



Western Cape  
Government

Education



Language Strategy  
2015 - 2019

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## Acronyms

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statement
CM	Circuit Manager
CTLI	Cape Teaching and Learning Institute
DBE	Department of Basic Education
DCAS	Department of Culture and Sport
DIP	District Improvement Plan
FAL	First Additional Language
FET	Further Education and Training
FP	Foundation Phase
GET	General Education and Training
HEI	Higher Education Institution
HL	Home Language
HoD	Head of Department
ICT	Information and Communications Technology
IP	Intermediate Phase
LiEP	Language in Education Policy
LITNUM	Literacy and Numeracy
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
NCS	National Senior Certificate
NGO	Non-governmental Organisation
PANSALB	Pan South African Language Board
PASA	Publishers' Association of South Africa
PIRLS	Progress in International Reading Literacy Study
PO	Public Ordinary
PLC	Professional Learning Community
SA	Subject Adviser
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SBA	School Based Assessment
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SP	Senior Phase
SBA	School-based Assessment
WCED	Western Cape Education Department

“ Language is vital for communicating with others and is fundamental to learning in all subjects. ”

# WCED Five year Language Strategy (2015 – 2019)

## 1 > Introduction

The purpose of the WCED Language Development Plan 2015 – 2019 is to support quality language teaching and learning.

Language is vital for communicating with others and is fundamental to learning in all subjects. In studying languages, learners develop skills in speaking, listening, reading and writing that they will need to participate successfully in society and employment. Through language, learners develop the skills to express themselves clearly and logically and to communicate with others confidently and effectively.

Language teaching is informed by national policies, strategies and guidelines, e.g. the Language in Education Policy (LiEP), the Curriculum and Assessment Policy Statements for different languages (CAPS), Norms and Standards for Languages, English across the Curriculum (LAC) and guidelines for Inclusive Teaching and Learning. Central to language teaching is the LiEP that emphasises two important issues:

1. promotion of learners’ home language and providing access to other languages
2. an additive approach to language in education, giving individuals the right to choose the language of learning and teaching (LoLT) if it is practicable for the school to accommodate the choice of LoLT.

## 2 > Rationale for the Strategy

The CAPS require learners to take one language subject at home language (HL) level and another at first additional language (FAL) level. In some cases, learners offer both language subjects at home language level. In the case of immigrant learners only one language subject is required, which can be at home language or first additional language level. In Grades 10-12 learners may take another language as an eighth subject. This can be at the school or at another institution.

The results of Western Cape learners in South African and international language tests suggest that the majority of learners in Western Cape schools are not reading and writing at appropriate levels. The Annual National Assessments (ANA) language tests, the WCED systemic tests, the Progress in International Reading Literacy Study (PIRLs), the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) results and the Grade 12 National Senior Certificate (NSC) results all suggest under-performance in languages. This can be attributed to the fact that in many schools the home languages (HL) of learners may number anything between one and eleven. Consequently a significant number of learners are schooled in a language that is not their home language. Furthermore, the rapid parlance of African languages, including Afrikaans, makes written communication, through textbooks, curriculum documents and ANA test papers, challenging.

Since a mastery of language has a direct bearing on performance in other subjects, this affects all learning, and the next section briefly summarises the results in the above-mentioned tests.

## 2.1 Annual National Assessments

These have been administered since 2011 and are set for languages and mathematics in Grades 1-6 and 9. The tests are set nationally but administered and marked by class teachers. The tests at Grades 3, 6 and 9 are used to report the progress of the South African education system (see Table 1).

Table 1: ANA: Home Language pass rates in Grades 3, 6 and 9 (2012 – 2014)

	2012		2013		2014	
	WCED HL	National HL	WCED HL	National HL	WCED HL	National HL
Grade 3	67.4%	56.6%	54.9%	57%	64.2%	56.5%
Grade 6	50.4%	38.7%	76.7%	67.6%	79.9%	74.6%
Grade 9	47.4%	38.9%	46.3%	37%	44.3%	47.8%

The Home Language pass rates in Grades 3, 6 and 9, in the table above, illustrate some unevenness in the test results both provincially and nationally over the three year period.

## 2.2 WCED Systemic Tests

The Language of Teaching and Learning (LOLT) WCED tests are externally set, administered and marked and contain a section that requires extended writing. From 2002 to 2009, the tests were administered to Grade 3 and 6 learners in alternate years in order to track progress and diagnose problems.

In 2010, the WCED tested, for the first time, all Grade 3 and 6 learners to establish the state of language and mathematics learning in each school in the province. This was also the first time that Grade 9 learners were tested in a pilot exercise to establish a baseline. In 2011, the WCED increased the level of cognitive challenge of the tests. Specifically, longer and more complex texts were included in the tests, in order to make the test items comparable with items used in international tests at these levels.

The results of these tests present a more reliable or coherent diagnostic picture of language learning in the Western Cape than the ANAs.

Table 2: WCED Systemic Test results for Grades 3, 6 and 9 (2012 – 2014)

Grade	2012	2013	2014
Grade 3	38.9%	37%	42.4%
Grade 6	36.9%	30%	37.9%
Grade 9	48.2%	48%	47.6%

The WCED Systemic Test results for Grades 3 indicate a steady increase in the pass rate over the period 2012 – 2014. In Grade 6, an irregular pass rate can be observed. From 2012 to 2013 there was a drop in pass rate of nearly 7% which was followed by an increase of nearly 8% in 2014. The pass rate from 2012 to 2014 in Grade 9 is characterised by a slow but definite decrease.

## 2.3 PIRLS

The Progress in International Reading Literacy Study (PIRLS) is a large scale comparative study of educational achievement that is designed to understand the effects of policies and practices across systems of education internationally over 5 year cycles. PIRLS is designed to test the purposes of reading and the processes of comprehension. Purposes of reading are identified as literary experience and acquiring and using information. The processes of comprehension on the other hand are identified as (a) retrieval of explicitly stated information; (b) making straight forward inferences; (c) interpreting and integrating ideas and information, and (d) examining and evaluating content.

South Africa has participated in PIRLS 2 (2006) and PIRLS 3 (2011) studies. In 2006 it was reported that South Africans achieved the lowest scores with almost 80% of the participants not reaching the minimum low international benchmark. In 2011, while there have been improvements, the average scores of 461 for grade 4 learners and 421 in grade 5 still remain below the set benchmark of 500. This is lower than the performance of most participating countries including African countries.

“ Purposes of reading are identified as literary experience and acquiring and using information. ”

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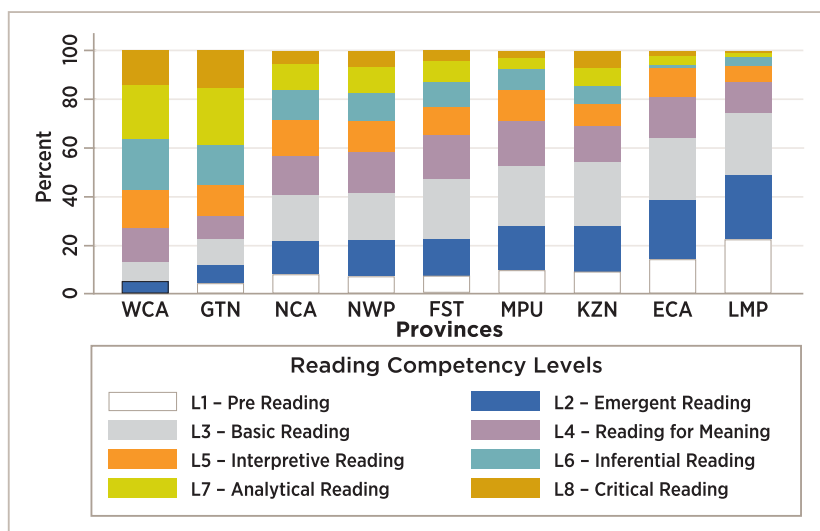
“ Between 2000 and 2007 there was a drop of WC learners reaching level 8 (critical readers) from 26.8% in 2000 to 14.1% in 2007. ”

## 2.4 SACMEQ

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) seeks to share experiences and expertise in developing the capacities of education planners in the member countries (see Graph 1) to develop and apply scientific methods to monitor and evaluate the conditions of schooling and the quality of education.

