

Investigating the academic reading and writing skills required by the Grade 4 curriculum during the transition to English as language of learning and teaching

J.D. Wentzel



orcid.org/0000-0001-6750-7605

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Supervisor: Dr K. Kaiser

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Student number: 22788069

DECLARATION

I, Johann David Wentzel, hereby declare that this MEd thesis, 'Investigating the academic reading and writing skills required by the Grade 4 curriculum during the transition to English as language of learning and teaching', is my own work and has not been submitted either by me or any other person to any other University for any other degree other than this instance to North-West University.



Place Klerksdorp

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ABSTRACT

In South Africa, the transition from the Foundation Phase to the Intermediate Phase is complex and problematic, as is evident from reports on learner underperformance in national and international assessments. The focus of this study was to analyse the South African national curriculum (and specifically the EFAL CAPS in the Foundation and Intermediate phases, and the CAPS for Mathematics in the Intermediate Phase), centring around the preparation of learners to make the transition to English as Language of Learning and Teaching, and to the Academic Literacy associated with the transition.

This was a qualitative study within the interpretivist paradigm, and a literature survey, and document analysis, was utilised to identify the underlying assumptions and expectations for learners in the curriculum and compare those to the current skill sets and literacy of learners in South Africa.

The findings suggest that, while the theory underpinning the policy documents may be sound, in practice it falls apart in the actual circumstances modern South African teachers find themselves in.

KEY TERMS

Academic reading skills

Academic reading refers to the act of identifying and understanding information for a specific goal, for example, preparing for examinations or searching for information (Department of Basic Education, 2011a:8). In contrast with reading for recreation, the skills required here are:

Academic writing skills

According to Spencer and Arbon (1996), academic writing refers to the use of writing skills and knowledge to achieve an academic goal, and includes any academic, peer-reviewed, published material that seeks to further a goal. In the Foundation Phase the Curriculum and Assessment Policy Statement (CAPS) document focuses on the acquisition of basic writing skills, such as handwriting (Department of Basic Education, 2011a:9-11), while the skills required to formulate and write a coherent paragraph are taught in Grade 4 home language and second language classrooms.

Curriculum and Assessment Policy Statement

CAPS is the current South African curriculum document. According to the Department of Basic Education (2011a:3), '[t]o improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12'.

English as medium of instruction (EMI)/Language of learning and teaching (LoLT)

In South Africa, English is the LoLT or medium of instruction. It is used to teach content in a context where few learners have English as their home language. According to Dearden (2014:2), this is part of an international trend.

Mother tongue/first language

The language that is used in the home and social environment outside of the academic context is the first language (L1). It is always tied to a person's cultural identity, and learners use the L1 at home. In the South African context, this is referred to as the mother tongue, while other countries use the term first language (Painter, 2015:1-5).

English First Additional Language (EFAL)

EFAL is a South African term. This refers to learners who acquire English as a second, third or foreign language. In the literature, these learners are more commonly referred to as English second language (ESL) learners, English language learners (ELLs), or English foreign language (EFL) learners.

Foundation Phase

This phase is from Grades R–3, the skills required of learners in this phase form the basis for further educational growth in later phases.

Intermediate Phase

This phase is from Grades 4–6, during which learners are expected to write more examinations and complete more formal assessments than they did in the previous phase. This is also the phase during which many learners in South Africa switch to English as LoLT. This study will focus on the learners' transition from the Foundation Phase where

English is taught as a First Additional Language, to the Intermediate Phase where English is the LoLT.

Basic interpersonal communicative skills (BICS)

The term BICS refers to the basic language skills required to function in a social setting; thus, BICS form a large part of the student's earlier years in the educational system. Yet this basic competency seems to be less important and the workload becomes increasingly academic as learners progress to higher grades (Cummins, 2000:487-499).

Cognitive academic language proficiency (CALP)

Cummins (2000:487-499) argues that CALP is the most essential academic and educational set of skills or discourse that a student requires to function and survive in a formal academic environment such as a school or a working environment.

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LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
BICS	Basic interpersonal communicative skills
CALP	Cognitive academic language proficiency
EMI	English medium instruction
LoLT	Language of learning and teaching
ESL	English second language
ELL	English language learner
EFL	English foreign language learner
TIMMS	Trends in the International Mathematics and Science Study
PIRLS	Progress in International Reading Literacy Study
ANA	Annual National Assessment
SLA	Second Language Acquisition

CHAPTER1: BACKGROUND OF THE STUDY.

1.1 Introduction:

The purpose of this chapter is to provide the background and basic rationale behind this study. The problem statement will first be discussed against the background of the South African national curriculum and the role of language in that curriculum, and specifically the role of English as medium of instruction (EMI). Then, the research questions, aims and objectives and the research methodology will be explained and finally a chapter outline will be provided.

1.2 Problem statement

In South Africa, the transition from the Foundation Phase to the Intermediate Phase is complex and problematic as is evident from reports on learner underperformance in national and international assessments. Such reports include the Trends in the International Mathematics and Science Study (TIMSS; Reddy, 2006), and the Progress in International Reading Literacy Study (PIRLS 2016 International Results in Reading; Mullis *et al.*, 2017), with the latest results being published in 2016. Factors that contribute to learner underperformance in literacy and numeracy include learning through the medium of an additional language, lack of reading material at home, poor methods of teaching, misinterpretation of the new curriculum, and poor subject knowledge on the part of the teachers (Sibanda, 2017:87; Uys *et al.*, 2007). These studies reveal that interpretation and application of the national curriculum may contribute to learner performance problems. Having said that, the national curriculum and its implementation should be considered within the context of South Africa's history and the role that language has played in education.

1.2.1 Background to the South African national curriculum and the role of language

Over the past three decades the educational system, and by extension, the language curricula in South Africa, have been subject to radical shifts in structure and overall direction. The national curriculum has largely focused on language in two ways, namely language taught as a subject, and language as the primary medium of

instruction, which the policy documents now refer to as the Language of Learning and Teaching (LoLT) (Heugh, 1999:302-303).

During the Apartheid regime, the educational system focused on creating a universal method of teaching language as a subject, with a strong focus on behaviouristic methods, and in so doing, neglected the fact that not all languages could be learned in the same manner (Christie, 1985:21-40). During this time, the LoLT for many schools was Afrikaans as enforced by the government (Heugh, 1999:302-303). Heugh (2000:15), who studied the effects of Apartheid era education on language education, points out the high matric pass rate during the time of the Soweto uprising. She attributes the 70-83% average matric pass rate predating the 1994 election, in the seventies and eighties, to the eight-year opportunity that learners were given to learn their home language and to firmly establish it alongside their second language, which then became the medium of instruction.

Outcomes-based education (OBE) was introduced following the 1994 election, and while it proved effective in including learners from various backgrounds, the system failed to effectively instil and promote basic linguistic and academic skills (which are requirements for life-long learning). This was because much of the curriculum focused on the achievement of predetermined transformational goals instead of the process of learning (Saultz and Saultz, 2017:15; Jansen, 1998). Furthermore, according to Heugh (2000:73), OBE was implemented in such a way that its outcomes had a negative impact on learners whose home languages were not promoted and developed.

To remedy these shortcomings, the National Curriculum Statement (NCS) and later the Revised National Curriculum Statement (RNCS) were introduced into the South African education system in 2002. While being improvements of their predecessors in many regards (such as accommodating the increase in the range of languages used in the school system), poorly planned implementation of these documents generated confusion among teachers and school governing bodies regarding the regulations and suggestions presented in the documents (Msila, 2007:151). According to Beukes (2009:43-49), referring to policies that would allow learners to engage with the educational system in their own home language, this failure to successfully implement these curricula resulted mainly from a lack of infrastructure and training courses that would allow for the steady incorporation of home languages into the curriculum. The

NCS and RNCS first proposed English as the LoLT and also as the First Additional Language in schools with a LoLT other than English. This curriculum also prescribed the National Senior Certificate examination as exit examination in Grade 12.

A ministerial task team assembled by the Minister of Basic Education reported on the state of the National Senior Certificate examination in 2014. In the report, the task team makes it clear that (Department of Basic Education, 2014)

‘EFAL does not and cannot fulfil the same purpose in the curriculum as the other ten first additional languages and that the severity of the low literacy performance of learners who pass through the South African schooling system is unfortunately, mostly exposed through the Grade 12 results when it is too late to be addressed. In essence, EFAL is unique. It fulfils two distinct, mutually exclusive purposes, namely English as a language of learning and teaching (for 80% of learners), and English for the purposes of communication.’ (p. 69).

The curriculum and assessment policy statements for Home Language, First Additional Language, and Second Additional Language, brought into effect in 2012, are the latest attempts at language curricula that encourage inclusive and effective language learning in the diverse and multicultural setting of South African classrooms (Department of Basic Education, 2011a). As a reaction to the poor results in the National Senior Certificate exam, the different Curriculum and Assessment Policy Statement (CAPS) documents prescribed the Annual National Assessment (ANA) for earlier grades in the Foundation, Intermediate and Senior phases of education (Grades 3–9).

The purpose of the ANAs is to indicate which areas require improvement within the system (Department of Basic Education, 2014). The ANAs are based on the belief that effective testing will allow learners to demonstrate their knowledge and skills while aiding in the upgrade of the educational system as a whole. The following tables indicate the average percentage marks of the ANA for Grade 4 EFAL and Mathematics across a three-year period.

Table 1-1: Results of the ANA for First Additional Language Grade 4

Grade	English First Additional Language 2012	English First Additional Language 2013	English First Additional Language 2014
4	34	39	41

In Table 1-1, results from the EFAL classroom show a slight increase in scores over the three years but they were still well below 50%, which indicate a severe underperformance in EFAL of Grade 4 learners.

Table 1-2: Results of the ANA for Mathematics in Grade 4

Mathematics average scores			
Grade	2012	2013	2014
4	37	37	37

The results for Mathematics in Table 1-2 show no improvement at all. As the learners enter the fourth grade, Irujo among many commentators, point to the leap in subject difficulty or issues regarding the language of Mathematics, as hindrances to learners who are unfamiliar with the subject's vocabulary (Irujo, 2007:1-5). Furthermore, the results for Mathematics show similar tendencies to the results for EFAL, even while the language of Mathematics is focused more on Cognitive Academic Language Proficiency (CALP) (Cummins, 2000:487-499), than it is on Basic Interpersonal Communication Skills (BICS), which is the main focus of EFAL in the Foundation Phase.

The ANA results seem to correlate with the TIMMS results that place South Africa in the lower scoring groups regarding performance in Mathematics. Unfortunately, the ANA is unclear regarding the exact number of participants, but the test provides a picture of the average scores of learners in that particular year.

The trend of these results can be linked to the CAPS document and its recommendations regarding the school system.

The EFAL CAPS document introduces teachers and learners to various skills, of which reading and writing are required as necessary for the development of learners in the academic environment. Seeing as most learners take English as their First Additional Language in the Foundation Phase, the curriculum must prepare them for the transition before they can successfully adapt to academic requirements of English as LoLT from Grade 4 onwards (Dearden, 2014; Heugh, 2000).

According to the policy documents provided by the Department of Basic Education (2011b),

‘the curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.’ (p. 8).

However, presently when learners enter Grade 4, they are expected to use English effectively for learning without having received any aid in their transition to the use of another language for learning (Msila, 2007:151). Tables 1-3 and 1-4 below indicate the language skills that learners are expected to master in EFAL and Mathematics in Grade 4.

Table 1-3: Academic language skills for Intermediate Phase First Additional Language according to CAPS

	Reading and viewing	Writing and presenting	Language structures and conventions
Grade 4	Academic reading and viewing a process which includes pre-reading, reading and post-reading strategies and activities.	The writing and presenting process and skills, which in turn provide the opportunity for a tangible and proven testing of the cognitive and academic abilities of the learners. A process approach similar to reading is used in this approach	Basics of language structures such as semantics, including imperatives, conditionals, coordinating and subordinating conjunctions, comparative and superlative

		'Writing and designing texts is a process which consists of the following stages: • Pre-writing/planning • Drafting • Revision • Editing/Proofreading • Publishing/presenting' (Department of Basic Education, 2011b: 11-12).	descriptors, and modals.
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(Department of Basic Education, 2011b)

Table 1-4: Academic language skills required in Grade 4 Mathematics

	Reading and viewing	Writing and presenting	Language structures and conventions
Grade 4	Ability to identify the vocabulary (such as whole numbers, fractions and units of measurement) of more complex mathematical problems in such a way that confusion is minimised. Decoding of charts and graphs. Observation and investigation of numerical data. Ability to recognise patterns in data. Names and properties of shapes (2D and 3D).	Ability to present the route taken to an answer using the vocabulary learned in earlier classes and also defend these answers. Using the language of Mathematics in a logical and consistent manner.	The ability to recognise structures that change the nature of the mathematical equation being used such as the inclusion of more difficult word puzzles.

(Department of Basic Education, 2011c)

From Tables 1-3 and 1-4 above, it is evident that while the EFAL classroom seems to be focused mainly on developing the four language skills, the Mathematics CAPS focuses on the application of these basic skills to solve problems. Thus, language is not seen as the main goal but rather as a means to an end. Furthermore, it should be noted that while the CAPS for Foundation Phase EFAL focuses strongly on BICS, the CAPS for both Mathematics and EFAL in the Intermediate Phase emphasises CALP (Department of Basic Education, 2011b).

1.2.2 English as medium of instruction

Most learners who learn through the medium of English in South Africa have a different home language (See Table 1-5).

Table 1-5: LoLT versus Home Language learners in percentages

	HL/L1	LoLT Grade 1	LoLT Grade 3	LoLT Grade 4	LoLT Grade 12	Overall LoLT Grades 1–12
isiZulu	25.1	23.4	20.1	1.5	1.1	6.8
isiXhosa	20.4	16.5	14	3.1	0.5	5.5
Sepedi	10.7	8.3	9.2	1.1	1	3.1
Afrikaans	9.8	9.5	9.9	12.3	12.8	11.9
Setswana	7.6	7.5	6.8	0.6	0.3	2.4
English	7	21.8	27.7	79.1	82	65.3
Sesotho	6.5	4.7	4.2	0.5	0.3	1.6
Xitsonga	4.9	3.1	3.1	0.7	0.8	1.4
SiSwati	3.3	2.1	1.7	0.4	0.1	0.7
Tshivenda	2.9	2.2	2.4	0.3	0.5	0.9
isiNdebele	1.8	0.7	0.8	0.3	0.1	0.4

(Heugh, 2013)

In an attempt to prepare EFAL learners for English as LoLT, the English Across the Curriculum Policy Document was implemented by the Department of Basic Education in 2013 (Department of Basic Education, 2013:8-38). The primary focus of the policy was to strengthen English as LoLT without completely obscuring the home language. However, the document was introduced and implemented without ensuring proper teacher training, and in the process many rural school environments were left without

adequate infrastructure to implement these new changes. Pretorius and Spaul (2016) regard this faulty implementation as one of the contributing factors to the appallingly low literacy levels in South Africa.

In her study, Dearden (2014) mentions various countries whose education authorities are attempting to incorporate English as their language of instruction. These nations are similar to South Africa in that they incorporate English as their LoLT.

Table 1-6: Example of two countries attempting to incorporate EMI

Country	Reasoning	Grade of transition	Principles and policy	Problems experienced	Advantages
Hungary	In Hungary, the Education Act that was introduced in 1985 allowed schools to conduct their classes in a language other than Hungarian.	Year one of primary with a preparation year for instruction.	Content and Language Integrated Learning (CLIL).	Loss of identity experienced by learners and parents.	Highly developed social and economic resources.
Ethiopia	As with South Africa this approach has been implemented due to the global nature of English and as such allows for little home	From year one in primary school.	CLIL with mother tongue education in some schools.	Government funding as well as teacher training.	Financial and other resource aid from developed nations as well as existing research.

	language instruction.				
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(Dearden, 2014:26; Rahman, 1997:147-150; Heugh *et al.*, 2007)

Table 1-6 illustrates two countries that have been experimenting with ways to integrate English as their LoLT. However, barriers to this integration surface at various stages, which complicate the process. The Ethiopian issue of infrastructure and funding, for example, severely lessens the effectiveness of such programmes in many ways not unlike those in the South African context. These countries share similarities with South Africa in that they have their own mother tongues amidst much linguistic diversity. Hungary has similar practices to other European countries with the indigenous language being promoted while also attempting to incorporate English as a universal language.

However, there are also significant differences between these countries and South Africa. For example, Hungary is a first world country, and there are several minority cultures present such as Muslim and Jewish groups. Ethiopia faces many of the same challenges but with a much weaker infrastructure and more unstable political structures relative to South Africa.

The TIMMS and PIRLS have given South Africa some exposure to the effectiveness of these programmes. However, only Hungary seems to feature in the official results of either assessment. Hungary scored 529 in TIMMS, and in terms of PIRLS Hungary scored 554, while Ethiopia was not included. South Africa scored between 300 and 400 on both assessments.

In summary, and as illustrated in Figure 1-1, the transition to a second language as medium of instruction is a complex issue that requires certain skills to be established in the mother tongue. Furthermore, general academic literacy skills should be established in English as an additional language and learners should acquire the specific academic literacy skills associated with a subject (such as Mathematics).

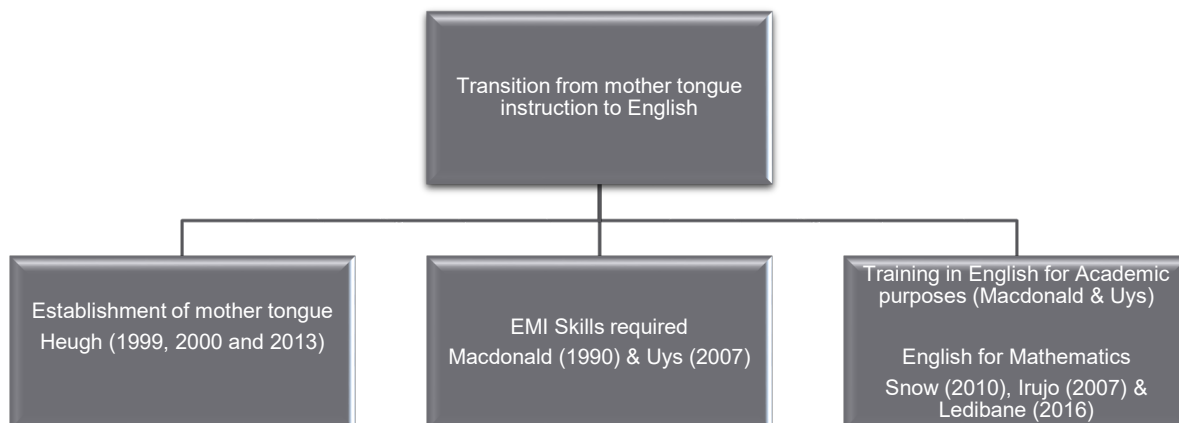


Figure 1-1: The transition from mother tongue instruction to English

Although South Africa recognises language proficiency as integral in educational development in a multilingual setting, there are various challenges when learners have to transition to an additional language as medium of instruction. Academic and literacy skills as stated earlier should be established in both the mother tongue and in English, to prepare learners for the transition into learning other subjects through the medium of English and bridging the gap between the Foundation and the Intermediate phases.

