and paragraph structure and eliminate ambiguity, redundancy etc;
- demonstrate sensitivity to social, cultural, environmental and ethical issues;
- prepare a final draft by proofreading and editing; and
- present final product by paying attention to appropriate style and presentation.

Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes (DoE, 2003).

2.5.2.4 Activities for Language

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of language structures. Activities that enhance critical thinking in Language include:

- identify and explain the meanings of words and use them correctly in a wide range of texts;
- apply knowledge of a wide range of spelling patterns, rules and conventions for new and or complex words;
- use abbreviations and acronyms correctly;
- use dictionaries and the thesaurus effectively;
- apply knowledge of roots, prefixes and suffixes to determine the function and meaning of words;
- use gender, plurals and diminutives correctly;
- use the comparative and superlative degrees of adjectives and adverbs;
- identify and explain how languages borrow words from one another and how words change and how new words are coined;
- distinguish between commonly confused polysemes, homophones and homonyms;
- identify and use parts of speech;
- use verb forms and auxiliaries to express tense and mood accurately;

- use negative forms correctly;
- use subject, object and predicate correctly and analyse their functions;
- use simple sentences appropriately and construct clear and effective compound and complex sentences by using clauses and phrases;
- use active and passive voice appropriately;
- write in direct and indirect speech;
- use correct word order;
- pronunciations of words for a range of purposes and to clarify meanings;
and
- use figurative language appropriately

To develop critical language awareness learners should:

- analyse and explain denotation, connotation and implied meanings;
- analyse and explain how implicit and explicit messages, values and attitudes reflect the position of the writer/speaker/reader/viewer; and
- identify and challenge bias, stereotyping, manipulative language etc.

2.6 CONCLUSION

English has always been founded as an ideological project, crucially bound up with ideas about culture and society. Both personal growth and moral management are identified as features of the publicly formulated purposes of English in schools. The National Curriculum was instigated as an attempt to make uniform all the thinking and all the practices of English in all schools across the nation. The statements concerning the nature of English, in the official documents, allow for considerable variation (DoE, 2005).

Language is a powerful tool which moulds and shapes various aspects of our lives. It influences how we understand the world around us and the attitudes

we adopt towards that world. In schools and colleges, children and students need to be made aware of how language works – what it can and cannot do, how it relates to their experiences and actions. Language is organic and constantly evolves but this does mean that all language changes are desirable or that it is not possible to adopt a critical, informed perspective on those changes (Moseley *et al*, 2010:8).

Language moves learning forward. In order to increase knowledge of the systems and structures of language and texts, learners have to become adept at taking in and communicating information and ideas, but most particularly they have to move steadily towards developing a more discriminating view of the texts they confront or are confronted with.

“Language helps us to make our ideas real; by voicing our thoughts and by writing them down, we are able to realise them and place them into our existing conceptual matrix and reflect upon them”.

Research evidence has shown that cognition and language development are closely related. Higher-order thinking skills promote higher –order learning skills which in turn enable learners to reach higher levels of language proficiency (Sumner, 2007:3).

For some reason, the learning of higher-level thinking skills appears to be more challenging for English second language speakers than for English first language speakers. It is the responsibility of the educator to assist learners in acquiring critical thinking skills while learning English. Therefore in following chapter the nature of classroom management in the FET phase will be discussed. The researcher delves into classroom management, management skills of professional educators, the relationship between management and teaching and finally the role of management skills in the teaching of critical thinking skills in English Home Language.

CHAPTER THREE

THE NATURE OF CLASSROOM MANAGEMENT

3.1 INTRODUCTION

The World Book Dictionary (WBD: 1263) defines management as *control, direction, guidance or the administrative skill* and it emphasizes the idea of skilful handling of people and details so as to get results. There is a common thread running through all the definitions of management. Therefore many writers define management as the process of working with and through individuals and groups and other resources to accomplish organisational goals.

Van Deventer and Kruger (2003:102) aver that management is about the acknowledgement of the knowledge, skills and competencies that a manager needs to offer high quality leadership for organisational effectiveness. Management is about effective task execution as well as effective people management. Although each organisation is dependent on people or workers for the performance of its work, the degrees of success (or failure) which the organisation achieves will depend on the manner in which managers manage and lead these people.

Those who have the responsibility for deciding the direction an organisation will take and who hold the authority to move it towards its goals are the single most important ingredient in determining the organisation's success or failure (Nieman *et al.*, 2000:14). The most generally accepted perspective on management is that the manager, in simple terms, decides what must be done, decides how it should be done, gives instructions that it must be done and determines whether it has been done. This management process involves the tasks of planning, organising, leading and control (Botha, 2002:5).

Educational management, however, involves a specific kind of work. Management cannot be restricted to the principal or the educator only. Management occurs at all levels in education: in the classroom, on the soccer

field, in subject meetings, school governing body meetings, at district, provincial and national levels. Thus management in education is not restricted to one person or position but to all stakeholders (Coetzee *et al.*, 2008:70-72). As effective classroom management is a pre-requisite for successful teaching and learning, educators have to perform teaching and management actions. The educator performs both teaching and management activities before, during and after a lesson. Teaching includes the following activities:

- Choice and arrangement of learning content.
- Setting aims and objectives.
- Conveying knowledge.
- Transferring skills and knowledge.
- Giving learners feedback on their learning achievements (Fisher & Williams, 2004:20-26).

The educator ought to convey the subject matter to the learners by means of teaching activities. At the same time the learners respond by learning and internalising the subject matter. Good educative teaching entails not only activities, but also that the subject matter is conveyed effectively from educator to learner (Coetzee *et al.*, 2008:72).

In the teaching of English Home Language in the FET phase, educators are the key to transformation of education in South Africa. Their role is to be a subject or phase specialist, a mediator of learning, an assessor, a classroom manager and a lifelong learner themselves (Economou *et al.*, 2007:4). Since the curriculum seeks to create lifelong learners who are knowledgeable, confident and independent, multi-skilled, compassionate and critical citizens, educators need to manage the teaching of critical thinking in the English Home Language classroom (Economou *et al.*, 2007:8). Therefore effective classroom management will ensure that the educator implements various strategies to cater for different learner abilities, strengths and intelligences.

Taking into consideration the uniqueness of learners, educators should devise strategies to ensure that the learners achieve the developmental and critical outcomes as set out in the National Curriculum Statement.

The Association for Supervision and Curriculum Development (ASCD: 2000) defines classroom management as a “gestalt” combining several educator traits, including reflection, skills in problem-solving, skills in managing learners’ behaviour and the ability to provide engaging instruction. Educators must have knowledge and skills that allow them to effectively structure the physical classroom environment, establish rules and procedures develop relationships with learners and maintain attention and engagement in academic activities and administrative duties, in order to be able to create and maintain an effective learning environment (Darling-Hammond & Bransford, 2005:329). Notions of what is involved in ‘being an educator’ is affected by the nature of the new FET curriculum, especially in moving from the idea of someone who transmits information to that of someone who is teaching ‘how to learn’ (Coleman *et al.*, 2003:115). Therefore, it is vital that educators are *au fait* with classroom management in order to fulfil their duties in a professional manner.

The concept of professionalism, entailing both autonomy and accountability, also includes consideration of codes and practice which are commonly associated with ‘professional behaviour’ (Coleman *et al.*, 2003:123). The issue of educator professionalism is critical in the successful management of the curriculum. As it is expected of educators to perform teaching and management duties in a professional manner (in the context of this study, to manage the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training phase) a brief discussion regarding the characteristics of professional educators follows in the next section.

3.2 CHARACTERISTICS OF PROFESSIONAL EDUCATORS

Training and development is a key feature of professionalism, suggesting that this is crucial to the effectiveness of management and increasing educator

professionalism. The adjective 'professional' means to have acquired a set of skills through training "which enables one to deliver efficiently according to contract". According to Ozga (in Coleman *et al.*, 2003:116-124), trying to establish whether educators are professionals in any abstract sense is of little value. Rather: "Professionalism is best understood in context".

In the South African educational context, with special reference to managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training phase, the following characteristics associated with professional educators should be considered.

3.2.1 Accountability

In my opinion the term "profession" has always been loosely used in the educational context. Many have claimed that the term 'profession' was simply a symbol of certain power and prestige and that the "symbol legitimates the autonomy". For some, the erosion of this autonomy of the educator lies at the heart of their 'de-professionalization' since the 1980s and even their de-skilling in South Africa (Coleman *et al.*, 2003:117)

Educators in South Africa to be seen and treated as professionals, they should belong to and take responsibility for self-regulating processes (Coleman *et al.*, 2003:118). The aim of this research is to suggest guidelines for managing the teaching of critical thinking. Therefore, educators must not only be aware of such guidelines, but also take responsibility in implementing them in the classroom. Professional educators who are committed to teaching will keep abreast of new methods that can be effective in the classroom. For educators to manage the teaching of critical thinking, they first have to manage (plan, organise, control and lead) their teaching with much thought and insight, including these skills.

3.2.1.1 Acceptance of accountability

According to (Coleman *et al.*, 2003:117), a shift in the educator's role from 'responsibility' to 'accountability' is vital to the changing nature of what is understood by 'professionalism'. He sees responsibility as a "more

voluntaristic commitment to a set of principles governing good practice” and implies that true professionalism will involve responsibility.

Educators may be seen as accountable to various stakeholders: the government authority, salary payers, the community, parents and above all the learners. Research into New Zealand educators’ concept of professionalism found commitment to the learners by far the most significant aspect “...not only for the learners in the care of the educator but also in relation to the whole educational context”. Commitment to the acceptance of accountability is crucial to public acceptance of teaching as an occupation with status and respect associated with the term ‘profession’.

The moral undertaking in an educator’s role fits in with the characteristic of a professional as having a special ‘bond’ with the beneficiary (in this case the bond between educator and learner). Therefore the educator has a moral obligation to plan and present his/her lessons to achieve the set outcomes. But more importantly the lessons must incorporate critical thinking skills. Educators should be appropriately trained and qualified in their learning fields.

3.2.2 Being qualified and trained

Teaching in a number of countries is increasingly an occupation requiring graduate entry. This in itself is part of what could constitute a separately listed characteristic, namely, status and pride in the job.

The researcher is of the opinion that teaching is a very skilled job. Teaching is not a job where one can walk off the street and attempt to teach. Teaching requires intensive training in didactics, methodology, understanding of human behaviour, management, issues of discipline and a deep understanding of the dynamics of the school and classroom environment. Therefore educators need to be appropriately qualified and trained to be effective.

3.2.3 Acceptance of a code of ethical practice

This can be illustrated by what action is taken when breaches occur in a set of appropriate professional standards with cheques and balances for those who

act unprofessionally within a professional context. Punitive action by a professional association against an individual is a way of “maintaining integrity” of that profession. There is an assumption that most professionals are not going to jeopardise the many years of training they have undertaken, so professional standards and codes of ethics are ‘essentially safety nets not mechanisms for controlling and intimidating a group of people’ (Coleman *et al.*, 200:118).

It is necessary for professional educators to manage a classroom and implement teaching practices effectively in the context of this study; which is the managing of teaching critical thinking skills in the FET phase in English Home Language to second language speakers.

Applying effective classroom management strategies requires more than acting on intuition or whim. Educators with successful and effective classroom management programmes usually have a personalised philosophy of classroom management goals and strategies (Coetzee *et al.*, 2008:177).

In the next section, the nature of classroom management in the FET (Grades 10 -12) phase will be discussed.

3.3 THE NATURE OF CLASSROOM MANAGEMENT IN THE FURTHER EDUCATION AND TRAINING PHASE

An understanding of the theoretical underpinnings of the curriculum is indispensable to those engaged with managing its development and change. Understanding the impact of curriculum allows educators and learners to convene and build new knowledge. Understanding the ways in which culture, background and especially language support or impinge upon teaching and learning can assist educators to engage in a more thoughtful approach to curriculum and pedagogy (Dilg, 2003:133).

If the school’s key purpose is to “provide effective learning” (an answer which satisfies both broader and narrower definitions of curriculum), the primary task in managing the curriculum at school level is to influence the environment within which learning takes place. This would normally encompass:

- what is learned(and taught), i.e., curriculum content;
- the form in which it is presented, i.e., curriculum design;
- how it is learned (and taught), i.e., methodologies, pedagogy;
- the circumstances under which these can be effectively achieved (e.g., developing an appropriate culture, utilising resources efficiently, creating structures etc.); and
- assessing how effective it is, i.e., evaluation (Coleman *et al.*, 2003:97-110).

According to Nieuwenhuis and Mokoena (2001:222), effective classroom management occurs when educators:

- set teaching and learning goals based on the knowledge and understanding of learners and the curriculum;
- develop plans to achieve goals;
- organise the resources available;
- implement and supervise teaching and learning; and
- evaluate the outcomes of their endeavours.

They, therefore, reiterate that by using appropriate classroom management strategies, the educator establishes and maintains those conditions in which instruction can take place effectively and efficiently and with which the educator feels comfortable and unthreatened. Classroom management is aimed at the establishment and maintenance of certain conditions under which effective teaching and learning can take place. These conditions are created by the educator through the integration of classroom management functions and the teaching activities that the educator must carry out (Coetzee *et al.*, 2008: 176).

From personal experience I have witnessed that with good classroom management skills, things are different in the classroom. Learners are not passive but are actively involved when lessons are well planned. Learners are perceptive and develop a greater self-esteem when they are taught to work in groups, at their own pace, and to take greater responsibility for their own learning.

The new FET curriculum aims to develop and assess learners on an ongoing basis. It also allows for critical thinking, reasoning, reflection and action. Learners should learn how to collect, gather, and organise information and conduct research. Knowledge should be integrated, learning relevant and related to real life situations. In a learner-centred environment the educator becomes the facilitator, guided by learning programmes that allow him/her to be innovative and creative in designing programmes.

Therefore, based on the above discussion, I believe that through implementing appropriate classroom management strategies, the educator would be better equipped to plan and present lessons effectively and will be in a position to achieve the necessary outcomes for English Home Language lessons.

3.3.1 The purpose of classroom management

Classroom management is a *means* to the effective execution of the educational and teaching task of the educator with the aim of attaining the teaching aims. Effective and successful learning will only take place when the following is acknowledged:

- A teaching and learning environment is created in which people are treated with dignity and respect
- Learners are motivated and inspired to achieve their best
- Learners' achievements are acknowledged Competition is correctly handled – leaving each learner a winner

- Learners experience success because their personal goals are not too high or are not unachievable
- Learners are empowered to take responsibility for their own learning
- Conflict is handled appropriately and in an accountable way
- Communication takes place in such a way that pupils develop insight into their problems
- The best possible resources are used to enrich the learning process
- Good and favourable relationships are created and maintained
- Discipline is applied so that learners are motivated rather than humiliated
- The educator is able to manage his or her own personal life and is thus also able to manage his or her learners (Coetzee *et al.*, 2008:103-115)

According to the researcher, every educator needs to be well informed and trained with regards to the principles of classroom management. These principles should become part and parcel of the educator's daily routine in the classroom and should be implemented to ensure that effective teaching and learning takes place.

3.3.2 The principles of classroom management

A principle is a rule of action or conduct; the basis from which people act. Principles that guide one's management functions are determined and influenced by one's philosophy of life and one's attitude to life.

In the classroom the educator is the head and the leader. The educator has a dual role and task: he/she must *teach and educate* (functional task); and *manage* all the activities associated with teaching and education. The educator is firstly an instructor or educator, and simultaneously, a classroom manager. The teaching –learning situation or classroom has five characteristic components:

- **Learning Outcomes** – the results that are striven after and which direct all activities.
- **Learning contents** – the information, values, norms and skills which must be conveyed to the learner to develop his or her abilities in order to attain the learning aim.
- **Educator** – the person who must educate and teach, and must manage all associated activities.
- **Learner** - the person who must learn, and who develops and is moulded in the process.
- **Teaching and learning activities** - the activities which must be carried out by the educator (teaching) and the learners (learning) to attain the learning aim (Coetzee *et al.*, 2008:17-24).

If the above five components are present, a teaching-learning situation is created in which learners can be successfully educated by an educator. In this context, (Coetzee *et al.*, 2008:164-166), suggest the following useful classroom management principles:

- **Justice and fairness** – learners may not be favoured at the cost of others
- **Consistency** – decisions and behaviour must be in accordance with the same principles each time
- **Democracy** – the interests, needs and aspirations of all the learners must be considered and everyone afforded the opportunity to participate
- **Respect** – respect for the human dignity of each learner must be maintained
- **Decisiveness combined with lenience** – make well-considered decisions and stick to them but also be willing to make adjustments and concessions should the need arise

- **Effectiveness** – each action should be aimed at attaining the pre-determined goal
- **Balanced task or human attitude to the work at hand** – the goodwill and positive attitude of the people concerned are important
- **Flexibility and adaptability** – depending on the situation – one's effectiveness as a classroom manager is determined by one's ability to apply the laissez-faire, autocratic and democratic management styles in an integrated manner accordingly

Creative classroom management involves understanding how the physical and psychological environments affect one's learners and oneself, and how these affect interactions between educators and learners. Factors that influence successful classroom management will be discussed in the next section.

3.3.3 Factors that influence successful classroom management

Classroom management is aimed at the establishment and maintenance of certain conditions in the classroom in which effective teaching and learning can take place. These conditions are created by the educator through the integration of certain management functions, together with the teaching activities that he/she must carry out (Coetzee *et al.*, 2008:87).

Effective educators use their knowledge, skills and behaviour to create effective learning environments in their classrooms. They create environments that maximise opportunities to learn, where learners are well-managed and motivated to learn (Van Deventer & Kruger, 2003:66-68). Because the class is represented by a group engaged in learning, growing up in a social direction and building a sense of identity and purpose, it is important that the educator seeks out ways in which the class can enjoy a positive learning and social environment.

However, classroom climates differ widely. The psychological and social 'feeling' or atmosphere in a classroom could vary from inviting, friendly and

relaxed to threatening, competitive and tense. Research data indicates that a number of factors could influence the classroom climate. These factors can be clustered into four groups (Van der Horst & McDonald, 2006: 34):

- **Ecology:** the physical aspects of the classroom – space, furniture, Equipment, etc
- **Milieu:** that part of the classroom that can be described as the ‘feeling’ of the class
- **Social system:** the formal and informal rules that guide interpersonal relationships in the classroom
- **Culture:** the values, beliefs, systems and norms existing in the classroom.

Educators can develop a positive classroom environment by:

- distinguishing the features of a classroom as a learning community;
- discussing the stages for building a positive classroom climate;
- reflecting on the classroom as a physical environment;
- managing resources for effective teaching;
- establishing a positive socio-motional classroom environment by focussing on:
 - communication
 - educator-learner relationships
 - peer relationships; and
- designing or applying a personal discipline strategy (Van Deventer & Kruger, 2003:117-119).