The Western Cape scores on language tests for a sample of Grade 6 learners went down in the 2007 test to 583.4 from the score of 565.7 in 2000. The South African score was 492.3. The reading competency test rates readers from pre-reading to emergent reading, basic reading, reading for meaning, interpretive reading, inferential reading, analytical reading through to critical reading. Between 2000 and 2007 there was a drop of WC learners reaching level 8 (critical readers) from 26.8% in 2000 to 14.1% in 2007.

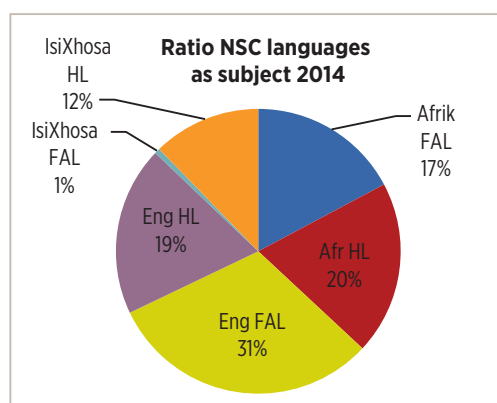
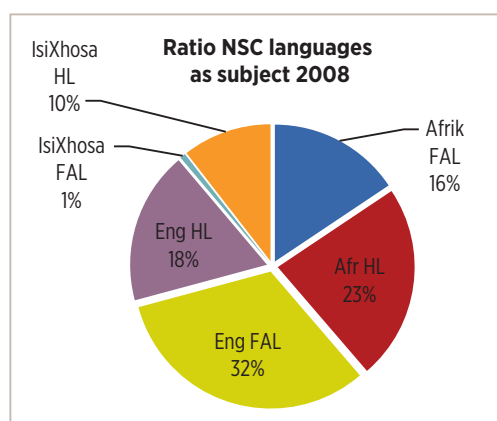
Graph 1: Reading competency levels for different provinces



## 2.5 National Senior Certificate

The three main languages of the province are English, Afrikaans and isiXhosa:

There is a growing number of Grade 12 learners taking isiXhosa Home Language and a reduction in number of learners taking Afrikaans Home Language (See Table 3).

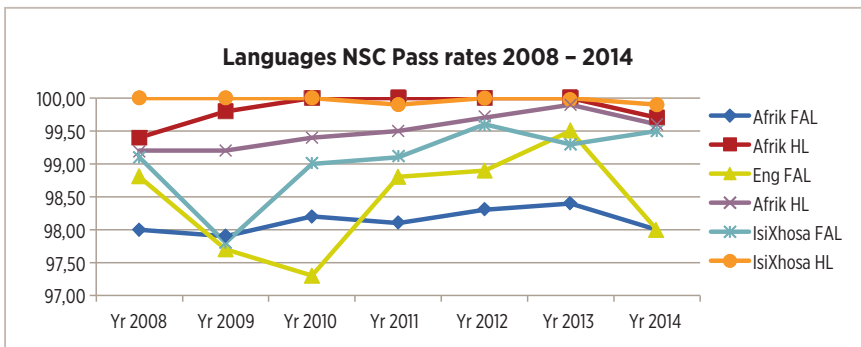


**Table 3: Number of learners taking different languages at different levels (2008 – 2014)**

Subject	2008	2009	2010	2011	2012	2013	2014
Afrikaans First Additional Language	13841	14603	14692	12858	15066	16353	16483
Afrikaans Home Language	20446	20227	20043	16273	18225	18540	18863
English First Additional Language	28461	29004	29538	25564	27924	29589	29630
English Home Language	15957	16624	16707	14817	16997	18276	18396
IsiXhosa First Additional Language	586	587	584	584	540	602	600
IsiXhosa Home Language	9318	9974	10598	10322	10687	11950	11721

There are few failures at Home Language level in the NSC. Failures are higher in additional languages with the majority being in English FAL, which is taken by 32% of NSC candidates (see Graph 2).

**Graph 2: NSC pass rate in Languages (2008 – 2014)**



“ Failures are higher in additional languages with the majority being in English FAL, which is taken by 32% of NSC candidates ”

### 3 > Preamble to the Language Strategy

The Language Strategy seeks to promote high-quality learning in Languages and so address the challenges mentioned in Section 2. The strategy focuses on integrating four dimensions of quality Language teaching and these are (see Fig. 1 below):

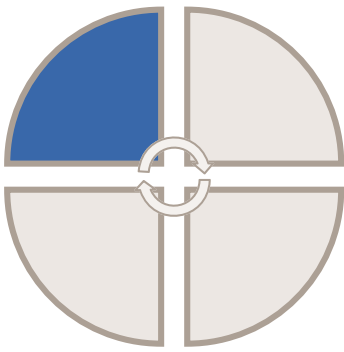
- 3.1 **People development**  
(investing in the agents involved)
- 3.2 **Productive pedagogies**  
(using effective teaching strategies that will result in learning)
- 3.3 **Resource/facility provision and use**  
(acquisition and effective use of resources)
- 3.4 **Monitoring and evaluation**  
(continuous in(tro)spection to reflect on success).



Fig. 1: Dimensions and elements of the WCED Language Strategy (2015-2019)







## People development

- a) Professional development of teachers and officials
  - b) Professional learning communities
  - c) Recruitment, induction & retention
  - d) Learner self-esteem, learner direction & learner self-regulation
  - e) Parental involvement
  - f) Strategic partnerships
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## 4 > The Language Strategy

### 4.1 People development

The Language Strategy promotes the professional development of all those involved in language teaching in the province: teachers, officials, learners, parents, HEIs and other subject relevant partners.

#### a) Professional development of teachers and officials

- Conduct a skills audit and establish a database indicating teachers' language competencies in order to establish training needs.
- Provide guidance on curriculum continuity and progression across grades and phases.
- Develop teachers' ability to align learning aims, teaching and assessment.
- Focus on formative assessment to strengthen learning.
- Grow strategic curriculum leadership and management by ensuring that HoDs and Language subject heads participate in regular Language strengthening forums to keep abreast of subject developments.
- Ensure that teachers participate in specific grade language training programme(s) to enhance language learning.
- Provide on-site support for differentiated group teaching.

#### b) Professional Learning Communities (PLCs)

- Guide subject advisers, school management teams and lead teachers to set up, facilitate and use PLCs at and between schools to promote the sharing of best practices and collaboration.

#### c) Recruitment, induction and retention strategies

- Make talented learners aware of available bursaries for teaching.
- Provide incentives to retain productive and competent language teachers.
- Promote the appointment of capable Language specialist teachers.

#### d) Learner self-esteem, learner direction and learner self-regulation

- Learners should be given extensive and demanding opportunities for reading and writing.
- Learners should do homework and take ownership of their own learning and so discover that success demands sacrifice and hard work.
- Promote teaching practices that help learners to link new knowledge to their background knowledge, to connect new learning to the world beyond the classroom and to integrate knowledge within and across subject boundaries.

#### e) Parental involvement

- Implement appropriate measures to ensure parental and community support for language learning for all learners.
- Encourage the use of libraries, the development of book clubs, investing in reading and spelling bee competitions, funding of internet connection in libraries and language hubs in communities.
- Family Literacy Programmes should be fortified by schools in all communities.
- Hold family Language events where parents and learners engage in language-based activities such as Scrabble, crossword puzzles, etc.