Arising from the literature discussed in Section 3, the following research questions, aims and objectives have been formulated.

1.3 Research questions

1. What skills and pedagogies are included in EFAL curriculum documents for supporting learners to transition to learning in English and how do these skills and promoted teaching methods align with or depart from recommendations in international literature?
2. Which academic reading, writing and oral skills are prescribed by the Grades 3 and 4 EFAL curriculum to aid in the transition to English as LoLT?
3. What are the academic reading and writing skill requirements in the EFAL Mathematics curriculum for Grade 4?

1.4 Aims and objectives

The general aim of this study is to identify the existing gap between the academic reading, writing and oral skills required by the CAPS for EFAL in Grade 4 and the CAPS for Mathematics in Grade 4, and the same skills specified for learners exiting the Foundation Phase.

The objectives of this study are therefore:

- To determine the language skills required to switch to EMI through the analysis of relevant literature;
- To determine the reading and writing skills specified in the CAPS for EFAL in Grade 3; and
- To determine the reading and writing skills specified or required in EFAL and Mathematics in terms of the CAPS for Grade 4.

1.5 Research design, methodology and methods

1.5.1 Research design

The study used a qualitative and interpretivist approach. Purposive sampling was used to gather data by means of document analysis and a literature review. Bengtsson's four-stage model was used for data analysis (Bengtsson, 2016).

1.5.2 Methodology

Qualitative research refers to findings that have been produced through means other than statistical analyses and follows the notion that, based on a given situation, what people experience can be just as important as the situation itself (Corbin and Strauss, 2008:10-11). The field of qualitative research follows the social research domain and as such lies in direct opposition to the positivist natural approach as a medium for generating data. Given that what the policy document reportedly expects and what actually happens in a classroom setting tend to be worlds apart, a social research approach becomes crucial. Data was viewed within the context of the thoughts and ideals of the people involved, for example, the CAPS and other government documents which are a culmination of addressing the issues and challenges of earlier

curricula, and which represent the present attempt by officials to address current problems (Corbin and Strauss, 2008:10-11).

Some of the aims of qualitative research that align with this study include the immersion of the researcher in the field, and the primacy of the data; meaning that the study will be guided by new information that comes to light during the analysis of the documents.

1.5.3 Philosophical orientation

Interpretivism refers to the description and dissection of the underlying phenomena that contribute to the situation being studied. In other words, this field of study seeks to find and explain a situation's underlying reasons. For this study, documents will be viewed as social constructs that should be interpreted as such (McCulloch, 2002:38-44). Furthermore, the interpretation and engagement of the data of the study were underpinned by Socio-Cultural Theory (SCT). According to Aimin (2013), SCT emphasises the contribution of societal and cultural factors to a person's cognitive development especially in the earlier years. With this in mind SCT forms the foundation of several core structures that influence SLA namely activity theory, internalisation, regulation, verbal thought and mediation. These are elaborated upon in Section 4.4 of this study.

1.5.4 Sampling strategy

Purposive sampling refers to the action of using participants or documents that have been selected based on predetermined criteria, and is often used to refine the sample and find relevant information that pertains to the study (Tongco, 2007:149-151). These criteria need to be strongly justified in the ethical considerations.

The three CAPS documents, namely the Intermediate and Foundation Phase EFAL, and the Intermediate Phase Mathematics documents were chosen as they directly reference the information required to answer the research questions brought forth in this chapter. Other texts were chosen based on criteria discussed in Chapter 4.

1.5.5 Methods of data generation or collection

Document analysis refers to the reading and dissection of various types of documents that exist on the topic being studied (McCulloch, 2002:1-10). For this study, documents, such as the CAPS (Intermediate and Foundation Phase EFAL and the Intermediate Phase Mathematics), the national policy on the medium of instruction, the results obtained in the ANA's, TIMMS and PIRLS that are included in national and international databases, and studies conducted by other researchers who have also investigated this problem, have been included. These documents were obtained through various scientific databases and search sites as well as relevant journals and Department of Education websites.

1.5.6 Methods of data analysis

The four-stage method by Bengtsson (2016:9) was chosen because it allowed the researcher to systematically decode and transcribe data. The stages consist of decontextualisation, recontextualisation, categorisation, and compilation of data. Each of these steps are discussed in more detail in Chapter 4.

With the high volumes of information that may be acquired from documents and interviews, the model used by Bengtsson allowed the researcher to focus on the most important aspects while still leaving room for additional data that might emerge later in the study.

1.5.7 Trustworthiness

To ensure trustworthiness, the four criteria of Shenton (2004:64) were applied to this study, namely credibility, transferability, dependability and confirmability.

The following methods to ensure *credibility* were employed in this study: the use of well-established methods, and obtaining a familiarity with the topic being studied (Shenton, 2004:64).

The researcher provided detailed step-by-step descriptions for methods used and described the boundaries and variables used in the study to promote *transferability* (Shenton, 2004:64).

To ensure *dependability*, the researcher provided adequate background information such as the documents selected, the methods used, how documents were obtained, the research philosophy and rationale that informed the methods. This would allow follow-up research to be conducted (Shenton, 2004:64).

To ensure *confirmability*, the researcher's role in the research process of this study was clearly defined, together with an audit trail (Shenton 2004:65).

1.5.8 Ethical considerations

The North-West University (NWU) process to obtain ethical clearance was followed. In terms of document analysis, the honouring of copyright and the avoidance of plagiarism were the main considerations. Care was also taken to ensure that the information presented that originated from other researchers was acknowledged and not copied or presented as the researcher's own ideas.

1.5.9 Chapter outline

Chapter 1: Background of the study

Chapter 2: Academic literacy

Chapter 3: English as medium of instruction

Chapter 4: Research design, methodology and methods

Chapter 5: Results

Chapter 6: Conclusion

CHAPTER 2: ACADEMIC LITERACY

2.1 Introduction

In this chapter, the concept of academic literacy for Grade 4 learners, which includes skills such as academic oral skills, reading, vocabulary and writing, is explored in order to provide a theoretical framework for this study. First, the concept and definition of academic literacy will be discussed, with a specific focus on academic literacy within a multilingual context such as South Africa. Then academic oral, reading, vocabulary and writing skills will be discussed in particular to provide a theoretical foundation in terms of the first aim of the study, namely, to determine the language skills required to switch to EMI.

2.2 Academic literacy in South Africa

In the Umalusi report, Madiba (2013) elaborates on the concept of academic literacy in the primary school by naming the benefits of ensuring that learners have access to the skills required of them in the curriculum. As was discussed previously, one of the reasons for English learners in many communities in South Africa struggling with the transition from the Foundation Phase to the Intermediate Phase is a lack of academic literacy. This issue of inadequate academic literacy, according to Madiba (2013), can be found in the Department of Basic Education's reports of the ANAs conducted across the nation in which Grade 3, Grade 4 and Grade 6 learners were assessed for academic literacy among other things. As seen below, the problem of academic literacy has been enjoying some scrutiny in academic circles with various theorists putting their viewpoints forward in their studies.

Howie *et al.* (2017) refer to the 2006 report of the PIRLS, in which Grade 4 and 5 South African learners were tested along with learners from 45 different countries, and the latest report in 2016 which includes 61 different educational systems that have participated. These studies show that, at the time of the studies, South Africa was ranked considerably lower than other countries in terms of performance.

In a study of Western Cape secondary level learners, Prinsloo (2009) found serious issues with language classroom performance stemming from the inherent difference

between English, which is used as the language of assessment, and learners' own home language, a problem that finds its basis in the Foundation Phase and will be discussed in greater detail in Chapter 3. Madiba (2013) also brings up the problem of poor academic literacy discussed by studies such as the one reported on in the National Benchmarking Test (NBMT) Report of 2009. The NBMT studies have found that a large number of learners entering higher education have problems with academic literacy skills that should have been instilled during the Foundation Phase.

Madiba (2013) further identifies in the report several key issues with regard to the phenomenon of academic literacy, in general, and the situation in South Africa, in particular. This underlines the implications of these key issues for the CAPS of the Foundation Phase.

2.2.1 Definition of academic literacy within a multilingual context

Academic literacy has been defined in different ways, but there are not many definitions that specifically indicate its relevance to primary education. Madiba (2013) sets out a theory regarding academic literacy, stating that there are two ways of looking at academic literacy from a content perspective, namely:

A narrow view that entails simply listing the basic skills, such as reading and writing, without focusing on the purpose of using the language, that is to say, without an end goal. The narrow approach can also be referred to as the autonomous model of literacy. This approach views academic literacy as the ability of reading and writing, as well as a few other basic academic skills such as speaking and listening. Thus, the main focus of this approach is to increase the basic proficiency of learners attempting to attain these skills. Furthermore, literacy from the perspectives of theorists using this approach is often seen as a technical skill that requires little more than practice and repetition in order to achieve acceptable results and thus the same techniques can be used to teach various languages.

Then there is the broad view that goes beyond basic academic skills and includes cognitive and academic skills with an end goal in mind and having their own body of support from research. Furthermore, the concept of academic literacy according to the broader approach can be seen as the activation and accomplishment of social and

academic discourse that requires context, and further cognitive understanding in order to be successful.

Academic literacy as a form of discourse is also stated by Gee and Green (1998) who emphasised the idea of two types of discourse, namely, 'primary' and 'secondary' discourse. Primary discourse has to do with everyday communication. Secondary discourse is a specialised form of discourse which is acquired mainly through schooling.

In line with the views of Madiba (2013), the EFAL CAPS can be said to use a combination of the broad and narrow views, in that only the basic description of literacy is used in the prescribed content of the document, while the general aims attempt to achieve critical understanding. However, Madiba also notes that the simple dichotomy of narrow and broad views would need to be expanded upon in order to portray the basic components of language, such as tenses and pronunciation, in a way that can be applied to learners from various demographics.

The proposed academic literacy 'construct' for the Foundation Phase according to Madiba (2013:7-9) can entail the process of developing linguistic competences or abilities, namely:

- 'to represent ideas concisely in words (orally or in written form)
- to comprehend what is either said or written
- to read print by attaching sounds to written letters and words or conventions (extract meaning from the written texts)
- to explain or justify a position
- to summarise the plot of a story
- to define and relate mathematical concepts
- to evaluate or construct arguments
- to interpret and explain how an author indirectly conveys characters' feelings
- to use related clusters of vocabulary to express the content

- to use connector words that join sentences, clauses, phrases and words in logical relationships of time, cause and effect, comparison, or addition
- to use cohesive devices that link information in writing and help the text flow and hold together
- to use grammatical structures such as comparisons (pp. 7-9).'

While these skills do have some slight variation, they share many similarities with those proposed by Weideman (2014), whose focus is on improving and adapting the listed skills. Weideman defines academic literacy as the ability to use various linguistic tools such as reading and writing to achieve a specific goal within an education or business institution; this is in line with the broader view of academic literacy. Weideman (2011:103) further applies the notion of discourse to academic literacy. Accordingly, he defines academic literacy as 'the ability to handle academic discourse at university level.' For example, a learner in the classroom would need to be able to read effectively to engage in a reading comprehension exercise or test successfully. These skills/tools (such as reading and writing) as defined by Weideman (2014) apply specifically to the context of higher education but are still applicable in primary education as the skills prescribed have universal applications in all phases.

The definition of academic literacy employed by Geisler (2013) can be viewed as an expansion on Weideman's idea. Geisler (2013) makes the case that academic literacy is the process of moving towards professionalism (the striving towards excellence and responsibility), and the systematic mastery of the process of creating (writing and publishing pieces of literature) and interpreting various documents (finding meaning in pieces created by other people) from academic publications to fictional novels.

Geisler is thus more focused on the broader view than Weideman. The process of self-improvement in terms of personal literacy and skills development, with an eye on moving towards professionalism in a field is the cornerstone of this explanation by Geisler (2013). If the primary school provides for this process, it allows the learner to lay the groundwork for more advanced tasks in high school and beyond. As with Weideman, Geisler seems to fall in the grey area between the narrower view and the broader view by focusing mostly on skills that would accelerate success in academic or work environments. Cummins (1999), continuing this trend, seems to emphasise a hybrid of broad and narrow views when discussing BICS and CALP.

Cummins (1999), who worked with immigrant learners (between the ages of 6 and 12) who were struggling to excel in the language classroom, marks one of the most important distinctions in dealing with the concept of academic literacy, namely the difference between BICS and CALP. BICS deals mainly with the skills that learners require in order to function in everyday conversation and basic communication. While BICS deal mainly with social skills, CALP, in contrast, forms the strongest correlation with the idea of academic literacy within Cummins' theory as it focuses mainly on the basic academic skills (reading, writing, and academic oral skills) that the learner would require in an educational setting and the more advanced academic skills such as critical and cognitive thinking, comprehension and social contextual understanding that would be required by learners moving further up the academic ladder. However, seeing as many learners have English as their medium of instruction in Grade 4, these skills would need to be effectively developed in the earlier Foundation Phase if a stable foundation for academic literacy is to be established.

As stated earlier, Cummins' view of academic literacy requires both the narrow and broad view to be incorporated in the curriculum seeing as CALP provides for the improvement of both narrow and broad skills, while BICS has no real bearing on academic literacy, with its focus on social skills. The following theorists, however, lean more towards the broad view of academic literacy, as the main focus of their contribution seems to be the cognitive academic aspect of education, i.e. skills that require higher thinking from the learners and involve abstract concepts.

Castro *et al.* (2011) state that comprehension (the ability to understand the meaning behind a concept) and literacy (the usage and/or perfection or mastery of techniques and tools such as language to the point where they become second nature) form two of the cornerstones of dual language learner classrooms (DLL), which refer to the majority of classrooms in South Africa. Thus, this theory falls in line with the broad view of academic literacy.

Gibbons (2009) regards academic literacy as the ability to express more complex ideas in the everyday educational environment, for example, a learner with more advanced academic literacy skills would be quicker to understand that a statement applicable in one situation would not be relevant in another. In terms of fourth grade Mathematics, the learner would, therefore, comprehend that different scales of

measurement such as litres and kilograms are not used in the same context. Horne (2005) administered tests to learners from various backgrounds and educational phases in South Africa and found that many had problems with distinctions in meaning arising from different contexts, possibly stemming from comprehension deficiencies. Examples of these are words that have multiple meanings in different cultures or even languages.

The final theorists to be discussed, namely, Scarcella (2003) and Schleppegrell (2001), provide a framework that can be better applied to the primary stage of education.

Schleppegrell (2001) refers to the registered features that appear within the language classroom and form the framework for further language learning. These features include:

Lexical features that refer to the density of ideas and terms that permeate the classroom environment; and

Grammatical features that refer to the accuracy and relevancy of spoken and written language.

Scarcella (2003:8-13) states that academic literacy refers to a multiple competency framework that explains skills and academic proficiency that will be required for the successful completion of the educational programme. Because of this, Scarcella can be regarded as having a broad view of academic literacy as described by Madiba (2013).

Scarcella (2003) also emphasises various components that fall into three categories, namely, linguistic (which deals with the basic language components present in the classroom), cognitive (the mental processes/components involved when dealing with academic learning) and socio-psychological (norms, beliefs and cultural influences that impact on the learning process).

The *cognitive dimension*, which deals with the cognitive and critical thinking abilities of learners described by Scarcella, seems to be what is most lacking in the modern South African context. The *linguistic component* enjoys greater emphasis as most

language classrooms, even in the earlier stages, seem to place great emphasis on the basic skills progression. Furthermore, the CAPS document places great emphasis on cultural diversity and social growth, thus allowing the *socio-psychological component* to grow.

In summary, theorists establish various definitions and components regarding academic literacy: Weideman, Cummins and Geisler seek to emphasise the process of creating new information and the language skills required for this process.

Geisler emphasises the move towards mastery of skills and professionalism in the academic sector that would aid in further education and career opportunities, whereas Weideman provides an overview of the skills and their importance. Both emphasise practical academic literacy skills such as reading and writing, while allowing for further development using these skills. Thus, both fall into the grey area between the narrow and broad category. Cummins, following this trend in his definition of CALP which deals directly with academic skills, allows for both the narrow and broad view, thereby creating a hybrid theory comprising elements of both.

Gibbons and Castro both strongly emphasise the importance of cognitive skills that the broader view places emphasis on, stating that the learners' ability to express and comprehend complex thought patterns that appear, would be absolutely necessary if they are to engage with more complex structures. Scarcella finally provides a framework that attempts to combine procedural language skills as well as the cognitive and social aspects that affect their implementation.

Table 2-1 serves as a basic summary of the theorists, their contribution as well as their placement in the narrow versus broad view of education and literacy.

Table 2-1: Summary of theories regarding academic literacy

Author	Definition	Key concepts	Relevance to primary education
Madiba (2013)	Broad and narrow definitions with their own research	CAPS and the broad/narrow view of literacy	The CAPS focus on the narrow approach, with cognitive skills being given inadequate attention before the Senior Phase, when they should be established.
Weideman (2011; 2014)	Mastery and use of various skills that appear frequently in the language classroom and beyond, namely reading and writing	Academic skills Reading skills Writing skills Oral skills	The skills presented form the core of the language classroom that make up the majority of activities prescribed by the curriculum. It allows for the use of these skills in order to achieve a set objective.
Geisler (2013)	The process of moving towards professionalism and the systemic mastery of the process of creating and interpreting various documents within a field	Professionalism and skill improvement Importance of process in acquiring academic skills	Grade 4 is the stage where most learners begin to engage in elaborate writing pieces. The process involved in academic reading prescribed in the CAPS also comes into focus at this stage.
Cummins (1999; 2000; 2008) and Cummins and Swain (1986)	Academic and cognitive skills required to succeed in educational settings (CALP) versus basic social skills (BICS)	BICS and CALP Threshold theory	Grade 4 represents the year learners are exposed to CALP and start to receive instruction through the medium of English. Hybrid of narrow and broad view seeing as CALP allows for basic academic skills and higher cognitive skills.

Author	Definition	Key concepts	Relevance to primary education
Castro <i>et al.</i> (2011)	Movement towards comprehension and understanding of the materials being used in the classroom	Comprehension Literacy	Comprehension requires the Grade 4 student to critically engage with the subject.
Gibbons (2009)	The ability to express more complex ideas in the everyday educational environment	Complexity Context of meaning	Learners in Grade 4 are expected to understand more complex and abstract concepts than in earlier phases according to the skills prescribed in the CAPS.
Scarcella (2003; 2011)	Framework of academic growth based on the three dimensions of academic English and their components	Components of literacy and academic skills: social, linguistic and cognitive components	The dimensions represent the processes and skills used by learners in the Grade 4 classroom by combining the cognitive and language dimensions.
Schleppegrell (2001)	Registered features of the linguistic classroom	Lexical and grammatical features	Broad view due to the necessity of discourse when discussing grammar.