3.3.3.1 Managing the physical environment

The way an educator arranges a classroom communicates messages about his/her expectations of how the room should be used. Careful use of the physical space could make a considerable difference to classroom behaviour (UNISA 2006:34). When organising the physical layout of the classroom, the educator must keep the following considerations in mind:

- Visibility
- Accessibility
- Flexibility
- Comfort
- Aesthetics

An effective seating arrangement should allow the educator close proximity to all learners. While the various arrangements will not guarantee learner participation, it is important to consider classroom space as part of planning for instruction, as space can play an important role in creating an optimal learning environment (Van Deventer & Kruger, 2003:18).

A basic classroom may include the following decorative elements (Marzano cited in UNISA 2006:35):

- A calendar
- A place for school announcements and school spirit paraphernalia
- A place for posting expectations regarding the correct format of assignments
- A place for listing daily assignments or the daily schedule
- A place for displaying information about current topics
- A place to display learners' work.

3.3.3.2 Managing resources for effective teaching

A key aspect of managing learning in a large classroom is often the availability of appropriate resources. However, the time and attention given to the creation and presentation of various materials and media could trigger the success or failure of a lesson. Resources are often the 'lens' through which learners view the learning area and the lesson (Van der Horst, 2003:85). Many lessons are less successful because inadequate and insufficient resources have been prepared. The educator's materials and media should be:

- accurate;
- well laid out;
- readable;
- interesting and varied;
- linked to the outcomes of the lesson;
- sufficient;and
- used constructively

In conjunction with this, resources should be tied to the age and the ability range of the class, the time available, the teaching strategy used, the layout of the classroom and the likely reaction of the learners (Van der Horst, 2003:85).

One of the main predicaments that educators face today is that of class size. The problem is obviously one of quality (instruction) versus quantity. Apart from disciplinary aspects, large classes present a number of difficulties:

- Learners are not sure of the purpose of instruction
- They do not know whether they are progressing or not
- They do not know how to improve

- They do not have the opportunity to read widely
- They cannot get help from the educator to support independent work.
- There is a lack of opportunity for discussion.
- The educator is unable to cope with the variety of learners and their particular learning needs.
- The educator has difficulty motivating learners (Coetzee *et al.*, 2008:81).

3.3.3.3 Establishing a positive classroom climate

Educators are responsible for evaluating learners' work and for controlling the quality of life in the classroom. The quality of the educator-learner relationship therefore has a dramatic effect on whether learners' personal needs are met in the classroom. A significant body of research indicates that academic achievement and learners' behaviour are influenced by the quality of the educator-learner relationship (Coetzee *et al.*, 2008:17).

Effective educators use their knowledge and behaviour to create effective learning environments in their classrooms. They create environments which maximise opportunities to learn, where learners are well managed and motivated to learn. From the learners' perspective, they rely on the educator to create a sense of security and order in the classroom, an opportunity to participate actively in the class, and for it to be an interesting and exciting place. The following aspects affect how the learners experience the classroom environment (McBer, 2000: 15):

- Clarity about the outcomes of each lesson
- Order within the classroom
- Standards of behaviour
- Fairness
- Participation

- Support
- Safety
- Interesting, comfortable and attractive environment.

Creating a positive and open classroom climate is directly associated with the educator's classroom management practices. The manner in which the educator manages all the elements or aspects within the classroom will determine the climate of the classroom, which in turn will have an influence on the attitude and inclination of the class (Coetzee *et al.*, 2008:18).

There are four values that together constitute a positive educator culture that will facilitate engagement with learners:

- Educators accept personal responsibility for learners' success.
- Educators take on an extended Educator role, even outside the classroom.
- Educators are persistent with learners.
- Educators express a sense of optimism that all learners *can* learn.

Creating good educator-learner relationships would therefore involve:

- Systematically building better relationships with learners.
- Maintaining a high ratio of positive to negative statements.
- Communicating high expectations.
- Creating opportunities for personal discussion.
- Creating open, professionally appropriate dialogue with learners.

From the above it is clear that it is not enough, however, simply to feel good in the classroom without any constructive learning taking place. Learners should not like to be in a class because it is only play and no work. The skill is to get

learning and work done successfully while everybody enjoys being in the class (Coetzee *et al.*, 2008:23-25).

Communication is essential for any relationship, especially for the relationship between educator and learner. In fact, effective communication skills form the foundation for sound classroom management. Communication can be described as the transmitting of an idea by someone (the sender) and the understanding thereof by another (the receiver)). Communication, whether verbal, non-verbal or written, is the link that ties people together. In a model for understanding communication (Coetzee *et al.*, 2008:82-89), the communication process is described as: 'the steps between a source and a receiver that result in the transference of meaning'.

Seven elements or parts can be identified, which include encoding and decoding during the communication process. These elements are illustrated as follows:

- **The communication source** (the educator) initiates the process by encoding a thought (idea, instruction, and request) to create a message. An example is explaining a certain concept to the class.
- **Encoding** refers to converting a communication message into symbolic form. When the source encodes the thought, four conditions may affect the encoded message:
 - **Skill:** The source's speaking, listening, reading and reasoning skills influence the encoding of messages.
 - **Attitudes:** Attitudes influence behaviour. The predisposed ideas and the attitude of mind of the source will influence the encoding of a message.
 - **Knowledge:** Too little knowledge on a subject limits the sources communication. Extensive knowledge on a subject may lead to the encoding of a message that receivers are unable to understand.

- Socio-cultural: The values and beliefs of the source will also determine the way in which the message is encoded.
- **The message** is the actual physical product (sound of voice, letter, notice) coming from the source. It is *what* is communicated. The message is affected by the *code* or group of *symbols* (language) used to transfer meaning, the *content* of the message and the decisions we make in selecting and *arranging* both codes and content.
- **The channel** is the medium through which the message travels (personal, telephone, written communication) and is selected by the source, who decides whether it is a formal message (e.g. a request to take or leave) or an informal message (e.g. inviting somebody to lunch)
- **Decoding** is the retranslating of a sender's communicated message by the receiver. The receiver's decoding is affected by his/her skills, attitudes, knowledge and socio-cultural position, as is the case with the encoding by the sender.
- **The receiver** is the person who decodes the encoded message to assign meaning to it.
- **A feedback loop** is the final link in the communication process. It means that the understanding of the initial message is communicated back to the source. Feedback is the check on how successfully the intended meaning contained in the transmitted message has been transferred to the receiver. It determines whether or not understanding has been achieved (UNISA 2006:38)

There are however, factors beyond the communication process itself that may contribute to ineffective communication. One must therefore consider the following barriers to effective communication (Van Schalkwyk, 2001: 131):

- Filtering
- Selective perception

- Information overload
- Defensiveness
- Language abilities
- Poor listening skills

Van Schalkwyk (2001:135) provides the following guidelines for effective communication:

- Give clear message; include your feelings.
- Listen carefully and actively.
- Repeat the specific message and the feelings expressed.
- Clarify whether you have heard correctly.
- Give of yourself.
- Consider your feelings about the message that you have received.
- Consider your response to the message (both facts and feelings)

From the above, it is clear that the way an educator communicates with learners impacts on how they experience the learning situation.

According to Vander Horst and McDonald (2003: 105), in order to create classrooms that are conducive to learning, there should, apart from the factors highlighted above, be an organisational and management plan in place. Sound management skills of professionally trained educators are therefore of paramount importance to effective teaching and learning in the classroom. The management skills that are required of educators will be presented in the next section.

3.4 MANAGEMENT SKILLS OF PROFESSIONAL EDUCATORS

To bring about the achievement of the aims of the South African curriculum, schools depend on the emergence of a teaching force equipped to effectively deliver the curriculum. The issue of educator professionalism is therefore a critical one for school managers. Research that focused on older secondary school learners indicates that there are six principles that would help learners, all of which have implications for the managers of learning and for the culture of the classroom:

- Respect for pupils as individuals and as a body occupying a significant position in the institution of the school.
- Fairness to all learners irrespective of their class, gender, ethnicity or academic status.
- Autonomy – not as absolute state but as both a right and responsibility in relation to physical and social maturity.
- Intellectual challenge that helps learners to experience learning as a dynamic, engaging and empowering activity.
- Social support in relation to both academic and emotional concerns.
- Security in relation to both the physical setting of the school and in interpersonal encounters (including anxiety about threats to learners' self-esteem (Dilg, 2003: 182 -185).

The achievement of positive classroom conditions poses a challenge to educators, but the emphasis on respect for fairness towards the individual learner has a particular resonance with the aims of the current educational policy in South Africa (Coleman *et al.*, 2003:127).

The task of management, at all levels in the education system, is ultimately the creation and support of conditions under which educators and their learners are able to achieve successful learning. Management should not be seen as the task of a few; it should be seen as an activity in which all

members of educational organisations engage. The extent to which effective learning is achieved therefore becomes the criterion against which the quality of management is to be judged. Coetzee *et al.*, (2008:94-96) state that personality; philosophy and teaching style directly affect the educator's approach to classroom management. The following approaches of educators towards classroom management were identified:

- The **assertive approach**: The educator knows the way and the learners need guidance.
- The **business-academic approach**: If the learners are fully engaged in meaningful learning activities they are less likely to fall into disruptive behaviour.
- The **behavioural modification approach**: Good behaviour is rewarded and bad behaviour punished in an attempt to modify learners' behaviour according to acceptable standards.
- The **group managerial approach**: By Fostering a sense of 'allegiance to the group' among learners, educators can lessen the likelihood of disruptive behaviour.
- The **group guidance approach**: Unacceptable behaviour of individual learners is seen as manifestations of a malfunctioning group, a problem which is solved by counselling the whole group.
- The **acceptance approach**: This approach is based on the belief that a learner's misbehaviour is often a cry for acceptance.
- The **success approach**: Success is one of the basic needs of a human being and plays a big role in developing a positive self-concept. The educator should therefore – through classroom management – optimise the opportunities for each learner to experience success (Ornstein, 1990:60).

With experience, educators acquire the ability to estimate and manage their time, reaching a balance between teaching, involving learners and keeping

them occupied. The above approaches provide a starting point for an educator's thoughts about his or her own classroom management, keeping in mind that each class is different and needs an individual approach to ensure successful teaching and learning (Coetzee *et al.*, 2008:27). Classroom management is a *means* to the effective execution of the educational and teaching task of an educator. By implementing the following components of management, the educator can increase his/her effectiveness.

3.4.1 Planning

Planning is the point of departure for the classroom manager. This function determines in advance which learning outcomes must be achieved at a specified time in the future and how these will be achieved.

For each learning area, the education department predetermines the outcomes to be reached at the end of a certain level or grade. When planning, the educator has to work 'backwards' from these outcomes, guiding learners towards achieving them at some time in the future. This boils down to dividing the learning programme into units that must be studied during each term, week and lesson. Secondly, planning involves the decisions that have to be made on how these specific outcomes might be reached most effectively. This entails reflecting on and designing the most effective methods, approaches and resources to be used.

Thirdly, educators should be aware of the future perspective of planning. There is a connection between that which learners have to achieve beforehand (present) and that which they will have to achieve in the future. The National Curriculum Statement (Grades 10 – 12) embodies these values in the **knowledge and skills** that it seeks to develop amongst learners. Therefore the National Department of Education urges that these values serve as priorities within **whole-school planning** (DoE, 2002: 6-8).

Planning is indispensable as it lays the foundation for the educator's managerial task, as it gives direction to management efforts. Without planning all activities are haphazard. In general, written planning consists of

different kinds of documents that are developed to guide instruction in the classroom (UNISA 2006: 8):

- The first document is a learning area framework that arranges content in particular patterns, assigns it to certain learning areas and standard levels and puts it into identified sequences (school-level planning).
- The second document contains the guidelines for programming in the different learning areas at different levels (grade-level planning).
- The third document is the programme that educators plan, prepare and present in the classroom (classroom-level planning). Each programme should have:
 - **a rationale** (to explain why it exists);
 - **aims** (to explain what it will achieve);
 - **outcomes** (to indicate what learners will need to know, understand, do and appreciate);
 - **content statements** (to indicate the content areas to be used as vehicles for learning);
 - **teaching strategy statements** (to indicate how learning activities will be organised); and
 - **assessment guidelines** (to indicate how learners' achievements will be assessed) (DoE: 2002).

Planning for every English lesson is essential. Educators need to know what it is that they want their learners to be able to do at the end of the lesson. Planning is important because it:

- gives the educator the opportunity to predict possible problems and therefore consider solutions;
- makes sure that the lesson is balanced and appropriate for the class;

- gives educator confidence; and
- is generally good practice and a sign of professionalism (British Council: 2006).

Therefore effective planning is the basis for effective teaching and learning. However, even the most thorough planning, will come to nothing if it is not immediately followed by proper organisation.

3.4.2 Organising

Organising can be described as the creation of a mechanism to implement the planning as discussed above. Organising involves which activities to put into action, which resources to apply, how it should happen and who should be responsible. For the educator, organising amounts to the creation of an environment for effective teaching and learning. In my opinion, an orderly and organised classroom situation must be created to make effective teaching possible.

Coetzee *et al.*, (2008) provide the following guidelines for the organisational function of the educator:

- Take into account the tasks that the educator and learners need to complete, to achieve the necessary outcomes.
- Follow democratic steps to create order regarding the conduct of learners, seating arrangements, learner leadership, communication patterns and the delegation of tasks to learners.
- Exercise firm, yet democratic control over the manner in which learner activities and tasks are carried out.

Organisation in practice translates into:

- creating a physical learning space;
- creating a positive classroom atmosphere;

- managing learner participation;
- maintaining discipline in the classroom;
- managing diversity in the classroom;
- organising parental involvement; and
- participating in educator teams to optimise teaching (Coetzee *et al.*, 2008).

Planning and organising result in the preparation needed to carry out a task and to reach goals. Leading, on the other hand, ensures that the task is actually carried out.

3.4.3 Leading

The third management function of the educator is to lead when plans are to be converted into reality. The educator gives directions to ensure that the required tasks are performed effectively. The leadership function of the educator enables others to carry out their tasks effectively (Coetzee *et al.*, 2008).

For the educator, leadership means explaining what outcomes are, giving instruction, delegating tasks, supervising activities, employing strategies to enhance learner performance, exercising discipline and handling conflict. To lead successfully, the educator must know the most important components of the leadership function of management:

- Leadership qualities
- Motivation of learners
- Control of groups
- Competent communication

Being an educator implies being a leader. In order to be a successful leader in the classroom, the educator must have a sound knowledge of the subject

he/she teaches, didactic matters, management and knowledge of his/her learners. There are three basic styles of leadership:

- **The autocratic leader**

The educator's role and direction are most important. The educator is primarily interested in the learning performance of his learners.

- **The laissez-faire or permissive leader**

The educator believes in a self-realising or learner-centred teaching style.

- **The democratic leader**

The educator engages in an interactive teaching approach. Learners are encouraged to participate in the teaching and learning activities (Bush: 2003:87-99).

Management principles such as fairness, consistency, democracy, respect, firmness, efficiency, balance and flexibility need to be upheld in managing the learning environment. The principles of proper management supersede the leadership style that one adopts for a specific context. It is also important to note that no single style is necessarily the best style. Therefore, the situation and context will often dictate the most appropriate style (Bush, 2003:87-99).

The course of the teaching-learning events in the classroom depends mainly on the educator's ability to take and maintain leadership in the class (Coetzee *et al.*, 2008: 48-50). Important leadership functions include the following:

- Encourage and strengthen
- Arouse and maintain interest
- Create enthusiasm

Leadership in the classroom is not static, it adapts to the situation, circumstances and the context of the classroom. However, for effective

planning, organising and leading, the final management function of control must be implemented.

3.4.4 Control

Control is the final management function of the educator. Control is viewed as the most important requirement for effective planning. In planning a lesson or activity, it is the educator who decides which learning outcome/s needs to be achieved. The use of control mechanisms to check whether such outcomes have been realised is an integral part of planning, but is at the same time a management activity (Coetzee *et al.*, 2008:149).

In the context of education, the measures taken by an educator to determine whether learners have reached the desired learning outcomes effectively may be seen as control. Control takes place in three stages:

- **Control prior to activities.** This includes all activities aimed at ensuring that the teaching-learning event moves in a successful direction – sound planning activities.
- **Control exercised during activities.** This is most important as it is applied on the spot and possible problems are remedied immediately.
- **Conclusion of these instructional events.** This takes the form of assessment of what has been taught and learnt (Coetzee *et al.*, 2008:149).

According to Coetzee *et al.*, (2008:149) the following are requirements for control and control mechanisms in general:

- Control mechanisms need to be suited to the specific character of the learning area, learning content, learning environment and the class group.
- The learners subject to control must know what outcomes will be assessed and how they will be assessed.
- All control tasks and assessment activities must be aimed at correcting behaviour or improving ability – not to find fault.

- Control needs to be exercised timeously to allow for adjustments or expanded opportunities to learn.
- The ultimate responsibility for control lies with the person in charge, the educator.
- Control should lead to changed or improved performance by the learners and the educator

Educators should ensure that learning takes place during each lesson and therefore should apply various steps in the process of control. Educators often control the learning activities of the learners by only evaluating their homework, test and examination papers. The following actions should be included in the control task of an educator:

- Discipline
- Setting standards
- Monitoring
- Evaluation
- Remediation
- Feedback

From the above, it is clear that the educator's role as manager in the classroom is of paramount importance for effective teaching and learning to take place. As a result nearly everyone expects educators to be good managers. Principals and school management teams often consider those educators who exert strong control to be the best educators. Parents and the community, on the other hand, expect that learners will be taught self-discipline and self-control. Learners expect educators to exert control and to establish a positive learning environment. Educators often feel frustrated by and dissatisfied with teaching when they fail in classroom management (Van Deventer & Kruger, 2003: 117-119).

In conclusion the researcher is of the opinion that for the implementation of the FET curriculum, many South African schools still depend on a significant number of unqualified and under-qualified educators. The lack of resources in many schools, including basic provision (water, electricity, sanitation often forces educators into very limited modes of teaching. The lack of choice and opportunity significantly undermines notions of an educator's autonomy in the classroom as well as his or her actual pride in doing the job.

In many schools there is no adherence to any code of what is acceptable or the required conduct for educators. The report: *The Culture of Learning and Teaching in Gauteng* highlighted issues of 'misconduct'. These included: educator absenteeism, neglecting of duties and division among educators as some of the issues surrounding 'unprofessional' educator behaviour (DoE: 2003). One learner is quoted as saying: "They do not seem to have a sense of duty and respect for existing regulations. *"Educators are not educators"*. This epitomises the expectation from educators of certain norms of behaviour and practice which are obviously related to a sense of professionalism.

