

**FROM WORD TO WORLD: A MULTILITERACIES APPROACH TO LANGUAGE,
LITERACY AND COMMUNICATION FOR CURRICULUM 2005**

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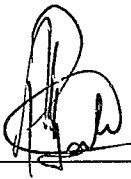
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Abstract

This research report explores the relationship between two literacy curriculum reform projects, one global and the other local, which emerged at the same time. The former is the Multiliteracies approach, which is based on the concept of multiple literacies, the latter is the new language and literacy curriculum in South Africa. Taking the form of constructive comparative textual analysis, which shows how the local and global approaches to literacy pedagogy under examination articulate with each other, the research report aims to extend rather than criticise the work of South African curriculum designers. The research report argues that the local literacy curriculum reform initiative lacks a coherent theoretical framework, and therefore does not provide the foundational principles which are required for guiding implementation of what is seen as a paradigm shift in literacy education in South Africa. It proposes that since the Multiliteracies approach offers an overarching theory of text and a pedagogy, neither of which is inconsistent with what is presently proposed in the Language, Literacy and Communication curriculum, there is a case for inscribing Multiliteracies theory and pedagogy on to the new Language, Literacy and Communication curriculum framework in order to facilitate coherence and consistency at the level of interpretation and implementation. It suggests that the adoption of the Multiliteracies approach may offer a way of avoiding the collapse, at the level of implementation, of the principles of Curriculum 2005, and of ensuring that the new Language, Literacy and Communication curriculum in South Africa can truly be described as a paradigm shift.

Declaration

I declare that this research report is my own work and that I have given acknowledgement to sources which I have used. It is submitted for the degree of Master of Arts in English Education in the University of the Witwatersrand, Johannesburg. It has not been submitted previously for any degree or examination at any university.



26 day of January, 1999

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TABLE OF CONTENTS

i	Abstract	
ii	Declaration	
iii	Acknowledgements	
iv	Contents	

CHAPTER ONE: INTRODUCTION

1.1	Aims and Research Questions	1
1.2	Rationale	2
1.3	Methodology	9

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1	Introduction: From Literacy to Literacies	19
2.2	The Multiliteracies Approach: ‘A Pedagogy of Multiliteracies: Designing Social Futures’ as Literacy Curriculum Framework	30
2.2.1	Statement of Context for Literacy Curriculum	30
2.2.2	Aims and Rationale	32
2.2.3	Theory of Communication and Representation	33
2.2.4	Theories of Knowledge and Learning	46
2.2.5	Content	48
2.2.6	Pedagogy	51

CHAPTER THREE: THE LANGUAGE, LITERACY AND COMMUNICATION CURRICULUM FRAMEWORK

3.1	Introduction	57
3.2	The Language, Literacy and Communication Curriculum Framework	62
3.2.1	Statement of Context for Literacy Curriculum	62

3.2.2	Aims and Rationale	66
3.2.3	Theory of Communication and Representation	69
3.2.4	Theories of Knowledge and Learning	72
3.2.5	Content	74
3.2.6	Pedagogy	92
3.2.7	Conclusion	96

CHAPTER FOUR: MAPPING A MULTILITERACIES APPROACH ON TO THE LANGUAGE, LITERACY AND COMMUNICATION CURRICULUM FRAMEWORK

4.1	Introduction	98
4.2	Congruities	98
4.3	Disjunctions, Discontinuities and Tensions	105
4.4	Inscribing Multiliteracies on to Language, Literacy and Communication	108

CHAPTER FIVE: CONCLUSION 129

BIBLIOGRAPHY

1.	Curriculum Documents	133
2.	Books and Articles	134
3.	Unpublished Papers and Dissertations	145

APPENDIX

Extract from *Senior Phase Policy Document* (Department of Education, October 1997),
pp. 1-35 and LLC1- 44

CHAPTER ONE

1.1 AIMS AND RESEARCH QUESTIONS

The principal aim of this research is to investigate whether a Multiliteracies approach to literacy pedagogy, as exemplified in 'A Pedagogy of Multiliteracies: Designing Social Futures' (The New London Group, 1996), can complement and enrich literacy pedagogy in South Africa within the framework of the new learning area of Language, Literacy and Communication¹, as set out in the in the *Senior Phase Policy Document* (Department of Education, October 1997), and if so, in what ways. The New London Group suggest that their journal article 'might help frame curriculum experimentation that attempts to come to grips with our changing educational environment' (New London Group, 1996: 63). As Curriculum 2005 is a form of curriculum experimentation, this research report aims to establish whether the New London Group's conceptual framework could help 'frame' the curriculum innovation occurring in South Africa at present.

In keeping with the New London Group's emphasis on inventive production, the aim of this research report is to go beyond critique of the Language, Literacy and Communication curriculum framework documents to produce the beginnings of a new resource which combines in a new way the resources of both the Multiliteracies approach and the Language, Literacy and Communication curriculum framework documents. It is hoped that a synthesis of the work of the two curriculum reform projects will help educators to interpret and use the Language, Literacy and Communication curriculum framework documents, and in this way make a contribution to both the development and the implementation of the Language, Literacy and Communication curriculum in South Africa.

The intention is that the research report should provide direction for curriculum designers, who are in the process of developing curriculum documents and illustrative learning programmes, student teachers and practising teachers who are interested in experimenting with the new

¹ In the new curriculum, the language subjects offered in South African schools have been incorporated into one umbrella learning area named Language, Literacy and Communication.

curriculum, or who are already implementing it in their teaching practice, and publishers and materials developers who wish to cater for the present demands of the curriculum and to anticipate future curriculum developments.

As both the Language, Literacy and Communication learning area and the Multiliteracies approach are in the process of development², this research report aims to extend the dialogues initiated by each of the curriculum reform projects in the hope that it may yield insights which contribute both to the work of the Language, Literacy and Communication curriculum developers and to that of the International Multiliteracies Project.

In order to achieve the aims stated above, the following research questions have been formulated to guide the research. Firstly, what is the Multiliteracies approach? Secondly, what is the Language, Literacy and Communication curriculum framework? Thirdly, how does a Multiliteracies approach to literacy pedagogy relate to the learning area of Language, Literacy and Communication, and are they compatible? The New London Group propose that the conceptual framework they have produced be 'mapped' against existing curriculum practices 'in order to extend teachers' pedagogical and curriculum repertoires' (1996: 89). The New London Group's proposal informs the main question guiding the research, which is, in what ways can the Multiliteracies approach be inscribed onto the Language, Literacy and Communication curriculum framework?

1.2 RATIONALE

As both the *Senior Phase Policy Document* and the New London Group's paper are intended to guide and frame curriculum experimentation and change, a comparison between them is not inappropriate. The choice to link the Multiliteracies approach to the development of the

² The New London Group has established a forum, called the International Multiliteracies Project, for developing the ideas contained in their journal article. They emphasise that their paper is 'provisional' and 'a tentative starting point' (1996: 89). They stress that the International Multiliteracies Project, which has developed out of their work, 'is an open-ended process - tentative, exploratory, and welcoming of multiple and divergent collaborations' (ibid.). They express the intention that the conceptual framework of the International Multiliteracies Project be further developed, and the hope that the project will supplement existing approaches to the teaching and learning of English language and literacy. The Language, Literacy and Communication curriculum is also in the process of development: it is only beginning to move beyond the 'Discussion Document' stage, with implementation of the Curriculum 2005 having begun in 1998 with the first year of formal schooling, Grade 1, and with Grade 2 in 1999.

Curriculum 2005 learning area of Language, Literacy and Communication is both personal and political. This choice reflects my position as a language educator at a time of vital curriculum change, and my concern for the success of a social justice project which is long overdue. It also reflects my involvement with the departments of Applied Linguistics and English at the University of the Witwatersrand, which have been largely responsible for my exposure to the theoretical perspectives out of which have grown my own critical orientation and my belief that the work of the International Multiliteracies Project could make a useful contribution to Curriculum 2005.

An intuitive sense of the value of the work of the New London Group has grown into a conviction informed by both reading and my experiences as an educator in urban and rural, privileged and disadvantaged schools.³ Working at the intersection of curriculum, pedagogy and education administration, I was exposed to diverse, and conflicting, views on Curriculum 2005, but what emerged most strongly is a sense of confusion about the new curriculum. Criticism of the new curriculum has come from the press, which periodically publishes negative reports about Curriculum 2005, teachers, and the academic world (for example, Jansen, 1997: 2).

South African curriculum developers have chosen to implement Transformational Outcomes Based Education (OBE), the most radical form of OBE (*Implementing OBE 4: Philosophy*, n.d.: 17-22). This choice has necessitated a significant break with previous curriculum practice (see section 3.1), one which is described as a paradigm shift (Department of Education, March 1997: 6-10). This research report is predicated on the assumption that curriculum change of such magnitude cannot be implemented without being fully documented and scrutinized at the planning stage. The official curriculum framework documents represent an attempt to put a vision for a future South Africa on paper in a form which enables people to respond and contribute to it. As the new curriculum has yet to be implemented at Intermediate and Senior

³ I worked for almost ten years as a First Language English teacher at a multicultural public secondary school where learners specialise in either Art, Ballet, Dance or Music, was briefly involved with an outreach programme for rural schools, and recently spent eight months working with a language-in-education non-government organisation appointed by the Education Department to train teachers and education officials to implement the school language policy of additive multilingualism in Gauteng Province, which afforded me some insight into township schools near Johannesburg, and a sense of the macro-level of language and literacy education.

Phase level⁴, the insights which emerge from interrogating, reflecting on, and responding to the documents which pertain to these levels could be incorporated when the new curriculum is implemented at all levels.

The New London Group suggest that '*curriculum is a design for social futures*' (1996: 73). This means that a curriculum '[i]n the knowledges, practices, values which it puts forward - and in their modes of transmission in pedagogies...imagines a certain kind of human being, with particular characteristics' (Kress, 1995: viii). An examination of the curriculum framework documents is, therefore, an examination of the kind of learners that curriculum planners hope will emerge from the education system. The focus of this research report is on the *Senior Phase Policy Document*, as it outlines the curriculum which all learners should have experienced by the end of the Senior Phase level which completes the compulsory schooling period. As many learners will receive no further formal language and literacy education, the last phase of the Language, Literacy and Communication curriculum, is particularly important, as it influences what skills, competencies, knowledges and values these learners have access to when they leave school.

The *Language, Literacy and Communication* curriculum framework represents a new approach to language teaching in South Africa. It is an attempt to provide equity for all languages in a unified education system; for the first time in South Africa all language educators will be using the same curriculum guidelines for the teaching of all languages as subjects. This is significant, given that the previous dispensation offered what is acknowledged to be inferior education, in both the African language subjects, and in what was known as 'Second Language' English and Afrikaans as it was taught in black schools.

As the learning area which is concerned with communication and representation, and which is responsible for carrying the content of other learning areas, Language, Literacy and Communication plays a vital role in education. Given the widespread failure of education (see

⁴ The first stage of compulsory schooling is the Foundation Phase, which includes the reception year and grades one, two and three. The Intermediate Phase includes grades four to six. Senior Phase refers to the last stage of General Education and Training, grades seven to nine. Curriculum 2005 is due to be introduced into the Senior Phase in the year 2000 (Department of Education, 1997).

sections 3.1 and 3.2.1), particularly with regard to those people for whom the languages of instruction⁵ were not primary languages⁶, language education is a key area in which attempts to provide redress for past failures can be made. It is therefore imperative that the learning area of Language, Literacy and Communication is carefully conceptualised and developed.⁷

One of the factors which will determine the success of Language, Literacy and Communication at the level of implementation is the strength and appropriateness of the framework on which it is built. Significantly, problems with the Language, Literacy and Communication learning area have already become apparent: educators are having difficulty in interpreting the curriculum documents that pertain to the learning area.⁸ It could be argued that one reason for this is that the official curriculum documents outlining the new learning area are not clearly grounded in explicit theory, and that therefore they do not offer teachers the knowledge which would facilitate their having a shared understanding of language and literacy pedagogy. The importance of establishing common frameworks of values and understanding for the success of the new curriculum should not be underestimated. The need for an explicit curriculum becomes even greater when cultural values are no longer shared by all those served by the curriculum (Kress, 1995: 41, 55), as is the case in South Africa.

This research report asserts the value of attempting 'to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny' (Stenhouse, 1975: 4): only when theory is made explicit is it possible to engage with it critically and practically. It is not my intention to suggest the imposition of theory where it is

⁵ From this point on, in keeping with the terminology used in Curriculum 2005 documents, the term 'language(s) of learning and teaching' will replace the term 'language of instruction'

⁶ The term 'primary language(s)' replaces the terms 'mother tongue', 'first language', and 'home language', which tend to misrepresent the complexities of linguistic reality in South Africa, where many people are equally proficient in two or more languages, which are not necessarily the first language learnt or the language in which the speaker's mother is most proficient (Eltic, 1995 and 1997).

⁷ The two official languages, English and Afrikaans, were (and in most cases still are) the languages of learning and teaching, and the languages of final assessment for all South Africans (the school-leaving matriculation examinations are in the medium of English or Afrikaans). Until recently a pass in both English and Afrikaans was required in order to obtain a matriculation certificate (the final school-leaving qualification). This requirement played a major role in excluding the majority of South Africans, for whom these languages are often a third or fourth language, from educational success, and the material benefits associated with that success.

⁸ This statement is made on the basis of numerous informal discussions with NGO staff involved in language and literacy development, and conversations with educators who attended Eltic workshops.

not required; all educators, be they teachers or curriculum designers, are working with some implicit theory or theories in their own practice.

Although the New London Group's article is a preliminary text, and therefore not fully developed,⁹ it presents a coherent theoretical framework for language and literacy pedagogy. An argument presented in this research report is that the Language, Literacy and Communication curriculum framework lacks a unified theoretical core, and that the work of the New London Group could provide what it lacks by investing it with solid theoretical principles. If the foundational principles of the new language and literacy curriculum are not made explicit, the result could be confusion caused by conflicting interpretations of the curriculum documents, and teaching practices which are inconsistent with the spirit of the new curriculum, ultimately undermining the process of curriculum change.

The choice of the Multiliteracies approach is not determined solely by its possession of a strong conceptual framework, however. There are a number of other compelling reasons for choosing this particular approach, rather than any other literacy pedagogy, for the South African context. Firstly, it is comprehensive and broad in scope and applications, making it suitable for comparison and assimilation with a curriculum designed to meet the needs of both urban and rural communities, the elite and the dispossessed.

Secondly, although South Africa is obviously different from the First World countries in which Multiliteracies pedagogy was conceived of and developed, many of the problems and challenges faced by South African educators are directly addressed by the New London Group. The issues of linguistic and cultural diversity, which form a focus of the New London Group's article, and which they claim to be a feature of the contemporary world, are equally relevant in a culturally and linguistically diverse society like South Africa, with eleven official languages and numerous other minority and heritage languages. The New London Group's article promises a sensitive and positive approach to the issue of difference. This is particularly relevant for a society which has a long history of both racial and ethnic conflict. Taking into

⁹ A book elaborating on the Multiliteracies approach, entitled *Multiliteracies: Literacy Learning and the Design of Social Futures*, is to be published shortly. It contains contributions from members of the International Multiliteracies Project, which developed out of the New London Group.

account South Africa's history, social and economic conditions (see section 3.1 and 3.2.1), and present education policies (see section 3.2.2), the social justice agenda of the New London Group makes it an appropriate choice. As Multiliteracies pedagogy is a response to the failure of schooling to accommodate learners whose cultures and primary languages are not those of the mainstream, and claims to develop literacies, including the literacies which are believed to provide access to employment, without erasing learners' identities or diminishing the status of their linguistic and cultural practices, it is well-suited to the South African context where equity and redress are important issues in the restructuring of education in the late 1990's.

Given the points made in the paragraph above, it is not surprising that there are significant similarities between Curriculum 2005 and the work of the New London Group. The principles of Multiliteracies pedagogy are generally consistent with Curriculum 2005's generic cross-curricular Critical Outcomes on which learning area committees were required to base Specific Outcomes for each of the eight learning areas (see section 3.1). Both curriculum reform initiatives are intended for multilingual, multicultural classrooms which make space for difference while providing equal access to further education and employment opportunities for all learners. Both view linguistic and cultural diversity as a resource, not a problem.

As the name suggests, the Multiliteracies approach broadens the definition of literacy to take into account the increasing importance of visual and multi-modal texts and the new electronic communication technologies, and also to acknowledge the multiple languages, dialects and registers which constitute the semiotic universe inhabited by most urban people. The documentation for Curriculum 2005 which is currently available shows that the ambit of the language educator in South Africa has been similarly extended to include aspects of Cultural Studies and Media Education, the view of literacy adopted for Curriculum 2005 being more comprehensive than the view held previously by language educators in South Africa (Department of Education, October 1997: LLC5).

The Multiliteracies approach represents a new, potentially revolutionary, intervention in the realm of literacy pedagogy. It is a departure from any of the approaches to literacy pedagogy which have dominated this century. Informed by recent trends, including globalisation, new communication technologies, postmodern and poststructuralist developments in curriculum

theory and education, and the expansion of English studies to encompass aspects of what have up to this point been separate disciplines, Cultural Studies and Media Education, it represents a major paradigm shift in language and literature teaching. As both Curriculum 2005 and the Multiliteracies approach propose to transform literacy pedagogy and society, and as both are seen as constituting paradigm shifts, this is further justification for examining the two curriculum change initiatives side by side, interrogating the former in terms of the latter.

The effects of globalisation are increasingly being experienced in South Africa, which is inescapably connected to global markets. The electronic media are growing in power and influence in South Africa, and increasing numbers of people are using the Internet and multimedia computer packages. With its combination of First and Third world conditions, South Africa's development is to an extent dependent on its communications networks and the establishment of global links. Given South Africa's need to be seen to be internationally competitive, and for developing and maintaining global connections, these new technologies are important to South Africa's economic survival. Consequently, the Multiliteracies approach, with its emphasis on the literacies required by the new technologies, is one which South African educators cannot ignore.

Multiliteracies pedagogy is the response of concerned educators and academics from three countries, England, Australia, and the United States of America, thus drawing from a substantial pool of international expertise and experience. Representing a synthesis of the work of a group of educators with varied specialisations, Multiliteracies pedagogy integrates into a coherent and unified approach many recent global developments in applied linguistics, literacy research and pedagogy. The previous work of some members of the New London Group has already proved influential in South Africa¹⁰, and the New London Group's article has already been recognised by South African educators as offering valuable insights which are relevant in the South African context¹¹, but the Multiliteracies approach has not directly

¹⁰ The Critical Language Awareness Series, edited by Hilary Janks (1993), is an example of how critical linguistics and critical discourse analysis approaches, such as those used by Fairclough (1992 and 1995, for example) have been applied in the South African context.

¹¹ In Cape Town David Bond is applying Multiliteracies theory in the context of business training, and in Johannesburg, Denise Newfield and Pippa Stein of the University of the Witwatersrand are using it in their teacher-training courses within the departments of Applied Linguistics and English, and in the Education Faculty.

informed the new Language, Literacy and Communication curriculum documents. Therefore, an attempt to draw on the Multiliteracies approach in a study which places the new language and literacy curriculum under scrutiny may yield useful insights.

The New London Group's approach is new, and possibly controversial, representing a significant shift in literacy pedagogy. While Multiliteracies pedagogy has attracted some international attention in the form of a few reviews and three conferences, implementation is in the experimental stage, and the Multiliteracies approach is not yet a universally accepted approach to literacy pedagogy. As it constitutes a potentially valuable intervention in literacy pedagogy, it merits the recognition which an attempt to apply it in the South African context bestows. Locating the Multiliteracies approach in the Language, Literacy and Communication curriculum could benefit not only curriculum development in South Africa, but also, by providing a realisation of the theory and principles of the Multiliteracies approach in a new context, help to extend and refine the work of the New London Group.

For the above reasons, I believe that investigating how the Multiliteracies approach could make a contribution to the new language and literacy curriculum in South Africa is a valid, and potentially valuable, undertaking.

1.3 METHODOLOGY

As stated earlier, the two texts which form the basis of this research are the New London Group's journal article, 'A Pedagogy of Multiliteracies: Designing Social Futures' (1996), and the Department of Education's *Senior Phase Policy Document* (Department of Education, October 1997). The research focusses on the New London Group's approach to language and literacy pedagogy, as expressed in their journal article, examining it in relation to the learning area of Language, Literacy and Communication, as expressed in the *Senior Phase Policy Document*. As the two texts are being 'rubbed against each other', the analysis reveals silences, omissions, contradictions and tensions in both texts.

This research report offers an analysis, of a comparative kind, of the Language, Literacy and Communication curriculum framework, using categories and analytical tools derived from the

work of the New London Group. Through a comparison of the Language, Literacy and Communication curriculum framework and the New London Group's paper, an attempt is made, firstly, to establish whether Multiliteracies pedagogy is compatible with the learning area of Language, Literacy and Communication, and secondly, to formulate an approach to language and literacy curriculum and pedagogy for South Africa which synthesises the Language, Literacy and Communication curriculum framework and aspects of Multiliteracies theory. The research report offers a critique of the curriculum framework for Language, Literacy and Communication, but the focus is primarily on constructing a reading which integrates the Multiliteracies approach and the Curriculum 2005 guidelines for Language, Literacy and Communication.

The theoretical orientation of the research report is derived broadly from social and critical approaches to education and an 'emancipatory' theory of curriculum in which curriculum is regarded as a form of cultural politics, 'a discourse that draws its meaning from the social, cultural and economic context in which it operates' (Giroux, 1990: 4). More specifically, the research report is grounded in an interpretation of the Multiliteracies approach, which is underpinned by a social semiotic theory of communication discussed in more depth in Chapter 2.

Given the need to limit this already broad research topic in order to keep within the parameters of the research report for the masters by coursework in the Arts Faculty of the University of the Witwatersrand, an attempt is made to limit the focus to the two texts, referred to above. However, it is necessary to refer to selected additional Curriculum 2005 documents, published between February 1996 and October 1997 (see Curriculum Documents section in the Bibliography), which guide interpretation of the *Senior Phase Policy Document*. Other texts by members of the New London Group, and texts referenced by them, are also consulted in order to elaborate on areas which are not fully developed in the journal article. These supplementary texts are the intertextual resources which are used in the construction of what is referred to throughout this research report as 'the Multiliteracies approach' and 'the Language, Literacy and Communication curriculum framework'.

The first text which is examined in this research report is the journal article which the New

London Group describes as a 'programmatically manifesto' (1996: 63,73). The word 'programmatically' conveys that the document offers a structured programme, or plan, for activities. The word 'manifesto' draws attention to the ideological orientation of the document: it is a rhetorical statement of intent, which attacks some of the basic principles informing literacy pedagogy this century, arguing for a new pedagogical approach. The article provides clear guidelines about the content and the methodology of a new literacy pedagogy.

The *Senior Phase Policy Document* is one of three related documents designed to inform curriculum change at the level of General Education and Training in South Africa, the other two being the *Foundation Phase Policy Document* (Department of Education, October 1997) and the *Intermediate Phase Policy Document* (ibid.).¹² The policy documents relating to the three phases are designed for use by educators when creating learning programmes.¹³ The research report will focus only on the sections of the *Senior Phase Policy Document* which provide general and background information applying to all learning areas (ibid.: 1-35), and the section on the learning area of Language, Literacy and Communication (ibid.: LLC1-44).¹⁴

The *Senior Phase Policy Document* is presented as a curriculum framework document. As this research report centres on a literacy curriculum framework, a first step in establishing the parameters of the research report is to define a curriculum framework. The *Senior Phase Policy Document* defines a curriculum framework as 'a philosophical and organisational framework which sets out guidelines for teaching and learning' (ibid.: 16). It is clearly stated in the document that it is not a syllabus, and is 'descriptive rather than prescriptive'. The document is intended to be viewed 'as an attempt to offer direction to the macro-level curriculum design process'. It is described as a 'framework around which provinces and schools may build their learning programmes', which 'identifies important components of

¹² A comparison of all three documents reveals that they are remarkably similar, the main differences between them occurring in the range statements and levels of complexity (extension steps) for each outcome.

¹³ Learning programmes consist of the sets of learning activities which the learners will be involved in while working towards the achievement of specific outcomes (Department of Education, October 1997: 17). Although 'illustrative' learning programmes are being produced at national level as models, they are not prescriptive, and teachers are invited to design their own learning programmes based on the curriculum framework outlined in the phase policy documents.

¹⁴ These pages are reproduced in the Appendix.

education for South African learners' (ibid.: 2).

A possible objection to this study is that official curriculum documents are not comparable with a journal article on education, however, although the two texts are different in form, representing different genres, they are similar in content. Both texts address similar issues and embrace the field of language and literacy curriculum design and development. The New London Group's article is directly concerned with the role a literacy curriculum plays in 'designing social futures', and they express the hope that their article 'might help frame curriculum experimentation' (1996: 63). The article offers guidelines for language and literacy learning and teaching, and as such offers sufficient material from which to constitute a basic curriculum framework for language and literacy education.

A curriculum framework is only one aspect of the broader category of curriculum, which is defined in the *Senior Phase Policy Document* as 'all aspects of teaching and learning' (ibid.). This definition appears to accommodate the two main competing views of curriculum outlined by Stenhouse (1975: 2): curriculum 'as an intention, plan or prescription, an idea about what one would like to happen in schools', and curriculum as 'an existing state of affairs in schools, what does happen'. The research report employs the broad view of curriculum offered in the *Senior Phase Policy Document*, and acknowledges that changes made at the level of the curriculum framework do not necessarily lead to curriculum change at the level of implementation. That this research report focuses on two curriculum documents, that is, on curriculum change on paper, at the planning stage, rather than on curriculum change in a specific real world context, does not necessarily imply that a technocratic view of curriculum (Cornbleth, 1990: 12-23) is being subscribed to, nor does it deny that curriculum is enacted in everyday educational practice.

With regard to the question of methodology, a number of other research methods could have been chosen in order to engage with the new curriculum and explore the ways it articulates with the Multiliteracies approach. For example, an action research project could have been embarked on in which teachers attempted to put into practice a Multiliteracies approach to the Language, Literacy and Communication curriculum, but this would have presupposed a mutual understanding of how the Multiliteracies approach related to the Language, Literacy and

Communication curriculum framework, and how they could be synthesised to form a coherent approach to English teaching in the classroom. This would be difficult unless teachers had access to a preliminary document which contained an analysis, exploring the points of correspondence and differences between the two sets of guidelines, and a synthesis, establishing how the guidelines could be integrated. Therefore, this research report, which engages in text-based analysis, is an attempt to produce just such a preliminary study which could be used as the basis for more practical research work at the level of implementation.

A general trend in educational research has been a move away from theoretical research to practical and empirical research, but this should not diminish the importance of theoretical research. Although the school is an important site for curriculum research because it is where the curriculum intersects with persons from the everyday world, the school and the teacher are not alone in structuring the curriculum. As Kemmis (1986: 63) argues in respect of curriculum reform, 'studying the processes by which it is structured outside the school and the profession will be an essential element in reaching a critical platform from which reconstruction will be possible'.

In the New London Group's article the origins of the document are explicitly addressed and the process of producing it is made transparent (New London Group, 1996: 62-63). The reader is made aware of the immediate context out of which the document was developed. It is possible to look at the original document produced by the New London Group, published as *Occasional Paper 1* by the Centre for Workplace Communication and Culture in Australia (1995), and to compare it to the journal article it evolved into (1996), noting the technical changes (from Australian to American English, and in typographical form) and tracing the content changes (mainly elaborations and explanations). This information provides the researcher with a sense of the process that led to the production of the core document.

The biographical information about the ten authors which is provided, and the References section at the end of the paper enable the reader to follow up on some of the intertextual sources and identify distinct voices among the multiple voices and discourses which inform the paper. This facilitates a contextualised and grounded reading, as it is possible to confirm and extend one's understanding of the paper and its implications for education by accessing some

of the resources from which the paper may have been fashioned. Thus, other texts written by members of the New London Group, and texts they acknowledge, have been referred to in this research report in order to clarify and illuminate aspects of Multiliteracies Pedagogy which are not clear, which are implicit, or which are merely alluded to. Chapter Two is therefore an interpretation and elaboration of the New London Group's article, and represents an attempt to delineate what is referred to as 'the Multiliteracies approach' in this research report.

In contrast, it is not as easy to follow the process which led to the production of the *Senior Phase Policy Document*. Not only is the authoring of the document and the process of producing it a silence in the text, but there are also no references to provide clues about the voices which contributed to the final document. Consequently it has been necessary to make assumptions and informed guesses to fill in gaps in the text. Furthermore, the *Senior Phase Policy Document* does not in itself constitute a fully elaborated curriculum framework for Language, Literacy and Communication, as there is limited guidance on pedagogy and evaluation, two central aspects of curriculum (Bernstein, 1975). For this reason, other official Curriculum 2005 documents have been consulted to supplement the Language, Literacy and Communication curriculum framework. The Language, Literacy and Communication curriculum framework is an abstract concept, which is given body by the existence of texts which attempt to describe it in such a way that the ideas can be translated into practice. The Language, Literacy and Communication curriculum framework offered in Chapter 3 is an interpretation constructed from a number of sources.

As the learning area of Language, Literacy and Communication is part of a larger Outcomes Based Education (OBE) system, referred to as Curriculum 2005, an attempt to analyse it is not without problems. The connections between Language, Literacy and Communication, as it is represented in the *Senior Phase Policy Document* (ibid.: LLC1-44) and the broader system are neither explicit nor clear in every instance. An analysis and critique of OBE is not within the scope of this research report, but aspects of OBE, represented by a number of documents¹⁵

¹⁵ These include the following documents issued by the national Department of Education: *Outcomes Based Education in South Africa: Background Information for Educators* (March 1997), *Curriculum 2005 Discussion Document* (April 1997), *Towards a Policy Framework for Assessment in the General and Further Education and Training Phases in South Africa Discussion Document* (March 1997), *Curriculum 2005: Lifelong Learning for the 21st Century* (n.d.), and a four booklet series entitled *Implementing OBE* (n.d.).

which are intended to shape interpretation and implementation of the guidelines on Language, Literacy and Communication in the *Senior Phase Policy Document*, are referred to in Chapter Three, which constitutes a representation of the Language, Literacy and Communication framework.

The research report constructs interpretations of both the Multiliteracies approach and the Language, Literacy and Communication curriculum framework, clearly setting out basic principles and salient features, in order to make it easier to relate them to each other. The broad analytical categories used to structure the analysis of the Language, Literacy and Communication curriculum framework are derived from an analysis of the New London Group's article. Multiliteracies theory, and some of the analytical techniques of critical literacy and critical discourse analysis, are employed in the analysis of the Language, Literacy and Communication curriculum framework.

The new literacy pedagogy is presented in the New London Group's article in a holistic way, without rigid category divisions, aside from the informal references to the 'what' and the 'how' of their approach to literacy pedagogy. However, in the research report the demands of comparative analysis have necessitated the use of separate categories in order to facilitate comparison and analysis. This should be seen as a pragmatic strategy, not as an endorsement of the division between theory and practice, which both the New London Group and the South African curriculum developers appear to have deliberately distanced themselves from. As stated in the previous paragraph, the structure for analysing the Language, Literacy and Communication curriculum framework has been derived from foundational principles emerging from analysis of the New London Group's article. A careful reading of the article has suggested categories which, although they are not foregrounded in the article itself, in the form of headings or bold type, are established as central for both the content and form of a literacy curriculum.

The first major section of the New London Group's article (1996: 65-73) provides a global perspective on the current social context of literacy learning. The importance of an understanding of context for curriculum planning is clearly established. Therefore, in order to highlight the link between curriculum and context, a category entitled 'Statement of context

for literacy curriculum' has been used in this research report. This section of the article (ibid) also contains statements which convey the aims and rationale of the New London Group. These are obviously closely linked to the social context discussed in the section. Thus, another component of a literacy curriculum framework is a statement of aims and a rationale; 'Aims and rationale' is thus another category used in the analysis of the documents representing both the Multiliteracies approach and the learning area of Language, Literacy and Communication.

At the core of the New London Group's paper is a theory of communication and representation which departs significantly from the theories of communication and representation underpinning literacy pedagogy up to this point. Consequently, I have chosen to foreground this aspect by making 'Theory of communication and representation' a category separate from 'Content of literacy curriculum', although in the New London Group's article these obviously interlinked aspects are discussed in an integrated way in the section entitled 'The "What" of a Pedagogy of Multiliteracies' (ibid.: 73-82). Although theories of knowledge and learning and pedagogy are also intimately linked, and discussed in the New London Group's article in the section 'The "How" of a Pedagogy of Multiliteracies' (ibid.: 82-88), I have separated them in the interests of clarity and a more workable analysis. Thus the last two categories which are used for analysis of the learning area of Language, Literacy and Communication in the research report are 'Theories of knowledge and learning' and 'Pedagogy'.

As stated in the 'Aims' section of this chapter, the New London Group intend that the conceptual framework of the New London Group be mapped 'against existing curriculum practices in order to extend teachers' pedagogical and curriculum repertoires' (1996: 89). The 'map' metaphor used by the New London Group is a useful one to explore in the context of the research report. It is significant that a spatial metaphor was chosen to represent the activity of interrogating one pedagogical approach in relation to another, and overlaying elements of one approach on another. It is particularly appropriate in a paper which proposes a different way of looking at text, one which is not dominated by language, linearity and the dimension of time, but which explores the possibility of developing a disposition with regard to text which equally includes an awareness of visual symbol systems, *gestalt* perception and space.

One of the functions of maps is that they represent physical reality in order that spaces which are too immense to be grasped, given the physical limits of the human body, can be apprehended and understood more quickly. They encode knowledge about the physical environment far more effectively than verbal language, or even other visual forms of representation, such as photographs. An attempt to 'map' the conceptual framework presented in the New London Group's article in relation to the Language, Literacy and Communication curriculum framework is an attempt to design a representation of a distinct pedagogical space which the reader can use, as if a map, to establish her/his position in it, and in which a direction to proceed when designing a pedagogical path. To employ another metaphor to illuminate the analytical procedure employed in this research report, it involves reducing the vast specialist areas alluded to in the Multiliteracies article to some basic 'threads', or principles, which can be 'woven into' the Language, Literacy and Communication curriculum framework, and applied in pedagogical practice.

Chapter Two consists of a description of organising principles and content, providing an interpretation of the New London Group's article, which is at once a simplification, as key features are highlighted, and an elaboration of areas which are not fully developed or explained in the article. Chapter Three provides an analysis of the Curriculum 2005 learning area of Language, Literacy and Communication, in terms of a Multiliteracies approach. It consists of description of organising principles and content, and textual analysis in terms of what is foregrounded, backgrounded, or implicit, contradictions, tensions, lexicalisation and discourses employed. It is both an interpretation of Language, Literacy and Communication in the context of Curriculum 2005, and also in a preliminary way a critique which notes contradictions, tensions and omissions which are elaborated on in Chapter Four.

In an attempt to make coherent the way in which the two documents are scrutinised, and as both the Language, Literacy and Communication Learning Area and the Multiliteracies article are being examined as literacy curriculum frameworks, the same categories which are used in the chapter on the Multiliteracies approach (Chapter Two) are used in the chapter on the Learning Area of Language, Literacy and Communication (Chapter Three). As Multiliteracies pedagogy and Curriculum 2005's Language, Literacy and Communication curriculum are also

distinct from each other, and located in different contexts and conditions of production, introductory sections of Chapter Two and Chapter Three provide background information which contextualises each approach. The first part of Chapter Two locates the Multiliteracies approach within the broader paradigm of the New Literacy Studies. It is intended that it should function as part of the literature review, the remaining part of Chapter Two functioning as both literature review, in that it provides an overview of some of the texts which have informed the Multiliteracies approach, and a theoretical framework, in that it provides the categories and terms which are used in the critical analysis of the Language, Literacy and Communication curriculum framework in Chapter Three and Chapter Four.

When considering an attempt to ‘map’ a Multiliteracies approach onto existing curriculum practice, or plan in this instance, the mathematical sense of the word map is helpful, ‘associate each element of (a set) with an element of another set’ (*The Concise Oxford Dictionary of Current English*, 1995). Accordingly, an attempt is made to link components of Multiliteracies pedagogy to corresponding components of the Language, Literacy and Communication curriculum framework. In Chapter Four the similarities and differences between the two approaches under examination are summarised. This procedure enables conclusions to be made about the compatibility of the Multiliteracies approach and the learning area of Language, Literacy and Communication. Analysis reveals gaps and threadbare areas in the fabric of the Language, Literacy and Communication curriculum framework which can be ‘filled’ with elements of Multiliteracies theory. Thus, an attempt is made to ‘map’ some of the features of Multiliteracies pedagogy on to the learning area of Language, Literacy and Communication. This involves the inscribing of theory and content from the Multiliteracies article onto the Language, Literacy and Communication curriculum framework.

Chapter Five, the concluding chapter, sets out some of the implications of the arguments in the previous chapter, and points to directions for further research and action.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION: FROM LITERACY TO LITERACIES

As this research report is concerned with Multiliteracies pedagogy and the Language, Literacy and Communication curriculum in South Africa, both of which are centred on the development of literacies within formal schooling, a discussion of literacies, although not the only starting point, is an obvious one.

The first part of Chapter 2 will provide an overview of significant contributions in the field of literacy studies by language and literacy theorists and practitioners and a discussion of recent work which has led to the conceptualisation of multiple literacies, or 'Multiliteracies'. The focus will be on the New Literacy Studies (Gee, 1990: 49), which represents the shift from behavioural approaches and cognitive approaches to what can be broadly described as sociocultural approaches.

The dominant conception of literacy as mechanical decoding and encoding skills which enable the learner to read and write, and are best taught within the context of formal schooling has been called into question. Since 1980 a number of influential studies, from the disciplines of education, linguistics, social psychology and anthropology, which criticise this view of literacy, have emerged. They argue that it decontextualises literacy, treating it as a set of autonomous, asocial, cognitive skills, and obscures issues of political power and social identity.

Street (1984) argues that as literacy practices are embedded in social structures, they are also embedded in ideology. He views literacy as 'an ideological practice, implicated in power relations and embedded in specific cultural meanings and practices' (1995: 1). He contrasts this ideological view of literacy with the dominant 'autonomous' view of literacy.

The autonomous view of literacy has dominated formal schooling, where essay-text literacy, 'a narrow, culture-specific literacy practice' (Street, 1984:1) has defined schooled literacy, thus marginalising learners whose primary discourses differ from those of the dominant cultural group. Street argues that literacy was seen as 'objective content to be taught through authority structures whereby the pupils learned the proper roles and identities they were to

carry into the wider world' (1995: 118), referring to Freebody's argument that emphasis on linguistic detail, such as spelling, has served to socialise learners into disciplined subjects.

In her essay, 'The functions and uses of literacy', Shirley Brice Heath lists seven uses of literacy in the community which call into question the adequacy of school-based approaches to literacy. She concludes that, 'literacy has different meanings for members of different groups, with a corresponding variety of acquisition modes, functions, and uses' (1986: 25). *Ways with Words* (1983), provides further evidence for viewing of literacies as forms of social practice. In this book Heath shows that when teachers incorporate 'communities' ways of talking, knowing, and expressing knowledge with those of the school', learners are enabled 'to understand how to make choices among uses of languages and to link these choices to life chances' (ibid.: 343). Thus, she calls for educationalists to take into account the variety of social contexts and conditions of literacy, and how these affect school performance.