Academic literacy encompasses both personal and academic growth experienced by learners as they move through the educational system and acquire new skills that they need to progress further in their development. The broad view reflects the end goal to attain literacy and the usage of skills in order to achieve this goal, while the narrow view simply cites a required list of skills without delving deeper into the application of these skills. As can be seen from this discussion, most theorists focus on the broad view of academic literacy while some bring in elements of the narrow view in order to showcase the skills that they find most important.

Whether this progression proves successful, hinges on the professional and constructive intervention by educational staff, and the implementation of supporting curricula that allow learners to engage with a multitude of stimuli.

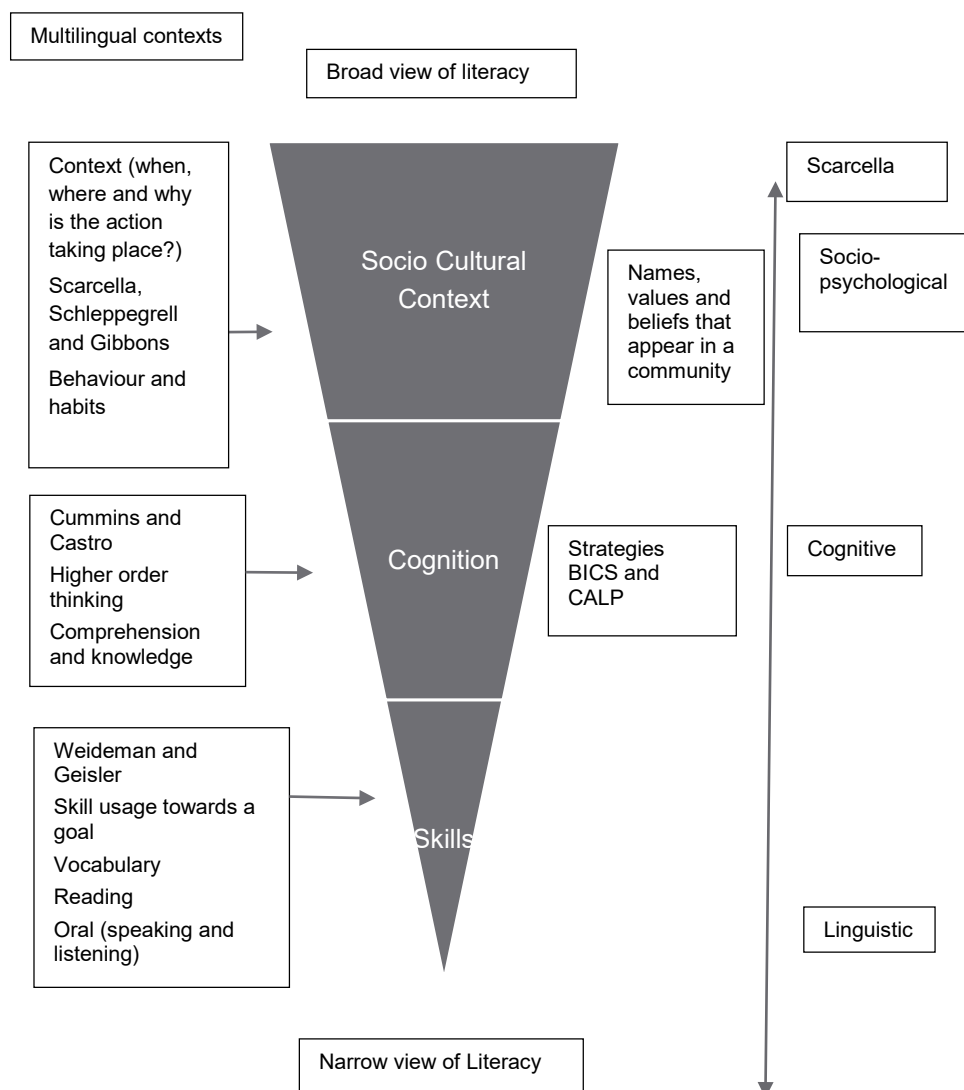


Figure 2-1: Narrow versus broad view of academic literacy

As can be seen from the diagram, the different language skills that form part of both the narrow and the broad views of academic literacy will need to be addressed in a curriculum for Grade 4 learners, moving from the basic academic skills and allowing for the cognitive and contextual growth of the learners engaging with them. While these skills should not simply be listed and dealt with discretely there is value in dissecting how they contribute to the language classroom.

In the following section a selection of these skills will be discussed in terms of general academic literacy, specific academic literacy associated with Mathematics, and the academic purpose of these skills. According to Madiba (2013), the literacy demands are seldom made explicit to learners and teachers and thus a dissection of these skills is necessary.

2.3 Academic oral skills

The term academic oral skills refer to the process of listening and speaking that arguably make up the first academic skills that learners acquire in their educational journey. As such, these form the basis upon which other skills are built. For example, a learner needs basic oral, listening and speaking skills in order to make meaning of what they are reading, otherwise the information gathered will not make sense, and comprehension will be impossible. It can be argued that oral communication is the foundation for further educational development because learners need the basic patterns of speech and the relevant context established in their minds (Scarcella, 2003).

Scarcella (2003) describes oral skills as one of the most important skill sets, as learners engage in oral communication on a daily basis and thus the basic language components, namely the phonological, discourse and sociolinguistic components that form part of the linguistic dimension of their framework become relevant to this discussion:

The phonological component involves the ability to recognise patterns in speech and voice tones that change the meaning of a conversation, such as the patterns that would appear when the teacher is emphasising important information during a session by using a specific tone of voice; other vocal components such as modulation and voice quality would also impact on listening abilities. While this is useful in everyday

conversations it also comes into play when listening to or reading dialogues between characters or individuals.

The sociolinguistic component refers to the knowledge of how words and terms change meaning in different social and academic contexts. For example, the word 'solution' has a particular meaning in a Mathematics classroom, and this may well differ from the range of meanings it has in the language classroom.

According to Rahman (2010, 1-3), at its most fundamental level, oral communication refers to the active interaction of two or more individuals by way of speaking and listening. In the classroom this would form the basis of learner-teacher interactions. The learners in the Intermediate Phase can benefit greatly by adopting these skills into their framework, because learners are still learning to read and write, and so speaking and listening form the core of their information creation.

Rahman (2010) states:

'In order to function successfully academically and professionally, one needs to learn effective oral communication skills. For many students, conversational speech comes naturally. However, in more formal speech, effective communication skills are essential. Students engaging in a class debate, for example, would benefit from the ability to clearly and concisely establish their argument.' (pp. 1-3).

Oral skills that can be brought to the Grade 4 classroom include (Rahman, 2010):

Effectively conveying meaning in either a social or academic setting;

Explaining terms in an understandable and meaningful way;

Defending and deconstructing arguments using logic and vocabulary terms, creating minimal confusion in the process;

Taking part in discussions and classroom debates;

Recognising idioms and styles of speech; and

Reproducing facts and repeating important statements.

In the fourth grade, these skills are extremely important because learners are just beginning to grapple with academic language and thus need a foundation to be established for any new skills to be incorporated effectively.

In terms of the Mathematics classroom, researchers from various fields in education and psychology have a variety of positions about the effect of Mathematics on the development of oral literacy. Sarama *et al.* (2012) note various positive effects of acquiring mathematical oral skills as they allow learners to effectively display the route taken towards a solution and provide a means of defending their position.

Furthermore, these skills feed into other facets of the school environment that aid in building confidence. For example, a student who has trouble with a certain mathematical issue may feel more comfortable asking for help should they have a manageable grasp on the vocabulary (Sarama *et al.*, 2012).

Fuson and Fuson (1992) state that the inclusion of skills found in language classrooms, such as oral skills, has a remarkable influence on learners' ability to learn in various subjects, and in Mathematics this allows for clearer understanding of what is required of the learner. It also enables learners to spot contradictory information such as the use of 'add' instead of 'subtract' – features that may confuse listeners. Thus, an emphasis on oral proficiency is required in the Mathematics classroom in order to allow for accurate identification and resolution of the problem being presented by the teacher. In terms of the Grade 4 classroom, these skills would need to have been established for learners to be able to effectively address more advanced skills such as reading or writing.

We can conclude then that oral skills, whether in general or in the Mathematics classroom, allow the student to interpret and convey meaning, identify problems and present findings in the classroom. This forms the basis for the other skills; learners, for example, would need to be able to listen and speak in order to gather information for writing. Furthermore, the ability to paint a picture of the words they are reading would aid in comprehension. Lastly, these skills would allow for the development of social skills and the formation of friend circles that prove useful during class assignments.

Moving on to the next section, we can look to Ryder *et al.* (2008), who note the importance of oral skills such as phonemic awareness and discourse analysis in the reading process.

2.4 Academic reading skills

According to Weideman (2014), academic reading refers to the act of searching for and dissecting information within a text to complete a task or deliver commentary regarding a theme.

While this skill has varying levels of complexity, the foundation of reading levels, according to Weideman (2014) includes:

- Being aware of and understanding the necessary academic vocabulary in the current context of the subject or task;
- Interpreting metaphoric statements and idiomatic examples, perceiving connotation, word play and ambiguity, all of which are also relevant to oral skills;
- Being aware of the logical development of (an academic) text, via introductions to conclusions, and capacity to use language that serves to make the different elements of a literary piece coexist within the learners' understanding;
- Interpreting different kinds of text type (genre), and showing sensitivity for the meaning that they convey, and the audience that the input is aimed at;
- Using information presented in graphic or visual format;
- Making distinctions between essential and non-essential information, fact and opinion, propositions and arguments; distinguishing between cause and effect; classifying, categorising and handling data that make comparisons; and
- Making meaning beyond the level of the sentence.

Scarcella (2003) lists components for academic reading skills that influence the learners' ability to engage effectively in the classroom according to the three dimensions used in this study. These are the linguistic, socio-psychological (not as relevant) and cognitive dimensions, all with their components.

Firstly, in the linguistic dimension we have the following components, which were also discussed in the previous section on oral academic skills.

1. The phonological component

The ability to recognise patterns, stresses and various sounds in speaking patterns that would allow the student to recognise the tone of voice and intent of a written passage. These would also allow a learner to follow the dialogue present in the piece and internalise the information for use in academic activities.

2. The lexical component

The ability to break down words into their various parts such as root words, prefixes and suffixes, and how these changes influence the meaning and use of words. As with many of these components, this ability manifests in both reading and oral skills. The prefix *equi-*, for example, would have different meanings in the language, Mathematics and Life Skills classroom.

3. The grammatical component

This is the ability to understand and incorporate various linguistic rules that create meaning in a reading passage. Grammatical features include syntax, spelling and writing that allow for the testing of reading skills by pointing out incorrect usage. This would aid learners in avoiding grammatical errors that would affect them negatively in later phases. For example, if they have not learned the proper use of tenses, this will have a negative impact when they have to write essays.

4. The sociolinguistic component

This involves the understanding of basic social usages of words and terms in order to elicit or express appropriate responses. For reading, this would allow the learner to distinguish between formal and informal in a text, allowing them to incorporate it more effectively into their own language usage, perceptions and responses. As discussed previously, this component also features in oral skills.

5. Discourse component

This is about knowledge of the basic discussion tools devised for conversation, for instance, introducing new and interesting topics and keeping the conversation moving. While oral skills rely on the discourse component to keep the conversation flowing, readers require the ability to follow a conversation between characters in a story and spot inconsistencies placed by the author that may lead to further plot developments. For example, learners would be better able to search for important information by noting the amount of emphasis or repetition placed on it by characters.

In terms of the cognitive dimension, the following components are relevant to acquiring reading skills. These components could be linked to Barrett's Taxonomy (namely Literal Comprehension, Reorganisation, Inferential Comprehension, Evaluation and Appreciation; Umalusi, 2012:2,35-36) and can be linked to Bloom when discussing the Mathematics classroom established in the CAPS document, as they focus on cognitive elements and the search for deeper meaning in reading passages:

- The knowledge component that refers to the former ideas and understanding that learners have accumulated prior to the reading task, and which influence the intake and successful incorporation of new knowledge;
- The higher order thinking component that deals with the critical and academic evaluation of the information gathered during the reading process;
- The strategic component that deals with various strategies that learners may employ to ease the process of reading and oral activities; and
- Metalinguistic awareness component that allows the student to think about and critically engage with the concept of language use in order to improve and evolve the process of reading, writing and oral activities.

The socio-psychological dimension deals with the idea of norms, beliefs, attitudes/motivations/interests and behaviours, and while it can be used to determine why learners would understand information differently it does not contribute much to our discussion of academic literacy.

In discussing academic literacy in the language classroom, however, Helstad *et al.* (2017) state that reading in the Mathematics classroom requires a different framework of skills and mindset than that of the language classroom. This is due to the different goals set in the Mathematics classroom and the introduction of new uses for terms presented in new contexts. Skills needed for the mathematical classroom are intended more for identification and problem-solving than language accuracy as discussed earlier in the section on oral skills.

Bullock (1994), for example, defines Mathematics as the language used to interpret the connections between abstract constructs such as space, time and volume, allowing scientists to create models and explain phenomena that for many years were explained away as magic or coincidence. Thus, a teacher of Mathematics serves as the link between the student and these complex creations.

Bullock (1994) states that the student must be able to:

- Differentiate between what words mean outside and inside the Mathematics classroom and how to use them in these various contexts. The term “mean” for example takes on a specific usage in the Mathematics classroom where it depicts the calculated central number of a set of values. This ties in strongly with Scarcella’s lexical dimension, as the focus shifts to the meanings of phrases used in the classroom.
- Visualise a reading puzzle or situation within their mind. An example of this is the basic word problem where a student has a certain amount of one item such as apples and is required to share a certain amount – thus working on deduction – a skill present in the Mathematics classroom. Scarcella’s cognitive dimension comes into play with this skill as the student is required to think critically about the information provided.
- Identify small words that completely change the direction and requirements in a mathematics problem. Addition and subtraction (plus or minus) are one example of this. Once again this relates to the lexical dimension of Scarcella’s framework as it deals with the language aspect of the class.

- Interpret a graph and table similarly to the reading classroom. An example would be a graph depicting the average scores of a classroom activity. This operation deals with the cognitive dimension as learners would be required to interpret the scores in a meaningful way.
- Identify which object or person is the main focus in a word puzzle. This deals with the lexical and cognitive dimension, as the student would need to pay close attention to the active language usage and interpret the situation critically in order to effectively solve the problem.

Thus, reading skills allow the student to engage with ideas and concepts established by other individuals and create their own understanding of what was intended by the writer/author. Furthermore, the lexical and cognitive dimensions of Scarcella allow the student to grapple with the linguistic nature of reading from both a skills-based dimension and a critical direction.

And, in the case of the Mathematics classroom, the student would need to identify particular clues and phrases that occur within the mathematical language in order to logically solve problems. However, for reading to be effective the student would need to be sufficiently proficient in the basic academic vocabulary in order to understand the content of the reading piece.

2.5 Academic vocabulary skills

Academic vocabulary is at the heart of teaching English for academic or specific purposes (EAP and ESP). The term is used to refer to phrases and other vocabulary items that are reasonably frequent in academic texts but appear rather rarely in normal or casual texts. Texts such as scientific, historical or mathematical documents contain high frequencies of these terms (Coxhead *et al.*, 2001).

According to Scarcella (2011) the notion of academic vocabulary should be made a staple of the educational system as many of the more advanced skills require it to be adequately mastered for the student to progress further. Furthermore, allowing teachers more time to properly educate learners in this field would significantly facilitate the learning process in later phases.

Many researchers regard helping learners develop such a specialist vocabulary as an important part of their career as educators, and as such, have been attempting to create comprehensive lists of common terms (for the standards of measurement, parameters and formulae in mathematics). Vocabulary as an entity is typically categorised into three main groups (Coxhead *et al.*, 2001):

High frequency words, such as those included in the General Service List of West (1953) containing the most widely useful 2,000-word families in English, covering about 80% of most texts. In Mathematics these include action-based terms such as add and subtract.

An academic vocabulary of words which are reasonably frequent in academic writing and comprise some 8%-10% of running words in academic texts. Parameters and formulaic elements are presented in Mathematics; in Grade 4 we find terms such as define, explain, discuss and illustrate.

A technical vocabulary which differs by subject area and covers up to 5% of texts. Terms such as the mean, median and modus that mostly concern graphs or tables fall into this category.

As with the previous skills, vocabulary in the Mathematics classroom tends to revolve around the completion of tasks rather than language accuracy. However, as stated in the previous section, Bullock (1994) refers to the language of mathematics as a means to visualise abstract logic puzzles that require the student to have a working knowledge of the meaning of these words inside the classroom in order to solve complex problems. Because of this, mathematical terms tend to fall into the categories of academic and technical vocabulary.

In summary, academic vocabulary refers to the terms used by people engaging in academic or professional settings. Because of this, learners require the ability to use these in a way that does not interfere with the process.

Finally, the last skill focuses on the creation of new material using the information gathered through the use of reading and oral skills.

2.6 Academic writing skills

Academic writing forms another part of academic literacy and, according to Weideman (2014), it focuses on the ability to present, create, summarise, group and list newly gathered information for use in a test or educational activity.

Kellogg (2008) names three main skills that need to be addressed during the writing process, namely:

1. Knowledge-telling

The initial stage, known as knowledge-telling, consists of interpreting what the author implies with a given section and then creating a text to pass on the meaning. In other words, the writer attempts to recreate what the author is saying. In Grade 4, learners need to be able to grapple with the meaning of a text if they are to create any meaningful opinions regarding the piece.

The cognitive dimension as defined within the framework of Scarcella (2003) applies here as it relies on the mental abilities of the student to incorporate their background knowledge and critical thinking in order to unravel what an author means in a given piece of writing.

2. Knowledge-transforming

The second stage, knowledge-transforming, involves creating one's own interpretation of what the author is stating. It implies an interaction between what the writer wants to represent and what the text says.

During knowledge-transforming, writing becomes a way for the writer to integrate the knowledge into long-term memory (Galbraith, 1999) rather than simply retrieving it as in knowledge-telling. The text produced stands as a greatly condensed package of what the author envisioned. When the transition to knowledge-transforming is completed, the author and text representations are open for use and maintenance.

For Grade 4 learners this mostly means putting the author's information into their own words, so they can better understand it.

3. Knowledge-crafting

The third stage is categorised by the move to professional writing. The writer must maintain an idea of the text that an imagined reader might create in their minds. Myhill (2009) describes the notion of academic writing as a complex, multi-layered process that involves various components of literacy to transform verbal information into written symbols that represent language.

This stage of the writing process centres around modelling not just the reader's view of the writer's message but also the reader's interpretation of the text itself. In knowledge-crafting, the writer shapes what to say and how to say it with the potential reader fully in mind. The writer tries to anticipate different ways that the reader might interpret the text and takes these into account in revising it.

This final stage refers to the creation of personal understanding in the form of written paragraphs and creative writing pieces. In terms of Grade 4 this stage allows for learners to showcase the knowledge they have gathered in a tangible form, for example, in the writing of an essay.