The picture described above is far from universal and many schools offer evidence of good practice which underpins effective curriculum provision. Nevertheless, it is helpful to reflect on some of the reasons for the occurrence of the worst situations in many schools, in order to suggest possible solutions to approach curriculum change effectively:

- Several educators have no knowledge or experience of what a culture of learning and teaching actually means, since they have spent the whole of their professional lives in disrupted schools.
- Some educators have become educators because it was the only 'socially acceptable' job available, and therefore may have little or no commitment to the role.
- The circumstances in which educators are asked to operate are very difficult – overcrowded classrooms, lack of basic facilities, no psychological guidance or social support services.

- Poor pay means schools are inevitably understaffed.
- Considerable de-motivation of many educators, accentuated by factors listed above, is reinforced by poor relationships with school managers (Meyer *et al.*, 2010:70).

The above discussion makes it evident that the concepts of professionalism in teaching are of paramount importance in South African schools. It is suggested that training and development are key features of professionalism, and crucial to the effectiveness of the curriculum changes required. Steps towards creating this change and increasing educator professionalism must be managed. An important task for the school manager is providing effective leadership of 'learning together'. Only by acknowledging that policy-makers are learners too, can professionalism be developed at all levels in the education service (Meyer *et al.*, 2010: 72 -74).

The researcher wants to argue that management and teaching need to be practised simultaneously for effective teaching and learning to take place. To maintain and continue life-long learning, effective teaching is dependent on good management skills. Management and teaching are synonymous. In the next section the relationship between management and teaching will be outlined.

3.5 THE RELATIONSHIP BETWEEN MANAGEMENT AND TEACHING

A manager works for and is part of an organisation. Schools may be viewed as organisations as a result of the grouping of work and the allocation of duties, responsibilities and authority to individuals in order to achieve specific organisational aims. The tasks of teaching and managing are delegated to individual members who contribute their skills and intellectual resources to achieve the aims of schools as organisations (Van Deventer & Kruger, 2003:65 -67).

Educators are managers and leaders. They get things going, keep things moving, keep learners safe and run the show well enough to be able to actually teach and get learners to learn. Educators should strive to create the

best situation in which learners can learn and educators can teach. Educators are expected to facilitate learning in a controlled environment. This implies that the educator must direct a stream of activities, which includes interaction among the educator and his or her learners (Coetzee *et al.*, 2008:26 -29).

Management is about effective task execution as well as effective people management. Education management is an interactive, inter-related process used by educational leaders who manage learning and teaching in schools (Van Deventer & Kruger, 2003:66-67). In education, there two kinds of work performed; that is functional and management work. Functional work is the primary work of educators, the primary reason for the existence of education. It is the actual classroom work - i.e. the teaching done by the classroom educator. However, functional work can only be performed efficiently if a skilled and efficient education manager manages and leads the learning and teaching environment in the school.

Key strategies that facilitate teaching and learning include to:

- teach something;
- provide learning experiences;
- get the learners to attend;
- keep them involved;
- keep track of what the learners are doing; and
- keep the learners occupied (Coetzee *et al.*, 2008: 38-40).

From the above it is clear that although educators may be very knowledgeable about subject matter and teaching techniques, if they do not know how to get learners involved in learning, their efforts are futile.

Effective classroom management empowers the educator to engage learners actively in their learning tasks. Aspects that are significant in the relationship between management and teaching are:

- learner motivation;
- understanding the learning phenomenon;
- applying co-operative learning models;
- utilising diversity in the classroom; and
- matching learning styles with teaching styles for maximum learning success (Coetzee *et al.*, 2008:37-44).

The primary purpose of education management is to constantly improve the quality of teaching and learning in schools. The principle purpose of education management therefore is to improve the organisational performance of structures in the education system primarily that of schools – school effectiveness, school efficiency and school relevance (DoE: 2003).

Therefore, in my opinion, the performance of both learners and educators is dependent on the presence and evidence of effective management involved in all classroom activities. More importantly this study concentrates on managing the teaching of critical thinking skills in English Home Language in the FET (Grades 10 -12) phase. In the next section the role of management in the teaching of critical thinking skill is highlighted.

3.6 THE ROLE OF MANAGEMENT IN THE TEACHING OF CRITICAL THINKING SKILLS

Education management has become a major focus area in education. This is an indication of the importance attached by government, parents and educators to quality education for the learners of South Africa. Management involves designing and carrying out plans, getting things done and working effectively with people. Management is not simply a matter of systems, but first and foremost a matter of people and relationships focused on clear organisational aims and tasks that should be performed to realise the stated aims (Coetzee *et al.*, 2008:16).

The curriculum is 'delivered' within classrooms. This implies a process through which knowledge passes from educators to learners. What happens in the passage of knowledge is caricatured as a tube through which knowledge passes from educator to learners but which in fact often inhibits its passage by misconception, self belief, lack of prior learning and inappropriate medium (Harley & Wedekind, 2004:207).

Learning as a social activity is modelled in a milieu within which we observe and internalise norms in which the learner both 'catches' and 'spreads' ideas. Knowing and remembering occur because knowledge and memory are invested in, and accessible from, the behaviours and intelligences of people with whom we share and create ideas. When the environment is rich in intellectual challenge – whether in the classroom, the home, the peer group or the community – learning thrives and grows, and when there is a synergy across these various 'construction sites' learning is without limits (Harley & Wedekind, 2004: 195-220).

In the context of this study which focuses on managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training phase, research evidence has shown that cognition and language development are closely related. It is through language that children come to know the world. Such close relationships between language and thinking skills have long been recognised by theorists and educators such as Piaget, and Vygotsky.

Kabilan (2000:2) argues that the communicative approach to language teaching, which emphasises the use of language as a communication tool, does not really help learners to become proficient in the target language. He suggests that for learners to be proficient in a language, they need to be able to think creatively and critically when using the target language.

Teaching for thinking is essential if we are to improve the functioning and development of society and schools. Teaching for thinking is developed through intellectual engagement, purpose, energy and interactive tension with other. It results in children better able to communicate what they think, to

benefit from the thinking of others, and to be resourceful in solving problems and flexible in the face of new challenges. These positive, creative attributes are essential to citizens living in an increasingly complex, changing and social environment. A true democracy requires critical, creative citizens. Moral life requires imagination. Thoughtfulness should not only be the intellectual but also the moral aim of education. We have good reason, therefore, to invest in the development of children's thinking at individual, social and national levels. In schools teaching children to think should be achieved through the curriculum. A school curriculum is not just the actual teaching provided but also involves what the child takes away from the learning experience. If there has been no gain in terms of knowledge and skills, and no change in thinking, no connections made, no transformation of any kind, then there has been no learning, no matter what activities the child has been engaged in (Fisher & Williams, 2004:32-34).

Learners will think more effectively the more skilled they become as listeners, speakers, readers and writers. Growth in linguistic skills entails much practice. Barnes (2005:5-13) postulates that language, "the universe of discourse", involves the four modes of listening, speaking, reading and writing. These are all the aspects of the linguistic intelligence that is the powerhouse of a child's intellectual ability.

The South African National Curriculum Statements (NCS) aims to produce learners who are skilled in listening, speaking, reading and writing while it also strives to improve the learners' critical awareness and skills at this level. At the FET level learners are in the final phase of their school home language education (Bassa *et al.*, 2004:5-7).

The NCS for English Home Language incorporates **learning programmes, work schedules** and **lesson plans** which are tools to help plan learning activities.

A **learning programme or subject framework** is a plan for a whole phase of learning for example Grades 10 -12 (FET phase). It provides a framework for planning and organising learning activities in a systematic and balanced way

throughout the phase. It spells out core knowledge and concepts, contexts for learning, resources needed and integration with other subjects. Grade-specific work schedules and lesson plans are developed from this learning programme. A **work schedule** shows how teaching, learning and assessments are to be sequenced in a given year in a particular year. A **lesson plan** is drawn from the work schedule and it describes in detail how teaching, learning and assessment activities will be managed within a certain period (one lesson or a week-long activity), (DoE: 2003).

The learner must meet the requirements of the Assessment Standards in the four Learning Outcomes of English Home Language in order to complete the FET phase successfully. Listening and Speaking, Reading and Viewing, Writing and Presenting and Language are the Learning Outcomes which require critical thinking skills.

The movement to teach children thinking skills stems from the belief that thinking can be learnt and taught, and that it is possible to raise the general level of intelligence of any child through the mediation of the educator or parent. Part of the growing need to teach thinking skills have come from a growing awareness that society has changed (Fisher & Williams, 2004:166). If learners are to become open-minded and critical, their thinking should not be left to chance. They need to be taught how to think critically.

I therefore believe that managing the teaching of critical thinking skills cannot be neglected. Management involves planning, organising, leading and control. The educator needs to plan, organise, lead and control lessons as well as the process of teaching and learning thoughtfully to ensure that the necessary critical thinking skills are effectively imparted and that they are learnt by the learner.

Fisher and Williams (2004:32) maintains that learning to think critically means:

- learning how to question, when to question and what questions to ask; and
- learning how to reason, when to use reasoning and what reasoning methods to use.

Learners can only think critically or reasonably to the extent that they are able to carefully examine experience, assess knowledge and ideas, and weigh arguments before reaching a balanced judgement. To encourage children to make an effort in reasoning, educators will have to demonstrate that right reasoning makes a difference and leads to success, and that error in reasoning leads to faulty solutions and to failure (Fisher & Williams, 2004:75).

The analytical vocabulary of the English language, with such terms as 'relevant', 'accurate', 'precise', 'justified', 'interpretation', 'point of view', enables us to think more precisely about our thinking. Bloom's *Taxonomy of Educational Goals* has been one of the most influential books in curriculum development and has been used widely by educators in planning their teaching programmes. Table 3.6.1 lists the various categories and processes involved in the various thinking levels:

Table 3.6.1: Categories and processes in thinking levels

Category	Thinking process cues
1. Knowledge (remembering and retaining)	Say what you know, what you remember, describe, repeat, define, identify, tell who, when, which, where, what.
2. Comprehension (interpreting and understanding)	Describe in your own words, tell how you feel about, say what it means, explain, compare, relate.
3. Application (making use of)	How can you use it, where does it lead you, apply what you know, use it to solve problems, demonstrate.
4. Analysis (taking apart)	What are the parts, the order, the reasons why, the causes, the problems, the solutions, the consequences.
5. Synthesis (putting together)	How might it be different, how else, what if, suppose, develop, improve, create in your own way.
6 .Evaluation (judging and assessing)	How would you judge it, does it succeed, will it work, what would you prefer and why do you think so?

Many learning activities can be organised or analysed in terms of the above categories. Children need guidance in practising how to learn, particularly when planning a 'finding out' project (Fisher & Williams, 2004:11-15). However, for this to happen, the management functions for the above thinking processes must be deliberately implemented by the educator, so that learners explicitly understand what the required outcomes are.

3.7 CONCLUSION

Psychologists, following the lead of Piaget, regard the child as an active learner, interacting with the environment and forming increasingly complex structures of thought. Given the appropriate social context the child can handle far more sophisticated problems. Language plays a key role in this process. Vygotsky in (Lipman, 2003: 40) argues that concepts are first acquired 'externally' in dialogue, then gradually become internalised as ways of thought.

The teaching of language skills and critical thinking skills involved in studying English Home Language must be managed by the educator.

In this chapter the issues related to classroom management, management skills of professional educators and the relationship between management and education were discussed. It is imperative that educators have good management skills as every teaching and learning activity should be painstakingly thought of and planned for maximum success.

In the next chapter, the National Curriculum Statement (NCS) for English Home Language in the Further Education and Training (FET) Phase will be discussed. An in depth analysis and study will be made to investigate how this curriculum promotes the implementation and teaching of critical thinking skills in English Home Language.

CHAPTER FOUR

AN ANALYSIS OF THE NATIONAL CURRICULUM STATEMENT (NCS) FOR ENGLISH HOME LANGUAGE IN THE FURTHER EDUCATION AND TRAINING PHASE

4.1 INTRODUCTION

The term 'curriculum' is often used to refer to the formal academic programme provided by a school, as reflected in subjects on the timetable. In this sense, it is also used to refer to a particular course of instruction or a syllabus. In a textbook written for student educators in colleges of education, the term curriculum is used 'to describe a *course of study* (and) includes the *whole study programme to be followed to reach a certain goal*' (Garcia, 2009:146).

In 1981 the de Lange report defined the curriculum of a subject as "the total content of a subject for a particular phase, course or field of study... as well as matching study guides, manuals and guidelines". In 1995 the Department of Education (DoE, 199) defined curriculum as:

".....a term which includes all aspects of teaching and learning such as the intended outcomes of learning, learning programmes, assessment, and methodology" (DoE, 1995).

Until recently, South Africa did not have a national curriculum policy. Much of the twentieth century witnessed a policy that was fragmented, racialised, erratic and authoritarian with serious social consequences. In January 1998, the Minister of Education announced the introduction of a 'radically' new curriculum called Curriculum 2005 (C2005) (DoE, 2002).

During the apartheid era, South Africa had 19 different education Departments. The education system prepared children differently for the positions they were expected to occupy in the social, economic and political life. Before 1994, the education system sought to discriminate and differentiate between people. Since 1994 (the first democratic elections in South Africa) there have been a great effort to bring people together, to

provide quality education for all in a coherent, integrated education system. Over the past 10 years, a new framework for education has been built, with a curriculum designed to prepare all learners for the 21st century, in a democratic, just and caring society, based on the values of the Constitution.

Our new education system in schools consists essentially of two phases. The first phase is the General Education and Training (GET), which covers Grade R to 9 (DoE, 2005: 30). The second phase is the Further Education and Training (FET), which covers Grades 10 to 12 in schools and equivalent levels in FET colleges, previously called technical colleges. Learners who complete FET can progress to a work environment, higher education or other forms of education and training.

In 2000, the Minister of Education appointed a committee to review the structure and design of Curriculum 2005, educator orientation, training and development, learning support materials, provincial support to educators in schools and implementation of time-frames. The National Curriculum Statement (NCS) became official government policy in May 2002.

The review committee recommended that the curriculum needed to be strengthened by streamlining its design features, simplifying its language, aligning curriculum and assessment, and improving educator orientation and training, learner support materials and provincial support. A Revised National Curriculum Statement (Revised NCS) should deal with what the curriculum requirements are at various levels and phases and give a clear description of the kind of learner that is expected at the end of the GET band in terms of knowledge, skills, values and attitudes.

The new National Curriculum Statement *streamlines* and *strengthens* Curriculum 2005. It is part of the process of transforming education and training to realise the aims of our democratic society and of the Constitution (DoE, 2005). The introduction of the new curriculum in Grades 10 to 12 in schools marks the end of a long process of restructuring the education system in South Africa. The National Curriculum Statement Grades 10 -12 (General) aims to develop a high level of knowledge and skills in learners. It sets up

high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects (DoE, 2005).

In my opinion, a clear understanding of the curriculum and how it should be implemented is mandatory, for effective teaching and learning to take place. Educators should also be acutely aware of how this curriculum embraces and necessitates critical thinking in the Learning Outcomes and Assessment Standards for the English Home Language learning field.

“Thinking skills” range from very specific to very general abilities. The sharpening of thinking skills does not take place exclusively in classroom discussions, but it is there that the exercise and strengthening of such skills is most evident. No programme of instruction in thinking skills can be thoroughly sound unless it strikes a balance between the encouragement of discovery and its encouragement of invention. The following list represented in Table 4.1 is not intended to exhaust the list of thinking skills but mention just a few of the many skills (Lipman, 2003:166 -171).

The table includes a representative list of thinking skills and an example involving the use of each skill is cited:

Table 4.1: Thinking skills and dispositions

Skills and Dispositions	Examples
<p>1. <i>Formulates questions</i></p> <p>Learners should be familiar with defects in some questions. Formulating questions is fundamental in the inquiry process.</p>	<p>Flawed questions are often :</p> <ul style="list-style-type: none"> • Vague – “Where do animals come from?” • Loaded – “Have you stopped cheating on exams?” • Self-contradictory • Nonsensical

	Based on incorrect assumption
2. <i>Avoids sweeping generalizations</i> (also known as stereotyping)	“The guy who robbed the bank was seven feet tall. That just goes to prove that you can’t trust tall people.”
3. <i>Asks that claims be supported by evidence</i> Those who make factual claims should back them up with factual evidence.	The medication is safe because it has been experimented with for ten years; it has shown no serious side effects. The research involved thousands of subjects under varying conditions.
4. <i>Develops explanatory hypotheses</i> Often evidence is available but lacks explication or is disconnected. The hypothesis gives it coherence.	This is a bad neighborhood and everyone locks their doors at night. If you don’t, I hypothesize that sooner or later you will be robbed.
5. <i>Recognizes situational differences</i> Skilled inquirers are constantly aware of subtle situational differences that would make their generalizations more hazardous.	Under what circumstances could this statement be true? “Water doesn’t put out a fire”
6. <i>Builds on the ideas of others</i> Not only builds one’s own ideas but contributes to the strengthening applicability of other people’s ideas.	Teacher: “From where I stand, I can see all your faces.” Learner: “But From where we sit, we can only see the backs of heads.”
7. <i>Accepts reasonable criticisms</i> Those who are open-minded avoid becoming ‘defensive’. They argue for their views but still recognize the value of constructive criticism.	Marie: “My father read that smoking causes cancer, so he wants to give up smoking.” Tom: “Why does he not give up reading?” Marie: “That won’t prevent the risk of cancer.”

The co-ordination of thinking skills is of the very first order of importance. Thus, it is possible to induce improved learner performance in some individual skill without such improvement being reflected in improved academic performance (Lipman, 2003: 171). If we want children to grow up to be reflective adults, we should encourage them to be reflective children. It is obvious that the continuity between means and ends implies for us a rule of procedure: Tomorrow's results, whatever they may be, will bear the stamp and character of today's procedures and practices. Thus thinking skills should be taught in the context of ongoing communities of inquiry whose scrupulous attention to method can be internalised by each learner. Each learner then becomes a reflective and reasonable individual (Lipman, 2003:172).

4.2 AN ANALYSIS OF THE NATIONAL CURRICULUM STATEMENT (NCS) GRADES 10 -12(GENERAL) IN THE FURTHER EDUCATION AND TRAINING (FET) PHASE

The researcher wants to state that the National Curriculum Statement grades 10 -12 (general), English Home Language (DoE: 2003) is the document that forms the basis of the analysis of the National Curriculum Statement (NCS), grades 10 -12 (General), English Home Language, that follows in this chapter. Reference to the NCS: English Home Language (DoE: 2003) will be done as doe: 2003.

