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THE REVISION OF AN EXISTING ENGLISH LANGUAGE TEXTBOOK TO MEET THE DEMANDS OF OUTCOMES-BASED EDUCATION

by

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A thesis submitted in partial fulfilment of the requirements for the degree of

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Date: 26 February 1999

DECLARATION

I declare that this report is my own work, which is submitted in partial fulfilment for the degree of Master of Arts in English Education at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.

Signed: Pamela J Maeng

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Abstract

THE REVISION OF AN EXISTING ENGLISH LANGUAGE TEXTBOOK TO MEET THE DEMANDS OF OUTCOMES-BASED EDUCATION

by Pamela Moeng

The aim of this research is to analyse an existing English language textbook designed for teaching standard 8/grade 10 learners English as a second language and to examine how it could be modified to meet the demands of outcomes-based education (OBE) as articulated in Curriculum 2005. The textbook chosen was first published in 1987, was reprinted five times and sold 172,914 copies between 1992 and 1996 in Lesotho, Swaziland, Kenya and all the former South African homelands. Sales figures from 1987 up until 1992 are unavailable, thus total lifetime sales of the title are not known. The research aims to determine whether the seven critical cross-curricular and seven specific outcomes for the learning area (Language, Literacy and Communication) are written into the text; which are already embedded in the text; and, which need to be added. How well this text adheres to the new outcomes-based curriculum will be studied with a view to foregrounding critical cross-curricular and specific outcomes which, if they exist in the text, have been backgrounded. Other aspects of this material will also be scrutinised, i.e. how well the language teaching theory (communicative) on which the original material was based is supported and whether the underpinning philosophy of OBE as articulated in Curriculum 2005 is imbued in the methodology suggested by the lessons and activities of the book. Through such an analysis the research should determine whether a theoretical OBE revision of this particular textbook is possible.

Chairperson of the Supervisory Committee: Professor

Department of

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GLOSSARY

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ACRONYMS

ABET - Adult Basic Education and Training

CASS - Continuous Assessment

LSEN - Learners with Special Education Needs

ELP - Expected Level of Performance

ETQA - Education and Training Quality Assurance Body

FET - Further Education and Training

GET - General Education and Training

GETC - General Education and Training Certificate

NQF - National Qualification Framework

OBE - Outcomes-Based Education

RPL - Recognition of Prior Learning

SAQA - South African Qualifications Authority

DEFINITION OF CONCEPTS

Accreditation

The process of awarding credits or qualifications to a learner.

Area of learning

Broad learning areas (mathematical literacy, mathematics and mathematical sciences; arts and culture; natural sciences; human and social sciences; technology; language, literacy and communication; economics and management science; and, life orientation) that have replaced the former 41 rigidly divided school subjects.

Assessment

The process of identifying, gathering and interpreting information about a learner's achievement in order to assist the learner's development and improve the process of learning and teaching.

Assessment criteria

Evidence that the learner has achieved the specific outcomes. The criteria indicate, in broad terms, the observable processes and products of learning which serve as evidence of the learner's achievement.

Assessment tasks

A series of tasks which are intended to obtain information about a learner's competence. Tasks may be workplace/coursework/ homework based or they may be set in an examination paper.

Competence

The capacity for continuing performance within specified ranges and contexts resulting from integration of a number of specific outcomes.

The recognition of competence in this sense, is the award of a qualification.

Continuous assessment

An ongoing process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.

Credit

The recognition that a learner has achieved a unit standard. Credits may be accumulated until conditions have been met for the award of a qualification.

Criterion referencing

The practice of assessing a learner's performance against an agreed set of criteria. In the case of OBE the learner is assessed against agreed criteria derived from the specific outcomes.

Critical outcomes

Broad, generic cross-curricular outcomes.

Educator

Any person who teaches, educates or trains other persons or provides professional education services, including professional therapy and education psychological services, at any public school, further education and

training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under the Employment of Educators Act, 1998, (No. 76 of 1998).

Evaluation

The process whereby the information obtained through assessment is interpreted to make judgements about a learner's level of competence. It includes a consideration of a learner's attitudes and values.

Expected levels of performance

The minimum standard that a learner is expected to attain at the end of a grade or phase.

Formative assessment

Used to support the learner developmentally and to feed back into the teaching/learning process.

Learning programme

A group of specific outcomes that are linked to make a coherent teaching and learning programme for a particular phase.

Learning site

An environment in which learners are given the opportunity to achieve agreed upon outcomes, including schools and ABET centres.

Levels

The positions on the NQF where national unit standards are registered and qualifications awarded. Levels are arranged to signal increasing complexity in learning and to facilitate meaningful progression routes along career and learning pathways.

Moderation

The process of ensuring that educators/markers are assessing work according to agreed standards, and that there is consistency from year to year, and within districts, provinces and nationally. At higher levels, consistency or equivalence with international assessment criteria is also sought.

Monitoring

The process of continually evaluating learners' performance or checking that the aims of particular instructional activities have been achieved.

Norm referencing

Compares a learner's performance with that of other learners in a given group.

Outcomes

The end products of a learning process. In outcomes-based education, learners work towards agreed, desired outcomes within a particular context. These state clearly what the learner should be able to demonstrate.

Outcomes are of two types: critical and specific.

Outcomes-based education (OBE)

A learner-centred, results-orientated approach to education premised on the expectation that all learners can learn and succeed. It implies that learning institutions have the responsibility to optimise the conditions for success.

Parent

The, (a) parent or guardian of a learner; (b) the person legally entitled to custody of a learner; or (c) the person who undertakes to fulfil the obligations of a person referred to in (a) and (b) towards the learner's education at school.

Phases

Refers to the three phases of learning in the GET band which have application to schools: Foundation, Intermediate and Senior.

Performance indicators

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. They provide educators and learners with a breakdown of the essential stages to reach in the process of achieving the outcomes.

Portfolio

A collection of a learner's work completed over a period of time.

Progress map

A description of the levels of achievement and the progression of knowledge, understanding, skills and values in a Learning Area that can be used as an assessment tool to monitor learner growth.

Range statement

A general guide for the scope, context and level of the unit standard that reflects the circumstances in which the acquired knowledge, skill, understanding and values associated with the unit standard have to be demonstrated.

Recognition of prior learning

The credit granted for a unit of learning on the basis of an assessment of formal and non-formal learning or experience to establish whether the learner possesses the competence specified in the outcome statement.

Remediation

The correction or rectification of deficient knowledge and/or skills in a particular area of learning.

Specific outcomes

What learners are capable of knowing and doing at the end of a learning experience. A learner's skills, knowledge, attitudes or values may demonstrate the achievement of an outcome or set of outcomes.

Summative assessment

Used to provide information about a learner's level of competence at the completion of a grade, level or programme.

Systemic evaluation

A process whereby an education system, or an aspect thereof, is evaluated. Systemic evaluation targets quality factors and examines the education process holistically.

Unit standards

Nationally agreed and internationally comparable statements of specific outcomes and their associated assessment criteria and performance indicators, together with administrative and other necessary information. Unit standards are registered on the NQF at a defined level.

Validity

The extent to which an assessment of learning outcome measures that which it purports to measure.