Gee (1990) also defines literacy by grounding it in concrete social practices and the ideologies in which these practices are embedded, drawing on the work of Graff, Scribner and Cole, Scollen and Scollen, Street and Heath. He criticizes school-based autonomous literacy programmes, claiming that they privilege certain types of literacies and social groups. Like Heath, he advocates that schools mediate between community-based social institutions (and their literacies) and public institutions (and their literacies) (ibid.: 46).

One implication of the definition of literacy as social practice is that it becomes necessary to think in terms of the plural form of the word literacy to encompass the range of social practices in which reading, writing and other signifying systems are embedded, whose functions and meaning vary according to the contexts in which they are found, and the cultures of which they are a part. Street states that the 'notion of multiple literacies is crucial in challenging the autonomous model' (1995: 134). Examples of different literacies are *maktab* literacy, school literacy and commercial literacy, which Street researched in Iran (ibid.: 55-73), and also the schooled literacy and vernacular literacy which Camitta (1993) found in adolescents.

Mangubhai (1993: 46) points out that literacy can no longer be seen as, 'a singular, finite achievement of a unitary competence', but as a set of literacies, each literacy requiring specific

background knowledges and skills for its particular context of use. Thus literacy development 'is a lifelong activity as new contexts evolve demanding different types of literacies' (ibid.).

Assuming that there are as many literacies as there are specific literacy contexts and purposes, literacy teaching and learning is not confined to the first few years of schooling when most children learn the mechanics of reading and writing. New literacies are introduced and developed throughout formal schooling, and other literacies are acquired outside the confines of school (Camitta, 1993).

Although there are few references to the plural of the word 'literacies' and a limited number of books and journal articles with the word in the title (most of these related to the work of the International Multiliteracies Project), the use of the plural form seems to be increasing. In *Social Linguistics and Literacies: Ideology in Discourses* (1990), Gee explains the adoption of the plural form of literacy: 'reading must be spelled out ...as multiple abilities to "read" texts of certain types in certain ways or to certain levels. There are obviously many abilities here, each of them a type of literacy, one of a set of literacies' (ibid.: 43). Gee's redefinition of literacy as literacies, 'a plural set of social practices' (ibid.: 49) is in the process of becoming institutionalised, as it is included in Carter's *Keywords in Language and Literacy* (1995: 98-101).

This concept of literacies seems to have grown out of what has become a catch phrase, 'ways with words' (Heath, 1983), referring to the diversity of ways in which people communicate. This concept is extended in the book *Challenging Ways of Knowing in English, Maths and Science*, edited by Baker, Clay and Fox (1996), which presents the literacy practices associated with different school subjects and academic disciplines as specific, and separate, literacies and seeks ways of incorporating home or community-based literacies in the teaching of these subjects. The authors refer to literacy practices as 'literacies in action', 'reading and writing events that happen in different social contexts, with different functions, in a diverse array of social groups and domains' (ibid.: 2). For example, they use the terms 'scientific literacies', or 'sciencies' to refer to scientific practices.

Barton (1994: 19) notes that the meaning of the term 'literacy' has been extended to mean

'competent and knowledgeable' in particular specialist areas. It is now widely used to refer to various competencies, some only tenuously related to traditional conceptions of reading and writing. Some of the established competencies which are regularly referred to as literacies are: computer literacy, media literacy, visual literacy, critical literacy and cultural literacy. As many of these 'secondary' literacies (Carter, 1995: 101) are increasingly referred to and drawn upon in language education, and as they are brought together in an integrated way in the Multiliteracies approach, a brief overview of some the relevant features of each of these types of literacies follows.

COMPUTER LITERACY

Numerous studies have appeared over the last ten years which call into question the continued dominance of literacies which are associated with the technology of writing. It is argued that the new electronic and computer technologies have changed literacy practices, and resulted in new literacies. Both Tuman (1992) and Green and Bigum (1995) provide useful overviews of some of these publications and the issues raised in them, which are too numerous and complex to be summarised here.

Tuman predicts that computer technologies are bringing about a decline in print literacy, but Green and Bigum (1995: 4) quote Bowers (1988: 83), who argues that computers privilege print literacy and therefore strengthen dominant cultural patterns which are founded on print literacy. What is not in doubt is that computer technologies will require new uses for print literacy, and therefore, new literacies.

The literacy area which is most affected by theories deriving from the new technologies is the speech/writing debate. Green and Bigum (1995: 4) quote Halliday, the linguist who so definitively drew the boundaries between speech and writing (1985), as stating that the new forms of technology are 'deconstructing the whole opposition of speech and writing' (1991: 11).

Another significant aspect of the new technologies is their ability to combine the verbal, the visual and the aural in multimodal texts. Green and Bigum state: 'There can be no doubt that literacies are changing in accordance with profound techno-cultural shifts and transformations,

and that due account must be taken of the nature and significance of new and emergent literacies', listing hypertext and hypermedia as the most challenging development (1995:1). These more recent technological developments make the term 'technological literacy' a more apt and inclusive successor to the term 'computer literacy'.

MEDIA LITERACY

Barton (1994) dates the first use of the word 'literacy' to describe knowledge about the medium of television to a 1962 BBC Handbook (ibid.: 21). The term 'media literacy' grew out of the work of the Birmingham School and became entrenched in the UK as a subject, separate from English, called Media Studies. There are at least two recognizable strands, the critical approach, operating within a critical media literacy paradigm, and associated primarily with the work of Masterman (1980, 1985), and the cultural studies approach, epitomised by the work of Buckingham (1994).

The critical approach centres on the analysis of media texts to expose the underlying ideology. The cultural studies approach, influenced by post-structuralist theory, places greater emphasis on reader reception in the creation of meaning, seeing readers of text as themselves producers of ideology (Buckingham, 1986: 87). Whereas the critical approach does not have a strongly-developed pedagogy, the cultural approach, drawing heavily on the work of Vygotsky and Bruner, has a well-developed pedagogy. Emphasis is placed on the production of media texts. Buckingham asserts that practical work, where learners construct their own media representations, allows them to 'discover contradictions and incoherencies in their own positions which would never have emerged through analysis alone' (ibid.: 91).

The categories of knowledge around which Media Education, a media literacy approach developed in the United Kingdom, is structured are: media agencies, media categories, media technologies, media languages, media audiences and media representations (Bowker, 1991: 5-17). The study of media agencies encompasses the producers of texts, media institutions, economics and ideology. Media categories refer to the different media and media forms and genres. Media technologies refers to the processes of media production, the technologies used and how these affect both the production process and the final product. Media languages refer to the codes, conventions and narrative structures used in the media to produce meanings.

Media audiences encompasses how audiences are identified and constructed, and also media reception. Media representations refer to 'the relation between media texts and actual places, people, events, ideas' (ibid.: 17), including stereotyping and its effects.

Goodwyn (1992) provides an overview of the initially antagonistic relationship between English and Media Studies in the UK and describes how shifts in both disciplines have resulted in a 'rapprochement' which has seen calls for the inclusion of Media Education within the school subject of English. An increasing number of educationalists have argued for the inclusion of media education as a core aspect of literacy studies in the school curriculum, for example, Lusted (1987), C. Luke (1993 and 1997), Goodwyn (1992) and Sholle, D. & Denski, S. (1993). However, media education has never been part of the official curriculum in South African schools (see visual literacy below).

VISUAL LITERACY

A simple definition of visual literacy is the ability to 'read' images. Kress and van Leeuwen argue that 'visual language is not transparent and universally understood, but culturally specific' (1996: 3). They provide a comprehensive guide, which they call a 'grammar of visual design' (ibid.: 4), for analysing and creating visual communication in Western culture, be it 'Art' or mundane texts.

In South Africa the term 'visual literacy', unlike the term media literacy, is familiar in some English classrooms. Visual literacy was introduced in 1986 as an option in the National Core Syllabus for English First language, for Standards 5 to 10 (Prinsloo and Criticos, 1991:32). Subsequently, three of the four provincial education departments responsible for 'whites', those of the Cape, Natal and the Transvaal, introduced aspects of visual literacy into English syllabuses. Visual literacy was also introduced experimentally in the English syllabus of some House of Delegates schools¹⁶, but lack of resources and facilities and 'budgetary constraints' were cited as reasons why the visual literacy programme could not be extended to all schools (ibid.: 42-44). None of the departments responsible for education in black schools included visual literacy in language syllabuses. Given the tendency to focus on film in the teaching of

¹⁶ Schools for members of the Indian community.

visual literacy, it is unsurprising that visual literacy was not offered in black schools: the lack of resources (detailed in Chapter 3) show that materials for the teaching of visual literacy were severely limited.

The Transvaal Education Department, which prescribed visual literacy at all levels of secondary school, had the longest history of teaching visual literacy¹⁷. Visual literacy was included in the Reading section of the syllabus and included the 'reading' of pictures, cartoons, advertisements, film and television. A prescribed film was an optional setwork for the final matriculation examinations, and many schools chose the film text in preference to the optional fiction text. One of the consequences of film being tested in the external school-leaving examination was that teachers tended to focus on film to the exclusion of other visual material and television. Jane Ballot (1991: 69) noted that 'visual literacy in the Transvaal is essentially film study'.

In theory, learners were expected to be able to discuss, among other aspects of film, music, sound effects, proxemics and colour symbolism, but in reality many teachers and learners did not go beyond literary appreciations of film, preferring to focus on plot, character and theme. The formal aspects of the film medium tended to be ignored. As the teaching of visual literacy in South African schools did not extend to an examination of media institutions, or beyond reception/reading to the production of visual images, it did not approximate media education as it is conceived of in the UK.

CRITICAL LITERACY

Based on the work of Freire (1972) and developed in association with Macedo (Freire & Macedo, 1987), critical literacy has been supplemented by Giroux's work on critical pedagogy (1993, 1994) in the USA, and numerous British, Australian and South African educators¹⁸.

Lankshear (1987) draws heavily on the work of Street in his discussion of the politics of

¹⁷ Since the restructuring of the South African education system after the 1994 elections, this department no longer exists.

¹⁸ For example, the *Critical Language Awareness Series*, six booklets designed as classroom materials, edited by Hilary Janks (1993).

literacy, reminding us that literacy is a site of struggle. He advocates a critical literacy which 'enhances people's control over their lives and their capacity for dealing rationally with decisions by enabling them to identify, understand, and to act to transform, social relations and practices in which power is structured unequally' (1987: 74).

Critical literacy is an important aspect of the work of the following members of the New London Group: Cope, Kalantzis, Fairclough, Carmen Luke, Alan Luke, Gee and Kress. Kress (1995), however, is moving away from a purely critical approach, towards a focus on building on the insights critique offers for the production of change. Kress states that his aim is 'to move away from the critical reader...as the central goal of a humanistic education.' However, he is not suggesting that critique is no longer necessary; he states that critique is 'an essential component in producing the new goal of education as social action: the envisaging, design and making of alternatives.' (1995: 3).

The most recent developments in critical literacy are attempts to integrate the modernist project of critical literacy' and insights from postmodernism and poststructuralism, as represented in the work of Giroux (1990, 1993 and 1994), and Lankshear and McLaren (1993). Lankshear and McLaren reassert the basic principles of critical literacy. They state that 'the personal is always understood as social, and the social is always historicized to reveal how the subject has been produced' (1993: 407). As reality is constructed, the enterprise of critical literacy entails examining the 'various complex ways in which ideological production occurs' (ibid.: 404), and the role language plays in naturalising unequal power relations. They assert that critical literacy should take an oppositional stance toward privileged groups, and aim at 'the political empowerment of oppressed groups' (ibid.: 405). In addition, they argue the importance of incorporating a view of multiple literacies (ibid.: 407), and of countering 'the essentialization of difference', where 'the multiplicity of the voices of the marginalized' is celebrated without acknowledging 'the ways in which difference becomes constituted in oppressive asymmetrical relations of power' (ibid.: 408).

CULTURAL LITERACY

This phrase was coined by E. D. Hirsch (1987) to refer to knowing a body of cultural knowledge which is deemed common to all citizens and part of the national heritage. He

proposes that educational standards in the USA are declining and that the education system is failing to produce literate citizens. His compilation of five thousand essential items of information is offered as an antidote to curriculum diversification and fragmentation. It has been criticised by, among others, Gee (1990), Cope and Kalantzis (1993), Lankshear and McLaren (1993) and Street (1995) for promoting the dominant culture at the expense of minority cultures and for the excuse it provides for gate-keeping in society.

Street (*ibid.*: 126) argues that Hirsch's call for a shared national cultural knowledge supports an autonomous view of literacy, linking literacy uniformity, nationalism and the development of the nation. He is critical of Hirsch for two related reasons: because of the implicit assumption that Hirsch's Anglo-American culture should be the standard form, and because cultural assimilation has been naturalised as a necessity for learners who do not share the same cultural heritage as Hirsch.

Gee (1990: 149) agrees with Hirsch that people who have not mastered what he terms 'an extensive list of trivialities' can be denied access to opportunities and benefits by dominant groups in society, but points out that 'cultural capital' is acquired by participating in 'the socially situated practices that these groups have incorporated in their homes and daily lives', not learnt by means of explicit instruction at school alone. His argument is that school-based cultural literacy programmes are misguided, as cultural literacy cannot be learnt at school.

Cope and Kalantzis (1993) argue that the neo-nationalist approach of cultural literacy proponents is anachronistic, justifying their argument by referring to increasing globalisation and local diversification in the form of sub-cultures. They also point out that, historically, educational programmes aimed at the assimilation of difference were 'underpinned by a pedagogy of imposed truth, fixed factuality, moral universality and cultural transmission' (*ibid.*: 102), which has since been discredited.

Cope and Kalantzis nevertheless concede that Hirsch may be correct about the importance of common knowledge and shared associations (*ibid.*:110). They acknowledge the role the curriculum plays in transmitting cultural content, which necessarily involves selection and omission (*ibid.*: 112). They therefore suggest the need for 'a new Cultural Literacy which

includes knowing difference and knowing how to get along with difference, both local difference and global difference' (ibid.: 100).

MULTIPLE LITERACIES, OR, 'MULTILITERACIES'

The word 'multiliteracies' was coined by the International Multiliteracies Project to encapsulate what they agreed is the necessary outcome of literacy education. They cite two major trends to justify their approach. Firstly, they point to 'the increasing multiplicity and integration' of modes of communication, especially the mass media, multimedia and hypermedia, 'where the textual is also related to the visual, the audio, the spatial, the behavioural, and so on' (New London Group , 1996: 64). Secondly, they refer to 'the realities of increasing local diversity and global connectedness' (ibid.), calling for the use of 'multiple languages, multiple Englishes and communication patterns that more frequently cross cultural, community and national boundaries' (ibid.). They state:

[T]he most important skill students need to learn is to negotiate regional, ethnic, or class-based dialects, variations in register that occur according to social context; hybrid cross-cultural discourses; the code-switching often to be found within a text among different languages, dialects, or registers; different visual and iconic meanings; and variations in the gestural relationships among people, language, and material objects. (ibid.: 69).

Effectively, what they are promoting is the ability to move flexibly between, and the ability to combine if necessary, different languages, different registers and dialects of English and different modes of communication, depending on the demands of each communication context.

THE NEW LONDON GROUP AND THE INTERNATIONAL MULTILITERACIES PROJECT

In order to explore the new orientation to literacy pedagogy described above, the New London Group was established at a September 1994 conference in New London, New Hampshire, USA. It resulted in a paper (1995) jointly written by ten people who came to call themselves the New London Group. A revised version of this paper appeared in the Spring 1996 Harvard Educational Review.

The paper is a cross-disciplinary contribution to the literacy field, incorporating the work of eminent academics in the fields of linguistics, classroom research, cognition, literacy and media education. The authors themselves acknowledge their differences and their initial fear that these differences could result in an unproductive collaboration (1996: 62-3). As they are from a variety of countries, the paper offers an international perspective, albeit one from countries where the English language and Western culture dominate.

That the article is the joint work of academics, positioned differently and working in a number of disciplines, highlights the dialogic nature of text, the view of knowledge as socially constructed, and of language as an aspect of social practice - all important elements of the theory espoused by the group. The fact that the article is a collaboration of ten people, and the complex web of connections, involving both personal and professional relationships, between the members of the group, make it difficult to describe all the theoretical influences on which the group has drawn, or to ascribe particular contributions to specific members.

Consequently, I will give a brief overview of the academic background and significant work by each of the members which has been consulted for this research report, before describing the theories which underpin the Multiliteracies approach. As the bibliographical section of the New London Group's conference paper is not a fully comprehensive guide to the intellectual sources of the project, this two-fold approach should reveal some of the most significant sources on which the New London Group have drawn.

Courtney Cazden, whose practical background is in primary school teaching, is best known for her work on classroom discourse (1988), language learning in multilingual contexts, and language pedagogy (1992). She has collaborated with Dell Hymes and with Sarah Michaels. Cope and Kalantzis are best known for their involvement in the genre movement in Australia (1993). Both are interested in cultural diversity and literacy pedagogy, and workplace literacy. Fairclough is an applied linguist who has made a significant contribution to the fields of critical language awareness (1989; 1992), critical discourse analysis (1995) and media discourse analysis (1995a). Gee's work in the fields of linguistics, social psychology (1992) and literacy (1990) addresses issues of ideology and power, and has a critical literacy agenda. His most recent work is on the educational demands of the post-industrial economy, linking education

theory/pedagogy and 'fast capitalism'.

Kress's recent publications are on emergent literacy (1994; 1997), media literacy (1992) and visual literacy (Kress and van Leeuwen, 1996). Kress and van Leeuwen (1996) see images 'as entirely within the realm of ideology' (ibid.: 12) and place their work within the broader framework of critical discourse analysis (ibid.: 13). Allan Luke works in the fields of critical literacy and the sociology of learning. He is Series Editor for Falmer Press, which has published numerous books written from within a critical literacy paradigm. His latest work (with P. Freebody, 1997), is *Constructing Critical Literacies*. Carmen Luke works at the intersection of critical literacy and feminism and writes on media, cultural studies and gender in education (1992). Sarah Michaels works in the field of classroom research and has collaborated with Cazden and Gee. Nakata's work is on literacy in indigenous communities.

The New London Group has drawn to a certain extent on Halliday's systemic functional grammar (1976), giving their approach a strong linguistic base. Insights from critical pedagogy (Freire and Giroux) and postmodern theorists have given the approach a critical perspective which takes their work beyond ethnographic perspectives on education and literacy, and communicative approaches to the teaching of language. Whereas Halliday's work has no theory of power, it is possible that a reading of Foucault has provided the New London Group with a theory of discourse which incorporates power relations. Their work is underpinned by a social and ideological view of meaning-making, and a broad semiotic theory of communication, which is elaborated on in the next section.

2.2 A PEDAGOGY OF MULTILITERACIES AS LITERACY CURRICULUM FRAMEWORK

2.2.1 STATEMENT OF CONTEXT FOR LITERACY CURRICULUM

Pennycook notes, in his review of the New London Group's article (1996), that their approach tends to be 'neomodernist', rejecting both the certainties of modernism and the 'particularities' of postmodernism. This approach, being more materialist than culturalist, focuses on material conditions in the world. Thus, the starting point of the New London Group is a general and impressionistic description of the context for literacy education in the anglocentric Western First World countries which they represent. Three central areas of human experience, work,

citizenship and private life, are sketched in, and the dramatic changes that these areas are undergoing at present are highlighted. Although references to postmodernism are conspicuously absent in their article, what they describe are symptoms of what has been termed 'the age of postmodernism' (Giroux, 1994). Their argument is summarised in the paragraphs below.

In the shift from capitalism to fast capitalism, or post-Fordism, work and workplaces, and working relationships are redefined. The ideal worker is no longer a production-line automaton, but well-rounded, flexible, creative and capable of independent thought (1995: 66). New technologies and new ways of relating at work demand that new literacies and discourses are learnt (ibid.: 66-67).

The state's role in regulating the lives of citizens is diminishing, with interventionist welfare policies being replaced by *laissez faire* liberalism. Cultural and linguistic diversity within the state and local fragmentation have called into question nationalistic and homogenizing strategies, whether they be at state or at school level (ibid.: 68-69). People are 'simultaneously members of multiple lifeworlds', choosing to identify or affiliate themselves with a number of different communities or sub-cultures, rather than with a single national culture (ibid.: 70-71). With the proliferation of different lifeworlds, boundaries become more complex and overlapping, resulting in the blurring of these boundaries. This means that people will need the ability to move easily between the lifeworlds they inhabit and those they encounter every day (ibid.: 71).

The individual's private space is being invaded 'by mass media culture, global commodity culture, and communications and information networks', resulting in the need to address the ways in which these global texts threaten to overwhelm local culture (ibid.: 70). Private lives are becoming more public, and public language is appropriating the private, becoming increasingly 'conversationalized', occasioning a merging of the public and the private and the destruction of 'the autonomy of private and community lifeworlds' (ibid.). One of the negative consequences of this trend is that the discourses of private and community life are being used to serve commercial and institutional ends.

What emerges clearly in the New London Group's picture of global connectedness and local diversity is the need to address the question of difference and the growing polarisation between the wealthy and the poor in a way that will diminish, not increase, the present disparities in society.

2.2.2 AIMS AND RATIONALE FOR MULTILITERACIES PEDAGOGY

The economic and social realities described above directly inform the aims of the New London Group and their rationale for establishing the International Multiliteracies Project. The existence of communities, particularly those from minority languages or cultures, with limited opportunities for success in life, is acknowledged as a problem which must be addressed. The New London Group state that, despite the considerable goodwill, professional expertise and money invested in improving literacy pedagogy, 'there are still vast disparities in life chances - disparities that today seem to be widening still further' (ibid.: 61). They consider the changing communicational technologies and cultural, language and gender differences to be the main issues needing to be addressed at present.

Part of the title of the New London Group's article is, 'designing social futures'. This phrase reveals the extent to which Multiliteracies pedagogy is oriented towards the future. What is proposed is a language pedagogy which aims to remove 'disparities in educational outcomes' (New London Group, 1996: 63) in order to improve the life chances of all learners. The New London Group point out that the changes that are occurring in public, community and working life demand a fundamental rethinking of what is taught in schools and how it is taught. They argue that the view that the main aim of literacy education is to teach rule-governed standard forms of the English language must be replaced with one which prioritises the ability to negotiate 'a multiplicity of discourses'.

What is being proposed is that the scope of literacy pedagogy be extended to promote a productive understanding of the relationship between text and context, 'to account for the context of our culturally and linguistically diverse and increasingly globalized societies...and the plurality of texts that circulate.' (ibid.: 61). This means being able to 'interact effectively using multiple languages, multiple Englishes, and communication patterns that ...cross cultural, community, and national boundaries.' (ibid.: 64).

In the light of the 'increasing multiplicity and integration of significant modes of meaning-making, where the textual is also related to the visual, the audio, the spatial, the behavioral' (ibid.), the ability to use the new representational forms which have developed out of information and multimedia technologies is seen as a central aspect of literacy pedagogy.

With regard to preparation for the world of work, the aim of the New London Group is to give learners the skills and languages they need for access to employment, but also the capacity 'to engage critically with the conditions of their working lives' (ibid.: 67). Schools are urged to create 'a vision of success that is not defined exclusively in economic terms and that has embedded within it a critique of hierarchy and economic injustice.' (ibid.). Their overall aim is to promote 'productive diversity', an approach which entails seeing difference as an asset and valuing workers for their different backgrounds and experiences (ibid.: 67-8).

With regard to preparation for civic life, the New London Group suggest that the main aim should be to teach learners to communicate effectively across national, regional, ethnic and class boundaries. This means being aware of, and sensitive to, the need for code-switching, variation in dialect and register, and different visual, iconic and gestural ways of communicating. Cultural and linguistic diversity is seen as a resource, not a problem. They propose a 'civic pluralism': preoccupation with core culture and national standards is to be replaced by active recognition of differences, 'where these differences are negotiated in such a way that they complement each other, and where people have the chance to expand their cultural and linguistic repertoires so that they can access a broader range of cultural and institutional resources.' (ibid.: 69).

With regard to private life, the main aim of the New London Group is to preserve the autonomy of local community life (ibid.: 70) by giving learners the skills and dispositions to use their communicational resources, including the media, to express their own voices and needs, and to develop their specific cultural interests (ibid: 71).

2.2.3 THEORY OF COMMUNICATION AND REPRESENTATION

The authors propose an all-encompassing theory of communication and representation, the system of language being only one element of the larger social semiotic system. All

communication is seen as semiotic activity.

Although the discourse employed in the article is not principally associated with semiotics, the link between the New London Group's theory of design and semiotics can be seen when one looks beyond the terminology coined by the New London Group. For example, the phrase 'available design' can be substituted with the word 'sign' without changing the meaning significantly, although the New London Group's term is more inclusive than the word sign, as it can be used to refer to both small units of meaning, such as a word, and large units of meaning, such as discourse. For this reason, the overarching semiotic framework is discussed before verbal language is specifically addressed.

Multiliteracies theory appears to draw on three major sources: the work of Halliday, Fairclough and Kress. The New London Group have used Halliday's (1978) conception of language as social semiotic, but they have shifted the focus from language to include all the semiotic systems that constitute culture, on the premise that meaning-making encompasses all forms of symbolic representation, not languages alone¹⁹.

According to Halliday, social reality, or culture, is a semiotic construct, language being one of the semiotic systems that constitute this social reality. Language 'is both a part of experience and an intersubjective interpretation of experience' (ibid.: 2). It '*actively symbolizes* the social system, representing metaphorically in its patterns of variation the variation that characterizes human cultures' (ibid.: 3). Although Halliday focusses on language in his work, he himself points out that: 'the exchange of meanings is a creative process in which language is one symbolic resource - perhaps the principal one we have, but still one among others.' (ibid.).

For Halliday language consists, not of sentences, but of discourse, which he defines as 'the exchange of meanings in interpersonal contexts of one kind or another' (ibid.). He argues that

¹⁹ The extension of the definition of text beyond spoken and written language is anticipated in the work of Kress (1996) and that of Fairclough (1995). Although Fairclough is wary of viewing all cultural artefacts as texts, because important distinctions between types of texts become blurred, he acknowledges that texts, including printed or written texts, are becoming increasingly multi-semiotic. He therefore argues that new ways of analysing texts, which take into account the 'semiotic forms which are co-present with language, and especially how different semiotic forms interact in the multisemiotic text' need to be developed (ibid.: 4).

the structure of units of discourse 'is explained by derivation from their functions...Language is as it is because of the functions it has evolved to serve in people's lives' (ibid.: 4). Seeing linguistic structures in functional terms means that language must be interpreted 'by reference to its place in the social process' (ibid.). This means examining all discourse in terms of the social reality of which it is an integral part.

In a Multiliteracies approach other semiotic systems are also viewed as functional systems which are constitutive of social reality. The word 'social' in the term 'social semiotic' refers to material relations of power and knowledge, not to neutral interaction between people and groups. Therefore, all instances of meaning-making are seen as ideological in that they enact particular power relations. Each individual's meaning-making resources include the following: one or more languages, various discourses and genres, which constitute a number of literacies, and a number of symbol systems, or modes of communication. Thus, a social semiotic theory of communication acknowledges that people possess multiple literacies, and focusses attention on the multimodality of texts. The term 'multimodality' refers to the fact that all texts, even simple spoken or written texts, encode meanings through more than one symbolic mode.

The word 'mode' is a specialised term used by Halliday in his conceptual framework for representing social context as 'the semiotic environment in which people exchange meanings' (1978: 110). Mode is described as 'the symbolic or rhetorical channel or wavelength selected', and refers to 'the function that is assigned to language in the total structure of the situation: it includes the medium (spoken or written)' (ibid.). The other terms describing the social context, field and tenor, relate to the ideational and the interpersonal functions of language respectively, whereas mode relates to the textual function of language (ibid.: 125). In Multiliteracies theory, the term mode is not confined to language only, but refers to any symbolic channel. A more precise definition of the word is offered by Kress (1994), who defines 'mode of representation' as a specific meaning system and its material form of expression.

Central to the New London Group's theory is the concept of Design, the word referring to both the process and the product of meaning-making. Any meaning-making activity, be it speech or writing, visual or gestural communication, or even spatial or architectural creation, is

seen as an instance of Design. Semiotic activity, or Designing, is seen as a creative application and combination of conventions that transforms while it reproduces these conventions.

Semiotic activity is explained in terms of three main concepts: Available Design/s, Designing, and The Redesigned. Available Designs are the resources used to make meaning. They include the 'grammars' of languages and of other semiotic systems, 'orders of discourse', intertextual resources, and the semiotic and discursive experience of the designer (New London Group, 1996: 74-75).

Available Designs also include style, 'the configuration of all the semiotic features in a text in which, for example, language may relate to layout and visual images' (ibid.), genres, 'forms of text or textual organization that arise out of particular social configurations or the particular relationships of the participants in a specific interaction' (ibid.), dialects, different ways of using language which are related to age or region, and voice, which reflects the individual and the personal to a greater extent than the other components of Available Design.

Designing refers to any semiotic activity and involves using and combining Available Designs creatively to produce new texts which transform the conventions used in the process of production: 'Designing will more or less normatively reproduce, or more or less radically transform, given knowledges, social relations and identities...But it will never simply reproduce Available Designs.' (New London Group, 1996: 75-76).

In The Redesigned there is a tension between agency and reproduction: The Redesigned is 'never a reinstantiation ...or even a simple recombination of Available Designs...it is neither a simple reproduction...nor is it simply creative' (ibid.: 76). The Redesigned draws on patterns of meaning rooted in history and culture, but is nevertheless 'the unique product of human agency' (ibid.).

Kress and van Leeuwen's theory of representation (1996) is a more detailed account of some of the ideas which seem to underly Multiliteracies theory. Kress and van Leeuwen distance themselves from the dominant interpretation of Saussure's work and from semiotics, or semiology, as it has been taught up to now, on the basis of a different definition of the sign. They point out that in semiology the symbol-as-sign is viewed as a pre-existing conjunction of

signifier and signified where convention links the one to the other, the relationship between signifier and signified being arbitrary and unmotivated (ibid.: 6-7). In contrast, they offer a theory of 'active sign-making' (ibid.: 7), defining signs as 'motivated conjunctions of meaning (signified) and form (signifier) in which the meanings of sign-makers lead to apt, plausible, motivated expressions, in any medium which is to hand.' (ibid.: 9-11).

Central to their theory is the concept of 'interest', the 'complex condensation of cultural and social histories and of awareness of present contingencies' (ibid.: 11). They stress that the process of sign-making is rooted in the interest of sign-makers, leading them 'to select particular features of the object to be represented as criterial, at that moment, in that context.' (ibid.). Whereas the Saussurian system is unchanged by 'parole', any instance of meaning-making or sign-production, they see meaning-making as a transformative process.

Kress (1995: 44) points out that essential requirements of textual practice are both a strong linguistic theory of text and a strong 'cultural-social' theory of text: 'what is needed is a theory of texts in which the two are not distinguished'. Whereas Halliday provides the former, Fairclough provides the latter. Multiliteracies theory appears to draw on a model of discourse as social practice, developed by Fairclough (1989).

Fairclough's model is 'an attempt to put into operation a social theoretical view of discourse as socially constitutive' (Talbot, 1995: 33). The significance of this is that it allows detailed linguistic analysis of texts as realisations of discourse practices (ibid.). Two different definitions of discourse, one based in linguistics, the other in social theory, are combined. According to the former, discourse is seen as the process of social interaction (the interrelationship between text and context). According to the latter, based on Foucault's work, discourses are 'historically constituted social constructions in the organization and distribution of knowledge.' (ibid.: 31). The latter definition enables a link to be made between texts and the social institutions which legitimate the texts.

In the New London Group's article, a discourse is defined as 'a configuration of knowledge and its habitual forms of expression, which represents a particular set of interests' (ibid.: 75). An 'order of discourse' is variously glossed in the article as 'the structured set of conventions

associated with semiotic activity...in a given social space' (ibid.: 74), 'a socially produced array of discourses, intermeshing and dynamically interacting...a particular configuration of Design elements' (ibid.), and 'the generative interrelation of discourses in a social context' (ibid.: 75). Discourses, styles, genres, dialects, and voices all fall under the overarching category of orders of discourse.

The concept of 'orders of discourse' enables an examination of the ways that different discourses articulate with each other. It also makes possible a system of semiotic analysis which takes the reader beyond texts and their immediate contexts to the wider social and political systems of which they are a part, highlighting the fact that 'in designing texts and interactions, people always draw on systems of sociolinguistic practice as well as grammatical systems' (ibid.).

Extending Halliday's functional approach beyond the realm of language the New London Group claim that all Available Designs can be discussed in terms of three macro-functions, the ideational function, relating to knowledge and representation of the world, the interpersonal function, relating to social interaction, and the textual function, relating to the organising principles of texts. In the New London Group's article, these macro-functions are not elaborated on, but it seems that discourse is being linked with the ideational function, 'discourses are particular knowledges...articulated with particular subject positions', and that genre is being linked with the interpersonal function: 'genres can be partly characterized in terms of the social relations and subject positions they articulate' (1996: 75). Kress and van Leeuwen have recently applied the system of macro-functions to visual language (1996), but how the system will work when applied to other cultural artefacts, and to aural, gestural and multimodal communication has not yet been established.

Several aspects of Multiliteracies theory are significant and contentious. Firstly, the distinction between reading and writing is collapsed, as is the distinction between the more comprehensive terms, production and reception. The terms 'reading' and 'writing' are used broadly to refer to all meaning-making and interpretation, whether it is an internal or external process. The emphasis is on meaning-making as active production: 'listening and reading is itself a production (a Designing) of texts (though texts-for-themselves, not texts-for-others) based

on...interests and life experiences' (ibid.).

Viewing all meaning-making as production leads to a conflation of reading and writing which could, however, be damaging. One of the themes in Kress's earlier work is a concern that when the distinction between reading and writing is glossed over, there may be negative political and social consequences. He refers to the privileging of reading over writing as a 'spurious empowerment' of readers which leaves 'real power unchallenged with those who have the means for the production of texts for many, who have full control of the technology of literacy.' (1994: 198). This point is reiterated in a more recent text: 'Cognitively, there is a crucial difference between the possibilities of producing signs in reading only, and the production of external signs...The latter has the social consequences of making me a participant in my group's constant new production of its representational resources' (1995: 69).

With regard to the issue of external and internal production, the importance of articulating the theory of the Multiliteracies approach with the pedagogical components needs to be highlighted. Transformed Practice entails that the learner engage in a process of juxtaposing different discourses, social identities and interests, integrating them, and re-creating discourse in ways that have the potential to impact on society (New London Group, 1996: 87). Thus the focus is on learners producing external Designs, which can be used as representational resources by others.

As all cultural objects are viewed as texts, and can be analysed from the same theoretical perspective, this semiotic approach enables the discussion of any text, including more obviously multi-modal texts, such as films or videos, which have been seen primarily as the preserve of media or visual literacy courses. Multiliteracies theory ensures that media texts are as relevant in the language classroom as any print text. Thus, arguments for the inclusion of Media Education within the subject of English are rendered superfluous.

The Multiliteracies approach also makes it possible to view texts in a more holistic way. The interrelationship between the purely verbal and other design elements of the text can be explored. Through the concept of intertextuality, the learner is made aware of how meaning is

constituted through the relationships between texts, genres and discourses, and 'other modes of meaning (such as visual design, architectonic or geographical positioning)' (ibid.: 82). This broad definition of text, which blurs the boundaries between text and context, entails 'reading the word in the world' (Freire & Macedo, 1987: 35).

Human agency is heavily weighted in the concept of transformation. Meaning-making resources are transformed in and through the process of designing. The authors argue that Designing 'involves re-presentation and recontextualisation' (New London Group, 1996: 75), consequently 'producing new constructions and representations of reality' (ibid.: 76).

The emphasis on agency is characteristic of Kress's earlier publications (1994: 203), which present communication as 'the making of signs rather than the using of signs', and argues that 'each use of the resources of literacy - whether in writing or reading - results in the making of a new sign' (ibid.: 204). Kress uses examples of children's meaning-making to argue that people *make* their own resources of representation (1996: 8). The implication of this argument is that people are more active learners than any theory of meaning-making has acknowledged up to this point.

Freire's description of the meaning-making process reveals the roots of the theory of transformation espoused by the Kress and the New London Group, and for this reason is worth quoting in full:

Reading the world always precedes reading the word, and reading the word implies continually reading the world... this movement from the word to the world is always present; even the spoken word flows from our reading of the world...reading the word is not preceded merely by reading the world, but by a certain form of writing it or rewriting it, that is, of transforming it by means of conscious, practical work. For me, this dynamic movement is central to the literacy process. (Freire and Macedo 1987: 35).

Furthermore, it is claimed that the designer is also transformed in the process of making meaning: 'Through their co-engagement in Designing, people transform their relations with

each other, and so transform themselves' (New London Group, 1996: 76). The authors argue that people 'remake themselves' through meaning-making, reconstructing and renegotiating their identities (ibid.). The Redesigned is seen as 'evidence of the ways in which the active intervention in the world that is Designing has transformed the designer' (ibid.).

The claim that the meaning-maker is transformed in and through meaning-making is consistent with poststructuralist theories of subject-formation. Institutional and societal structures produce discourses, which entail particular subject positions and relations. Each individual accepts a number of different subject positions according to the discourses she/he participates in (Talbot, 1995: 26-34). While the individual is positioned in discourse, he/she is free to make choices within certain constraints. The actions of meaning-makers can bring about a different configuration of discourses and social relations, and consequently different subject positions for the meaning-maker, in effect transforming subjectivity.

The work of Kress provides more justification for the New London Group's claims for transformation through meaning-making. Kress (1985: 33-37) explains how texts construct reading positions, and ultimately subject positions, through discourses and genres. He argues that through meaning-making the individual's subjectivity is altered: in the act of making-meaning, whether as 'reader' or 'writer', the individual is not just remaking the means of representation and altering his or her 'potential of cognitive action', but also changing his or her cognitive state or disposition. He explains that in producing a new sign the individual's potential for producing meaning has increased, and with that 'a change has occurred in who he *is* and who he *can be*' (1995: 70). He adds that '[c]hanged subjectivities entail changed potentials for identity', identity being the 'relatively stable external display' which is produced out of 'a particular configuration of internal resources' (ibid.). Kress & van Leeuwen (1996: 39) state that 'different potential for meaning-making may imply different potentials for the formation of subjectivities'.

Another significant aspect of the Multiliteracies approach is the theory of multimodality. The New London Group point out that texts are becoming increasingly complex: '[o]f the modes of meaning, the multimodal is the most significant, as it relates all the other modes in quite remarkably dynamic relationships...mass media images relate the linguistic to the visual and to

the gestural in intricately designed ways.' (1996: 80).

It is helpful to draw on the work of Kress in order to understand the concept of multimodality and the implications of working with a theory of multimodality. Kress points out that all texts 'are always multi-modal, that is, they are messages constructed out of a number of modes of representation' (1994: 213), 'no message ever appears in one mode...Multi-modality is an unavoidable condition of verbal literacy in its appearance in text as message' (ibid.: 211), and 'there is no language other than through the co-presence of another semiotic medium' (1993: 187). Written language also involves the visual mode: handwriting, or typography, layout and the physical medium on which the words are inscribed all convey supplementary, or sometimes conflicting, meanings. Spoken language involves the aural mode, speed, rhythm, intonation, tone and quality of voice, and, when the speaker can be seen, the gestural mode (Kress, 1996: 39).