4.2.1 Introducing the National Curriculum Statement

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided the basis for curriculum transformation and development in South Africa. The Preamble of the National Curriculum Statement and the aims of the Constitution are as follows:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
- Improve the quality of life of all citizens and free the potential of each person

- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations

The Constitution further states that “everyone has the right...to further education which the State, through reasonable measures, must make progressively available and accessible”. The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum (DoE: 2003:1).

4.2.2 Principles of the National Curriculum Statement (DoE, 2003:2)

The National Curriculum Statement is built on the vision and values of the Constitution and is based on the following principles:

4.2.2.1 Social transformation

Learning area statements in the NCS reflect the principles and practices of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and such challenges as HIV/AIDS (DoE, 2003:2).

4.2.2.2 Outcomes-based education

The philosophy of outcomes-based education remains the foundation of our curriculum. Outcomes-based education starts by designing the outcomes to be achieved by the end of the educational process. The outcomes describe the knowledge, skills, and values learners should acquire and demonstrate during the learning experience (DoE, 2005:31).

The NCS describes outcomes-based education as “a process and achievement-oriented activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9(schools) aim to encourage lifelong learning”. Although it seems that OBE is being phased out, the principles of OBE are applicable to effective teaching and learning.

The National Curriculum Statement built its learning outcomes for Grades 10 - 12 on the critical and developmental outcomes that were inspired by the Constitution and developed through a democratic process.

The critical outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically show responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes require learners to be able to:

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

- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities (DoE: 2003: 2-3). From closer inspection of the critical outcomes and the development outcomes it is evident that for these outcomes to be achieved, FET learners must have critical thinking skills. In English, learners are presented with arguments. Arguments are distinguished from other linguistic means by getting people to do and believe things. The critical outcomes requires a method for laying out arguments so as to understand them more clearly, and to identify various ways in which language can obscure the intended meaning of the argument. Part of critical thinking is to understand arguments. The outcomes also foster an analysis of concepts, deductions and arguments. One of the skills in critical thinking is to validate the soundness of concepts, notions and to differentiate facts from opinions.

Learners also need to demonstrate the ability in deciding which material is relevant to an argument; for dealing with ambiguous and vague language; for uncovering an argument's hidden premises and for dealing with practical reasoning. Socrates, the ancient Athenian philosopher famously argued that 'the unexamined life is not worth living'. This may or may not be true, however to find out is to approach the issue in a critical, rational manner. Learners need skills of evaluation and interpretation.

The ability to think critically, then, is essential if one is to function properly in one's role as a citizen (Bowell & Kemp, 2005:3).

4.2.2.3 A high level of skills and knowledge for all

The NCS Grades 10-12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those

sections of the population previously disempowered by the lack of knowledge and skills. The NCS specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects (DoE:2003:3).

4.2.2.4 Integration and applied competence

Integration is achieved within and across subject and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences i.e. practical, foundational and reflective competences (DoE: 2003:3).

4.2.2.5 Progression

Progression refers to the process of developing more advanced knowledge and skills. Within each learning area, the NCS show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex (DoE: 2003:3).

4.2.2.6 Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework (NQF) levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training (FET) band is nestled between the General Education and Training (GET) and the Higher Education bands, it is vital that the FET Certificate articulates with the GET Certificate and with qualifications in similar learning pathways of Higher Education. Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the

same NQF band. Subjects contained in the NCS Grades 10-12 compare with appropriate unit standards registered on the National Qualifications Framework.

4.2.2.7 Human rights, inclusivity, environmental and social justice

The National Curriculum statement Grades 10 -12 (General) seeks to promote human rights, inclusivity, environmental and social justice. This curriculum is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors. It also adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning programmes and through the use of appropriate assessment instruments (DoE:2003:4).

4.2.2.8 Valuing indigenous knowledge systems

In the 1960s, the theory of multi-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. The Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as 'intelligent' only if they were adept in these ways. Presently people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The curriculum acknowledges the rich history of this country as important contributors to nurturing the values contained in the Constitution (DoE: 2003:4).

4.2.2.9 Credibility, quality and efficiency

The National Curriculum statements Grades 10-12 aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001) (DoE: 2003:4).

In my opinion, the principles of the National Curriculum Statement Grades 10-12, clearly illustrate an improved education system that has teaching and learning as a fundamental goal. This curriculum strives to produce learners with the potential of being resourceful citizens who can think critically.

Fundamental to the NCS, are the critical cross-field outcomes. These outcomes, which are generic in nature, are divided into seven critical and five developmental outcomes. An analysis of these outcomes reveals that the cultivation of the cognitive capacity has prominence. Phrases such as *“critically evaluate information”*, *“to use science and technology effectively and critically”*, *“to solve problems”* are no exception. More particularly one of the Critical Outcomes suggests that learners should be able to *“identify and solve problems and make decisions using critical and creative thinking”* (DoE, 2002:12).

Therefore, for almost ten years, Critical Outcomes have been embedded in the formal curriculum activities of South African schools. It can therefore be assumed that educator competence and educator practices have been affected. Barnes (2005:6) asserts that more than many other educational innovations, critical thinking has not only persisted, but has also inserted itself into the fabric and fibre of educational missions and practices.

Halx and Reybold (2005:296) briefly state that one applies critical thinking when simple opinion is transformed into well-reasoned thought. They also remark that although literature provides a wide range of definitions for critical thinking, the descriptors: purposeful, reasoned, and goal directed thinking,

appear most consistently. By paying attention to both abilities and disposition, they argue that a critical thinker applies five kinds of intellectual resources: background knowledge, operational knowledge of the standards of good thinking, knowledge of key critical concepts, heuristics and habits of mind.

Background knowledge includes the depth of knowledge, understanding and experience a person is able to demonstrate in a particular area, which determines the degree to which such a person is capable of thinking critically in that area.

Operational knowledge of the standards of good thinking and assessment are implicit in critical thinking practices. Standards that a critical thinker must learn to use include rules of logic, standards of practical deliberation, standards of argumentation, standards used in developing plans of action and standards governing inquiry and justification in specialized areas (Lombard & Grosser, 2004:212-216).

Thus learners need to have some prior knowledge and understanding of the language for them to be successful critical thinkers. English Home Language requires this kind of learner.

4.2.3 The kind of learner that is envisaged

Values that give meaning to our personal, spiritual and intellectual journeys are of vital importance to our development as people. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001: 9-10) states the following about education and values:

“Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.”

The kind of learner that is envisaged by the NCS is one who will be imbued with values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution. The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this chapter.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations (DoE:2003:5).

From the above, I believe that the National Curriculum Statement for Grades 10 -12 aims to develop learners confidently and creatively in their skills and knowledge, to enable them to achieve their personal goals and to be active participants in the global community. One of the main goals of the educational system nowadays is the emphasis on the development and improvement of, and instruction in, critical thinking skills (Gyalam & Le Grange, 2005:25). They further emphasise on better or more classroom interaction to promote learners' critical thinking skills. Both national and international studies have identified teaching strategies and methods as important factors in nurturing critical thinking abilities (Schraw& Olafson, 2003:178 – 239).

However, much of today's classroom learning is focused on activities from which the learner acquires facts, rules, and action sequences, and the majority of lessons require outcomes only at the lower levels of cognition: knowledge, comprehension and application (Sonn, 2000: 257-265).

Beye (cited by Borich, 2004) suggests that the manner in which most present day schooling occurs may not be teaching learners to become aware of their own learning, to think critically and to derive their own patterns of thought and meaning from the content presented.

This is also supported by Potterton (2008:15) who states that; “to a large extent educators have adopted the new curriculum’s ideas through patterns of the past. They simply use whole-class teaching approaches with different content”. Espeland and Shanta (2001:342-346) maintain that when educator-centred approaches enjoy preference, it may deprive learners of critical and creative opportunities. They found that many learners are unable to think independently of their educators or go beyond the content in their texts and workbooks.

In order to have learners who can think critically and exhibit critical thinking skills in English Home Language, it is imperative that educators are adequately equipped to implement and provide the necessary platforms for effective teaching and learning. From the above it is clear that critical thinking skills as well as an understanding of how to teach these skills, is lacking among prospective and practising educators. It could therefore be concluded that despite a supposedly learner-centred curriculum, learners are not taught by educators who infuse critical thinking into their daily lessons. This could possibly be attributed to the continuous use of educator-centred, non-critical approaches (Potterton, 2008:15).

4.2.4 The kind of educator that is envisaged

All educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12(General) visualises educators who are qualified, competent, dedicated and caring. Educators should be able to fulfil the various roles as outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners,

community members, citizens and pastors, assessors, and subject specialists (DoE: 2003:5).

The above roles have the following implications for educators:

- Learning and progress should be affirmed by the educator
- Learners be given the support they need
- Educators must meet the learner at his or her level and consider prior learning
- Educators should recognise and substantiate learners' unique learning needs, strengths, styles, interests and preferences, and increase variety in teaching, learning and assessment methods to address these unique needs
- Flexible time frames should allow learners to work at their own pace
- Barriers to learning and development, as experienced by individual learners, need to be identified, understood and addressed
- Learning must be active and challenging
- Information should be integrated, relevant and applicable to real-life situations
- Outcomes are important in developing learners' identities and understanding
- Curriculum standards and learning goals for all learners need to be maintained
- Community involvement and input should be encouraged, there should be a focus on critical thinking, reasoning, reflection and action (Elion & Renard: 2007:8).

From the above, it is clear that the educators need to assume many roles in order to be effective in teaching and learning. They also need to be trained

and have the necessary knowledge and skills to maintain a high standard of education. Educators must have and endeavour to develop their own critical thinking skills in order to be effective educators. It is vital that educators develop their learners' critical thinking skills, since it leads to improved learner achievement. "The learner who asks probing questions, who seeks to figure out the logic of things, who examines assumptions, analyses concepts, scrutinizes evidence, tests implications and consequences, has always had an enormous advantage over the learner who memorises bits and pieces of information". In addition, Pithers and Soden (2000:240) mention that educators also need to be informed and trained in:

- breaking the habit of focusing on subject matter content but rather on the development of critical thinking;
- clarification on the notion of critical thinking because educators themselves are not sure of what they need to assist learners; and
- teaching approaches and consequently, assessment practises appropriate for cultivating critical thinking.

In the light of the above, it is perhaps appropriate to remind ourselves that "...critical thinking is an educational ideal... it is not an option... learners have a moral right to be taught how to think critically" (Lombard & Grosser, 2004:212-216).

Kong and Seng (2006) emphasize the role of educators in realizing the ideal of critical thinking when asserting: "If learners have the moral right to be taught critical thinking skills, then educators have the moral responsibility to prepare themselves (to guide learners to think critically)". The researcher therefore feels that educators first need to identify and understand the critical thinking skills that are necessary for the teaching of English Home Language. Secondly, educators must be thoroughly trained, knowledgeable and adapt in the teaching of critical thinking skills as stipulated in the curriculum. Educators must strive to be critical thinkers as well.

In the next section the structure, design and features of the National Curriculum Statement are explained.

4.2.5 Structure and Design Features of the National Curriculum Statement

The National Curriculum Statement Grades 10 -12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework and the Subject Statements. The subjects in the NCS Grades 10 -12 (General) are categorised into Learning Fields.

4.2.5.1 A Learning Field

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 -12 take cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries. Although the development of the National Curriculum Statement Grades 10 -12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories. The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals)
- Arts and Culture
- Business, Commerce, Management and Service Studies
- Manufacturing, Engineering and Technology
- Human and Social Sciences and Languages
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

4.2.5.2 A Subject

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge (DoE, 2003:6).

The National Curriculum Statement Grades 10 -12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by learning outcomes, and not only by its body of content. In the South African context, the learning outcomes should, by design, lead to the achievement of the critical and developmental outcomes. Learning outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs (DoE, 2003:7).

4.2.5.3 A Learning Outcome

A Learning outcome is a statement of an intended result of teaching and learning. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

4.2.5.4 An Assessment Standard

Assessment standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. The assessment standards embody the knowledge, skills and values required to achieve the learning outcomes. Assessment standards within each learning outcome collectively show how conceptual progression occurs from grade to grade. Critical thinking skills are built into these assessment standards.

The structure and design features of the National Curriculum Statement are such that they enable learners to meet the critical and developmental outcomes. It also requires that educators construct assignments that prompt learners to practise new learning strategies in a supportive environment, building their competence and confidence as learners (Vacca, 2002:6-11). Educators should design lessons comprising three main components: direct instruction through educator modelling, ongoing discussions about metacognition, and active classroom practice. Educators should structure writing activities so that they are writing-to-learn activities, not just busy work (Peverly *et al.*, 2002: 203-216).

4.2.5.5 Learning Programme Guidelines

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the learning outcomes as prescribed by the assessment standards for a particular grade. The Learning Programme Guidelines assist educators and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes (DoE, 2003:8).

4.3 THE LANGUAGES LEARNING FIELD

4.3.1 Definition

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world (DoE: 2003:9).

4.3.2 Purpose

In light of the linguistic and cultural diversity of South Africa, its citizens should be able to communicate across language barriers to foster respect and understanding. This diversity is acknowledged in the constitutional

recognition of the eleven official languages and the Language in Education Policy of additive multilingualism. Learners are obliged to study at least two official languages as Fundamental subjects and other languages may be taken as Core or Elective subjects.

In the General Education and Training (GET) Band, a thorough knowledge of the learners' home language is developed, which provides a sound base for learning additional languages. The Further Education and Training (FET) Band provides opportunities for learners to strengthen and develop their multilingual skills. As learners move through the grades, they are required to use language with increasing fluency, proficiency and accuracy in a broadening range of situations (DoE, 2003:9).

Learners should take greater responsibility for their own learning and should apply their language skills in more challenging and complex ways. The range of literacy required for effective participation in society, workplace and the global economy of the twenty-first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphic, information, and computer, cultural and critical literacy.

The Further education and Training (FET) curriculum enables all learners to meet many of the requirements of the critical and developmental outcomes, including the following objectives:

- Broaden and deepen language competencies in the GET band, including the abstract language skills required for academic learning across the curriculum and the aesthetic appreciation for texts so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning
- Use language appropriately in real-life contexts, taking into account audience, purpose and context
- Express and justify their own ideas, views and emotions confidently to become independent, analytical thinkers

- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews
- Use language to access and manage information for learning across the curriculum
- Express reasoned opinions on ethical issues and values to develop their own value systems
- Interact critically with a wide range of texts to recognise and challenge the perspectives, values and power relations that are embedded in texts
- Recognise the unequal status of different languages and be able to challenge the domination of any language and assert their language rights in a multilingual society
- Use language as a tool for critical and creative thinking to realise that knowledge is socially constructed through the interaction between language and thinking (DoE: 2003:9-10).

From the above objectives it is evident that critical thinking skills are necessary. A key requirement in the FET phase study is being *critical* and *analytical* in one's approach to texts (Davies, 2003:1). English second language speakers are commonly stereotyped as lacking critical thinking skills as if they have suffered some kind of cognitive deficit acquired from their cultural background (Egege & Kutieleh, 2004:4).

There has been a growing recognition in the literature that the key critical thinking skill that learners need to be successful in English Home Language study is the ability to deal with arguments (Davies, 2006:3-18). In all disciplines the major purpose of study is to develop learners' ability to read, understand, evaluate, and construct arguments both written and oral. Davies(2003:3) notes that the mastery of critical thinking and reasoning is considered to be essential for academic success. What is meant by 'critical'

in an academic context is to have supporting reasons for a position, which *logically demonstrate* the point being made.

4.3.3 The scope of English Home Language

4.3.3.1 Inclusivity

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some learners experiencing barriers may not be able to attain some of the Assessment Standards as they are presented in the National Curriculum Statement (NCS). Therefore the following should be considered:

- The terms 'describe', 'recount', 'tell', 'paraphrase', 'retell', 'speak', 'discuss', 'explain', 'ask' and 'converse' should be understood as including all forms of verbal and non-verbal communication
- The terms 'listen', 'look', 'read' and view include forms of communication such as lip-reading and watching sign-language
- Visually impaired learners may need books and material in formats of Braille, audio-tapes, large print, tactile material and drawings. The concept 'visualise' may be expressed physically

4.3.3.2 Language levels

Language learning in the Further Education and Training band includes all the official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga – as well as Sign Language, and can be extended to other languages endorsed by the Pan South African Language Board (DoE, 2003:11).

The Subject Statements for Home, First Additional and Second Additional Languages may be may be versioned for approved non-official languages, and these languages may be offered as Core or Elective Components of the Curriculum. All languages can be offered at the following levels:

- **Home Language:** The learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. In the FET band, all official South African languages have Home Language Learning Outcomes of a high, internationally-comparable standard. This is in line with the constitutional requirements of equal status for official languages. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening and speaking skills will be further developed and refined, but the emphasis at this level will be on developing learners' reading and writing skills.
- **First Additional language:** Learning a first additional language promotes multilingualism and intercultural communication. Learning Outcomes for First Additional Languages provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum, as learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. This applies to all official languages. There will be an equal emphasis on the skills of listening, speaking, reading and writing.
- **Second Additional Language:** Learning a second additional language furthers multilingualism and intercultural communication. Although reading and writing skills will be developed at this level, the emphasis will be on developing listening and speaking skills. The level of the Second Additional Language should target improved interpersonal communication (DoE,2003:11).

In the Fundamental component of the FET band, all learners must study two official languages, with one at Home Language and the other at either First Additional Language or Second Additional Language level. One of the languages in the Fundamental component must be the Language of Learning and Teaching (LOLT). In the Core and Elective components, official languages may be taken at Home Language, First Additional Language

and/or Second Additional Language levels for learners who are particularly interested in languages for the advancement of multilingualism (DoE: 2003).

According to Paul (2004:463), critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesising and/or evaluating of information gathered from or generated by observation, experience, reflection, reasoning or communication, as a guide to belief and action. To accomplish these critical thinking actions good language ability is crucial. Donald, Lazarus and Lolwana (2002:220) assert that language, thinking and therefore learning are intimately tied together and that the capacity to use language is essential to execute critical thinking.

Paul and Elder (2008:36) affirm that the typical high school learner cannot deeply comprehend what he or she reads. This problem is more noticeable with learners receiving teaching in their second language. In order to stimulate critical thinking there has to be a willingness to experiment with ideas and thoughts and to explore knowledge through language interaction (Mills & Mills as quoted by Donald *et al.*, 2002:220). A limited proficiency in a language hinders active communication which may result in a passive process of information-giving and rote learning, since it is linguistically easier to handle (Donald *et al.*, 2002:220).