Holliway and McCutchen (2004) stress that the coordination of the author, text, and reader representations builds on multiple competencies such as interpersonal and cognitive and may well account for most of the difficulties that children experience with revision. In an early study of the differences between expert and novice writers, Sommers (1980) documented the fact that professional writers routinely and spontaneously revise their texts extensively and globally, making deep structural changes. They express concern for the 'form or shape of their argument' as well as 'a concern for their readership'.

While Kellogg is concerned with the cognitive aspect and skills, Bailey (2018) refers to other skills that deal more with the actual process of writing academic texts such as summaries. This process includes skills needed in the Mathematics classroom such as:

- Formulating a clear and concise explanation of an answer;
- Writing a proper argument defending a conclusion; and

- Explaining the methods involved in reaching said solution.

Vitoria and Monawati (2016) state that writing in the context of the Mathematics classroom is closely related to problem-solving, as it requires learners to engage critically with the subject matter in order to find a solution.

In conclusion, academic writing skills allow the student to showcase the knowledge that they have acquired during the course of the educational process, recreate it according to their understanding, and present it to an audience.

2.7 Conclusion

There are various definitions for the concept of academic literacy. In this chapter the different definitions and how they pertain to the Intermediate Phase in terms of general academic literacy as well as specific academic literacy in a content subject such as Mathematics were discussed. In terms of the transition from the Foundation Phase to the Intermediate Phase, a broad view of academic literacy was selected as part of the theoretical framework of the study as it includes language skills, cognition, and socio-cultural aspects of the context. In the next chapter, the focus will specifically be on EMI in South Africa and its effects on the national curriculum and the transition from the Foundation Phase to the Intermediate Phase.

CHAPTER 3: ENGLISH AS MEDIUM OF INSTRUCTION

3.1 Introduction

In the previous chapter we discussed the academic literacy demands on learners in the Intermediate Phase and the various skills required of them. However, those are not the only demands learners have to contend with. Another major factor impacting on the academic literacy of learners in the Intermediate Phase is that of the medium of instruction and the policies surrounding language in education. In this chapter EMI will be discussed as well as some curricula and teaching methods that centre around it or aid in its implementation.

3.2 Background to the South African context

After the historic elections of 1994 in South Africa, the Department of Basic Education sought to incorporate more inclusive policies on the matter of language in education. These new policies were implemented to encourage schools to increase learners' engagement with their home language, in order to create an approach to teaching that allowed for increased home language development, and also for preparing learners for English as LoLT. However, due to many factors, as discussed in Chapter 1, most of the schools opted to adopt English as their LoLT without incorporating the prescribed approach of additive multilingualism (Casale and Posel, 2011).

Dearden (2014) refers to this phenomenon as the 'globalisation of English as a medium of teaching and learning'. EMI is increasingly being used in universities, secondary schools and even primary schools in Africa. Chikombah (1988), for example, notes the various struggles facing learners in Zimbabwe following the country's independence; one of these is the move towards English as a universal language that undermines local languages.

With this trend in mind, the status and position of language in education can be categorised in terms of monolingual, bilingual, multilingual and translingual/plurilingual policies. Monolingual education revolves around the usage of a single language as medium of instruction and LoLT. Thus, the focus is on education in a single language (Dendrinos, 2012). Haugen (1956) provides an earlier definition of bilingualism as the

phenomenon where individuals have proficiency in at least two languages in daily usage. These languages are commonly in an autonomous relationship with one another and thus occur in circumstances separate from one another, for example when dealing with individuals from different backgrounds such as an Afrikaans student coming into an English school setting (English being the LoLT, in such a scenario). Baker (2011) states that CLIL, which will be discussed later in this chapter, is required in order to successfully assess bilingual classrooms, and emphasises the idea of individual bilingualism and societal bilingualism, referring to the individual's interaction with the languages being promoted.

During the Apartheid era the main focus of the language curriculum was on Afrikaans. However, most schools did provide teaching in English as a second language. Thus, the majority of the schools implemented a semi-bilingual system with Afrikaans as dominant language and English as second language while the other indigenous languages were not given any official status in schools. García (2014), however, proposes that bilingualism be viewed as a dynamic collaboration and not simply as the addition of a second language to an individual's linguistic repertoire. What separates this concept from multilingualism (see below) is the addition of further languages into the equation.

Multilingual policy aspires to empower multiple languages in the classroom, allowing learners with different cultural/ethnic backgrounds and languages to coexist in classrooms. Learners in multilingual educational systems will usually have their language learning experience divided into different classes dedicated to the various languages present in their school. For example, a large number of schools in South Africa have adopted English as their LoLT but also offer Afrikaans, isiZulu, Setswana or other official languages based on their location and the ethnic groups attending. Furthermore, these systems can be divided into additive (meaning a language is added to the system) or subtractive (an old language, commonly home language, is replaced by a new one).

Most South African policies seem to fall into this category, at least in theory. The main distinction found between multilingual and translingual/plurilingual educational systems, is that learners in a multilingual setting will usually experience the languages in separate contexts. This means that they are treated as distinct settings, and thus

the content, skills and topics addressed in each language setting do not overlap with another language setting.

Plurilingualism/translanguaging refers to the intermingling of various language elements that leads to interlanguage development or, as Kellman (2000) notes, the bridging of two languages instead of separating them as in the multilingual situation. Many countries in Europe, such as Denmark, have been experimenting with the idea of plurilingual education

According to García and Wei (2014:20) translanguaging can be traced back to the Welsh term 'trawsieithu' and was used to describe the practice where learners would switch between different languages during tasks such as writing in one language and speaking in another.

Interlanguage is the term for the linguistic system created by a second language learner who is still attempting to reach the appropriate language proficiency in their second language. In terms of translingual development this stands as an important tool where learners engage with a second language in a translingual setting, drawing from their primary language in the process of acquiring a language other than their mother tongue (Leonard and Nowacek, 2016). This process is closely associated with plurilingualism.

3.2.1 South African curricula and policy documents

As indicated earlier, the situation in South Africa has been in a state of flux since the elections in 1994. To understand how EMI plays a role in the current South African context, an overview of the various curricula that have been implemented since 1994 will be discussed in terms of the background (creation, implementation and success) of the multiple curricula and the role of EMI.

3.2.1.1 Outcomes-Based Education

OBE, which replaced the semi-bilingual (Afrikaans or English) Apartheid education system, was introduced officially in 1998 following the 1994 elections, and while it proved effective in including learners from various backgrounds, the system failed to effectively instil and promote basic linguistic and academic skills, as much of the focus

of the curriculum seemed to be on the achievement of predetermined transformational goals instead of focusing on the process of learning required for life-long learning (Saultz and Saultz, 2017:15).

In terms of EMI, the OBE curriculum sought to create a more inclusive language policy with all of the eleven official languages being presented in the school environment, by increasing the learners' exposure to multiple languages at a young age through various media, including stories (folk tales, poems and novels, for example), news articles, movies and other popular literary/film pieces. However, Heugh (2000:73) found that it had been implemented in such a way that many learners were negatively impacted as their home languages were not promoted and developed; one of the possible reasons being the ideal of English as a global language with the effect that other languages are side-lined. García (2014:114-129) also found that multilingual classrooms such as those in South Africa have subtractive elements insofar as they diminish the growth of some indigenous languages which are the home languages to the majority of learners in the school system.

In summary, OBE was created to address the linguistic and cultural imbalance created by the Apartheid regime by moving towards a multilingual model of instruction based on the reports by groups such as the Language Plan Task Group (LANGTAG) and the Department of Basic Education (Alexander, 1996). While this curriculum was moderately successful in creating a more inclusive environment for learners from different backgrounds, it created problems due to the neglect of the home language caused by parental preference for English and vagueness of the guidelines in task and assessment criteria presented to teachers (Alexander, 1996). Later curricula created after the outcomes-based instruction would attempt to address the issue of skill development.

3.2.1.2 National Curriculum Statement

The NCS was introduced into the South African educational system in 2002. While this document was able to improve on many of the issues brought forth by the OBE policy such as the inclusion of various models of educational frameworks and activities aimed at testing multiple skills, most schools and teachers were left to their own devices in terms of planning and implementing the curriculum and, as such, the proper

instruction and guidelines for the implementation of these new policies were lacking (Chisholm, 2005).

Due to the manner of implementation of the new curriculum, the NCS had many of the same problems that plagued OBE, such as the predominance of English and lack of home language training on higher levels (Msila, 2007:151). These issues led to the creation of yet another curriculum that would attempt to benefit teachers struggling to incorporate additional languages into their classroom and emphasise the role of language within the educational system. This new policy was called the RNCS.

3.2.1.3 Revised National Curriculum Statement

The RNCS was introduced in 2004 and sought to establish an equal opportunity educational system. The goal was to create a new national identity that promoted democracy and increased learner involvement in education. This system aimed to provide the basis for curriculum transformation in South Africa by introducing new modules and skill requirements to the basic NCS (Msila, 2007:151).

In this curriculum, language was to be used as a tool to broaden the cultural context of learners by introducing them to new concepts and backgrounds, mostly via the previously mentioned media, such as television and written pieces as well as spoken language. Thus, the important role of language (for example as a vessel for communication and frame of reference) in education was propagated. The lack of proper guidelines for teachers, neglect of the maintenance of the learners' home language, push for English as LoLT, and pressure from parents and stakeholders within the educational system for these changes, all led to the creation of a new policy document, namely, the CAPS as it is widely known.

3.2.1.4 The Curriculum and Assessment Policy Statement

The Ministerial Task Team providing a report on the RNCS proposed many recommendations for a new and more effective curriculum, namely the CAPS, which was introduced in 2012. With regards to this study the concerns of the task team leading to the recommended new curriculum can be viewed as a precursor to the situation faced in the current educational system. These proposed enhancements the

Department of Basic Education (2011a) are relevant to the study as they can be used to assess the current curriculum by:

- Addressing the widespread public and professional concerns regarding quality and standards surrounding the RNCS;
- Providing committed and ongoing attention and revaluation to maintain international standards and ensure quality;
- Improving the capability of the policies to address the purpose of their creation and ensure appropriate vocational tracks;
- Improving the quality and standards of examinations and progress reports in order to provide ongoing improvement; and
- Providing proper and professional training to educational staff with regards to protocol and assessment in order to ensure a creative modern educational system.

According to the Department of Basic Education (2011a), the CAPS is intended to promote proper use of language in such a way that the learner in Grade 4 can use the first additional language (in this case English) in order to succeed.

The CAPS for EFAL in the Foundation Phase (Department of Basic Education, 2011a) works towards methods to train learners in certain skills so they can advance to the Intermediate Phase. This is done through the prescription of various activities including reading, writing, speaking and formative tests. Taken from the basic assessment outline in the CAPS (Department of Basic Education, 2011a:5) skills in both the Foundation and Intermediate phases will be covered in the next two sections.

3.2.2 Foundation Phase

The following skills discussed in the Foundation Phase EFAL CAPS encompass the basic skills that learners require as their basis for further educational growth (Department of Basic Education, 2011a:5):

- “Identify and solve problems and make decisions using critical and creative thinking;

- Work effectively as individuals and with others as members of a team;
- 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.”

Cummins (1999), as stated in Chapter 2, describes these skills as BICS, allowing learners to engage with each other in social as well as academic settings.

3.2.3 Intermediate Phase

This phase ranges from grades 4 to 6, during which learners are required to write examinations and complete more formal assessments for the first time. This is also the phase during which many learners in South Africa switch to English as LoLT. The focus of the development of skills in the Intermediate Phase is on the development of CALP. Cummins (1999) argues that CALP is the most essential literacy skill that a learner requires to function and survive in an environment such as a school or a working environment. Table 3-1 describes the skills listed in the EFAL CAPS for the Intermediate Phase.

Table 3-1: Skills in the Intermediate Phase CAPS document

Listening and speaking which would allow learners to exchange information. Intermediate learners also use these skills to interpret meaning in the home language which in this case is English.	Reading and viewing which includes pre-, during- and post-reading strategies and activities. Material normally included in this phase shifts away from contextually available material towards poems and short stories.	Writing and presenting, which in turn allows for a tangible testing of the cognitive and academic abilities of the learners as well as the improvement of the learners' language abilities.	Stages of writing introduced • Pre-writing/planning • Drafting • Revision • Editing/proofreading • Publishing/presenting • Language structures and conventions that form the basis for further training and fluency in the target language.
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(Department of Basic Education, 2011b:9-12)

As can be seen from this section, in the process of revision and development of the South African national curriculum, there has been progression in the view of English and its role in multilingual classrooms. Cummins (2008:2-5) brings forth the idea of interdependence between languages that occur when learners are engaging with a second or third language, meaning that learners with a firmly established home language would be able to incorporate elements of their home language into the second language. Furthermore, the notion of academic literacy has also been highlighted and became more prominent with the introduction of each new version of the curriculum. Figure 3-1 (The movement towards translanguaging) illustrates and summarises the progression in the curriculum and the changes since Apartheid with a specific focus on the role of English.

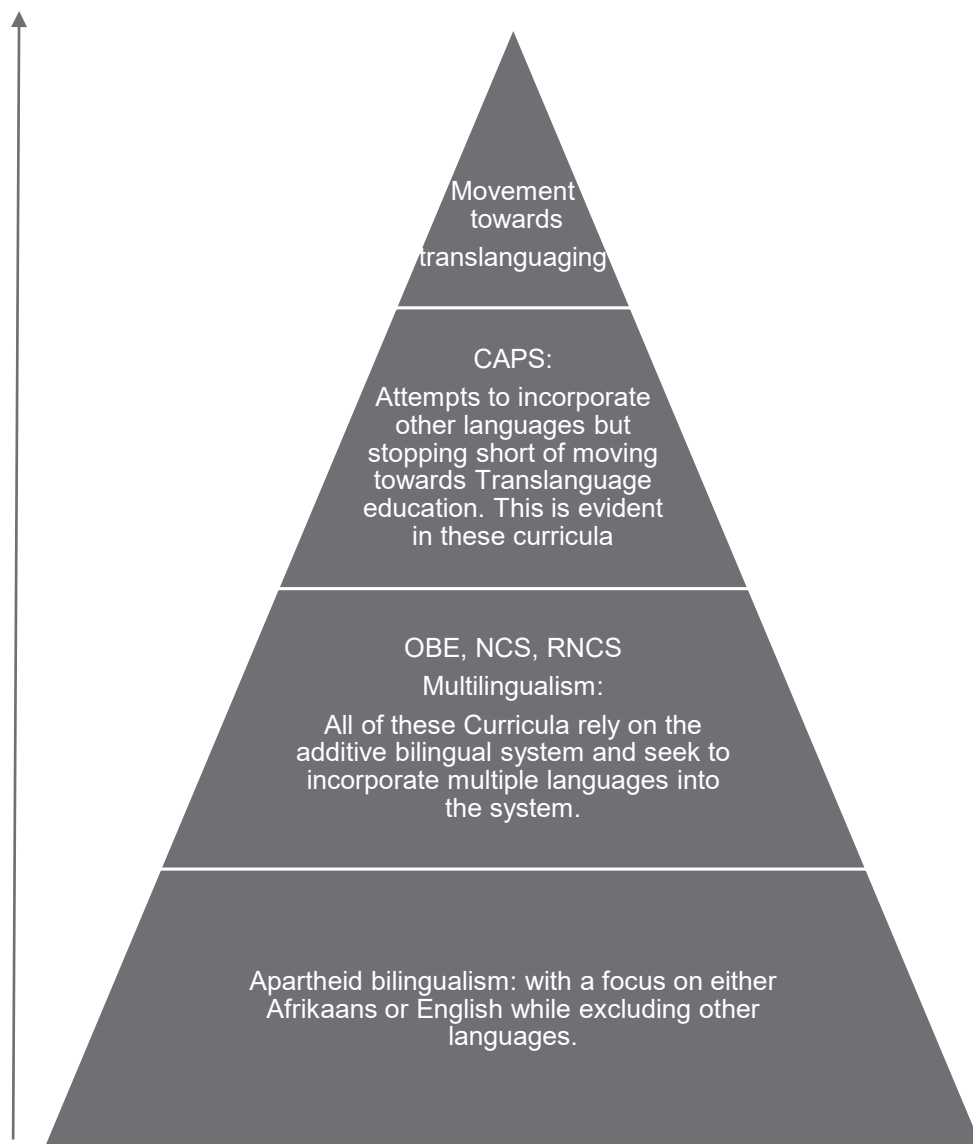


Figure 3-1: The movement towards translanguageing

Originally the South African curriculum was mostly a bilingual curriculum with the emphasis on either English or Afrikaans as the media of instruction and this curriculum promoted subtractive bilingualism where the learners' mother tongues were negated (Desai, 2016).

The focus then shifted to multilingualism in a process to promote additive bi/multilingualism by including all the official languages of South Africa as home languages in the curriculum and where English became the LoLT as well as the first additional language for the majority of learners (Desai, 2016).

However, due to the legacy of subtractive bilingualism, parents and learners still value English more than any other indigenous language in South Africa, so the school

system can still not utilise the benefits of the mother tongue and multilingual learners' language repertoires effectively, while learning through the medium of English, as is the case for translanguaging (Desai, 2016).

The other reason for the underutilisation of learners' language repertoires is the manner of implementation of the curriculum and specifically the language teaching approach and methods prescribed by the curriculum. In the next section, different language curricula that have been developed to aid learners in learning through the medium of a second language will be discussed.

3.3 International teaching methods for English as medium of instruction

For this study we will be looking at four approaches to teaching academic literacy, namely, Cognitive Academic Language Learning Approach (CALLA), content-based instruction (CBI), CLIL, task-based instruction (TBI) and translanguaging pedagogies. These approaches have been chosen because they deal directly with the skills (reading, writing, speaking and listening, amongst others) described earlier in the chapter, and link with the argument for academic literacy in Chapter 2. Furthermore, these approaches have a large number of theorists that have engaged with them and thus have a strong academic backing when discussing relevance.

3.3.1 Cognitive Academic Language Learning Approach

CALLA was originally developed in 1986 and is currently used to aid learners learning English as a second language in some American schools. The reasoning behind it revolves around introducing children to content-appropriate material that furthers their understanding of a subject. This method relies on the assumption that learners are mentally active participants in the learning process and requires them to reflect upon their own learning progress to internalise the new information gathered (Chamot and O'Malley, 1994).

There are three components of CALLA: learning strategies, development of academic language and a related curriculum. Many public schools in America and other western countries incorporate this into their English second language (ESL) programmes. It specifically assists learners who are forced to learn English as a second language in order to survive in the American public school system. The method involves an

instructional model that helps teachers to implement learning strategies so that learners can grasp the concepts more easily. The model has been adapted for use in various countries such as America and some regions in the Philippines.

The goal and focus of CALLA are to afford learners the opportunity to learn a new language independently and to become self-regulated learners.

According to CALLA textbooks by Dicker (1994), and researchers, including Chamot and Robbins (2005:5), this method strives to achieve the following objectives:

‘Learning the content knowledge and the language skills that are most important for future academic success;

Developing language awareness and critical literacy;

Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes;

Developing abilities to work successfully with others in a social context;

Learning through hands-on, inquiry-based, and cooperative learning tasks;

Increasing motivation for academic learning and confidence in learners’ ability to be successful in school; and

Learners evaluating their own learning and planning how to become more effective and independent learners.’