The various modes of representation and communication are never employed discretely, but 'intermesh and interact at all times' (Kress & Van Leeuwen, 1996: 39-40). People 'constantly translate from one medium to another', and this 'synaesthesia' is essential for understanding the world, and the basis of innovation (Kress, 1997: xvii-xviii). Kress points out that children move constantly in and between the largely verbal semiotic modes used in the school, and the largely visual and multimodal modes preferred outside school, constructing mediations between both (1995: 88). He argues that although people move between different modes constantly and instantly, this ability is taken for granted, and little is known about the processes which enable the translation, or 'transduction' between modes. As the need for effective and swift information-handling increases, skills which enable the designing of visual summaries of extensive verbal texts becomes more essential (ibid.: 56-57), yet this skill is not explicitly taught at present.

The implications of the theory of multimodality for education are significant. Whereas language has been the dominant form of representation used for the transmission of knowledge in schools, a multimodal approach questions the centrality of verbal language as the medium for learning (Kress, 1995: 88). Other modes of representation, the visual, the aural, the gestural and the kinaesthetic are considered to be alternative modes for learning, and, in some

cases, to be more suitable for the construction of particular types of knowledge. Kress argues: 'If we want to understand the possibilities of human meaning-making, we need to be much more attentive to the possibilities and constraints of particular media of expression' (1994: 212).

The argument in the paragraph above is not offered in the New London Group's article, but it is a logical extension of the semiotic theory espoused by them. Again, the work of Kress is illuminating in this regard. He points out that each semiotic mode has its own potentials for meaning and its own limitations in terms of what can be communicated, 'Not everything that can be realized in language can also be realized by means of images, or vice versa' (1996: 17). This point is more strongly made in an earlier article on media literacy in which different modes of communication are referred to as different literacies: 'a literacy has the inherent potential to produce descriptions of the world which are founded on the meaning-creating potential of the system itself' (1992: 193).

Different modes offer not only different potentials for meaning-making, but different cognitive potentials (Kress, 1995: 88). Some of the implications of this claim are that the more modes that people can control, the richer their cognitive resources, and the more diverse a group is, each member drawing on differing strengths in each mode, the richer the resources of the group as a whole. Kress argues that 'Multiculturalism brings into one society the very different modes of representation...of different ethnic/linguistic/cultural groups...these differences represent a cultural reservoir of enormous significance...providing that they can be brought into productive use' (ibid.: 84-5).

The fact that the different modes of meaning are not equivalent is significant. The implication is that each mode offers a different way of seeing and making sense of the world; each mode offers a distinct way of knowing. As well as impacting on pedagogy, this issue also impacts on epistemology: it raises the question of whether different disciplines, and the school subjects founded on these disciplines, will change significantly if and when the dominant mode for representing that knowledge is no longer the linguistic mode (Kress, 1996: 30-31). The potential drawbacks and benefits of such changes need to be considered, especially as there has

been an acknowledged shift from language to images in the social and cultural spaces (Kress, 1995:25-9 and 1996: 27-30).

Awareness of the multiple modes used in communication and representation also results in a less restrictive way of looking at text. It encourages the breaking down of boundaries that have traditionally been imposed on readers. Not only are readers encouraged to explore the co-texts which surround a text under examination (1995: 44, 81), they are no longer focussed only on the printed text, but consider the use of space and visual images. Kress argues that this open view of text is linked to a more open pedagogy,

[T]here is a correlation between the strictness of boundary-maintenance - what can be brought into relevance in a reading, or who decides the boundaries of the unit to be read - and a restriction on the size of the unit around which the boundaries are drawn, so that one might be tempted to establish a rule to the effect that tightness of boundary control, and the size of the unit bounded, stand in an inverse relation to the effort spent on enforcing control. (ibid.: 45).

Acknowledgement of the multiple modes available for communication and representation raises the issue of cultural differences. Kress makes the assumption that 'semiotic systems and literacies have an organic relation to the culture in which they have been produced', and that this means that they 'cannot simply be transferred from one culture to another without assuming that it will have a highly problematic existence there' (1992: 194). This statement points to the importance of research to establish how the preferred semiotic modes of different cultural groups living within the same society relate to each other. It may be useful to consider what communication modes, or literacies, are dominant in a specific culture, to compare these with the socially valued literacies in that society, and to tailor pedagogy accordingly.

The theory of multi-modality has much in common with Gardner's multiple intelligences theory (1991).²⁰ The seven human intelligences which are posited, linguistic, logical-mathematical,

²⁰ Although there are similarities between the concepts of multimodality and multiple intelligences, Gardner's view is less holistic than that of Kress, who emphasises 'synaesthesia', or the way these modes function together simultaneously, 'the production or reading of a text will involve distinctly different perceptual, cognitive and affective

spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal, each have their own symbol systems, or modes of representation. Gardner suggests that each of the intelligences offers different ways of knowing the world.

The strength each of these intelligences differs in each learner (ibid.: 12), therefore an educational approach which incorporates all the intelligences is more equitable than one which focuses exclusively on linguistic intelligence. Gardner argues that genuine understanding, the ability to transfer knowledge, 'is most likely to emerge...if people possess a number of ways of representing knowledge of a concept or skill and can move readily back and forth among these forms of knowing' (ibid.: 13). Gardner's argument offers further justification for the incorporation of multi-modal theory in language education.

As stated above, the New London Group's theory of language is consistent with the broader semiotic theory outlined above. Language is seen as only one of a number of meaning-making or representational systems, but it is given special emphasis as the system which dominated Western culture in the industrial age and which continues to be highly valued.

The authors draw on Halliday's systemic linguistics to offer a functional theory of language grounded in and oriented to the social functions that language performs. In this social semiotic approach the link between language and social structures and relations is central. Instead of being viewed as an system severed from history, society and individual action, as in a Saussurian model, language is seen as 'a predominantly socially, culturally, and historically produced system' (Kress, 1995: 85-86).

Analytical 'tools' for revealing the workings of ideology and power relations are highly valued. Therefore the features of texts which are focussed on are those associated with critical literacy: process and participant structures, modality, nominalisation, information structure and local and global coherence relations (also associated with the genre movement in Australia).

The theory of language used is a significant departure from that underpinning language

modes all at the same time' (1995: 56).

education this century. Whereas it has always been assumed that language is a relatively stable, fixed system which learners can acquire and achieve mastery over, within a semiotic theory of communication, language is viewed as a fluid, dynamic system in a constant state of flux. (Kress, 1997: 155). Consequently, the aim of language educators should be to predispose learners to engage confidently in the creation of meaning. No longer is language a product to be used, it is a creative activity to engage in, all language being newly made in the process of communicating.

The implications of this view of language are potentially revolutionary. No longer can there be a rigid and uncritical adherence to rules and standards. If the one constant factor in meaning-making is the potential for transformation, then an understanding of the dynamics of change becomes the most important focus. The New London Group argue that 'configurations of subjects, social relations, and knowledges' are transformed in meaning-making. These configurations are 'always provisional, though they may achieve a high degree of permanence' (1996: 76). The products of these cultural configurations are therefore also always provisional. Instead of rigidly applying rules of correctness and aspiring to the 'standard' form of the language, what becomes important is to create the most appropriate or effective form of representation and communication for each unique situation and context (Kress, 1997: 155-6). This means that the correct use of the rules of grammar and punctuation can no longer be seen as the end point of literacy education, but merely a step along the way towards more productive use of language.

2.2.4 THEORIES OF KNOWLEDGE AND LEARNING

Drawing on recent work on cognition, and on sociocultural perspectives on language, literacy and learning, the New London Group have adopted a social theory of learning which is based on the view of humans as 'contextual and sociocultural "pattern recognisers" and actors' (New London Group 1996: 84). According to this view, it is the ability to recognise patterns that enables humans to 'act flexibly and adaptably in context' (ibid.). The New London Group also state their belief that knowledge is produced through collaborative interaction when communities of diverse learners engage 'in common practices centred around a specific (historically and socially constituted) domain of knowledge' (ibid.).

The New London Group explain that their theory of knowledge is based on a view of the human mind as 'embodied, situated and social' (1996: 82), thus knowledge is 'embedded in social, cultural and material contexts' (ibid.), and abstractions and theories are always grounded in these contexts. Learners are seen as apprentices, but learning is never simply a process of transfer or assimilation, it is seen as a process of transformation in which both the identities of the learners, and the communities of practice to which they belong, are transformed (ibid.: 55-57).

References in the article to the theories informing the pedagogy are brief and allusive. Therefore, some of the work listed in the bibliography will be referred to in order to clarify and supplement the ideas expressed, and to trace some of the sources of the discourse employed by the New London Group. The term 'situated' is an essential part of Lave and Wenger's discourse. For them, all activity is situated, meaning that 'agent, activity, and the world mutually constitute each other' (1991.: 33), and 'understanding and experience are mutually constitutive' (ibid.: 51-52). The term is also used by Butterworth, who suggests that the focus is shifting from a social view of cognition to 'situated cognition' (1993: 12), which is predicated on the belief in 'the interpenetration of perception, thought, language and culture' (ibid.: 8).

Lave and Wenger assert that 'general knowledge only has power in specific circumstances' (1991: 33-34), and that abstract representations are meaningless unless they can be tied to a specific context and situation. It appears that the term 'communities of practice' used in the New London Group's article has been adopted from Lave and Wenger, who propose that learning is a process of 'increasing participation in communities of practice' (ibid.: 49), or 'legitimate peripheral participation'. A community of practice, defined as 'a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice' (ibid.: 98), is seen as a precondition for the existence of knowledge.

In *The Social Mind* Gee (1992) argues that all psychological and cognitive processes and products, such as thoughts and memories, exist only in the external world of social interaction. He therefore suggests that the study of the mind should be the study of social practices, and is

therefore not separable from ideology and power. This approach leads to a refutation of the traditional divide between theory and practice. Meaning is seen as being rooted in and dependent on cultural models. Interpreting meaning is a matter of recognising words or actions as meaningful in relation to the practices of particular social groups (see also Gee, 1990: 86-90). Empirical research into cognitive development also provides support for this view (Light & Butterworth, 1993).

The New London Group believe that learners gain cognitive benefits from interacting with difference: 'When learners juxtapose different languages, discourses, styles and approaches, they gain substantively in meta-cognitive and meta-linguistic abilities and in their ability to reflect critically on complex systems and their interactions.' (ibid.: 69). This assertion is consistent with the results of research into the cognitive effects of bilingualism. Baker (1996: 142) states, '...the evidence that currently exists does lead in the direction of bilinguals having some cognitive advantages over monolinguals.'

An examination of the four components of pedagogy, particularly Overt Instruction, reveals the extent to which the New London Group has drawn on the work of Vygotsky, and subsequent interpretations of his ideas (for example, Cazden, 1992: 99-113, and 190-207). Where the authors diverge from a Vygotskian perspective is in the shift from language as the major mode for learning and enculturation. As discussed above, one of the implications of the Multiliteracies theory of communication is that ways of knowing other than through language are acknowledged. This means that verbal language is seen as only one of the modes which facilitate learning. This view is also consistent with new research in cognitive development which suggests that perception, which precedes thought and language, may play a more significant role in cognition than was thought previously (Light & Butterworth, 1993).

2.2.5 CONTENT

The bulk of the content knowledge of the Multiliteracies approach is the terminology required to describe 'design elements'. Six areas have been identified for study: Linguistic Design, Visual Design, Audio Design, Gestural Design, Spatial Design, and Multimodal Design (1996: 78). Multimodal Design refers to the 'patterns of interconnection among the other modes' (ibid.), particularly in the texts of the electronic media. The New London Group aim to focus

on no more than ten design elements for each of the six areas (ibid.).

Only the metalanguage pertaining to linguistic design is elaborated on in the New London Group's article (1996: 80). As verbal language remains the focus of English teaching at present, each design element chosen will be discussed in order to ascertain the extent to which the approach to verbal language differs from conventional approaches. The elements of Linguistic Design which will be discussed below are: delivery, vocabulary and metaphor, modality, transitivity, nominalisation of processes, information structure, logical coherence relations and global coherence relations.

Delivery refers to 'features of intonation, stress, rhythm, accent etc' (ibid.). It would seem that the features listed relate to audio design as much as to linguistic design, but this has not been indicated in the document. Other obvious features of both delivery and audio design not referred to are volume, pace/speed and the use of pause and silence.

Vocabulary and metaphor will be familiar terms for teachers, but the terms collocation, and lexicalisation which the New London Group have included for study are specialist linguistic terminology requiring further explanation. Collocation refers to words which tend to co-occur and is usually considered an aspect of lexical cohesion (Halliday, 1985: 289). Modality is glossed as '[t]he nature of the producer's commitment to the message in a clause' (New London Group, 1996: 80). The principal carriers of modality are modal verbs such as 'should' and adverbs of probability or of frequency (Halliday, 1985: 85-89). Modality is the lexicogrammatical realisation of the interpersonal function of language (Halliday, 1978: 143-144).

Transitivity refers to 'types of process and participant in the clause' (New London Group, 1996: 80). A knowledge of Halliday's functional grammar is required in order to analyse transitivity. The verb is the key to defining the type of process, which could be any one of the following: material, behavioural, mental, verbal, relational, or existential. The term 'participants' refers to the those involved in the process. Participants can be categorized according to the function they serve. (Halliday, 1985: 101-157). Transitivity is the lexicogrammatical realisation of the ideational function of language (Halliday, 1978: 143-144). Transitivity is used in critical literacy to analyse 'agency', the term referring to the attribution

of responsibility for a state of affairs. Nominalisation refers to transformations of the verb into nouns or noun phrases. It is also a feature used by critical linguists to analyse agency and the distortion of information. It is most closely related to the ideational function of language.

Information structure refers to the sequence of information presented in clauses and sentences. As no further information is provided in the checklist of linguistic features, it is not clear exactly what is considered significant. Presumably, theme and rheme, and 'Given' and 'New' are features which would be examined and learners would be expected to differentiate between marked and unmarked forms of expression. Local coherence relations refers to cohesion, and logical relations between clauses. The term global coherence relations refers to the 'overall organizational properties of texts' (New London Group, 1996: 80), such as genres.

Information structure, and local and global coherence relations are all lexico-grammatical realisations of the textual function of language (Halliday, 1978: 128-145).

As linguistic design is the most fully elaborated element of Design in the New London Group's article, teachers may be misled into placing too much emphasis on linguistic analysis. Lee (1997: 427) points out that the 'complexity and redundancy' of text-analytic technology is that it 'militates against its political effectiveness', citing the difficulty of mastering the linguistic knowledge required.

The other, arguably more important, aspects of content are those which enable a study of text which links it to both its immediate context and the wider context of which it is a part (New London Group, 1996: 78). This involves an understanding of the following concepts: orders of discourse, discourse, genre, style, voice, intertextuality, hybridity, and omission. In a text which specifically addresses the English curriculum in the United Kingdom, Kress (1995: 41) suggests that the English curriculum work with 'a fully and explicitly developed social and cultural theory of text, within which a linguistic theory of text is one component'.

Nowhere in the article do the New London Group elaborate on the types of texts which are considered suitable for textual study. Again, it is useful to draw on the work of Kress (1995: 34-6). He suggests that there are three categories of text: the culturally salient text, the aesthetically valued text, and the mundane text. Any text which is significant for a cultural

group, is considered a culturally salient text. These texts are seen as a means of encouraging a 'multicultural habitus' (ibid.: 35), and of facilitating understanding of particular cultural groups in the context of the society in which the texts are being read. Aesthetically valued texts are those texts valued by a cultural group as examples of exceptional achievement. A study of these texts would involve gaining an understanding of 'taste' as linked to 'histories of power and domination' (ibid.) within and between cultural groups. The mundane text is any functional, taken-for-granted text, such as a public notice, or a bank statement. Kress provides two reasons for studying the mundane text, the need to develop the ability to produce these texts in order that learners can fully participate in social, economic and political life, and in order to give learners a sense of the range of possible texts and the differences between them (ibid.: 36). He emphasises the importance of treating all texts 'within a single, coherent and socio-historical theory of text' (ibid.). This research report will argue that the social semiotic theory of the multiliteracies approach could serve as such an overarching textual theory.

2.2.6 PEDAGOGY

It is significant that a substantial proportion of the New London Group's article is devoted to how the proposed theory can be implemented in the schooling context. The inclusion of a methodology to complement the theory and content of the curriculum suggests a holistic orientation to literacy education which deconstructs the 'binary of disciplinary knowledge and pedagogy' (Yeatman, 1997: 438).

The pedagogy espoused by the New London Group consists of four integrated components which are 'related in complex ways' (New London Group, 1996: 85): Situated Practice, Overt Instruction, Critical Framing and Transformed Practice. It is an eclectic approach, drawing on the strengths of transmission and progressive teaching models, while in addition offering a critique of them and taking teaching and learning a step further by focussing on the learners' ability to apply learning in different contexts and in their own interests. Thus the pedagogy allows for the possibility of counter-hegemonic learner practices.

Consistent with the view of knowledge as socially constituted, and drawing on ethnographic research into learning (Heath, 1983), the authors value situated, or apprenticeship, learning, which they have called Situated Practice. Learners are inducted into 'ways of knowing', or

apprenticed to experts who have mastered certain practices. These mentors guide the learners, helping them to attain 'mastery in practice'.

Learners' experience and the home and community discourses with which they are familiar are the starting point of the learning process. This enables teachers to take into account the 'affective and sociocultural needs and identities of all learners' (New London Group, 1996: 85). A context in which learners feel both motivated and secure enough to take risks is essential to this aspect of the pedagogy (ibid.). Situated Practice is a form of immersion, as the learning involved is a type of acquisition, or enculturation, and as such it is subject to some of the criticisms that have been levelled at progressivist pedagogy (Cope & Kalantzis, 1993).

The goal of Overt Instruction is 'conscious awareness and control...over the intra-systematic relations of the domain being practiced' (New London Group, 1996: 86). It is achieved partly through the inculcation of metalanguages, 'languages of reflective generalization that describe the form, content and function of the discourses of practice' (ibid.). The teaching of metalanguage extends to reflection on the learning process, giving learners the skills and conscious awareness to become independent learners.

There are similarities between Overt Instruction and the systemic linguistics-based 'genre' (Cope & Kalantzis, 1993) approach to teaching English, both of which seem to draw on Halliday's functional grammar and interpretations of Vygotsky's learning theory (Cazden, 1992: 99-113). The teacher has a more active role than in Situated Practice, the focus being on the teacher making conventions explicit and providing the necessary scaffolding to enable the learner to develop beyond his/her level of skills and knowledge without guidance and support.

The New London Group clearly have a critical orientation: 'our job is not to produce docile, compliant workers. Students need to develop the capacity to speak up, to negotiate and to be able to engage critically with the conditions of their working lives' (1996: 67). Consequently, Critical Framing is central to their pedagogy. Critical Framing, which draws on Fairclough's work on critical discourse analysis, and more generally on critical literacy theory, aims to produce learners who have the ability to 'critique a system and its relations to other systems on

the basis of the workings of power, politics, ideology, and values' (ibid.: 85). Learners are made conscious of and enabled to articulate the 'locatedness' (ibid.) of cultural meanings and practices. Through Critical Framing learners explore the relationship between text and context, particularly the wider context of institutional power. Here the concepts of discourse and orders of discourse become relevant in textual study. This dimension of the pedagogy ensures that the criticisms levelled at the genre approach, which might also apply to Overt Instruction, cannot be used to attack Multiliteracies pedagogy.

As Critical Framing goes beyond critique, aiming to produce learners who can use their critical awareness creatively to change conditions and practices of which they are critical, it is closely linked to Transformed Practice. Transformed Practice promotes the transfer of learning, so that learners are able to use their knowledge and skills in other contexts. Gardner (1991: 6) laments that in conventional education 'the gap between what passes for understanding and genuine understanding remains great'. Multiliteracies pedagogy may offer a solution to the problem raised by Gardner, in strategies that promote genuine, flexible and productive learning.

Transformed Practice encourages learners to transform theory into reflective practice: learners 'demonstrate how they can design and carry out, in a reflective manner, new practices embedded in their own goals and values' (New London Group, 1996: 87). Through Transformed Practice an attempt can be made to move literacy education beyond critique, which can be ultimately disabling and demoralising. Kress emphasises the importance of moving beyond critique, stating that while critique 'is essential in periods of social stability as a means of producing change', in periods of intense change 'the focus of intervention has to shift to the design of possible alternatives' (1995: 5). Thus, in the Multiliteracies approach, critique has become a stepping-stone to finding creative solutions.

As part of Overt Instruction, the authors propose the development and use of a metalanguage, 'an educationally accessible functional grammar...that describes meaning in various realms, including the textual, the visual, as well as the multimodal relations between the different meaning making processes' (New London Group, 1996: 77). This means that learners need to be able to use all the terms for describing design elements (ibid.: 83), but also to have an

understanding of (at least) the following concepts: genre, discourse, voice, style, and narrative.

The authors point out that the dependence on metalanguage should not be seen as mechanistic, or as a reversion to formalism: 'the metalanguage is not to impose rules, to set standards of correctness, or to privilege certain discourses'. The metalanguage is a means to an end: it is intended to make possible the identification and explanation of 'differences between texts, and relate these to the contexts of culture and situation in which they seem to work' (ibid.: 77).

The authors suggest that metalanguage be used as 'a tool kit for working on semiotic activities' and stress the importance of a flexible approach, 'because the relationship between descriptive and analytical categories and actual events is, by its nature, shifting, provisional, unsure, and relative to the contexts and purposes of analysis' (ibid.).

The authors offer no explicit theory of error in their article, but the implications of their approach for the concept of error are radical. Kress's work on emergent literacies (1994; 1997) is invaluable for exploring these implications. Kress (1994: 183) sees error and error correction as 'a contest over convention'. He argues that when a child's attempt at meaning-making is unconventional according to the norms of society, it may nevertheless have an internal 'logic, consistency, coherence, and may indeed point towards possible alternative conventions' (ibid.). He therefore suggests that errors be seen 'as evidence of intelligent, active, creative minds at work, rather than as evidence of insufficiency or even stupidity' (ibid.).²¹

The theory of communication offered by the NLG is such that the concept of error becomes, if not obsolete, then of limited value. If each instance of meaning-making results in a text which is transformed by the resources and interests of the meaning-maker, then 'errors' are evidence of the process, a diagnostic tool, or sign to be interpreted by those interested in the processes of Design. In effect this means that when teachers 'mark' the learners' work they need to engage in an exploration of the genealogy of 'errors' in order to respond to the work appropriately.

²¹ Kress uses the example of a three-year-old child who used the word 'heavy' instead of 'steep' to describe a hill as a creative strategy to overcome the fact that he was constrained by not having the latter adjective as part of his linguistic repertoire (1996: 7-8).

Kress and van Leeuwen's social semiotic theory of representation (1996), which is consistent with the New London Group's approach, helps to clarify the issue of error. Using children's meaning-making as a model for all representation, the authors claim that children make their own resources of representation; representational resources are not acquired. Thus, all communication is active and creative. Similarly, adults constantly produce new signs which are transformations of previously produced signs (ibid.: 9) and which depend on their interests and circumstances in any specific context. These signs are always 'transformations of existing semiotic materials, therefore always in some way newly made, and always motivated conjunctions of meaning and form' (ibid.: 11). Language 'errors' are therefore the result of creative strategies to communicate meaning, given the sometimes limited resources meaning-makers (particularly those who are using a language other than their primary language) have at their disposal.

This approach to error is not unique to the New London Group, having developed out of cognitivist interpretations of Chomsky's work and having gained momentum with the 'communicative approach' in the teaching of English as a foreign or second language (Nunan, 1991). Kress acknowledges the influence of the error analysis approach in foreign language teaching, which sees some learner errors as rational use of the phonological or grammatical rules of another language known to the learner (ibid.: 193). What is significant about the New London Group's theory of representation is that it offers more support for viewing 'error' as productive and creative.

In their article the New London Group does not offer a very comprehensive or practical guide to assessment, but there is sufficient information about evaluation and assessment to enable one to construct a brief summary of the assessment philosophy which is being advocated as part of the pedagogy. Although Multiliteracies Pedagogy is geared towards outcomes, the aim being to produce learners who will be productive, creative, critical and flexible in the new labour market, the emphasis is on formative assessment. The authors suggest that evaluation of both Situated Practice and Overt Instruction be 'developmental, a guide to further thought and action' (1996: 86).

Critical Framing and Transformed Practice are amenable to assessment in that it should be

possible to evaluate to what extent learners are able to apply their learning in new contexts. The expectation is that learners will demonstrate that they can ‘implement understandings acquired through Overt Instruction and Critical Framing in practices that help them simultaneously to apply and revise what they have learned’ (ibid.: 87).

The authors suggest that Transformed Practice provides the opportunity for ‘situated, contextualized assessment of learners and the learning processes devised for them’ (ibid.). It appears therefore, that the emphasis would be on authentic assessment and performance assessment. Built into the assessment practices are opportunities to evaluate the success of the methodology employed by educators. The New London Group stress that the learning processes and pedagogy devised for learners ‘needs to be continually reformulated on the basis of these assessments’ (ibid.).

CHAPTER THREE: THE LANGUAGE, LITERACY AND COMMUNICATION CURRICULUM FRAMEWORK

3.1 INTRODUCTION

This chapter provides an interpretation and analysis of the Language, Literacy and Communication curriculum framework. It is necessary to situate this curriculum framework, as delineated in the *Senior Phase Policy Document* (Department of Education, October 1997), within the broader framework of Curriculum 2005 and outcomes-based education (OBE), as it is the broader framework which will inform the interpretation and implementation of the Language, Literacy and Communication Learning Area. Secondly, in order to make sense of Curriculum 2005 and to understand the extent to which it is, as is claimed, a paradigm shift, it is necessary to be aware of the historical forces and social conditions which have led to the introduction of a new curriculum.

Consequently, the Introduction contains a brief overview of the recent history of education in South Africa, leading up to the introduction of Curriculum 2005, and a summary of the principles which underpin Curriculum 2005. A comprehensive discussion of OBE and Curriculum 2005 is not within the scope of this research report. Nevertheless, it is necessary to highlight some of the most significant principles which inform the Language, Literacy and Communication curriculum framework. As the research report is not primarily a historical or sociological document, sections of this chapter sweep through a substantial historical period and attempt to represent a complex conglomeration of macro-level issues in limited space. Obviously, the picture created is only partial.

Under the previous government's Apartheid system a strategy of fragmentation ensured that South Africa's races and cultures were kept apart from each other. Education was no exception, and education policy ensured that white privilege was entrenched and that black learners received an inferior education which prepared them for menial labour (Christie & Collins, 1984: 160-183). Inequities in educational spending²² meant that learners who were

²² The South African Race Relations Survey 1996/7 (1997: 171-172) states that under the government of the National Party white education was financed at 185% of the national average, Indian education was financed at 161%, coloured education at 159%, and black education at 100,2%. Whereas schools provided white learners with free

not white had poorer facilities, fewer educated teachers, and less favourable pupil/teacher ratios. The consequences were divisive and costly, and South Africans are still paying the price.

Although white South African learners were favoured by the educational system, all South Africans received an impoverished education. The 'Christian National Education' offered to whites in the Apartheid period fostered racism, sexism and elitism. Education aimed to instil discipline and unquestioning respect for authority. At the same time the belief that education is ideologically neutral prevailed. Classroom discussions of sex, politics and religion were banned (Janks, 1990: 246-248).

The approach to teaching and learning fostered by the Nationalist government can be summarised as follows. The curriculum development process was closed to the public, the curriculum was rigid, non-negotiable, and broken down into content-based subjects taught within rigid time-frames. Transmission pedagogy dominated, the teachers being entirely responsible for learning, while the learners had only a passive role. Learning was exam-driven and textbook-bound, and rote-learning predominated (Department of Education, February 1997: 6).

With regard to the teaching of English, there were vast disparities between black and white teachers and learners, and different syllabuses for each race group. Although the 1986 TED and DET²³ English syllabuses were influenced by communicative approaches to language teaching, and advocated an integrated skills-based approach, rejecting formal grammar in favour of a language-in-use approach, Janks (1990: 251) noted a contradictory strong emphasis on language structures in the DET syllabus, and pointed out that the realities of classroom practice militated against the introduction of a communicative methodology. As transmission pedagogy had become entrenched in many black schools, and as teachers lacked confidence in their English speaking skills, she suggested that language drills, repetition and

textbooks, black learners were obliged to buy their own textbooks.

²³ Under the previous government, the Transvaal Education Department (TED) controlled education for white learners in the Transvaal (now called Gauteng) province, and the Department of Education and Training (DET) controlled education for black learners. Compared to previous syllabuses, the 1986 syllabuses represented substantial revisions.

gap-filling exercises continued to dominate classroom practice in many schools (ibid.: 249). This view is borne out by more recent research which reveals that grammar-based approaches to language teaching are still in use, and that there is little evidence of language-across-the-curriculum or multilingual approaches to teaching in South African schools (Department of Education, January 1995: 68). It is therefore a reasonable assumption that the trends described above prevail in the majority of South African public schools at present.

One of the grassroots attempts to challenge the curriculum came from People's Education for People's Power²⁴ (Janks, 1990: 25-28). In the proposals for People's Education, one can see some of the foundations of the new curriculum. These include the principles of non-racism, non-sexism and non-elitism and the emphasis on alternative teaching methodologies, transformation, creativity and critical thinking skills. Consonant with a movement originating in political conflict, People's English had a strong critical dimension. Deconstruction of texts was seen as a means of analysing the relationship between language and power. The discourse of Outcome 2 of the Language, Literacy and Communication Learning Area (see analysis in Content section below) bears the marks of this approach.

The transformation of education and training was promised as part of the new government's Reconstruction and Development Programme (RDP) when the African National Congress won South Africa's first democratic election in April 1994. The White Paper of March 1995 called for a new organisational structure for education, a single national department of education and nine provincial departments, flexible and appropriate curricula, an integrated approach to education and training, standards to be defined in terms of learning outcomes, and appropriate assessment practices²⁵ (Department of Education, July 1996). The aim was to break down rigid divisions between theory and practice, and knowledge and skills, and also to repair the endemic fragmentation which was the result of the previous education system.

²⁴ People's Education was an Apartheid resistance organisation active in the 1980s, focussed on education for democracy, and on English and History in particular.

²⁵ These proposals were incorporated into the South African Schools Act, which was passed by Parliament in October 1996 (SAIRR, 1997: 216).

The Department of Education's annual report (June 1994-December 1995) stated that the curricula of the previous system had not fostered the qualities of independence or critical thinking in learners, therefore curricula would be restructured to reflect the values and principles of the new democratic government (SAIRR, 1997). Consequently, in October 1996 the Department of Education announced that a new curriculum would be introduced in January 1998. This new curriculum is now known as Curriculum 2005, 2005 being the year in which it was hoped the new curriculum would be fully implemented.

In order to achieve a united, democratic and internationally competitive country a National Qualifications Framework (NQF) has been established to guide curriculum development in all education and training sectors: 'The objectives of the NQF are to create an integrated national framework for learning achievements and to enhance access to, and mobility and quality within, education and training' (*Outcomes Based Education in South Africa*, Department of Education, March 1997: 14). On the assumption that people continue to learn throughout their lives, learning is seen as a dynamic ongoing process, which encompasses all forms of organised education, but also occurs in informal contexts. The history of people being denied access to formal learning has made the recognition of prior learning a priority.

In 1993 the Language Policy in Education Working Group recommended that all South African children learn 'not less than two South African languages, and preferably three, from the first grade and throughout compulsory school attendance' (Department of Education, January 1995: 68). A multilingual language policy is now prescribed by the Constitution. The proposed Language in Education Policy subscribes to the additive bilingualism model, which provides for the development of competence in at least one additional language, while sustaining the primary language (Department of Education, October 1997: LLC3-4). As each school has to choose two compulsory languages, and there is no distinction between first and second language, both or either of these two languages can be used as the language of learning. Any language may be used in the classroom in order to facilitate the learning process: 'choice of a language as a language of learning should not exclude the use of other languages in the classroom where this would promote effective learning' (Department of Education, January 1995: 70).

A natural extension of viewing learning as a lifelong process is the breaking down of the artificial boundaries which had been imposed on knowledge in the form of unconnected school subjects. This accounts for the restructuring of the traditional school subjects into eight learning areas²⁶, and for the emphasis on the integration of these learning areas in learning programmes. Whereas the previous system was content-based, the new curriculum focuses on outcomes, that is, the knowledge, skills, values and dispositions learners have acquired at the end of any learning phase. Critical outcomes are broken down in each learning area into specific outcomes, which are then further broken down into assessment criteria and performance indicators. Assessment criteria 'give only broad indications of what evidence learners need to present before they are seen as having achieved a specific outcome' (Department of Education, October 1997: 18), while performance indicators 'provide the details of the content and processes that learners should master' (ibid.: 19).

The Curriculum 2005 documents claim that the transformational form of OBE which has been adopted promotes 'the most radical form of integration'. It is asserted that the outcome of integration across disciplines into learning areas, and across all eight learning areas in all educational activities is 'a profound transferability of knowledge in real life' (ibid.: 31-32). Whereas schooling in the Intermediate Phase (grades 4 to 6) is mainly integrated, cross-curricular themes or topics being the organising frameworks for cross-curricular work, in the Senior Phase the programme allows for a more area specific approach. Nevertheless, the integration of theory and practice and within and between learning areas continues to be important (ibid.: 6).

The OBE approach is forward-looking and allows for the planning of future needs (ibid.: 21-22). Another aspect of OBE is that opportunities for learning are expanded, and learning is no longer tied to specific, limited periods of time. Learners are able to move at their own pace, without necessarily being separated from their age group (ibid.: 33). A possible advantage of this aspect of OBE is that it provides support for multi-age or multigrade groupings within the same classroom, an approach which is already a reality in many South African schools.

²⁶ Learning areas are 'integrated combinations of old subjects and some new areas of study' (*Implementing OBE - 1: Classroom Practice*. Department of Education, n.d.: 12).

3.2 THE LANGUAGE, LITERACY AND COMMUNICATION CURRICULUM FRAMEWORK

The learning area of Language, Literacy and Communication incorporates all the language subjects, including official languages, unofficial South African languages and foreign languages.

3.2.1 STATEMENT OF CONTEXT FOR LITERACY CURRICULUM

As the context for the curriculum is only briefly alluded to in the Senior Phase Policy Document, both the national and the international context are addressed briefly. Given that the whole process of curriculum transformation is justified on the grounds of context, the history of educational inequality and the failure of education at present, it is necessary to fill in the gaps alluded to in the documents.

The New London Group foregrounds the context for education in their paper. Arguably, many of the trends they describe in public, private and working life (see section 2.2.1) are also observable in certain sectors of South African society. Significantly, there are no references in the Language, Literacy and Communication curriculum framework to the historical context for the introduction of the new curriculum. In other curriculum documents there are brief references to the socio-historical context, which assume that the reader has an understanding of the relevant historical and social details. Consequently, I have consulted a number of primary sources other than curriculum documents to sketch in the missing context.

Instead of attempting to assess the extent to which the changes described in the New London Group's article are being experienced in South Africa, I have chosen to focus on one aspect of the macro-level context, the educational context in South Africa. From an examination of some of the present material realities which are pertinent to education, it may be possible to develop an understanding of the broader context for the new literacy curriculum. To a certain extent, this information will reveal whether Multiliteracies Pedagogy can make a positive contribution to Curriculum 2005 in the South African context.

Before focussing on the education context, it is necessary to point out, however, that South Africa, more than any of the countries represented by the New London Group, is a society in

transition. In every area of their lives South Africans are facing movement, fluctuation and uncertainty. A new government and a new constitution, restructuring in all areas of government and business, new legislation, a volatile labour market, economic fluctuation, and major social changes, have all ensured that the only constant factor is change.

Apartheid education casts its shadow over the present. In '995 13% of people over twenty years old had no education at all. Only 19% had matriculated, and only 10% had degrees or diplomas (SAIRR, 1997: 152). In 1994 an estimated 7,5 million people aged fifteen and older were illiterate or 'severely under-educated' (ibid.: 245). More recent studies claim the illiteracy figures are higher: according to a report in *The Sunday Independent* (6 September 1998), fifteen million adults in South Africa are functionally illiterate. What these figures suggest is that millions of children who are or will be attending school will have had limited exposure to books or print literacy. Their parents, being unfamiliar with school-based literacies, will not be able to provide the kind of support and knowledges that school programmes assume are provided at home.

The School Register of Needs Survey (Department of Education, 1997) reveals that there is a severe shortage of classrooms in South Africa and overcrowding in classrooms is a problem. Thousands of schools lack basic amenities. There is no access to water, nor any within walking distance, at 24% of the country's schools. Thirteen percent of schools have no toilets at all. In six of the nine provinces fewer than 40% of schools have telephones. There are no libraries in 73% of South African schools (*The Star*, 7 January 1998). Over half the schools in the country have no electricity and in the Northern Province and the Eastern Cape nearly 80% of schools have no power supply (ibid.). One of the areas suffering most is the provision of textbooks. As a result of confusion and budget mismanagement, provinces are delaying the ordering of books until the new curriculum is fully in place. Some provinces simply do not have the funds for textbooks²⁷ (SAIRR, 1997: 201).

The education budget is inadequate for meeting present educational needs (ibid.: 170). The

²⁷ For example, the KwaZulu-Natal Education Department cut its book budget from R160 million to R2 million because of a provincial budget deficit.

ANC's promise of free education for the first ten years of schooling could not be implemented because of the lack of funding (ibid.: 172). However, the lack of funding and resources are not the only problems facing education in South Africa. The restructuring of the education system, a 'right-sizing' programme for cutting educational spending, and attempts to ensure equity in provincial funding for education have created tension and uncertainty. The issues of teacher retrenchment and redeployment are in the process of being resolved at union level (*Sunday Times*, 13 September 1998), but the damage caused in terms of teacher morale and motivation will continue to affect education long after political resolutions are effected.

Twenty years of resistance to Bantu education, including boycotts and strikes, have resulted not only in extensive damage to school buildings and property, but also in the breakdown of teacher authority and of a culture of learning (Janks, 1995: 46). The prevailing conditions have adversely affected both teachers²⁸ and learners. A Wits University Education Policy Unit Survey on the collapse of teaching and learning in Gauteng province, published in July 1996, stated that the problem was more evident in secondary schools, citing poor attendance, ineffectual principals, demotivated teachers, vandalism, gangsterism, rape and drug abuse. The issues cited as having a negative effect on the culture of learning and teaching are: lack of or limited access to resources, ineffective management and administration of schools, conflictual relationships between pupils and teachers, the lack of parental involvement in their children's schooling, and poor socio-economic circumstances. There was a correlation between the condition of school buildings, the resources available and academic performance: schools with the worst facilities had the worst pass rates.²⁹ The report stated that many learners do not have basic necessities, such as food and shelter, and lack parental love and care. It points out that these social problems require solutions beyond the ambit of education, singling out

²⁸ In 1996, Professor Bengu was forced to publically warn teachers about neglecting their responsibilities, specifically mentioning arriving late for work and leaving early, chronic absenteeism and drunkenness (SAIRR, 1997: 198). More recently, Deputy President Thabo Mbeki criticised teachers for being drunk at school, arriving late, leaving early, and doing 'as little as possible', in a speech given at a congress of the South African Democratic Teachers' Union, the most powerful teacher union in South Africa (*Sunday Times*, 13 September 1998).