Therefore, I feel that it is very important that the foundation for the use of the English language is thorough and that it ensures language proficiency. Since learners in the FET phase are in the final phase of schooling and that most teaching assumes that these learners understand English, not much time is spent on language skills but rather the implementation of critical thinking skills to demonstrate their understanding of English. Learners in the FET phase are bombarded with literary texts, visual and media literacy and portfolio activities that require good language skills that have been acquired in the earlier phases. Therefore the language levels can either motivate or hinder learners from studying further or from even successfully completing the FET phase.

4.3.4 Educational and Career Links

In the GET band, languages are dealt with in the Languages Learning Area; in the FET band, the Languages Learning Field links with the SAQA organising field of learning: Communication Studies and Language. To ensure continuity, the same organising principles have been used as in the GET band:

- The language skills of listening, speaking, reading and writing are the basis for the development of Learning Outcomes
- The use of a wide range of texts allows learners to explore personal, national and global issues and to construct developing knowledge of the world (DoE, 2003:11-12).

Although research by Bateineh and Zghoul (2006:33) suggests that critical thinking is not typically an intrinsic part of instruction at any level, educators are obliged to integrate it systematically into their instruction, otherwise learning will remain transitory and superficial. The study of languages can lead to language-oriented careers such as journalism, translation, language teaching, marketing, advertising, diplomacy and others. However, it is clear that languages are the basis of all learning, not only in everyday life but also in the workplace. The development of entrepreneurship depends on the learner's language competency.

In the highly technological world, access for the learner is determined by communicative competency. Language is a gateway subject, which, if poorly taught, severely hinders the learner's career options. Literacy is the basis for the completion of daily task and contributes to the life skills the learner needs to deal with the world. Language is a tool that can facilitate meaningful relationships with the people in the learner's immediate community, and the sensitivity with which language is handled determines the success or failure of many interpersonal relationships (Hinnenkamp, 2003:12-40).

Learners need to be literate in English firstly, to understand the literal meanings of the words then they will be able to use their critical thinking skills

to understand the language techniques used. Effective critical thinking skills are dependent on literacy. Educators recognise that the learners' orientation to learning situations has a major effect on academic success. Some learners are confident and self-regulated who demonstrate introspective skills as they question their thinking and resolve confusions. By contrast other learners rely on their educators for assistance rather than on their own abilities to resolve difficulties (Joseph, 2006: 33-39).

Effective learning is based on good thinking and focused effort – a concept that many learners do not understand because they believe that if they do not understand or 'get it' the first time, the material is simply too difficult for them to comprehend. This self-defeating attitude allows learners to withdraw from learning situations. Some learners lack confidence and feel that others are more skilful and smarter. Educators should explain that successful learning develops through practice, concentration and effort (Williams *et al.*, 2002: 162-210).

This is also true when learning a second language or being taught in a language other than one's home language. Many South African learners are in the predicament of attending schools where the language of teaching and learning is not their home language but it is English and it is taught at the Home Language level.

4.4 ENGLISH HOME LANGUAGE

The aim of Grades 10 -12 is to produce learners who are skilled in speaking, listening, reading, viewing, writing and presenting, and using language structures and conventions in texts. Learners are exposed to a variety of texts of increasing complexity and are required to produce more demanding, creative and functional texts. The educator's aim is to improve the learner's critical awareness and skills in reading and writing which are emphasised at this level. The educator should strive to develop the learner's literacy skills and teach him/her to vary his/her writing for different audiences (Elion *et al.*, 2007:9).

4.4.1 The principles of the English curriculum

The introduction of C2005 which preceded the NCS, promoted the building of competency in language as well as developing the skills of speaking, listening, writing, reading, viewing and analysing in learners. In the NCS there is a focus on the demonstration of outcomes, and assessment is based on set criteria that are made available to the learners. The language curriculum is based on the following approaches which were briefly discussed in chapter two of this study:

4.4.1.1 The text-based approach

“Text” is used in the broadest possible sense to include written, oral, audio-visual and multi-media texts, such as advertisements, radio programmes, posters and a range of written texts. The text-based approach enables learners to become competent and confident when they read, view or design texts. Learners also develop their critical faculties with regard to different texts. In order to do this, learners are encouraged to read, view and analyse a variety of texts that have a range of audiences and purposes.

Learners also need to understand and produce different genres and write for different audiences. Learners are exposed to an array of formats, layouts and structures, with the appropriate differences in grammar and register. Texts do not occur in a vacuum but reflect social, cultural and political contexts in which they were created. Learners should learn to interpret and respond to the values, attitudes and knowledge reflected in these texts. In a text-based approach, language is explored, but is not analysed in isolation. It is studied as it occurs within the appropriate context (Elion *et al.*, 2007:9-10).

The reading of texts should focus on individual interpretation of literary works rather than on the content or composition of the prescribed texts. Learners should be able to relate to their immediate context, and should not be fed on a uniform diet of only one kind of literature, such as African or Western literature. Learners only learn about themselves when they are able to compare themselves and their conditions with others. Chetty (2000:14) points that it is important to understand how texts affect the reader and how his

perceptions of the self and society are shaped by his expanded knowledge and resultant constructions of meaning.

Swart (2000:72) maintains: “In a postmodern world where ‘truth’ is even more elusive than before, learners need to explore the ways in which what counts for truth is determined by the discursive and rhetorical practices of a culture and a community.” In recognition of the multicultural composition of the learner body in South Africa, and the crucial importance of critical thinking, the educator should strive to accommodate difference and create a broader horizon for the promotion of individual perspective.

4.4.1.2 The communicative approach

This approach gives learners many opportunities to use language and exposes them to language in all its forms. The focus is on communicating meaning for a real purpose. The learners’ progress is not impeded by an over-insistence on correctness. Learners learn by doing.

4.4.1.3 The integrated approach

Language skills should be taught in an integrated way in order to mirror the way they occur in real life. Learners should be given every opportunity use language in speaking, listening, writing and viewing in the classroom. The situations where learners are required to use language to interact and communicate should be as real as possible and learners should express their own ideas and true feelings.

Therefore educators should choose newspaper articles, advertisements and stories that are topical and relevant to learners. The texts should be taken from a variety of sources. When it is evident that learners are struggling with a particular language structure, then this should be taught in context when it occurs in another text. Integration within the subject involves two different groupings. Firstly, it involves the integration across the Home Language Learning Outcomes. It aims to assist in streamlining assessment so that the educator can use one assessment opportunity or task to assess more than one Learning Outcome and Assessment Standard.

Secondly, it involves integration within a Learning Outcome by grouping Assessment Standards together. This form of integration is also referred to as “clustering”. Clustering aims to focus on a specific skill, concept or body of knowledge, such as listening or writing, to ensure that it is taught and learned in a structured way (Elion *et al.*, 2007:9-10).

4.4.1.4 The cross-curricular approach

This approach to teaching language involves the integration of Learning Outcomes and Assessment Standards across subjects. This type of integration allows learners to experience skills, knowledge, values and attitudes taught and learned across subjects and across field of learning as linked, related and relevant. This approach can be achieved by choosing relevant themes that aim to link subjects (Elion *et al.*, 2007:10).

4.4.2 Types of Literacy

Literacy is defined as the ability to process and use information for a variety of purposes and contexts, and to write for different purposes. It is the ability to decode texts, thereby making sense of the world around us. The four Learning Outcomes help to develop literacy.

There are different types of literacy:

- *Information Literacy* – the ability to access information from a wide range of oral, written and multi-media texts.
- *Media Literacy* – the ability to understand and produce texts from the media, such as television, video, newspapers, magazines and advertising.
- *Visual literacy* – the ability to understand and produce texts from the media such as pictures, photographs, cartoons and films.
- *Computer literacy* – the ability to use computers and to understand and create texts using a computer, such as multi-media texts, graphic texts and e-mails.

- *Critical literacy* – the ability to understand, analyse and judge the effects of how texts (in their widest sense) construct meaning.

To develop learners' critical literacy, learners need to draw on their own knowledge and appreciate that there is more than one interpretation of a text. Learners should be given the opportunity to think critically about texts and to re-write texts to create alternative possibilities. Learners must also be encouraged to compare and contrast texts (Elion *et al.*, 2007:10). Learners are in the final phase of their Home Language education at school, and are preparing for tertiary education or entering the job market. The foundation of basic grammar rules, basic skills needed for speaking, transactional writing and appreciating literature are laid in Grades 10 and 11. At Grade 12, educators should establish a good working environment where learners understand that their educators have high expectations of them and have set high standards for them. Educators should also encourage learners to develop a sound work ethic.

There is a strong emphasis in the NCS on developing study skills like critical thinking, summarising, using different reading strategies and using reference sources that learners need to succeed in other learning fields.

Although perceptions about life and the world may overlap, expressions, representations and descriptions do not. This lack of a common language and a way of understanding one another is the main barrier to communication. Literacy is essential ingredient for developing critical thinking skills (Wallace & Bentley, 2002:54) as outlined in the table below.

Table 4.3.5.1: Key questions to foster and develop critical thinking skills specific to the activity in literacy

Key visual literacy skills	Key verbal literacy skills
<p>Cropping</p> <p>How can we manipulate the image to have the desired effect?</p> <p>Does the whole image need to be</p>	<p>Word level</p> <p>Can we find appropriate words for the intended purpose?</p> <p>Are there words with emotive</p>

<p>used? Would a detail of the image be more effective?</p>	<p>connotations that could be used?</p> <p>What vocabulary is appropriate to the target audience?</p>
<p>Anchoring the meaning</p> <p>How can we use the text in conjunction with the image to ensure that the image is read by an ideal reader in a way that is intended?</p>	<p>Sentence level</p> <p>What grammatical forms are appropriate to the tone and purpose of the text?</p> <p>Are there rhetorical devices that could be used to persuade?</p> <p>Are there literary techniques such as figurative language that may be suitable for the intended purpose?</p> <p>How can the sentence structure be adapted to make it appropriate for the audience?</p>
<p>Layout</p> <p>Where can we place the image on the screen or page to attract the attention and to create an appropriate relationship with the reader?</p> <p>Where do we need to place the text?</p>	<p>Text level</p> <p>What are the organisational conventions of this text type?</p> <p>What sort of content is appropriate to this text type?</p>
<p>Typography</p> <p>How can the presentation of the text contribute to the intended purposes?</p> <p>Can colour, varied size and font catch attention?</p> <p>Is there a font that captures the urgency of the appeal?</p>	

From the above table it is clear that for learners to practise critical thinking skills, they must first be literate. The NCS further emphasises inclusivity, social justice, human rights, and environmental issues. The educator needs to present lessons in a variety of ways, using an array of materials to ensure that the above issues and the Learning Outcomes are addressed in the classroom.

Assessment is an integral part of teaching and learning in the NCS. Assessment should be part of every lesson and educators should plan assessment activities to complement learning activities (DoE, 2003).

4.4.3 Assessment

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12. It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media (Bassa *et al.*, 2004:11-13).

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are several approaches to recording learners' performances. Many stakeholders have an interest in how learners perform in Grades 10 – 12; these include learners themselves, parents, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers and higher education and training institutions.

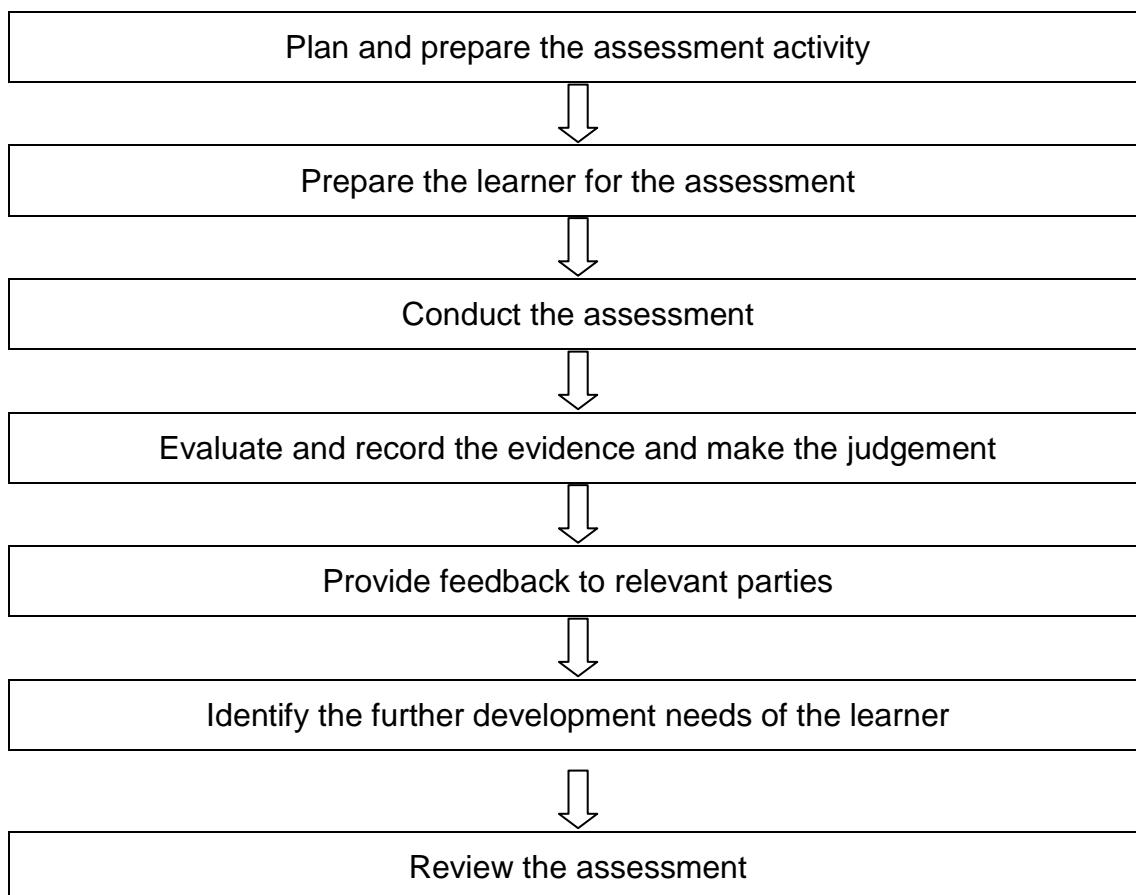
Before educators assess learners, it is crucial that the purpose of the assessment is absolutely clear. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment (Schoenbach *et al.*, 2003:133-138). Learners' performances are assessed to include monitoring progress, providing feedback, diagnosing or remediating barriers to learning, selection guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment allows learners to gauge the significance of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes, is discernible (DoE, 2005:23).

Educators should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

The generic unit standard that educator-assessors in South Africa have to prove competence against is entitled 'Plan and conduct assessment of learning outcomes' as illustrated in Figure 4.1:

Figure 4.1: Summary of the assessment process



In Grades 10 and 11 all assessment of the NCS is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. It is vital that learners study the different subjects in conjunction with each other. Subjects should not be studied in isolation as if they are they are separate entities. Although the content may vary, it is important that educators draw their attention to the cross-field outcomes and how the same critical thinking skills are essential in all subjects.

4.4.4 Integration with other subjects

The principle of integration in the NCS encourages integration within and across subjects and fields of learning. Integration should take place where it makes sense, and should not be forced. It is unlikely that all the learners in a class will be doing the same subjects. The teaching of language involves the integration of learning outcomes and assessment standards across subjects. This type of integration allows learners to experience skills, knowledge, values and attitudes taught and learned across subjects and across fields of learning as linked, related and relevant. This approach is further enhanced by choosing relevant themes that aim to link subjects (DoE, 2005). The integration of knowledge and skills across subjects is important for achieving applied competence as defined by the National Qualifications Framework (NQF) (Bassa *et al.*, 2004:16).

4.4.5 Learning Outcomes and Assessment Standards that require learners to use their critical thinking skills

The National Curriculum Statement (NCS) for English Home Language is enriched with learning outcomes and assessment standards that thrive on critical thinking skills. The following explication of the learning outcomes highlights the areas in which critical thinking is essential (DoE, 2003:14-20).

4.4.5.1 Learning Outcome 1: Listening and Speaking

In this Learning Outcome, *the learner should be able to listen and speak for a variety of purposes, audiences and contexts.*

The Assessment Standards are achieved when the learner is able to:

- demonstrate knowledge of different forms of oral communication for social purposes;
- demonstrate planning and research skills for oral presentations;
- demonstrate the skills of listening to and delivery of fluent and expressive oral presentations; and
- demonstrate critical awareness of language use in oral situations (Bassa *et al.*, 2004:19-23).

From Grade 10, learners should participate in group discussions by expressing their own ideas and opinions while engaging in issues such as inclusivity, power relations, environmental, ethical, and socio-cultural and human rights issues. By grade 11, learners should be able to use negotiation skills to reach consensus, participate in discussions, follow correct procedures, apply interviewing skills and critically report on findings where necessary.

In Grade 12 learners should use and evaluate rhetorical devices, demonstrate comprehension of oral texts and listen critically and respond to questions for clarification. Learners must also demonstrate critical awareness of language use in oral situations by recognising and evaluating arguments, assumptions, persuasive techniques make inferences and judgements and recognise the relationship between language and culture and language and power. Ultimately the learner should be able to recognise and challenge subtly emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising (Elion *et al.*, 2007: 10).

From the above, it is clear that critical thinking skills are necessary for the learners to be competent in listening and speaking and to succeed in meeting the assessment standards.

4.4.5.2 Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts, in this Learning Outcome.

The Assessment Standards are achieved when the learner is able to:

- demonstrate various reading and viewing strategies for comprehension and appreciation;
- explain and evaluate the meaning of a wide range of written, visual, audio and audio-visual texts;
- explain how language and images may reflect and shape values and attitudes in texts;
- explore key features of texts and explain how they contribute to meaning (*these features should not be dealt with in isolation*);

From Grade 10, learners must ask questions to make predictions. They must also read fluently and attentively according to purpose and task. In this learning outcome, learners should be able to infer the meaning of unfamiliar words or images in selected contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and using the senses. As the learners progress they must be able to explain the socio-political and cultural background of texts, analyse the effect of figurative, rhetorical and literary devices.

Learners must make inferences and conclusions, interpret and evaluate texts and give and motivate personal responses to poetry, literary and transactional texts with conviction.

This learning outcome involves extensive reading and it cultivates general language proficiency. Reading is a way of establishing patterns of thinking

and it is important for learners to learn how to interpret texts critically. Therefore, learners require practical reading skills which will enable them to think critically while reading. Critical thinking skills are skills that learners have to acquire in order to achieve learner autonomy. Having mastered critical thinking is the foundation of critical literacy because a person can do critical thinking without critical literacy but cannot do critical literacy without critical thinking (McLaughlin & DeVogd: 2004:7).

