

Understanding the Intended and Enacted National Certificate Vocational English Curriculum

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Abstract

This thesis is premised on the notion that the perceived lack of quality of curriculum delivery in the vocational education sector in South Africa is probably due in part to the weaknesses of content knowledge selected for inclusion in the curriculum of various programmes offered in the vocational education sector. The thesis examines the nature of knowledge specified in the English subject offered in the Technical Education and Vocational Training (TVET) Colleges. Drawing on Basil Bernstein's notion of the pedagogic device, the study follows the English curriculum as it starts from the production field where new ideas are created and modified, to the recontextualization field where curriculum designers and textbook writers produce written curriculum documents, to the reproduction field where the students are taught and examined. The study further examines the English lecturers' insights about their perceptions and understanding of the curriculum they teach from. My findings indicate that the English curriculum follows an outcomes-based design structure, and displays a lack of conceptual integration, knowledge sequence and progression. The approaches to the teaching of English which inform the construction of the intended curriculum display characteristics of a generic horizontal nature. The intended curriculum does not incorporate features that encourage a mastery of technical terms which are appropriate for different occupational fields followed by the TVET College students. The design structure of the curriculum fails to guide the lecturers in terms of unpacking approaches to the teaching of English and how to use them in their teaching, as well as clarify the progression process and ways of aligning lesson planning to the occupational needs of the students. An analysis of this curriculum identifies strengths and weakness, highlights accomplishments, and focuses on realistic policy alternatives for the TVET sector, curriculum design, pedagogical and assessment practices.

Keywords

Pedagogic device, recontextualization, production field, reproduction field, voice of the knower, the voice of knowledge, communicative approach, content-based approach, language across the curriculum

Declaration

I declare that this thesis is my own, unaided work. It is being submitted for the Degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg, South Africa. It has not been submitted before for any degree or examination in any other University.

----- day of -----2017

Dedication

I dedicate this work to my sons, Boipelo and Phomolo who stood by me and supported me throughout the journey. Their many sacrifices did not go unnoticed.

Together with my parents and brothers and sister
My late mother Alinah Madileng and father Simon Thwai Madileng who raised me
and taught me the value of hard work and perseverance
My brothers Fred and Thulare Madileng
My sister Cate Mahanyele

And my partner Mr Hassan Mekgoe who always encouraged me during times of
hopelessness and despondence.

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Abbreviations

ABET	Adult Basic Education and Training
ANC	African National Congress
CAPS	Curriculum and Assessment Policy Statements
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DoE	Department of Education
EFAL	English First Additional Language
ETQA	Education and Training Quality Assurance
FET	Further Education and Training
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NPDT	National Professional Diploma in Teaching
NQF	National Qualifications Framework
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

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Chapter 1: Why is it important to investigate the English curriculum for Vocational Education College students?

1.1 Introduction

This thesis examines the nature of knowledge specified in the English subject offered in the National Certificate Vocational programmes, one of the main qualifications offered in South African Technical and Vocational Education and Training Colleges. It also explores how lecturers of one Vocational Education and Training College interpret and understand the curriculum. Drawing on Basil Bernstein's concept of the pedagogic device, the study follows subject English curriculum message starting from the production and the recontextualization field where new ideas are created, modified and are put together to produce intended curriculum documents, to the reproduction field where English lecturers transform the intended curriculum into classroom teaching and learning. The study is premised on the notion that the perceived lack of quality of curriculum delivery in the vocational education and training sector is due, in part, to weaknesses of the nature of knowledge selected for inclusion in the vocational education curriculum, poor understanding of appropriate ways of teaching, and ineffective assessment practices. This study examines the nature of knowledge which constructs the subject English offered in the National Certificate Vocational and how the lecturers understand the curriculum they teach from. An understanding of knowledge distribution in English curriculum helps identify gaps with regards to curriculum design, appropriate pedagogical practices and assessment practices in the vocational education and training sector. Shedding light on the recontextualization process of the curriculum by English lecturers can assist in facilitating quality

curriculum delivery in terms of appropriate content for teaching plans, teaching sequence and progression, teaching strategies, as well as effective assessment principles. In order to understand the nature of knowledge of subject English offered in the National Certificate Vocational programme and the lecturers' perceptions about the curriculum, it is essential to understand the historical background of the vocational education sector in South Africa and how and why the National Certificate Vocational programme was introduced. The section below briefly discusses the history of vocational education in South Africa.

Technical and vocational education in South Africa has its roots in the industrial and apartheid economic era, spanning from the 1920s to the 1970s. The history of vocational education in this country dates back to debates on issues of social order, educational inferiority and low intelligence (Badroodien, 2004). The recent social, economic and political developments in South Africa are shaped by the apartheid government policies that created divisions within the country and which advantaged whites both educationally and economically at the expense of other population groups (Akoojee et al, 2005: 99). During the apartheid era, the school system was fragmented with each racial and ethnic group having their own education department developing parallel systems and institutional types (Wedekind, 2014: 2). Universities and technikons separated students according to their linguistic and racial groups. The apartheid policies attempted to build and maintain white power by intensifying excessive capital in high-skill white education system alongside low-skill African labour. The technical college sector was tightly aligned with the needs of industry in a racially defined model (McGrath, 2004 as cited in Akoojee et al, 2005). Rapid developments in apprenticeship with a later shift of white labour into management and service employment emerged (Akoojee et al, 2005: 106). That shift developed

more pressure on the colour bar in the workplace and on the technical college sector (Chisholm 1992 as cited in Akoojee et al, 2005). A growing investment in technical training for blacks emerged; however, Africans were excluded from apprenticeship.

By 1994 the college sector remained racially divided. The new African National Congress (ANC) led government was faced with educational challenges emanating from past inequalities, as well as the expectations of a new global environment and aspirations for the future. The new democratic government had to grapple with an unevenly polarized and unbalanced education and training and economic resources for the past two decades (Akoojee et al, 2005: 115). The educational reforms brought about by the new government included an improvement on educational access, an introduction of new institutions of good quality, as well as new curricula and new modalities of teaching and learning. The new government integrated education and training and the fragmented 17 separate departments of education, and racially separated providers institutions gave way to one national education department and deracialized providers. The main focus was on upskilling the workforce to improve competitiveness and productivity and recognition of prior learning of the workforce that had picked up skills informally (Akoojee et al, 2005). These developments led in 1995 to the South African Qualifications Authority (SAQA)¹ Act (RSA 1995) which proposed the development and establishment of a National Qualifications Framework (NQF)² designed to integrate education and training provisioning through a common set of qualifications (Akoojee et al, 2005:

¹ SAQA is a statutory body, regulated in terms of the National Qualifications Framework Act No. 67 of 2008. It is made up of 29 members appointed by the Minister of Education in consultation with the Minister of Labour. It is mandated by legislation to oversee the development and implementation of the NQF

² NQF is a ten level framework to provide for the registration of national standards and qualifications as contemplated in the National Qualifications Framework Act No. 67 of 2008.