²⁹ The *Sunday Times* Top Schools Project reveals that there are exceptions, however. A number of disadvantaged schools are achieving academic successs although they are under-resourced. An example is Mbilwi Secondary, a rural school in the Northern province which, despite having dilapidated classrooms, only pit latrines and no computers, has achieved a 100% matric exemption rate for the past two years, and is one of the top 30 Science and Maths schools in the country (*Sunday Times*, 13 September 1998).

unemployment as a significant problem ³⁰ (ibid.: 200).

The results of the 1997 matriculation examination serve to confirm that the state of education in South Africa is cause for concern. Eight of the nine provinces produced worse results than they did in 1996, with up to a sixteen percent drop in the pass rate. Only half of the learners who registered for the exam passed. Few learners passed with the exemption which would enable them to pursue tertiary education (*The Star*, 7 January 1998). The disappointing results have been attributed to a number of factors, including government bungling, poor conditions in schools, the shortage of textbooks, pupil apathy, and a lack of discipline (ibid.).

Parents in the townships are sending their children to better-resourced former Indian, coloured and white suburban schools which are far away from their neighbourhood schools (*Sunday Times*, 6 September 1998), while increasing numbers of parents living in the suburbs are sending their children to private schools³¹. The implications of this trend are serious: the parents who are most able to provide the financial support required to preserve standards already set in the more successful schools are withdrawing. The racial divide in schools created under Apartheid could be replaced by a class divide between public and independent schools on the one hand, and township and suburban schools on the other, and the consequent perpetuation of inequity in education.

As the overview above focusses on the widespread problems in education, it may be misleading. There are also privileged learners in South Africa, mainly living in the urban areas, who have middle class lifestyles, including access to international films and television, the Internet, and multimedia computer technology. Many of their teachers may already be grappling with the new curriculum. These learners are, however, in the minority. What the facts discussed above reveal, is that a significant proportion of South African learners and

³⁰ In 1997 the official unemployment rate was 22.9%, an increase from 16.9% in 1995 (*Fast Facts*, SAIRR, No. 9/98, September 1998: 10). If the expanded, more realistic, definition of unemployment is applied, then 37.6% of South Africans are unemployed (ibid.).

³¹ Information provided by the Independent Schools Council revealed that the number of private schools grew by 491% between 1991 and 1995 (SAIRR, 1997, 186). The proliferation of private schools is attributed to fears of a drop in standards at public schools. The number of schools choosing to write the examinations set by the Independent Examinations Board is also growing (ibid.: 244), suggesting a loss of faith in the public examination system.

teachers are encountering serious material problems and emotional challenges, the ideals of the new curriculum far removed from the concerns of their daily lived experience.

3.2.2 AIMS AND RATIONALE

The starting point of Curriculum 2005 is the failure of the educational system inherited from the previous government to address educational and social needs (Department of Education, October 1997: 1). The guiding vision for curriculum design in South Africa is social development, the aim being to create a 'prosperous, truly united, democratic and internationally competitive country with literate, creative, and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice' (ibid.).

Developing 'citizens with a strong foundation of general education' who can 'move flexibly between occupations' is seen as essential to the development of a 'successful modern economy' (Department of Education, March 1997: 10). Curriculum 2005 is seen as playing an important role in the attempt to achieve economic improvement and international competitiveness. Change is also seen as a factor which should be addressed: 'The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning' (ibid.: 28).

The aims for Language, Literacy and Communication are strongly informed by the generic cross-curricular outcomes, most often referred to as critical outcomes. These outcomes are central to the education system, and have been adopted by the South African Qualifications Authority (SAQA) to guide curriculum design at all levels of the National Qualifications Framework (NQF). As they are the core of the new curriculum, they are listed below.

Learners will:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made;
2. Work effectively with others as members of a team, group, organisation and community;

3. Organise and manage themselves and their activities responsibly and effectively;
4. Collect, analyse, organise and critically evaluate information;
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others;
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (Department of Education, October 1997: 15).

There are an additional five outcomes, designed to support development, which are considered important:

1. Reflecting on and exploring a variety of strategies to learn more effectively;
2. Participating as a responsible citizen in the life of local, national and global communities;
3. Being culturally and aesthetically sensitive across a range of social contexts;
4. Exploring education and career opportunities, and
5. Developing entrepreneurial opportunities (ibid.).

Outcomes and aims are intimately related; both direct the process of curriculum design from the outset, the significant difference being that outcomes relate educational intentions to the end product, to what is achieved as a result of education. Outcomes are described as functioning to ‘ “map” the kind of society (and citizens) that a particular country wants its education system to work toward’ (*Implementing OBE-4: Philosophy*, Department of Education, n.d.: 9).

The Rationale and the Specific Outcomes for Language, Literacy and Communication (see Content section below) are based on the Critical Outcomes (Department of Education, March

1997: 24).³² Thus, the Specific Outcomes must also be seen as embodying the aims of the new Language, Literacy and Communication curriculum (see discussion of Specific Outcomes in Content section below). Although they are examined in the section on curricular content in this research report, they are equally relevant as indications of specific learning area aims.

The Rationale for Language, Literacy and Communication (Department of Education, April 1997: 22) states that language, literacy and communication 'are intrinsic to human development and central to lifelong learning'. It is stated that language and language learning empower people to make and negotiate meaning, access education and information, 'think and express their thoughts and emotions logically, critically and creatively', 'respond with empathy to the thoughts and emotions of others', 'interact and participate socially, politically, economically, culturally and spiritually', 'understand the relationship between language and power, and influence relationships through this understanding', 'develop and reflect critically on values and attitudes', 'communicate in different contexts by using a range of registers and language varieties', and 'use standard forms of language where appropriate'.

The above statements from the Rationale acknowledge that language and language learning are at the core of education and training, and more broadly, central to the development of the nation. They clearly indicate that language learning is seen as a holistic process which engages the learner's physical, intellectual, emotional and spiritual resources, and entails the development of knowledge, understanding, skills and values. Not only are values and attitudes specifically listed as an aspect of language development, some of the desirable values, such as empathy, are foregrounded.

A separate paragraph is devoted to a statement about the advancement of multilingualism, which is presented as a resource which offers learners opportunities to develop and value their 'home languages, cultures and literacies...other languages, cultures and literacies... and a shared understanding of a common South African culture' (ibid.). Thus, signalling that the promotion of multilingualism is another central aim of the new Language, Literacy and

³² This has been disputed by an Outcomes Based Education specialist, J. Spady, who claimed, at a public lecture hosted by the Gauteng Institute for Curriculum Development on 8 July 1998, that the existing official curriculum documents reveal a fundamental misunderstanding of OBE and will fail to facilitate effective OBE teaching and learning.

Communication curriculum.

3.2.3 THEORY OF COMMUNICATION AND REPRESENTATION

There is no explicit theory of communication in any of the curriculum documents currently available. Consequently, an attempt will be made to construct the implicit theories which informed the writing of the Language, Literacy and Communication curriculum framework. An examination of the name of the learning area and the definitions of 'text' and of 'literacy/ies' provided in the *Senior Phase Policy Document* (Department of Education, October 1997) offers some clues as to underlying theories of communication.

The change in the naming of the subject area signals that a broader approach to communication has been adopted: instead of the verbal language-specific term 'English', the subject is now subsumed in a more extensive learning area, which includes other languages, literacies and forms of communication. The name change signals a shift in the way language teaching and learning is conceived of. Although the learning area name uses the singular form, literacy, the inclusion of the plural form 'literacies' (ibid.: LLC5) suggests an acknowledgement of the premises of at least some of the recent developments in literacy studies (see chapter 2) and the choice to include the word 'communication' suggests that modes of communication other than verbal language are included within the ambit of the learning area. There are also numerous, though scattered, references to meaning-making in modes other than language (for example, ibid.: LLC2). Thus, there are grounds to assume that the learning area of Language, Literacy and Communication has been assigned substantial responsibility in the curriculum for developing all modes of communication, including the visual, the gestural, the aural and the multi-modal.³³

In the *Senior Phase Policy Document*, 'text' is defined as: 'a unit of spoken, written, or visual communication, including Sign Language, and alternative augmentative methods of communication' (ibid.: LLC4). This definition, which gives equal weight to verbal, visual and

³³ The other learning area which would to an extent overlap with and augment Language, Literacy and Communication in respect of the development of alternative modes of communication and representation is Arts and Culture, which in its Rationale states its role in enabling the learner to develop 'the ability to make, create and invent meaning' and 'effective expression, communication and interaction between individuals and groups' (ibid.: AC3-4).

gestural forms of communication, suggests that a semiotic theory of communication (see Chapter 2, section 2.2.3) has been adopted.

Text is defined as a unit, but there is no clear indication of what constitutes a unit. As we are informed, for example, that '*Written texts* include poetry, drama, novels, letters, magazine and newspaper articles and scripts, etc.' (ibid.), we are led to assume that a unit of communication is one which is complete, such as a poem. The statement, 'texts should always be interpreted within a context or contexts' (ibid.) suggests that context is considered an important aspect of the text. It is significant, however, that only the immediate linguistic context, 'the words or sentences surrounding any piece of written (or spoken) text' and the 'context of situation', 'the whole situation in which an utterance is made, taking into consideration, for example, the backgrounds of speakers, writers, listeners, and readers' (ibid.: LLC5) are mentioned. What in the curriculum document is referred to as 'context of situation'³⁴, appears to be an amalgamation of what Fairclough (1989) presents as distinct components of context, the situation in which a text is produced, including the relationship between text participants, and the wider social and political context, of which power relations are a part. Thus what has been omitted in the curriculum document discussion of context is a view of context which allows for methodologies involving critique, and an acknowledgement of intertextual relationships.

Although the term discourse appears in the curriculum document, for example, in Outcome 1, the final assessment criterion is, 'Discourse is sustained' (ibid.: LLC15), in Outcome 2 forms and levels of discourse are referred to, and in Outcome 7 there are references to maintaining discourse and to 'discourse interactions' (ibid.: LLC41), there is no definition of discourse in the document. As the concept of discourse is central to an understanding of the ways 'in which context affects meaning' (ibid.: LLC14), one of the assessment criteria for Outcome 1, one would expect guidance on how to explain this term, and the various ways it is used, in the framing section of the document..

The emphasis on context as a central aspect of textual study reveals that communication is viewed primarily as a social phenomenon. Language is seen as a social construct (ibid.:

³⁴ This term was used by Halliday (Halliday & Hasan, 1985: 6-12).

LLC13), and presumably, so are the other modes of communication. However, there are conflicting discourses operating in the *Language, Literacy and Communication* document as a whole. References to the *negotiation* of meaning (ibid.: LLC12) and the *construction* of meaning (ibid.: LLC 13 and LLC14, for example), are at odds with references to the *interpretation* of meaning (LLC 14 and LLC15, for example), ‘decoding’ (LLC16 and LLC18, for example) and the *transmission* of cultural contents through language (ibid.: LLC17).

The curriculum documents indicate that the definition of literacy has been extended. A definition of literacy which accords with the autonomous view of literacy (see discussion in section 2.1), describing literacy as a cognitive process, is followed by a definition of the term ‘literacies’ as ‘multiple capacities within all of us to make sense of our worlds through whatever means we have, not only texts and books.’ (ibid.: LLC5). The use of the past tense in the definition of literacy, the use of the present perfect and the present tenses in the definition of literacies, and the sequence, which has *literacies* following literacy, suggests that the concept of ‘literacy’ is being replaced with that of ‘literacies’, which includes the view of literacy as multiple ways of knowing. As brief descriptions of types of literacies (cultural literacy, critical literacy, visual literacy, media literacy, numerical literacy and computer literacy) follow (ibid.), one might conclude that the literacies listed are considered important, but how they relate to the language teaching and learning envisaged is not made clear.

The whole discussion of literacy appears under the heading ‘Literacy and literacies’, in which literacy and literacies are linked by means of a co-ordinating conjunction, therefore suggesting that two divergent approaches to literacy are seen as equivalent and equally valid. However, the position of the curriculum developers on the redefinition of literacy as literacies is not made explicit, as the definitions of literacy and literacies provided are bland, free-floating descriptions, for example, cultural literacy, revealed in Chapter 2 as a highly contested term, is described in neutral language as, ‘Cultural, social and ideological values that shape our “reading” of texts’ (ibid.). As there is no statement of the writers’ attitude to the developments described, or to curriculum policy in this regard, it is unclear how the definitions of literacy provided fit into the curriculum framework. There is an overall lack of coherence in the framing section of the curriculum framework (ibid.: LLC4-5) which suggests either that

the issues raised by new approaches to literacy and textuality have not been considered sufficiently, or that they have not yet been resolved.

It is significant that in the section on the learning area of Arts and Culture, which is to be integrated across the learning areas,³⁵ the terms literacy and communication are used interchangeably, and the following kinds of literacies are listed: visual literacy, spatial literacy, movement literacy, aural literacy, oral literacy and kinaesthetic literacy (ibid.: AC5).

Therefore, a cross-reference in the section on literacies to emphasise the overlaps between Language, Literacy and Communication and Arts and Culture would be a helpful guide to the integration of Learning Areas proposed in the new curriculum.

While all forms of meaning-making are alluded to in the sections discussed above, language remains the focus in the document. Language is viewed as a multi-dimensional, dynamic system which is affected by historical and social change: ‘...language is used to transmit and shape socio-cultural ideas and values...’ (ibid.: LLC17), and ‘...language changes over time and place...’ (ibid.: LLC19). Language is seen as a functional system, the principal functions being communication and information exchange: ‘Language is a means to acting in the world in order to establish relationships, to engage with others in reciprocal exchange, to integrate new knowledge into existing knowledge, to obtain and convey ideas and information’ (ibid.: LLC6).

3.2.4 THEORIES OF KNOWLEDGE AND LEARNING

The shift from a content-driven curriculum to one which is driven by outcomes (see Content section below) is a sign of a significant shift in the way that knowledge and learning are conceived of.

Although it is not specifically stated in any of the curriculum documents, the new curriculum seems to have drawn on cognitive and Constructivist theories of knowledge and learning. Learning is described as a process in which the learner constructs knowledge : ‘New

³⁵ In the General Education and Training band, of which Senior Phase is the last phase, ‘it is expected that an Arts-across-the-curriculum approach will be implemented i.e. *learning in the Arts and learning through the Arts.*’ (Department of Education, October 1997: AC6).

knowledge is largely constructed by the learner. Learners must connect new knowledge and information to established knowledge structures and construct new relationships among those structures' (Department of Education, March 1997: 43). Expertise is gained from 'extensive experience with examples' (ibid.). Therefore, 'constructing or generating new knowledge is emphasised, rather than merely transmitting or consuming knowledge' (Department of Education, July 1996: 10). The process of learning is more important than the product, and the context of the learning is seen as central: 'the learning process...is activated in the context of a changing society' (ibid.).

The learning process, which draws on relationships between context and content, and on the interrelationships between people, is seen as one which results in the creation of 'new cultures of knowledge production' (ibid.: 12). Knowledge which is produced in a particular society at a particular time in history is seen as relevant to the needs of the society. For this reason the production of knowledge 'through participation in consultative structures' is seen as essential for the development of South Africa (ibid.: 14).

Significantly, whereas before there was no recognition for learning which occurred outside of formal educational institutions, the new education system acknowledges the importance of the home, which plays 'a decisive, but elusive part' in starting the learning process. The community is also recognised for its important role in education: learning is described as beginning 'from the moment the child and the community start to influence each other mutually' (ibid.: 15). Learning is thus seen as an integrated, holistic process, instead of occurring in discrete units.

A developmental approach to learning, which appears to draw on the work of both Piaget and Vygotsky is suggested. It is stated that concepts or basic outcomes should be well established before more advanced work is done (ibid.: 14). The Senior Phase learner is described as 'increasingly able to reason independently of concrete materials and experience', and therefore able to cope with 'less contextualised, more abstract' content (Department of Education, October 1997: 6).

3.2.5 CONTENT

Curriculum 2005 strives to distance itself from the previous curriculum, which equated the teaching of content with learning. As stated earlier, the new curriculum is driven by the intended outcomes of teaching and learning, not by content. Nevertheless, the guidelines for Language, Literacy and Communication contain numerous suggestions about suitable content. Teachers are acknowledged as professionals capable of choosing appropriate content for achieving critical and specific outcomes (Department of Education, *Implementing OBE - 4: 25*).

Although the focus is on the outcomes of teaching and learning in the new curriculum, this does not mean that content is not seen as important. In order to illustrate how the outcomes are to be achieved, there are references to concepts, skills, texts and activities in the *Senior Phase Policy Document* which suggest possible content for the learning area of Language, Literacy and Communication. There is also a thematic dimension to the content guidelines. Learning programmes will be structured around organising themes or topics called phase organisers, which are designed to facilitate integration of all learning areas. The five Senior Phase organisers are listed as: communication, culture and society, environment, economy and development, and personal development and empowerment (*ibid.*: 25-6). These themes sketch broadly the range of topics and issues which should be explored. Phase organisers are intended to ensure that subject content is presented in meaningful and authentic contexts, not in decontextualised form.

The range statements for specific outcomes one to five indicate that a wide range and variety of texts should be read, analysed and produced. For specific outcomes 3 and 4, there is more detail about text types in the range statement. For Outcome 3, literary, visual, auditory and multi-media texts are the suggested text types. For Outcome 4 the text-types suggested for use include 'factual articles, reports, magazines, manuals, journals, cartoons, books, the media, reference material (e.g. catalogues, glossaries, dictionaries), the Internet, and graphic material'. It is also suggested that learners produce essays, posters, drawings, speeches, electronic messages, models, integrated projects, expository texts, 'non-verbal conveyers of information (e.g. symbols, signs, graphs, illustrations)', and 'structured debates' (*ibid.*: LLC27). An examination of the text types suggested for use in the Language, Literacy and Communication

section of the *Senior Phase Policy Document* reveals references to almost every text-type generally available at present, suggesting that any text type could be used in the English classroom if it is related to the development of one of the specific outcomes or performance indicators.

The critical cross-curricular outcomes have been translated into the seven specific outcomes for the learning area of Language, Literacy and Communication. It is stated that the specific outcomes relate to all languages and all levels of language learning, but that learning programme designers can ‘**select and cluster** certain outcomes as the main focus of a learning programme in order to meet the needs of a specific group of learners’ (Department of Education, October 1997: LLC6). Each of the specific outcomes will be discussed in the following section. The rationale for each outcome, the range statement, the assessment criteria, the performance indicators and the ‘levels of complexity’³⁶ will also be examined (all page numbers refer to the *Senior Phase Policy Document*, October 1997).

OUTCOME ONE: ‘Learners make and negotiate meaning and understanding’

The rationale offered for this outcome is the centrality of meaning in communication. The emphasis is on developing the learners’ communication skills (‘listening, speaking, observing, reading, signing and writing’) (ibid.: LLC12).

The assessment criteria, performance indicators and extension steps reveal that there is equal emphasis on speaking and writing. Many of the traditional aspects of the secondary school English First Language writing syllabus feature, including the writing of compositions, book and film reviews, letters to the press and poetry. Aspects of the oral sections of the English First Language syllabuses previously used which feature are: discussions, forums, debates and role plays (ibid.: LLC12-15).

The curriculum is designed to take learners beyond functional literacy. The ability to infer

³⁶ The term ‘levels of complexity’ refers to three levels of complexity. In this section ideas for teaching and learning activities are provided. It is designed to provide some indication of core material for all learners, including additional language learners, and enrichment material, or extension steps, for learners for whom the language is a primary language. As such it provides broad suggestions for the sequencing of items in the curriculum and clues as to how to provide differentiation in order to meet the needs of all learners.

meaning, to 'recognise implicit or connotative meaning, make inferences' (ibid.: LLC13) and to critically reflect on a text is required. The role of language in developing thinking skills is acknowledged in the requirement that learners engage in reasoned argument about interpretation and meaning (ibid.: LLC15).

A sign that a broad view of communicative competence is operating is the reference (in the introductory section to Outcome One) to developing learners' communication strategies, which is elaborated on in the guidelines for the achievement of assessment criterion 9, 'Discourse is sustained' (ibid.). Ways of bridging communication gaps, aspects of what is termed strategic competence³⁷ and ways of managing and maintaining interaction, aspects of what is termed discourse or pragmatic competence (Brown, 1987: 199-204), are addressed. Further references to these aspects of communicative competence are contained at the beginning of the section covering Outcome 7 (Department of Education, October 1997: LLC41), which draws attention to cultural differences with regard to body language, eye contact and turn-taking, recovery strategies (for dealing with interruption, for example), and the need for checking to establish the success of the communicative interaction. As further examples are given, this section could be cross-referenced with assessment criterion 9 of Outcome 1.

Learners are expected to have an understanding that the 'construction of meaning varies according to cultural, social and personal differences' (assessment criterion 5, ibid.: LLC14), and of how context affects meaning (assessment criterion 6, ibid.). As these two assessment criteria connect with Outcome 2, a cross-reference could be provided in the document. The activity suggested for the development of this understanding is research into the traditions associated with birth, marriage and death, such as funerals, in order to compare cultural differences and similarities. This activity entails exploring social practices, of which texts are only a part. Therefore, it appears that in the new curriculum activities which have been considered the province of cultural studies or semiotics are considered a valid aspect of language teaching and learning.

³⁷ Brown (1987: 200) uses Canale and Swain's definition of strategic competence as 'the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence' (1980: 30).

Aside from the reference to social practices which reveal cultural differences, none of the other modes of meaning-making are mentioned, however. In keeping with the rationale offered for Outcome One, the focus is entirely on verbal language. Where one might expect to find references to other signifying practices and also to multi-modal texts, there are none.

Therefore, although one example from Outcome One suggests the interpenetration of text and context, it ultimately offers a narrow view of what is involved in the negotiation of meaning.

The implication of this is that learners will be limited to verbal language when engaging in the production of meaning. The promise of a broader conception of meaning-making is not fulfilled through a more comprehensive guide for learning programme designers and teachers as to the range of possible texts and activities which are relevant to the achievement of Outcome One.

OUTCOME TWO: 'Learners show critical awareness of language usage'

Outcome Two is based in a view of language as ideological and therefore as 'a powerful instrument to reflect, shape and manipulate people's beliefs, actions and relationships' (ibid.: LLC16). The 'complexity and sensitivity of a multi-lingual context' is seen as necessitating the ability 'to interpret and consciously reflect' on language usage (ibid.).

The curriculum document states that 'the development of the decoding skills (reading, listening and observing) is emphasised' (ibid.) for Outcome Two. The analytical skills associated with critical literacy and critical discourse analysis are at the core of this outcome, although neither of these well-developed pedagogical approaches to language teaching, which could assist educators designing and implementing learning programmes, are explicitly referred to.

Assessment criterion 1 for this outcome is that learners identify and analyse the purpose, audience and source of texts (ibid.: LLC16-17). The identification of why and for whom a text was written, and where it is usually found, is a familiar practice in English First Language classrooms. While it may constitute a first stage in the process of achieving critical awareness, it does not necessarily lead to critical awareness, as it is possible to provide an explanation of why a text was produced without exploring the more complex issue of whose interests are served by the text. Thus more guidance on how this activity can be structured in order to promote the learners' critical awareness might be required if the outcome is to be achieved.

Assessment criteria 3 and 8 relate to another aspect of Outcome Two, what has come to be called Critical Language Awareness. Learners have to be able to recognise, explain and challenge 'biased attitudes' and 'the power relations between different languages and between varieties of the same language' (ibid.: LLC18). The focus on language variety and power relations is essential if the language policy of additive bilingualism in education is to be effectively implemented. It should provide learners with the knowledge to understand the implications of their choices about language learning, and could ultimately impact positively on the present trend for choosing English as the language of learning and teaching, to the detriment of the learners' primary languages and their own learning (Eltic, 1995).

Nevertheless, the approach suggested remains largely within the paradigm of resistance rather than that of opposition (Giroux, quoted in Janks and Ivanic, 1992: 309). For example, learners are expected to 'challenge racist and sexist language' (Department of Education, October 1997: LLC18), but there is no indication of whether this challenge is conceived of as critique or as action in the form of oppositional or emancipatory practice (Janks and Ivanic, 1992: 305-331), which would be the final stage of a Multiliteracies approach. A final extension step suggested is that learners propose and substantiate 'suggestions for solving problems and changing attitudes' (Department of Education, October 1997: LLC18). Again there is no indication that this can be done by means of active intervention, changing the ground rules or framework, rather than opposing them on their own terms.

There is a lack of clarity and consistency in the presentation of the relationship between language and power. It is stated that language is socially constructed (ibid.: LLC16) and that it both reflects and shapes socio-cultural ideas and values (ibid.). This view of language suggests that the authors are working within a critical literacy paradigm, but it is not clear exactly what position is taken with regard to classical Marxism or cultural materialism, which focus on ideology, or more recent critical approaches which have incorporated aspects of poststructuralism, tending to operate with the concept of subjectivity instead.

Assessment criterion two requires that learners be able to explain how language transmits and shapes socio-cultural ideas and values (ibid.: 17). It is proposed that learners study 'texts such as advertisements, propaganda and some literary texts which explicitly convey socio-cultural

ideas and values' (ibid.). The wording here is misleading, because it suggests that only texts which are explicitly ideological should be studied. Assessment criterion 5 is: 'manipulative uses of language and text are identified, analysed and responded to effectively' (ibid.: LLC20), and assessment criterion 7 states: 'Ideologically driven and biased language is identified, analysed and responded to effectively' (ibid.: 21). The texts suggested for study, for example, advertisements, newspaper editorials, and television news broadcasts (ibid.: LLC17-22), are all specifically chosen for their perceived bias or manipulative qualities. The implication is that only some texts are ideological.

From a critical literacy perspective, all texts are ideological, as ideology is inscribed in all discourse. Consequently, all texts can be analysed to reveal the interests of the text producers, and all texts are of value in the exploration of how language shapes conceptions of the world. What is not accounted for in the guidelines for developing critical language awareness is that it is often the seemingly innocuous texts which are most powerful in their power to manipulate. It has been demonstrated that some of the most insidious texts are not obviously biased (Fairclough, 1989, for example, and Kress, 1993b). Kress states that 'ideological work is done as potently through the bland text as it is through the more overtly ideological text' (ibid.: 190). Therefore, the aim to develop in learners critical awareness of language usage, would not be best served by an approach which singles out only the obviously manipulative texts for critical analysis.

The term 'ideology' is used vaguely and simplistically in the document. For example, learners are to 'identify, analyse and respond to typical occasions when ideological language may be used, e.g. political rallies, schools' (ibid.: LLC21). Nowhere in the curriculum documents is a definition of this multivalent and contested term provided, but it appears that the curriculum designers are working with the sense of ideology as 'mystification' (Masterman, 1985). As ideology is seen as contained within the text, this view does not take into account the extent to which readers themselves are producers of ideology. Especially since learners are expected to 'research the meaning of "ideology"' (Department of Education, October 1997: LLC21), it would be helpful if there were some clarity and guidance for teachers in the curriculum document to enable them to deal with this challenging term which is central to both Outcome Two and the enterprise of critical literacy.

Confusion could also arise as a result of the way the terms 'subjective' and 'objective' are used in this section of the document: it is suggested that 'subjective letters to the editor' (ibid.: LLC22) be examined and rewritten objectively. This sets up a polar opposition between the terms which is too simplistic in the context of the development of critical language awareness.

Outcome Two specifically addresses the 'visual and other non-verbal/non-manual features of texts' in assessment criterion 6 (Department of Education, October 1997: LLC20-21).

However, there is little indication of the scope of this enterprise or of a suitable methodology for critical analysis of visual texts. The focus is entirely on visual texts, or the visual features of multi-modal texts such as films and videos. The audio and gestural modes of communication are not explicitly referred to, therefore a critical examination of the powerful texts of the popular media is limited by an atomistic and partial approach to analysis.

Learners and teachers are expected to be able to 'identify and analyse' the features of visual and media texts, but no guidance is provided as to how this can be achieved. The proposal that visual representations and objects be analysed using the categories of 'mood, tone and intent' (ibid.: LLC21) draws on the discourse of 'close reading' associated with Practical Criticism and New Criticism (Belsey, 1980: 15-20, and Eagleton, 1983: 43-53), revealing a surprising ignorance about the strategies and methodological tools which have been developed for the analysis of these texts, which differ substantially from verbal texts.

The question, 'How do they manipulate the learner?', posed for learners to consider when analysing visual texts, reveals a simplistic and out-dated approach to texts which is inconsistent with theories of reading which have emerged in recent years (Luke & Freebody, 1997b). This approach undercuts the power of the reader to choose a reading position, discounts the potential of texts to give readers pleasure, and rules out agency. The focus is entirely on critique, therefore, the argument that has been levelled at critical media analysis, that it does not necessarily challenge learners to question their own ideological positions, or to explore their emotional investments in the media (Buckingham, 1986: 91), points to another weakness in the approach suggested here.

A valid criticism of the guidelines for Outcome 2 comes from Stella Granville³⁸, who questions the conception of 'critical awareness' on which Outcome 2 is based. She points out that, aside from the everyday meanings of the word, the word 'critical' can refer to a pluralist approach, an analytical approach, being able to filter fact from opinion, being able to detect persuasive or emotive language, and being resistant (accepting nothing at face value). The multiplicity of meanings that can be ascribed to the word suggests the need for a clear definition of what curriculum designers mean when using the word 'critical'. The discussion above accords with her conclusion that a number of discourses are drawn on to produce in Outcome 2 a confusing hybrid which reveals a limited understanding of the shaping processes of power relations on meaning-making.

OUTCOME THREE: 'Learners respond to the aesthetic, affective, cultural and social values in texts'

The discourses of 'English as the Great Literary Tradition', and Progressive English (Ball, Kenny and Gardiner, 1990: 74-80)³⁹ co-exist uneasily in the language describing this outcome. The stated aim of the outcome is to develop the 'appreciation, use and creation of text as an artistic expression of thoughts, feelings, attitudes and values through exposure to a wide variety of genres', and to enable learners 'to recognise and use literary devices' (Department of Education, October 1997: LLC23).

Assessment criterion 1 is that learners respond to the 'artistic and aesthetic effects of texts' (ibid.: LLC24). The concept of an 'artistic' text is associated with a romantic view of the individual as free, the theory of expressive realism (Belsey, 1980: 7-14), and the concept of high culture (Storey, 1993: 7-8). Assessment criterion 2 states 'Literary effects of texts are identified, analysed and described' and suggests a strong focus on some texts 'of acceptable

³⁸ A lecturer at the University of the Witwatersrand, in a paper entitled 'What Does "Critical Awareness of Language" Mean?' presented at the English Academy of Southern Africa Conference, Johannesburg, September 1998.

³⁹ In 'Literacy, Politics and the Teaching of English' (1990: 74-80), the authors propose four forms of literacy which have played a role in the teaching of English: English as Skills, English as the Great Literary Tradition, Progressive English and English as Critical Literacy. They point out that the 'English as the Great Literary Tradition' approach is aimed at the cultural minority, and constitutes a refusal of historicity, while the 'Progressive English' approach celebrates cultural diversity and focuses on the personal growth of the learner.

literary merit' (Department of Education, October 1997: LLC24) from the following genres: song, poetry, film, short stories, folklore, plays and novels. Nowhere is there an indication of how to define 'acceptable literary merit', nor an indication of who should make the decision as to whether a text has literary merit. There is a possibility that this silence in the curriculum framework could result in the perpetuation of textual study of works which English educators under the influence of the 'canon' of English Literature presently consider to have literary value.

The guidelines for assessment criterion 2 indicate that the focus should be 'on main features - structure, aspects of style, literal/figurative, elegance of expression' and that learners develop 'vocabulary to support impressions'. The vocabulary examples listed are: 'setting, contrasts, ethos, metaphors, mood, milieu, ellipses, tone etc'(ibid.). Not only are many of the terms listed vague and unhelpful to teachers and learners, they are associated with an outmoded and limited approach to textual study (Peim, 1993: 67-115).

Considering the terminology discussed in the above paragraphs, and the references to 'literary devices', 'artistic effects', and 'stylistic devices' (ibid.: LLC23), it appears that this outcome is primarily concerned with 'Literature': texts chosen for their aesthetic qualities and literary merit, which are read in a culturally-specific way. The discourse which dominates Outcome 3 is characteristic of the 'English as the Great Literary Tradition' model of English teaching and, in more general terms, with an assimilationist pedagogy (Cope et al, 1990: 239-246), in that learners are expected to conform to what is ultimately an anglocentric concept of what is worth reading and how texts should be read and enjoyed.

The concept of literature as a distinct category of text has been shown to have originated in 'the rise of English' in the first half of this century and to be linked with the reproduction of existing power relations. Eagleton (1983: 22) points out that literature is an ideological construct. He argues that literature, 'in the sense of a set of works of assured and unalterable value, distinguished by certain shared inherent properties, does not exist' (ibid.: 11). The place of the English literary canon is being contested, particularly in countries on the margins of the metropole. Green (1991) provides convincing justification for a shift from literary studies to cultural studies as the focus of the English curriculum. It can be argued that this shift is being

reflected in new language curricula, and that a conception of English as cultural studies is in the process of becoming a mainstream view. Consequently, it is surprising to find in a new curriculum document a reference to literary merit when there is no objective way of determining which texts have literary value.

In addition to identifying and responding to 'artistic effects', learners are also expected to give and justify opinions on texts and to relate them to their personal lives, a characteristic of the 'English as personal growth', or progressivist model (Cope and Kalantzis, 1990: 239-247). This approach to textual study is unchanged from that recommended in previous English First and Second Language curriculum documentation pertaining to reading (for example, Department of Education, 1995: 5-7).

Throughout the section describing outcome 3 the emphasis is on aesthetics and personal emotional response to texts. Although Outcome 3 states that learners should 'respond to the...cultural and social values in texts', and history, social conditions, human rights, and power relations are referred to in the range statement (Department of Education, October 1997: LLC23), there is little indication of how these socio-political aspects of text could be addressed in the classroom.

Although 'viewing skills' are referred to, and the study of 'visual, sign, auditory and multi media' texts is recommended (ibid.), the guidelines about types of texts and methods for analysing them relate only to the analysis of verbal text. Some educators could interpret this to mean there is no difference between the medium of writing and that of visual and multi-modal texts, and that all texts should therefore be studied using the same formal categories applied to analysis of written texts.

A space in the curriculum for the insertion of media education is effectively closed off by the refusal of the curriculum designers to acknowledge that visual and multi-media texts such as film and video are different to written verbal texts, in that visual and aural modes of communication are dominant. Although there is a long-established, well-developed methodology for the study of media texts to draw on, in the curriculum document there is no evidence of, or reference to, the media education methodologies or resources available.

OUTCOME FOUR: 'Learners access, process and use information from a variety of sources and situations'

The stated aim of Outcome Four is the development of learners' capacity 'to function fully in modern society by finding, evaluating and using information' (ibid.: LLC27). The references to the indispensability of information skills, the Internet as a source of information, and the use of 'electronic messages' suggest that computer, or technological literacy is considered an aspect of Outcome Four.

With its focus on the ability to evaluate, integrate and apply information to 'real-life situations', this outcome is an attempt to integrate the need to develop both cognitive skills and research skills. Outcome Four also includes the development of the skills which, under the previous education system, were seen as the province of the media centre teacher in schools fortunate enough to have librarians or media teachers and media resources. This is borne out by the acknowledgement that the source for most of the guidelines for Outcome Four is the *Core Teaching Programme for Information Skills*, 1994 (ibid.: LLC26).

As graphic material is listed as one of the potential sources of information, and as the presentation of information is envisaged as taking multiple forms, including drawings, posters, symbols, signs, graphs, illustrations and models, it seems that visual literacy is also an aspect of Outcome Four.

One of the extension steps listed for assessment criterion 8, which is, 'reasoned arguments are developed in the course of applying information' (ibid.: LLC30), is the ability to 'interpret information visually, e.g. diagrams, graphs, tables, sketches'. The compacted language is ambiguous: it could mean either that the learner should interpret visual information, or demonstrate an understanding of verbal information by representing it in visual form. The skill implied here is the ability to translate visual information into verbal information, and vice versa.

Although expository texts, such as essays, are one of the forms for the presentation of information listed, it appears that there is a shift away from essay-text literacy as the dominant form of literacy to be taught in South African schools. It is stated that the 'emphasis is on the production of integrated projects, expository texts (non-fiction writing), non-verbal conveyers

of information (e.g. symbols, signs, graphs, illustrations) and structured debates' (ibid.: LLC 27). Therefore, a broad range of representational modes are acknowledged as appropriate and acceptable forms for the communication of information in the academic context.

In keeping with the language-across-the-curriculum policy of Curriculum 2005 it is stated that this outcome is the responsibility of all the learning area teachers. It is emphasised (ibid.: LLC26) that the skills of information accessing and processing are not to be treated as decontextualised, but must be developed in integrated contexts in all the learning areas, and that this process should be co-ordinated so that the learners are not treated as novices in each learning area (ibid.). Other related learning area outcomes are listed, to facilitate co-ordination, but there is no guidance as to how to integrate Outcome Four with the other Language, Literacy and Communication outcomes.

An example of where guidance in the form of cross-referencing would be useful is with assessment criteria 4, 5 and 7, for which the performance indicator is: 'This will be evident when learners can evaluate the accuracy, relevance and reliability of information' (ibid.: LLC29). The terms listed in the extension steps section, such as 'objective - biased', 'stereotyped - realistic', 'truth - propaganda', 'disinformation', and 'emphasis' (ibid.) can arguably be addressed within a critical literacy approach, and thus linked with Outcome 2.

OUTCOME FIVE: 'Learners understand, know and apply language structures and conventions in context'

This outcome is aimed at developing 'a language user's understanding and knowledge of grammar' (ibid.: LLC33) in order to enable him or her 'to communicate clearly and confidently by using grammatical structures (e.g. word order) correctly' (ibid.). An examination of the three assessment criteria reveals that this does not necessarily entail a return to a traditional structural approach to the teaching and learning of grammar: the emphasis is on applying knowledge and on production, in the form of writing in particular.

A process writing methodology is implied in the requirement that learners apply their knowledge of grammatical structures and conventions to structure and edit texts. Assessment

criterion 2 is: 'Incorrect and/or inappropriate language usage by self and others is edited' (ibid.: LLC35). The requirement that learners edit their own work and that of their peers ties in with the assessment policy of Curriculum 2005, which promotes peer and self assessment (see Assessment section below).

The language features listed under assessment criterion 1 (ibid.: LLC34-35) include all the grammatical terminology associated with a structural approach to language, such as word formation, affixes, tenses, concord, word order, what used to be termed 'parts of speech', and sentence construction. Learners are required 'to illustrate' these. This vague term provides little guidance as to the role of formal grammar teaching in the classroom. It is unclear whether learners are required to operate at a meta-cognitive level with grammatical terminology, or whether they are to create texts which contain these features without necessarily being able to name the grammatical features and explain the relationship between them. Given that learners are required to edit texts, and that they should have a degree of metalinguistic awareness, given that they are all learning two or more languages, it must be assumed that they will need to be able to recognise and use at least some common grammar terms. Significantly, linguistic knowledge is not explicitly linked in the document with the analytical skills required for critical literacy (see Outcome Two) in the guidelines for Outcome Five, although a knowledge of language structures is required for critical linguistic practice.

Learners are expected to engage with and create a wide variety of texts, progressing from the tasks associated with English Second Language/English as a Foreign Language methodologies, such as 'completion of sentences' and 'close procedure' (sic) (ibid.), to engaging with texts associated with functional and work-place literacy, such as paragraphs, dialogues, memoranda, reports, minutes and letters. At the second level of complexity, learners write texts more closely related to 'First Language' instruction, such as essays, newspaper reports, advertisements and 'critical analysis'. At the third and final level, learners produce poetry, short stories, newspaper editorials and columns, film and book reviews, and 'business plans' (ibid.).