4.4.5.3 Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

The Assessment Standards are achieved when the learners are able to:

- demonstrate planning skills for writing for a specific purpose, audience and context;
- demonstrate the use of writing strategies and techniques for first drafts; and
- reflect on, analyse and evaluate own work, considering the opinion of others, and present the final product.

Learners must explain the requirements of different tasks. They must identify the target audience, and the specific purpose of the text. Learners should be able to research topics and record their findings. The ability to convert selected information from one form to another is vital from Grade 10 till Grade 12. It is also important that learners develop coherent ideas and organise these by using techniques such as mind-maps. In this learning outcome, appropriate identification and use of a range of stylistic and rhetorical devices is necessary. Learners must sustain their own points of view, perspective and argument confidently and competently. By Grade 12, learners should refine word choice; sentence and paragraph structure and eliminate ambiguity, verbosity and other language and format errors.

4.4.5.4 Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

The Assessment Standards are achieved when learners are able to:

- identify and explain the meanings of words and use them correctly in a wide range of texts;
- use structurally sound sentences in a meaningful and functional manner; and
- develop critical language awareness.

Very simply, learners must be able to identify parts of speech, and use them accurately and meaningfully. Learners should be able to use simple sentences and construct compound and complex sentences appropriately.

Figurative language must be understood, analysed and its effectiveness adequately explained. Learners should understand denotation, connotation and implied meanings. It is imperative that they are able to identify, analyse and explain how implicit and explicit messages, values, and attitudes reflect the position of the speaker/receiver/reader/viewer.

Finally by Grade 12, learners should be able to identify and challenge subtle bias, stereotyping, emotive, persuasive and manipulative language and produce and motivate alternative ways of expression.

The Learning Outcomes and Assessment Standards mention the need for critical evaluation and critical awareness for the attainment of these assessment standards. Through the production of texts that increase in complexity from Grade 10 through to Grade 12, the relevant Assessment Standards show progression. Therefore for learners to skilfully progress and show greater proficiency in English Home Language, one cannot underestimate the relevance of critical thinking skills.

4.5 CONCLUSION

The National Curriculum Statement for Languages Grades 10 -12 requires that learners in the FET band, study two official languages in the Fundamental component, one at Home Language and the other at either First Additional Language or Home Language level. One of the languages in the Fundamental component must be the Language of Learning and Teaching (LOLT). In the Core and Elective components, official languages may be taken at Home Language, First Additional Language or Second Additional Language Levels (NWU: 2005).

However, due to the multicultural society and the history of South Africa, many learners choose to attend schools where English is the Language of Learning and Teaching (LOLT) and as one of the official languages, it is taught at Home Language level in the Fundamental component. Many of these learners are from previously disadvantaged ethnic groups. English is not their mother tongue. Learners who attend such schools in the Foundation Phase or in the GET band, are advantaged since they are exposed to the English language for a longer period and learn to speak, read and write in English from an early age, thus they become more familiar with how the English language functions.

Unfortunately, learners who are taught in any of the other official languages in the Foundation or GET phases and then decide to take English at Home Language level in the FET band, may experience

difficulties since they are not English speaking learners.

The NCS Policy states that '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' (GDE, 2005:30).

Across all the learning areas, the NCS strongly recommends that learners' home languages should be used for learning and teaching whenever possible. This is particularly important in the Foundation Phase where children learn to

read and write. The NCS focuses on critical thinking and endeavours to create individuals who are capable of doing new things, not simply repeating what other generations have done – individuals who are creative, inventive and innovative (GDE, 2005:19-21).

Educational improvement as suggested in the NCS does not only pertain to learners but also to educators who need to be better equipped to deal with the diverse needs in the classroom. Educators must devise ways to apply thinking skills in teaching and learning.

In recent years in the FET phase, English Language educators have been developing a multicultural literature curriculum to meet the needs of their culturally diverse learners. According to van Gelder (2004:1-6) the main goals for incorporating and using multicultural literature are to “challenge the dominant ideologies, affirm the values and experiences of historically underrepresented cultures, foster acceptance and appreciation of cultural diversity, develop sensitivity to social inequalities, and encourage transformation of the self and society”.

Therefore, especially in the FET phase English Language educators must have sufficient knowledge about literary theories, especially in terms of reading techniques. Van Gelder (2004:1-6) also believes that educators should move from informing to empowering learners. He states that “when using multicultural literature in the curriculum, learners must be empowered to help them develop the ability to identify, critically analyse, and even take action to solve problems.

In the FET phase learners require a critical understanding of literary variations. Learners are introduced to canonical texts and the relationship of culture, politics and history to the study of literature. Learners in this phase should be able to:

- Demonstrate critical awareness of a range of literatures in English and global varieties of the English language
- Understand the role of different critical traditions in shaping literary history

- Gain competence to evaluate the literary, cultural and socio-historical contexts of literary creation and reception
- Provide an understanding of a wide range of colonial and post-independence literatures and their social and cultural contexts
- Acknowledge a broader appreciation of nonstandard varieties of English and other world varieties of English
- Recognise and demonstrate an awareness of issues related to the socio-politics of English language teaching (GDE, 2005:105).

From personal experience in teaching in the FET phase, the researcher has noticed that learners who are not English first language speakers, experience difficulty in studying English Home Language as one of the Fundamentals. Their exposure to listening and speaking, texts, language structures and oral presentations is different to those learners who are English first language speakers.

In my opinion, the chasm in the socio-cultural, socio-political and background of learners makes the teaching of critical thinking skills a daunting task. Even many educators themselves seem to lack the ability and the know-how of inculcating critical thinking skills in the classroom.

If the National Curriculum Statement Grades 10 -12 for English Home Language has to be successful, then educators would have to improve or sharpen their own critical thinking skills in order to instil it into their learners.

In this study: “Managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education And Training Phase”, the researcher highlights the need for critical thinking skills in the teaching of English Home Language as a subject. The purpose of this study is to suggest relevant guidelines for managing the teaching of critical thinking skills to second language speakers in English Home Language in the FET phase. These guidelines are found in the next chapter.

CHAPTER FIVE

SUMMARY, FINDINGS AND GUIDELINES

5.1 INTRODUCTION

The aim of this research was to investigate and analyze the importance of managing the teaching of critical thinking in English Home Language to second language speakers in the Further Education and Training (FET) phase.

A wide range of sources on critical thinking skills, management, classroom management and the National Curriculum Statement Grades 10 -12 English Home Language were consulted to emphasize the necessity to *manage* the teaching of critical thinking skills when teaching English Home language.

Smith and Lovat (2003:12) state that youth are at risk of entering adulthood lacking the commitment necessary to sustain relationships and the responsibility to participate in a democratic society. There are demands on educators to prepare learners to take their place in a competitive world market. Learners must be engaged actively in learning, encouraging them to be critical thinkers and enabling them to become participative citizens as well as successfully passing examinations.

This research has analyzed the teaching guidelines of the National Curriculum Statement through content analysis. Content analysis is a methodology adopted from social science research. It is *“the analysis of the manifest and latent content of a body of communicated material (as a book or document) through classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect”* (Merriam-Webster Online, 2005).

The purpose of analyzing the guidelines of the NCS was to investigate how the curriculum addresses the teaching of critical thinking skills and how the proposed set of values and attitudes in the curriculum relate to managing the

teaching of critical thinking skills to second language speakers in the FET phase in English Home Language.

This chapter aims to suggest guidelines for managing the teaching of critical thinking skills in English Home Language to second language speakers in the Further Education and Training Phase.

This chapter will also represent a summary and findings regarding the research aims; the literature study; the data analysis and interpretation.

5.2 SUMMARY OF THE STUDY

In **Chapter 1** an introduction to the problem statement, conceptual framework, literature review, the research aim and objectives, the research design, content analysis, appropriateness of content analysis, ethical procedures, release of findings, statistical techniques, feasibility of the study, contribution of the study and the provisional chapter division were represented.

In **Chapter 2** the nature of critical thinking was discussed. Definitions of critical thinking and the relationship between critical thinking, learning and teaching were reviewed. Factors that influence the teaching of critical thinking skills in English Home Language were identified under the following: background of learners, cognitive development and state of learner, language competency, level of literacy, practical theory of the English Language and the transference of skills and information through language.

The nature of critical thinking skills in the Further Education and Training (FET) phase was discussed under the following: The National Curriculum Statement (NCS) Grades 10-12 (General), the NCS (Grades 10 -12) and the Language learning field of English Home Language and the purpose of critical thinking in English Home Language. It became clear that the FET curriculum encapsulates critical thinking and that educators should be managing the teaching of critical thinking skills in English Home Language.

Educators need to consciously and painstakingly prepare lessons such that critical thinking skills are incorporated into lessons, especially if learners are

not English first language speakers. Educators should understand the relationship between management and the teaching of critical thinking skills and establish an environment for teaching critical thinking skills.

In discussing the relationship between teaching critical thinking skills and the managing thereof, aspects of critical thinking were used as a guide to indicate the role of educators teaching critical thinking skills to learners and activities that could enhance critical thinking skills in the English classroom.

In **Chapter 3** the nature of classroom management in the FET phase was discussed under the following: emphasis on classroom management, the purpose of classroom management, principles of classroom management and factors that influence successful classroom management. An explication of management skills of professional educators highlighted the following: planning, organization, leadership, control, and the characteristics of professional educators.

The relationship between management and teaching was analyzed and the role of management in the teaching of critical thinking skills became quite apparent.

In **Chapter 4** the focus was on the analysis of the National Curriculum Statement Grades 10-12 (General) and English Home Language in the Further Education and Training phase under the following: introducing the National Curriculum Statement, principles of the National Curriculum Statement, kind of learner that is envisaged, kind of educator that is envisaged and the structure and design features of the curriculum. An insight into the Languages learning field was also given under the following: definition, purpose, scope (inclusivity and language levels), and the educational and career links.

English Home Language as a learning field was discussed under the following: the principles of the English curriculum, types of literacy, assessment, integration with other subjects (learning fields) and the learning outcomes and the assessment standards that require critical thinking and critical awareness. From this analysis, it is evident that critical thinking and

critical awareness are embedded in the curriculum and that educators should be actively implementing and teaching critical thinking skills. The purpose of this study was to examine the NCS document for the FET phase in English Home Language and to suggest guidelines on how educators can manage the teaching of critical thinking skills.

5.3 FINDINGS FROM THE RESEARCH

The following section presents findings regarding each of the four objectives of the research and the main findings from the data:

5.3.1 FINDINGS FROM THE LITERATURE STUDY

5.3.1.1 Findings from Chapter 1: Orientation

- The role of education and all its stakeholders is to inculcate critical thinking skills amongst learners and educators, and the educator is obviously the instrument in enhancing and developing the skill in the classroom (*cf. 1.1*).
- As a result of critical thinking, people become proficient in identifying and clarifying the implications of power relations in a wide range of social, political and economic contexts (*cf. 1.3.1*).
- Learning involving critical thinking skills will be effective and efficient in the employment of ideological critique, to illuminate and redress oppressive and stagnating power structures in society (*cf. 1.3.1*).
- Educational management is the application of management theory, principles and skills in the education environment. The central focus of education management is the creation of a culture of learning and teaching through effective value-driven education (*cf. 1.3.2*).
- In the teaching of English Home Language in the FET phase, educators are the key to transformation of education in South Africa. Their role is to be a subject or phase specialist, a mediator of learning, an assessor, a classroom manager and a lifelong learner themselves (*cf. 1.3.2*).

- Since the curriculum seeks to create lifelong learners who are knowledgeable, confident and independent, multi-skilled, compassionate and critical citizens, educators need to manage the teaching of critical thinking in the English Home Language classroom. Therefore effective classroom management will ensure that the teacher implements various strategies to cater for different learner abilities, strengths and intelligences. Taking into consideration the uniqueness of learners, teachers should devise strategies to ensure that the learners achieve the developmental and critical outcomes as set out by the National Curriculum Statement (*cf. 1.3.2*).
- The National Curriculum Statement encourages critical thinking and problem solving, creative and personal expression, expanded ways of thinking and communicating and multilingualism (*cf. 1.3.2*).
- The term critical thinking has been mentioned several times in the curriculum documents. However, there is not much critical pedagogy in the teaching of critical thinking skills in the South African curriculum for teaching English Home Language to second language speakers. To truly foster life-long learning educators should teach learners some critical thinking skills (*cf. 1.5.3*).

5.3.1.2 Findings from Chapter 2: The nature of critical thinking

- One of the main goals of education, at whatever level, is to develop general thinking skills, especially critical thinking skills. (*cf. 2.1*).
- Thinking critically means making sense of the world by carefully examining our thinking and the thinking of others in order to clarify and improve our understanding. To be *critical* means to question, to make sense of and to be able to analyze. These critical activities help us in reaching the best possible conclusions and decisions (*cf. 2.1*).
- Language educators focus on bringing the learner's current state of knowledge into line with the knowledge of a native speaker. Whatever learners know and do is related directly to the native target, that is, to what

they ought to know and do if they were native speakers. Deviance from the standard norms of the language is seen simply as the making of errors (*cf.* 2.1).

- Critical thinking can broadly be divided into two categories. The first category is the ability to develop a capacity to reason logically and cohesively, and the second refers to the ability to question and challenge existing knowledge and the social order (*cf.*2.2.1).
- The instructional practices of educators need to be in alignment or have coherence with the revised policy documents to be effective in following National Curriculum Statement for English Home Language. Educators need to keep abreast with changes in education and the curriculum (*cf.* 2.2.2).
- One of the main goals, of the educational system nowadays, is the emphasis on the development and improvement of, and instruction in; critical thinking skills (*cf.* 2.2.2).
- Many factors influence the teaching of critical thinking skills (*cf.* 2.3). Educators must create opportunities for variety to be celebrated and learned about, to help learners establish their own frameworks for developing an understanding of the cultural factors that affect their own lives. Therefore some of the texts that are chosen must undergo scrutiny, to ensure that learners will be able to understand them, whilst unfamiliar texts will enlarge their experience (*cf.* 2.3.1).
- From an educator's point of view, it is vital that we understand, embrace and use our knowledge of the learners' cognitive ability and state of mind, when planning lessons. Educators need to take cognizance of the abilities of the learners to ensure that appropriate learning material and content is imparted to them. Together with their cognitive ability, their language competency also determines if teaching and learning is effective (*cf.* 2.3.1).
- Since language is systematically organized, educators need to know something about the structures of language – spoken and written – if they

are to teach learners how to handle the range of texts they meet. Language is central to the development of thought. Language is the means through which learners can reflect on and evaluate what they have learned (*cf.* 2.3.2).

- Critical literacy gives learners the analytical tools to read a commercial, movie, poem, text or even a picture. The learner's ability to read and write, his command and understanding of the English language either hinder or promote critical thinking (*cf.* 2.3.3).
- Ideals of correctness, for example, ideas of accuracy, or ideas of appropriateness, are still powerful in English teaching; therefore both educators and learners must be familiar with these elements of the English language (*cf.* 2.3.6). The improvement of critical thinking demands acquiring some theory. The serious critical thinker understands the theory of critical thinking. In part, this means acquiring suitable vocabulary. Knowledge of the theory allows one to perceive more of what is going on. In critical thinking having the command of the "lingo" is like having x-ray vision into thinking.
- Thinking skills must be transferred to other situations otherwise it is not a very useful skill (*cf.* 2.3.7).
- In South Africa, English is a minority language. The use of English in education is usually the result of language planning, as an effort to protect and develop its acquisition and use in the global arena (*cf.* 2.4).
- The role of critical thinking in the teaching and learning of English Home Language in the FET phase, is of paramount importance as learners emerging from the FET Phase must demonstrate an achievement of the *critical and developmental outcomes* of the National Curriculum Statement (*cf.* 2.4.1, 2.4.3).
- The learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. In the Further education and Training Phase, all official South African languages

have Home Language Outcomes of a high, internationally-comparable standard (*cf.* 2.4.2).

- The National Curriculum Statement (NCS) aims to develop a high level of knowledge and skills in learners. Inquiry skills and motor skills, which include planning, data gathering, manipulation, interpretation, analysis, communication and transformation, are high on the agenda (*cf.* 2.4.2).
- Educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10-12 (General) visualizes educators who are qualified, competent, dedicated and caring. Educators should be able to fulfil various roles as outlined in the Norms and Standards for educators (*cf.* 2.4.2).
- Practice should be permeated with critical thinking, so that we reflect critically on what we do before, while and after we do it, mere practice becomes self-correcting practice and self-correcting practice is enquiry. Educators should ensure that learners engage in activities that enhance their critical thinking skills (*cf.* 2.5.2).

5.3.1.3 Findings from Chapter 3: The nature of classroom management

- The most generally accepted perspective on management is that the manager, in simple terms, decides what must be done, decides how it should be done, gives instructions that it must be done and determines whether it has been done. This management process involves the tasks of planning; organizing, leading and control (*cf.* 3.1).
- As effective classroom management is a pre-requisite for successful teaching and learning, educators have to perform teaching and management actions (*cf.* 3.2.1).
- Educators must have knowledge and skills that allow them to effectively structure the physical classroom environment, establish rules and procedures develop relationships with learners and maintain attention and

engagement in academic activities and administrative duties, in order to be able to create and maintain an effective learning environment (*cf.* 3.2.2).

- Professional educators who are committed to teaching must keep abreast of new methods that can be effective in the classroom. For educators to manage the teaching of critical thinking, they first have to manage (plan, organize, control and lead) their lessons with much thought and insight, including these skills (*cf.* 3.2.2).
- The educator has a moral obligation to plan and present his/her lessons to achieve the set outcomes. But more importantly the lessons must incorporate critical thinking skills (3.2.3).
- Educators should be appropriately trained and qualified in their learning fields (*cf.* 3.2.2).
- Educators need to use appropriate classroom management strategies, to establish and maintain those conditions in which instruction can take place effectively and efficiently and with which the educator feels comfortable and unthreatened (*cf.* 3.3.2).
- Educators need to be well informed and trained with regards to the principles of classroom management. These principles should become part and parcel of the educator's daily routine in the classroom and should be implemented to ensure that effective teaching and learning takes place (*cf.* 3.3.2).
- Educators should use their knowledge, skills and behaviour to create effective learning environments in their classrooms that maximize opportunities to learn, where learners are well-managed and motivated to learn (*cf.* 3.3.3).
- Educators are responsible for evaluating learners' work and for controlling the quality of life in the classroom (*cf.* 3.3.3.1).