105). The NQF was introduced as a mechanism that aimed at ensuring that all qualifications, and part-qualifications, were of equal status and that learning was relevant, of high quality and accessible to all (Allais, 2007: 531). The introduction of the NQF was an attempt to address the low status that society accorded to vocational qualifications by placing them on the same levels as academic qualifications by way of the NQF. Qualifications were clustered into a General, Further and Higher Education Band and colleges were placed in the Further Education and Training Band (FET), Levels 2, 3, and 4. The levels above 4 were defined as Higher Education. These FET levels also applied to the last three years of high school and thus FET Colleges corresponded with the last years of school rather than being post-school institutions. According to the NQF, the South African education system is summarized as follows:

Table: 1. The National Qualifications Framework

Band	NQF Level	Qualification Types	Quality Assurer
Higher Education and Training	10 9 8 7 6 5	Doctor's degree Master's degree Honours degree, Post Graduate Diploma and Professional qualifications Bachelor's degree, Advanced Diploma, Post Graduate Certificates and B-tech National Diploma and Advanced Certificates Higher Certificates and Advanced National Vocational Certificate	CHE
Further Education and Training Certificate (FETC)			
Further Education and Training (FET)	4 3 2	Grade 12 (NSC) and National Certificate Vocational Level 4 Grade 11 and National Certificate Vocational Level 3 Grade 10 and National Certificate Vocational Level 2	Umalusi
General Education and Training Certificate (GETC)			
General Education and Training (GET)	1	Grade R- 9/ ABET Level 1- 4 National certificates	

Whilst the new government has sought to turn things around, skills-intensification in the disadvantaged groups has not been improved, and this has caused serious effects towards skills shortages at the highest skills levels and increasing unemployment levels. The post-apartheid national development vision to 2014 envisaged Further Education and Training (FET) colleges and learnership programmes as crucial in reducing youth unemployment and in upskilling the nation (Akoojee et al, 2005:103). Money was reserved to re-capitalise colleges and make their curricula more responsive to the industry and economic needs of the country. Public FET colleges were merged into 50 new FET colleges as an important element of developing a new system. The restructuring and transformation of the FET Colleges brought about contestations between the Ministry of Education and the Ministry of Labour, which both considered themselves custodians of skills development in the country and sharing a keen interest in the FET Colleges as the sector earmarked for skills development. The FET Colleges Act of 2006 attempted to clarify and differentiate between the FET Colleges and FET in high schools. The Act classified FET College lecturers as falling under the employ of College Councils and school teachers remaining under the Employment of the Educators Act (Akoojee et al, 2005: 107).

The new FET Colleges that had been created out of mergers of various small technical colleges were burdened with challenges including changes in governance and shifts in learner population. These innovations had an impact on the FET College curriculum design as well. In 2007 the transformation saw the development and introduction of a three-year full-time programme called the National Certificate Vocational (NCV). This had the aim of distinguishing FET Colleges from the school

FET Band and providing a general vocational training for post Grade 9 learners. The three-year vocational certificate at level 4 was an equivalent of the National Senior Certificate, or matric. A few years after the introduction of the NCV, the South African FET Colleges were renamed as Technical and Vocational Education and Training sectors (TVET). One of the aims of NCV curriculum was to avail access to vocational education to disadvantaged learners, alleviating the shortage of skilled workers in South Africa and to enabling economic growth (Department of Education, 2006). Furthermore, the NCV was conceptualized as an alternative route to higher education.

The NCV curriculum aspires to address the life-long learning and developmental needs of individuals, organizations and economic sectors (Department of Education, 2007). According to the Department of Education, the NCV qualification at Levels 2-4 on NQF

enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades, or entrance into Higher Education...will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated... will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area. (2006: 12).

This curriculum was introduced in TVET colleges with the assumption that it would improve the quality of skilled and unskilled workers entering industry and thus contribute to a sustainable South African economy. The curriculum is described as

vocational, with subjects that equip students with the necessary theoretical background, and the practical competence, to master a particular trade, or a set of technical skills, needed in the employment market (Houston et al, 2010). The curriculum aspires to present TVET College students with opportunities for a good general vocational education curriculum in a selected programme. TVET College students then specialize in one of a number of streams: Hospitality, Civil Engineering, Electrical Engineering, Mechatronics, Engineering, Marketing, Finance, Management, Office Administration, Tourism, Information Technology, Agriculture, Safety in Society, or Education and Development. In addition, students enrolled for this certificate study three compulsory subjects, also known as the own as the fundamental subjects such as English, Mathematics or Mathematical Literacy, and Life Orientation.

1.2 Problem statement

While there is no such thing as an 'ideal curriculum in any subject, a country needs to be clear about the kind of a curriculum it wants and why. There should be clarity regarding the kind and amount of information that should be prescribed and how such a curriculum should be implemented. Not enough research has been conducted on theories of English and English teaching in vocational education. However, research on the role of English in Anglophone West Africa led to the emergence of the approach, English for Specific Purposes (ESP) which showed links with vocational education or students' jobs (Kennedy and Bolitho, 1990:12). ESP approach is discussed later in Chapter Two. Few researches on English for academic purposes (Balfour et al. 2014; Millin, 2015) and English and the workplace (Hill and van Zyl, 2002; Kekana, 2015) which also focus on the vocational sector were conducted locally and globally in recent years.

In South Africa not much research has been conducted in terms of theories of English in vocational education specifically, except for research which was conducted by Umalusi³. Umalusi's studies analysed content and skills specification of English by comparing the school and TVET college English curriculum. The studies did not analyse English in depth in terms of theories of the body of knowledge in the English field. Analysing the component structure of subject English curriculum in its own right is important because the knowledge structure of the subject English has become increasingly unclear in most countries including South Africa. This concern about the need to understand the nature of subject English is supported by Christie and Macken-Horarik (2003) who debate about continuous change in focus of subject English curriculum. Christie and Macken-Horarik (2003) say that:

today, so significant is subject English, success in it is now an important passport to many avenues of privileged life and education. Yet, ironically, given its increased importance, the nature of English is increasingly elusive, its mastery not available to many students...a powerful invisible pedagogy often applies, such that what is evaluated as success is tacitly understood, rather than clearly articulated. (pp. 156-157)

The above concern means that while English is an important subject from both a political and economic perspective, its content structure has been contested over the years. This has resulted in an increasing lack of clarity as to what knowledge is specified in an English subject. The Umalusi study examined content coverage and sequencing of different curricula including English. However, it examined neither the theoretical underpinnings of these curricula, nor the way in which the lecturers interpreted and understood them.

³ Umalusi is the council for quality assurance in General and Further Education and Training established in terms of General and Further Education and Training Quality Assurance Act No. 58 of 2001.

This thesis examines the component structure of subject English at greater depth in relation to language approaches in the field of English. The thesis does not provide answers to the question of what would be an ideal NCV curriculum, or what the purpose of this curriculum should be, or even why NCV students should study English at all. However, the thesis contributes to the field of knowledge about English as a second language for vocational education. The analysis of the theoretical underpinnings of the intended curriculum which includes debates and approaches in the production, recontextualization and the reproduction fields of subject English provides new insights about what constitutes the curriculum for the subject which the Umalusi research did not cover. This study adds to the contributions made by the English for specific purposes research, English for academic purposes as well as English and the workplace discussed in Chapter Two and Umalusi research discussed later in the chapter. The study also extends Umalusi's research by examining how the textbooks prescribed for English expand on the intended NCV curriculum. This thesis analyses the enacted curriculum in terms of how the English examination covers content knowledge for English. The study does not examine how the lecturers transform and implement the curriculum in the classrooms, but rather evaluates the lecturers' perceptions about the intended English curriculum and what guides and or constrain their understanding of the curriculum they teach from.