In addition to 'the basics' of grammar, spelling and punctuation, language features associated with creative expression and extended writing are on the list attached to assessment criterion 1.

At basic level, learners are also expected to be able to deal with paragraphing, reported speech, common expressions and figurative language, tone, style, and to avoid cliches, ambiguity, verbosity. As learners are expected to be aware of gender, race or culturally insensitive language, this requirement could be cross-referenced with Outcome 2.

The second and third levels of complexity relate mainly to the development of the ability to vary style and register. The references to 'original descriptions', 'extended use of figurative language' and 'inspiring originality' suggest the discourses of Literature and 'personal growth', and the ideological assumptions about the free individual which underlie them (already discussed in the section concerning Outcome 3) are informing Specific Outcome 5. It is implied that only learners who are competent in a language are capable of producing creative texts.

To a certain extent the division of text types into three levels of difficulty pertaining to stages of development appears to be arbitrary. No pedagogic justification is offered for the decision that, for example, the learner should be able to write factual paragraphs before poetry writing is attempted. The writing of the latter is not necessarily more difficult than the writing of the former, as the suggested levels of complexity imply. There is a possibility that opportunities for free expression and language play may be denied to learners deemed not sufficiently proficient in a language if teachers use the levels of complexity as a fixed guide to sequencing.

All the text types listed above, except 'business plans', which appears to be a concession to demands for workplace literacy, have featured in the writing sections of previous English language syllabuses in South Africa (Department of Education, n.d.). Thus, the wording of Outcome 5 suggests that the Language, Literacy and Communication curriculum does not envisage learners producing texts in modes other than verbal language. It has already been noted that learners are envisaged as using a broad range of representational modes in their own work (see discussion of Outcome 4 above), therefore, it appears that aspects of some of the Language, Literacy and Communication outcomes contradict each other.

It is stated that 'correct' usage of language structures is the aim (ibid.: LLC34-35), but there is no indication in the curriculum document as to what standards of correctness are to be

applied, or how correctness should be determined. The question of which form of the language in question is to be taken as the standard form is not addressed. If one considers the case with regard to English, the varieties of English spoken in South Africa need to be taken into account. The lack of clarity on the issue of correctness may be resolved by returning to the Rationale for Language, Literacy and Communication (ibid.: LLC2), where it is stated that learners should be empowered to 'use standard forms of language *where appropriate*' (my italics). This suggests that the standard form of the language should be viewed as one of a variety of forms of the language, and that learners should know when it should be used for effective communication. The limited guidance about how to deal with the concept of correctness is, however, a significant gap in the curriculum document.

The third assessment criterion, 'Common features and patterns of different languages are identified, explained and applied' (ibid.: LLC36), and the last sentence of the range statement, 'Similar grammatical structures and conventions are recognised across languages and applied in interpretation, translation and code-switching.' (ibid.: LLC33), reveal that a subsidiary aim is the promotion of multilingualism and language awareness. Learners are expected to be able to identify and explain common features and patterns in different languages, by comparing them with regard to functions such as greetings, introductions, farewells, asking and giving directions, requesting, thanking, and congratulating (ibid.: LLC36). They are expected to apply this knowledge 'in interpretation, translation and code-switching' (ibid.: LLC33). Considerable meta-linguistic knowledge is required in order to meet these expectations. This confirms that a number of the grammatical structures listed under assessment criterion 1 (ibid.: LLC33-35) would have to be explicitly taught at some point in the Senior Phase.

Assessment criterion 3 is significant in that it provides space in the language curriculum itself for the active promotion of multilingualism. This strategy should function to strengthen and underpin the national school language policy of multilingualism. The suggestion (also appearing in the guidelines for Outcome 2) that different language versions of the National Anthem and the Constitution, cultural constructs which citizens share, despite their diversity, as well as traditional songs, be studied, offers the additional benefit of developing a cultural literacy which could help to foster nation-building.

OUTCOME SIX: 'Learners use language for learning'

The aim of Outcome 6 is 'to develop the learner's ability to use language as a tool for learning in all learning areas' (ibid.: LLC37). The discourse used suggests that a Vygotskian perspective informs Outcome Six in particular: 'Learning is mediated through language as the learner interacts with new knowledge, materials, peers, teachers and other people' (ibid.). As the focus is on verbal language only, the potential of all meaning-making forms for promoting learning is overlooked in this outcome.

It is stated that teachers of all learning areas share responsibility for the development of Outcome 6, therefore an integrated, whole school approach is considered essential: 'The intrinsic value of language as a tool for problem-solving, decision-making, and creative, critical and evaluative thinking should be developed across the curriculum' (ibid.). It is stressed that the skills relating to Outcome 6 must not be decontextualised, and must therefore be taught, applied and assessed in both the language classroom and also the other learning areas.

This outcome is about the development of cognitive skills and of learning strategies: learners are expected to use language 'in order to refine ideas and solve problems' (assessment criterion 3, ibid.: LLC40), and to be able to use language to talk about learning (assessment criterion 4, ibid.). Assessment criterion 2, 'Learning strategies are evaluated and adapted according to the demands of the task' (ibid.: LLC38), focusses on listening skills, reading skills such as skimming and scanning, note-taking, and 'drafting/process writing' (ibid.: LLC39). Requiring learners to operate at a meta-cognitive level will entail the explicit teaching of terminology about learning and the promotion of reflective practice among learners. This approach complements the OBE assessment policy, which accords greater responsibility to the learner in the assessment process (see section 3.2.6 below).

Another aspect of Outcome Six is the development of school literacies and academic discourses: according to assessment criterion 1, learners are expected to use the 'different styles and terminology suited to the demands of a particular learning area' (ibid.: LLC37). The policy of additive bilingualism receives additional support in the expectation that learners

should be able to ‘transfer terminology and concepts from one language to another’ (ibid.: LLC40).

OUTCOME SEVEN: ‘Learners use appropriate communication strategies for specific purposes and situations’

The aim of Outcome 7 is, ‘the development of the learner’s ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation’ (ibid.: LLC41). Communication skills and strategies are not presented as different kinds of literacies, although literacies are referred to on page LLC5 of the same document (see discussion in section 3.2.3 above).

The keyword for Outcome Seven is ‘appropriacy’. Forms of the word appear thirteen times in four pages (ibid.: LLC41-44). The emphasis on the production of appropriate forms of communication is reminiscent of the model of English education promoted by the 1989 Cox Report, which was criticised by Fairclough (1992: 33-56) for confusing sociolinguistic realities with ideological issues. An uncritical focus on appropriacy can lead to the reification of standard forms at the expense of non-standard varieties of the language. The references to audience, situation and structural organisation suggest that the discourse of the ‘genre’ movement (Cope and Kalantzis, 1993) is operating here.

The first assessment criterion is the ability to choose the appropriate medium of communication, taking into account ‘the communication need, timeframes available for communication, the climate for communication and the scope of the communication required’ (ibid.: LLC42). At the basic level the focus is on interpersonal communication only. Learners are expected to be able to make decisions about whether a formal or an informal response, speech or writing is required. Although faxes and email are used for interpersonal communication, and can be used effectively with learners who have limited proficiency in the target language, they are mentioned only in the final extension stage.

Learners are permitted to code-switch from one language to another ‘where applicable’ (ibid.). Code-switching in the classroom is a contentious issue in South Africa (see, for example Faleni and Kgomoewana, 1993) where the concept of appropriacy may not be

helpful in every instance. Learners may need to know when to challenge what someone in a position of power deems is appropriate in a particular situation.

The reference to 'using drawings and maps for directions' (Department of Education, October 1997: LLC 42) points to a significant shift. Whereas in previous South African English syllabuses the focus was on giving verbal directions, it appears that in the guidelines for Language, Literacy and Communication there is an acknowledgement that the visual mode of communication is more suited to the representation of certain types of knowledge such as spatial relationships and directions. The use of 'visual aids' is also listed in the section of final extension steps (*ibid.*), although it is framed in the context of work literacy: the use of 'graphs, flow charts, mind maps' is recommended for 'business presentations or submissions'. As with Outcomes 4 and 6, the references to aspects of visual literacy are elliptical and underdeveloped, requiring further elaboration if teachers and learners are to focus in a meaningful way on visual modes of communication, and to produce their own visual and multimodal texts. The focus of the final extension level is public communication, the use of announcements, press releases, advertising campaigns and the electronic media being suggested.

Although it is not explicitly stated, a space lies open here for the incorporation of aspects of media education, including the study and production of multimedia texts. This could be achieved by linking this aspect of Outcome 7 with Outcome 5 of the Arts and Culture curriculum, which requires that learners 'Experience and analyse the use of multiple forms of communication and expression' (*ibid.*: AC16). The assessment criteria for this Arts and Culture outcome reveal that the learner will be expected to demonstrate both knowledge of and the ability to use forms of communication including the mass media, and to be able to critically analyse them and the institutions which control information. Linking these two outcomes would achieve not only integration between two learning areas, but also between Outcome 7 and Outcome 2 of the Language, Literacy and Communication curriculum.

That there is no element of critique built into Outcome Seven, nor any explicit link with Outcome Two, is a reflection of a broader problem: although it is acknowledged that the specific outcomes overlap and should not be seen in isolation (*ibid.*: LLC6), there is no

indication in the document of how the specific outcomes are linked or how they could be taught in an integrated way. Cross-referencing between outcomes and learning areas in the document would be one way of guiding teachers with regard to ways of achieving meaningful integration.

3.2.6 PEDAGOGY

There is no explicit reference to pedagogy in the *Senior Phase Policy Document*. The kinds of classroom activities referred to in the document provide some indication of the pedagogy which curriculum planners envisage accompanying the introduction of the new curriculum. Consistent with the learner-centred pedagogy which Outcomes Based Education advocates, the emphasis is on what the learner will do in class, with the use of verbs to describe the kinds of activities the learners will engage in, rather than what the teacher will do.

Many of these verbs are mental process verbs, for example, 'analyse' (LLC17), 'decode' (LLC18), 'consider' (LLC19), 'study' (LLC21), 'understand' (LLC28), 'classify' (LLC30), 'judge', 'evaluate' and 'determine the value/potential of information' (LLC31). As the mental process verbs refer to processes which are difficult to monitor and assess, teachers may have difficulty reconciling them with the OBE demand that learners *demonstrate* their knowledge and skills. Other verbs refer to material processes, for example, 'discuss' (LLC14 and LLC15), 'role play' (LLC17), 'research' (LLC21) and 'interact with others' (LLC30). Furthermore, there are numerous references to activities for learners. These include 'Spoken, written or alternative responses', debates, forums, role-play (LLC22), group work and projects (LLC25).

Recent curriculum support documents which elaborate on OBE are designed to complement the curriculum framework. As it is assumed educators will use these to aid them in interpretation of the curriculum 2005 framework, they are referred to briefly to confirm and supplement the statements about pedagogy made from an examination of the Language, Literacy and Communication section of the *Senior Phase Policy Document*. These documents confirm that transmission teaching is no longer acceptable. For example, in *Implementing OBE - 1: Classroom Practice* (Department of Education, n.d.: 24), educators are encouraged to use a range of learning activities in order 'to accommodate different learning styles and

different ways of showing our learning'. The teaching of decontextualised knowledge is to be replaced by activities that link teaching to the lives of the learner. (ibid.: 26). Curriculum 2005 is explicitly learner-centred, the focus being on learner activity and interactive learning experiences, not on teaching (ibid.). While it is acknowledged that it is sometimes appropriate for learners to work individually, group work is strongly advocated, with the following strategies being suggested for collaborative learning: brainstorming, a 'buddy system', the jigsaw system, and peer teaching (ibid.: 27).

Teachers are required to be flexible and to adapt their methods to accommodate different learning preferences and learning styles. Experiential learning is promoted and there is great emphasis on the provision of 'multiple learning opportunities'. Teachers are asked to provide additional learning opportunities when necessary, and to use 'a wide variety of instructional strategies' (*Outcomes Based Education in South Africa*, March 1997: 42). A holistic approach, which takes into account multiple intelligences (although Gardner, 1983 and 1991 is not named) is encouraged. Teachers are urged to teach through role-play, music, simulation, games, song and dance. Education through the media is given a role: it is suggested that teachers use a variety of media/resources, including multi-media technology (ibid.: 43-44).

The teacher has a mainly facilitative role in the classroom, allowing learners to take responsibility for their learning (*Curriculum 2005: Lifelong Learning for the 21st Century*, February 1997: 7). The role of the teacher as manager of the learning environment is emphasised (*Curriculum 2005: Implementing OBE – 1 Classroom Practice*, n.d.: 28). While there may be a place for teacher-fronted activity, it is seen as playing a small, complementary role in the learning process. The conception of the teacher as a facilitator has been questioned, however. Yael Shalem (1997: 28) argues that presenting teachers as facilitators denies 'the immense conceptual difficulty (and challenge) which makes teaching possible. To entrust teachers with critical outcomes - with highly challenging educational goals - and at the same time place them in the background...is to rob them of their *pedagogical authority* necessary for achieving these outcomes'. She points out that what is missing from the learner-centred approach is 'an acknowledgement of the specific role which the teacher has to perform to enable the learner's voice to emerge in a context which places high significance on achieving publicly agreed learning outcomes' (1997: 7).

Shalem's criticism does not appear to take into account the fact that, although it is not foregrounded, in Curriculum 2005 the teacher also has a role as a planner and designer of learning activities. As curriculum 2005 prescribes outcomes, not content, each school has the right to design learning programmes to suit the specific needs of the learners and the school community (ibid.: 13). Although 'illustrative' learning programmes are in the process of being designed, and will be provided to all schools, in theory, teachers are envisaged as designers of learning programmes. Whether this will occur in practice, given the realities described in the section 3.2.1 of this chapter, remains to be seen.

In the new curriculum the learner is constructed as a free individual who is motivated by positive 'inner organic powers' which 'enhance the natural development of that individual' (Department of Education, March 1997: 36-7). The learning activities suggested offer the learner a multiplicity of roles, including researcher, problem-solver, group member and self and peer evaluator. The construction of the learner assumes that she/he will have the motivation to perform the multiple roles available to her/him.

In keeping with the principles of lifelong learning, textbooks are seen as only one type of learning material which could be used: OBE is presented as encompassing 'more than mainly textbooks only' (*Outcomes Based Education in South Africa*, March 1997: 48). The environment and the community are also seen as learning resources: it is suggested that field work is done and that teachers use 'community resource persons' (ibid.: 49).

In the *Senior Phase Policy Document* there are four pages headed: 'Assessment for Language, Literacy and Communication' (Department of Education, October 1997: LLC8-10). General principles of assessment, which are as relevant to assessment of all learning areas, are set out. It is clearly stated that the assessment system should support learning programmes and provide teachers with 'continuous and constructive information about learner performance' to enable them to design learning programmes 'tailored to each learner's needs' (ibid.: 8). It is stated that assessment should improve the quality and relevance of education and training, and be underpinned by the principles of validity, reliability, flexibility, fairness, and a holistic approach (ibid.). A list of types of assessment which can be implemented follows. As it refers to a vast range of assessment forms and contains terminology with which most teachers will be

unfamiliar, for example 'Criterion-referencing', 'Performance Assessment' and 'Checklist Rating', it provides limited guidance.

Fortunately, other documents produced by the Department of Education supplement the limited information on assessment in the *Senior Phase Policy Document*. Obviously, the Outcomes Based Education framework which has been adopted strongly informs assessment in the new curriculum. The most significant shift will be from a normative approach to assessment to a criterion-referenced approach, with individual performance standards being set by the National Qualifications Framework in the form of Specific and Critical Outcomes. As norm-referenced assessment is the dominant form of assessment in South Africa at present, it is has not been excluded, but it is hoped that it will be supplanted by criterion-referenced assessment: 'The norm-referenced assessment practices used in learning sites will need to be reconsidered and utilised as one aspect only of an outcomes-based approach to assessment' (Department of Education, March 1997a: 22).

The practice of continuous assessment has been proposed where emphasis 'is placed on formative assessment of the learner's work over a period of time, rather than on a once-off achievement-based examination.' (ibid.: 25). Teachers are encouraged to use a variety of assessment strategies and to integrate assessment and teaching (*Implementing OBE - 2: Assessment*, Department of Education, n.d.: 6, 18). Evidence will be kept of each learner's development. This will include learner portfolios and teachers' reports. Promotion decisions will be made on the basis of the learner's performance on a number of different tasks over an extended period of time, instead of on tests and examinations only.

Although there is still a place for traditional testing, authentic assessments, including 'group or individual projects, portfolios and performance assessments' are suggested as 'prominent components' of assessment (Department of education, March 1997: 26). It is envisaged that teachers will use ongoing formative assessment to pinpoint learner weaknesses and strengths (ibid.: 29). Thus, assessment is seen primarily as a diagnostic tool to aid teachers and learners. It is also seen as providing information for the evaluation of the teachers, learning programmes and learning material .

OBE assessment is essentially criterion-referenced assessment, as specific outcomes are broken down into assessment criteria (or performance indicators) which inform learners about what demonstrations of knowledge, skills and values will be regarded as evidence of successful attainment. As criterion-referenced assessment necessitates providing learners with clear statement of what they need to achieve before they start working, it is claimed that it is a fair system which offers all learners a greater chance of academic success. Criterion-referenced assessment also facilitates the involvement of the learners in assessment. Consequently, self and peer assessment are encouraged: *Implementing OBE - 2: Assessment* devotes 4 pages to developing self and peer assessment and explaining the value of this form of assessment (Department of Education, n.d.: 21-24).

3.2.7 CONCLUSION

Analysis of the Language, Literacy and Communication curriculum framework leaves an overall impression that there is some confusion and a lack of coherence. The inconsistencies and conflicting discourses within the same document suggests that a number of people with different views and theories of language, learning, reading and communication worked on the document without being able to integrate their different perspectives. This can be seen as the inevitable result of a democratic attempt to produce a balanced language curriculum which reconciles the different interests and positions of language educators from across the spectrum of South African educators.⁴⁰

In addition, there are tensions between the Language, Literacy and Communication guidelines and OBE. While the former appears to contain residual elements of the pre-Curriculum 2005 language syllabuses, the latter is entirely new in South Africa and, as the rhetoric states, entails a paradigm shift (Department of Education, March 1997: 6-8). It is possible to see Language, Literacy and Communication, as represented in the *Senior Phase Policy Document* (Department of Education, October 1997), and OBE, as represented in the other curriculum documents consulted, as two separate curriculum frameworks which overlap, but which are not fully in line with each other. This would account for some of the tensions revealed in the

⁴⁰ The development of Curriculum 2005 is presented in the publications promoting Curriculum 2005 as a consultative process which involves representatives from all sectors and interest groups in South Africa.

Senior Phase Policy Document (ibid.).

One strategy for avoiding confusion and misinterpretation of the curriculum guidelines is to attempt to resolve some of the tensions and contradictions in the Language, Literacy and Communication curriculum framework. The following chapter provides a comparison of the Multiliteracies approach and the Language, Literacy and Communication curriculum framework in order to ascertain if the former can contribute to clarity, coherence and integration in the interpretation and implementation of the latter.

CHAPTER FOUR: MAPPING THE MULTILITERACIES APPROACH ON TO THE CURRICULUM 2005 LEARNING AREA OF LANGUAGE, LITERACY AND COMMUNICATION

4.1 INTRODUCTION

In this chapter, the points of correspondence between the Multiliteracies approach and the Language, Literacy and Communication curriculum framework will be discussed in the section headed Congruities. In this section the potential for the integration of the Multiliteracies approach with the Language, Literacy and Communication curriculum will be established through a delineation of areas of compatibility.

The areas where the two approaches being compared are in conflict with each other, or where they are not easily matched, will be discussed in the section headed Discontinuities, Disjunctions, and Tensions. The final part of this chapter, headed 'Inscribing Multiliteracies on to Language, Literacy and Communication', will explore some of the ways in which Multiliteracies theory and pedagogy can complement and enrich the Language, Literacy and Communication curriculum.

4.2 CONGRUITIES

In terms of aims and rationale, there are clear similarities between the Multiliteracies approach proposed by the New London Group in their article and the Language, Literacy and Communication curriculum proposed by the Department of Education. Both claim to be grounded in existing circumstances and to be designed to address future needs. Both share the view that education, in both its forms and effects, is not ideologically neutral. Both acknowledge that the curriculum conveys more than just content knowledge, imparting values and attitudes, and shaping dispositions. The aim of the Multiliteracies approach is to produce values and subjectivities in learners which enable them to accommodate to change and diversity. Values, such as responsibility and the willingness to work collaboratively, are inextricably part of the critical outcomes of Curriculum 2005 (see section 3.2.2). Both the Multiliteracies approach and the Language, Literacy and Communication curriculum place emphasis on developing learners who are critical and resourceful.

Both acknowledge the failure of education to create a just society, and assert the belief that education can play an important role in making positive changes in society. It is this belief that underlies the polemical language of redress evident in both. Both have a social justice agenda, offering a vision of a more just and equitable future for all learners. This includes the aim that all learners have equal educational opportunities in learning environments that take into account different abilities, strengths and experiences. Both reject the deficit view of learners who are not performing successfully in mainstream education. The New London Group aim to 'ensure that differences of culture, language, and gender are not barriers to educational success' (New London Group, 1996: 61). While this point is more explicitly stated in the New London Group's article, it is implicit in the design of Curriculum 2005, which states that 'learners' needs should be met through various teaching strategies', that learners 'should be given enough time to meet their potential', and that an 'anti-biased approach is essential' (*Senior Phase Policy Document*, October 1997: 22).

Both the Multiliteracies approach and the Language, Literacy and Communication curriculum are intended to accommodate difference through a pluralistic approach which ensures that difference is not suppressed in favour of the dominant culture. The New London Group state that the role of pedagogy is 'to develop an epistemology of pluralism that provides access without people having to erase or leave behind different subjectivities (1996: 72). In South Africa, aside from the rhetoric promoting tolerance of diversity, substantial efforts have been made at the policy level to ensure that diversity is viewed positively. The language-in-education policy of additive multilingualism is designed to prevent the eroding of learners' primary languages and cultures. The openness of the curriculum, where curriculum content is not prescribed as long as outcomes are achieved, is another example of the accommodation of diversity, as it allows for the inclusion of curriculum content which is appropriate and relevant to the specific needs and interests of different groups of learners in different contexts.

With regard to attitude and orientation, both share a view of diversity as a resource, not a problem. Contained within the rationale of Language, Literacy and Communication is a reference to 'the advancement of multi-lingualism as a major resource' (Department of Education, October 1997: LLC2), and the New London Group clearly state: 'Curriculum now needs to mesh with different subjectivities, and with their attendant languages, discourses, and

registers, and use these as a resource for learning' (1996: 72).

Curriculum 2005 is wholly structured on the results of education, being a form of Outcomes Based Education. The New London Group also make reference to outcomes as an important aspect of education to consider: they indicate their intention to find ways of transforming 'incrementally the achievable and apt outcomes of schooling' (ibid.). Although the Multiliteracies approach is not part of an OBE system, and may be in conflict with aspects of OBE, it shares with OBE the aim of producing citizens who have the skills, knowledges, dispositions and attitudes which will make them productive citizens of a democracy. The New London Group state at the beginning of the journal article that the 'fundamental purpose' of education is 'to ensure that all students benefit from learning in ways that allow them to participate fully in public, community and economic life' (1996: 60).

Both Curriculum 2005 and the Multiliteracies approach claim to be transformational in the intervention that they can make. According to the latter, educators and learners are agents of social transformation: they are urged to become 'active participants in social change' who are able to design 'social futures' (ibid.: 64). The former presents the implementation of transformative OBE as necessary for the creation of a 'prosperous, truly united, democratic and internationally competitive' nation (Department of Education, October 1997: 1).

Given that both the New London Group's article and the Language, Literacy and Communication section of the *Senior Phase Policy Document* are concerned with the development of language and literacies, one would expect there to be considerable overlaps with regard to curriculum content and, unsurprisingly, there are vast areas of shared content. It is with regard to the finer points that there are disjunctions and tensions. At a general level, both approaches require learners to acquire and develop the skills of reading, writing, listening and speaking. In addition to functional mastery, there is in both a place for critical and creative use of language. It appears that whether learners are following a Multiliteracies programme or the Language, Literacy and Communication curriculum, they would use the same kinds of texts, including multimedia texts, and engage in similar activities, including, among other activities, textual analysis, research, group discussion, debate and multimodal presentations.

More specifically, with regard to the Multiliteracies approach, aspects of gestural design which are already included in the Language, Literacy and Communication curriculum framework are body language and eye contact (ibid.: LLC41). Although the terminology used to describe linguistic design in the New London Group's article differs from that used in the Language, Literacy and Communication curriculum guidelines, similar areas of knowledge are covered in both. All the features of delivery listed in the Multiliteracies article are relevant to the development of speaking skills in the Language, Literacy and Communication curriculum, which specifies 'voice/enunciation', and 'pausing and pacing' (ibid.).

Vocabulary and metaphor are also aspects of the Language, Literacy and Communication curriculum framework: vocabulary, idiom and expression are listed as relevant to the achievement of Outcome 5 (ibid.: LLC34-5). Although the term 'modality' is not used in the Language, Literacy and Communication curriculum framework, an untheorised understanding of modality is required if 'key' messages are to be 'identified and clarified' and if inferences are to be made from texts (assessment criteria 2 and 3 of outcome 1, ibid.: LLC13). Explicit reference to modality facilitates being able to explain at a meta-level why a particular interpretation of meaning is preferable to another interpretation. Neither transitivity nor nominalisation⁴¹ are named as features requiring explicit teaching in the Language, Literacy and Communication curriculum, although an awareness of these features would be useful if learners are to be able to *demonstrate* critical awareness of language usage (Outcome 2). The grammatical knowledge required for analysis of nominalisation and transitivity is likely to be challenging for most teachers in South Africa. Materials by specialist educators, which present knowledge about linguistic design in an accessible way, showing how it can be applied, would be useful at Senior Phase level.

Although the terminology used in the *Senior Phase Policy Document* is different from that used by the New London Group, an understanding of local coherence relations is also required in the Language, Literacy and Communication curriculum, as evidenced in the references to

⁴¹ Modality, transitivity and nominalisation are specialist linguistic terms used in Halliday's functional grammar (see section 2.2.5).

'meaningful paragraphing' (ibid.: LLC33), 'complex sentences', 'logical connectors' (ibid.: LLC34-5) and 'structural organisation' (Outcome 7, ibid.: LLC41). The academic reading and study skills required for achieving outcomes 4 and 6 could also be developed through knowledge about local and global coherence relations. There is therefore a strong link between these features of linguistic design and the Language, Literacy and Communication curriculum. There is also a match between the Multiliteracies emphasis on genre and discourse as central elements of design and Outcome 7 of the Language, Literacy and Communication curriculum, which demands that learners use structures and strategies appropriate for different communicational contexts.

It has been established in chapters 2 and 3 that both Curriculum 2005 and Multiliteracies pedagogy share a view of knowledge as socially constructed. This implies a rejection of the idea that knowledge is singular and fixed, with teachers having access to absolute incontrovertible truth, while learners' prior knowledge is of no value. Although Curriculum 2005 does not have as cohesive and systematic a theoretical approach to learning as the Multiliteracies approach does, the theories of learning underpinning both appear to be similar and grounded in the same sources. The emphasis on mediated learning, whether through groupwork or teacher-directed activities, suggests that both the New London Group and the Curriculum 2005 designers have drawn on the work of Vygotsky and other social constructivists, such as Bruner (see sections 2.2.4 and 3.2.4). Therefore, the Multiliteracies approach and Curriculum 2005 are not incompatible with regard to approaches to learning.

Both the Multiliteracies approach and Curriculum 2005 reject transmission pedagogy as the primary educational activity and propose an eclectic mix of learning activities. Multiliteracies pedagogy offers a comprehensive pedagogical strategy which incorporates many of the approaches to learning and teaching used this century, drawing on their strengths and remedying many of their flaws. Curriculum 2005 promotes a wide variety of instructional strategies, including the use of all modes of communication and representation in the learning process.

In terms of how the teacher and the learner are conceptualised, there are also similarities between the Multiliteracies approach and Curriculum 2005. In both, the teacher and learner

have multiple, even contradictory, roles. Curriculum 2005 assumes teachers who are experts, capable not only of tailoring the curriculum to produce learning programmes suitable for different groups of learners, but also of using a variety of teaching and assessment strategies. Teachers are thus constructed as designers of the curriculum, and therefore 'designers of social futures'. Multiliteracies pedagogy requires that as the learners shift between the four integrated components, Situated Practice, Overt instruction, Critical Framing and Transformed Practice, the teacher plays different roles appropriate to each component. Both approaches require the teacher to be a subject expert who can explicitly teach aspects of the language which learners will not acquire naturally, such as conscious knowledge of grammatical structures. Both approaches stress that the teacher is a self-reflective practitioner who needs to be continuously evaluating the effectiveness of the teaching and learning process.⁴²

Although there is little detail in the New London Group's article about Situated Practice, it appears that experts who are not teachers are envisaged as working with learners in apprenticeship-type relationships (see sections 2.2.4 and 2.2.6). Thus, both approaches envisage the participation of community members, whether they be helpers or apprentice teachers, such as parents or grandparents, experts in a specialist field, or practitioners of skills which learners are expected to acquire. In both approaches the learner is constructed as active, creative, co-operative and responsible. Both approaches allow the learner to take on the role of teacher if the learner has mastered an aspect of the curriculum on which fellow learners are still working. In Curriculum 2005 this is anticipated especially when there are mixed age or mixed ability groups in one classroom.

In keeping with the move away from a view of knowledge as fixed and unitary, and the view of the learner as knowing nothing of worth in the school context, there is less emphasis on the textbook as a resource for learning in both the Multiliteracies approach and Curriculum 2005 than there was under the previous education system, where the authoritative combination of syllabus and textbook was seen as constituting the curriculum. Both the New London Group and the developers of Curriculum 2005 appear to reject what has been described as 'the

⁴² The evaluation of the teaching process is built into the assessment programmes of both approaches.

objectification of knowledge as curriculum, and of curriculum as text' (Muller & Taylor, 1993: 322). There is no explicit reference to learning material in the New London Group's article, but as the focus is the development of multiple literacies, including technological and media literacy, it is clear that all the forms of communication and representation which are available to learning communities should be utilised. These would include all forms of mass media, computer systems and programmes and the Internet. Textbooks alone would prove inadequate.

Similarly, Curriculum 2005 requires that learners have access to as many forms of learning material as possible in order that opportunities for learning be maximised. The development of literacies requires that learners are exposed to a wide range of text types (see section 3.2.5). Both approaches lend themselves to the utilization of a wide variety of learning resources and maximising learning opportunities by using all available resources, including the community and the environment. Because of the emphasis on learning a sophisticated metalanguage and understanding complex concepts, the Multiliteracies approach may be dependent to a greater extent on textbooks, especially as many teachers will need guidance and support when dealing with linguistic design.

One of the arguments that might be used to reject a Multiliteracies approach is that it focusses on resources, such as computers, multimedia packages, video equipment and the Internet, that are not widely available in a developing country like South Africa, and that it is therefore unsuitable for South Africa. However, ideally, OBE also requires sophisticated technology and learning material. The Multiliteracies approach assumes expert teachers who have a high level of education. It has been argued that the same is true of OBE (Jansen, 1997:4-5). Therefore, in respect of the material and human resources required to successfully implement the two approaches being compared, they are similar.

As an examination of sections 2.2.6 and 3.2.6 reveals, there is a degree of congruency in the assessment philosophy and strategies of both the Multiliteracies approach and Curriculum 2005. Both appear to view the primary function of assessment to be diagnostic. Both suggest continuous formative assessment, and inbuilt, ongoing evaluation of the teaching process. Both envisage a type of summative assessment which focuses on the ability to apply

knowledge and to transfer it to new contexts. In Curriculum 2005 there has to be evidence of the outcomes having been achieved. For the Multiliteracies approach there has to be a demonstration of transformed practice.

Both the Multiliteracies approach and the Language, Literacy and Communication curriculum go beyond a focus on linguistic competence, promoting a broader view which includes other kinds of communicative competence, and the use of meaning-making systems other than language. Both share a conception of linguistic competence that has been extended to include more than one language. The New London Group argue that competence in the accepted standard version of English is the goal of literacy pedagogy while English remains the language of access to social advancement, but that the other varieties of English, and the other languages learners speak should be accepted and developed. The Language, Literacy and Communication curriculum framework is even more accommodating of linguistic diversity, clearly stating that additive multilingualism is the goal of the learning area, and acknowledging that people communicate 'using a range of registers and language varieties' (Department of Education, October 1997: LLC2-3). The implication of these statements is that South African learners will be expected to be able to use a number of languages and language varieties.

4.3 DISJUNCTIONS, DISCONTINUITIES AND TENSIONS

While there are similarities between the Multiliteracies approach and the learning area of Language, Literacy and Communication, tensions and discontinuities emerge when the two are compared closely. Some of the discontinuities appear to be related to the lack of consistency and cohesiveness in the theories underpinning the Language, Literacy and Communication curriculum. As pointed out in Chapter 3, a number of conflicting discourses and underlying theories co-exist uneasily in the guidelines for the Language, Literacy and Communication curriculum. While the Multiliteracies approach is supported by a coherent semiotic theory of communication and representation, it can be argued that the foundation on which Language, Literacy and Communication is built is, in some respects, structurally unsound. Overall, the most basic difference between the Multiliteracies approach and the Language, Literacy and Communication curriculum framework is that dominant discourse in the latter, despite the presence of competing discourses, appears to be one which emphasises decoding or 'reading the word', whereas the former, without diminishing the importance of 'reading the word',

emphasises 'reading the world' (see use of quotation from Freire & Macedo, 1987, in section 2.2.3) .

While all forms of meaning-making and different literacies are referred to in the framing section of the Language, Literacy and Communication curriculum document, verbal language is the focus in the rest of the document. Therefore, it appears that there is limited understanding of the implications of incorporating all meaning-making forms in a language and literacy curriculum. Nevertheless, the use of the term 'communication' in the designated name of the learning area indicates that it could accommodate a semiotic theory of communication which encompasses all meaning-making. Chapter Three reveals that other aspects of the framing section of the Language, Literacy and Communication curriculum (ibid.: LLC1-11) also suggest a semiotic approach, but these are undercut by the terminology in the sections outlining outcomes (ibid.: LLC12-44), which is limited to those terms used to describe and analyse verbal language. In terms of production, the Language, Literacy and Communication curriculum affords learners opportunities to produce and receive verbal texts, but provision has not been made for learners to produce their own non-verbal, or multimodal texts. In contrast, the Multiliteracies approach strongly emphasises the production by the learner of both verbal and non-verbal texts, as the production of the learners' own multimodal texts will be the evidence of Transformed Practice.

The definition of text contained in the *Senior Phase Policy Document* (ibid.: LLC4) suggests that text can be either spoken or written, or visual, but does not convey that texts are always a combination of at least two meaning-making modes (see section 2.2.3). As one of the central tenets of the Multiliteracies approach is the fact of multimodality, there is an obvious difference between the Multiliteracies approach and Language, Literacy and Communication in this respect.

While there is agreement with a Multiliteracies approach in that text is to be 'interpreted within a context or contexts' (ibid.), it appears that in the Language, Literacy and Communication curriculum framework the emphasis is on text, while context is seen as more peripheral. A Multiliteracies approach implies the inter-penetration and interdependence of text and context, which are both multi-levelled semiotic constructs. Multiliteracies theory does not deny the

materiality of context, but acknowledges that the boundaries between text and context, word and world, are permeable. Thus, it is largely the user of the text who determines the boundaries between text and context. For example, a reader can either read each report in a newspaper as a discrete unit, or make connections between co-texts which appear separate and unrelated (Kress, 1995: 44).

Whereas the New London Group presents a politicized view of text production, with a focus on social and political institutions and the social production of meaning, the Language, Literacy and Communication curriculum framework, in the wording of parts of the section describing Outcome 3 in particular, presents an idealised asocial view of text production, celebrating individual subjectivity, and focussing on the individual's personal response (see section 3.2.5). Outcome 2, however, is at variance with Outcome 3, as it presents a view of the text as constructed, and suggests the use of critical analysis to detect ideological meaning in the text. While Outcome 3 suggests the learner is a free agent, whose relationship with the text is personal, Outcome 2 suggests the learner is the potential dupe of the text, and must learn to resist manipulation through rational analysis.

In contrast, the Multiliteracies approach entails deconstruction of texts as an aspect of textual practice, but this is not an end in itself, being part of a process which is designed to culminate in the production of new texts by the learners. The tensions within and between outcomes 2 and 3 could be resolved by the incorporation of a cohesive theory of text such as the one offered in the New London Group's article. It could be argued that Multiliteracies theory is, to an extent, a synthesis of the two conflicting orientations to text evident in the competing discourses of outcomes 2 and 3, as Multiliteracies theory views the subject as potentially agentive, although limited by the constraints of the text.

While the view of the teacher as a facilitator of activities requiring the learner to be active and responsible, such as groupwork, pairwork and project work, is not inconsistent with a Multiliteracies approach, Situated Practice providing opportunity for this kind of learning activity, the Multiliteracies approach is clearer about the active role the teacher plays as guide in the learning process. This is related to the more defined focus in the Multiliteracies approach on explicit pedagogy and critical literacy which, as Overt Instruction and Critical

Framing, are integral aspects of the pedagogy. In the Language, Literacy and Communication curriculum, the critical literacy outcome, Outcome 2, is not clearly linked to the other outcomes, making a more atomistic approach likely, with only some classroom activities having a critical dimension, rather than a critical approach informing all of them, as it would if Multiliteracies pedagogy were in operation.

Another significant difference between the Multiliteracies approach and the Language, Literacy and Communication curriculum is the absence in the New London Group's article of any reference to an aspect of English teaching which has been seen as central to the enterprise, what is termed 'Literature', and generally refers to the reading of novels, plays and poems for the pleasure and the ethical or moral education they offer to the reader. It is not the aim of the research report to focus on the contentious issues surrounding the teaching of literature (see section 3.2.5). It does, however need to be noted that while literature seems to be a category which has been collapsed into textual study in the Multiliteracies approach, it was a structuring category in some of the previous South African English syllabuses, which continues to merit a separate three hour final matriculation examination paper (for First Language English) at the present time. The wording of Outcome 3 shows that the study of literature continues to be valued in the new curriculum. Therefore, there may be a mismatch between Language, Literacy and Communication and the Multiliteracies approach with regard to reading. This relates to two issues: what texts are selected, and how texts are used in the classroom.

4.4 INSCRIBING MULTILITERACIES ON TO LANGUAGE, LITERACY AND COMMUNICATION

Although there are clear differences between the Multiliteracies approach and the Language, Literacy and Communication curriculum framework, it has been shown that, overall, there are many areas of congruence. Thus, it is reasonable to conclude that the Multiliteracies approach and Language, Literacy and Communication are not incompatible. The following section aims to show how the two approaches under examination could be integrated in such a way that the Language, Literacy and Communication curriculum framework would be strengthened and enriched, facilitating coherence and consistency at the level of implementation. The Multiliteracies approach offers an overarching theory of text which could be incorporated into the Language, Literacy and Communication curriculum framework. It also offers a pedagogy

which is strongly linked to the theory. Neither the theory, nor the pedagogy, is inconsistent with what is presently proposed in the Language, Literacy and Communication section of the *Senior Phase Policy Document*.