- Educators must accept personal responsibility for learners' success and should take on an extended educator role, even outside the classroom (*cf.* 3.3.3.2).
- Educators should implement the components of management in classrooms for the effective execution of the educational and teaching tasks (*cf.* 3.4).
- Educators should practice management skills and teaching skills simultaneously for effective teaching and learning to take place (*cf.* 3.5).
- Learners must meet the requirements of the assessment standards in the four learning outcomes of English Home Language in order to complete the FET phase successfully. Listening and Speaking, Reading and Viewing, Writing and Presenting and Language are the learning outcomes which require critical thinking skills (*cf.* 3.6).
- Management involves planning, organizing, leading and control; the educator needs to plan, organize, lead and control lessons thoughtfully to ensure that the necessary critical thinking skills are effectively imparted and that they are learnt by the learner (*cf.* 3.7).

5.3.1.4 Findings from Chapter 4: An analysis of the National Curriculum Statement (NCS) for English Home Language in the Further Education and Training (FET) phase

- The National Curriculum Statement Grades 10 -12 – English Home Language aims to develop a high level of knowledge and skills in learners. The curriculum specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects (*cf.* 4.1).
- Educators should be acutely aware of how this curriculum embraces and necessitates critical thinking in the learning outcomes and assessment standards for the English Home Language learning field (*cf.* 4.1).

- Thinking skills should be taught in the context of ongoing communities of inquiry whose scrupulous attention to method can be internalized by each learner resulting in each learner becoming a reflective and reasonable individual (*cf. 4.2.2.3*).
- The critical outcomes and the development outcomes for English Home Language require critical thinking skills (*cf. 4.2.5*).
- Learners also need to demonstrate the ability to decide which material is relevant to an argument; to deal with ambiguous and vague language; to uncover an argument's hidden premises and to deal with practical reasoning (*cf. 4.2.3*).
- Learners need skills of evaluation and interpretation (*4.2.3*).
- The ability to think critically, then, is essential if one is to function properly in one's role as a citizen (*cf. 4.2.2.2*).
- Integration is achieved within and across subject and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework (*cf. 4.2.2.4*).
- Progression refers to the process of developing more advanced knowledge and skills. Within each learning area, the NCS English Home Language shows progression from one grade to another and from simple to complex (*cf. 4.2.2.5*).
- The National Curriculum statement Grades 10 -12 English Home Language seeks to promote human rights, inclusivity, environmental and social justice. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support (*cf. 4.2.2.7*).
- Educators should design and develop appropriate learning programmes in English Home Language to produce learners with the potential of being resourceful citizens (*cf. 4.2.2.9*).

- Learners need to have some prior knowledge and understanding of the language for them to be successful critical thinkers in English Home Language (*cf. 4.2.2.9*).
- The kind of learner that is envisaged by the NCS English Home Language is one who will be imbued with values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution (*cf.4.2.3*).
- The learner emerging from the Further Education and Training band in English Home Language must also demonstrate achievement of the critical and developmental outcomes listed earlier in this chapter (*cf. 4.2.2.2*).
- Learners emerging from the Further Education and Training band in English Home Language must have access to, and succeed in, lifelong education and training of good quality; demonstrate an ability to think logically and analytically, as well as holistically and laterally; and be able to transfer skills from familiar to unfamiliar situations (*cf. 4.2.2.1*).
- The National Curriculum Statement for Grades 10 -12 English Home Language aims to develop learners confidently and creatively in their skills and knowledge, to enable them to achieve their personal goals and to be active participants in the global community. One of the main goals of the educational system nowadays is the emphasis on the development and improvement of, and instruction in; critical thinking skills (*cf. 4.2.5*).
- The structure and design features of the National Curriculum Statement Grades 10-12 English Home Language are such that they enable learners to meet the critical and developmental outcomes. It also requires that educators construct assignments that prompt learners to practise new learning strategies in a supportive environment, building their competence and confidence as learners (*cf. 4.2.5.4*).
- There has been a growing recognition in the literature that the key critical thinking skill that learners need to be successful in English Home

Language study is the ability to deal with arguments. In all disciplines the major purpose of study is to develop learners' ability to read, understand, evaluate, and construct arguments both written and oral (*cf. 4.4.3*).

- Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access and produce language texts (*cf. 4.4.3*).
- The aim of the English Home Language Grades 10 -12 curriculum is to produce learners who are skilled in speaking, listening, reading, viewing, writing and presenting, and using language structures and conventions in texts. Learners are exposed to a variety of texts of increasing levels of complexity and are required to produce more demanding, creative and functional texts. The educator's aim is to improve the learner's critical awareness and skills in reading and writing which are emphasized at this level. The educator should strive to develop the learner's literacy skills and teach him/her to vary his/her writing for different audiences (*cf. 4.4.5*).
- Learners also need to understand and produce different genres and write for different audiences. Learners must be exposed to an array of formats, layouts and structures, with the appropriate differences in grammar and register (*cf. 4.4.5.2*).
- Learners should be given every opportunity use language in speaking, listening, writing and viewing in the classroom. The situations where learners are required to use language to interact and communicate should be as real as possible and learners should express their own ideas and true feelings (*cf. 4.4.5.1*).
- Educators should choose newspaper articles, advertisements and stories that are topical and relevant to learners. The texts should be taken from a variety of sources. When it is evident that learners are struggling with a particular language structure, then this should be taught in context when it occurs in another text (*cf. 4.4.5.2*).

- Literacy is defined as the ability to process and use information for a variety of purposes and contexts, and to write for different purposes. It is the ability to decode texts, thereby making sense of the world around us. The four learning outcomes help to develop literacy (*cf. 4.4.5.3*).
- To develop learners' critical literacy, learners need to draw on their own knowledge and appreciate that there is more than one interpretation of a text. Learners should be given the opportunity to think critically about texts and to re-write texts to create alternative possibilities. Learners must also be encouraged to compare and contrast texts (*cf. 4.4.5.3*).
- Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 English Home Language. It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning to make a judgment about a learner's performance (*cf. 4.4.3*).
- Before educators assess learners, it is crucial that the purpose of the assessment is absolutely clear. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment (*cf. 4.4.3*).
- The teaching of English Home Language involves the integration of learning outcomes and assessment standards across subjects. This type of integration allows learners to experience skills, knowledge, values and attitudes taught and learned across subjects and across fields of learning as linked, related and relevant (*cf.4.4.4*).
- Educators should move from informing to empowering learners. Learners must be empowered to develop the ability to identify, critically analyze, and to solve problems (*cf. 4.5*).

If the National Curriculum Statement Grades 10 -12 for English Home Language has to be successful, then educators would have to improve or sharpen their own critical thinking skills in order to instil it into their learners.

The following section offers guidelines to manage the teaching of critical thinking skills in English Home Language in accordance with the research aims and objectives:

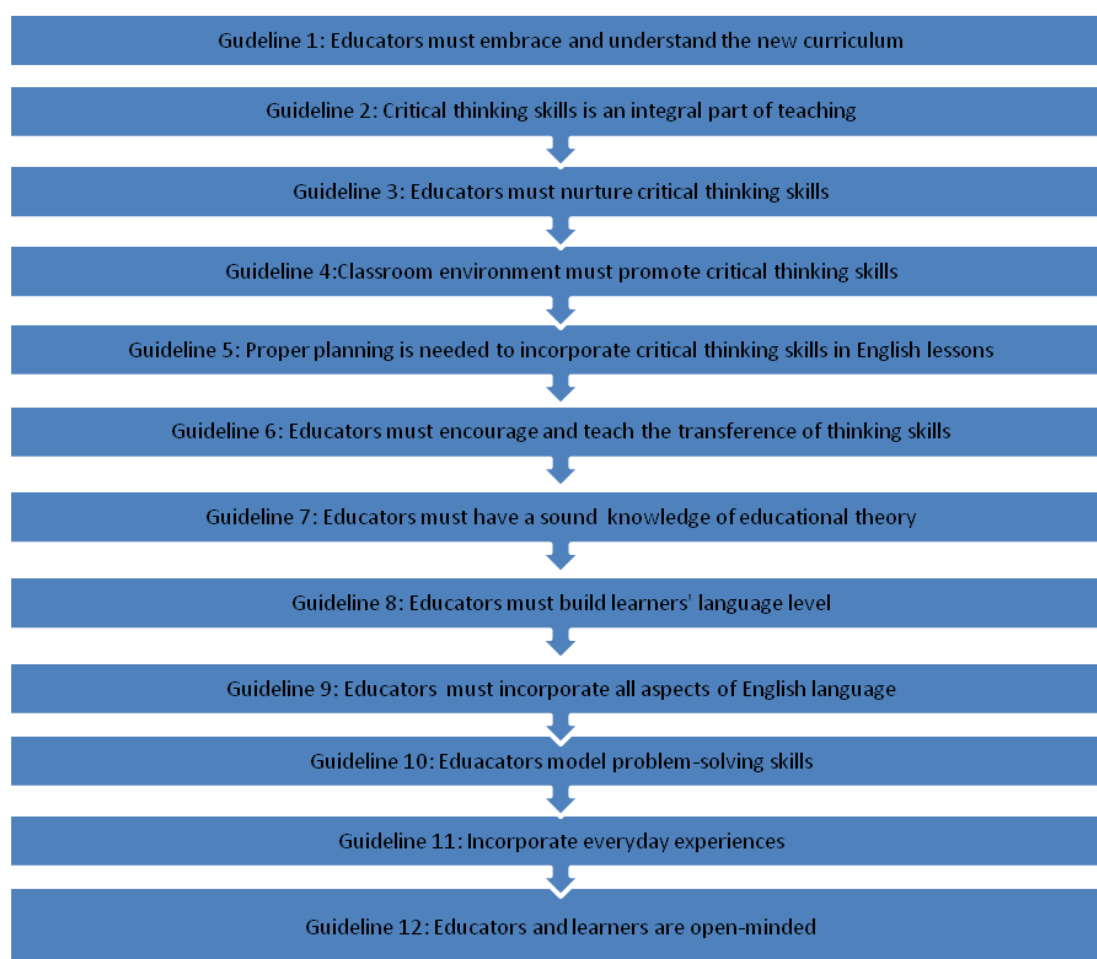
- To determine the nature of critical thinking
- To determine the nature of classroom management
- To analyze how the English Home Language curriculum in the FET phase addresses critical thinking skills
- To identify guidelines to manage the teaching of critical thinking skills in English Home Language to second language speakers in the FET phase.

5.4 GUIDELINES TO MANAGE THE TEACHING OF CRITICAL THINKING SKILLS IN ENGLISH HOME LANGUAGE TO SECOND LANGUAGE SPEAKERS IN THE FET PHASE

5.4.1 Introduction

Teaching and learning is a process that is structured to assist learners in changing their concepts and knowledge structures towards what is required by the outcomes of the learning experience. These outcomes are modernized and updated on an ongoing basis as knowledge and information is added on a continual basis. This change within the classroom context implies adding new information to the old and *managing* its use – revising and removing information that is outdated. In Figure 5.1 the framework of the guidelines for teaching critical thinking skills in English Home Language to second language speakers in the FET phase is illustrated:

Figure 5.1: Guidelines for teaching critical thinking skills.



Guideline 1

Educators must embrace and understand the new curriculum. They need to undergo training and developmental programmes to understand how to teach and implement the NCS in English Home Language in the FET phase. Educators need to be *au fait* with the new policies and regulations and the demands of the new curriculum as well as the learning outcomes. Critical thinking is an educational ideal which correlates with the critical outcomes of the curriculum. In essence the critical outcomes provide for the progressive, realistic and reasonable benchmarks to ensure the learners' development and growth. Once educators realize and understand the requirements of the curriculum then they would be able to focus on new instructional practices to be effective in teaching critical thinking skills.

Guideline 2

Educators must realize and accept that they have a moral obligation and responsibility to be prepared to teach and guide learners to think critically. Critical thinking should be an integral part of any teaching endeavour. Educators are obliged to integrate critical thinking systematically into their instruction of the curriculum otherwise learning will remain transitory and superficial.

Guideline 3

Educators need to be informed and reminded about the importance of developing and nurturing learners' critical thinking skills. Therefore ongoing training of educators to teach thinking skills will lead to improved learner achievement. Educators must learn how to strategically motivate their learners to think critically. In order to successfully teach learners, educators must be clear on what critical thinking skills mean and how they should teach these skills to their learners.

Guideline 4

The classroom environment must provide opportunities for modelling, rehearsal and coaching of critical thinking skills. Educators must ensure that there is substantive writing, critical discussions, class presentations, learner-led inquiry and engagement in critical dialogue between learners and educators and among learners. Educators must deliberately incorporate critical thinking concepts and teaching tactics into the curriculum as a strategy to improve learners' ability to think critically. If educators model good critical thinking practices and create activities that foster critical thinking, they will be able to improve learners' critical thinking capacities.

Guideline 5

Educators must conscientiously plan and prepare lessons so that learners are actively engaged in thinking and critical thinking. Critical thinking skills must be practiced, since 'practice makes perfect'. Therefore educators must

provide several opportunities and activities that will expose learners to several examples of good critical thinking. In English, for example, learners can read multiple texts on a single theme, for comprehension. Deliberate practice and special exercises are done with full concentration and is aimed at generating improvement. Educators must link all new learning with previous learning; must allow learners to recall past experiences(in order to dig for fragments in their memory); must put contexts of learning into real-life issues; must draw mind maps to link previous learning with new learning; and must give reasons for new learning.

Guideline 6

To determine the success of learners' acquisition of knowledge and critical thinking skills is the manifestation of transference. Educators must take cognizance of this and they must teach for transfer. Educators cannot assume that learners will apply critical thinking skills learned in a particular situation, spontaneously to other situations. Learners must practice the art of transferring skills from one situation to another. Therefore educators must deliberately teach for transfer by discussing how the knowledge and skills that are being learned can be used in other areas of the curriculum.

Guideline 7

One of the most important strengths of good educators is a high level of emotional intelligence, which allows them to make decisions. However these decisions need to be defended with sound educational theory. Educators need to understand how learners can learn effectively.

Guideline 8

Educators should help learners negotiate meaning by starting from their individual levels of language; encourage learners to rephrase in their own words; give learners time for discussion, allowing them to explain to each other; and teach them to improve their communication skills. Educators need to first use extended language, then introduce "new" language when learners understand and need to use everyday experiences to introduce technical and

abstract terms. In order to foster critical thinking, educators must give learners multiple examples to illustrate meaning, thus building an ocean of language around an idea.

Guideline 9

To stimulate critical thinking the educator must be able to fit the jigsaw pieces together and paint the big picture for learners; must be able to show learners the connections; and must be able to make it all hang together to make common sense of it. All aspects of the English language must be incorporated and linked to each other and not be taught in isolation.

Guideline 10

Educators must make the thinking and problem-solving skills explicit by modelling their own thinking processes out loud as they teach and demonstrate; and must prioritize the main points and let learners practice the skill of 'looking all around an idea' before making a decision.

Guideline 11

Educators need to develop a language for thinking by naming, using and demonstrating the specific thinking skill in action, thus helping learners to identify and name the thinking and problem-solving skills that they are using. Educators need to first use extended language, then introduce 'new' language when learners understand. Everyday experiences should be used to introduce technical or abstract terms.

Guideline 12

Educators and learners must be creative, reflective, and analytical and focused on the entire teaching and learning process of critical thinking. Learners must be encouraged to be open-minded and to attempt life's challenges by implementing what they have learnt. Critical thinking, especially outside the classroom, will enable learners to deal with their own problems, situations or challenges.

5.4.2 Summary

The above guidelines are to assist educators in managing the classroom context in English Home Language and to encourage educators to implement professional practice when teaching critical thinking skills in English Home Language to second language speakers. To manage the teaching of critical thinking skills, educators should set goals at all organizational levels and areas of performance. Managing the teaching of critical thinking skills is essential for teaching and learning to meet the objectives of the National Curriculum Statement Grades 10-12 English Home Language.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The following topics might be considered for further research:

- The importance of teaching critical thinking in the FET phase
- How do critical thinking skills enhance learner performance
- The difference in critical thinking skills of English first language speakers and English second language speakers
- Improving educators' critical thinking skills

5.6 CONCLUSION

All the relevant points discussed in the previous chapters have been summarized. Findings arising from the entire research have been explicated and guidelines were suggested. Recommendations for further research have also been outlined. It is hoped that the proposed guidelines will assist the DoE, school principals, and educators to improve the critical thinking skills of learners in the FET phase in English Home Language especially.

It is apparent throughout this study that critical thinking skills are essential ingredients to successful, meaningful and effective teaching and learning. These skills not only assist the learner in the classroom but are life-long attributes in developing individuals holistically to be responsible citizens.

REFERENCES

- ALCON, E. 2007. Linguistic unity and cultural diversity in Europe: implications for research on English language and learning. Dordrecht: Springer.
- ANON. 2000. Peiling bewys regering dwaal oor taal. : 9, 12 September.
- ASPIN, D.N. & CHAPMAN, J.D. 2007. Values education and lifelong learning: principles, policies, programmes. AA Dordrecht, The Netherlands: Springer.
- BAKER, C. 2007. Becoming bilingual through bilingual education. (*In* Auer, P. & Wei, L., eds. Handbook of multilingualism and multilingual communication. Berlin: Mouton de Gruyter. p. 131-152.
- BARNES, C.A. 2005. Critical thinking revisited: past, present and future. *New directions for community colleges*, 130: 5-13.
- BASSA, D., PILBEAM, E., RENARD, A. 2004. English for success, Teacher's book, Grade 11. Southern Africa: Oxford University Press.
- BASSA, D., PILBEAM, E. & RENARD, E. 2006. English for success, Learner's book, Grade 11. Southern Africa: Oxford University Press.
- BATAINEH, R.F. & ZGHOUL, L.H. 2006. Jordanian TEFL graduate students' use of critical thinking skills (as measured by the Cornell Critical Thinking Test, Level Z). *International journal of bilingual education and bilingualism*, 9: 33-50.
- BEUKMAN, 2000: 4; AFRIKANER, 15 -21 SEPTEMBER 2000:1.
- BOGDAN, R. 2007. Qualitative research for education: an introduction to theories and methods. 5th ed. Boston, MA: Pearson A & B.
- BORICH, G.D. 2004. Effective teaching methods. 5th ed. New Jersey: Pearson.
- BOWELL, T. 2002. Critical thinking: a concise guide. London: Routledge.

BOWELL, T. & KEMP, G. 2005. *Critical thinking: a concise guide*. 2nd ed. London: Routledge.

BOWKETT, S. 2006. *100 ideas for teaching thinking skills*. London: Continuum.

BRITISH COUNCIL, 2006. *English teachers' toolkit*. 2006-07 ed. BBC: British Council.

BUSH, T. & ANDERSON, L. 2003. Organisational culture. (*In* Thurlow, M., Bush, T. & Coleman, M., eds. *Leadership and strategic management in South African schools*. London: The Commonwealth Secretariat, 87-89.

CENOZ, J. 2009. *Towards multilingual education: basque educational research from an international perspective: multilingual matters*. Bristol: Buffalo, Toronto.