#### f) Strategic partnerships

- The WCED supports an environment for sharing knowledge, ideas and expertise through dynamic partnerships with external stakeholders.
- Greater alignment between private sector initiatives and schools is encouraged.

## 4.2 Productive pedagogies

Productive pedagogies refer to teaching and learning practices that support improved learner performance. This strategy promotes productive pedagogies in Languages teaching and also supports learning in other subjects by emphasising intellectual quality, the importance of Language across the curriculum (LAC), assessing for learning, creating quality classroom environments and the effective reading and interpretation of education policies.

The Department of Basic Education has formulated a national policy known as The Incremental Introduction of African Languages (IIAL). It is aimed at promoting and strengthening the use of African Languages in schools by introducing learners incrementally to learning an African Language from Grade 1 – 12. The WCED will seek ways to strengthen the teaching of African Languages.

### a) Focus on language skills and intellectual quality

- In all phases develop a strong focus on the language skills of listening and speaking, reading and viewing and writing and presenting.
- A focus on high intellectual quality is necessary for all learners to perform well academically.
- Learners' explanations and arguments should demonstrate fullness and complexity of understanding.
- Use questioning and assessment activities that span the range of cognitive levels.

### b) Language across the curriculum

- Language is important for learning and should be promoted through the teaching of all subjects.
- The language of learning and teaching (LoLT) should be developed by all teachers.
- Ensure whole school participation in LoLT activity is geared towards increased language use and improved performance. Analyse assessment data for the effects of language deficits and plan necessary interventions.
- Cooperation between language teachers and subject teachers is essential to strengthen language competence across the curriculum. Every teacher is a language teacher and needs to teach the language of their subject.

### c) Assessment to enhance teaching and learning

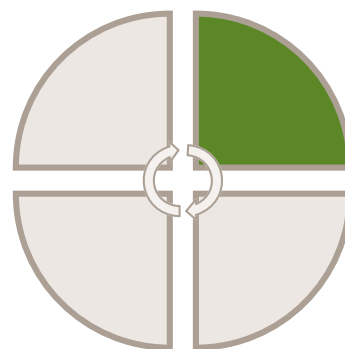
- Assess in order to promote learning.
- Develop and conduct baseline assessment for learners in a new grade.
- Design assessment activities that provide valid information about the success of teaching and learning.
- Increase the number of schools participating in Language Challenges, Competitions and Olympiads.

### d) A quality classroom environment

- Create a text-rich, welcoming classroom environment.
- Learners respect each other, work as individuals and in pairs/groups and take responsibility for their and others' learning.

### e) Interpret policy properly

- Principals, HoDs and teachers should interpret and implement the stated Language curriculum correctly in terms of teaching, assessment and time-tabling requirements.
- HoDs should ensure that teachers understand continuity and progression of prescribed content/skills from phase to phase and how the teaching and consolidation of prescribed content/skills in one phase forms the basis for language learning in the next phase.



## Use of productive pedagogies

- a) Focus on language skills and intellectual quality
- b) Language across the curriculum
- c) Assessment to enhance teaching and learning
- d) A quality classroom environment
- e) Interpret policy properly

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## 4.4 Monitoring and Evaluation

The improvement of practices that will sustain better language teaching and learning depends on reflection at different levels of the education system. These reflections should guide changes to the Language Strategy.

### a) Reflective practice at school level

- Each school will develop a target-driven language improvement plan in consultation with all role players.
- Monitor teaching and learning by tracking progress and adjusting teaching methodology.
- Evaluate efficiency, impact and results of language learning by monitoring curriculum delivery and performance in SBAs using the WCED comprehensive monitoring instrument to focus classroom-based support.
- Evaluate learner performance in Formal Assessment Tasks.
- Assess the functionality of LTSM.
- Continually improve Language performance by adjusting internal SBA in the light of data from national and provincial systemic assessments.
- Schools follow an internal moderation policy and continually improve it taking into account subject developments and better teaching practices.
- Ensure that all formal assessment tasks are internally moderated before they are issued to learners.
- SMTs support the subject head/HoD to manage the subject team by ensuring time spent teaching, by moderating assessment and taking responsibility to address shortcoming.
- Develop the management and monitoring competencies of SMTs for improved language teaching and learning.

### b) Reflective practice at district level

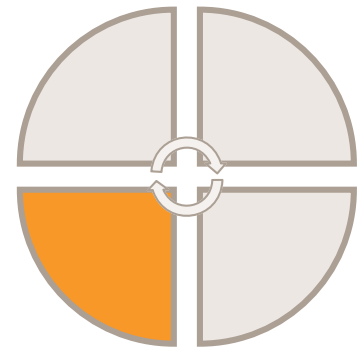
- Develop management and monitoring competencies of district officials.
- Evaluate curriculum coverage, impact and pace in accordance with national benchmarks. Moderate teaching plans and LTSM to gauge if gaps are addressed.
- Districts develop a Language Improvement Plan within their DIP for reporting to province and national structures.
- Districts should (1) monitor curriculum delivery as well as time on task at schools; (2) ensure that every school has an internal assessment and moderation policy; (3) moderate and verify the SBA; (4) monitor the use and safe-keeping of resources including textbooks.
- Moderate and verify assessment by ensuring that every school follows an internal moderation policy.
- Circuit Managers and Subject Advisers report to the district on progress in language learning.
- Ensure appointments by using e.g. a competency test for HoDs to strengthen SMTs, district and head office support components.

### c) Reflective practice at Head Office level

- Develop management and monitoring competencies of head office language teaching officials.
- SCPs conduct workshops to support officials and teachers to attain desired outcomes.
- Research external test results to establish knowledge gaps to inform teaching support measures in school and district improvement plans annually.
- Influence the design of teacher development and leadership courses in order to develop strategic curriculum leadership and management.
- Include Language monitoring and support in induction courses at CTLI for all in management and leadership positions.
- Plan induction courses for new language teachers.
- Review the strategy annually to ensure that the targets of the previous strategy are met and if necessary make adjustments to ensure effective implementation.

### d) Advocacy of subject and strategy

- Ensure all officials, teachers, parents and learners understand the importance of this strategy.
- Evaluate, the understanding and the implementation of the Provincial Language Strategy at districts, schools, and within communities.
- Substantiate changes to the planned strategy where needed.
- Teach all learners the importance of language.
- Ensure that learners take languages at the correct level.



## Monitoring and Evaluation

- a) Reflective practice at school level
- b) Reflective practice at district level
- c) Reflective practice at HO level
- d) Advocate importance of the strategy and the subject

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## 5 > The Language Strategy unpacked per grade

The provincial language strategy is presented for each of the four school phases – Foundation Phase (Grades R – 3); Intermediate Phase (Grades 4 – 6); Senior Phase (Grades 7 – 9) and FET Phase (Grades 10 – 12). The elements of each dimension in each phase should be read in conjunction with the general strategy in Section 4. Although there are common elements in each phase, the purpose of this section of the strategy is to highlight those attributes, skills and challenges particular to each phase, and grade within the phase.

### 5.1 Grades R – 3

#### 5.1.1 People development

##### **a) Professional development of teachers and officials**

Understand how language develops from birth and the importance of language in learning. Improve HL and FAL content knowledge and pedagogical knowledge, including additive bilingualism, the balanced language approach, emergent literacy and the pedagogy of play in Grade R. Develop a clear understanding of curriculum continuity and progression across grades and phases and ensure alignment between learning aims, teaching and assessment. Support the development of realistic teaching plans. Implement teacher training that is accompanied by research, monitoring and on-site support. Implement differentiated group teaching. Promote reading of a range of children's and other books. Address language backlogs, barriers and deficiencies. Ensure FP Subject Advisers and the FP HOD is trained to monitor and support Languages from Grades R to 3. Teachers regularly reflect, assess and address own language competencies and challenges. Develop a data base of teachers' pedagogic competencies, to prioritise course attendance and eliminate training duplication.