Given the contradictions embodied in the outcomes (see section 4.3), it is arguable that the Language, Literacy and Communication curriculum framework presents a schizophrenic view of text which is confusing and unhelpful. At present the learning area of Language, Literacy and Communication appears suspended between modernist and postmodern paradigms, having drawn from the discourses of both. It appears that no attempt has been made to theorise this uneasy position. Consequently, the Language, Literacy and Communication curriculum framework does not appear coherent. While the Multiliteracies approach also draws on insights from both modernism and postmodernism, it has consciously, and more successfully, positioned itself at the intersection of both. From postmodernism it has incorporated new ways of looking at the changing communicational landscape, but a modernist spirit is evident in the focus on communication structures (for example, the wheel representing the designs of meaning, New London Group, 1996: 83), however 'flexible and open-ended' the metalanguage, or 'fuzzy-edged' and 'overlapping' the concepts, and the view of education for literacies as inextricable from a social justice project.

The Multiliteracies approach presented in Chapter Two offers curriculum developers guidance on how to elaborate on and fine-tune aspects of the Language, Literacy and Communication framework which at present are potentially confusing and unhelpful, without necessarily having to contradict statements already appearing in the curriculum documents. It offers a theory, and ideas for the application of the theory, which could inform aspects of the curriculum which are not yet clearly defined, or fully elaborated.

The framing section of the Language, Literacy and Communication curriculum, which provides definitions of text and literacy (Department of Education, October 1997: LLC 4-5), could be extended to provide more guidance on how to view these concepts in ways that will contribute to understanding, and therefore be helpful to teachers. This means turning open-ended non-committal information on literacies into a clear, unequivocal position, like the one adopted in the New London Group's article, where it is stated that literacy pedagogy must prepare

learners to negotiate 'a multiplicity of discourses' and literacies (New London Group, 1996: 61). It would also require a statement on the implications of this view: that the teacher needs to recruit the literacies and discourses of the learners and build on these by expanding the repertoire of discourses and literacies learners have control over. The latter point is implicit in the additive multilingualism policy, but needs to be made explicit.

If one accepts that no form of communication appears in one mode only, that all texts are multi-modal (see section 2.2.3), then a theory which accounts for multi-modality, and a metalanguage which enables discussion about multi-modal texts becomes useful, even necessary. It is the argument of this research report that a pedagogical approach which accounts for multi-modality is essential to the development of the dispositions and skills learners will require in order to participate fully in a changing society where multi-modal texts proliferate, and are increasingly becoming standard texts in both the private and the public domains. The fact of multimodality is not acknowledged anywhere in the *Senior Phase Policy Document*. Given the ubiquity of multimodal texts, this is a serious omission. If a statement about the inevitable multimodality of texts, and the increasing number of texts which are designed to be read in a multimodal way, were to be included in the section on texts in the *Senior Phase Policy Document*, it would direct teachers to pay attention to the non-verbal features of texts which would normally be overlooked in their planning and teaching.

Whereas the Language, Literacy and Communication curriculum documents refer to 'ideology' and to 'discourse' without providing definitions or guidance on how these multivalent terms are used, the Multiliteracies approach offers a definition of discourse (see section 2.2.3) and strategies for examining the relationship between language and power. While the Language, Literacy and Communication curriculum framework states that 'texts should always be interpreted within a context or contexts' (Department of Education: October 1997: LLC5), there is very little guidance as to how this should be done in the language classroom. The Multiliteracies approach offers a brief, but coherent, textual theory, which allows any text to be chosen as the object of critical scrutiny, and indicates how this can be studied within sociopolitical contexts. Although there is insufficient detail in the New London Group's article itself, the work of Fairclough, Kress, Carmen Luke and Allan Luke provides more detail about how this can be achieved. Thus, definitions of discourse and ideology, and a brief outline of

the role of text and literacy practices in subject-formation, which are available in the *Multiliteracies* article, and can be developed from it, would be a useful addition to the framing section of the Language, Literacy and Communication framework.

Depending on how the Language, Literacy and Communication curriculum guidelines are interpreted, much of the content remains the same as the content prescribed in previous English syllabuses used in South Africa (for example, Department of Education, 1995). As has been shown in Chapter 3, although the *Senior Phase Policy Document* contains confusing new OBE jargon, many of the other terms used in it should be recognisable to English teachers who are familiar with any of the previous English syllabuses. For example, Outcome 5 requires that learners ‘study and apply a range of grammatical structures and conventions’ (ibid.: LLC33). In terms of content, this outcome appears to require the grammatical knowledge demanded by outdated structural approaches to language teaching which are still employed in many English Second Language teaching contexts in South Africa (see section 3.1). It is possible that Outcome 1, which requires learners to ‘interact with and respond to a wide range of texts’ (ibid.: LLC12), particularly assessment criteria 2 and 3 which focus on the creation of meaning through reading, could be interpreted as sanctioning traditional comprehension exercises, whether this is the intention of the curriculum developers or not. The traditional approach to comprehension, which is predicated on the assumption that meaning inheres in the text itself, is still common in South African English classrooms, as an examination of many textbooks presently in use will reveal.

As noted in section 3.2.5, Outcome 3, with its emphasis on ‘literary devices’ (ibid.: LLC 23), appears to call for little more than the literary appreciation typical of some of the English First Language syllabuses previously used. It is possible that teachers who have always taught in this way will ignore the brief, and not very well-integrated, references to social, cultural, political and historical contexts, which appear in the framing section of the Outcome 3 guidelines (ibid.). Similarly, teachers who prefer a personal growth model of literature teaching could focus exclusively on the references to emotions, ‘e.g. sympathy, empathy, identification, rejection’ (ibid.), and on assessment criteria 3 and 4, which centre on the sharing of opinions on texts (ibid.: LLC26).

The above points argue the case that teachers are likely to focus on what they like and what is familiar to them when they read the curriculum guidelines, and thus ignore what is unfamiliar or difficult to understand. The result would be the persistence of many aspects of the old language syllabuses supposedly replaced by Curriculum 2005. Although the continuation of many of the practices currently in use in English classrooms would not necessarily be bad, and would in fact be preferable to a situation where no teaching and learning occurs at all, the paradigm shift envisaged for education will not occur unless teachers understand how to translate the Language, Literacy and Communication curriculum guidelines into effective and consistent teaching practice.

The adoption of the Multiliteracies approach may offer a way of ensuring that the Language, Literacy and Communication curriculum is truly a paradigm shift, instead of a name change occasioned by the politicians' need for perceived change. The comprehensiveness and coherence of Multiliteracies theory ensure that it can be used to provide clear guidelines for the consistent implementation of the Language, Literacy and Communication curriculum. As the principles of Curriculum 2005 and the Language, Literacy and Communication learning area have the potential to offer learners more equitable learning opportunities and a greater chance of success at school, and as they offer a way of transforming the discredited system which fails (in both senses of the word) millions of learners each year, they are worthy of translation into practice in all educational contexts. Introducing into the new Language, Literacy and Communication curriculum framework what appears to be missing, a comprehensive and coherent theoretical foundation, would be one way of avoiding the collapse, at the level of implementation, of the Curriculum 2005 principles which could play a part in the improvement of the quality of education in South Africa.

As noted in Chapter 3, the Language, Literacy and Communication curriculum framework offers conflicting views of text, whereas the Multiliteracies approach offers a coherent socio-historical textual theory and practice which can be applied to any text. To an extent this theory dissolves the historical divisions between language and literature, bringing together both aesthetically-valued and mundane texts in textual study. Thus no one type of text is privileged. This does not necessarily mean that 'Literature' has no role within a Multiliteracies framework, as 'literary' texts generally fit into the category of aesthetically valued texts. However, as

texts which are considered creative or artistic as a matter of taste would not be reified and studied differently from mundane texts if a Multiliteracies approach were being implemented, the reading practices accompanying these texts in the English class would differ from those presently employed in many classrooms. While there is space within this textual practice for learners to express affective investment in texts, they are ultimately asked to see the texts which give them pleasure in the wider framework of text production, power relations and diverse subject positions.

In the Language, Literacy and Communication curriculum framework, although all text types, including literary and everyday texts, are accepted as suitable for study in the language classroom, there are no guidelines to ensure a balance between the different types of texts used in the classroom, and no way of ensuring that the texts of cultural groups other than the dominant group, are studied in the English classroom. Kress's suggestion (see section 2.2.5) that three text types, the 'aesthetically valued' text, the 'culturally salient' text and the 'mundane' text, should be included in the English curriculum, may be worth investigating. In South Africa, including culturally salient texts in the English classroom would be a way of developing a South African cultural literacy and preparing learners for cultural and linguistic diversity. It could also facilitate language and conceptual development by recruiting learners' home literacies. Given the policy of additive bilingualism, learners could, for example, read texts in their own primary languages in their own time, discuss them in pairs or groups in their primary languages, and finally comment on them in English during an English lesson.

A problem which has already been highlighted above (see sections 4.1 and 4.2), the lack of guidance as to how to follow the injunction that 'Texts should always be interpreted within a context or contexts' (Department of Education, October 1997: LLC5), could be addressed by introducing the concepts and terms which would facilitate the contextual study of the texts. These are orders of discourse, discourse, genre, intertextuality, hybridity, style and voice (New London Group, 1996: 77, 81-82), and could be used to structure the study of all texts, including media texts.

In the Language, Literacy and Communication framework, while there are suggestions as to the relevant terms, skills and metalanguage for the analysis and production of verbal language,

there are very few for visual representation (those that appear are mostly associated with film study), and there are none for a multi-modal examination of text. As has been stated in Chapter 2, the Multiliteracies approach fully incorporates the analysis and production of media and multimedia texts within the literacy curriculum. As media texts are included in the Language, Literacy and Communication curriculum, media education should be taught in South African schools. Since media texts are considered valid objects of study for the achievement of most of the specific outcomes of the Language, Literacy and Communication curriculum, but little guidance as to how these texts should be read is provided, the Multiliteracies approach, particularly if it is seen as incorporating the work on media of members of the New London Group like Carmen Luke and Norman Fairclough, offers a tradition of knowledge on which teachers could draw for both practical and theoretical guidance. As there is limited guidance on the methodology which could be employed in the teaching of media texts in the New London Group's article, Buckingham, whose work to some extent falls within the Multiliteracies paradigm although he is not a member of the New London Group, could be consulted on the reading and writing practices that are appropriate for the study of media texts.

The metalanguage for describing design elements (New London Group, 1996: 83) could prove useful for the analysis of visual and media texts, although it would have to be developed and elaborated on, as only some of the terms and concepts which the New London Group envisage being used are actually listed in their article.⁴³ Some of the design elements selected are more complex than the single word terms used to describe them suggest: only two terms have been listed for Audio Design, 'music' and 'sound effects', but both encompass whole bodies of extensive specialist knowledge. The design elements selected for the areas of Spatial and Gestural Design are so vague and general that they are likely to be not only unhelpful to language teachers untrained in the relevant fields, but also confusing. It is unlikely that the average teacher in South Africa will have the resources to make meaningful sense of terms such as 'ecosystemic and geographic meanings', or 'proxemics' (ibid.). Terms listed as major elements of Gestural Design such as 'body language' and 'sensuality' are too vague to play the

⁴³ The New London Group acknowledges that more work needs to be done to flesh out the metalanguage for describing design elements (1996: 89).

helpful role in textual analysis assigned to metalanguage (ibid.: 80).

The terms used to describe Visual Design, colours, perspective, vectors, foregrounding and backgrounding, may be more accessible to language teachers who have an interest or background in Art, or who have taught Visual Literacy or Film Study, but for the majority of South African teachers the terms referred to will be unfamiliar. Kress and van Leeuwen (1996) provide a useful elaboration of the field, which extends the information on Visual Design in the New London Group's article.

Although a fully elaborated metalanguage for describing the design elements of the different modes of representation does not yet exist, at least the categories of visual, audio, gestural, spatial and multimodal design could be added to the list of language structures which appear under Outcome 5 (Department of Education, October 1997: LLC34-5). An awareness of the different meaning-making modes, and their different potentials (see section 2.2.3), would facilitate a more holistic analysis of 'visual and other non-verbal texts' (Outcome 2, ibid.: LLC 20) and 'visual, sign, auditory and multi media texts' (Outcome 3, ibid.: LLC23).⁴⁴ Teachers and learners could 'fashion their own tools' (New London Group, 1996: 77), together developing terms to describe the design features of the categories of design which strike them as meaningful. Within the context of South African schools (see section 3.2.1) this suggestion might appear idealistic, but it would ensure that learners' prior knowledge and experience are built on in the development of academic concepts.

Assessment Criterion 1 of Outcome 7, which requires that learners are able to choose the appropriate medium of communication, assumes that learners are aware of the different meaning-potentials of each mode of communication and media form, knowing when a drawing or map is better than a verbal description, and when an email message is more effective than a letter. This knowledge would be more effectively developed if learners were made aware of the differences between meaning-making modes, how they interact with each other in multimodal texts, and of the potentials of each media form. This can only be achieved by

⁴⁴ Extending the ambit of this outcome to include other meaning-making structures and conventions, would necessitate replacing the references to language and 'grammatical structures' in the curriculum documents with the phrase 'meaning-making structures'.

explicit reference to different meaning-making modes, and the promotion of a view of textuality which accommodates the exploration of different communications media and their texts on their own terms.

Both Outcome 4 (ibid.: LLC30) and Outcome 6 (ibid.: LLC38) touch on the ability to translate visual into verbal information and vice versa, and Outcome 7 (ibid.: LLC42) touches on the ability to supplement or complement verbal information with visual or graphic information. These skills, which have not been selected by South African curriculum designers as assessment criteria in themselves, are essential from a Multiliteracies perspective. Learners need to be equipped to make decisions about which forms of representation are most suitable for achieving their communicational aims. Foregrounding the above-mentioned skills as assessment criteria in themselves would be one way of ensuring that they are not overlooked.

As noted in Chapter 3, there are indications that the new curriculum is moving away from a focus on essay-text literacy, which has dominated schooling up to this point. One of the implications of a more inclusive approach which allows learners to demonstrate their knowledge and understanding through various representational modes rather than through writing alone, is that the guidelines for Outcome 6, which is 'learners use language for learning', would have to be extended in order to develop learners' ability to use of a number of representational modes. This would necessitate a rewording of the outcome itself, a phrase such as 'meaning-making modes' replacing the word 'language', so that in amended form it would read 'learners use meaning-making modes for learning'.

In South Africa, there is an additional justification for placing emphasis on modes of communication other than the verbal. Firstly, as pointed out in section 3.2.1, millions of South Africans have never participated in the culture of print literacy, and it may therefore be argued that the dominant modes of communication are multimodal combinations of the aural, the gestural and the visual meaning-making modes which have developed out of indigenous forms of culture.⁴⁵ Secondly, in many multilingual classrooms where code-switching may be the

⁴⁵ Obviously this claim would have to be substantiated by research into the preferred meaning-making modes of the different cultural groups in South Africa, but it is based on comments made by Kress about the erroneous assumption that meaning-making modes can be transferred unproblematically from one culture to another (1992:194, see section 2.2.3).

norm, the use of visual, graphic and gestural modes of communication to supplement verbal communication may facilitate understanding for those participants who are not fully competent in the language being used. The use of multiple modes of communication on the part of both teachers and learners could function as a strategy for maximising participation of all learners, involving parents who are unfamiliar or uncomfortable with print literacy, or essay-text literacy, and for developing competence in both English and other languages within the confines of the English classroom. There is additional support for this approach in that it conforms with the policy of additive bilingualism which has been adopted as part of the language-in-education policy.

A focus on multimodality need not necessarily be dependent on learners having access to the products of multi-media technology. In this respect, the Multiliteracies approach is potentially more suitable for implementation in South Africa than the aspects of media education which require access to costly resources and technology. It is possible to raise learners' awareness of multimodality without using sophisticated texts. What is to be learnt is a different, more playful, orientation towards text, one which requires more spatial awareness than the dominant linear approach to text. If resources are limited, any text, even a textbook, can be used to teach multimodality. As Kress has argued (see section 2.2.3), all print texts also have visual and tactile elements which have meaning-potential. Features which can be focussed on are: compositional features, the material resources used to produce the text, the textures of the material on which the text is inscribed, the spatial relationships between aspects of the text, the shapes and sizes of letters and symbols, the relationship between images, words and blank space, and the use of colour.

Learners, particularly those in primary school, often decorate their texts with images and colours. While teachers may encourage this behaviour by praising careful or attractive presentation, they focus serious attention only on the words learners have written. The New London Group assert that school projects 'can and should properly be evaluated on the basis of visual as well as linguistic design, and their multimodal relationships' (1996: 81). Therefore, teachers adopting a Multiliteracies approach would encourage multimodal communication at all levels of schooling, including Senior Phase, by focussing learners on the significance of their own design choices, such as the use of colour or the drawing of borders around verbal

text.

Teachers who encourage a more multimodal disposition in learners' communication by encouraging learners to explore how the non-verbal features of text affect meaning, and by providing opportunities for them to engage with these features in their own production of texts, are developing the multimodal design skills which they will need in order to make full use of multimedia technology. As it is possible to implement a multimodal approach in all classrooms in South Africa, even in those which are not electrified, it would be short-sighted not to include in the literacy curriculum the multimodal literacies many of the learners will need in order to compete in the workplace later in life.

It may be argued that the development of multimodality nevertheless requires resources, such as paper, coloured pencils and texts containing pictures, which many schools do not have. Nevertheless, the kind of resources listed above are more accessible than electronic technology. Ultimately, the purpose of focussing on multimodality is to encourage individuals and groups to use available resources in new and, therefore, creative ways. The aim would be to teach learners resourcefulness, by encouraging them to see the potential for signification in resources available in their own environment, whether this be natural material such as stones and leaves, or even their own bodies, in rural areas, or waste paper, such as advertising flyers, in urban areas.

Learners who are guided to discover new ways of using the resources they have, are acquiring an empowering 'habitus' (Bourdieu, quoted in Kress, 1995: 32) which would be desirable in learners who may in the future be forced to create their own income-generating opportunities in order to survive. In a country where unemployment is endemic, and small business development is one solution to the problem, entrepreneurial spirit is a rich resource which could be fostered and developed within the language and literacy curriculum.

The suggestion that learners research different cultural and social practices relating to birth, death and marriage (for assessment criterion 5 of Outcome 1 of the Language, Literacy and Communication framework, discussed in section 3.2.5) would lend itself to the kind of multimodal analysis envisaged in the paragraphs above. Dress, cultural artefacts or dance

could equally be the focus of study. The point is that most environments are saturated with semiotic codes. The teacher would need to decide which aspects to focus on and tailor activities to suit the learners and their particular home and school environments. For example, learners who have access to Zulu 'love letters'⁴⁶, could analyse the beads, the colours, the designs, and the social practices around the making, giving and displaying of these objects, in terms of their signification. Urban learners could research aspects of modern sub-culture which interest them, for example 'Qwaito'⁴⁷ music, addressing the verbal, visual, gestural and aural dimensions of the sub-culture, and how they interface with each other.

The acknowledgement of multimodality in the Language, Literacy and Communication curriculum framework would also require a focus on the skill of 'translating' between different modes (see section 2.2.3). This skill is alluded to in the section on Outcome 4 in the *Senior Phase Policy Document*, but it seems tenuously related to assessment criterion 8 (the development of reasoned arguments), where it is explicitly referred to (see section 3.2.5). Nevertheless, it is an essential skill for effective information processing and production, which should be foregrounded. As it is a skill which has not been explicitly taught in previous language syllabuses, and positioned as it is on the margins of assessment criterion 8, it is likely to be glossed over or ignored unless attention is specifically drawn to it.

Assessment criterion 2 of Outcome 6, which relates to learning strategies, also requires learners to be able to change verbal text into visual-verbal text, for example, to change prose into 'mind maps', and to change primarily visual data, such as graphs, into paragraphs and vice versa, while 'retaining the original logic and still fore-grounding the main point' (ibid.: LLC38). As with assessment criterion 8 of Outcome 4 (see discussion above), the increasingly important ability to translate between modes of representation is acknowledged, but is peripheral, and could therefore be overlooked. A focus on multimodality would demand that the increasingly important skill of translating between different modes of representation be foregrounded as an assessment criterion in itself.

⁴⁶ A mosaic of beads woven together to form a squarish flat swatch which is attached to clothing. Each design has a different message encoded in it, for example, 'I want to buy more cattle so that you can pay the bride-price and marry me'.

⁴⁷ A hybridised rap form which developed out of South African township culture.

As pointed out in section 3.2.5, the extension steps in the Language, Literacy and Communication curriculum appear to contain the implicit assumption that only once learners have attained a certain linguistic competence is it possible to be creative. A limited and restrictive view of what it means to be creative appears to be in operation in the curriculum document, for example, it is implied that 'extended use of figurative language' is synonymous with creativity (ibid.: LLC34). There is a lack of awareness in the *Senior Phase Policy Document* of how the mixing of modes and genres extends the scope for creativity. The incorporation of Multiliteracies theory in the Language, Literacy and Communication curriculum would promote a more inclusive view of creativity. Multiliteracies theory assumes that learners are always, to some extent at least, creative, as all meaning-making is productive, involving 'motivated conjunctions of meaning and form' (Kress and van Leeuwen, 1996: 11). A Multiliteracies approach, therefore, would orientate teachers to appreciate how learners grapple with culturally received resources to design representations which express their own interests. This understanding could help teachers to see learners as agentive in their potential to transform meaning, and to find ways to encourage in the learners this struggle for expression.

Acceptance of this view has implications which could significantly alter teaching practice. Firstly, the teacher would have to make learners aware of their capacity for invention, and provide opportunities for learners to make full use of their communicational and representational resources. This means giving learners for whom English is not a primary language equal opportunities to produce work which they recognise as representing their own interests, and which involves more than simply reproducing available designs (for example, copying lists of irregular verb forms from the blackboard). A counter-argument which may be used to reject this idea is that many learners, even those in the Senior Phase of their education, cannot yet write a paragraph in English. One response to this argument is to refer again to multimodality. Learners who have not achieved sufficient control of the language may be more proficient at drawing pictures or designs, inventing symbols, singing or dancing. Allowing learners to draw on their strengths in other meaning-making modes, and encouraging them to use other meaning-making modes in combination with their linguistic resources could be one way, not only of instilling confidence and motivating learners who are not performing well at

school, but also of enabling all learners 'to participate actively in the shaping of the world' (Kress, 1995: 4).

Teachers would also have to view learners' texts differently. The old South African education system lent itself to a focus on what was wrong with the learner's work and assigning a numerical value to it. However, from a Multiliteracies perspective, the learner's work is evidence of an inventive mind (see section 2.2.6). This means that, instead of looking at unconventional expressions and deviations from the standard form as error, and simply indicating that they are wrong, they can be seen as meaningful and could be used as a diagnostic tool to establish what resources appear salient to the learner in any given context, and what resources the learner does not yet have access to. There is also a possibility, however small, that a learner or a group of learners could design a communicational form which is acknowledged to be as effective, if not more so, than a more conventional form used for the same purpose.

The feedback the learner received would focus on what the learner had achieved, as well as giving an indication of relevant resources the learner had not accessed. This kind of evaluation would probably be most effective in a discussion between the learner and the teacher or members of her/his peer group. As the OBE system is designed to give learners credit for what they know, rather than penalising them for what they don't know, and the focus is on descriptive instead of quantitative assessment, it lends itself to the kind of feedback and assessment which is consonant with a Multiliteracies approach.

As integration is one of the structuring principles of Curriculum 2005, this is an important area to articulate with the Multiliteracies approach. Although there are no references to the relationship between the language and literacy curriculum and the rest of the school curriculum in the New London Group's article, the Multiliteracies approach, with its orientation towards 'reading the world', lends itself to many forms of integration, both within the confines of the Language, Literacy and Communication learning area, for example between languages, and between Language, Literacy and Communication and other learning areas. There is also the potential in the Situated Practice component of Multiliteracies pedagogy for integration between the school curriculum and the community surrounding the school.

As has already been pointed out in chapter 3, a Multiliteracies approach suggests how the Arts and Culture learning area could be integrated with Language, Literacy and Communication in ways which complement both learning areas. Particularly Outcome 5 of the Arts and Culture curriculum framework, which states that learners, ‘Experience and analyse the use of multiple forms of communication and expression’ (ibid.: AC 16), needs to be cross-referenced with references to the study of media texts in the Language, Literacy and Communication framework. In line with a Multiliteracies approach, Outcome 5 of the Arts and Culture curriculum requires that learners demonstrate both ‘knowledge and use’ of media forms, the ability to ‘critically analyse’ media forms, ‘an awareness of the control of information and forms of communication’, and an ‘understanding of the impact of globalisation on Arts and Culture expression’.

A focus on discourse and orders of discourse could point to ways in which Language, Literacy and Communication articulates with the learning area of Human and Social Sciences. As a Multiliteracies approach demands that learners have a grasp of the macro-level of society, including some understanding of economics, politics and the institutions which govern discourse, there is a degree of overlap between Language, Literacy and Communication and the learning areas designed to develop these understandings, Human and Social Sciences in particular. This overlap suggests ways in which teachers of these learning areas could integrate the learning areas, or at the least, plan sections of work together. Another obvious, but contentious, possibility for integration between Language, Literacy and Communication and any other learning area would involve learners investigating the constructions of the world presented in the textbooks and other learning materials used to impart curricular knowledge to them.

A focus on multimodality, which would be specifically developed in the learning area of Language, Literacy and Communication, but also across the learning areas, would also facilitate the integration of learning areas. The teachers of a particular class or grade could, for example, plan projects and presentations together, with the Language, Literacy and Communication teachers guiding learners to devise effective combinations of meaning-making modes and genres to represent and communicate their knowledge and research, and the

content subject teachers guiding the research process itself and ensuring that the learners' conceptual understanding of the subject in question is developing. Team teaching projects such as this would have more chance of succeeding if a time were set aside each week for joint cross-curricular planning.

It has been established in section 4.2, that the pedagogy described in the New London Group's article is not inconsistent with the pedagogical principles of Curriculum 2005. The four interlinked components which comprise Multiliteracies pedagogy may even provide a measure of coherence for the eclectic mix of teaching strategies which have been proposed for Curriculum 2005 (see section 3.2.6).

As noted in section 4.3, although there are similarities in the conceptions of teacher and learner roles in both Curriculum 2005 and the Multiliteracies approach, the latter places more emphasis on explicit pedagogy and on the guiding role of the teacher. Shalem's criticism of Curriculum 2005's learner-centred pedagogy for underplaying the teacher's pedagogical authority (see section 3.2.6) suggests that the role of the teacher in the new curriculum may need to be reconceptualised. Overt Instruction, where the teacher is responsible for 'active interventions...that scaffold learning activities', focussing the learner on 'the important features of their experiences and activities within the community of learners', and allowing the learner 'to gain explicit information at times where it can most usefully organise and guide practice' (New London Group, 1996: 86), is a valuable methodology, and should not be neglected as an overcorrective to the transmission pedagogy which dominated South Africa's educational past. It is essential that explicit instruction be included in the combination of pedagogical strategies teachers are envisaged as implementing, particularly as it cannot be assumed that all learners in the multilingual classroom share the same knowledge about the social and cultural conventions which structure texts (Kress, 1995: 55).

The New London Group assigns to the teacher considerable authority, particularly in Critical Framing, which demands that the teacher intervene in order to distance the learners from what they have learned. Activities relating to Outcome 2 of the Language, Literacy and Communication curriculum have the potential to set in motion the process of estrangement envisaged in Critical Framing, but only if the teacher uses her/his pedagogical authority to

structure learning in such a way that it makes learners aware of their social and cultural locatedness within wider contexts, and leads them to question their judgements and affective investments. Shalem points out that it is the teacher who designs a pedagogical path, which she characterises as a 'process of loss and re-embodiment through and by a teacher whose pedagogical strategies are committed to create a bond between the new knowledge and the learner' (1997: 28). It can be argued that the four components of Multiliteracies pedagogy encapsulate this process.

In addition to the value Multiliteracies pedagogy could have in providing more clarity about the role of the teacher, Critical Framing and Transformed Practice offer a vision of the transformative potential of Curriculum 2005, which the jargon of OBE obscures. Critical Framing offers opportunities to develop in learners the attitudes and values highlighted in the Critical Outcomes: that the learner be critical (the word appears in three of the Critical Outcomes), that the learner be 'culturally and aesthetically sensitive across a range of social contexts', and that the learner be aware 'of the world as a set of related systems' where problem solving contexts do not exist in isolation (Department of Education, October 1997: 15). More significantly, as an integral component of Multiliteracies pedagogy, Critical Framing could ensure that Outcome 2 is not side-lined, or treated in an atomistic way which would ultimately undermine the transformative aims underlying a critical literacy approach.

As noted in section 3.2.5, the word 'critical' as it is used in the curriculum documents has not been clearly defined. The absence of any definition of the word leaves Outcome 2 open to misinterpretation, thus, for example, Outcome 2 could be seen as focussing on developing nothing more than learners' analytical skills. The process of Critical Framing, however, could ensure that Outcome 2 does not lose its critical thrust, while the process of Transformed Practice, through the emphasis on learners being able to refashion discourses to serve their own interests, could endow Outcome 2 with the potential for developing the values and skills which learners require for engaging in oppositional or emancipatory textual practice (see section 3.2.5).

In South Africa the focus on nation-building has made cultural literacy an important issue. A culturally sensitive and critical approach requires that no one culture be elevated above others.

The answer in the South African context seems to be, as Cope and Kalantzis suggest, to view cultural literacy as knowledge and appreciation of, and respect for, the diversity of cultures of which the nation is comprised. They warn, however, against adopting ‘an epistemological relativism that privileges voice and experience over critique, engagement and synthesis’ (ibid.: 109). They call instead for a ‘post-progressive epistemology’ which makes the exotic ordinary, and cultural diversity central to the identities of all learners (ibid.: 113).

This view suggests the necessity of ensuring that the literacy curriculum does not privilege or reify the texts of any of South Africa’s cultural or social groups. As suggested earlier in this chapter, this might entail including in the literacy curriculum ‘culturally salient’ texts in representative numbers. A Multiliteracies theory of text and meaning-making offers the teacher ways of looking at these texts which highlight the ‘productive potential’ of cultural differences and show that each cultural group has ‘resources of equal value to all other groups’ (Kress, 1995: 21). Textual practice which leads learners to recognise for themselves the richness of diversity goes beyond the rhetorical assertions that difference should be viewed as a resource which are found in Curriculum 2005 discourse.

It is arguable that there is also a need for an inbuilt critical dimension in curriculum content, which the adoption of Multiliteracies pedagogy, with its Critical Framing component, could provide. The learning process, as much as the texts used in the learning activities, would be subject to estrangement and critical scrutiny as a result of Critical Framing. Curriculum 2005 has been criticised for leaving too much latitude for interpretation, opening the curriculum to manipulation by conservative teachers (Jansen, 1997: 6-7). The implementation of a pedagogical approach which incorporates Critical Framing may provide learners with the knowledge and skills to discern and oppose manipulation of the curriculum and distortion of its principles.

Where Multiliteracies pedagogy may prove most helpful to teachers is in the way the four components of the pedagogy could be used to structure learning activities in order that the Language, Literacy and Communication specific outcomes are addressed in a balanced and integrated way in learning programmes and learning activities. For example, if a project on a topic within one of the phase organisers (see section 3.1) included all four components of

Multiliteracies pedagogy, it would enable all the specific outcomes for Language, Literacy and Communication to be incorporated during the course of the project. Situated Practice would articulate best with activities associated with Outcomes 1, 3, 4, and 7. Overt Instruction would articulate principally with Outcome 5, and possibly with Outcome 6. Critical Framing would articulate best with Outcome 2.

As the transformation or reformulation of meaning-making resources is the ultimate aim of Multiliteracies pedagogy, the concept of Transformed Practice would inform all curriculum planning. In order to encourage Transformed Practice in the context of OBE, where the assessment criteria for evaluating a project or activity should be established before learners start working on it, one of the assessment criteria would have to be that learners produce evidence of having used the meaning-making resources at their disposal in innovative or hybrid ways which are consonant with the demands of the project and their own interests and values⁴⁸. It is here particularly that an understanding of the concepts of intertextuality and hybridity, and of the role they play in meaning-making, would be useful to learners.

A focus on Transformed Practice may be a valuable intervention in the struggle to maintain and develop local culture. One of the challenges facing South Africa is how to make productive use of global texts, given the ubiquity of global culture, the invasion of commodities associated with them, and the often uncritical acceptance and imitation of imported culture. There are periodic laments in the media about the stagnation of South African culture. A recent newspaper article⁴⁹ suggests that South Africans lack confidence, 'are young and vulnerable and scared of being wrong', and therefore follow 'tried and tested' international formulae instead of attempting to forge cultural forms which incorporate South African cultural

⁴⁸ An example which may serve to illuminate the argument for a focus on Transformed Practice comes from a recent newspaper report of an innovation at a rural school in KwaZulu -Natal Province. The learners present performances of traditional Zulu songs and dances to tourists, but new lyrics have been devised for the music so that, instead of singing about warriors and battles, they sing of 'the dangers of Aids and the necessity of getting a good education' ('Back to school for tourists', by Niki Barker, *Mail & Guardian*, October 23 to 29 1998). What has been produced seems to be a hybrid form which integrates aspects of traditional Zulu culture (received designs of meaning) with new linguistic designs expressing modern concerns. It is reported that the children wore school shirts and T-shirts for the performance, instead of the traditional skins and beads. While the costume choice of the learners may be purely pragmatic, it too is an expression of identity which might be more self-conscious if the presentation were part of a project incorporating Transformed Practice.

⁴⁹ 'We're lost on the road to a cultural identity' by Nathan Zeno (*Mail & Guardian*, October 23 to 29 1998), ironically, on the same page as the report on the learners engaged in forging new cultural forms.

identities. Providing learners with repeated opportunities to transform their meaning-making practices, and encouraging them to incorporate something of themselves in each new making, could develop in them the confidence to participate in building their local cultures and, ultimately, to contribute to the development of a unique South African culture.

Transformed Practice, 'the transfer of meaning-making practice' (New London Group, 1996: 88), has much in common with the principles of Curriculum 2005 and the NQF, particularly the emphasis on learners being 'able to move easily from one learning context to another' (Department of Education, March 1997: 11). Both Transformed Practice and OBE are designed to result in 'a profound transferability of knowledge in real life' (Department of Education, October 1997: 32). A pedagogical focus on Transformed Practice may offer a way of ensuring that the Curriculum 2005 aim that learners develop knowledges and skills which can be usefully applied in different contexts, including the workplace, is achieved.

Kress has aptly stated in words which could have been written with South Africa in mind, 'we are no longer envisaging human subjects for a stable society with a stable present, or for a knowable future...we are producing human, social subjects in a rapidly changing period, for a future which is likely to undergo ever more radical change' (1995: 14-15). In its inclusive position on languages and language varieties, in its flexibility with regard to linguistic conventions such as grammar and genres, in the location of change at the centre of all meaning-making, and in the concept of Transformed Practice, the Multiliteracies approach proposes a new orientation to the world, one which is more appropriate for the uncertain times in which we live and the unknowable times that lie ahead.

What a Multiliteracies approach offers is what South Africa needs: a language and literacy curriculum which has the capacity to shape subjects who are 'able to live without anxiety in times of change', confident about engaging in 'the design of alternatives', for whom 'sharp critique is an inevitable aspect of an innovative, productive stance' (ibid.: 19). Thus, by incorporating aspects of the Multiliteracies approach into Curriculum 2005, curriculum designers and teachers would be furthering the OBE aim to produce 'competent citizens, capable of flexible thinking and independent learning' (Department of Education, March 1997: 28).

Finally, to conclude the argument that the Multiliteracies approach has a place in the Language, Literacy and Communication curriculum, while Curriculum 2005 claims to be transformational, and represents a significant shift in South African education, the claim remains at the level of polemic, as no theoretical explanation of why this claim can be made is provided in the *Senior Phase Policy Document*. What the theory underpinning the Multiliteracies approach offers, being a theory of both meaning-making and subject formation, is an explanation of how it is possible for a literacy curriculum to play a role in transforming both designs for meaning and the subjects engaged in designing (see section 2.2.3). Given this, Multiliteracies theory, although unacknowledged as such, is already present in the vision of the new curriculum.

CHAPTER 5: CONCLUSION

This research report has revealed the affinities between the Language, Literacy and Communication curriculum in South Africa and the work of the New London Group. It has explored how Multiliteracies theory can be used to supplement and extend the Language, Literacy and Communication curriculum framework in ways that could be of benefit to teachers and learners. It asserts the value of a coherent curriculum theoretical framework for a literacy curriculum as an essential support in bringing about transformation in South Africa, and shows how Multiliteracies theory can be employed to provide that support. To use the discourse of the New London Group, the research report has taken two 'available designs', the Language, Literacy and Communication curriculum framework, and the New London Group's journal article, and presented the beginnings of a 'redesigned' curriculum framework, which both reproduces and transforms these two 'designs', producing a new meaning-making resource, which it is hoped will prove useful to all those who engage with the new curriculum.

This research report represents only a first stage in incorporating a Multiliteracies approach into Curriculum 2005. It is essential that ideas for the incorporation of Multiliteracies theory are tested at the level of implementation and adapted, where necessary, for the specific context in which they are being applied. Educators who believe that Multiliteracies theory is of value need to develop learning programmes and learning materials which offer accessible guidelines to other teachers, and provide ideas which can be adapted for different educational sites. The establishment of action research projects may be the best way to gradually develop a Multiliteracies approach which is suitable in South African contexts.

It is important to remember that the work of the International Multiliteracies Project was conceived for the teaching of English in the UK, the USA and Australia, countries where English is both the dominant and the official language. In South Africa, English is in the contradictory position of being a minority language, one of eleven official languages, but also the language of power and access. It is also the preferred language of teaching and learning in many primary and most secondary schools, despite the fact that it has been recommended that the primary languages should be the languages of learning and teaching, at least in the first few

years of schooling.⁵⁰

As English is the language of access in South Africa, the hegemony of English is assured, at least for the next few decades, but the growth of English in South Africa is often at the expense of the African Languages, which may lose both status and opportunities for development as English grows in power. Although this research report is written in the medium of English, centres on the development of the English curriculum, and is being submitted for a degree in English Education, the insights emerging from this study may be equally applicable to the teaching of other languages. If the Multiliteracies approach were to inform all language and literacy teaching in South Africa, it could also play a role in developing and promoting the status of African languages. Although multimedia materials tend to be in English, having been developed for international consumption, South African media products exist in a number of African languages, and as such, could prove to be valuable resources for language and literacy activities. By focussing attention on media products in African languages, teachers could also play a role in supporting and developing local media initiatives.

The research report would present a naive view of social transformation if it were to claim that the implementation of Multiliteracies theory would necessarily make a positive contribution to literacy education in South Africa. Curriculum documents, and this constructive critique of the curriculum documents, represent only an initial stage in, and only one aspect of, the development and implementation of a new curriculum. In Cornbleth's presentation of curriculum as contextualised social practice she emphasises that curriculum change 'necessarily entails contextual change' and that 'curriculum and context are mutually determining', with curriculum change more likely to follow than precede contextual change (1990: 9).