Teachers in these programmes need the ability to create new and interesting activities and provide counsel on various learning strategies that would aid the student in avoiding unnecessary distractions such as societal barriers and conflicting media (Chamot and O’Malley, 1994).

In terms of actual implementation, the CALLA approach has seen varying levels of success in America, where teachers are working with immigrant learners, as mentioned earlier. The effectiveness of this method relies on the creativity and willpower of the teacher and as such varies across the broad world of education. Grossman *et al.* (2009) point to the obvious advantages of this system in that it allows

for the continuous advancement of learners in their current educational situation. While CALLA has its origins in the Northern USA, a similar but more content-focused CBI has its foundation set by theorists in Carolina.

3.3.2 Content-based instruction

CBI is commonly used to describe the process of integrating language and content instruction, for example, '... an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language' (Richards and Rodgers, 2001:211).

To design an effective lesson using CBI, teachers need to keep linguistic, strategic, and cultural objectives in mind. Through the class, learners are supposed to improve their English skills, to learn strategies to be applied in all subject areas, and to understand the culture of English-speaking people (Richards and Rodgers, 2001: 211).

Grabe and Stoller (1997:5-21) state that CBI stands as a useful tool in K-12 classrooms that include second and foreign language learners, as learners in these classrooms often require exposure to outside sources and literary pieces.

Mohan (1986) created a framework for knowledge:

Classification/description: Describing something infers an understanding (theory) of a set of classifications such as various typologies including age, size and density.

Principles/sequence: Sequential order (practice) is created by our understanding of the basic elements of the order.

Evaluation/choice: Decision-making and problem-solving (practice) which includes evaluation of all options the learner has available.

Grabe and Stoller (1997:5-21) further state that the relationship between home language and first additional language requires that the home language be established.

Many theorists refer to the academic reports of learners as evidence of the effectiveness of CBI. For example, Chapple and Curtis (2000) brought forth the growing phenomenon of using film to teach English in China and noted the responses of the learners in Hong Kong as proof that the method has value in the teaching of English as a second language. This study found that learners have a more positive response to media such as documentaries and movies than bland textbooks as audio-visual media involve the use of multiple senses and direct input.

The positive result of this approach is that the teacher can expose the learner to a significant amount of stimulating content that would aid in motivation and ease the process of language acquisition (Banegas, 2012:46-50). As such, theorists such as Grabe and Stoller (1997) state that learners in a second language classroom would benefit greatly from this approach as it allows for natural learning in the classroom through exposure to the material and growing their comprehension by fostering familiarity.

However, Cook (2013) states that comprehension alone does not allow for the mastery and full competence in a second language setting. As will be seen from the next two methods, the actual content presented in the classroom needs to be appropriate and understandable.

3.3.3 Content and Language Integrated Learning

CLIL is an approach for teaching content through the medium of a foreign language that allows the teacher to strengthen the understanding of both the content and the new language (Pérez-Cañado, 2012:12-20). CLIL and CBI are often thought to refer to the same concept but implemented in different ways, where the European term CLIL corresponds with the North American term CBI. Although there is significant variability in CLIL implementations, one similarity is that CLIL settings are usually characterised by having both content and language classes, where the content class is primarily carried out in the second language (Dalton-Puffer *et al.*, 2014:215).

Dalton-Puffer (2011) state the following similarities among CLIL programmes in Europe, South America, and many parts of Asia:

- CLIL is about using a foreign language, not a second language (L2). Thus, the LoLT is mainly used in the classroom;
- The dominant CLIL language is English;
- CLIL has the implication that teachers will normally be non-native speakers of the target language and thus not professionals;
- CLIL lessons are usually timetabled as content lessons (e.g., biology, music, geography, mechanical engineering); and
- In CLIL programmes typically less than 50% of the curriculum is taught in the target language.

Furthermore, CLIL is usually implemented once learners have already acquired literacy skills in their L1, which is more often at the secondary rather than the primary level. CBI and CLIL tend to be grouped together. Cenoz (2015) finds that the two methods share many of the same essentials and intentionally or unintentionally both methods seek the same educational goals.

In terms of implementation, this approach has been successfully employed in both Italian and Spanish schools with foreign learners, with the result that learners are more inclined to participate in the lessons as a result of interesting and relevant media. In South Africa, this method could be used to increase student involvement in the content and exposure to multilingualism, especially in areas with access to limited academic sources.

Finally, we can move on from CBI to the instruction method that specifically focuses on the tasks that arise from the content provided, namely TBI.

3.3.4 Task-based instruction

Task-based language teaching owes its development to the dissatisfaction with the former language teaching methods, which rely heavily on passivity on the part of the learners. 'Task-Based Instruction is a kind of instruction where language learners performing activities are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions.' (Skehan, 2003: 5-8)

Ellis (2009:221-246) states the following regarding TBI:

The primary focus should be on 'meaning'; thus on the underlying pragmatic and semantic structure;

There should be some kind of 'gap', such as the need to convey the message and meaning;

Learners would need to rely on their own cognitive resources in order to complete tasks; and

There is a clearly defined outcome, not just the use of language.

Rahimpour (2008) asserts that TBI is a response towards a better understanding of a language learning process. With regard to the other approaches, TBI seems to focus more on the process of learning than the actual end goal, whereas CBI and CLIL are used with clear end goals in mind. Thus, TBI is more process-oriented than product-oriented. To understand TBI, one must be able to see the tasks used in this approach as tools for the collection of data and the development of critical thinking (Willis and Willis, 2001).

Richards and Renandya (2002), define a task as

'an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a game, solving a problem or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase and experimentation, which are thought to lead to successful language development.' (p. 94).

Skehan (2003: 5-8) notes that one major stumbling block of the TBI method is that it creates an environment where tasks are normalised and applied to various situations while ignoring variables, thus teachers need to be aware of the situational aspects of tasks before implementing them.

Following the teaching methods, the translanguaging pedagogies that would need to be present in a functioning system are discussed below.

3.3.5 Translanguaging pedagogies

Translanguaging practices, as the name suggests, refer to the fluid movement between languages learned by the student. As discussed in the introduction to this chapter translanguaging seeks to build the second or third language upon knowledge and skills learned during the acquisition of the home language (Canagarajah, 2013).

Within the national and international sectors there has developed an increased awareness that teachers and other educational stakeholders should have a vested interest in expanding learners' linguistic repertoires in order for them to consolidate their language experience between the home language and additional languages (Canagarajah, 2013).

García (2014:12) makes the case that bilingualism does not automatically point to a student having mastered two languages and in fact most learners use the languages interlinkingly in various situations with words and phrases from their home language making an appearance during conversations taking place using the second or third language. Plurilingualism as discussed earlier plays an important role in the development of translingual skills as learners would have their own level of language proficiency in each of their own language sets. Pedagogies developed around translanguaging would need to allow for the nurturing of the pluralistic development of their learners.

Pedagogies centred around the idea of translanguaging take into account the dynamic and often incoherent fashion in which an interlanguage develops within the second language classroom and flexible programmes are specifically designed with methods of language teaching that are adapted in order to accommodate learners from various backgrounds and proficiencies (Hamman, 2018).

Translanguaging cannot be limited to certain languages seeing as learners can have a large number of languages in their linguistic repertoires especially in countries with a wide variety of indigenous populations, such as South Africa.

3.4 Conclusion

The notion of EMI (or LoLT as it is used in the South African context) has developed and progressed as the different versions of the South African national curricula were developed as can be seen through the discussion in this chapter. Additionally, South Africa is not unique in its incorporation of an additional language as medium of instruction, and there are a number of international teaching methods and approaches that can be used in supporting the progression of learners from the Foundation Phase to the Intermediate Phase. This chapter formed the second part of the theoretical framework of the study. The next chapter will discuss the empirical research that was done as part of the study.

CHAPTER 4: RESEARCH DESIGN, METHODOLOGY AND METHODS

4.1 Introduction and outline of the chapter

The main purpose of this chapter is to provide insight into the procedure used to collect and analyse the data in order to address the aims of the study. This chapter, therefore, includes descriptions of the research design, methodology, philosophical orientation, methods of data collection and analysis, and ethical considerations.

4.2 Research design

The purpose of this study was to identify the gap in the curriculum when learners progress from Grade 3 in the Foundation Phase to Grade 4 in the Intermediate Phase. For this purpose, the study used a qualitative and interpretivist approach. Purposive sampling was used to gather data by means of document analysis and a literature review. Bengtsson's four-stage model was used for data analysis (Bengtsson, 2016).

4.3 Methodology

Qualitative research refers to findings that have been produced through means other than statistical analyses and follows the notion that, based on a given situation, what people experience can be just as important as the situation itself (Corbin and Strauss, 2008:10-11). The field of qualitative research follows the social research domain and as such lies in direct opposition to the positivist natural approach as a medium for generating data.

Some of the aims of qualitative research that align with this study include the immersion of the researcher in the field, as mentioned earlier, and the primacy of the data, meaning that the study was guided by new information that came to light during the analysis of the documents.

4.4 Philosophical orientation

Interpretivism refers to the description and dissection of the underlying phenomena that contribute to the situation being studied. In other words, this field of study seeks to find and explain a situation's underlying reasons through the study of social constructs (Trauth, 2001). For this study, policy documents and other relevant

research studies were viewed as social constructs which interpreted as such (McCulloch, 2002:38-44).

In terms of a broader theoretical framework the work of socio-cultural theorist/researchers such as Scarcella, Schleppegrell, Heugh and Skinner were used in order to focus the study on the social and cultural factors involved in the current education context of South Africa.

According to Aimin (2013), Socio-Cultural Theory (SCT) emphasises the contribution of societal and cultural factors to a person's cognitive development especially in the earlier years. With this in mind SCT forms the foundation of several core structures that influence SLA namely activity theory, internalisation, regulation, verbal thought and mediation.

Aimin (2013:164) states that Activity Theory “deals with the unified nature of human behaviour, which is considered to be the result of the integration of social and cultural mediations.” From this quotation it is evident that Activity theory focuses on the active and deliberate completion of tasks based on the perceived social or cultural demands as well as the rewards that may be present. In the language classroom this includes becoming literate and fluent in a language. The process of internalisation requires the learner to make what was once an external aid or resource part of his/her repertoire (Aimin. 2013:163) and thus enables the learner to use language as a medium for learning. Regulation refers to the manipulation of events and processes to achieve a desired outcome (Aimin, 2013:163). In the second language classroom the learner will experience regulation when receiving feedback from the teacher and peers. When referring to the concept of verbal thought, the distinction needs to be made between language and speech as “Language belongs to society and is a psychological and social phenomenon while speech belongs to individuals and is a psychological and physical phenomenon” (Aimin. 2013:163). This distinction becomes evident in the second language classroom when learners incorporate the social-psychological phenomenon of language into their completion of linguistic objectives and create a personal-psychological phenomenon namely the ability to engage with curriculum content on a spoken level with their teacher and peers. According to Aimin (2013:163)

“Language is the most pervasive and powerful symbolic tool (cultural artifacts) that humans possess to mediate their connection to the world, to each other, and to themselves.” This mediation is evident on a daily basis in a classroom where learners have to learn to use their second language to navigate the world they live in.

4.5 Sampling strategy

Purposive sampling refers to the action of using documents that have been selected based on predetermined criteria and is often used to refine the sample and find relevant information that pertains to the study (Tongco, 2007:149-151).

The following databases and research sites were consulted: EBSCOhost, JSTOR, ScienceDirect, Scopus, Web of Science, Google Scholar and ResearchGate. The key words used during the searches were: English across the curriculum, intermediate/elementary education, language skills, language assumptions, BICS, CALP, curriculum design, language teaching strategies. The following policy documents and reports from the Department of Basic Education were used for this study: Curriculum and Assessment Policy Statement. EFAL. Intermediate Phase Grades 4-6; Curriculum and Assessment Policy Statement. EFAL. Foundation Phase Grades 1-3; Curriculum and Assessment Policy Statement. Mathematics. Intermediate Phase Grades 4-6; Curriculum and Assessment Policy Statement. Mathematics. Foundation Phase Grades 1-3; Manual for Teaching English Across the Curriculum, 2013; Annual National Assessment 2014: Diagnostic Report First Additional Language and Home Language; Annual National Assessment 2014: Diagnostic Report Foundation Phase; Annual National Assessment 2014: Diagnostic Report Intermediate and Senior Phase Mathematics.

Documents selected for this study had to adhere to the following criteria:

- Relevance to the study and research questions, either by direct inclusion of the research question requirements, or by addressing an element that could be linked in some way to the study at hand.
- Relevance to the study at hand in terms of context, for example, a study done in America would have to be applicable in some way to the situation in South Africa for it to be included.

4.6 Methods of data generation or collection

4.6.1 Document analysis

Document analysis refers to the reading and dissection of various types of documents that exist on the topic being studied (McCulloch, 2002:1-10). For this study, the documents were policy documents such as the CAPS, the national policy surrounding medium of instruction, and the results obtained in the ANAs, TIMMS and PIRLS included in national and international data bases, and finally, studies conducted by other researchers who have investigated the transition from grades 3 to 4. The documents, including the results, policy, and research documents, were obtained through various scientific databases and search sites as well as relevant journals and departmental websites.

Documents are a valuable source of information in qualitative research (Henning, 2004:99). Advantages of this method include the ease of access, efficiency of the method, non-reactivity of documents (meaning that they are unaffected by the research process), stability in the sense that the researcher's presence does not alter what is being studied, broad coverage of topics, and few monetary requirements (Bowen, 2009:31-32).

Disadvantages include outdated sources that may provide incomplete, inaccurate or obsolete information, the unavailability of sources after certain periods, the exclusion of human interaction, and the narrowing of information (Bowen, 2009:31-32). These factors were addressed by using current scientific websites and journals that are regularly updated, which would aid in finding the most relevant documents for this study.

As stated above, documents were selected based on their relevance to the study and the South African context in order to ensure validity in the study. The process for analysing data from these documents is discussed below.

4.7 Methods of data analysis

The four-stage method by Bengtsson (2016:9-12) was chosen because it allows the researcher to systematically decode and transcribe data.

Stage 1: Refers to decontextualisation and involves familiarisation with the data to find and create codes for units of meaning that present themselves within the data. Within the context of the study the documents were inspected to find relevant data that would be applicable to the context of South Africa and the transition from grade 3 to grade 4. A number of codes were identified when using Atlas.ti initially. These are: academic literacy, academic oral skills, academic reading skills, academic vocabulary, academic writing skills, assessment, assessment requirements, baseline assessment, peer assessment, instructional time, Home Language, integration with other subjects, mathematics skills, progression, teaching strategies, progression and scaffolding.

Stage 2: Refers to recontextualisation and involves re-reading of the material with the codes in mind, to determine whether all relevant information has been included, what information should be included in the findings, and what should be ignored. During this phase the data in the form of relevant quotes were paraphrased in the researcher's own understanding with references brought from other studies and documents that support or refute the information.

Stage 3: In this step, categorisation involves allocating the codes and meanings into broad or focused categories based on themes that arise within the groups of data that have been identified earlier. The Themes used in this stage were:

- Assumptions regarding Language and Language Acquisition
- Language skills
- Language skills in the Mathematics classrooms.

Stage 4: This stage entails the compilation of data and preparation of the findings to be presented to the stakeholders and the research entity that commissioned the project. Automated processes on Atlas.ti were employed to catalogue primary documents, organise codes and code descriptions, use memos which aided in creating an audit trail, and in noting qualitative findings (Zhang and Wildemuth, 2009:6). These findings were discussed with the supervisor and then presented using tables in the results section of the study.

4.8 Trustworthiness

To ensure trustworthiness, the four criteria of Shenton (2004:64) were used in this study, namely credibility, transferability, dependability and confirmability.

Credibility (or internal validity) refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration, and as such becomes of paramount importance when dealing with qualitative research. Other methods used by researchers to ensure credibility were also employed in this study, and those include the use of well-established methods and obtaining a familiarity with the topic being studied (Shenton, 2004:64).

Transferability refers to the extent to which the findings of one project could be used to predict outcomes in similar situations; in other words, whether other projects could yield similar results. In qualitative research, the idea of transferability becomes difficult to ensure as no two situations are identical. However, in this study detailed step-by-step descriptions of methods used were provided and the boundaries and variables used in the study were described (Shenton, 2004:64).

Dependability deals with the ability to recreate the findings and whether these findings would be consistent within the same project and setting. Thus, if the results were found to be less than dependable, the researcher would likely find different results every time. To ensure dependability, the researcher provided adequate background information such as the methods used, documents obtained, the amount of time devoted to each section, and the research philosophy and rationale that informed the methods. This will allow follow-up research to be conducted (Shenton, 2004:64).

Confirmability deals with the objectivity of the research and can be compromised by factors such as bias and dishonesty. To ensure that said factors would be minimised, the researcher's role in the research process of this study was clearly defined, and a clear trail of data was produced (also called an audit trail by Shenton, 2004:65) which will allow readers to follow the course of the research. In addition to these measures, care was taken to show that the findings were in fact the result of the research

environment and not those of the researcher trying to obtain a specific outcome, which would taint the objectivity of the research.

4.9 Ethical considerations

McMillan and Schumacher (2010:338) allege that, 'a credible research design involves not only selecting informants and effective research strategies but also adhering to research ethics.' The NWU processes to obtain ethical clearance were followed as the proposal of the study was first presented to an academic committee for approval and then approved by the faculty's ethics committee.

According to Vanderstoep and Johnston (2009:18), research ethics prohibit an investigator from presenting the ideas or data of others as their own. This is particularly relevant to the process of document analysis. In terms of document analysis, copyright and the avoidance of plagiarism were the main considerations, therefore

the works of all researchers used were acknowledged and not copied or presented as the researcher's own ideas as part of the literature study; and

the texts used for document analysis have been acknowledged and not copied or presented as the researcher's own ideas during data analysis and reporting.

4.10 Conclusion

In this chapter the empirical research design of the study was described, which followed a qualitative research approach within the interpretivist paradigm with document analysis as the main method of data generation. In the next chapter the findings of the research will be discussed.

CHAPTER 5: RESULTS

5.1 Introduction and outline of chapter

As discussed in previous chapters the goal of this dissertation is to investigate the academic skills required for Grade 3 learners to progress to the Intermediate Phase. In this chapter the results of the documents analysis will be discussed. The CAPS for EFAL in both the Foundation and Intermediate phases and the CAPS for the Intermediate Phase Mathematics were the three main documents that were used for the analysis as they were directly related to the purpose of the study.

Documents used during the course of this study were analysed using ATLAS.ti 8 as described in Chapter 4 and as such the findings will be displayed and discussed according to the themes found in this analysis. Furthermore, the model put forth by Bengtsson (2016) was incorporated through the use of quotes and paraphrasing to substantiate or refute the assumptions brought forth by theorists. The themes were organised and aligned according to the research questions of this study:

Question 1

What skills and pedagogies are included in EFAL curriculum documents for supporting learners to transition to learning in English and how do these skills and promoted teaching methods align with or depart from recommendations in international literature?