##### **b) Professional Learning Communities (PLCs)**

Start and grow local PLCs into vibrant mathematics hubs to promote the sharing of best practices and collaboration. Use PLCs to entrench professional development and have schools work together to offer all learners the best possible mathematical teaching and learning. Analyse teaching gaps identified in SBA and systemic testing and design interventions to address the gaps. Acknowledge and provide incentives for lead teachers/ PLC coordinators to mentor peers. Encourage attendance of short courses to support, refresh and strengthen teaching practice.

##### **c) Recruitment, induction and retention strategies**

Foundation Phase teachers are specialists and therefore it is incumbent on the school to employ suitably qualified FP teachers in these grades. FP teachers with language specialisation are encouraged to become reading and writing coaches. Embark on a vigorous recruitment drive at HEIs for eligible FP teachers who are linguistically competent and provide incentives to retain specialist FP teachers. Promote the appointment of capable teachers. Provide incentives for potential (lead) teachers, subject heads or HoDs who display potential. Provide an induction programme for new teachers to drive best practice and develop Language and Literacy teaching skills. Provide appropriate training and support for all new incumbents to ensure they are able to competently implement HL and especially English FAL.

##### **d) Learner self-esteem, learner direction and learner self-regulation**

Support learners to acquire a positive self-esteem. For this to happen, learners need clear and sustained guidance from the teacher so that they are gradually able to take appropriate steps to become strong users of language (readers and writers). Develop a classroom culture that ensures learners enjoy learning and understand that their learning matters. Promote teaching practices that help learners to link new knowledge to their known environment e.g. their home and town/village.



**e) Parental involvement**

Advocate the WCED Language strategy as an improvement plan. Encourage instruction in the LoLT; however the right of parents to choose a different LoLT should be respected. Implement appropriate measures to ensure parental and community support for the teaching of languages. Discuss with parents the preparatory skills needed to improve and sustain their children’s competence in language in for example a “Welcome to Gr 1” booklet. Engage parents to support (1) reading and writing at home and (2) school targets and strategies. Alert parents to the fact that their expectations will have an influence on their child’s achievement.

**f) Strategic partnerships**

Partner with NGOs, HEIs and private sector initiatives that provide school-based/ on-site language assistance that supports districts and schools in setting and attaining appropriate targets (as articulated in District Improvement Plans (DIPs) and School Improvement Plans (SIPs). Such organisations should be Language specialists, proven leaders and implementers of effective language and literacy practice. Interventions involving strategic partnerships should have a clear theoretical framework and be accompanied by monitoring and evaluation.

**5.1.2 Productive pedagogies**

**a) Focus on language skills and intellectual quality**

The teaching of language serves as a gateway and pathway to learning. Ensure that daily reading and writing enables learners to think and understand the code of increasingly complex written language. Introduce and develop enriched, language, including formulaic language. Purposefully develop and sustain a strong language foundation throughout all learning experiences. Develop lesson plans with a systematic approach to build-up and build-on the concepts and skills in the CAPS with increasing complexity. Use the CAPS to benchmark language standards, learners’ performance and progress. Conduct work sessions to analyse teaching gaps identified in SBA and systemic testing and design interventions to address the gaps.

**b) Language across the curriculum**

The four language skills are taught and consolidated in all subjects, and not only during the Language lesson. The teaching and learning of subject specific concepts and terminology is evident in the classroom and learners’ work.

**c) Assessment to enhance teaching and learning**

Develop and conduct a preparatory skills baseline assessment in all grades. Emphasis should be on assessment for learning. Design assessment activities that provide valid information about the success of teaching and learning in the relevant FP skills and content. Design assessment activities in Gr R-3 to straddle cognitive levels. Use exemplar assessment tasks to design own tasks that are responsive to teaching and learner needs. Provide learners with prompt feedback and feed-forward aimed at closing the gap between the actual and desired learner achievement. Use assessment results to draft plans for improving learner support.

**d) A quality classroom environment**

Language development in young children can be maximised in a nurturing, safe environment. Provide appropriately well-resourced language and literature-rich classrooms, e.g. reading books, graded readers, work books, textbooks. Create a teaching and learning environment that is inclusive, supportive, encouraging and focussed on learning so that learners can achieve their full potential. Acknowledge and demonstrate respect for all languages. Instil self-discipline and teach by example, always modelling correct language use. Deliberate focused language teaching and learning should take place all day: in the language lesson; in all languages; at incidental teaching moments. The relationship of the learners’ mother-tongue and the schools’ LoLT should be taken into consideration. Multilingual language scenarios provide language opportunities which teachers should use to full advantage. Differentiation and scaffolded language teaching and learning should be evident for all learners. Learners with accumulated language backlogs are given specialised programmes. English language, either at HL or FAL level, should be deliberately strengthened in those schools where the LoLT changes to English from Grade 4 onwards. The balanced language approach to teaching and learning language is implemented to ensure comprehensive, authentic, sustained language development.



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**e) Interpret policy**

In the Western Cape, Afrikaans HL, English HL and isiXhosa HL, are the main languages offered at HL level, and Afrikaans FAL and English FAL are the main FAL languages. There is no CAPS document for Second Additional Language (SAL) in the FP. Schools that do not offer an African language may voluntarily choose to offer isiXhosa as part of the FP curriculum, provided the SGB resources this language and additional teaching time is reflected on the timetable. In Grade R only the HL is compulsory but schools are encouraged to informally introduce the FAL that is taught in Grade 1. The two compulsory language subjects are HL and FAL. Where English is the LoLT from Grade 4, schools should offer English as FAL and implement the maximum time option for FAL and minimum HL time, at least from Grade 3. Schools should have a clear, concise School Language Policy that takes cognisance of context-specific language issues and interprets the HL and FAL CAPS for teaching and assessment requirements as well as time-tabling. In Grade R a focused 60 minutes language lesson is conducted every day. “Story Time” (Reading Aloud) is included in the lesson and takes place at the end of every day.

**5.1.3 Resource/facility provision and use**

**a) Acquire appropriate facilities/resources**

The school language policy describes how the HL and FAL will be resourced. The school has a plan to procure storybooks, readers, language games, posters, puppets and teacher resource materials. Ensure children’s literature and different genres are introduced from Grades R onwards. The classroom is equipped with a wide range of developmentally appropriate LTSM for literacy to flourish and consolidate. In Grade R this will include the indoor and outdoor classroom.

**b) Use resources effectively**

Utilise a wide range of appropriate and relevant resources for teaching language. Expose teachers to the effective review, selection and use of phase appropriate teaching and learning resources and materials. Help FP teams to plan ahead per term for resources needed in teaching. Share ideas in PLCs about effective use of easily accessible resources to help mediate key concepts in FP Languages. Make regular use of school / local library or EduLis.

**c) Use e-learning to deepen knowledge and understanding**

Ensure that all teachers are competent in the use of ICT equipment and the selection of teaching sources on the Internet. Support teachers in the selection of e-learning resources to improve teaching and deepen learners’ knowledge and understanding of concepts and skills. Review and recommend e-learning software and digital resources that support differentiated learning. Place suitable materials on the WCED server. Ensure parents are aware of these resources. Use Professional Learning Communities (PLCs) to develop a data base of web-based teaching, assessment and learning resources for each of the FP skills and components.



### 5.1.4 Monitoring and Evaluation

#### a) **Reflective practice at school level**

Schools develop target-driven Language improvement plans based on collective staff input. Monitor teaching and learning by tracking progress and adjusting teaching methodology. Evaluate the efficiency and impact of language learning by monitoring curriculum delivery and performance in SBAs in schools. Continually improve Language performance by adjusting internal school-based assessment in the light of data from national and provincial systemic assessments. Schools follow their internal moderation policy and make adaptations in the light of subject developments and better teaching practices. SMTs support the FP subject head/HoD to manage the FP teachers by ensuring time on task, by moderating assessment and taking responsibility to address shortcomings. Share best practice regarding monitoring the moderation programme at all levels in the school system to track progress made in teaching, assessment and learning. Improve the management and monitoring competencies of SMTs.