1. The purpose of the research is to examine how subject English is constructed and realized in the NCV programmes by: Examining the knowledge specifications of the intended curriculum of the NCV programme.
2. Examining the nature of the knowledge covered in the textbooks and the examination papers of English of the NCV programme.

3. Examining the English lecturers' understanding of the intended English curriculum of the NCV programme

1.3 Research questions

The research questions for this study are:

1. What constitutes the curriculum for English in the NCV programme?
 - 1.1. What key debates to the teaching of English inform the construction of this curriculum?
 - 1.2. In what ways does the design of the NCV English curriculum enable and or constrain the lecturers' interpretation of the curriculum?
 - 1.3. How do lecturers interpret the subject English curriculum; what is their understanding of it?
 - 1.4. How do prescribed English textbooks in the NCV programme expand on the intended curriculum?
 - 1.5. To what extent do the intended and the examined curricula meet the contextualized needs of students?

1.4 The rationale

English is a compulsory subject for all students enrolled in the NCV programmes in the TVET colleges. English is an important language for learners to master. In South Africa, as in many countries, English is regarded as a language of power for use within and beyond the country. As a result, proficiency in English is regarded by many as a gateway to economic empowerment, for both individuals and South Africa. With English being the language of instruction in most schools, colleges and

universities, as well as being regarded as an instrument of communication and the language of production in South Africa, if one does not have command of this language, one may be, or at least feel, excluded and disempowered (Alexander, 1989).

Much research on language development indicates how important language skills like reading, writing, speaking and listening are in enhancing proficiency in English as a second language, and a foreign language. According to Kim and Krashen (1997: 26), reading skills are extremely important for academic development. The students who read more have larger vocabularies, do better in grammar tests, write better and spell better.

The studies confirmed that many English second language (ESL) students need to develop strong skills in writing. Some of these students may need to write research papers, reports, abstracts, proposals, memos and business letters. For Grabe and Kaplan (1997) developing writing skills may involve collaborative writing and require skills with specific occupational genres, as well as careful attention to features of form and usage. Listening skill is another crucial element in the competent performance of ESL students (Van Duzer, 1997:1). Listening is a demanding process on its own, and is made more demanding by factors that characterize the listener, speaker, message content and any accompanying visual support. Although listening is sometimes labelled a passive skill, and is the least understood process in language learning, it is actually an active process of selecting and interpreting information. A creative listener can take what is already known, recognize its value, add new elements and produce a novel utterance. Speaking skill is another important component in the development of ESL proficiency. Proficiency in these skills could be a pathway to employment opportunities for ESL students.

Perhaps the most difficult task or challenge that faces the English lecturers is finding ways to understand the curriculum they teach from so as to employ a variety of effective teaching strategies. NCV English lecturers are expected to be knowledgeable about the curriculum they teach and the development process of the English knowledge and skills and factors that affect the development needs of the students. This is important because the South African TVET colleges cater for a wide range of students. These colleges are places for students who have attempted but not completed high school, students who have completed high school but who are undecided about university study, students with personal, financial and social problems which inhibit their enrolment at a university, and students who desire to pursue a career in a specific occupation. Some of the students are over-age and therefore not allowed to attend school, but are allowed to register at TVET Colleges. Enrolment in the new NCV programmes is partly aided by resources, such as bursaries, given to students in these programmes.

In the three years of teaching English, since the introduction of the NCV curriculum in the TVET colleges, to students registered for various programmes, this researcher has witnessed students succeed and also fail in a variety of contexts. Most of the students lacked regular practice in using the English language and it could be said that that, in part, lead to their lack of confidence in reading, and in expressing themselves fluently and freely in English. The majority of students were not able to read, write, listen or speak English, nor could they understand a comprehension text by themselves without the support of the lecturers.

The discussion above raises concerns about the level of readiness of secondary and university students and that include NCV students in terms of their competence in reading, writing, speaking as well as their vocabulary levels to be able to develop

academically. The level of competence of some English lecturers who are expected to successfully enact subject English curriculum is of concern too. A question to be investigated is what kind of subject English curriculum is offered in the South African vocational education sector? What is the lecturers' understanding of this curriculum, what guides their understanding, and how do they transform it? The need to conduct this study is informed by the belief that there are many factors which contribute to quality education, and the need for an appropriately constructed intended curriculum is one of them. An understanding of the structure of the intended English curriculum is important, and an examination of the English lecturers' understanding of this curriculum, across a range of programmes offered in the TVET colleges, is justified.

Another way to examine and understand the nature of subject English curriculum is to have an understanding of the dynamics and basic principles that guide curriculum design. The section below briefly distinguishes between the intended, the enacted and the examined curriculum. The section is followed by a discussion of ways in which college lecturers are involved in the curriculum design.

1.5 The intended, enacted and the examined curriculum

The term curriculum has different meanings in the literature. Schmidt et al. (1997) make a distinction between the intended, the one planned for, and the implemented curriculum, the actual classroom practice. More recently, Porter and Smithson (2001) distinguish the intended from the assessed curriculum, and the enacted from the learned curriculum. The assessed curriculum is the one represented by high-stakes tests. The learned curriculum is 'the content that has been learned, as well as the level of proficiency offered by test scores' (Porter & Smithson 2001:3). For Porter and Smithson (2001) whatever the plans or the tests are, however important they

might be in determining what occurs in the classroom, the curriculum observed during classroom practice, the enacted curriculum, has an identity of its own.

Graham-Jolly (as cited in Hoadley & Jansen, 2009) understands curriculum as something broader than a plan. For him a curriculum is about what happens to the plan in the context of actual teaching at schools and colleges. For Graham-Jolly, this is an enacted curriculum which is also called the 'actual' or 'lived curriculum' that is implemented by teachers and experienced by learners in the classrooms. This is the actual curriculum content that students engage with in the classroom. It is what happens when the lessons are implemented (Drake & Sherin, 2002). The making of a curriculum, from the design to the enactment, is a process of narrowing down, from the universe of possible activities, to a range considered desirable for use in the classroom (Bishop, 1988). Researchers who describe the curriculum design as a process (Stenhouse, 1975; Taylor 1996) maintain that the quality of an intended curriculum, and its enactment in teaching, is influenced by many factors including the interplay of the principal process, influences and actors involved in delivering the curriculum. These actors include: curriculum designers who produce the curriculum at national or regional policy level, education institutions that try to develop teachers competent in their subject matter and in pedagogy, textbook writers who decide on content and on which activities to include, teachers who implement the curriculum and, lastly, students who come from different backgrounds. Another component of the enacted curriculum is the examined curriculum. Through appropriate assessment strategies, language teachers can determine the rate at which ESL students are acquiring knowledge. Assessment is an integral part of the education process, and is closely connected to the enacted curriculum.

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of students. It involves generating and collecting evidence of achievement, evaluating that evidence against the outcomes, recording the findings of that evaluation, and using this information to understand and thereby assist students in efforts to improve their learning (Department of Education 2002). For Bernstein (2000) the examined curriculum forms part of the evaluative rule of the pedagogic device in that it tries to clarify how discourse is transformed and acquired by students in the classroom.

The different perspectives above about what a curriculum is show how complex task it is to define and analyse a curriculum. Some people erroneously assume the curriculum document to be the core of the official curriculum. There are a number of instruments, that are not always visible, that express the official curriculum. The national policies and planning framework, the related descriptions of prescribed content, recommended books, administrative frameworks of school systems, the content and style of the examinations, and, above all, the socio-political, socio-historical and socio-economic differences in societies all influence how the curriculum is enacted and how it finally achieves its intentions. This study examines how knowledge is constructed in subject English offered in the NCV programme. The English lecturers' perceptions about the curriculum they teach from, and what guides and or constrain their understanding of the curriculum, are also examined. The next section discusses how the college lecturers are involved in the design of the curriculum.