Question 2

Which academic reading, writing and oral skills are prescribed by the grades 3 and 4 EFAL curriculum to aid in the transition to English as LoLT?

Question 3

What are the academic reading and writing skill requirements in the EFAL Mathematics curriculum for Grade 4?

In this chapter the collected data will be presented in order to answer these research questions proposed in Chapter 1.

5.2 Theme 1: Assumptions about language and language acquisition

When analysing the proposed documents, it became clear that various assumptions (specifically with regards to language and how it is acquired) can be found in two of the three curriculum documents that were analysed.

These assumptions are aligned with Research Question 1 on the skills that need to be included in an EFAL curriculum before the medium of instruction can be changed to an additional language.

Theme 1 will thus be centred around assumptions about the home language, language differences, language teaching and language scaffolding and how these aspects relate to the transition to EMI.

5.2.1 Assumptions about the home language

In South Africa, learners have diverse repertoires in terms of their home languages and additional languages, which require teachers to employ a diverse range of language teaching approaches and strategies. Stoffelsma (2019) states: 'Because of the language dynamics in South Africa, currently more than 70% of the Grades 1-3 learners learn to read in an African language and then switch to English in Grade 4.' The role of the home language in the transition to EMI is, therefore, crucial to the South African context.

5.2.1.1 CAPS EFAL for the Foundation and Intermediate phases

These two documents stipulate the language skills that learners will need to have acquired when they exit the Foundation Phase during which a large number of learners receive educational training (learning/teaching) in their home language (Madiba, 2013). Table 5-1 provides a summary of statements made in these curriculum documents and relates them to similar or contradictory findings from the literature.

Table 5-1: Assumptions regarding home language from both the Foundation and Intermediate phases EFAL CAPS

Example/quotation from CAPS	Interpretation	Similar/contradictory findings from other studies
‘Children come to school knowing their home language. They can speak it fluently, and already know several thousand words. Learning to read and write in Grade 1 builds on this foundation of oral language. Therefore, it is easier to learn to read and write in your home language.’ (Department of Basic Education, 2011a:8).	Learners entering the Foundation Phase are assumed to have a threshold proficiency with regards to their home language and a relatively large vocabulary when conversing in said language. Cummins (2000) states that a majority of the skills learners are expected to possess entering the Foundation Phase as belonging to the BICS category of skills (cf. 3.2.3).	Cummins and Swain (1986) state that there is a certain linguistic competency that must be reached by the student in their home language before they would effectively be able to engage with their second language and pave the road towards bilingualism. Grabe (2009) while working from a different context than that of South Africa makes the argument that learners that engage with their home language from a younger age will have developed a basic understanding of syntax, morphology and phonology as well as having an intrinsic word count of between 3000 to 8000 words, at least orally, an argument that falls in line with the assumptions of the CAPS document.
According to the CAPS, learners are expected to be able to write basic passages and form their own understanding regarding what is being presented in the classroom. ‘This knowledge can be applied when these learners begin to write in their First Additional Language when encountering their first additional language in the earlier years. The writing activities in Grade 1 are very simple since learners need to focus on writing in their Home Language.’ (Department of Basic Education, 2011a:16).	It is assumed that many children have their primary language exposure at home. The assumption is, therefore that these learners are taught basic linguistic skills such as oral and reading skills in their home language before they enter the school system at the Foundation Phase level.	Brock-Utne and Desai (2010:11-31) emphasised the importance of learners being able to create their own writing pieces, as their cognitive growth would rely on the critical thinking ability this skill would provide. With this cognitive growth being cultivated the learner would be better situated and enabled to engage with the second language. Kellogg (2008) emphasises the importance of the writing process that allows learners to internalise the information used during writing activities (cf. 2.6).

Example/quotation from CAPS	Interpretation	Similar/contradictory findings from other studies
‘In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it.’ (Department of Basic Education, 2011b:9). ‘They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.’ (Department of Basic Education, 2011b:9).	The skills required from learners at this level focus more on the development of academic literacy rather than social interaction requiring heightened levels of focus and critical thinking.	In terms of academic literacy, Castro <i>et al.</i> (2011) state that comprehension (the ability to understand the meaning behind a concept which is established in the mother tongue) and literacy (the usage and/or perfection or mastery of techniques and tools such as language to the point where they become second nature) form two of the cornerstones of DLL classrooms. Scarcella (2003) and Cummins (2000) discuss the movement towards Academic skills as part of the cognitive growth of the learner (cf. 2.2.1).

As can be seen from Table 5-1, the assumption is that learners in the Foundation Phase enter school with sufficient basic linguistic skills such as oral and reading skills in their home language. Msila (2014), however, found that the learners’ exposure to language outside of the classroom needs to be expanded and that many parents often lack proper support and materials to train their children in the basic linguistic application of their home language at home. Madiba (2013) as stated earlier in the study emphasises the need for learners to experience academic literacy in various avenues throughout their lives as the report finds that many learners struggle with basic language skills in the Foundation phase (cf. 2.2).

Similarly, in a study that was conducted in four primary schools across the Western and Eastern Cape provinces (where the medium of instruction was either English or isiXhosa), Stoffelsma (2019) discovered a disparity between the vocabulary and other language skills required by the CAPS at this level and the actual proficiency of the learners: ‘In addition to the unpreparedness of English FAL learners for the transition to English as the Language of Teaching and Learning (LoLT) in Grade 4, the contextual environment is not sufficiently resourced to support vocabulary development.’

According to Spaul (2013:19), reporting on the analysis of SACMEQ III, there is a low percentage of learners who have access to their own reading textbooks in South African schools and the figures varied from 35.6% in quintile 1 schools to 43.4% in quintile 3 schools. Stoffelsma (2019) also adds that a recently completed study in schools surrounding township

locations showed that the teachers have difficulty adhering to reading schemes. In addition, Droop and Verhoeven (2003) who conducted a study revolving around the notion of reading abilities of first and second language learners, and Mullis *et al.* (2005) who produced an expanded study on the topic which included over 40 countries found that second language learners have a tendency to develop slower with regards to reading literacy. Howie *et. al* (2007) support this by referring to the PIRLS reports that consistently show poor reading literacy in South African learners (cf. 2.2).

The findings from these studies as well as the CAPS suggest that the assumptions on the crucial role of the home language in the CAPS are well-founded and justified by second language acquisition theories. However, due to contextual limitations, learners do not have well-established literacy skills and vocabulary in their home language when they enter school in Grade 1 and many schools in South Africa do not have sufficient resources to improve the literacy skills and vocabulary sufficiently to aid in the transition to English as the medium of instruction in the Intermediate Phase.

5.2.2 Assumptions about language differences

As with the assumptions of the level of proficiency in the home language, assumptions regarding the nature and differences of home and additional languages became apparent in the analysis of the curriculum documents in both the Intermediate and Foundation phases.

5.2.2.1 CAPS EFAL in the Foundation and Intermediate phases

The first assumption about the differences between home and first additional languages can be found in the definitions provided in the CAPS and in the time allocated for these different levels of language:

‘The Home Language level provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.’ (Department of Basic Education, 2011a:8).

‘The First Additional Language refers to a language which is not a mother tongue, but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively

and with confidence for a variety of purposes, including learning.’ (Department of Basic Education, 2011a:8).

‘The South African Curriculum and Assessment Policy Statement (CAPS) (Department of Basic Education 2011) stipulates that Grade 3 learners learn to read primarily in their home language (HL), while reading and writing in English as First Additional Language (FAL) is set for only 4 hours per week’ (Stoffelsma, 2019:2). ‘Research shows that English FAL learners are not adequately prepared for Grade 4.’ (Stoffelsma, 2019:2).

Table 5-2 provides additional quotations from the CAPS to illustrate the assumptions about the role and function of the home and first additional languages and how these assumptions are supported or contradicted by other research findings.

Table 5-2: Assumptions from the CAPS Foundation and Intermediate phases EFAL

Examples/quotations from the CAPS	Interpretations	Similar/contradictory findings from other studies
‘Learning an additional language is much like learning a home language except that it happens later in children’s lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables them to gradually absorb the grammar and vocabulary of their home language. They can understand much more complex language than they can express. They will need to be able to read and write in their other subjects, and use English textbooks in the Intermediate Phase. This will require high levels of literacy, and especially a wide vocabulary, in English.’ (Department of Basic Education 2011a:10).	It is assumed in the CAPS that learners would be able to automatically transfer various oral and writing skills when using an additional language. This assumption is built upon the idea that languages share universal characteristics that would enable prospective learners to identify these shared traits and thus apply them. García and Wei (2014:20) discuss the phenomenon of Translanguaging as a consequence	Chomsky (1965) put forth the idea of universal grammar that would explain how learners are able to transfer skills from one language to another. Prinsloo (2009), as stated in Chapter 2, found in a study of the Western Cape Secondary level learners’ severe issues with language classroom performance stemming from the inherent difference between English which is used as the language of assessment and the learners’ home languages (which are indigenous African languages). This led to a language disconnect as a number of learners in the Foundation and Intermediate phases did not have established skills and vocabulary in their home languages. Furthermore, studies such as the one by the Human Sciences Research Council (HSRC), noted by

Examples/quotations from the CAPS	Interpretations	Similar/contradictory findings from other studies
	of learners attempting to utilise skills acquired in their home language while using a second language. (cf. 3.2)	Prinsloo (2009), found that learners with different mother tongues struggled with academic skills development without proper foundational knowledge of the specific mother tongue. 'Xhosa-speaking learners found it particularly difficult to deal with language content across the curriculum, most likely because of the difference between their mother-tongue and the language of instruction.' (Prinsloo, 2009:62).
'The First Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In grades 2 and 3 learners start to build literacy on this oral foundation.' (Department of Basic Education, 2011b:8).	The assumption here is that learners have little if any exposure to English when they enter the Foundation Phase and, therefore, the curriculum in Grade 1 should focus on the development of BICS and oral skills and then progress to the teaching of CALP and writing skills in grades 2 and 3.	Molteno (2017:20) draws the following contradictory conclusions from Second Language Acquisition research: • Learners who have not first learned ideas and words in their home language will be less able to later transfer their understanding of these ideas and words to an additional language. • Learners will struggle to understand or use words in the additional language that relate to academic or abstract concepts if those concepts have not been established in the mother tongue. • Any vocabulary that learners memorise, but do not understand develops memorisation and not literacy. • If learners' home language is not used at school, they will be unable to make sense of academic and abstract purposes in an additional language.

Examples/quotations from the CAPS	Interpretations	Similar/contradictory findings from other studies
‘Reading and writing also contribute to learners’ language development in English. Reading gives learners more exposure to their additional language. We know from research that children’s vocabulary development is heavily dependent on the amount of reading they do. Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy.’ (Department of Basic Education, 2011a:12).	The CAPS documents assume that learners would be able to obtain new information regarding the additional language through exposure to various written pieces. Regarding writing the CAPS assumes learners have basic grammar and communication skills that they may draw upon during the writing process.	Molteno (2017:20) states that if learners do not understand an additional language, learning to read and write in that language is counterproductive. Desai (2016) emphasises the struggle learners face with regards to EMI with social factors pushing parents to favour English as a LoLT (cf. 3.3)

From these CAPS documents it is evident that learners in the Foundation Phase are expected to have a certain level of language proficiency in their home language and that the Foundation Phase is supposed to aid in their acquisition of the additional language which will be used as the LoLT from Grade 4 onwards. However, as pointed out by similar studies, the differences in language complicate the system of skill transfer from their home language to their additional language.

The above-mentioned assumptions about second language learning can be linked to the theory of interlanguage which refers to the linguistic system produced by new speakers of a language. According to this theory, a learner instinctively transfers many of the skills learned during the home language learning process. This may lead to some writing and speaking errors. An interlanguage construct is mainly based on the learners' experiences with the L2 and it can ‘fossilize’ in any of its developmental stages leading to a stagnation of progress (White, 2003).

Makalela (2014) undertook a study in order to prepare a group of young student teachers (who spoke a number of South African indigenous languages as mother tongue) to succeed in a multilingual classroom setting by teaching them an additional African language. While the

participants were significantly older than the focus of this study, Makalela (2014:200) found that ‘translanguaging techniques used in the experimental class afforded the participants affective and social advantages as well as a deep understanding of the content.’ Multilingual pedagogies employed by Makalela (2014:206) in teaching student teachers a new language included:

- the use of bilingual dictionaries;
- writing multilingual blogs and posting on a Facebook group where the target language was used simultaneously with the mother tongues in the classroom;
- the use of ‘contrastive elaboration’ where there was explicit use of other languages ‘so as to compare and contrast meanings and to extend meanings beyond the input received in one language’ (Makalela, 2014:206);
- brainstorming activities and group discussions that took place in any of the languages that the learners knew; and
- reading exercises in learners’ home languages where they were expected to re-tell their readings in the target language.

5.2.3 Assumptions about language teaching

The EFAL CAPS in the Intermediate Phase prescribes a communicative, text-based and process approach to language teaching. The EFAL CAPS in the Foundation Phase is not as explicit about the underlying teaching approaches as can be seen in Table 5-3.

Table 5-3: Teaching guidelines from the English EFAL CAPS

Examples/quotations from the CAPS	Interpretations	Evidence from other studies
‘The Foundation Phase EFAL CAPS provides teachers with: • an Introduction containing guidelines on how to use the document • content, concepts and skills to be taught per term in an integrated manner • guidelines for time allocation • requirements for the Formal Assessment Activities and suggestions for informal assessment	Apart from the reference to total physical response, the Foundation Phase EFAL CAPS focuses more on the content that needs to be taught and there are few guidelines on language teaching strategies, i.e. how	One of the reasons for learners’ poor performance in literacy is the lack of subject knowledge on the part of the teachers (Sibanda, 2017:87; Uys <i>et al.</i>, 2007) and the need for in-service and re-training of teachers (Bantwini, 2010). This means that these teachers will need clear guidance and instructions on how to teach language from the curriculum document as ‘many practising teachers are

Examples/quotations from the CAPS	Interpretations	Evidence from other studies
lists of recommended resources per grade' (Department of Basic Education, 2011a:8). Total physical response (having learners responding to gestures and instructions in a way that tests their language comprehension) provides an interactive way for the learners to engage with the language classroom and provide the teacher with an increased level of creative freedom when developing new activities (Department of Basic Education, 2011a:11). 'When the teacher introduces the First Additional Language in Grade 1, she needs a simple way to get the idea of an "additional language" across to her young learners.' (Department of Basic Education, 2011a:10). In the Intermediate Phase the following information is added: 'The approaches to teaching language are text-based, communicative and process orientated. The text-based approach and the communicative approach are both dependent on the continuous use and production of texts.' (Department of Basic Education, 2011b:13). 'A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical	the content should be taught. As can be seen from the quotes the CAPS document seems to favour text-based and communicative approaches towards teaching in the Intermediate Phase which has its own set of advantages and drawbacks. While the text-based approach is straightforward and surprisingly effective, it may in some cases be restrictive. Also, the material used would need to be contextually relevant, or certain learners may be alienated. As with the text-based approach this form of teaching does have its own merits in terms of language classrooms. The main drawback would be the language disparity that comes from the home language issues discussed	unfamiliar with theories which inform best teaching practice' (Mohlabi-Tlaka <i>et al.</i>, 2017:28). Furthermore, according to Mohlabi-Tlaka <i>et al.</i> (2017:28), 'The CAPS curriculum prescribes a range of learning and teaching support materials ...in the form of prescribed textbooks and dictionaries, readers containing stories, drama, poetry, information texts, ... Big Books or enlarged texts and audio-visual aids ..., yet none of the CAPS listed materials were available in the classrooms.' Burns and Richards (2012) identified an over-reliance on the text as one of the drawbacks of the text-based approach which limits the learners' thinking to texts only (Richards, 2006); this was also confirmed by Mohlabi-Tlaka <i>et al.</i> (2017:31) who observed limited learner participation in Intermediate Phase classrooms as 'indicative of an inflexible mode of teaching that lacked crucial prescribed methodological techniques such as scaffolding, modelling and support.' In addition, the implementation of the communicative approach in teaching English as a foreign language, is also associated with some problems such as lack of teacher training, lack of clear-cut assessment procedures, clash of values with some learners and a higher demand placed on the teacher (Koosha and Yakhabi, 2013:77).

Examples/quotations from the CAPS	Interpretations	Evidence from other studies
interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.’ (Department of Basic Education, 2011b:13). ‘A communicative approach suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a ‘natural’ way – learners read by doing a great deal of reading and learn to write by doing a range of writing.’ (Department of Basic Education, 2011b:13).	earlier and the fact that not all learners would be open to this form of teaching. As discussed in chapter 3 these teaching methods have their own benefits and shortcomings when applied to the South African context (cf. 3.3).	

Mickan (2011) emphasises that the text-based approach would allow the learners a greater opportunity to express the meaning they would have gathered from literature pieces and as such recommends the use of authentic and contextually relevant texts in order to minimise confusion and allow for the maximum benefit to learners in the earlier phases of a text-based classroom environment.

In terms of the communicative approach Koosha and Yakhab (2013) propose that proper teacher training and motivation would need to be implemented seeing as this method requires

a higher amount of planning and investment on the part of the teacher. The assumption in terms of language teaching is, therefore, that teachers are well-trained in the implementation of the prescribed teaching approaches. However, this is not the case in the South African context (Uys *et al.*, 2007; Oggunniyi and Mushayikwa, 2015).

5.2.4 Assumptions about language scaffolding

Language scaffolding as the title suggest refers to the expansion of basic language skills by building upon the foundation laid out during the earlier stages of linguistic development. Table 5-4 discusses these assumptions.

Table 5-4: Assumptions about language scaffolding

Assumptions regarding language scaffolding	Interpretation	Evidence form other studies
‘When children start to learn an additional language in Grade 1, they need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read stories from large illustrated books (Big Books) is a good way of doing this as it also supports children’s emergent literacy development. As children’s understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning to read and write in Grades 2 and 3.’ (Department of Basic Education, 2011a:8). ‘At first, learners’ emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by acting out stories the teacher has told or read to them, speaking some of the dialogue. With the teacher’s help, the children can retell the story. The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the children move through the grades, the teacher	Well-developed oral skills are regarded as an effective scaffolding for reading and writing. These skills should also be developed on a one-to-one level and the needs of each learner should determine the input for and pace at which these skills are developed. As soon as the oral skills are well-established, teachers in the Intermediate Phase should focus on training learners in the process approaches to reading and writing and use those to develop the cognitive skills. Scarcella (2003) emphasises the importance of oral skills in early childhood	Taylor <i>et al.</i>, (2008) state that learners without the basic literacy foundation would be viewed as high-risk individuals from an educational point of view and require immediate intervention. ‘It is evident that what children learn is heavily dependent on what teachers know and do in their classrooms. This is especially true for poor children who get little support for school work from their homes and little intellectual stimulation in their broader social environments.’ (Taylor <i>et al.</i>, 2008:10-11).