#### b) **Reflective practice at district level**

Improve management and monitoring competencies of district officials. Evaluate curriculum coverage, impact and pace in accordance with norms and national benchmarks. Moderate teaching plans and learner exercise books to gauge if gaps are addressed. Districts develop a HL and FAL Improvement Plan within their DIP for reporting to province and national. Circuit Managers and Subject Advisers report to the district on progress and Districts communicate development and support needs to Head Office. SCPs conduct workshops to support officials and teachers to attain desired outcomes. Moderate and verify assessment by ensuring that every school follows an internal moderation policy.

#### c) **Reflective practice at Head Office level**

Improve management and monitoring competencies of head office officials. Research external test results to establish knowledge gaps to inform teaching support measures in school and district improvement plans annually. Influence the design of teacher development and leadership courses in order to develop strategic curriculum leadership and management. Include HL and FAL monitoring and support into induction courses at CTLI for all management and leadership positions. Review the strategy on an annual basis to ensure that the targets of the strategy are met and if necessary effect adjustments to ensure implementation.

#### d) **Advocacy of subject and strategy**

Evaluate understanding and implementation of the provincial Language strategy at districts, at schools, and within communities. Ensure all role players understand the importance of this strategy. Substantiate changes to the planned strategy where needed.




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## 5.2 Grades 4 – 6

### 5.2.1 People development

#### a) **Teacher and official professional development**

Improve Language subject content knowledge and pedagogical content knowledge keeping a strong focus on key Language concepts and appropriate teaching methodology. Sustain a clear understanding of curriculum continuity and progression. Ensure alignment between learning aims, teaching and assessment. Support the development of realistic teaching plans. Understand the knowledge and skills assumed in the Languages curriculum with regard to learning support materials, lesson preparation and the implementation of ICT into curriculum delivery and the ensuing changes to classroom practices. Implement teacher training and provide related support so that both learner and teachers' differential needs are addressed. Establish a data base of teachers' competencies in teaching Languages in this phase. Develop HoD skills focussing on management and leadership skills, policy formulation, systems and structures, curriculum development, mentoring and moderation of Languages and Literature assessment. Expose subject advisers to quality developmental opportunities.

#### b) **Professional Learning Communities (PLCs)**

Subject advisers should establish district Professional Learning Communities for teachers working in surrounding schools. They should serve as local sites for Languages support staff and for teachers. At these sites teachers will be able to access shared resources and hold PLC meetings. Subject advisers, SMTs and lead teachers are guided to start, facilitate and use PLCs at and between schools to promote best practices and enhance collaboration. Use PLCs to entrench professional development and encourage schools to work together to offer all learners the best possible language learning. Conduct PLC/cluster work sessions to reflect on teaching gaps found in SBA and systemic testing and consequently design interventions to address identified gaps. Encourage attendance at Languages conferences, PLCs and enrolment in short courses (e.g. CTLI) to enhance teaching practice.

#### c) **Recruitment, induction and retention strategies**

Recruit linguistically competent learners from HEIs. Provide recognition and incentives to retain experienced and productive IP teachers. Promote the appointment of capable teachers. Provide bursary incentives for IP teachers. Design an induction programme (CTLI) for new teachers to drive best practice and develop appropriate teaching skills. Provide appropriate training for all new incumbents to ensure they are able to competently implement CAPS. Teachers should see expert practices modelled and should practise them with adequate mentorship. Use skilled mentor-teachers to support learners on practice teaching or learnerships in classrooms for a year while they complete their language coursework in curriculum, teaching, and learning at Higher Education Institutions (HEIs).

#### d) **Learner self-esteem, learner direction and learner self-regulation**

The nature of a successful language learner is one who has a positive self-concept for learning, possesses a love for reading, and is highly motivated. Support learners to acquire a positive self-esteem. For this to happen, learners need clear and sustained guidance from the teacher so that they are gradually able to take appropriate steps to become strong users of language (readers and writers). Develop a classroom culture that ensures learners enjoy learning and understand that their learning matters. Promote teaching practices that help learners to link new knowledge to their known environment e.g. their home and town/village.

#### e) **Parental involvement**

Advocate the provincial Language strategy as an improvement opportunity. Implement appropriate measures to ensure parental and community support. Discuss with parents the skills which their children need to develop competence in Language. Engage parents to support school targets and help learners at home.

#### f) **Strategic partnerships**

CTLI to assist with training HoDs and teachers in Languages subject content and teaching methodology. Partner with NGOs, HEIs and private sector initiatives that provide school-based/ on-site support to teachers accompanied by monitoring and evaluation. Partner with stakeholders dealing with language matters such as PanSALB, Centre for the Book, Afrikaanse Taalraad, PASA, DCAS (Language & Library book selection units) and HEIs to conduct research.

## 5.2.2 Productive pedagogies

### a) Focus on language skills and intellectual quality

In the Intermediate Phase, teachers should connect with and build on the foundation set in Grades R to 3. As knowledge and skills change from day to day, it is important to teach learners **how** to learn language through a balanced language approach. Reading and writing methodologies should enable learners to move from dependence to independence. All learners should get ample opportunities to speak in the target language. Learners' spoken language needs to be scaffolded and speaking is encouraged through asking questions at the level of the individual child. Language Structures and Conventions should be taught in context as other language skills are taught and developed. An increasing range of creative and information texts should be evident and the writing process should show progress to the point where learners are able to produce well organised, grammatically correct writing texts. When selecting listening and reading texts for each two-week cycle, the language items to be covered should be included and activities should be related to the texts. These learning activities are used to facilitate, assess, provide feedback and report on learning.

### b) Language across the curriculum

Language is an essential tool for developing and conveying meaning therefore the teaching and learning of language in all subjects should be prominent and deliberate. This is critically important where the LoLT is not the same as the learner's mother-tongue.

### c) Assessment to enhance teaching and learning

Emphasis ought to be on assessment for learning. Provide learners with prompt feedback and direction aimed at closing the gap between the actual and desired learner achievement. Use these assessments to draft plans for improving language learning.

### d) A quality classroom environment

A language learning environment should be print-rich, vibrant and inviting. Libraries in various formats should be used to encourage reading in all classes. Teachers should serve as excellent language and literacy models. Create a safe learning environment where all learners are supported, encouraged and challenged yet find individual significance and meaning in reading and writing experiences. The learning environment should be culturally inclusive and encourage all learners regardless of age, gender, ethnicity, religious affiliation, socioeconomic status to develop personal contacts and effective intercultural skills. Teaching and learning interactions ought to be characterised by order and appropriate preparation that enables each learner to reach their full potential through self-discipline and work ethic.

### e) Interpret policy properly

The National Curriculum Statement (NCS) makes provision for the offering of languages at three levels, i.e. Home Language (HL), First Additional Language (FAL) and Second Additional Language (SAL). Only official languages can be offered at HL and FAL levels. Foreign languages can be offered at SAL level. The instructional time for languages in the Intermediate Phase is:

- Home Language – 6 hours per week
- First Additional Language – 5 hours per week
- Second Additional Language – 1.5 hours per week may be added outside of instructional time.



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### 5.2.3 Resource/facility provision and use

#### a) *Acquire appropriate facilities/resources*

Schools should manage the procurement of the following resources: for learners - approved language textbooks; core readers containing short stories, poetry, folklore and plays; dictionaries, a range of reading material to accommodate various reading levels; texts for shared reading in Grade 4; for teachers – the HL, FAL and SAL, CAPS, Language in Education Policy (LiEP), reference books (monolingual, bilingual and multilingual dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.); a Teacher’s Resource File/Book – this may be a file made up of materials collected by the teacher or a commercially published Teacher’s Guide; library reading material and audio/visual aids.