1.6 The Vocational Education and Training college curriculum and the lecturers' contribution to its design

Despite the controversial debates over 'which English', 'whose English', and 'why English', the English teacher is responsible for facilitating the enhancement of his or her students' English proficiency. Classroom input plays a significant role in language development, especially in situations in which exposure to the second language is limited. In order to contribute effectively to the learners' English second language proficiency, teachers should master the English language themselves and display the ability to organize language activities. Educators are expected to be competent enough to structure learning experiences according to the learning programme, so that at the end of each learning experience students can demonstrate that the specified learning outcome has been achieved (Hoadley & Jansen, 2009).

Many South African TVET college English lecturers come from a background of teaching Business English which was offered in the old National Certificate courses, like the National Intermediate Certificate, an equivalent of Grade 11, and the National Senior Certificate, that was offered in the colleges before the introduction of the NCV. The knowledge base of these lecturers is informed by such courses, and might be inadequate for the NCV courses. Some lecturers come into the NCV teaching courses with school teacher education qualifications and experience in teaching at schools with no particular training in vocational education itself (Department of Education, 2008). Most of the English lecturers are not first language English speakers. It is expected of the NCV English lecturers, regardless of their language status, to have knowledge of, and how to use the target language, and knowledge of how to teach appropriately. These lecturers first need to understand

the demands and expectations of the English curriculum they teach and then find ways of developing the students' language skills.

Researchers (Shulman, 1987; Hoadley & Jansen, 2009) maintain that a curriculum's success in achieving its objectives depends, in part, on the levels of teacher knowledge, and their use of appropriate teaching strategies. Shulman (1987: 92) describes teacher knowledge and the teaching process as an activity that "begins with a teacher's understanding of what is to be learned and how it is to be taught. It proceeds through a series of activities during which the learners are provided with specific instruction and opportunities for learning". In teaching the prescribed intended curriculum, vocational education lecturers therefore need to be experts in their fields of knowledge by interpreting the knowledge structure of their subjects, select from their fields of knowledge those ideas, facts, concepts and skills which are important enough to be taught. They should know, in their respective fields, which concepts are crucial to grasp. They must understand the ways of thinking in their subject area, the central concepts that are used to help people think about, and organise ideas.

The lecturers should possess some skills of teaching and the ability to determine in which order the material can best be understood. Such skills will help them understand why particular pedagogical strategies work better in some situations than others and why some methods are good for particular kinds of learning. They need to know which knowledge should be taught first so as to serve as a building block for later knowledge or which skills are difficult to learn and need extra attention.

Everything we do as educators reveals what we believe about education. That includes our assessment practices. What we assess indicates what we think is

important to learn. How and when we assess and what we do with the results shows what we think learning is and what we see as the main reasons for carrying out assessments. So our assessment practices link up with our beliefs about curriculum design, learners, learning and the very purposes of schooling. Therefore the curriculum, methods of teaching, ways of learning, means of assessment and general management should all fit together and be mutually supporting components. The vocational education lecturers should understand the theoretical concepts of assessment, how they are expressed in practice, and ways that assessment, teaching and curriculum interact with each other.

The study of how knowledge is constructed in subject English offered in the NCV programme and the lecturers' perceptions and understanding of the curriculum does not include an examination of the lecturers' implementation strategies of the curriculum and their assessment practices. However, an understanding of the nature of knowledge of respective subjects offered in vocational education, the specialist knowledge of college lecturers, well-grounded vocational pedagogical strategies and appropriate assessment practices, will make vocational education a reality for the students and increase their employment opportunities and ability to progress to higher education. In order to understand the extent of the lecturers' understanding of the curriculum they teach from, it is essential to understand their role in the design of the curriculum. The section below briefly discusses how the TVET lecturers are involved in the design of the NCV curriculum.

The South African Further Education and Training Colleges Act, 2006 (No. 16 of 2006) does not provide for the TVET colleges to formulate, or contribute to, the

design of the intended curriculum. The college lecturers are provided with a framework in the form of subject and assessment guidelines to use in deciding what to teach. These lecturers may interpret the curriculum according to their own knowledge, experiences, individual preferences, or their personal politics and ideologies. Experience and knowledge of the subject matter influence how they use a curriculum document. Rich subject knowledge enables a teacher to enrich the learning process with a broader range of illustrations, and to integrate prescribed content with the wider world, the learners' experiences, and other learning areas (Hoadley & Jansen, 2009: 108). They might, through having taught for many years, or having learnt about different teaching approaches, be able to interpret the intended curriculum appropriately or come up with alternative ideas and methods that work well in the classroom, but which do not necessarily appear in the official curriculum document. Inexperienced lecturers, on the other hand, might not have the ability to improve a curriculum plan. The lecturers' choice in implementing the curriculum may also depend heavily on the resources they have available. Their knowledge of what they are actually teaching, especially the content and conceptual knowledge, is possibly the most important resource of all. Lecturers might adapt the intended curriculum to meet the needs of the learners or their preferences might not correspond to the needs of the learners. This means that it is ultimately the lecturers who determine how the curriculum is enacted in the classroom by making decisions that directly affect classroom practice (Drake & Sherin, 2002). By interpreting the curriculum, lecturers act as mediators between students and the intended curriculum documents. As I mentioned earlier, this research does not examine how the English lecturers implement the curriculum, but rather their understanding and perceptions of the intended English curriculum and how they think the design of the curriculum

enable and or constrain their interpretation of the curriculum. Such an understanding sheds light on what guides their selection of content, choice of sequencing and the processes by which they progress.

Some research studies in South Africa have been carried out in order to better understand the knowledge structures of subjects such as English which are offered in South African schools as well as in Vocational Education and Training colleges. Although this research mostly consists of comparative studies of the knowledge structure of various school subjects and those subjects offered by vocational education, this study reports only on research that focuses on English. Umalusi research provides useful insights as to what has been selected as knowledge in the design of subjects such as English, and also indicates a need for further research in this area. The next section presents a broad discussion of research on the TVET college curricula and the English curriculum in particular.

1.7 A review of some research findings in South Africa

Debates about the nature of the curriculum, and how vocational education, in particular, needs to change, prompted Umalusi to commission a series of studies on school and TVET college curricula. Gamble and Garish (2009) conducted a comparative study analyzing four qualifications: the TVET college NCV Office Administration qualification, NCS Statement of Computer Applications Technology (Grade 10-12), Office Management and Technology qualification offered by the Universities of Technology and a Bachelor of Business Administration (Entrepreneurial Leadership) qualification offered by a Private Higher Education and Training provider.

The research analysed the conceptual knowledge selected for inclusion in the qualifications offered in TVET and Higher Education institutions. Their findings revealed that TVET college curricula in general did not have a substantive knowledge base that could be 'lifted above the immediacy of everyday life or situated knowing' (Gamble and Garish, 2009: 4). Conceptual knowledge is clearly specified in both Higher Education qualifications and the subject domains are specified too. On the other hand, conceptual knowledge is not explicit in the two TVET curricula and the subjects are based on a series of subject and learning outcomes (Gamble & Garish, 2009:4-5).