Assumptions regarding language scaffolding	Interpretation	Evidence form other studies
should expect children to speak more and their utterances should become longer.' (Department of Basic Education, 2011a:11). In the Intermediate Phase the following is recommended: 'In the Intermediate Phase, teachers and learners are expected to build on the foundation set in Grades R to 3. This includes procedural methods introduced to reading and writing as well as a higher focus on cognitive growth.' (Department of Basic Education, 2011a:11).	development as plenty of learners engage in its usage on a daily basis (cf. 2.3).	

Arguably the costliest consequences of the failure to provide an effective language background, and fostering that background through diligent and effective scaffolding techniques, is the phenomenon known as retention, resulting in breaking the normal growth and progression cycle of learners. In many developing countries, children who fall below established criteria for examination performance are forced to repeat the year. In South Africa alone it has been estimated that at least 25% of primary school children experience retention each year with a large portion in the leap from third to fourth grade, according to Liddell and Rae (2001).

Furthermore, according to the updated assessment protocol statement provided by the Department of Basic Education in 2014 no learner may stay longer than four years in any given phase and therefore must be promoted to the next year if they had already failed once in the given phase. The role and effectiveness of scaffolding is hereby negated as these promotion policies have the effect that problems are not addressed but are instead passed on to the higher grades.

Heyneman and Ransom (1990) point out that, in environments where educational resources are limited, examinations are often used as tools to ensure that qualified and able children are advanced instead of being used as a form of scaffolding to improve upon the current situation and trying to help those left behind.

5.3 Theme 2: Language skills

Skill development according to the CAPS for EFAL Foundation Phase

Orsel and Yavuz (2017) state that listening and speaking also known as oral skills are some of the earliest academic skills learners are able to acquire and start to develop at home by exposure to family and community. Strickland and Riley-Ayers (2006) highlight strong home-school connections and argue that parental co-operation enhances early literacy development and aid in fostering a healthy learning environment. According to these authors, oral language skills can be seen as the foundation for development of further academic literacy skills. Theme 2 was used to attempt to answer Research question 2 with regards to the skills prescribed in the policy documents. These skills were also discussed in chapter 2 with regards to academic literacy (cf. 2.3-2.6).

Table 5-5, below, discusses the progression in the development of academic language skills as they are prescribed in the EFAL CAPS.

Table 5-5: Progression in the development of academic language skills found in the Foundation Phase English FAL CAPS

Examples of skill development strategies, tasks and assessments suggested by the CAPS	Interpretations	Evidence from other studies
Reading stories, simple usage of language, gesturing to learners, shared reading and increasing the involvement of learners as the story is repeated (Department of Basic Education, 2011a:10-11). Exposure to environmental prints, such as magazines and newspapers, as well as culturally relevant pieces of literature (Department of Basic Education, 2011a:12). Shared reading as in the case of oral skills would be highly beneficial in these earlier classes as it would allow the learner to follow along with the story and accumulate new pieces of vocabulary from the teacher (Department of Basic Education, 2011a:13).	Simple language usage such as gestures and short story reading would be expected to lead to natural growth of linguistic fluency. Basic reading material allows learners to grapple with the context of the language usage as it appears in everyday conversation Various shared, paired and	Even though the Department of Education recommends that Foundation Phase classes should not be larger than 35, Spaul (2016:5) reported that 27% of Foundation Phase classrooms in Limpopo and the Eastern Cape had more than 50 learners, and in 'five provinces more than 30% of Grade 1–3 learners [were] in large classes (more than 45 learners)' while 10-15% of Foundation Phase classrooms in the Eastern Cape and Limpopo were extremely large with more than 60 children. These conditions are not conducive to developing basic oral and reading skills. 'Much emphasis is placed on teaching decoding skills, but this

Examples of skill development strategies, tasks and assessments suggested by the CAPS	Interpretations	Evidence from other studies
Group guided reading allows the learners to guide and aid each other in the reading process (Department of Basic Education, 2011a:13). Paired and individual reading sessions are suggested when attempting to instil the notion of casual reading or reading for fun and enjoyment (Department of Basic Education, 2011a:15). Phonics as described in the CAPS relates to the recognition of sounds used to create words and phrases in such a way that the learner would be able to instantly recognise them in a given conversation. ‘The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them (e.g., “t”, “o”, “p” or “sh”) and then blend letters together to form words (e.g., “top”, “shop”) (phonics).’ (Department of Basic Education, 2011a:15). ‘There is a strong focus on developing oral language in Grades R and 1, when children will be learning to read and write in their Home Language. However, in Grades 2 and 3 focus should be given to developing literacy in the First Additional Language. This is very important for children who will be using English as the LoLT in Grade 4.’ (Department of Basic Education, 2011a:10-12). Comprehension in the Foundation Phase requires that learners	individual reading activities would allow the learners to learn the basic literary elements of a story, to extend vocabulary and to develop social skills. Word and pattern recognition are regarded as the basic building blocks of reading. The importance of the development of oral skills is repeated and emphasised in the CAPS. Comprehension skills as mentioned in earlier chapters serve as a foundation for active cognitive development of learners during the Foundation Phase. Writing skills in the Foundation Phase centre around establishing proper handwriting practices, progress to learning to write	is often done in a superficial, haphazard and decontextualised way.’ (Zimmerman and Smit, 2014:1). Pretorius and Spaull (2016:5) agree on the importance of oral reading fluency to develop basic reading skills: ‘Much of the focus of fluency research has been on oral reading fluency (ORF), specifically during the primary school years. ORF refers to the ability to read aloud with accuracy and speed and with meaningful oral expression, with the reader’s voice reflecting the prosody and intonation of spoken language.’ Scarcella (2003) emphasises the ability to recognise patterns, stresses and various sounds in spoken and written passages in the phonological component of the framework (cf. 2.3). Weideman (2014), views writing as the ability to create and discuss various literary pieces that the learner may encounter; in order to be successful in this endeavour a learner would need to be able to present, create, summarise, group and list newly gathered information for use in a test or educational activity (cf. 2.2). Lemmer and Manyike (2012:19) state that ‘[in] terms of English proficiency as an important component of cultural capital, parents, teachers and learners in rural areas lack sufficient exposure to English in the broader community as well as

Examples of skill development strategies, tasks and assessments suggested by the CAPS	Interpretations	Evidence from other studies
constantly grapple with the vocabulary found within their new language in order to broaden their understanding and allow for the creation of written pieces. ‘Children learn the skills of letter formation and handwriting in their Home Language.’ (Department of Basic Education, 2011a:16). ‘The writing activities in Grade 1 are very simple since learners need to focus on writing in their Home Language.’ (Department of Basic Education, 2011a:16). ‘In Grade 2, writing in the First Additional Language receives more focus. Writing is guided; for example, learners write using sentence frames such as “I like _____. /I don’t like _____.”’ (Department of Basic Education, 2011a:16). ‘In Grade 3, writing becomes more challenging. With support, learners are expected to write a simple set of instructions and a personal recount. Together with the teacher (Shared Writing), they write a simple story.’ (Department of Basic Education, 2011a:16). ‘A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language.’ (Department of Basic Education, 2011a:17). ‘In Grade 1, vocabulary and grammar are learned incidentally through exposure to the spoken language.’ (Department of Basic Education, 2011a:17).	sentences using writing frames as a form of scaffolding and then using the process approach to writing to produce longer writing pieces. Even though the importance of the teaching of vocabulary is emphasised, not many guidelines are provided in terms of vocabulary teaching strategies.	the opportunity to practise English.’ The only place, therefore, where the majority of learners will receive input and instruction on vocabulary in English will be at school. Kellogg (2008) names three skills that should be included in the Intermediate phase namely knowledge telling, transforming and crafting (cf. 2.6).

Examples of skill development strategies, tasks and assessments suggested by the CAPS	Interpretations	Evidence from other studies
‘In Grades 2 and 3, learners also acquire vocabulary and grammar through reading English. In Grade 3, there are specific activities focused on Language Use.’ (Department of Basic Education, 2011a:17). ‘Vocabulary targets are set for each grade and a list of high frequency words in English is provided in Section 3 of this document. It is essential for learners to reach these targets if they are going to be capable of using English as the LoLT in Grade 4.’ (Department of Basic Education, 2011a:17).		

While there is clear progression in the development of academic language skills in the curriculum, the size of Foundation Phase classes and the lack of teacher training perpetuate the low literacy levels of learners.

Madiba (2013) reports that at both primary and secondary schooling level, various research studies show that the standard of literacy in South Africa has been much lower than expected by educational policy documents. He also says:

‘Although academic literacy is arguably the most important factor in students’ academic success, its distinguishing characteristics and its operationalisation at Foundation Phase level in South Africa have not yet been adequately researched. Even where research exists, it is scattered across a number of different areas of inquiry and documents. This makes it difficult for policymakers and education practitioners to draw inferences from such research for curricula design and instructional purposes. (p. 3).’

This notion is supported by researchers such as Msila (2014) who notes that the discrepancy between functional and dysfunctional school administrations often comes down to poorly implemented policy and lack of proper training, amongst other factors.

5.3.1 Academic reading skills in the CAPS

The reading skills as well as their possible usage are described in Table 5-6.

Table 5-6: Reading skills prescribed by the English FAL Foundation Phase CAPS

Reading skills stipulated by the Foundation Phase CAPS	Studies related to the skills
Word recognition during listening activities such as shared reading also known as phonetic awareness (Department of Basic Education, 2011a:17-22).	In the linguistic component, Scarcella (2003) once again brings attention to the importance of growing an academic and diverse vocabulary. Cooper (1999) investigated the relationship between academic performance and vocabulary size and found that academic vocabulary size is the most significant indicator of academic performance. Stæhr (2008:140) also found that vocabulary size 'is the determinant factor for reading success'.
Learners are expected to be able to read for specific information when moving towards the Intermediate Phase (Department of Basic Education, 2011a:17-22).	In the cognitive dimension of the framework, Scarcella (2003) stresses the importance of being able to recognise information (cf. 2.2).
The CAPS document further suggests that learners be able to associate words with pictures (Department of Basic Education, 2011a:17-22).	Cummins (1999) states that bilingual classes require learners to be able to associate words with a mental image, a skill that shows cognitive development.
Reading both aloud and silently during activities and with varying speeds (Department of Basic Education, 2011a:17-22).	Skinner <i>et al.</i> (2009) provide evidence that reading speeds can be linked to cognitive growth.
Learners are expected to be able to recognise basic patterns (Department of Basic Education, 2011a:17-22). Learners are expected to be able to place words into groups, for example, rhyming words, nouns, plural words, animal classes and vehicles (Department of Basic Education, 2011a: 17-22).	Grabe and Stoller (2019) provide insight into reading abilities and note that pattern recognition can be linked to learners' cognitive abilities. In the cognitive dimension of the framework, Scarcella (2003) emphasises comprehension which extends to grouping based on certain parameters.

As can be seen from Table 5-6, academic reading skills (word and pattern recognition, loud and silent reading, and the ability to group words in terms of rhyme function and similar meaning) present in the Foundation Phase revolve around forming a solid reading background

that can be expanded upon and to which effective scaffolding techniques can be applied in order to allow for further development in later phases.

As with the Foundation Phase, the intermediate FAL CAPS document prescribes various skills for the effective engagement with reading tasks.

Table 5-7: Academic reading skills prescribed by the Intermediate Phase CAPS

Reading skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
Comprehension refers to the ability of the learner to understand and elaborate on the full picture of a given concept (Department of Basic Education, 2011b:9-12).	Castro <i>et al.</i> (2011), as mentioned in Chapter 2, state that comprehension (the ability to understand the meaning behind a concept) and literacy (the usage and/or perfection or mastery of techniques and tools, such as language, to the point that they become second nature) form two of the cornerstones in DLL classrooms (which refer to the majority of classrooms in South Africa).
Pre-reading: Activation of prior knowledge the learner has about the topic of the story. Look at the source, author, and publication date and reflect on how these may impact the story, in terms of context and possible moral distance from the characters that learners would encounter in the story. Use these steps to make predictions surrounding the eventual outcome of the story through their use of the information gathered in this stage (Department of Basic Education, 2011b:9-12).	Rott and Williams (2003) emphasise the need for input from the teacher to provide context so that the student can form their own understanding through text-to-text and text-to-life connections.
Reading: Learners should pause occasionally to check their comprehension, for example, has the author seen fit to introduce a plot twist and how does this change the flow of the story? Learners should compare the content to their predictions and see if their previous	Paris and Meyers (1981) emphasise the need for comprehension monitoring during the reading process, stating that many young learners have trouble monitoring their own comprehension abilities during the process.

Reading skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
comprehension of the story has been greatly altered. Teachers should equip learners to visualise what they are reading by using props or visual illustrations that relate to the story. Learners should continue reading through difficult parts and not be afraid to request assistance where necessary. Finally, learners should reflect on what they read (Department of Basic Education, 2011b:9-12).	
Post-reading: Learners should create graphic aid structures in order to recall events in the story and use the information to draw their own conclusions. The drafting of summaries should be encouraged in order to promote their individual comprehension of the topic and find vulnerable areas. The CAPS document provides the following strategies with regards to reading: ‘Reading and Viewing strategies • Skimming for main ideas • Scanning for supporting details • Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues • Re-reading • Making notes (main and supporting ideas) • Summarising main and supporting ideas in point form/paragraph as per required length • Clarifying • Making inferences • Explaining writer’s point of view • Drawing conclusions/own opinion’ (Department of Basic Education, 2011b:9-12).	Castro <i>et al.</i> (2011) suggest that the ability to reflect on information and draw conclusions are essential to successfully incorporate new information and strengthen the comprehension levels of the reader. Van Keer (2004:61) found ‘explicit reading strategies instruction [to be] a feasible tool to enhance fifth graders’ reading comprehension.’

In the Intermediate Phase, learners are expected to build on the foundation of academic reading that is laid in the Foundation Phase; the progression and development of basic academic language skills are well-founded by research. However, the results of national and international reading assessments indicate that South African learners are still severely underperforming (Reddy, 2006; Mullis *et al.*, 2017). The problem, yet again, might not lie in terms of what is prescribed by the CAPS, but how it is prescribed (as there are no clear indications of specific teaching strategies) and how teachers interpret the document.

5.3.2 Academic writing skills in the CAPS

As with reading, the CAPS document prescribes various academic writing skills that learners in the Foundation Phase would need to be acquainted with. These skills are discussed in Table 5-8.

Table 5-8: Academic writing skills stipulated by the English FAL Foundation Phase CAPS

Writing skills stipulated by the Foundation Phase CAPS	Studies related to the skills
The ability to take notes while the teacher is reading a specific passage show that learners are following the lesson (Department of Basic Education, 2011a:17-22).	Makany <i>et al.</i> (2009) emphasise the importance of taking notes during the educational process and the benefits it grants the learner. However, according to Yang and Lin (2015:27), English Foreign Language (EFL) beginners still need to develop effective strategies to foster their literacy development, such as taking notes', so unless learners are explicitly taught to take notes, they will find this activity very challenging.
Learners are expected to write sentences from dictation as guided by the teacher, ask for clarification surrounding a subject, draft basic texts such as birthday cards and thank-you notes, recount a story using a frame such as specific times or places, write a simple set of instructions and take part in shared writing tasks, write paragraphs on a familiar topic and be able to use tenses when writing (Department of Basic Education, 2011a:17-22).	Fadli and Zerrouki (2017) state the importance of engaging in basic writing activities as they are the main tool for sharpening academic writing skills.
Handwriting skills taught in their home language, according to the CAPS, should be	Stoffelsma (2019) reinforces this idea when discussing how learners have difficulty

used in order to accomplish the tasks set forth by the teacher. These tasks include the ability to write more complex lists with headings such as when labelling animals (Department of Basic Education, 2011a:17-22).	reading and writing in languages other than their home language. Thus, the skills are not inherently transferable.
The use of dictionaries when reading or writing can aid in spelling and proper grammatical use of basic words used in the classroom (Department of Basic Education, 2011a:17-22).	Scarcella (2003) emphasises the need for better understanding, in the lexical component, when it comes to the meaning of words and phrases (cf. 2.2).
Finally, the simple writing process, namely planning, drafting and editing, is expected from learners (Department of Basic Education, 2011a:17-22).	Diaz (1986:41) found 'that not only are process strategies and techniques strongly indicated and recommended for ESL learners, but also when used in secure, student-centred contexts, the benefits to these learners can go beyond their development as writers'.

Academic writing in the Intermediate Phase are more focused on the development of academic skills and specifically the process approach to writing.

Table 5-9: Academic writing skills prescribed by the CAPS

Writing skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
Planning/pre-writing where the learner decides on the topic and possible avenues for exploration, while outlining how these topics could be amended during the writing process (Department of Basic Education, 2011b:9-12). Creation of a rough draft that can be used to refine the final product, as well as provide a framework for further assignments that can be adapted to suit the needs of the learner moving forward (Department of Basic Education, 2011b:9-12). Revising the draft according to feedback and personal reflection (Department of Basic Education, 2011b:9-12).	Diaz (1985:41) found 'that not only are process strategies and techniques strongly indicated and recommended for ESL learners, but also when used in secure, student-centred contexts, the benefits to these learners can go beyond their development as writers'. Furthermore, according to Castro <i>et al.</i> (2011), the understanding of contextual evidence on the part of the learner should be nurtured in order for writing to be successful. Faraj (2015) emphasises the importance of self-reflection in the process of writing as it allows the learners to grapple with their own writing errors and enhance their critical

Editing of the final product would be the next step in producing a written article (Department of Basic Education, 2011b:9-12). Proofreading the product before presenting it in an attempt to find any lingering flaws that may have escaped the editing process; enlisting the aid of a classmate would be beneficial in this stage as the writer may be biased towards their own mistakes. This step is then finalised through the process of presentation or submission (Department of Basic Education, 2011b:9-12).	thinking. In terms of academic literacy this would enhance the learners' understanding of the material and thus their ability to engage with tasks. Scarcella (2003) alludes to the benefit of peer review and self-reflection in the social-psychological as well as the lexical components of her framework.
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5.3.3 Academic oral skills in the CAPS

As stated earlier these skills (listening and speaking) enjoy the greatest amount of attention during the Foundation Phase, and as such learners are expected to be fluent in the activities listed in Table 5-10.

Table 5-10: Academic oral skills required by the CAPS

Oral skills stipulated by the Foundation Phase CAPS	Studies related to the skills
Learners are expected to build up an oral vocabulary using topics deemed important by the teacher (Department of Basic Education, 2011a:17-22).	Cooper (2000) investigated the relationship between academic performance and vocabulary size and found that academic vocabulary size is the most significant indicator of academic performance. Stæhr (2008:140) also found that vocabulary size 'is the determinant factor for reading success'. Scarcella (2003), in the lexical component, as stated before, emphasises the development of a diverse vocabulary, with exposure to new topics being a large contributor.
Learners should be able to follow and give instructions, talk about a picture or photograph during discussions (Department of Basic Education, 2011a:17-22).	Cole (2013) emphasises the ability of learners to use their cognitive awareness to decipher and convey information in a constructive manner, such as when taking part in a discussion.