#### b) *Use resources effectively*

Expose teachers to the effective use of phase-appropriate teaching and learning resources and materials. Help phase teams to plan ahead per term and identify resources needed for teaching, learning and assessment. Share ideas in cluster meetings or Professional Learning Communities (PLCs) about effective use of accessible resources to help mediate key skills in Intermediate Phase (IP) Languages. Schools keep asset registers to monitor the use and retention of resources and use allocated funds and other means to supplement equipment/facilities as needed to implement the School Improvement Plan (SIP) for Languages.

#### c) *Use e-learning to deepen knowledge and understanding*

Ensure that all teachers are competent in the use of computers and other digital equipment as well as accessing teaching/learning sources on the Internet. Support teachers in identifying e-learning resources that support teaching and deepen learners’ knowledge and conceptual understanding. Review e-learning software and digital resources that support Language learning in IP. Use PLCs to develop a data base of web-based teaching, assessment and learning resources for each of the IP content topics. Learners should not only use technology, but have access to a variety of tools that match the language tasks at hand and provide the opportunity to build a deeper understanding of language content.

### 5.2.4 Monitoring and Evaluation

#### a) *Reflective practice at school level*

School Management Teams (SMTs) at school level have a fundamental role to play in the school assessment programme of learners. Emphasis should be on language teaching by expert language teachers in the phase. Language Heads of Departments (HODs) should mentor and support teachers in their department during their lesson preparation, help with demonstration lessons followed by observation lessons and team teach when the need arises. SMTs should support and monitor language teachers to conduct regular baseline tests at the beginning of a grade. Learners’ tasks should be monitored and moderated at all times. Reflections and feedback sessions should be regularly arranged amongst language teachers.

#### b) *Reflective practice at district level*

District officials’ interventions should be specific programmes suitable for specific schools’ needs. Develop informed academic language competencies geared towards practical monitoring and evaluation processes. Support district officials with training on data handling and analysis of national and provincial test results which will consequently become part of a teacher support programme. Manage consistent monitoring and evaluation processes with professional teacher development support programmes.

#### c) *Reflective practice at head office level*

Expose Head Office officials to the analysis of international, national and provincial language testing processes. Develop Senior Curriculum Planners in data handling and analysis of national and provincial test results. Influence the design of monitoring and evaluation programmes to be implemented at school level. Engage in and support the development of induction courses for managers which include managing language development.

#### d) *Advocacy of subject and strategy*

Evaluate the advocacy of the provincial Language strategy at districts, at schools, and within communities. Ensure all role players understand the importance of this strategy. Substantiate changes to the planned strategy where needed.



# 5.3 Grades 7 – 9

## 5.3.1 People development

### a) Professional development of teachers and officials

Identify and address teacher professional development needs by emphasising how to identify gaps in Senior Phase language knowledge; actively learn with colleagues in PLCs; understand the curriculum and how to use learning support materials; prepare and deliver lessons competently and integrate ICT into curriculum delivery in order to grow. Training should cater for specific target groups of teachers per skill; it should focus on specific needs such as: how to teach reading comprehension; how to use computer-assisted teaching of writing; how to assess oral presentations; how to support beginner teachers to set exam papers; how to teach foreign language speakers in the First Additional Language classroom; how to integrate grammar teaching and how to use textbooks effectively.

In order to stay on the cutting edge of development in language teaching, training for HoDs should focus on specific needs such as:

- Management and leadership skills;
- Mentoring and moderation of assessment of Languages and Literature;
- Policy formulation in order to understand why committees such as the Learning and Teaching Support Material (LTSM) Committee, Subject Committee, RCL Committees are required;
- e-Learning programmes to assist in the analysis of assessment results.

Subject Advisers should be exposed to quality developmental opportunities. Needs and interests should be the driving force for their professional growth in the following:

- critical analysis of information found to determine quality and accuracy
- organising and processing data in various formats
- using existing strategies to ascertain the accuracy, validity, reliability and bias of data
- capacity to present and communicate information clearly

### b) Professional Learning Communities (PLCs)

PLCs serve as local sites for Languages support staff and for teachers to access shared resources and hold Professional Learning Communities (PLC) meetings. Encourage Subject Advisers to build a rapport with teachers showing empathy with them in relation to their professional roles. Act as a ‘critical friend’, that is, someone capable of offering constructive criticism, guidance and feedback; questioning, interpreting and explaining policies to teachers. Assist with problems while challenging teachers to use more demanding language texts.

### c) Recruitment, induction and retention strategies

Teachers ought to see expert practices modelled and should practise them with adequate mentorship. Place learners on practice teaching and learnerships in the classrooms of mentor teachers for a year while they complete their language coursework in curriculum, teaching, and learning at HEIs.

### d) Learner self-esteem, learner direction and learner self-regulation

Promote competitions in Languages in order to motivate learners to practise language skills and other forms of communication. Guide learners to understand the responsibility of learning by integrating language learning into their world. Inculcate in the minds of learners the need to study and perform well in their language tasks. Encourage learners to master study skills and use study tips to their benefit in order to make informed decisions when selecting subjects suitable for their future career.

### e) Parental involvement

School Governing Bodies should be empowered to support parents in creating a home environment that is conducive for children to develop a love for reading, do homework, research, learn study skills and prepare for tests and examinations.

### f) Strategic partnerships

Strategic Partners like Non-Government Organisations (NGOs), Pan South African Language Board (PanSALB), Department of Culture and Sport (DCAS) (Language & Library Units), Centre for the Book, Publisher’s Association of South Africa (PASA), Higher Education Institutes (HEIs) and Cape Teaching and Leadership Institute (CTLI) support language development. Foster the development and implementation of innovative practices; Regional Language Bodies promote the development of education and training; advocate provincial learner initiatives. Encourage partners to boost active language engagement.




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## 5.3.2 Productive pedagogies

### a) Focus on language skills and intellectual quality

Whilst understanding of basic Languages Skills is important, every effort should be made to focus also on higher cognitive skills like evaluation and appreciation. Use questioning that incorporates a range of cognitive levels. Assessment activities in the phase should gradually overlap a variety of cognitive levels.

### b) Language across the curriculum

Reading and writing are practised daily. Teachers use the correct subject terminology and steer clear of informal code switching. Encourage strategies that address objectives of language in all subjects as language is an essential tool for developing and conveying meaning. Encourage substantive conversation between teachers and learners about important language skills. Coordinate regular in-class competitions to promote enjoyment and expertise in reading and writing. Schools host inter-school reading and writing clubs.

### c) Assessment to enhance teaching and learning

The emphasis ought to be on assessment **for** and **of** learning. Take dedicated steps to close gaps to ensure learners develop the competence to succeed in languages at FET level. Provide learners with quick feedback aimed at guiding them to attain the language learning targets. Teachers are encouraged to use exemplar assessment tasks to design their own tasks that are responsive to teaching and learner needs. Analyse assessment data for the effects of language deficits and intervene accordingly.

### d) A quality classroom environment

Construct a classroom text rich environment that welcomes all learners, is supportive, encouraging and focussed on learning so that learners can achieve their full potential. Instil discipline, a work ethic and teach by example. Teachers should create a language resource-rich classroom that supports teaching and learning. Teaching and learning interactions are characterised by order, good preparation and routine. Teachers should ensure that every classroom has a user-friendly library corner.

### e) Interpret policy properly

Ensure principals, HoDs and teachers interpret the Languages curriculum correctly in terms of teaching and assessment requirements as well as time-tabling for Senior Phase. Support teachers in understanding the continuity and progression of prescribed language skills. Critical Language awareness should be consolidated from Intermediate Phase and further developed in the Senior Phase to enhance quality language interpretation and analysis in Grade 10 – 12.