In 2009, after the launch of the new National Certificate Vocational (NCV) curriculum in the TVET colleges, Umalusi commissioned further research into the National Senior Certificate⁴ (NSC) and NCV in order to further understand the similarities in, and differences between, the compulsory components of the two qualifications. The research was based on the premise that there are certain competencies that learners must acquire in order for them to be equipped to make progress in any vocational field. The researchers aimed to address aspects of content specifications, organizing principles and pacing that could impact, positively or negatively, in the enactment of these curricula in the classrooms. Findings from the study were intended to provide information Umalusi could use to support efforts to strengthen the educational systems by way of curriculum review and examination analysis.

⁴ National Senior Certificate- means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to a candidate who complies with the national policy requirements set out in the South African policy document, *A Resume of subjects for the Senior Certificate, Report 550*, as amended.

In analyzing the knowledge and skills included in the two curricula for English in light of their content specification as well as their topic weighting and focus, the research categorized such knowledge and skills as discipline specific, generic or everyday applicable. Though this research focused on all the compulsory subjects, only findings for English are considered here. The evaluating team found it challenging to compare the two curricula because NCV English, like Business English, turned out to be inconsistent, showing little continuity, nor sign of any sequencing of content and skills across levels 2-4. That is, the NCV English curriculum neither specified its organizing principles, nor showed evidence of internal coherence. The NCS English curriculum did display strong organizing principles, such as isolated grammar structures, writing of extended essays like argumentative essays, and the reading of different literary genres. In both English curricula, most researchers agreed, there was more evidence of everyday knowledge than a substantive knowledge base for English. Literature study was more explicitly covered in the NCS English than in English for the NCV.

The team concluded that both NCV English curriculum and Business English lacked sufficient theoretical knowledge and progression across the levels. The researchers argued that the curricula have failed to pay much attention to such content knowledge as might be usefully applied in the employment sector. Due to insufficient specifications of the theoretical knowledge underpinning the courses, it was concluded that the curriculum limited the chances of students finding employment in the South African economy. These findings make an analysis of the intended and the enacted curriculum for English in the NCV programme essential, since this would assist in understanding what constructs knowledge of subject English offered in the NCV programme. The study does not examine how knowledge is transformed and

implemented by lecturers in the classrooms but it analyses the lecturers' perceptions about the curriculum and what guides and (or) constrain their understanding of the curriculum they teach from.

In 2006 another study, commissioned by Umalusi, was conducted to compare the standard of the Senior Certificate Mathematics, Science and English Home Language, to the Mathematics, Science and Business English offered in the TVET College. The research also analysed Hospitality courses offered in both institutions. Evaluators involved in the project included practitioners from schools and TVET colleges, as well as researchers from institutions of higher education. The research was based on the premise that subjects offered by these institutions are supposed to be of an equivalent standard, as is officially stipulated by the requirements of the National Qualifications Framework (NQF).

Evaluators involved in the research analysed and compared the courses by looking at their content coverage, key concepts, evident procedures and the outcomes addressed. Though this research found much of interest, I will only discuss that which is related to English. Researchers found it challenging to compare English Home Language and Business English. The evaluators note that the Business English course did not have a syllabus, but just a list of learning outcomes as per the unit standards registered on the NQF (Umalusi, 2006: 83). The English Home Language course, on the other hand, included reading a range of extended texts of considerable linguistic complexity that could help prepare students for higher education. The cognitive level of questions testing reading in the English Home Language was found to be higher than that of those testing reading in the Business English course.

The intended curriculum of Business English did not cover a variety of genres of writing, such as argumentative and expository types, which were part of English Home Language. The course focused on the design and production of business correspondence documents, such as business letters, reports, memorandums and minutes of meetings. While it did also focus on reading comprehension texts, the curriculum did not include the reading of literary networks. English Home Language was found to involve creative writing, academic writing and transactional writing, whilst the Business English course only included transactional writing.

Practitioners involved in the research argue that

English Home Language treats English as both a subject with its own content and also as a means of communication. NQF and Business English seem to regard English only as a means of communication. English as a communication tool is likely to be less cognitively challenging than English as a subject (Umalusi, 2006: 68).

These practitioners emphasize the importance of literature in English language learning since they believe it 'develops the whole person' (p. 68). They maintain that literature broadens learners' general knowledge, their experience of the world, and provides them with opportunities for sustained reading and enjoyment. Even though neither provided enough sustained reading opportunities, English Home language, through the literature component, seemed to offer better language development opportunities than Business English. From the findings of the comparative studies of NSC and NCV curricula for English, Mathematics and Science, the researchers recommend that curriculum designers should specify cognitively challenging content knowledge in the different subjects (Umalusi, 2006: 68) .

In conclusion, the above findings provide insight into knowledge specifications of vocational subjects in general and of English curriculum in particular. However, the analysis did not examine subject English in relation to broader theoretical debates about the different approaches in the construction of knowledge of subject English. The research also did not provide insights about the lecturers understanding of the intended curriculum. This study aims to add to the above research by examining how approaches to English curriculum underpin its design. The study also aims to analyse how the English lecturers perceive the curriculum and some approaches they follow in their teaching.

1.8 Significance of the study

There has been minimal research done so far on curriculum and pedagogy in South African Vocational Education and Training College sector. It is hoped that the research findings from the study will provide some indication as to why it is important to understand the composition of the intended curriculum of a specific subject.

Such an understanding would be useful and contribute towards continuous research and debates on knowledge and pedagogical issues especially with regards to the vocational education system in South Africa. A deeper understanding of the nature of subject English curriculum, and how this curriculum is transformed, has the potential to illuminate factors that should be taken into account for vocational teacher education, curriculum development, and curriculum evaluation. This research acknowledges that an analysis of curriculum documents cannot correct problems, but can identify strengths and weaknesses, highlight accomplishments, and focus on realistic policy alternatives for the TVET sector. The study could help identify gaps with regards to curriculum design, appropriate pedagogical practices and

assessment practices in the TVET sector. That could then provide evidence of what does, or does not, work.

Though the research is focused on only one college, its focus on different NCV departments and programmes means that its findings could highlight staff development needs in the TVET colleges more generally. Perhaps, more importantly, findings in the study could initiate, and provide a language for conversations between all levels of the system concerning vocational education, and student performance and throughput rates.

1.9 The structure of the research

Chapter One introduces the problem and also discusses the rationale of the study. It includes the historical background of vocational education in South Africa, background information about vocational education students and lecturers, some research findings in South Africa on vocational education as well as a brief discussion about the intended, enacted and the examined curriculum.

Chapter Two responds to the question ‘what makes up English as a subject?’ The chapter starts with a discussion on theories of ESL proficiency development. The discussion of research about English for specific purposes, English for academic purposes, as well as English and the workplace is presented. The chapter then explores debates in the literature about intended curriculum design: content-based, language across the curriculum, and the communicative approaches.

Chapter Three discusses debates from the field of sociology of education which provide possible ways of understanding the nature of subject English. These include

Bernstein's concepts of vertical and horizontal knowledge and the pedagogic device, as well as the voice discourse discussed by Moore and Muller (1999).

Chapter Four covers the research design and methodology. The chapter covers data collection methods, data analysis, the demographics of interviewees, and challenges experienced during the data collection process.