Learners should be able to predict what will happen next in a story and express their feelings about a story, follow along with the flow of a passage and possibly portray a part of the story and write and perform passages and poems (Department of Basic Education, 2011a:17-22).	Kim (2016) emphasises the learners' ability to critically think about the story and thus test their comprehension.
Learners should be able to give a simple oral recount of a story or event, listen to stories and personal recounts and answer comprehension questions after the event (Department of Basic Education, 2011a:17-22) .	Kim (2016) emphasises the importance of comprehension in the growth of cognitive abilities. This extends to the readers ability to convey information.

Orsel and Yavuz (2017) note that oral skills often form the earliest academic skills that learners are exposed to during their educational journey. As such the need for these skills to be established early on in the process can be argued to be of greater importance than with the other academic skills. Oral skill training relates to establishing rudimentary academic vocabulary above all else.

Table 5-11: Oral skills prescribed by the Intermediate Phase FAL CAPS

Oral skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
The ability to make notes, lists, make summaries, re-tell, describe, ask clarifying questions, express opinions, recall specific detail, reflect on values and messages, reflect on stereotyping and other biases, describe and discuss characters, story line and setting (Department of Basic Education, 2011b:9-12).	The cognitive component requires the learner to display cognitive abilities that would allow them to engage with language in a constructive and abstract manner (Scarcella, 2003).
Initiating and sustaining conversations through the sharing of ideas and concepts related to the task at hand (Department of Basic Education, 2011b:9-12).	Scarcella (2003) emphasises the benefit of using social interactions in order to further develop skills and knowledge crucial to the task in the socio- psychological component.
Encouraging use of the additional language such as prepared and unprepared short talks (Department of Basic Education, 2011b:9-12).	Stoffelsma (2019) notes that the lack of informal exposure to the second language means that learners develop a disconnect with the language as they associate it with the school environment; an issue that dialogue and other activities would alleviate.

Oral skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
Research into the literary piece being discussed or the basics of the assignment currently forming the focus of the class (Department of Basic Education, 2011b:9-12).	The cognitive component of Scarcella's framework emphasises the ability to deconstruct and find important information as a cognitive ability learner would need to be fluent in (Scarcella, 2003).

5.4 Theme 3: Academic language skills in the Mathematics classroom

According to the Department of Basic Education (2011c):

'Mathematics is a language that makes use of symbols and notations to describe numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute in decision-making.' (p. 8).

5.4.1 Academic reading skills in the Mathematics classroom

While the CAPS EFAL document has specific references to academic language skills such as reading, writing and speaking in the Mathematics CAPS, these skills are implied through descriptions of the tasks that learners are expected to perform.

Table 5-12: Reading skills implied in the Mathematics CAPS Intermediate Phase document

Reading skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
'To develop essential mathematical skills the learner should: • develop the correct use of the language of Mathematics • develop number vocabulary, number concept and calculation and application skills • learn to listen, communicate, think, reason logically and apply the mathematical knowledge gained • learn to investigate, analyse, represent and interpret information	Bullock (1994:35) brings forth the importance of the language inherent in mathematics: 'As a general definition, mathematics could be called the study of numbers and space. In order to talk about such things, mathematicians first had to devise an appropriate vocabulary and alphabet. It is apparent that the objects defined by mathematicians are entirely abstract, and can never actually be observed in any way except by the human imagination.'

Reading skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
- learn to pose and solve problems - build an awareness of the important role that Mathematics plays in real life situations including the personal development of the learner.’ (Department of Basic Education, 2011b:9).	According to Powell <i>et al.</i> (2017:29), the ‘link between computation and language is not surprising given that when learners receive mathematics instruction, even if the mathematics instruction only focuses on computation, the instruction combines both explicit and implicit written language (from the textbook or provided by the educator) and oral language (provided by the educator or other learners).’ However, educators are often not aware of the level of academic language of each student in the classroom (Schleppegrell, 2001). The Mathematics CAPS document does not explicitly mention the development of reading skills, but according to Carter and Dean (2006) mathematics assessments require a substantial amount of reading, which may cause mathematics’ difficulty for some learners.

5.4.2 Academic writing skills in the Mathematics classroom

As with the reading and vocabulary skills, the notion of writing in the Mathematics classroom revolves around the completion of tasks.

Table 5-13: Academic writing skills

Writing skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
Writing in the Mathematics classroom revolves around the clear and concise explanation of an answer and as such learners must be able to write a proper argument defending their conclusions and the methods involved in reaching said solution. Mathematical writing in the classroom must be concise and logical allowing the reader to follow the flow of ideas.	Vitoria and Monawati (2016) state that writing in the context of the Mathematics classroom can be incorporated into the idea of problem-solving as it requires learners to engage critically with the subject matter in order to find a solution This could be linked back to the process of writing discussed earlier.

Writing skills stipulated by the Intermediate Phase CAPS	Studies related to the skills
Legible handwriting is crucial if the reader is to understand the thinking process of the writer.	Vitoria and Monawati (2016) emphasise the need for legible writing in order to ensure an understandable flow of logic and improved academic performance in mathematics.

5.5 Conclusion:

From the results discussed in this chapter, it is evident that both the EFAL documents in the Intermediate and Foundation phases make assumptions about language teaching that are aligned with recognised language teaching and learning theory. These assumptions include the importance of the establishment of the home language and the importance of developing oral literacy before reading and writing skills can be established. Furthermore, the CAPS addresses a number of academic reading and writing skills in both the EFAL and Mathematics CAPS documents that should enable learners to deal with the transition to English as LoLT. However, there are crucial aspects to the implementation of these guidelines and those are the nature of the learners' home language and how they differ from English as the LoLT, the training of teachers in teaching language across the curriculum, and resources required to prepare learners for the transition to English as LoLT. In Chapter 6, the implications of these findings will be discussed in more detail.

CHAPTER 6: CONCLUSION

6.1 Introduction

The findings of this study have implications for the curriculum moving forward as well as possible changes to training programmes. In this chapter the conclusions of the three research questions will be discussed. The researcher will also discuss the limitations of the study and some recommendations for further study.

6.2 Conclusions drawn based on Research Question 1

What skills and pedagogies are included in EFAL curriculum documents for supporting learners to transition to learning in English and how do these skills and promoted teaching methods align with or depart from recommendations in international literature?

From Chapter 2, the theory suggests that the CAPS should take a broader view of academic literacy than just focusing on the repetition of academic literacy skills (cf. Section 2.2.1 and Figure 2-1). The prescribed content should, therefore, not only include academic oral, reading and writing skills, but also explicitly focus on the development of cognition and the socio-cultural context of the learners.

In terms of the teaching of the skills, the EFAL CAPS for the Foundation Phase and the Intermediate Phase are quite explicit and detailed in terms of which skills to teach, the importance of first creating a foundation of oral skills and on the importance of vocabulary teaching to prepare learners for reading.

The Mathematics CAPS document is not as explicit and there is no focus on the development of oral literacy in Mathematics in the Intermediate Phase, but there are clear indications of the development of academic reading and writing skills related to the analysis and solving of mathematical problems. The focus, therefore, is mainly on the development of skills and somewhat less on the development of cognition as part of academic literacy.

However, there is no consideration of the socio-cultural context in which these learners have to acquire academic literacy. The following quotation from the EFAL CAPS document in the Foundation Phase illustrates this point (Department of Basic Education, 2011a).

‘Learning an additional language is much like learning a home language except that it happens later in children’s lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables [sic] them to

gradually absorb the grammar and vocabulary of their home language. They can understand much more complex language than they can express. They will need to be able to read and write in their other subjects and use English textbooks in the Intermediate Phase. This will require high levels of literacy, and especially a wide vocabulary, in English.’ (p. 10).

The assumptions in this excerpt are, firstly, that the learners enter school with well-established home languages, secondly, that they will be able to transfer the established foundational academic literacy skills to English as additional language, thirdly, that the teachers are trained to aid learners in this transition in multilingual classrooms (as learners do not all share the same home language) and, lastly, that the schools are well-resourced with textbooks and other materials to scaffold the learners’ second language acquisition.

However, according to Madiba (2013) the home languages of many of these learners tend to stagnate as many parents do not have the resources or skills to properly teach these skills at home before learners enter school or they prefer their children to learn primarily through the medium of English from the beginning. Furthermore, in a study of the Western Cape secondary level learners, Prinsloo (2009) found severe issues with language classroom performance stemming from the inherent difference between English which is used as the language of assessment and the learners’ home languages (which are indigenous African languages). This situation is worsened by the fact that learners can only be retained for one year per phase, and then learners are promoted to a higher grade even though they did not reach the outcomes that would prepare them for the progression. Studies in South Africa have also found that teachers lack subject knowledge – specifically regarding teaching English across the curriculum (Sibanda, 2017:87; Uys *et al.*, 2007) – and there is a need for in-service and re-training of teachers (Bantwini, 2010).

Lastly, there are many schools in South Africa that are under-resourced and that lack the materials prescribed by the CAPS to scaffold learning. This was confirmed by Mohlabi-Tlaka *et al.* (2017:28) who found that ‘none of the CAPS listed materials were available in the classrooms’.

Another aspect of preparing learners to transition to an additional language as LoLT is the approach of the curriculum to language learning and how it is described in the curriculum. The approaches in both the Foundation Phase and Intermediate Phase EFAL CAPS include the text-based, communicative and process approach to language learning. However, there are international teaching methods used in other multilingual countries, such as CALLA, CBI, and CLIL, but the researcher could not find any evidence in the documents that these approaches were considered or adapted for the South African context. Furthermore, TBI and

translanguaging (cf. Sections 3.3.4 and 3.3.5) have also been proven effective in helping learners transition to an additional language as LoLT. These have not been incorporated into any of the CAPS documents that were analysed either.

6.3 Conclusions drawn based on Research Question 2

Which academic reading, writing and oral skills are prescribed by the grades 3 and 4 EFAL curriculum to aid in the transition to English as LoLT?

The Foundation Phase and Intermediate Phase EFAL CAPS documents are quite explicit in their discussion and prescriptions for teaching academic literacy skills as can be seen in the excerpt below (Department of Basic Education, 2011a):

‘There is a strong focus on developing oral language in Grades R and 1, when children will be learning to read and write in their Home Language. However, in Grades 2 and 3 focus should be given to developing literacy in the First Additional Language. This is very important for children who will be using English as the LoLT in Grade 4.’ (pp. 10-12).

This can also be seen in the explication of academic oral, reading and writing skills in the EFAL documents (cf. Sections 5.3.1–5.3.3) as well as in the analysis of the Mathematics CAPS in the Intermediate Phase (cf. Sections 5.4.1–5.4.2). The learners are expected to build a solid foundation of oral literacy skills before focusing on the productive skills of reading and writing. The process approach to both reading and writing is emphasised, which is a good scaffolding technique for learners who have to acquire an additional language as LoLT. However, learners are required to develop both BICS and CALP (Cummins, 1999) in the Foundation Phase so that they can transfer the skills to EFAL as LoLT. While BICS might take around three years to develop, the learners will need seven years to develop CALP (Cummins, 1999). The assumption that learners can develop sufficient CALP in two years to cope with the transition to English as LoLT, is therefore incorrect. The focus on the teaching of these skills should continue throughout the Intermediate and Senior phases.

6.4 Conclusions drawn based on Research Question 3

What are the academic reading and writing skill requirements in the EFAL Mathematics curriculum for Grade 4?

The Mathematics CAPS focuses on the development of reading and writing skills (cf. Sections 5.4.1–5.4.2) but there are no examples of the development of oral literacy in mathematics as the foundation for acquiring reading and writing skills. However, as discussed in Section 2.3, the development of oral skills in mathematics are crucial to the development of the cognitive

skills required to solve mathematical problems. Sarama *et al.* (2012) note the value of mathematical oral skills in allowing learners to effectively display the route taken towards a solution and to provide them with the means to defend their position. Fuson and Fuson (1992) also state that oral literacy in mathematics enables learners to spot contradictory information such as the use of add instead of subtract – features that will impact on the learners' understanding and processing of mathematical concepts and processes.

In terms of the development of reading skills in the Mathematics classroom, Bullock (1994; cf. Section 2.4) identified the following: Learners should be able to 1) differentiate between what words mean outside and inside the Mathematics classroom and how to use them in these various contexts; 2) visualise a reading puzzle or situation within their minds; 3) identify small words that completely change the direction and requirements in a mathematics problem; 4) interpret a graph and table; and 5) identify which object or person is the main focus in a word puzzle. These skills have already been identified in the literature. However, they are not explicitly stated in the Intermediate Phase Mathematics CAPS document. The assumption is, therefore, that mathematics teachers in the Intermediate Phase would be able to infer these skills from the descriptions in the CAPS. Mathematics teachers should, therefore, be trained in teaching English across the curriculum and, as has already been stated previously, this is not the case in South Africa.

Bailey (2018), and Vitoria and Monawati (2016) refer to the writing skills of formulating a clear and concise explanation of an answer and writing a proper argument defending a conclusion and explaining the methods involved in reaching said solution and engaging critically with the subject matter in order to find a solution. These skills are implied in the CAPS (cf. Section 5.4.2), but the assumption is that learners have already acquired these skills. There are no guidelines for mathematics teachers in terms of teaching and scaffolding these skills.

6.5 Recommendations of the study

With the results in mind the recommendations of this study centre around three main points:

6.5.1 Establishing a wider notion of academic literacy that is reflected in the CAPS

The notion of academic literacy should not just be a concept referred to by the curriculum documents, but should be defined and described much more extensively in the Foundation Phase, Intermediate Phase and Senior Phase CAPS documents. The awareness of all stakeholders involved in the implementation of the curriculum should include the fact that the development of academic literacy in an additional language also involves the development of CALP, which takes around seven years (Cummins, 1999). This means that teachers in all three

of these phases should be well versed in their understanding of academic literacy and how the goals of the curriculum can be reached throughout the three phases.

Furthermore, a broader view of academic literacy should be taken and applied to the curriculum. The development of academic literacy should not only include the teaching of the language skills, but also using language to develop cognition and designing a curriculum that is cognisant of the socio-cultural context of the learners and teachers.

6.5.2 Approaches and methods for using an additional language as LoLT

A more consistent and unified approach to developing learners' academic literacy skills in an additional language should be taken. As has been discussed in Section 3.3, there are a number of international approaches that have been tried and tested in bilingual/multilingual contexts.

In addition, the curriculum documents should be more explicit in the application of multilingual and translanguaging pedagogies and how these can be applied in content classrooms (such as Mathematics) in order to accommodate learners coming from diverse backgrounds and who do not necessarily share the same home languages. These strategies would also allow learners to continue the development of their mother tongues.

6.5.3 Teacher training in implementing the curriculum

From the literature, it became apparent that teachers in South Africa are not trained to teach English across the curriculum and teachers are also not equipped to interpret and implement the curriculum (Uys *et al.*, 2007; Sibanda, 2017). Both pre- and in-service teachers will have to be trained to interpret and implement the strategies and to enable learners to learn through an additional language as LoLT.

6.6 Limitations of the study

As this study was a master's dissertation with a limited scope, the researcher would like to state the limitations of the study. One of the major drawbacks of the study is that there is no teacher's voice. Initially, the researcher planned to have interviews with Intermediate Phase teachers to discuss the challenges that they are experiencing in dealing with the transition to English as LoLT, but due to the Covid-19 pandemic and the additional pressures and demands on teachers at the time, the interviews were omitted from the study.

Additionally, the aspects of pre- and in-service teacher training were not addressed as they fell outside the scope of this study. However, from the results and recommendations, it is evident that the way teachers are trained to interpret the curriculum and to apply methodologies to

teach language across the curriculum is an important factor in enabling learners to successfully transition to English as LoLT.

Lastly, document analysis was only done on one of the subjects in the Intermediate Phase, namely Mathematics. The curriculum documents of the other content subjects in the Intermediate Phase (such as Social and Natural Sciences as well as Life Orientation) could also have been analysed in terms of the literacy requirements that each subject holds.

6.7 Recommendations for further study

Further studies done on this matter would ideally be focused on the interaction between the mother tongue and the skills that could be transferred to an additional language as LoLT and additional ways to develop and utilise the mother tongue in aiding learners in acquiring English across the curriculum.

Another possibility for further study that has been highlighted by this study is how teachers engage with the curriculum and how the curriculum is enacted in the Intermediate Phase to enable learners to learn through the medium of English. This is also linked to teachers' roles as stakeholders by not only empowering them to implement, but also allowing them to take part in the development and improvement of the curriculum.

6.8 Conclusion

The purpose of this study was to identify the existing gap between the academic reading, writing and oral skills required by the CAPS for EFAL in Grade 4 and the CAPS for Mathematics in Grade 4, and the same skills specified for learners exiting the Foundation Phase.

The overall conclusion is that the gap exists in terms of how academic literacy is defined and explained in the curriculum, the lack of alignment and unity in the approach and methods to teaching English across the curriculum and the lack of teacher training and involvement in enabling learners to use an additional language as LoLT.

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ADDENDUM A: ETHICS APPROVAL LETTER



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910

Web: <http://www.nwu.ac.za>

Research Ethics Regulatory Committee
Tel: 018 299-4849

Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Education Sciences Research Ethics Committee (ES-REC)** on 11/07/2019, the Education Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Research Ethics Regulatory Committee (NWU-RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Investigating the academic reading and writing skills required by the grade 4 curriculum during the transition to English as language of learning and teaching.

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr K Kaiser

Student: JD Wentzel

Ethics number:

N	W	U	-	0	0	5	1	8	-	1	8	-	A	2
Institution				Study Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A

Application Type: Sing Study

Low

Expiry date: 21/11/2019

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and

Special in process conditions of the research for approval (if applicable):

□

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC:*
 - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
 - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
 - *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
 - *Annually a number of studies may be randomly selected for an external audit.*
 - *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-RERC and ES-REC reserves the right to:*
- *request access to any information or data at any time during the course or after completion of the study;*
 - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
 - *withdraw or postpone approval if:*

- *any unethical principles or practices of the study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;*
 - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
- *new institutional rules, national legislation or international conventions deem it necessary.*

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-RERC for any further enquiries or requests for assistance.

Yours sincerely



Prof Jako Olivier

Chairperson NWU Education Sciences Research Ethics Committee

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5 December 2018

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ADDENDUM B: EDITING CERTIFICATE

E-mail:
wendy.barrow@nwu.ac.za
sarita.antunes@nwu.ac.za

04 December 2020

EDITING CERTIFICATE: 20-236

To whom it may concern

This letter serves to confirm that the article/dissertation/thesis with the title: **Investigating the academic reading and writing skills required by the grade 4 curriculum during the transition to English as language of learning and teaching.** has been language edited by the *Centre for Translation and Professional Language Services* (CTrans). CTrans is a registered corporate member of the South African Translators' Institute (SATI) that makes use of qualified and experienced language practitioners to provide professional translation and language editing services.

CTrans hereby acknowledges that the document has undergone a proper and professional language edit (including the checking of spelling, grammar, register and punctuation). The onus rests on the client to work through the proposed changes after the edit and accept or reject these changes.

Yours sincerely

Wendy Barrow

CTrans Coordinator

ADDENDUM C: TURNITIN SUBMISSION RECEIPT



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