Section 3.2.1 of this research report reveals the necessity of contextual change in schools, where material conditions need to be improved and the culture of learning and teaching needs to be re-established before major curriculum change can be effected. In places where learners

⁵⁰ For example, the Report of the NEPI Language Research Group (1992: 13), and the draft position paper of the Learning and Language Across the Curriculum Special Interest Group (November 1996: 14-17).

spend hours walking to school, often without a meal, or where there are over sixty learners crammed into one classroom, or where there is no running water, and no toilets, or where teachers and learners are frequently absent from school, it is difficult to conceive of the kind of literacy practices outlined in Chapter Four occurring. Although increased funding for education will not solve all the problems currently affecting South African education, it could result in substantial improvements. Consequently, the allocation of funding and resources to education needs to be reviewed. If we accept that curriculum is a design for the future, and that education is a site of social transformation in South Africa, then government spending priorities may need to shift. A commitment to the new curriculum has to be supported with adequate resources for the implementation of curriculum change.

Paradoxically, the Multiliteracies approach, which was developed with sophisticated multimedia texts in mind, can be incorporated into any teacher's practice with minimal resources, as the environment itself is a rich learning resource which provides multiple opportunities for multimodal exploration. In the South African context, where the lack of resources is often used as an excuse for inertia, the Multiliteracies approach is especially valuable, as it has the potential to promote and develop dispositions and skills which would enable both learners and teachers to make the best use of available resources, and even to produce their own low-tech materials from limited resources. However, educational planners should not lose sight of the need to provide learners with access to electronic technology and multimedia software. Even if this means initially equipping only teachers' centres which a number of schools can share, the provision of electronic technologies is a necessary investment.

Investing in teacher training is also essential. Even unqualified teachers have received an extended training for their teaching work, one which began when they were exposed to the literacy practices their own teachers established in the classroom. Many teachers belong to communities of practice whose guiding principles are at odds with the new curriculum. The existence of new curriculum documents will not necessarily change what teachers and learners do in the classroom. Therefore, there is an urgent need for in-service training for all teachers which would provide them with opportunities to engage with the principles and guidelines of the new curriculum and encourage them to find ways of incorporating the vision of

transformation in their own practice. Teacher training, whether in-service or pre-service, could be structured around the four components of Multiliteracies pedagogy in order to 'model' the pedagogy for teachers. As teacher training extends over a longer period than is feasible for in-service training, allowing more time for students to acquire new literacies and discourses, the training of student teachers may be the most important sphere for curriculum change.

The issue of textbook provision also demands serious attention. Multiliteracies theory suggests ways in which textbooks could be designed, not as authoritative receptacles of knowledge, but as open-ended resources which offer tools for critical analysis and encourage productive exploration of multimodality. Until teachers have had the opportunity to undergo in-service training which would, ideally, enable them to develop and adapt their own learning materials, textbooks could be an invaluable resource for the subject-shaping enterprise of literacy education.

Learners and teachers who experienced years of education which fostered unthinking passivity will not easily acquire the dispositions and attitudes which are at the core of a Multiliteracies approach. Multiliteracies teaching and learning makes heavy cognitive and affective demands on both teachers and learners. Nevertheless, this research report asserts the value of the Multiliteracies approach. Although the process will be slow, embarking on the task of developing Multiliteracies theory together with the Language, Literacy and Communication curriculum could take educators one step closer towards realising the vision of a transformed education system in South Africa.

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APPENDIX

DEPARTMENT OF EDUCATION

Northern Cape
Education Department

North West
Education Department

Eastern Cape
Education Department

Western Cape
Education Department

Gauteng
Education Department

KwaZulu Natal
Education Department

Free State
Education Department

Northern Province
Education Department

Mpumalanga
Education Department

**SENIOR PHASE
(GRADES 7 TO 9)**

POLICY DOCUMENT

OCTOBER 1997

SENIOR PHASE
TABLE OF CONTENTS

- 1. INTRODUCTION**
- 2. POLICY BACKGROUND**
 - 2.1 Educational Focus**
 - 2.2 General Education and Training Band**
 - 2.2.1 Foundation Phase**
 - 2.2.2 Intermediate Phase**
 - 2.2.3 Senior Phase**
 - 2.3 Further Education and Training**
 - 2.4 Adult Basic Education and Training**
 - 2.5 Education for Learners with Special Education Needs (ELSEN)**
 - 2.6 The Eight Learning Areas**
 - 2.7 Proposed Structure for an NQF**
 - 2.8 Process model**

3. CURRICULUM FRAMEWORK: EXPLANATION OF TERMS

- 3.1 Assessment**
- 3.2 Assessment Criteria**
- 3.3 Competence**
- 3.4 Critical Outcomes**
- 3.5 Curriculum Framework**
- 3.6 Curriculum Development**
- 3.7 Curriculum**
- 3.8 Early Childhood Development (ECD)**
- 3.9 Learners with Special Education Needs**
- 3.10 Learning Programmes**
- 3.11 Notional Time**
- 3.12 Organisers**
- 3.13 Outcomes-based Curriculum Development**
- 3.14 Performance Indicators**
- 3.15 Range Statements**
- 3.16 Rationale**
- 3.17 Reception Year**
- 3.18 Specific Outcomes**

- 3.19 Outcomes-based Education Approach**
- 3.20 Multi-lingualism**

4. SENIOR PHASE PROGRAMME REQUIREMENTS

- 4.1 The Senior Phase Learner**
- 4.2 Phase Organisers**
- 4.3 Learning Programmes**
- 4.4 Notional Time**
- 4.5 Education for Learners with Special Education Needs (ELSEN)**
- 4.6 Assessment, Recording and Reporting**
- 4.7 Language Policy**
- 4.8 Guidelines for Learning Support Material**

5. INTEGRATION

6. CLUSTERING

7. THE GRID

8. PROGRESSION

9. SPECIAL PROVISIONS

SENIOR PHASE

1. INTRODUCTION

The curriculum is at the heart of the education and training system. In the past the curriculum has perpetuated race, class, gender and ethnic divisions and has emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democratic society.

In view of the country's history and its legacy of inequality, it is important that the state's resources be deployed according to the principle of equity, so that they are used to provide essentially the same quality of learning opportunities for all citizens. The improvement of the quality of education and training services across the board is therefore essential.

The *Lifelong Learning through a National Curriculum Framework* document, which is informed by principles derived from the White Paper on Education and Training (1995), emphasises the need for major changes in education and training in South Africa in order to normalise and transform teaching and learning. Emphasis is placed on the necessity for a shift from the traditional aims-and-objectives approach to outcomes-based education. This paradigm shift, the *Lifelong Learning through a National Curriculum Framework* document suggests, is a necessary prerequisite for the achievement of the following vision for South Africa:

"A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice."

This document is informed by the need to develop the norms and standards as determined by the National Education Policy Act, 1996 (No. 27 of 1996), which is the National Minister of Education's competency and includes the following:

Critical Cross-field Outcomes
Specific Outcomes
Range Statement
Assessment Criteria
Performance Indicators
Notional Time and Flexi Time
Assessment, Recording and Reporting
Code Numbers

This document should be viewed as an attempt to offer direction to the macro-level curriculum design process. The document provides a framework around which provinces and schools may build their learning programmes. It identifies important components of education for South African learners. It is descriptive rather than prescriptive. It does not provide a syllabus, and should not be used as such. The applications of such a statement are wide-ranging and may be used by all educationists and curriculum developers. It is intended that learning programmes will provide educators with the guidelines and detail necessary for curriculum development and application at school level.

2. POLICY BACKGROUND

2.1 Educational Focus

The key principles guiding curriculum development for Curriculum 2005 include:

- Integration
- Holistic development
- Relevance
- Participation and ownership
- Accountability and transparency
- Learner-orientated approach
- Flexibility
- Critical and creative thinking
- Progression
- Anti-biased approach
- Inclusion of learners with special educational needs.
- Quality, Standards and International comparability

2.2 General Education and Training Band

The General Education and Training band comprises:

- Foundation Phase
- Intermediate Phase
- Senior Phase

2.2.1 Foundation Phase

The development of curriculum policy for the Foundation Phase, (grades R-3), which is part of Early Childhood Development (ECD), has been based on the following national policy documents:

- *White Paper on Education and Training (March 1995)*
- *Interim Policy for Early Childhood Development*
- *Curriculum Framework Document.*

The *White Paper on Education and Training* (1995:33, par. 73) acknowledges that:

"The care and development of young children must be the foundation of social relations and the starting point of human resources development strategies from community to national levels."

ECD is defined as:

"...an umbrella term which is applied to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially." (Ibid. p. 33, par. 73)

It is acknowledged that policy is ongoing and developmental. The overall goal of the curriculum is to provide children with opportunities to develop to their full potential as active, responsible and fulfilled citizens who can play a constructive role in a democratic, non-racist and equitable society. The development of the child in totality should lead to a balanced personality so that he/she may be equipped with the necessary life skills.

2.2.2 Intermediate Phase

In the Intermediate Phase (Grades 4 to 6), teaching and learning, while still highly contextualised and largely integrated (cross-curricular themes or topics), could begin to move in the direction of those individual areas of learning informing General and Further Education and Training. Learners in this phase are beginning to understand detailed relationships between materials, incidents, circumstances and people, and are able to infer the consequences of such relationships. This has significant implications for the selection of learning content and teaching and learning activities, which should develop these abilities to the full.

It is also important to note that peer acceptance is extremely important to learners in this phase. Group work, project work and peer assessment should, therefore, feature prominently in their learning.

2.2.3 Senior Phase

The Senior Phase (Grades 7 to 9) of the General Education and Training Band is the last phase of the General Education and Training Certificate. Learners are increasingly able to reason independently of concrete materials and experience. They are able to engage in open argument and are willing to accept multiple solutions to single problems. The learning content offered in this phase would, therefore, be less contextualised, more abstract and more area specific, than in the previous two phases.

At the same time there should be clear evidence that learners are being prepared for life after school, i.e. life in the world of work, at institutions for further learning and for adult life in general. Learning programmes should create opportunities for learners to be informed about career and further learning opportunities, about ways and means of realising their expectations for the future, and about their rights and responsibilities as citizens in a democratic, multi-cultural society.

Because this phase concludes with national assessment and the possibility of obtaining national qualifications (the General Education and Training Certificate), there is a danger that the importance of attaining the unit standards required for this qualification becomes so important that it will have a negative effect on holistic teaching and learning in general, and the integration of education and training, theory and practice, and related areas of learning in particular.

Curriculum developers, formal providers and teachers need to ensure that integration, of subjects and of theory and practice, still takes place.

2.3 Further Education and Training

Further Education and Training (FET) is made up of NQF levels two to four. This band will be non-compulsory. Various providers are involved in this band of education and training, such as:

- senior secondary schools
- technical colleges
- NGOs
- regional training centres
- private providers and private colleges
- private training centres
- private companies
- industry training centres
- community colleges.

At this level learners should be prepared for higher education, vocational education, careers and self-employment. The development of unit standards and curriculum on this band will have to be carefully co-ordinated, as the National Qualification Framework is based on the principle of integration of education and training, and the accumulation of credits across different institutions. These credits could consist of core units and optional units in different combinations, undertaken in a variety of modes.

2.4 Adult Basic Education and Training

Adult Basic Education and Training comprises three benchmark levels below the General Education and Training Certificate. The ABET learning continuum therefore covers ABET Levels 1, 2, 3 and 4, with ABET Level 4 as equivalent to NQF Level 1 (GETC level).

The ABET sector has been engaged in a consultative standard-setting process for several years. The National Interim Guidelines document (Department of Education, ABET Directorate, August 1995) put forward outcomes for Language and Numeracy at ABET Levels 1-4 in order to provide transitional guidance for the ABET field. SAQA has agreed that there should be Unit Standards for ABET below GETC level, although this is not the case for formal schooling. Unit Standards for language and numeracy are currently being written on the basis of the outcomes in the National Interim Guidelines, taking into account work done by the Department of Education's Learning Area Committees in these two areas. Processes for developing unit standards at ABET Levels 1 - 3 in other learning areas are under way.

These unit standards will provide a pathway which will enable adult learners to achieve a GETC. While unit standards from the eight learning areas at GETC level will be the same for the ABET sector, as for schooling, rules of combination for qualifications for adults need to be flexible. Adult learners may well make up a GETC with unit standards which are taken from fields of learning other than the eight learning area for schools. Issues regarding rules of combination for qualifications on GETC and beyond, and the relationships between unit standards taken from the twelve fields put forward by SAQA, are still under debate.

A

2.5 Education for Learners with Special Education Needs (ELSEN)

The highly academic nature and simplistic approach to assessment, forced schools which provided ELSEN to adapt the previous curriculum to make it more "learner friendly" and skills oriented. Thus a parallel 'lower academic level' system developed.

The new outcomes-based approach has taken the requirements of learners with special education needs (ELSEN) into account in the process of developing learning programme guidelines. For learners who experience problems with the basic functions of reading, spelling, writing and calculations, alternative means of assessing will be provided to evaluate their true potential and level of knowledge. The focus on demonstrations and alternative assessment methods, varying from complete exemption from all reading or writing inputs, to partial exemption by using tape recorders, amanuensis, etc., bears testimony to this paradigm shift.

The gifted learner should not be neglected either. The individualistic nature of OBE, where each learner would be working at his/her own pace, would enable the learner to accelerate through the curriculum. Each province, however, should determine its own policy whether acceleration or enrichment or both will form the basis of education for the gifted.

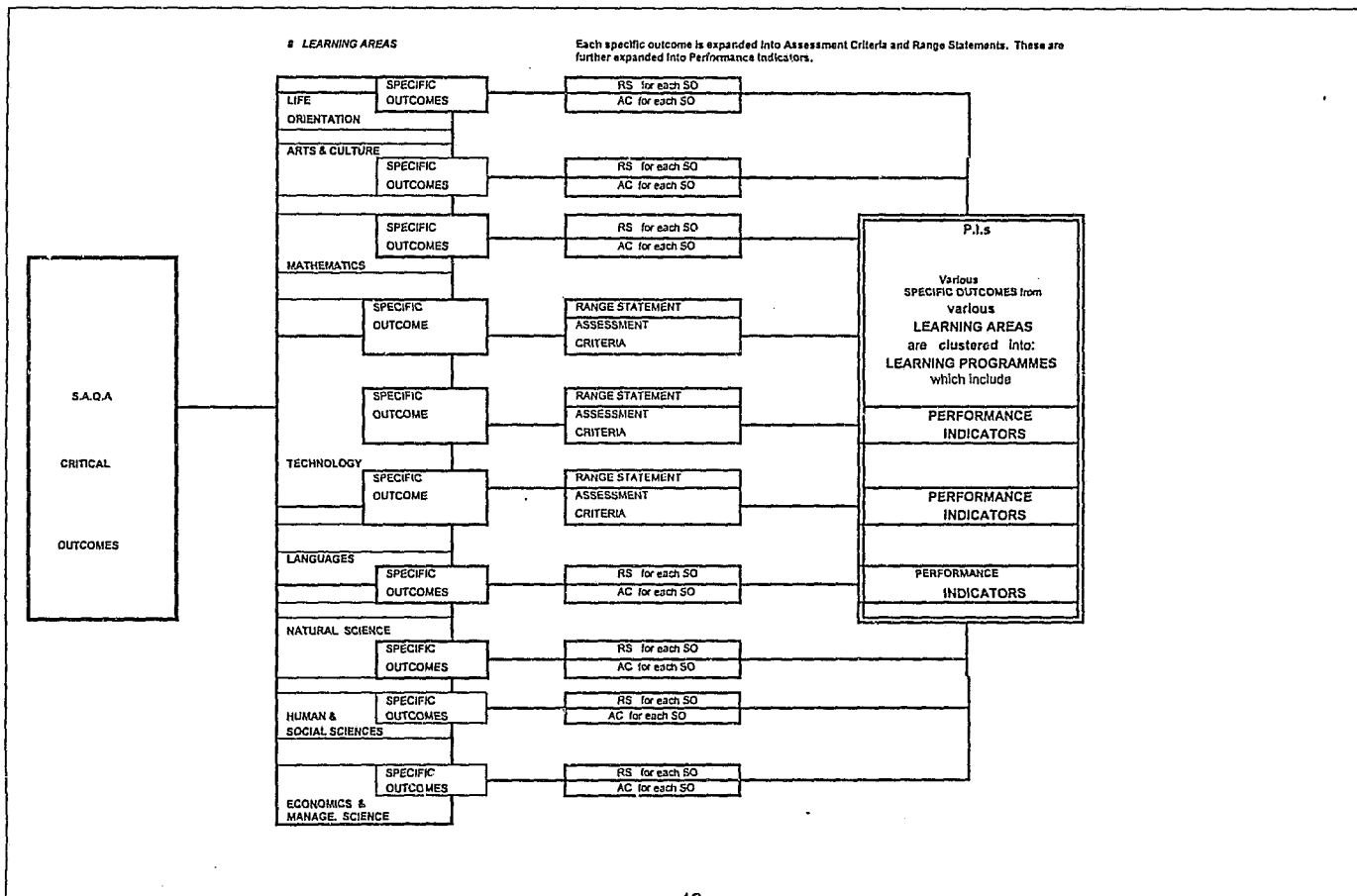
2.6 The Eight Learning Areas

The document refers to the eight Learning Areas adopted by the Council of Education Ministers. These are:

- Language, Literacy and Communication
- Human and Social Sciences
- Technology
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences
- Arts and Culture
- Economics and Management Science
- Life Orientation.

PROPOSED STRUCTURE FOR AN NQF

NQF LEVEL	Band	Types of Qualifications and Certificates
8	Higher Education and Training Band	Doctorates Further Research Degrees
7		Higher Degrees Professional Qualifications
6	Training Band	First Degrees Higher Diplomas
5		Diplomas, Occupational Certificates
Further Education and Training Certificates		
4	Further Education and Training Band	School/College/Training Certificates Mix of units from all (NGOS)
3		School/College/Training Certificates Mix of units from all (NGOS)
2	General Education and Training Certificates = 4	School/College/Training Certificates Mix of units from all (NGOS)
1 = General Education and Training Certificates = 4		
ABET Level 4		
Senior Phase		
ABET Level 3		
Intermediate Phase		
ABET Level 2		
Foundation Phase		
ABET Level 1		
Pre-school		



3. CURRICULUM FRAMEWORK: EXPLANATIONS OF TERMS

The overall structure of the curriculum process is outlined on previous page.

3.1 Assessment

Assessment consists of a task or series of tasks set in order to obtain information about a learner's competence. These tasks could be assessed in a variety of ways using different assessment techniques throughout the learning process. Continuous assessment will include tests and examinations but will also rely on learners portfolios, self and peer assessment, projects and a range of other methods to measure achievements of outcomes.

3.2 Assessment Criteria

The assessment criteria are statements of the sort of evidence that teachers need to look for in order to decide whether a specific outcome or aspect thereof has been achieved. The criteria indicate, in broad terms, the observable processes and products of learning which serve as culminating demonstrations of the learner's achievement. The assessment criteria are derived directly from the specific outcome and form a logical set of statements of what achievement could or should look like. To the extent that specific outcomes take the form of statements that "Learners will..." (verb + noun) the assessment criteria generally indicate that learners have achieved the point where "nouns are" passive participle + modifier.

The assessment criteria are broadly stated and so do not themselves provide sufficient details of exactly what and how much learning marks an acceptable level of achievement of the outcome. For this reason the assessment criteria are explained and detailed in the performance indicators. The assessment criteria provide a framework for assessment, while the range statement provides parameters in which assessment occurs.

3.3 Competence

The capacity for continuing performance within specified ranges and contexts resulting from the integration of a number of specific outcomes. The recognition of competence in this sense is the awarding of a qualification.

3.4 Critical Outcomes

The critical outcomes which form the backdrop to this document are the broad, generic cross-curricular outcomes which underpin the Constitution and which are adopted by SAQA. These outcomes will ensure that learners gain the skills, knowledge and values that will allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole. There are seven critical outcomes proposed by SAQA with an additional five outcomes which support development.

SAQA has proposed the following outcomes:

Learners will:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
2. Work effectively with others as members of a team, group, organisation, community
3. Organise and manage oneself and one's activities responsibly and effectively
4. Collect, analyse, organise and critically evaluate information
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

In order to contribute to the full personal development of each learner, and social and economic development at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of :

1. Reflecting on and exploring a variety of strategies to learn more effectively
2. Participating as a responsible citizen in the life of local, national and global communities
3. Being culturally and aesthetically sensitive across a range of social contexts
4. Exploring education and career opportunities, and
5. Developing entrepreneurial opportunities.

3.5 Curriculum Framework

A curriculum framework is a philosophical and organisational framework which sets out guidelines for teaching and learning.

3.6 Curriculum Development

This is a generic term for the development of learning programmes, learning materials, lesson preparation, etc.

3.7 Curriculum

This term includes all aspects of teaching and learning.

3.8 Early Childhood Development (ECD)

An umbrella term which applies to the processes by which children from birth to at least 9 years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.

3.9 Learners with Special Education Needs

Includes learners with special academic and learning problems, physical health problems, emotional concerns and particular social needs. The term "disabled learners" refers specifically to those learners with severe and chronic physical disabilities, moderate and severe mental handicaps as well as, multiples of these conditions.

3.10 Learning Programmes

A learning programme is the vehicle through which the curriculum is implemented at various learning sites such as schools. They are the sets of learning activities which the learner will be involved in working towards the achievement of one or more specific outcomes. These are available at provincial departments.

A learning programme includes:

- Critical Outcomes
- Specific Outcomes
- Assessment Criteria
- Range Statements
- Performance Indicators
- Notional Time

3.11 Notional Time

Notional Time is a complex concept. It represents contact time, learners' efforts and time, preparation time and other issues. It might best be seen as a relative weighting of Learning Programmes within a Phase. It is important not to see the Notional Time as directly relating to time-table quantities, but more as informing time-tabling in an indirect way. The general school management should reflect the notional time indicated in term of staffing, organisation, management and other resources.

3.12 Organisers

Organisers are a tool by which the outcomes are grouped for planning. They ensure that important areas in the holistic development of learners are covered.

3.13 Outcomes-based Curriculum Development

Curriculum development which starts with the formulation of the purposes of learning and teaching and uses these as the criteria for further curriculum development and assessment.

3.14 Performance Indicators

The Assessment Criteria and the Range statement give only broad indications of what evidence learners need to present before they are seen as having achieved the specific outcome. There is therefore a need to provide much more detailed information

about what learners should know and be able to do in order to show achievement. We also need to ensure that learners have formed opinions and assumed values through their learning. Because the outcome is the culmination of the learning process there is a need to provide learners with indicators by which they can plan and measure their progress towards the achievement of the outcome.

Performance indicators provide the details of the content and processes that learners should master, as well as details of the learning contexts in which the learner will be engaged. This will provide practitioners and learners with a breakdown of the essential stages to be reached in the process of achieving the outcome. Performance indicators will help in the planning of the learning process, the tracking of progress and the diagnosing of problems. They will also allow statements to be made about the quality of achievement, that is, whether the achievement is at the level required or whether the learner has surpassed this level.

3.15 Range Statements

Range statements indicate the scope, depth, and parameters of the achievement. They include indications of the critical areas of content, processes and context which the learner should engage with in order to reach an acceptable level of achievement. While the range indicates the areas of content, product and process, it does not restrict learning to specific lists of knowledge items or activities which learners can work through mechanically. The range statements provide direction but allows for multiple learning strategies, for flexibility in the choice of specific content and process and for a variety of assessment methods.

The range statement describes the extent of rigour that learners are expected to master in the phases. While it is possible that the assessment criteria for an outcome may read the same for different phases and grades, they will be differentiated in the range statement through the descriptions of progressively increasing complexity and sophistication as learners progress to higher grades.

The range statement is an expansion and explanation of the critical terms and categories of the assessment criteria. The salient nouns and verbs of the assessment criteria are described in sufficient detail to assist in the planning of learning programmes and assessment strategies.

The range statements have the additional function of ensuring that balance is maintained between the acquisition of both knowledge and skills and the development of values.

The range statement should also describe the broad contexts of learning. It should provide broad indications that guide the choice of a range of methodologies and teaching and learning strategies that will support achievement of outcomes.

3.16 Rationale

The eight learning areas relate to the Critical Outcomes and derive from SAQA's thirteen fields of learning. In order to explain the connection to these, it has been decided to include a rationale that clarifies:

- why the learning field is seen as important to include in the curriculum;

- what constitutes the essential elements of the learning field; and
- how the learning field contributes to the achievement of critical outcomes.

3.17 Reception Year

The Reception Year should not be understood as an institutional year of instruction in the primary school at this stage. The current context requires indirect preparation for the Reception Year to be introduced in the future as the first introductory year of an integrated four-year Foundation Phase programme.

3.18 Specific Outcomes

Specific Outcomes have been derived from the learning areas. They refer to the specification of what learners are able to do at the end of a learning experience. This includes skills, knowledge and values which inform the demonstration of the achievement of an outcome or a set of outcomes. The focus of outcomes-based education and training is the link between the intentions and results of learning, rather than the traditional approach of listing of content to be covered within a learning programme.

In each Learning Area, it was found that a set of Specific Outcomes describes what learners will be able to do at all levels of learning. The differentiation between different phases of learning would be addressed by different levels of complexity in the processes learners engage in and in the kinds of evidence through which learners demonstrate outcomes.

It will be left to learning programme designers to select and cluster certain outcomes for inclusion in learning programmes.

Certain specific outcomes are followed by explanatory notes. These notes are included to assist the reader to understand the purpose and intention of the outcome. The explanatory notes do not have any other status or function than to clarify the outcome.

3.19 Outcomes-Based Education (OBE) Approach

Outcomes-Based Education should be driven by the outcome displayed by the learner at the end of the educational experience (process).

Based on the philosophy that all learners can learn, Outcomes-Based Education clearly defines:

What learners are to learn:

- Knowledge
- Their Understanding
- Skills
- Attitudes and values

Learners' needs should be met through various teaching strategies

Learners should be given enough time to meet their potential

An anti-biased approach is essential

OBE make provision for the inclusion of children with disabilities, out-of-school children and other children with special education needs.

3.20 Multi-lingualism

The advancement of multi-lingualism as a major resource affords learners the opportunity to develop and value: their home languages, cultures and literacies; other languages, cultures and literacies in our multi-lingual country and in international contexts; and a shared understanding of a common South African culture.

SENIOR PHASE PROGRAMME REQUIREMENTS

4.1 THE SENIOR PHASE LEARNER

INTRODUCTION:

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

more independent and clearer about own interests.

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

CHANGES DURING ADOLESCENCE:

Many changes occur in learners from the age of 12 to the age of 15 years. This is the last stage of childhood (adolescence) before they reach adulthood. They mature physically, sexually, cognitively and socially in an independent manner.

Learners further develop abstract thought. They concentrate on thinking in abstract terms and hypothesise and use lateral reasoning. At this level sophistication of thought processes really begins and with appropriate support, the learner can analyse events and have some understanding of probability, correlations, combinations, propositional reasoning and other higher-level cognitive skills.

The learner at this age also has the ability to perform controlled experimentation, keeping all but one factor constant. He/she has the ability to hypothesise variables before experimentation to reverse direction between reality and possibility. They can also use inter-propositional operations, combining propositions by conjunction, disjunction, negation and implication.

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

The learners also become aware of new aspects about themselves which have an influence on the development of the concept of self. The adolescent is continually anticipating the reactions of others to their appearance and behaviour. Peer influence plays a major role in their social development. The development of a positive self regard (self worth) is paramount during this stage.

Moral development is inextricably intertwined with the cognitive and social development. Their capability for abstract thinking influences moral judgement and decisions. They still concentrate on social responsibilities, but are moving towards independent morality.

They also believe that one must be sensitive about infringing on the rights of others (peers) and violating rules made by their peers. They also respect the values and attitudes of others (peers), but rely heavily on their own intellect and values in making personal decisions.

4.2 PHASE ORGANISERS

For integration purposes, five Phase Organisers have been identified:

- Communication
- Culture and Society (including citizenship)
- Environment
- Economy and Development

- Personal Development and Empowerment

These Phase Organisers have been found to be present in some way in all eight Learning Areas, through analysing their Specific Outcomes. In a way, the Phase Organisers can also be seen as a reflection of the Critical Outcomes underpinning the whole of education. Furthermore, they represent interests of value in the present situation of South Africa as a nation.

The Phase Organisers enable developers and users of Learning Programmes within the Senior Phase to design and use learning activities in all eight Learning Programmes that have some integrating principles through the Phase Organisers. Learning Programmes should represent a balanced collection of learning activities from all five Phase Organisers.

The Phase Organisers also make portability of the curriculum possible for learners moving inter-provincially. They also play a vital role in learning support material development for learners and teacher support material development.

4.3 LEARNING PROGRAMMES

There will be eight Learning Programmes in the Senior Phase. The Learning Programmes are built up around the core of one of the eight Learning Areas. The Learning Programmes are not the same as the Learning Areas. Because there has been integration with other Learning Areas, each single Learning Programme is broader than the Learning Area. Learning activities in a Learning Programme relate to Specific Outcomes and/or Assessment Criteria from various Learning Areas.

Each Learning Area therefore caters for some degree of specialisation and preparation of learners to enter the FET band.

The following eight Learning Areas can be identified:

- Language, Literacy and Communication
- Human and Social Sciences
- Technology
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences
- Arts and Culture
- Economic and Management Sciences
- Life Orientation

4.4 NOTIONAL TIME

Notional Time is a complex concept. It represents contact time, learners' efforts and time, preparation time and other issues. It might best be seen as a relative weighting of Learning Programmes within a Phase. It is important not to see the Notional Time as directly relating to time-table quantities, but more as informing time-tabling in an indirect way. The general school management should reflect the notional time indicated in term of staffing, organisation, management and other resources.

The Senior Phase endeavours to develop a Notional Time distribution that reflects the national priorities of South Africa at present and for the following 5 - 10 years. Part of the Notional Time is "Flexi Time" which allows schools to identify time, resources, staff and organisation to activities and issues of general importance for the Senior Phase as a whole. It might enable

specific *integrated school* projects, including all eight Learning Programmes.

The following Notional Time distribution has been arrived at:

• Language, Literacy and Communication	20%
• Human and Social Sciences	10%
• Technology	10%
• Mathematical Literacy, Mathematics and Mathematical Sciences	13%
• Natural Sciences	12%
• Arts and Culture	10%
• Economic and Management Sciences	10%
• Life Orientation	10%
• Flexi Time	5%

4.5 Education for Learners with Special Educational Needs ESEN

Some learners with special education needs may not be able to achieve some requirements within a phase and some learning programmes may be adapted to suit their specific need.

The terms "describe, tell, retell, paraphrase, talk, say, speak, discuss, explain, ask, comment, describe" are to be understood as including all forms of verbal and non-verbal communication including signed communication assisted by *communication aids*.

The term "listen, look, read, and watch" include forms of communication such as lip-reading and watching sign language.

Visually impaired learners may need materials and books in formats such as audio tape, (Braille) large print, tactile maps and drawings. The concept "visualise" may be expressed by other physical activities. References to "read" include resources such as Braille, talking books and listening to a text reader.

4.6 ASSESSMENT, RECORDING AND REPORTING

The Learning Programmes themselves indicate their particular contribution the development of assessment and reporting tools and mechanisms.

The National Report on Assessment and Reporting provides the general framework within which these contributors can operate.

4.7 LANGUAGE POLICY

At least two languages should be offered.

4.8 GUIDELINES FOR LEARNING SUPPORT MATERIAL DEVELOPMENT

The following gives suggestions from the Senior Phase that might support the development of such a document.

Learning Support Materials should be:

- Durable
- Not biased
- Not a graded progression as learning and teaching is *learner-based and learner-paced*. Grades are used as management strategies.

It is suggested that the following aspects are addressed and developed in the support materials for the TEACHER

Critical outcomes

- Phase Organiser/s (teaching emphasis)
- Phase statement (describes the learner in that phase)
- Name of learning programme Organiser/s
- Specific outcomes to be assessed
- Summary of assessment criteria
- Summary of relevant range statements
- Performance indicators (Stepping stones or building blocks. Indicators tracking the learner's progress)
- Specific outcomes related to supporting Learning Areas
- Assessment criteria to be assessed where desirable
- Summary of the main purpose of the activity
- Description of the activity/ process
- Key tasks or steps with performance indicators where appropriate

- Summary of prior learning needed
- Underpinning knowledge
- Required background knowledge for the teacher/ facilitator
- Ideas for acquiring resources
- Planning required
- Suggested contact and notional time
- Suggested assessment activities and assessment strategies
- Suggested methodology
- Language development
 - ◊ Other possible ways of doing the task
 - ◊ Materials that could be used in the Learning Programmes
 - ◊ Possible answers to the questions in the worksheets
 - ◊ Activities and suggested assessment strategies for learners with special educational needs
- Expanded opportunities for:
 - ◊ learning not yet achieved
 - ◊ learning gone beyond

5. INTEGRATION

South Africa has embarked on transformational OBE. This involves the most radical form of an integrated curriculum. There are several forms of integration. This most radical form implies that *not only are we integrating across disciplines into Learning Areas but we are integrating across all 8 Learning Areas* . . . Educational activities. The number of Learning Programmes per phase is

for management purposes only and should not be seen as varying degrees of integration. The outcome of this form of integration will be a profound transferability of knowledge in real life.

6. CLUSTERING

Technically, integration implies the creation of clusters of Specific Outcomes and Assessment Criteria under particular themes known as Phase organisers. These Phase Organisers indicate emphasis in a given phase.

7. THE GRID

The grid is a diagrammatic expose of the clustering of possible specific Outcomes and Assessment Criteria's from each learning area that has relevance to the learning programme and phase organisers of the Foundation phase. The phase organisers were used to develop a comprehensive learning experience that integrates with all other learning programmes.

- It facilitates the planning and development of learning activities for the learning programmes.
- It provides for the development of teacher and learner support materials.
- It provides an easy reference to see how integration with other learning programmes is possible.
- It can be used as a reference to identify the outcomes that learners are to achieve.
- It also makes possible the portability of the curriculum when learners move between provinces.
- The grid is also used as an assessment tool for recording and reporting.

8. PROGRESSION

Continuous, criterion referenced assessment, should take place. Learners should progress from one grade to another by reference to chronological age, where applicable. Learners will progress with their group for the 40 week school year.

Within an Outcomes Based Approach there are no promotion requirements in the General Education and Training (GET) Band until the Grade 9 year, which represents the exit year for the GET Band and the first level of the National Qualifications Framework (NQF).

Continuous Assessment

However, it is imperative to note that learners will be continuously assessed against the criteria reflected in the assessment criteria attached to the 66 Specific Outcomes.

Supportive Intervention

Continuous criterion referenced assessment is applied for growth and development of all learners. Performance Indicators assist in determining the needs of the learners in their development.

Learners with Special Education Needs

A policy on the assessment of learners with special education needs is still being developed.

9. SPECIAL PROVISIONS

Learners' progress in schools will be interpreted in terms of their achievement of the compulsory sixty-six Specific Outcomes, developed within the eight learning areas. These outcomes are developed to ensure inclusion. Based on this principle, religion cannot be included into the learning programmes, because non-religious learners will not be able to comply. What must, however, be acknowledged is that religion is the basis on which the lives of a very large part of the population rests. Provision for religious activities in schools, wherever required, should therefore be made. A separate policy statement in this regard will be developed and issued by the Minister.

Since the Assessment Criteria and Range Statements only give broad indications of what evidence learners need to present before they are seen as having achieved the specific outcome, the Performance Indicators that provide the precise, observable signs or symptoms of a criterion being met, are incorporated in the different phase documents. This will be part of the on going curriculum development process and amendments will be made, if necessary, to form part of the Minister's national policy.

The implementation of Curriculum 2005 will be done according to the cyclical principle of curriculum development. This means that research will be conducted and that any amendments needed, will be done and implemented as soon as possible. A National

Statement that will give direction for a uniform approach by the majority of teachers and learners will also be developed shortly. This will help to provide a framework around which provinces and schools may build their learning programmes.

Unit standards, as well as "Rules of Combination" are in the process of development and will only be applicable in Grade 9 in the year 2001.

**LANGUAGE,
LITERACY
AND
COMMUNICATION**

SENIOR PHASE

1. RATIONALE

Language, literacy and communication are intrinsic to human development and central to lifelong learning.

Language (including Sign Language, and alternative and augmentative methods of communication) and language learning empower people to:

- *make meaning;*
- *negotiate meaning and understanding;*
- *access education;*
- *access information and literacies;*
- *think and express their thoughts and emotions logically, critically and creatively;*
- *respond with empathy to the thoughts and emotions of others;*
- *interact and participate socially, politically, economically, culturally and spiritually;*
- *understand the relationship between language and power, and influence relationships through this understanding;*
- *develop and reflect critically on values and attitudes;*
- *communicate in different contexts by using a range of registers and language varieties; and*
- *use standard forms of language where appropriate.*

The advancement of multi-lingualism as a major resource affords learners the opportunity to develop and value:

- *their home languages, cultures and literacies;*
- *other languages, cultures and literacies in our multi-cultural country and in international contexts; and*
- *a shared understanding of a common South African culture.*

LLC - 2

2. SPECIFIC OUTCOMES

The outcomes for this learning area are:

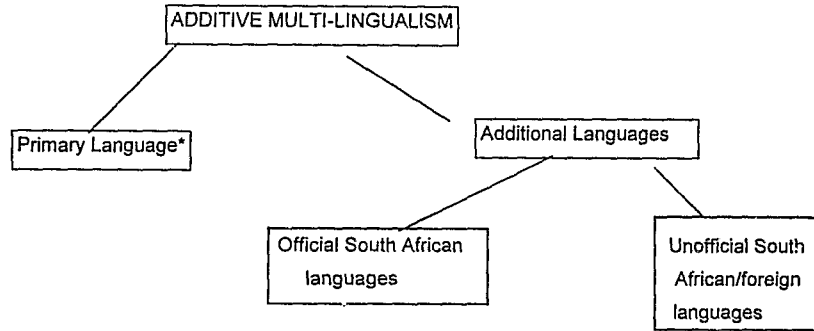
- Outcome 1:** Learners make and negotiate meaning and understanding.
- Outcome 2:** Learners show critical awareness of language usage.
- Outcome 3:** Learners respond to the aesthetic, affective, cultural and social values in texts.
- Outcome 4:** Learners access, process and use information from a variety of sources and situations.
- Outcome 5:** Learners understand, know and apply language structures and conventions in context.
- Outcome 6:** Learners use language for learning.
- Outcome 7:** Learners use appropriate communication strategies for specific purposes and situations.

3. EXPLANATORY NOTES

3.1 BACKGROUND

The outcomes for this learning area should be seen in relation to the Constitution of the Republic of South Africa (1996), the South African Schools Act (1996) and all related language policy and guideline documents. The Constitution advocates a policy of multi-lingualism. The proposed Language in Education Policy subscribes to the additive multi-lingualism model.

LLC - 3



*This is the first language a child acquires, which is sustained in a model of additive multi-lingualism.

3.2 Definition of Text

The term "text" refers to a unit of spoken, written, or visual communication, including Sign Language, and alternative and augmentative methods of communication.

Spoken texts include conversations, speeches and songs, etc.

Written texts include poetry, drama, novels, letters, magazine and newspaper articles and scripts, etc.

Visual texts include posters, cartoons, advertisements, environmental print (e.g. road signs, signs on electronic equipment, icons),

maps, diagrams, and charts, etc.

Texts should always be interpreted within a context or contexts. Contexts could include:

- *linguistic context*: the words or sentences surrounding any piece of written (or spoken) text;
- *extralinguistic context (context of situation)*: the whole situation in which an utterance is made, taking into consideration, for example, the backgrounds of speakers, writers, listeners, and readers.