Chapter Five analyses the intended English NCV curriculum. In this chapter the NCV English First Additional Language (EFAL) Level 2 curriculum is first compared to the Grade 10 Curriculum and Assessment Policy Statements (CAPS) for English First Additional Language (EFAL). The curricula are compared in terms of curricula aims, time allocation, learning and teaching resources, skills and content coverage, progression aspects, and assessment practices. The chapter includes an analysis of the revised NCV English curriculum, in its own right, in relation to knowledge differentiation debates discussed in Chapter Three, and approaches to the teaching of English as a second language, discussed in Chapter Two. Subject English curriculum is analysed to see how it outlines the progression process and how it shows alignment with debates about English for academic purposes and how its design shows consideration of the students' workplace needs also discussed in Chapter Two.

Chapter Six analyses textbooks prescribed for the NCV English. It is hoped that this analysis will provide insight as to how the textbooks elaborate on content stipulated in the intended curriculum. The examination of the textbooks is done in terms of outcomes that frame the intended curriculum, the language teaching approaches that underpin the intended NCV English curriculum, and the progression process outlined in the intended curriculum. The textbooks are also analysed in terms of how

their content knowledge aligns with debates about English for academic purposes and English and the workplace.

Chapter Seven analyses the examined curriculum. The section analyses paper one and two of the Level 2 examination to see what is being valued as English for the NCV programme. The examined curriculum forms a component of the enacted curriculum. The examination papers are analysed to see how they cover topics outlined in the curriculum and how they align with the different ESL teaching approaches discussed in Chapter Two. The examined curriculum is also analysed to see if it shows consideration of the students' workplace needs. It is hoped that this analysis will lead to a better understanding of what examiners value about teaching English.

Chapter Eight presents an analysis of the lecturers' interpretation of the intended curriculum and their views about how they engage with the curriculum. The chapter presents data collected through semi-structured interviews. Data includes the lecturers' views about content covered in the curriculum statements, the progression process stipulated in the curriculum and their understanding of approaches that underpin the curriculum. There is further data on their views on the inclusion of grammar and literary studies in the intended curriculum and their approaches to the teaching of such, as well as views about how the curriculum shows consideration of the students' occupational needs.

Chapter Nine presents a discussion of findings from the study. The discussion is carried out in terms provided by the empirical research questions, using the theoretical concepts that frame this study. The discussion of findings follows similar themes used to analyse intended and enacted curriculum documents and the

lecturers' perceptions about the curriculum: knowledge differentiation and the curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace. The chapter also outlines contributions of the thesis to the field of English as a second language for vocational education.

In Chapter Ten I present conclusions drawn from the study and further reflections. The chapter outlines the limitations of the thesis as well as possibilities for future research.

The next chapter starts by presenting the background information about the design features of subject English in the NCV programme including its outcomes-based curriculum design structure and how its design features influence access to English for ESL. The chapter explores literature on second language acquisition and then discusses research in the vocational education sector about English for specific purposes, English and access to the academia and English and the world of work. That is followed by an exploration of research of various competing approaches to English including basic grammar structures, literary studies, grammatical competence, sociolinguistic competence, discourse competence, strategic competence, and multiliteracies and critical language awareness, and how these approaches enhance ESL acquisition.

Chapter 2: What makes up the curriculum of subject English?

2.1 Introduction

The aim of this chapter is to explore debates in the literature about what makes up the curriculum for subject English, and English as a second language (ESL) in particular. A review of these debates will help answer the question in the title of this chapter: “what makes up the curriculum of subject English?” South Africa is one of many countries in which English has become the primary language of education. The South African public vocational colleges offer English as the First Additional Language⁵. The concept of a First Additional Language replaces that of English as a Second Language in the South African context. Like English as second language programmes, First Additional language programmes are intended for students whose first language is either not English, or else is a variant of English significantly different from that used for instruction in schools. A review of the literature has revealed that there is considerable debate about what constitutes a curriculum for English as a subject with each contribution to the debate “possessed”, according to Christie (1993), ‘of its own preoccupations, its own questions, its own value positions” (as cited in Christie & Macken-Horarik, 2003: 158). Different approaches to the teaching of English that have emerged over the years are evidence of how difficult it is to design the curriculum of subject English. Researchers also present different theories of ESL acquisition (Krashen, 1987; Kim & Krashen, 1997) which have an influence on the emergence of different approaches to the teaching of English.

⁵ First Additional Language Level- is the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in the social situations and cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards.

This chapter starts by presenting a summary of theories of ESL acquisition. A discussion of theories of language acquisition provides insights about different pedagogical practices which influence ESL acquisition. That is followed by a brief discussion of the outcomes-based education system which was introduced in South Africa after the first democratic elections and its implications on ESL proficiency development. I then go on to discuss research outlining the different roles played by English locally and internationally in terms of academic purposes and functioning in the workplace: English for specific purposes; English for academic purposes and English in the workplace. Lastly, I discuss particular approaches to the teaching of English curriculum design that seem relevant to South Africa and form part of the underpinnings of the TVET English curriculum: 'content-based', 'language across the curriculum', and the 'communicative approach'. Though theorists discuss various English curriculum approaches, only the above mentioned three will be discussed in this study.

2.2 Factors enhancing ESL acquisition

Krashen (1987) maintains that second, like first, language acquisition, is determined by innate principles of linguistic knowledge. He argues that we acquire rules of language in a predictable way; though acquirers are not aware of the acquisition process, they are aware that they are using the language for communication. For Krashen, spontaneous meaningful productions displayed by second language learners can be initiated when ESL learners are involved in meaningful interactions. Krashen (1987) formulated different hypotheses in his study of second language acquisition: the natural order hypothesis, monitor hypothesis, affective filter hypothesis and input hypothesis.

The natural order hypothesis emphasizes that there are similarities in the acquisition of grammatical structures for both first and second language, and that the acquisition of both is predictable. Krashen's (1987: 12) hypothesis describes second language acquisition as a way in which learners develop two types of distinct grammatical knowledge about a second language: 'acquired second language knowledge', which develops subconsciously as a result of exposure to the second language, and 'learned second language knowledge', which second language learners acquire consciously either through learning about the language from textbooks, teachers or through forming their own 'rules of thumb'.

The monitor hypothesis focuses on consciously learned knowledge of the second language which can be used by learners to monitor the output, initiated by the acquired system, in order to check for discrepancies and correct the output where such discrepancies are found. Krashen argues that a consciously learned language rule cannot enable one to produce the target item accurately; in one's own output, in real-time communication, but rather that it contributes as a conscious monitor. This implies that formal rules, or conscious language learning, play a limited role in second language performance. A second language performer needs to have sufficient practice in language use. The performer must also focus on language form or think about accuracy in language use (Krashen, 1987: 16). This hypothesis seems to be aligned with some aspects of the communicative approach advocated by researchers such as Canale and Swain (1980).

The affective filter hypothesis was a concept proposed by Dulay and Burt (1977) which relates success in second language acquisition to motivation, self-confidence and anxiety (Krashen, 1987: 31). The affective filter is part of the internal processing

system that subconsciously screens incoming language based on 'affect', the learners' motives, needs, attitudes, and emotional status. These affective variables tend to show stronger relationships to second language achievement when communicative-type tests are used, tests that tap the acquired rather than the learned system (Krashen, 1987: 31). Second language learners with less interest towards acquiring a second language will not only seek less input, but will also have a high affective filter such that even if they understand the message, the input will not reach that part of the brain responsible for language acquisition. Those with attitudes more conducive to second language acquisition will seek more input, be open to the input, and show lower filter.