CHETTY, R.P. 2000. Critical educational studies: a shift from Freirean critical consciousness to Foucauldian discourse formation in the teaching of South African literature in higher education institutions. *South African journal of higher education*, 14(1): 13-19.

CLAYTON, V. 2000. Detective fiction: focus on critical thinking. <http://www.yale.edu/ynhti/curriculum/units.html> Date of access: 20 June 2010.

COETZEE, S.A., VAN NIEKERK, E.J. & WYDEMAN, J.L. 2008. *An educator's guide to effective classroom management*. Pretoria: Van Schaik.

COLEMAN, M., JOLLY, M.G. & MIDDLEWOOD, D. 2003. *Managing the curriculum in South African schools*. London: Commonwealth Secretariat.

COOK, V. 2003. Introduction: the changing L1 in the L2 user's mind. (*In* Cook, V., ed. *Effects of the second language on the first*. Clevedon: Multilingual Matters.

CUMMINS, J. 2001. *Assessment and intervention with culturally and linguistically diverse learners*. Boston, MA: Allyn and Bacon.

DARDER, A., BALDODANO, M. & TORRES, R.D. 2003. The critical pedagogy reader. New York: Routledge Falmer.

DARLING-HAMMOND, L., ed. 2005. Preparing teachers for a changing world: what teachers should learn and be able to do. San Francisco, CA: Jossey Bass.

DAVIES, W.M. 2001. 'Where to begin? Problems in teaching critical reasoning to NESB students': *Sources of Confusion*, Language and Academic Skills Conference: La Trobe University, November.

DAVIES, W.M. 2003. A cautionary note about the teaching of critical reasoning. Higher Education Research and Development Society of Australia (HERDSA). *Learning for an Unknown Future*. Christchurch: New Zealand.

DAVIES, W.M. 2006. An "infusion" approach to critical thinking. HERD, Vol 1 (1): 3-18, 2004.

DE BONO, E. 1993. Lateral thinking: a textbook of creativity. Harmondsworth, Middlesex: Penguin Books.

DESSLER, G. 2002. Management. Englewood Cliffs, NJ: Prentice-Hall.

DEWEY, J. 1933. How we think: a restatement of the relation of reflective thinking to the reflective processes, revised ed. Lexington, MA: Heath

DFES UK, 2007. Thinking skills embedded in the English curriculum. Department of Education and Skills standards site. <http://www..standards.dfes.gov.uk/thinkingskills/guidance/581458?view=get>
Date of access: 10 June 2010.

DIE BURGER, 12 September 2000:9. Peiling bewys Regering dwaal oor taal.

DILG, M. 2003. Thriving in the multicultural classroom: principles and practices for effective teaching. New York: Teachers College, Columbia University.

DoE **see** SOUTH AFRICA. Department of Education.

DONALD, D., LAZARUS, S. & LOLWANA, P. 2002. Educational psychology in social context. 2nd ed. Cape Town: Oxford South Africa.

DU PREEZ, P. 2003. Principles of effective education management. Sundown: Heinemann.

DULLART, G. 2002. Subjekvorming deur literatuuronderrig aan universiteite in Suid-Afrika sedert 1994. Potchefstroom: PU vir CHO. (Proefskrif - Ph.D.)

ECONOMOU, C.A., PAIZEE, D. & PEIRES, M.L. 2007. Exam success study guide: English first additional language. Southern Africa: Oxford University Press.

EDWARDS, J. 2007. Societal multilingualism: reality, recognition and response. (In Auer, P. & Wei, L., eds. Handbook of multilingualism and multilingual communication). Berlin: Mouton de Gruyter.p. 447-467.

Egege, S. & Kutieleh, S. 2004. Critical thinking and international students: a marriage of necessity. Paper delivered at First Year in Higher Education 2004 Conference: dealing with diversity, Monash University.www.fyhe.gut.edu.au/past_papers/papers04.htm Date of access: 10 June 2010.

ELION, B. & RENARD, A. 2007. English for success: learner's book, Grade 12. Southern Africa: Oxford University Press.

ELION, B., RENARD, A. & Barnsley, I. 2007. English for success:—teacher's handbook, Grade 12. Southern Africa: Oxford University Press.

ENNIS, R.H. 1984. Problems in testing informal logic, critical thinking reasoning ability. *Informal logic*, 6: 3-9.

EPSTEIN, R.L. & KERNBERGER, C. 2006. The pocket guide to critical thinking. 3rd ed. Belmont, CA: Thomson/Wadsworth.

ESPELAND, K. & SHANTA, L. 2001. Empowering versus enabling in academia. *Journal of nursing education*, 40: 42-346.

FISHER, R. & WILLIAMS, M. 2004. *Unlocking creativity: teaching across the curriculum*. London: David Fulton Publishers.

FLEISCH, B.D. 2002. *Managing educational change: the state and school reform in South Africa*. Sandown: Heinemann.

GARCIA, O. 2009. *Bilingual education in the 21st century: a global perspective*. Singapore: Wiley- Blackwell.

GAUTENG DEPARTMENT OF EDUCATION. 2005. *National curriculum statement Grades 10-12 (General): orientation, participant's manual: Home languages*. Johannesburg: University of the Witwatersrand.

GAUVAIN, M. 2001. *The social context of cognitive development*. London: Guildford Press.

GIBBONS, J. & RAMIREZ, E. 2004. *Maintaining a minority language: a case study of hispanic teenagers*. Clevedon: Multilingual Matters.

GOODMAN, S. 2003. *Teaching youth media: a critical guide to literacy, video production and social change*. New York: Teachers College, Columbia University.

GYALYAM, N. & LE GRANGE, L. 2005. Improving thinking skills in science of learners with disabilities. *South African journal of education*, 25: 239- 246.

HALPERN, D. F. 1997. *Critical thinking across the curriculum: a brief edition of thought and knowledge*. Mahwah, NJ: Lawrence Erlbaum.

HALPERN, D. F. 2002. *Thought and knowledge*. 4th ed. Mahwah, NJ: Lawrence Erlbaum.

HALX, M.D. & REYBOLD, L.E. 2005. A pedagogy of force: faculty perspectives of critical thinking capacity in undergraduate students. *Journal of general education*, 54: 293-315.

HARLEY, K. & WEDEKIND, V. 2004. Political change, curriculum change and social formation, 1990 to 2002. In: Chisholm, L., ed. *Changing class:*

education and social change in post-apartheid South Africa. Cape Town: HSRC Press, 195-220.

HASSAN, R. 2002. Time and knowledge in the information ecology. *Southern review*, 35(2): 16-36.

HATTIE, J. 2003. Teachers make a difference: what is the research evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality, Melbourne, October.

HINDES, C. & BAKKER, K. 2004. Between deconstruction and systems thinking: some practicalities of incorporating non-technical skills into curricula using critical thinking as an example. *South African journal of higher education*, 18(2): 76-86.

HINNENKAMP, V. 2003. Mixed language varieties of migrant adolescents and the discourse of hybridity. *Journal of multilingual and multicultural development*, 12-40.

JACOBS, L. 2003. Stacking the deck for literacy learning. *Principle leadership*, 4(3): 57- 60

JOSEPH, N. 2006. Strategies for success: teaching metacognitive skills to adolescent learners. *New England Reading Association journal*, 42(1): 33-39.

KABILAN, M.K. 2000. Creative and critical thinking in language classrooms. *Internet TESL Journal*, 6(6), Jun. <http://itselj.org/Techniques/Kabilan-CriticalThinking.html> Date of access: 02 August 2010.

KONG, G. & SENG, A. 2006. Enhancing the critical thinking skills and dispositions of pre-service teachers. Paper presented at the 7th National Conference of the International Association for Cognitive Education in Southern Africa, Vanderbijlpark.

KRIPPENDORFF, K. 2004. Content analysis: an introduction to its methodology. 2nd ed. Thousand Oaks, CA: Sage.

LIFFORD, J., BYRON, B. E., & ZIEMAN, J. 2000. Reading, responding, and reflecting. *English Journal*, 89: 46-57.

LIPMAN, M. 2003. Thinking in education. 2nd ed. Cambridge, UK: Cambridge University Press.

LOMBARD, B.J.J. & GROSSER, M.M. 2004. Critical thinking abilities of prospective teachers: ideals versus realities. *South African journal of education*, 28: 561-579.

LONGMAN South African School Dictionary: for success at school. 2007. England: Maskew Miller Longman.

LOVAT, T. 2005. Australian perspectives on values education: research in philosophical, professional curricula: a paper presented at the National Values Education Forum, National Museum of Australia, Canberra.

LYNCH, B.K. 2001. Rethinking assessment from a critical perspective. *Language testing*, 18(4): 351-372.

MARZANO, R.J. 2003. Classroom management that works: research-based strategies for every teacher. Alexandria, VA: ASCD.

MATTHEWS, B. 2006. Engaging education: developing emotional literacy, equity and co-education. Buckingham : Open University Press.

MCBER, H. 2000. A model of teacher effectiveness: report to Department for Education and Employment. <http://www.dfes.gov.uk/teachingreforms/leadership/mcber/01.html> Date of access: 11 February 2010.

MCPECK, J.E. 1981. Critical thinking and education. New York: St Martin's Press.

MCLAUGHLIN, M. & DEVOOGD, G.L. 2004. Critical literacy: enhancing students' comprehension of text. New York: Scholastic.

MERRIAM-WEBSTER ONLINE. 2005. Content analysis. <http://www.m-w.com/cgi-bin/dictionary?book=Dictionary&va=content+analysis&x+13&y=20>

Date of access: 07 July 2008.

MEYER, L., LOMBARD, K., WARNICH, P. & WOLHUTER, C. 2010. Outcomes-based assessment for South African teachers. Pretoria: Van Schaik.

MOORE, B.N. & PARKER, R. 2009. Critical thinking. 9th ed. McGraw-Hill International.

MOORE, T. 2004. The critical thinking debate: how general are general thinking skills? *Higher education research and development*, 23(1):3-18, Feb.

MOSELEY, D., BAUMFIELD, V., ELLIOT, J., GREGSON, M., HIGGINS, S., MILLER, J., & NEWTON, D. P. 2010. Frameworks for thinking. A handbook for teaching and learning. Cambridge: Cambridge University Press.

NEUENDORF, K. A. 2002. The content analysis guidebook. A Thousand Oaks, Calif: Sage Publications, c2002.

NIEMAN, M.M., SWANEPOEL, J.I. & VENTER, E. 2000. Language, literacy and communication. Pretoria: University of South Africa.

NIEUWENHUIS, F.J. & MOKOENA, S.P. 2001. Management of education: module A. Florida: TSA Publishing.

NORTH WEST UNIVERSITY 2005. National curriculum statement grades 10-12 (General): training of Grade 10 educators. Vanderbijlpark.

ORNSTEIN, A.C. 1990. Strategies for effective teaching. New York: Harper & Row.

PAHL, K. & ROWSELL, J. 2005. Literacy and education: understanding the new literacy studies in the classroom. London: Paul Chapman.

PAUL, R. & ELDER, L. 2008. The analysis & assessment of thinking (Helping students assess their thinking).
<http://www.criticalthinking.org/articles/helping-students-assess-their-thinking.cfm> Date of access: 29 March 2009.

PAUL, R.W. 2004. Critical thinking: what every person needs to survive in a rapidly changing world. California, CA: Sonoma State University, Center for Critical Thinking.

PAULSTON, C.B. & HEIDEMANN, K. 2006. Language policies and the education of linguistic minorities. (In Ricento, T., ed. Language policy: theory and method. London: Blackwell. p.292-310.)

PETERS, M. 2002. Universities, globalisation and the knowledge economy. *Southern review*, 16-36.

PEVERLY, S.T., BROBST, K. & MORRIS, K.S. 2002. The contribution of reading comprehension ability and metacognitive control to the development of studying in adolescence. *Journal of research in reading*, 25: 203-216.

PIAGET, J. 1971. Genetic epistemology. Translated by E. Duckworth. New York: Norton.

PICA, T. 2000. Tradition and transition in English language teaching methodology. *System*, 29, 1-18.

PITHERS, R.T. & SODEN, R. 2000. Critical thinking in education: a review. *Educational research*, 42: 237-249.

POTTERTON, M. 2008. A curriculum that failed. *The teacher*, 15.

PUNCH, K.F. 2000. Developing effective research proposals. Thousand Oaks, CA: Sage.

RICHMOND, P.G. 1970. An introduction to Piaget. London: Routledge & Paul.

ROBBINS, S.P. & COULTAR, M. 1996. Management. Upper Saddle River, NJ.: Prentice-Hall.

ROWE, K.J. 2004. In good hands? The importance of teacher quality. *Educare news*, 149: 4-14.

RUDINOW, J. & BARRY, V.E. 2004. Invitation to critical thinking. 5th ed. USA: Thomson Wadsworth.

RUSSEL, B. 2007. CriticalThinking.org. Bertrand Russel on Critical Thinking. <http://www.criticalthinking.org/articles/Bertrand-russel.cfm>. Date accessed: 29 March 2007.

SCHOENBACH, R., BRAUNGER, J., GREENLEAF, C. & LITMAN, C. 2003. Apprenticing adolescents to reading in subject-area classrooms. *Phi delta kappan*, 85: 133-138.

SCHRAW, G. & OLAFSON, L. 2003. Teachers' epistemological world views and educational practices. *Journal of cognitive education and psychology*, 3: 178-239.

SINGLETON, D. & RYAN, L. 2004. Language acquisition: the age factor. 2nd ed. Clevedon: Multilingual Matters.

SLATER, W.H. 2002. Teaching reading and writing to struggling middle school and high school students: the case for reciprocal teaching. *Preventing school failure*, 46: 163-166.

SMITH, D.L. & LOVAT, T. 2003. Curriculum: action on reflection. 4th ed. Tuggerah, NSW: Social Science Press.

SONN, R.A. 2000. The need for different classroom settings for effective development of thinking skills. *Journal of cognitive education and psychology*, 1: 257-265.

SOUTH AFRICA. 1996a. Constitution of the Republic of South Africa, Act 108 of 1996. *Government gazette*, 17678, 18 Dec.

SOUTH AFRICA. 1996b. National Education Policy Act 27 of 1996. *Government gazette*, 17118, 24 Apr.

SOUTH AFRICA. Department of Education. 1995a. ANC policy framework for education. Pretoria: Government Printer.

SOUTH AFRICA. Department of Education. 1995b. White paper: education and training in a democratic South Africa. Pretoria: Government Printer.

SOUTH AFRICA. Department of Education. 1997. Language in education policy. <http://www.policy.org.za/govdocs/misc/lang-pol.html> Date of access: 08 August 2010.

SOUTH AFRICA. Department of Education. 1998. A language plan for South Africa: preparing for a multilingual future. Pretoria: Department of Arts, Culture, Science and Technology.

SOUTH AFRICA. Department of Education. 2002. Overview of revised national curriculum statement, grades 10-12 (Schools). Pretoria: Department of Education.

SOUTH AFRICA. Department of Education. 2003a. National curriculum statement grades 10-12: languages: English home language. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education. 2003b. Revised national curriculum statement: teachers' guide for the development of learning programmes for each learning area. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education. 2005. National curriculum statements grade 10-12 (General): home languages. Pretoria: Department of Education.

STRYDOM, H. & VENTER, L. 2002. Sampling and sampling methods. (*In* De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L., eds. Research at grass roots for the social sciences and human service professions. Pretoria: Van Schaik. p. 197-208.)

STATISTICS SOUTH AFRICA. 2001. Census in brief. Pretoria: Government Printers.

SUMNER, W.G. (1940), 2007. Foundation for critical thinking. <http://www.criticalthinking.org> Date of access: 29 Mar. 2007.

- SWANN, J. & BURGESS, T. 2005. The usefulness of Karl Popper's selectionist theory of learning for educational practice. *Learning for democracy*, 1(3):7-22.
- SWART, M. 2000. On canons and harlots: repositioning English. *English Academy review*, 17: 65-73.
- TAYLOR, N. & VINJEVOLD, P. 1999. Getting learning right. Johannesburg: Joint Education Trust.
- TSUI, L. 2002. Fostering critical thinking through effective pedagogy: evidence from four institutional case studies. *Journal of higher education*, 73: 740-763.
- UNESCO. 2002. Universal declaration on cultural diversity. http://www.unesco.org/education/imld_2002/universal_decla.shtml Date of access: 10 September 2007.
- UNISA, 2006. The educator as leader, manager, and administrator. Tutorial Letter 501/2006 for EDLHOD-M. Pretoria: Unisa.
- VACCA, R.T. 2002. From efficient decoders to strategic readers. *Educational leadership*, 60(3): 6-11.
- VAN DEN BERG, I. 2000. Engels as 2de taal baan weg na nog tale. *Beeld*: 10, 12 Mei.
- VAN DER HORST, H. & MCDONALD, R. 1997. Curriculum 2005: finding a balance between classroom and everyday knowledge. Johannesburg: Joint Education Trust.
- VAN DEVENTER, I. & KRUGER, A.G. 2003. An educator's guide to school management skills. Pretoria: Van Schaik.
- VAN GELDER, T. 2004. Teaching critical thinking: some lessons from cognitive science. *College Teaching*, 45(1), 1-6.

VAN SCHALKWYK, M.J. 2001. Communication management and secretarial students. Parow: M J van Schalkwyk.

VANDERMENSBRUGGHE, J. 2004. The unbearable vagueness of critical thinking in the context of the Anglo-Saxonisation of education. *International education journal*, 5: 417-422.

VERMEULEN, L.M. 2000. The South African language-in-education policy: immigrants in our own country. *South African journal of education*, 20: 262-267.

VYGOSTKY, L.S. 1978. Mind and society: the development of higher mental processes. Cambridge, MA: Harvard University Press.

WALLACE, B. & BENTLEY, R. 2002. Teaching thinking skills across the middle years: a practical approach for children aged 9-14. London: David Fulton.

WEBB, E.J., CAMPBELL, D., SCHWARTZ, R.D. & SECHRIST, D. 1981. Basic content analysis. <http://www.ncbi.nlm.gov/pmc/articles> Date of access: 07 July 2007.

WIERSMA, W. 2000. Research methods in education: an introduction. 9th ed. Boston: Pearson/Allyn and Bacon.

WILLIAMS, W.M., BLYTHE, T., WHITE, N., LI, J., GARDNER, H. & STERNBERG, R.J. 2002. Practical intelligence for school: developing metacognitive sources of achievement in adolescence. *Developmental review*, 22: 162-210.

WINCH, C. 2006. Education, autonomy and critical thinking. London: Routledge.

WORLD BOOK DICTIONARY. 1992. Management. USA: William H. Nault. World Book Inc.