### 5.3.3 Resource/facility provision and use

#### a) *Acquire appropriate facilities/resources*

It is the responsibility of all schools to select:

- resources that enrich and support the language curriculum, taking into consideration a diversity of interests and perspectives, and the variety of abilities, learning styles and maturity levels of the learners
- language resources that stimulate growth in factual knowledge, literary appreciation and critical literature analysis, aesthetic values, and knowledge
- language resources that positively and accurately reflect diverse perspectives on issues, ensuring that learners have an opportunity to develop, under guidance, the practice of critical analysis and the ability to make informed judgments in their daily lives
- language resources representative of gender, ability/disability, belief system, family structure, race and ethnicity, and socio-economic status
- a comprehensive collection of language resources appropriate to the school community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources. Consider the move to Smart Classrooms to promote collaborative learning which should make the language classroom a computer-assisted learning space.

#### b) *Use resources effectively*

Draw learners into group and co-operative learning, as well as provide for individual growth; promote reading and writing activities and an applied approach to learning. Encourage learners to question, think, react, reflect, and decide in ways that develop critical-thinking and decision-making skills. Offer choice and flexibility appropriately to meet needs related to individual aptitudes, abilities, learning styles, multiple intelligences, and interests.

#### c) *Use e-learning to deepen knowledge and understanding*

Ensure that all teachers have the knowledge, skills and support necessary to integrate ICT into teaching and learning. Encourage the use of well-integrated technology resources by thoroughly training teachers. Integrate the use of technological resources such as computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc.




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### 5.3.4 Monitoring and Evaluation

#### a) *Reflective practice at school level*

School Management Teams (SMTs) at school level have a fundamental role to play in the school assessment programme of learners. Emphasis should be on language teaching by expert language teachers in the phase. Language Heads of Department (HODs) should mentor and support teachers in their department during their lesson preparation, help with demonstration lessons followed by observation lessons and team teach when the need arises. SMTs should support and monitor language teachers to conduct regular baseline tests at the beginning of a grade. Learners’ tasks should be monitored and moderated at all times. Reflections and feedback sessions should be regularly arranged amongst the language teachers per phase.

#### b) *Reflective practice at district level*

District Subject Advisers should increase intervention strategies based on School Improvement Plans. Develop individual teacher support programmes in order to promote language and literature teaching expertise. Promote data handling and analysis of national and provincial test results to enhance language improvement.

#### c) *Reflective practice at Head Office level*

Head Office officials should strategically support and strengthen national and provincial data analysis. Encourage Subject Advisers to promote regular use of Professional Learning Communities in managing and monitoring and evaluation processes. Promote implementation of district language intervention plans.

#### d) *Advocacy of subject and strategy*

Evaluate the advocacy of the provincial Language strategy at districts, at schools, and within communities. Ensure all role players understand the importance of this strategy. Substantiate changes to the planned strategy where needed.




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## 5.4 Grades 10 – 12

### 5.4.1 People development

#### a) *Teacher and official professional development*

Teachers' professional development should enable teachers to improve language teaching. Teachers' professional development should be informed by data, be needs-based and cater for specific target groups of teachers. All teachers' professional development interventions should be monitored and evaluated. Focus training on specific (high priority) topics which prove to be difficult for teachers and learners to grasp such as critical language awareness, visual literacy, the literary essay, comprehension and summary writing skills. Support the development of realistic teaching plans that take into account the pace of curriculum delivery. Continue to work on a clear understanding of curriculum continuity and progression across Grade 10 – 12. In the context of clear examination requirements in the NSC examination, ensure alignment between learning aims, teaching and assessment. Improve teacher competence in integrating higher order cognitive skills in teaching and assessment.

#### b) *Professional Learning Communities (PLCs)*

Guide HoDs, subject heads and lead teachers to start, facilitate and use PLCs at and between schools to promote sharing best practice and enhance collaboration. Acknowledge and provide incentives for lead teachers/PLC coordinators. Use PLCs to entrench professional development and encourage schools to work together to offer all learners the best possible language teaching. Conduct PLC work sessions to reflect on teaching gaps found in SBA and systemic testing. Encourage attendance at Language conferences, PLCs and enrolment in short courses (e.g. CTLI and HEIs) to refresh teaching practice.

#### c) *Recruitment, induction and retention strategies*

Embark on a vigorous recruitment drive for competent teachers of languages in posts. Conduct needs analysis to inform Language teacher recruitment campaigns. Provide recognition and incentives to retain experienced and productive language teachers. Design induction programmes at all levels. Subject advisers induct new FET Language teachers. Use expert teachers to mentor novice teachers.

#### d) *Learner self-esteem, learner direction and learner self-regulation*

Support learners in developing self-esteem based on a “growth mindset” instead of a “fixed mindset”. For this to happen, learners need clear and sustained guidance from the teacher so that they are slowly given responsibility and take small steps to address weaknesses. Develop and mediate study tips/guidelines for Grade 12 learners. Learners should receive regular homework/revision so that they can identify areas in which they need more help from their teachers. Help learners to understand why their learning matters. Promote teaching practices that help learners to link new knowledge to their background knowledge, to connect new learning to the world beyond the classroom and to integrate knowledge within and across subject boundaries. Encourage learners to participate in competitions for speaking and writing.

#### e) *Parental involvement*

Encourage parents to participate in their child's learning programme by supporting them through use of the curriculum website. Introduce language parent support evening groups to engage with parents and guardians. Advocate the Provincial Language Strategy as an improvement opportunity. Discuss with parents the skills their children need in order to develop competence in languages.

#### f) *Strategic partnerships*

Establish strategic partnerships with NGOs, HEIs and the private sector in order to promote participation and performance in languages. Organise tutoring by expert tutors during winter and spring schools. Facilitate training of SMTs to enable them to drive the provincial language strategy in their school towards attaining identified targets. Provide adequate and appropriate training of Language teachers and HoDs. Encourage participation in external language association conferences, subject committees, PLCs, etc. Partner with NGOs, HEIs and private sector initiatives that provide school-based/on-site support to teachers and learners. Ensure that the province has a functioning Subject Committee for languages.



5.4.2 Productive pedagogies

a) Focus on language skills and intellectual quality

All learners should be presented with intellectually challenging work. Classroom activities should require learners to use higher order thinking that goes beyond simple recall, recognition and reproduction to analysis, synthesis, evaluation and production of ideas and performances.

b) Language across the curriculum

The approaches to teaching language are text-based, communicative and process oriented. The text-based and the communicative approaches are both dependent on the continuous use and production of texts. A text-based approach teaches learners to become competent, confident and critical readers, writers, viewers and designers of texts. The genre approach may be used to teach specific features of different texts. 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. Exposure to language is gained by regular reading, viewing and listening. This approach should also be form-focused, allowing for the explicit focus on language structures and conventions. Learners will only acquire knowledge about language structures if they are explicitly taught. It is recommended that language structures should be taught within the context of writing or reading. Co-operative learning strategies (e.g. group work, work in pairs) can be utilised as part of the communicative approach.

The process approach requires that learners engage in different stages of the listening, speaking, reading and writing processes while listening to, reading and producing oral and written texts. Daily writing and speaking will provide learners with opportunities to practise the language.

Daily reading in class should be encouraged. A reading corner in the classroom can be used to display books, magazines and interesting articles for learners to read. Extended reading should be promoted through the establishment of book clubs and by providing opportunities to participate in readathons.