The input hypothesis is the kind of second language exposure which will optimally allow learners' acquired knowledge to develop. Krashen (1985, 1987) argues that second language, in general, is best taught by exposing learners to a large amount of comprehensible input and mediation of parents and teachers without any deliberate explanation, practice, or correction of language features. In order for second language learners to develop fluency in speaking the target language, they need exposure to comprehensible input of grammatical structures as well.

Interaction hypothesis (Long & Porter, 1985; Long, 1996) is another research-based model of implicit grammar that states that the main means of acquisition of new language features is through the negotiation of meaning that takes place during the interaction between the learner and another advanced speaker of the target language. Long (1996) sees the importance of interaction and learner output, as more enhancing of language acquisition than Krashen's comprehensible input. On the other hand, Swain (1995) came up with the output hypothesis that suggests that output within communicative interaction provides opportunities for learners to

become aware of what they do not know, and how to express and to check hypotheses. Swain argues that with little, or no, output even comprehensible input will not improve learners' basic grammatical errors.

Researchers of second language acquisition such as Kim and Krashen (1997) summarise the process as being one of communicative language acquisition.

Second language acquisition theories have implications for how second language should be taught. These theories emphasise factors and processes which influence second language acquisition. Amongst these are: socio-cultural backgrounds; relationships; motivation and attitudes; time available for learning and teaching; the influence of parents and teachers; and the general comprehensible input available for learning the target language.

Research findings on language proficiency in a second language can, theoretically, be classified into proficiency in different skills: reading, writing, speaking and listening (Grabe, 1991; Kim and Krashen, 1997). This means that in order to ascertain the extent to which students are proficient in a second language, one must measure their proficiency in reading, writing, speaking and listening skills.

Research findings of second language development also present varied insights about reform in the development of the English curriculum which show links with the vocational education sector. Studying English has the potential to enable the students to function effectively in respective environments, to be more competitive in the job market and to move up the career ladder. Proficiency in English provides access to undergraduate and postgraduate courses and to work-related professional development courses whilst it empowers prominent employees to function better in the work environment. The next section briefly discusses about what English for the

NCV is therefore. That is followed by a discussion of why English matters. That includes a discussion about English for specific purposes, English for academic purposes, as well as English and the workplace.

2.3. What English in the NCV programme is meant to do?

Educational changes in South Africa after the 1994 democratic elections brought about robust debates about curriculum change. These debates started when an outcomes-based curriculum approach was adopted in South Africa in the late 1990s. This model was adopted from countries like Canada, Australia and New Zealand. Reasons for its adoption included an attempt to meet the socio-economic, socio-historical as well as the socio-political needs of the country. According to Chisholm (2004: 6) at the heart of that outcomes-based model was the hope that the approach would develop in students values linked to social justice, human rights and equity and that they would benefit from a learner-centred approach to learning. Spreen (2001) and Allais (2007) explain that the version of outcomes-based education introduced in South Africa was based on the assumption that the content of the intended curriculum should not be centrally prescribed, but developed by teachers informed by the centrally prescribed outcomes.

An outcomes-based approach was also adopted in the design of the NCV which was first implemented in 2007 in the South African Further Education and Training colleges. This approach is still prevalent in the college curriculum despite a move away from it in the school curriculum. The NCV curriculum claims to provide college students with opportunities to access knowledge that is contextually specific and applicable in the workplace (Department of Education, 2007). Students are

described as competent if they are able to apply specific knowledge, skills and attitudes needed to undertake a role in the workplace as expected by the required workplace standards. It was hoped that the introduction of the outcomes based approach to the TVET colleges would improve literacy levels, especially for disadvantaged learners, and address issues of unemployment. It was also hoped that this approach would address the social and economic inequalities which have contributed to the continuous underachievement of working class learners, whilst children from the middle class have been at an advantage (Young 2003). Such an approach also claims to be developmental in regard to formative, as well as summative assessment practices and encourages criterion referencing. Through these assessment practices both knowledge and skills learned in particular contexts, would be evaluated.

Some of these envisaged objectives seem to be partly achievable through subjects such as English which aim to empower students to communicate effectively in socio-personal contexts, and vocational work environments, enabling them to maintain healthy and positive relationships (Department of Education, 2007). English as a subject is foundational for learning across the curriculum as it aims to promote literacy and comprehension, contribute to a holistic approach to learning and personal development, and also to aid the development of critical thinking skills, and higher level cognitive skills, of TVET college students (Department of Education, 2007). With the knowledge and skills developed through this subject, and through its use across the curriculum, it is hoped that on completing the programme students would be able to use English effectively in different working environments.

Nevertheless, the outcomes-based curriculum approach has sparked many debates, both nationally and internationally. In this study, detailed debates about the

implications of the outcomes-based curriculum approach in South Africa are discussed in Chapter Three.

The theoretical debates on ESL acquisition and how the adoption of an outcomes-based curriculum design affected language acquisition shed light on why different positions on what is worth including in the English curriculum have emerged over the years. What follows is a discussion on the debates about different roles of English globally. I first discuss English for specific purposes, followed by English for academic purposes and then English and the workplace.

2.4. English for Specific Purposes (ESP)

English for specific purposes approach provides insights about English courses which were constructed in consideration of the students' occupations. ESP researchers made a distinction between the role of English as a medium of communication in business, government and education and its more restricted role as a subject on the school curriculum focusing on grammar structures and as a medium providing access to technology and science (Kennedy and Bolitho, 1990:12).

Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, advocates of ESP claim that the approach shifts attention away from 'defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Hutchinson and Waters, 1992: 8). The new view about English as a tool for communication gained ground when most students claimed that they needed English in order to function in their specialist areas of work or study.

Similar research on the understanding why students chose to study English was conducted in the United States after the Second World War in 1945 due to the expansion especially in the economic power. During that period interest in learning English was rising. Most people wanted to learn English not for the pleasure of knowing the language, but because the language was perceived as the key to participation in the economy and the general business sector (Hutchinson and Waters, 1992). According to Hutchinson and Waters (1992: 6), a new generation of students knew specifically why they wanted to learn the language. For instance, 'business people wanted to sell their products and they needed to communicate effectively at sales conferences or to get the necessary information from the sales catalogues, mechanics wanted to read instruction manuals, doctors needed to keep up with developments in their field'. The English language became subject to the wishes, needs and demands of people other than what the teachers in the schools required. ESP was not defined as 'specialized varieties of English, or as a matter of Science words and grammar for Scientists or Hotel words, but it was seen as an approach guided by the target situation, but its specific content responsive to learning needs and not a product which is concerned with knowing or doing' (Hutchinson and Waters, 1992:70). The approach differed from the skills-centred approaches which are concerned with the processes of language use and therefore view the student as a user of language rather than focusing on processes of language learning. ESP was understood as an approach to language learning in which all decisions as to content and methods of teaching were based on the students' language of learning. Its design aimed to respond to the following question: why does this student need to learn a second language? That is, why does he or she wish to learn English, and the kind of English he or she will have to use? The type of

need was determined by the demands of the target situation, that is, what students had to know in order to function effectively in the target situation (Hutchinson and Waters, 1992: 19).

In English language teaching it was realised that the spoken and written language varied considerably from one context to another. That gave rise to the view that there are differences between, say, the English of commerce and that of engineering. This idea led to an emergence of the development of English courses for specific groups of learners. The argument then was, if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make the features the basis of the students' English course (Hutchinson and Waters, 1992: 7). The aim was to design English courses that would empower students to function adequately in a target situation, that is, the situation in which they would use the language they are learning.