3.3 Literacy and literacies

Literacy: Initially "literacy" was seen as a cognitive process that enables reading, writing, and numeracy.

Literacies: Currently the use of the term "literacy" has expanded to include several kinds of literacies. "Literacies" stresses the issue of access to the world and to knowledge through development of multiple capacities within all of us to make sense of our worlds through whatever means we have, not only texts and books.

Examples of kinds of literacies:

- Cultural literacy - Cultural, social and ideological values that shape our "reading" of texts.
- Critical literacy - The ability to respond critically to the intentions, contents and possible effects of messages and texts on the reader.
- Visual literacy - The interpretation of images, signs, pictures and non-verbal (body) language, etc.
- Media literacy - The "reading" of e.g. TV and film as cultural messages.
- Numerical literacy - The ability to use and interpret numbers.
- Computer literacy - The ability to use and access information from computers.

3.4 Language across the Curriculum .

The outcomes in this learning area emphasise that language is not an end in itself. Language is a means to acting in the world in order to establish relationships, to engage with others in reciprocal exchange, to integrate new knowledge into existing knowledge, to obtain and convey ideas and information.

Competence in the language of learning and teaching (LoLT) is crucial for academic mastery across the curriculum. The learner's development of terminology and language relevant to the field of learning is the responsibility of the subject teachers in co-operation with language teachers.

3.5 Outcomes

The language outcomes are directed at an 'ideal language user' in that they relate to all languages and all levels of language learning.

The multi-dimensional and dynamic nature of language can hardly be expressed in a set of linear statements as found in the rationale, outcomes and assessment criteria. Different language outcomes tend to overlap. The function of an outcome is to emphasise a certain feature of language activity. This feature will often be exemplified in the context of an integrated set of language activities. An outcome and its associated assessment criteria and range statements should therefore not be viewed in isolation.

Learning programme designers could select and cluster certain outcomes as the main focus of a learning programme in order to meet the needs of a specific group of learners (e.g. for a phase, or for main, additional or foreign language learning).

LLC - 6

3.6 Outcomes and Skills

The seven outcomes are achieved through the integrated use of listening, observing, speaking, signing, reading and writing skills.

3.7 The Development of Differentiated Learning Programmes

The next step in curriculum development will be the development of learning programmes from:

- A. Specific Outcomes
- B. Assessment Criteria related to Specific Outcomes
- C. Range Statements
- D. Listening, Observing, Speaking, Signing, Reading and Writing Skills underpinning all outcomes
- E. Performance Indicators.

A, B, C and D apply equally to all learning programmes, whereas E creates a basis for differentiation. A variety of learning programmes will be developed to cater for learners' different needs. Differentiation between main and additional language learning programmes, for example, is achieved through the performance indicators. Therefore, while all specific outcomes are achieved by all learners, the nature of achievement in main language learning programmes will differ from that in additional language learning programmes.

Different skills could be assessed to provide evidence of the achievement of outcomes. Learners with special education needs (LSEN) should be afforded the opportunity to demonstrate evidence through appropriate alternative skills or methods of communication where and when necessary.

LLC - 7

ASSESSMENT FOR LANGUAGE, LITERACY AND COMMUNICATION

1. GENERAL PERSPECTIVE:

Like Learning Programmes and instruction, assessment - how progress is measured - determines what and how well students learn. A new system of learner assessment should support the learning and instructional programmes. It must be a system that provides facilitators with continuous and constructive information about learner performance, information that specifies how learners are developing relative to the Assessment Criteria of each Specific Outcome and assists facilitators in drawing up learning programmes tailored to each learners's needs.

2. PRINCIPLES OF ASSESSMENT:

Assessment should contribute to:

- A. Improving the quality of education and training
- B. Improving the relevance of education and training
- C. Developing national standardisation throughout education and training
- D. Various components of assessment can be identified on a continuum with particular skills being assessed in the workplace and competences such as underpinning knowledge and understanding.
- E. The basic assessment principles (criteria) are:
 - 1. Validity
 - 2. Reliability
 - 3. Flexibility
 - 4. Fairness
 - 5. A holistic approach to assessment
- F. The Process of assessment based on outcomes, unit standards and moderation
- G. Planning the assessment system at all levels; transfer of assessment results from one level to another; from one province to another; from one school to another
- H. Procedures such as

LLC - 8

- 1. Literature studies/research
- 2. Time-table implications
- 3. Preparing for assessment
- 4. Participation of and informing stakeholders
- I. Carrying out the assessment
- J. Selecting assessment procedures

3. TYPES OF ASSESSMENT:

The following types of assessment are listed as possible strategies for the Learning Programme. Change strategies whenever necessary.

- Achievement Assessment
- Criterion-referencing
- Mastery learning
- Continuum
- Continuous Assessment
- Fixed Assessment Points
- Formative Assessment
- Summative Assessment
- Direct Assessment
- Indirect Assessment
- Performance Assessment
- Subjective Assessment
- Objective Assessment
- Checklist Rating
- Impression
- Guided Judgement
- Holistic Assessment
- Analytic Assessment
- Series Assessment
- Category Assessment
- Assessment by Others
- Self Assessment

LLC - 9

4. CARRYING OUT THE ASSESSMENT

- 4.1 Gathering evidence/data as indicated by the performance indicators, related to the assessment criteria.
- 4.2 Analysis and valuation of data.

5. MANAGING THE ASSESSMENT

- 5.1 Recording and Evaluating

A form could be developed as illustrated below:

Language, Literacy and Communication (Senior Phase)							
Learner's Name		Class			Date		
Phase Organiser, e.g. Communication							
Learning Programme Organiser							
	SO1	SO2	SO3	SO4	SO5	SO6	SO7
	AC1-9	AC1-8	etc.	etc.	etc.	etc.	etc.
The Assessment Criteria, related to the Specific Outcomes, could be assessed according to descriptors mentioned below*							
Linguistic and Cultural Diversity							
Communication							
Empowerment							

- *1. Achievement at these levels is established
- 2. The learner is now working from these levels
- 3. The learner is not as yet working at these levels

- The process above should be intensely collaborative. The assessment of cross-curricular assessment criteria would necessitate regular formal consultation.
- The process above should be engaged in as regularly as is practical in a given context.

5.2 Reporting

A form should be developed on site by means of which parents and learners are fully informed of the development of the learner in his/her progress towards the eventual achievement of outcomes. This form should be anecdotal and diagnostic in nature. The following information could, for example, be considered: Name, Phase, Group, Skills, Knowledge, Participation, Project Work, Group Involvement, etc.

LANGUAGE, LITERACY AND COMMUNICATION

SENIOR PHASE

SO1 Learners make and negotiate meaning and understanding

Meaning is central to communication. This specific outcome aims at the development of a learner's ability to understand, create and negotiate meaning in various contexts by using appropriate communication strategies and by using listening, speaking, observing, reading, signing and writing skills. These strategies and skills are developed and refined by constantly being exposed to a variety of situations which afford language users opportunities to interact in different ways.

RANGE STATEMENT

At this level learners create a wide range of texts of different kinds. Learners also interact with and respond to a wide range of texts. Interaction with other language users takes place with a wide range of audiences from both familiar and unfamiliar contexts.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

1. Original meaning is created through personal texts.

PI
This will be evident when learners can create original meaning through personal texts

- Tell/ write of
- experiences,
 - ideas,
 - opinions,
 - decisions, etc.
- Write / produce
- sentences

Generate meaning in debates, discussions, forums

Demonstrate sensitivity to the use of words, e.g.

Write/produce

- poetry
- short plays, etc.

with awareness of appropriate language

2+3. A key message is identified and clarified. Meaning is created through reading and inferences are made from texts.

PI
Creating meaning through reading will be evident when learners can

- respond to explicit information: that is, recognise details of context and denotative meaning of words

- recognise implicit or connotative meaning, make inferences

- assess ideas or selection of facts according to intention, appropriacy, effectiveness, relevance and accuracy

4. Meaning is constructed through interaction with other language users.

- paragraphs
- compositions etc.

synonyms/ antonyms / metaphors

- Rearrange words, sentences, paragraphs in logical order
- Use synonyms, antonyms in context
- Paraphrase
- Paraphrase common idioms
- Summarise

- Comment on and discuss key message
- Comment on and discuss hidden agenda

- Formulate opinions
- Comment and discuss opinions

- Assess relevance to themselves and others

<p>PI This be evident when learners can interact with other language users to interpret a range of texts</p> <p>5. Ways in which construction of meaning varies according to cultural, social and personal differences are identified and responded to.</p>	<p>Present and explain your own point of view and respond to that of others</p>	<p>Identify and explain the point of view of others</p>	<p>Synthesise own points of view with that of others</p>
<p>PI This be evident when learners can show how personal, social and cultural differences and similarities between themselves and other learners impact on the making of meaning</p> <p>6. Ways in which context affects meaning and understanding are identified and responded to.</p>	<p>Discuss personal, social and cultural similarities and differences, for example with reference to birth, death, marriage, family</p>	<p>Research items of similarities and difference, e.g. lobola/ funerals/ weddings</p> <ul style="list-style-type: none"> • Interview • Read • etc. 	<p>Make comparative conclusions on the effects of these differences and similarities on the making of meaning</p>
<p>PI This be evident when learners can show how context affects meaning and understanding</p> <p>7. Writer's/speaker's/signer's point of view is critically reflected on.</p>	<p>Text out of context placed in context</p>	<p>Analyse how the lack of understanding / knowledge of context gives rise to a variety of misinterpretations</p>	

<p>PI This be evident when interpretations and/ or points of view can be critically reflected on by means of reasoned arguments</p>	<ul style="list-style-type: none"> • Discuss and compare points of view in a variety of texts • Create/construct book reviews, film reviews, letters to the press 	<ul style="list-style-type: none"> • Objective written reaction to editorials, magazine articles • Debates / discussions 	
<p>8+9. Reasoned arguments about interpretation and meaning are developed. Discourse is sustained.</p>			
<p>PI This be evident when learners can interact pro-actively with a person or persons logically and sensitively until a conclusion is reached. Ways should be found to bridge communication gaps/prevent breakdown</p>	<p>Discussion group work (turn taking), debate, role play Manage and maintain discourse and interaction Use recovery strategies Check own and other's understanding/ success of communication</p>	<p>Ask questions Make suggestions to continue discussions</p>	<p>Chairing skills</p>

SO2 Learners show critical awareness of language usage

This specific outcome aims to develop a learner's understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate people's beliefs, actions and relationships. The complexity and sensitivity of a multi-lingual context specifically requires the development of a learner's skills to interpret and consciously reflect on how language is used. For this reason the development of the decoding skills (reading, listening and observing) is emphasised.

RANGE STATEMENT

At this level, learners engage with a wide range of texts, forms of discourse and a variety of contexts. These include texts created by learners themselves.

The complexity of texts relates both to level of discourse and range of text types.

Language as a social construct is discussed and analysed with emphasis on contexts such as:

- civil society
- literary contexts
- media contexts
- gender and race contexts
- historical, social and political contexts
- institutional contexts
- personal relations and interpersonal relations.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

1. Purpose, audience, and source of texts are identified and analysed.

LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

PI

Critical awareness will be evident when learners can identify the purpose, audience and source of texts from a wide variety of familiar and unfamiliar genres

- Identify
 - ⇒ the purpose, (why it was written)
 - ⇒ the audience, (for whom it was written)
 - ⇒ the source (where you would find it)
- Spoken response to own texts and others' texts
- Written or alternative response

- Analyse how the factors in column one impact on the effectiveness and appropriateness of each text

- Comparison and analysis of texts in terms of purpose, audience and source

2. Ways in which language is used to transmit and shape socio-cultural ideas and values are explained.

PI

Critical awareness will be evident when learners can explore and explain (orally/written) the ways in which language is used to transmit and shape socio-cultural ideas and values.

- Read and discuss texts such as advertisements, propaganda and some literary texts which explicitly convey socio-cultural ideas and values
- Use songs, verses, folklore, National Anthem, Constitution to explore and explain how the language transmits ideas and values
- Role-play familiar human situations, e.g. marriages, funerals where socio-cultural ideas and values are conveyed

- Write projects on the values or socio-cultural ideas contained in any single text explored
- Discuss and write about problems caused by lack of awareness of how socio-cultural ideas and values are conveyed in texts

3+8. Awareness of the power relations between different languages and between varieties of the same language is demonstrated by suitable responses.

Biased attitudes towards languages and language varieties are explored, responded to and challenged.

PI

Critical awareness will be evident when learners can recognise, challenge and respond to
 ⇒ power relations
 ⇒ biased attitudes towards and between different languages and varieties of the same language

- This will involve
- ⇒ spoken responses
- ⇒ discussion
- ⇒ debates
- ⇒ written responses

Power relations

- Decode (examine and respond to) the language of different age groups which is used to establish power relations and group coherence (slang/ accents)

Biased attitudes and power relations

- Discuss and research some of the effects of colonialism and apartheid on South African languages
- Challenge racist and sexist language

- Examine the development of dialects and/ or regional accents and how these influence judgements about status, class, etc.
- Read fiction where characters interact and discuss the power relationships between the users of different languages

- Own suggestions for solving problems and changing attitudes are proposed and substantiated

4. Awareness of how language changes over time and place is demonstrated.

PI

Critical awareness will be evident when learners can demonstrate an awareness of the changing nature of language

- Examine why people want to learn/ use certain languages

This will involve

- Spoken, written or alternative responses
- Discussions
- Pair work
- Group work

- Explore the etymology (derivation of words), e.g. through dictionary work where available language dictionaries give such information
- Explore the influence of South African languages on one another, e.g. influence of Nguni on Sotho languages
- Examine the effect of multi-media sources (TV/computers) on South African languages

This will involve

- Spoken, written or alternative responses, discussions, pair

- Explore the impact of sensitivities on vocabulary where applicable, e.g. gender, race, etc.
- Examine the written language of previous eras and compare with modern texts where applicable
- Projects, debates, consider changes which may not enrich a particular language

- Consider questions such as:
 ⇒ Should the changing nature of a language be controlled at all?
 ⇒ What part should language structures play?

<p>5. The manipulative uses of language and text are identified, analysed and responded to effectively.</p> <p>PI Critical awareness will be evident when learners can identify, analyse and respond effectively to the "hidden agenda" in manipulative texts</p> <p>6. Visual and other non-verbal/ non-manual features of texts are identified and analysed.</p>	<p>work, group work</p> <ul style="list-style-type: none"> • Strategies of manipulation should be identified in the texts, e.g. <ul style="list-style-type: none"> ⇒ emotive language ⇒ tone ⇒ exaggeration ⇒ lies ⇒ loaded vocabulary ⇒ sarcasm/ irony • Criticism ⇒ persuasion, etc. • Possible texts: advertisements/ speeches/ texts in interpersonal relationships • Written and spoken responses at a basic level - "How am I being manipulated?" "How does this affect me?" • Role-play of familiar manipulative situations <ul style="list-style-type: none"> • Further strategies of manipulation should be identified in texts, e.g. <ul style="list-style-type: none"> ⇒ rhetorical questions ⇒ omissions • Possible texts: newspaper editorials and columns, news broadcasts on TV • Role-play manipulative situations in the world after school. Write manipulative texts and analyse their effectiveness <ul style="list-style-type: none"> • All activities and texts from previous columns as well as producing objective texts based on originally manipulative texts <ul style="list-style-type: none"> ⇒ analyse their effect in comparison with the manipulative texts
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<p>PI Critical awareness will be evident when learners can identify and analyse visual and other non-verbal features of texts</p> <p>7. Ideologically driven and biased language is identified, analysed and responded to effectively.</p> <p>PI Critical awareness will be evident when learners can identify, analyse and respond to ideologically driven language effectively</p>	<ul style="list-style-type: none"> • Study drawings done by self (e.g. posters) and others and analyse the placing and selection of items • Study and analyse pop videos/ advertisements/ news broadcasts/ films and videos • Analyse the symbolic implications of various colours in different languages • Research the meaning of "ideology" and explore ideologies found in South African context • Identify, analyse and respond to typical occasions when ideological language may be used, e.g. political rallies, schools • Identify, analyse and respond to propaganda • This will involve <ul style="list-style-type: none"> • Spoken, written or alternative responses <ul style="list-style-type: none"> • Study photographs/ models/ sculptures and analyse mood, tone and intent • Projects, debates, forums with the above as well as previous column • Change the features identified and consider the implications • Research ideologies in a world-wide context • Write critical responses to ideologically driven speeches/ articles <ul style="list-style-type: none"> • Projects • Debates • Forums <ul style="list-style-type: none"> • Compare texts and analyse the effectiveness of the visual and non-verbal features in one as opposed to others • How do they manipulate the learner? • Compare and analyse, e.g. capitalism vs. communism /Formulate own world-view)
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<ul style="list-style-type: none"> Critical awareness will be evident when learners can identify, analyse and respond to biased language effectively 	<ul style="list-style-type: none"> Debates Forums Role-play Listening skills <ul style="list-style-type: none"> Research forms of biased language found in e.g. editorials/ columns/ radio newspaper letters/ cartoons and stereotypes/ generalisations Role play biased situations in inter-personal relationships, e.g. arguing with friends Write eye-witness reports on real situations and consider whether these are objective or subjective <p>This will involve</p> <ul style="list-style-type: none"> Spoken, written or alternative responses, debates, forums, role-play, listening skills <ul style="list-style-type: none"> Role-play biased situations in less familiar interpersonal situations, e.g. racial conflict, adult problems Projects Subjective letters to the editor Subjective reports Rewrite these objectively <ul style="list-style-type: none"> Explore and analyse the reasons for stereotypes and generalisations Suggest corrective measures
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SQ3 Learners respond to the aesthetic, affective, cultural and social values in texts

The aim of this outcome is to develop a learner's appreciation, use and creation of text as an artistic expression of thoughts, feelings, attitudes and values through exposure to a wide variety of genres. The development of learners' listening, reading and viewing skills to recognise and use literary devices enriches the quality of their own language use and lives.

RANGE STATEMENT

At this level, learners engage with a wide range of texts in a variety of contexts. The emphasis in terms of content is on:

- the expression of stylistic devices (e.g. extended metaphor) in all kinds of texts.
- the study of literary, visual, sign, auditory and multi media texts.

The emphasis in terms of process is on the enriching effect of texts in relation to :

- knowledge (e.g. related to history, social conditions, human experiences, human rights)
- aesthetics (e.g. appreciation of the artistic elements)
- relationships (e.g. social sensibility, power relations)
- emotions (e.g. sympathy, empathy, identification, rejection).

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

LEVELS OF COMPLEXITY

All outcomes can be achieved by attending to the descriptions in column 1 below, but enrichment steps are recommended wherever possible.

For this outcome the levels of complexity and variety will be obtained by using a wide range of texts which could include anything from mini-texts and advertisements to novels and full length films.

1. Responses to the artistic effects of texts are demonstrated.

PI

Responses to the artistic and aesthetic effects of texts will be demonstrated when learners are able to identify and talk about a wide range of written, visual and auditory genres

2. Literary effects of texts are identified, analysed and described.

PI

The ability to identify, analyse and describe the literary effects of texts will be evident when:

- learners are able to discover and describe the characteristics of certain genres
- learners are able to compare examples to discover varieties within a genre
- learners uncover important aspects of style and move towards the ability to discern and describe more subtle features
- Strong focus on a few genres (e.g. song/poetry, film, short stories, folklore, plays, novels - of acceptable literary merit)
- Focus is increasingly on main features-structure, aspects of style, literal/ figurative, elegance of expression
- Learners develop vocabulary to support impressions :
 - ⇒ setting
 - ⇒ contrasts
 - ⇒ ethos
 - ⇒ metaphors,
 - ⇒ mood
 - ⇒ milieu
 - ⇒ ellipses
 - ⇒ tone etc.

3. Opinions on texts are given and justified.

PI

This will be evident when learners are able to examine for example those aspects of text which extend awareness (e.g. of relationships, cause and effect)

4. Opinions are reviewed in relation to the opinions of others.

PI

This will be evident when learners listen to others and meaning is negotiated

5. Texts are critically evaluated.

PI

This will be evident when all dimensions of text and language, including the opinions of others, are taken into account

- Develop sympathy, empathy, awareness of relevant history, social conditions, human rights and experiences
- Negative emotions and how they are dealt with
- Group work: "what do you think?"
- Listening skills developed
- Group report
- Consensus
- Collaborative project
- Series of projects

SO4 Learners access, process and use information from a variety of sources and situations

Note: Source for most of this section is the "Core Teaching Programme for Information Skills" 1994.

Relevant skills will be both taught and partially assessed in the Language classroom (Language of Learning and Teaching of school) but also applied and assessed in the other Learning Areas. These are NOT decontextualised skills.

The programme described here needs to be integrated with all learning areas.

In addition the sourcing / data collection and analysis / information literacy aspects of the learning areas needs to be co-ordinated at the level of site, so that the whole community is aware of both similarities and differences around data accessing / analysis and the role of these in each learning area. Cognisance needs to be taken of development of skills in the learner so that practice is given in integrated contexts and so that the learner is not treated as a novice per Learning Area.

The data-related outcomes which need site-based co-ordination are:

- LLC 4 Learners access, process and use information from a variety of sources and situations
- HSS 1 The sources from which a knowledge of the South African society is constructed are identified (AC1)
- HSS 9 Use a range of skills and techniques in the Human and Social Sciences context
- TECH 2 Apply a range of technological knowledge and skills ethically and responsibly
- TECH 3 Access, process and use data for technological purposes
- MLM 6 Use data from various contexts to make informal judgements
- NS 1 Use process skills to investigate phenomena related to the natural sciences
- NS 3 Apply scientific knowledge and skills to problems in innovative ways
- AC 5 Experience and analyse the role of the mass media in popular culture and its impact on multiple forms of communication and expression in the arts

EMS 5 Critically analyse economic and financial data to make decisions

This specific outcome aims to develop the capacity of learners to function fully in modern society by finding, evaluating and using information. The development of information skills is indispensable for the attainment of quality lifelong learning.

RANGE STATEMENT

At this level information is obtained from a variety of sources: e.g. factual articles, reports, magazines, manuals, journals, cartoons, books, the media, reference material (e.g. catalogues, glossaries, dictionaries), Internet, and graphic material. Information can also be accessed from others, for example through interviews.

The information obtained is presented in accordance with the requirements of the different formats of presentation (e.g. essay, poster, drawing, speech, electronic message, written paper, model).

The emphasis is on the production of integrated projects, expository texts (non-fiction writing), non-verbal conveyors of information (e.g. symbols, signs, graphs, illustrations) and structured debates. These should show selection, assimilation and comparison of information.

Evidence of the use of resource centres, libraries or resource boxes should also be shown.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS	LEVELS OF COMPLEXITY (EXTENSION STEPS) The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.
<p>1. The information need is defined.</p> <p>PI Will be evident when learners can define the information need</p>	<p>Independently analyse and identify the subject/ theme of the information need</p> <ul style="list-style-type: none"> • Verbalise next step of process

2. The aim of the information search is defined.

PI

This will be evident when learners can define the aim of the search

- Decide on nature of information needed (fact/ fiction/ both)
- Formulate the aim of the search orally or in writing
- Analyse own present state of knowledge
- Identify the target audience (self/ class/ reader)
- Formulate the nature of the final presentation (written/ oral/audio-visual)
- Show broad framework planning
- Give written details on the scope and duration of the search
- Cater for information background of target group

3. Information is located, accessed and selected.

PI

This will be evident when learners demonstrate the ability to locate, access and select information

- Understand and use Dewey classification system
- Use bibliographic information to select appropriate source (e.g. periodicals - title, volume, number, year; books - author, title etc., title page)
- Use various aids in sources [e.g. table of contents / indexes / glossaries / keywords / headwords / chapters (with and without
- Understand and use other systems outside the school
- Use other retrieval aids where available, e.g. computers
- Use aids in sources (menus in computers)

4/5/7. The accuracy and relevance of the information is evaluated. The reliability of the information source is ascertained. The difference between fact, fiction and bias is identified.

PI

This will be evident when learners can evaluate the accuracy, relevance and reliability of information

headings) / paragraphs / graphic material]

- Use criteria for assessing information:
 - ⇒ general - specific
 - ⇒ objective - biased
 - ⇒ stereotyped - realistic
 - ⇒ primary - secondary
 - ⇒ truth - propaganda
 - ⇒ disinformation
 - ⇒ kind of information
 - ⇒ recency
 - ⇒ emphasis
- Compare information on the same subject in different sources
- ⇒ alternate points of view given
- ⇒ supporting data etc.
- using**
(where available): illustrations, pictures, charts, diagrams, photographs, slides, video, film, computer, books (reference, non-fiction, fiction), periodicals, newspapers, pamphlets etc.

<p>6. Organisational skills are applied.</p>	
<p>PI This will be evident when learners can organise information in a meaningful way</p>	<ul style="list-style-type: none"> • Classify material according to the framework of the assignment (demonstrate points within a logical framework, make additions / deletions, identify when asked key words / points / essential facts) • Produce a draft framework • Use conventions regarding sourcing • Verbalise the next possible steps of the process
<p>8. Reasoned arguments are developed in the course of applying information.</p>	
<p>PI This will be evident when learners can develop reasoned arguments in the course of the research process</p>	<ul style="list-style-type: none"> • Interact with others during the working process • Make adaptations accordingly (e.g. looking for more information, changing focus etc.) • Interpret information visually, e.g. diagrams, graphs, tables, sketches
<p>9. The results of the information search and processing are presented.</p>	

<p>PI This will be evident when learners can present the information obtained in a variety of appropriate formats</p>	<ul style="list-style-type: none"> • In presentation of completed assignment, learners should conform to the identified criteria <ul style="list-style-type: none"> ⇒ sense of target audience ⇒ nature of information needed ⇒ clarity ⇒ coherence ⇒ cohesion etc.
<p>10-13. The relevance of the information search is evaluated by the learner(s). Awareness of the value of informed decision-making is demonstrated. The ability to integrate new information into existing knowledge is shown. The ability to apply the newly acquired knowledge to real-life situations is demonstrated.</p>	
<p>PI These will be evident when learners can evaluate the results of the search and apply new information to real life situations</p>	<ul style="list-style-type: none"> • Judge own product on the basis of criteria • Evaluate and verbalise the value of the process for self-development • Determine the value / potential of the information, e.g.

- ⇒ is knowledge of subject extended?
- ⇒ are there changed attitudes towards information / source / topic?
- ⇒ is new 'knowledge' applied to satisfy need by developing a further product, or producing work in integrated projects?
- ⇒ is there a measurable impact by the information on group opinion?
- ⇒ has the information assisted problem-solving?

SO5 Learners understand, know and apply language structures and conventions in context

This specific outcome aims to develop a language user's understanding and knowledge of grammar. The development of this grammatical competence empowers the learner to communicate clearly and confidently by using grammatical structures (e.g. word order) correctly. Clarity of communication is improved through the development of a learner's editing skills which includes a conscious awareness of the learner's own language usage.

RANGE STATEMENT

At this level learners study and apply a range of grammatical structures and conventions in a range of texts.

A variety of texts is studied and generated. An activity for this outcome could be meaningful paragraphing using logical opening and concluding sentences.

Similar grammatical structures and conventions are recognised across languages and applied in interpretation, translation and code-switching

PERFORMANCE INDICATORS

LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

1. Knowledge of grammatical structures and conventions is applied to structure text.

Pi
This will be evident when learners create texts as designated in the following columns:

Engage with texts such as

- completion of sentences
- close procedure
- descriptive and factual paragraphs
- dialogues

Engage with texts such as:

- essays
- critical analysis
- newspaper reporting
- advertisements

Engage with texts such as:

- writing of poetry
- short stories
- newspaper editorials and columns
- film and book reviews
- business plans

	<ul style="list-style-type: none"> • memoranda • subjective and objective reports • minutes • all types of letters • short compositions • oral texts <p>to illustrate (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)</p> <ul style="list-style-type: none"> • adequate and correct vocabulary • word formation • derivations • spelling • noun prefixes • verbal prefixes • basic tenses • concord • word order • verbal suffixes • active and passive • qualificatives • adjectives • adverbs • prepositions • pronouns • ideophones • interjectives • simple sentences 	<p>to illustrate all items in column one as well as: (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)</p> <ul style="list-style-type: none"> • knowledge of appropriate technical language • jargon • complex tenses • vivid adjectives • complex sentences • variation of sentence and paragraph length • progression in figurative language • humour/ irony • ability to vary style extensively • clarity and originality • improved sensitivity of language 	<p>to illustrate (select those that are relevant to language being studied and add others specific to that language, but not mentioned below)</p> <p>all items in previous columns as well as:</p> <ul style="list-style-type: none"> • original descriptions • logical connectors • extended use of figurative language • mastery of style • absolute clarity and inspiring originality • complete sensitivity of language regarding gender/ race/ cultural issues/ ethnicity
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<p>2. Incorrect and/or inappropriate language usage by self and others is edited.</p> <p>PI This will be evident when learners can apply the language structures and connections in the following tables to own work and work of others:</p>	<ul style="list-style-type: none"> • punctuation • common expressions • paragraphing • reported speech • simple figurative language • appropriate tone • appropriate style • avoidance of clichés/ ambiguity/ verbosity • general sensitivity of language regarding gender/ race/ cultural issues <p>Engage with texts (own and others) showing the ability to recognise and correct the following:</p> <ul style="list-style-type: none"> • inappropriate vocabulary • basic tense errors • spelling errors • concord errors • incorrect and inappropriate punctuation • incomplete sentences • incorrect expressions • faulty paragraphing • inappropriate figurative language • inappropriate tone and style 	<p>All from first column with the following additions:</p> <ul style="list-style-type: none"> • limited vocabulary • inadequate connectors <p>Texts of others approached with great sensitivity</p>	<p>All from first and second columns with the following additions:</p> <ul style="list-style-type: none"> • mixed metaphor • language confusion - identify and explain <p>Texts of others edited in such a way that a learning experience is created and enjoyed</p>
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<p>3. Common features and patterns of different languages are identified, explained and applied.</p> <p>PI This will be evident when learners can communicate at a basic level with learners from a different language background</p>	<ul style="list-style-type: none"> • use of clichés, stereotypes • insensitivity of language <p>Texts of others approached with sensitivity</p> <p>Identify common features and patterns of different languages by, for example:</p> <ul style="list-style-type: none"> • engaging in examination of the National Anthem in the different languages represented in the class • engaging in examination of the Constitution in the different languages represented in the class • engaging in examination of verses/ songs in the different languages represented in the class • role play involving greetings and farewells by different members of the class or members of the school community 	<p>Explain and translate simple sentences from the following in order to recognise features and structures:</p> <ul style="list-style-type: none"> • the National Anthem in the different languages • the Constitution in different languages • verses/ songs in different languages • greetings • introductions • farewells • asking directions and giving directions • requests • thanking • congratulating 	<p>Converse in and designate differences and similarities between languages with the following, for example, as basis:</p> <ul style="list-style-type: none"> • the National Anthem • the Constitution • verses/ songs • greetings • farewells • introduction • asking and giving directions • requests • thanking • congratulating
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<p>S06 Learners use language for learning</p>	
<p>This specific outcome aims to develop the learner's ability to use language as a tool for learning in all learning areas. Learning is mediated through language as the learner interacts with new knowledge, materials, peers, teachers and other people. The intrinsic value of language as a tool for problem-solving, decision-making, and creative, critical and evaluative thinking should be developed across the curriculum. The role of language in cognitive and conceptual development should furthermore be reflected in and promoted by the total school environment.</p>	
<p>RANGE STATEMENT</p> <p>At this level learning strategies include memorisation, the transfer of information from one text form to another, synthesising, summarising, skimming, scanning, note taking, drafting and redrafting, asking for clarification, etc.</p> <p>At this level learners understand and use terminology about learning such as define, discuss critically, evaluate, etc.</p>	
<p>ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS</p>	<p>LEVELS OF COMPLEXITY (EXTENSION STEPS)</p> <p>The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.</p>
<p>Without exception these skills will be both taught and applied and partially assessed in the language classroom, but also taught/applied and <u>always</u> assessed in the other Learning Areas. These are NOT decontextualised skills.</p>	
<p>1. Different styles and terminology suited to the demands of a particular learning area are used.</p> <p>PI This will be evident when learners can:</p> <ul style="list-style-type: none"> • Use sentence variety for clear expression 	<p>Variety of sentence length for</p>

- Use appropriate terms
- Identify and use area specific language
- Work out meaning of unfamiliar area specific words
- Practises with styles

2. Learning strategies are evaluated and adapted according to the demands of the task.

PI

This will be evident when learners can evaluate and adapt learning strategies according to the task as follows:

- listening
- work with data

- clarity
- condense and rework sentences
- academic terminology
- experiment with looser terms to understand the need for technical terms/ jargon
- Prefixes and suffixes
- Colloquial to formal
- Emotive to factual

- word stems (amphibious, bilateral)
- Discursive to direct

- conscious listening
- listening for detail
- understanding of literal meaning
- extraction of main ideas
- assimilation of details

- Can interpret graphs

- Move data from graphs to paragraph and vice versa, retaining the original logic and still fore-grounding the main point

LLC - 38

- rewrite/ reshape

- synthesise
- summarise

- note taking

- drafting/ process writing

- invent and use mnemonics

- skim

- scan

- Prose to point form
- Prose form to mind maps

- Combine short points/ sentences
- Combine major/ significant points
- Select key words and ideas
- Extract essence from long piece of prose
- Extract half in connected prose
- Reduce original by two thirds
- Take notes from verbal input of varying length or complexity

- Evidence such as changing words, adding words and phrases
- Evidence such as changing word/ sentence position, sentence structure, paragraph location

- Skim for known key words/ ideas

- Describe broad trends

- Rewrite new text with different register/ audience intention in mind

LLC - 39

3. Language is used in order to refine ideas and solve problems.

PI
This will be evident when learners can use language to refine ideas and solve problems

- Ask higher order questions and use complex chains of questions (e.g. What if...; And then what...)
- Solve a complex problem relevant to the learning area

4. Language to talk about learning is used.

PI
This will be evident when learners can use language to talk about learning

- Use the following:
 - ⇒ compare
 - ⇒ describe
 - ⇒ explain
 - ⇒ define
 - ⇒ discuss critically
 - ⇒ evaluate, etc.

5. The ability to transfer terminology and concepts from one language to another is demonstrated.

PI
This will be evident when learners can transfer terminology and concepts from one language to another

[This applies to
a) learners using language not their own for learning
b) learners who communicate in one language and are learning another language.]

- Dictionary usage
- Code-switching
- Translation
- Use the following words in more than one language:
 - ⇒ compare
 - ⇒ describe
 - ⇒ explain
 - ⇒ define
 - ⇒ discuss critically
 - ⇒ evaluate, etc.
- Think of own metaphor when the metaphor of another language is inaccessible

SO7 Learners use appropriate communication strategies for specific purposes and situations

This specific outcome aims at the development of the learner's ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation.

RANGE STATEMENT

At this level learners are proactive in identifying the situation and in applying the appropriate communication strategy.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS

LEVELS OF COMPLEXITY (EXTENSION STEPS)

The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.

Engage in the activities listed below to illustrate a variety of speaking, listening and communication strategies such as:

- voice/enunciation
- pausing and pacing
- quality of presentation
- body language/eye contact (being sensitive to cultural differences)
- turn taking/establish, manage and maintain discourse and interaction
- using recovery strategies when interrupted (strategic competence)
- checking own and others' understanding/success of communication
- empathising (tune into) with audience/sensitivity to cultural conventions/discourse interactions.

Evidence of the following is shown in all activities.

- Structural organisation
- Clarity of expression
- Originality of ideas
- Appropriate use of language
- Care and attention to the quality of presentation

<p>1. Appropriate medium of communication is chosen.</p> <p>PI This will be evident when learners can identify the communication gap and choose the best way to bridge it. The choice will show evidence of attention to the communication need, timeframes available for communication, the climate for communication and the scope of the communication required</p> <p>2. Register, tone and body language are adapted for audience and situation.</p> <p>PI This will be evident when learners can select the appropriate register, tone and body language in a variety of contexts</p>	<ul style="list-style-type: none"> For interpersonal communication use notes, phone calls, formal or informal letters where appropriate Use signing and Sign Language Switch language where applicable Decide when to speak and when to write when dealing with condolences, apologies, invitations and congratulations Using drawings and maps for directions <ul style="list-style-type: none"> Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of familiar contexts, e.g. apologising, explaining, 	<ul style="list-style-type: none"> For structured communication needs use formal/ informal speech, poster presentation, book presentation, lecture presentation, question and answer where appropriate <ul style="list-style-type: none"> Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of less familiar contexts, e.g. counselling 	<ul style="list-style-type: none"> For public communication needs use announcements, press releases, advertising campaigns Use visual aids for business presentations or submissions, e.g. graphs, flow charts, mind maps Use electronic media, e.g. E-mail, faxes <ul style="list-style-type: none"> Display an understanding of register, conventions in terms of rank/ relationships/ politeness/ contexts, selecting appropriate vocabulary in a range of less familiar contexts in scenarios in and outside the classroom:
	⇒ giving directions, speaking	⇒ forum discussions	⇒ interviews with strangers (setting

<p>3. Purpose of the interaction is identified and achieved.</p> <p>PI This will be evident when learners demonstrate a successful conclusion to the following interactions:</p> <p>This will be evident when learners understand and employ different communication strategies</p>	<p>to young children, speaking to elders and using a variety of tones, e.g. neutral, persuasive (gentle) and appropriate body language (e.g. maintaining eye contact)</p> <ul style="list-style-type: none"> Role-play of ⇒ job interviews ⇒ telephone talk and messages ⇒ giving directions miming dramatisation <ul style="list-style-type: none"> Support argument by using examples from own lived-in world Use devices like emotive language effectively 	<p>⇒ committee meetings</p> <p>⇒ interviews</p> <p>⇒ formal speeches, etc. using a variety of tones, e.g. persuasive (insistent), humorous with appropriate body language, e.g. use of gestures</p> <ul style="list-style-type: none"> Role-play of ⇒ mediation ⇒ arbitration ⇒ TV-appearances <ul style="list-style-type: none"> Discussion and analysis of the activities in the previous columns 	<p>up project/ meeting; market research, etc.)</p> <p>⇒ addressing gathering of school or strangers</p> <p>⇒ telephoning/ writing to an unknown person</p> <ul style="list-style-type: none"> Support argument by referring to wide range of suitable contexts, e.g. ecology, history, politics, etc. and presenting arguments of others in support of own point Use devices such as humour, poetic license, selective omission, effectively
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4. Evidence of planning, drafting and checking is produced.

5. Evidence of the following is shown:

- structural organisation
- clarity of expression
- originality of ideas
- appropriate use of language (e.g. vocabulary, register, grammar, spelling, syntax, punctuation etc.)
- care and attention to the quality of presentation

PI

Planning, drafting and checking will be evident when learners can produce draft and final copies of the following examples of written work:

- | | | |
|--------------------------------------|------------------------------------|------------------|
| • Posters | • memoranda | • submissions |
| • completed forms | • minutes of meeting | • business plans |
| • postcards | • editorials and newspaper columns | • transcripts |
| • greeting cards | • book and film reviews | • short stories |
| • telegrams | | • plays |
| • letters(all types) | | • poetry |
| • curriculum vitae | | • mini-theses |
| • reports (objective and subjective) | | |
| • speeches/ dialogues | | |

HUMAN AND SOCIAL SCIENCES

SENIOR PHASE

Author Lamberti P

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