Every subject uses texts to foster learning, implying that every teacher is a language teacher and needs to teach the language of their subject. It is therefore crucial that cooperation between language teachers and content subject teachers is intensified to strengthen language competence across the curriculum.

c) Assessment to enhance teaching and learning

Assessment tasks should expect learners to engage in higher-order thinking: apart from recalling facts, tasks should require learners to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information. Learners should be encouraged to work through "past" examination and exemplar papers that are a good reflection of the examination requirements. The emphasis of assessment should be both on assessment for and assessment of learning. Feedback about weaknesses and feed forward about the next steps the learner will have to take, should be an integral part of the conversations between learners and teachers. This should inform the actions of learners as they use the evidence/guidance from the assessment to work independently on their weaknesses in the subject.

d) A quality classroom environment

Construct a classroom environment that welcomes all learners, is supportive, encouraging and focussed on learning so that learners can achieve their full potential. Instil discipline, a work ethic and teach by example. Teachers should create language resource-rich classrooms that support productive teaching and learning. Plan systematic learning characterised by good preparation, orderliness and caring about learning.

e) Interpret policy properly

Ensure principals, HoDs and teachers interpret the stated language curriculum correctly in terms of teaching and assessment requirements as well as time-tabling for Grades 10 – 12. Support teachers in understanding the continuity and progression of prescribed content/skills from the SP and further developed in Grades 10 – 12 to form a basis for language learning beyond school, in life, in work and in further study contexts.



A series of horizontal lines provided for student writing or reflection.




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### 5.4.3 Resource/facility provision and use

#### a) Acquire appropriate facilities/resources

One of the aims of the Curriculum and Assessment Policy Statements (CAPS) is to instil the ability to “collect, analyse, organise and critically evaluate information” in learners. This critical outcome of CAPS, also termed information literacy, underpins resource-based learning which, inter alia, involves active interaction with many learning resources. For curriculum to be implemented successfully, it is essential that a wide range of library resource material, in addition to textbooks and readers, be available for use by learners daily. Library material includes, but is not limited to the following:

- reference works (encyclopaedias, atlases, dictionaries, etc.)
- non-fiction works (books containing information or facts)
- fiction works (novels, short stories, fables, legends, picture books, etc.)
- posters, pamphlets, magazines and newspapers
- pre-recorded audio cassettes, CDs, videos, DVDs, and CD-ROMs
- multi-media packages.

#### b) Use resources effectively

Language classrooms should be text-rich environments. Reading corners can be established or a collection of different types of reading texts can be kept in the classroom. It is also crucial that textbooks are used effectively on a regular basis. Every teacher needs a variety of reading materials, which should include adolescent literature, textbooks containing a variety of forms, graphs, newspapers and cartoons, and both shorter and longer texts. Learners should also have access to these resources after school. Each learner should have access to reading material and a dictionary. First and Second Additional Language learners should have bilingual dictionaries or dictionaries which also provide information and guidance on language usage. All public schools should acquire the required textbooks for languages for Grades 10-12. These should include books to teach grammar as well as literature texts. Textbooks should be used as the basis for all teaching and the effective use thereof should be emphasised. It is essential that schools manage the procurement and top-up of language textbooks. All resources should be catalogued. Encourage teachers to keep registers to control usage and retention of resources. Ensure that all teachers are competent in the use of computers and other digital equipment as well as sourcing of teaching/learning sources on the Internet.

#### c) Use e-learning to deepen knowledge and understanding

The WCED will embark on a drive to support libraries and upgrade computer access to promote literacy and e-learning in public schools. Both teachers and learners are encouraged to visit the WCED eLearning systems: WCED Curriculum Development website for additional support material.

- <http://www.wcedcurriculum.gov.za> WCED Learning Management System for additional teaching and learning support material.
- FET: <http://www.elearningdev.wcape.school.za/mod/data/view.php?id=4871>
- GET: <http://www.elearningdev.wcape.school.za/mod/data/view.php?id=4872>

## 5.4.4 Monitoring and Evaluation

The CAPS proposes informal/daily and formal assessment. The Programme of Assessment is available in the CAPS. As part of informal assessment, regular school-based tests should be written. This should include exam type questions and the weighting of the cognitive levels should be encompassed

### a) Reflective practice at school level

Heads of Departments in schools play a pivotal role in:

- supporting, monitoring and evaluating the work of individual teachers in their departments
- enabling constant dialogues that are language – related
- demonstration lessons
- conducting team teaching lessons
- moderating SBA tasks before they are administered
- moderating learner performance through a sample of SBA tasks in order to evaluate and establish aspects of language that need intensified support.

### b) Reflective practice at district level

Schools will inform the district of the intensified intervention strategies in order to:

- support individual teachers and their HoDs in every school;
- monitor and evaluate support programmes at regular intervals in order to ensure their effectiveness.
- analyse data that will inform all teacher training initiatives in the province.

### c) Reflective practice head office level

The primary aim of training sessions will be to strengthen collaborative professional learning and show teachers how to analyse learner work and data to improve instruction. All action plans for improvement will be based on the data that is available for the NSC examinations as well as SBA tasks. A detailed analysis of each question paper will be undertaken to highlight areas of weaknesses and strengths for the purposes of remediation and improvement in performance. All internal assessments will be benchmarked against exemplar papers for compliance with the requirements of CAPS.

### d) Advocacy of subject and strategy

Evaluate the advocacy of the provincial Language strategy at districts, at schools, and within communities. Ensure all role players understand the importance of this strategy. Substantiate changes to the planned strategy where needed.

## 6 > Conclusion

Over the last 20 years or more, the Western Cape Education Department has launched a number of initiatives aimed at improving Language teaching and learner performance throughout the provincial schooling system. These took place amidst significant changes and revisions in the curriculum which resulted in new requirements in how teachers teach and assess as well as how schools function.

While there were gains in Language over this period, the learner performance in systemic and exit level assessment in the province, is a major concern.

The intention of the Language Strategy is therefore on the one hand to build on current educational support initiatives to strengthen Language teaching and learning, and on the other, to fuse these into a balanced approach which places equal emphasis on what happens inside language classrooms and is informed by what research indicates produces better educational outcomes for all learners.

The proposed strategy consists of four dimensions namely people development, using productive pedagogies, resource or facility provision and use as well as monitoring and evaluation. By addressing the elements which constitute each dimension, the possibility exists to deal with the mentioned challenges over the next five years. Each dimension will continuously respond to needs and opportunities in other dimensions and so contribute to the heart of this strategy, which is: **quality teaching for quality learning.**

The WCED intends that this strategy will not only be a strategy for Language teachers and the teaching of the subject. It ought to offer more than that. It provides all schools with a framework that can be used to reflect on current teaching and management practices. Furthermore, this approach foregrounds pedagogical practices and principles that should be considered in the strategic choices schools make to ensure the best teaching possible for every learner in our schools.




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## 7 > Appendices

### 7.1 Appendix 1: Dimensions and elements of productive pedagogies



Adapted from:

- Hayes, D., Mills, M., Christie, P. & Lingard, B. (2006) *Teaching and Schooling Making a Difference: Productive Pedagogies, Assessment and Performance*. Crows Nest: Allen & Unwin.
- Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Southbank Victoria: Thomson.

### 7.2 Appendix 2: Effect sizes of different variables on learning

<i>Influence</i>	<i>Effect Size</i>	<i>Source of Influence</i>
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Parent involvement	.46	Home
Homework	.43	Teacher
Teacher Style	.42	Teacher
Questioning	.41	Teacher
Peer effects	.38	Peers
Advance organisers	.37	Teacher
Simulation & games	.34	Teacher
Computer-assisted instruction	.31	Teacher
Testing	.30	Teacher
Instructional media	.30	Teacher
Aims & policy of the school	.24	School
Affective attributes of students	.24	Student
Physical attributes of students	.21	Student
Programmed instruction	.18	Teacher
Ability grouping	.18	School
Audio-visual aids	.16	Teacher
Individualisation	.14	Teacher
Finances/money	.12	School
Behavioural objectives	.12	Teacher
Team teaching	.06	Teacher
Physical attributes (e.g., class size)	-.05	School
Television	-.12	Home
Retention	-.15	School

Adapted from: Hattie, J. (2012) *Visible Learning for Teachers: Maximizing impact on learning*. London: Routledge.