New developments in educational psychology also contributed to the rise of ESP (Hutchinson and Waters, 1992: 7). Educational psychology emphasized the importance of the learner and attitudes to learning, and learners were therefore seen as having different needs and interests which have an influence on their motivation to learn and on the effectiveness of their learning. These needs encouraged support to the development of courses in which 'relevance to the students' needs and interest' was of importance. Texts from specialist areas like Biology were selected for inclusion in the curriculum design with an assumption that such an English course with clear relevance to the students' need would improve their motivation and thereby make learning better and faster. The growth of ESP was therefore brought

about by a combination of factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology.

The debates about English for specific purposes shows links with the vocational education and training sector in that the approach is considerate of the students' contextual needs. The curriculum design is guided by what the students consider as relevant to their interests and workplace needs which guides what the curriculum designers select for inclusion in its design. English is also regarded locally and internationally as a language that enhances academic success. In most South African educational institutions English is the language of teaching and learning. Most, if not all, the material used to read for courses are written in English. The students need to develop their language proficiency sufficiently to enable them to undertake studies at different levels of learning and to be able to function adequately in the language. The next section outlines debates about the role of English for academic success.

2.5. English for academic purposes

English is a medium of teaching and learning in South Africa and most international countries. Advocates of English for academic purposes maintain that for the students to succeed academically and to be able to further their studies they need to be proficient in different English skills such as reading, writing, listening and speaking as well as develop sufficient vocabulary.

A pilot study on academic literacy development conducted at the University of Kwazulu-Natal in 2010 showed a relationship between 'Reading to Learn' and academic success (Millin 2015). The 'Reading to Learn' programme was introduced within a writing module at the university and within selected Grade 11 classes in the Winelands District in an attempt to find an alternative approach to academic literacy development. The programme supposedly adopted a performance model which exposed students to explicit reading instruction in the teaching of academic reading and writing skills. All the students were provided with an equal opportunity of acquiring content knowledge. In this research Millin (2015:113) argues that, reading to learn may not necessarily be appropriate to close the skill deficiency gap existing in the South African secondary school system, but it is one of the effective academic literacy interventions for low literate students. Given the complexity of academic texts, students need intensive scaffolding in how meanings are conveyed in texts and not only the mastery of technical terms and vocabulary. The programme exposed students to the learning of specialized literacy skills needed to complete specific academic tasks.

Sentiments about the importance of proficiency in reading for academic success are shared by Kim and Krashen (1997) who also argue that reading is a powerful means of developing second language competence. For Kim and Krashen (1997: 26) those who read more have larger vocabularies, do better in grammar tests, write better and spell better. A skillful reader, who possesses both receptive and productive aspects of language use, can acquire a higher level of comprehension and higher order skills which are very important for academic success. Knowledge of normal discourse structure, that is, the knowledge of how a text is organized is also very important in

second acquisition as it influences easy text comprehension (Grabe, 1991). If readers have such a skill, it becomes easy for them to recall better because they can use the organizational structure and the recognition displayed in the studied text can enable them to make such recalls.

Nizonkiza and van Dyk (2015) conducted research to determine the relationship between vocabulary size and academic literacy development of first year university students. The research used a vocabulary level test, a receptive vocabulary test which involves word definitions or definition-word matching to measure vocabulary size of the students from a diverse population and fields of study such as Commerce, Law, Engineering and Natural Sciences. English was the second language for most of the participants. Laufer and Ravenhorst-Kalovski's formula was used in the analysis and it showed that most students mastered 50000 most frequent words and that their vocabulary size was larger enough to allow them to follow lectures in English. The tests also showed a strong link between vocabulary size and academic literacy and that implied that students with bigger vocabularies had a greater chance of being successful in their studies (Nizonkiza and van Dyk, 2015:162). However, some students did not achieve the required vocabulary size as demonstrated by an in-depth analysis performed in the test. They mostly struggled to use collocations productively. The researchers recommended that, although students from different academic literacy proficiency levels need varied support in terms of vocabulary, students with low vocabulary need to be encouraged to read more.

According to (Balfour et al, 2014: 26) in order for students to succeed academically they need to engage in academic discourse which includes different skills such as writing, reading, listening and speaking. Using academic discourse involves mastering very specific vocabulary or jargon, using a specific style of writing, and formally structured content and grammar. It also involves engagement in successful communication with others in such a way that thoughts and ideas can be swiftly understood.

For Balfour et al. (2014) knowing how to write is also among the most important abilities that academically oriented second language students need to develop. Second language students are expected to display their writing skills by designing different text genres. For the students to produce well-structured written texts they must organize their thought and know what and how they want to communicate their ideas and views well. They must show consideration to introduction, development and discussion and conclusion. Mechanics of the organisation such as punctuation, paragraphing and accuracy are considered too. All academic writing is structured in different ways depending on a particular genre and discipline to discipline (Balfour et al, 2014: 30). All academic writing is designed for a particular purpose such as to present research, a narrative or any form or creative writing or genre. A variety of genre such as argumentative essay, journal articles, and bursary applications demand different structures and writing styles. When you understand a genre, you are better able to deal with its textual demands. This is because texts are organized and structured in particular and often predetermined ways. Their structure is dependent on the purpose of the text, the context, the audience, and the message or

content (Balfour et al, 2014: 47). This means that we approach texts with specific sets of expectations.

Listening and speaking are a crucial element in the competent performance of second language students (Van Duzer, 1997:1). For Thompson et al. (1999) listening is not a simple stimulus and response interaction, but rather a circular process that is continuous and didactic. This means that the listener must first receive the message, understand the content of what is being said and then remember what was said.

In order to enhance the development of speaking skills in English the students should be given opportunity to speak in the language-promoting interaction. They should be exposed to effective interactive activities for a variety of communicative purposes. For Shumin (1997: 206) 'to speak a language, one must know how the language is used in a social context'. Hymes (1971 in Shumin, 1997:206) assumes that L2 students need to know not only the linguistic knowledge, but also culturally acceptable ways of interacting with others in different situations and relationships. They should thus engage with authentic source materials, which will enable them to rehearse communicative skills needed in the real world, as well as enable them to manipulate and practice specific features of language.

In conclusion, I would say that there is considerable evidence that reading, writing, listening and speaking skills are essential in second language development and proficiency, as well as for academic success. Students who have developed these skills use appropriate strategies to recognize patterns of structure and organisation of information in a text, infer and learn the meanings of new words, arrange and

present written information logically and systematically. These are essential language skills which can enhance academic success and further learning.

In addition to the importance of proficiency in English for academic success, English is also perceived as an essential language for the workplace. TVET colleges have always been deemed to have a direct relation to the world of work, both in terms of subjects offered and processes of teaching and learning (Gamble, 2009). As a result, throughout the world, different countries are trying to create closer synergies between the needs and purposes of their education and training systems, their local and regional labour markets, and their national economies (Unwin, 2003: 1). This is because more and more workplaces, including those where manual skills are still dominant, require their employees to use their cognitive and so-called 'key skills' in order to engage in decision making, problem solving and team work. Vocational Education and Training colleges are amongst institutions of learning that are expected to equip students with such skills. TVET Colleges are being directed towards focusing solely on young people who have performed moderately at the General Education and Training Certificate (after 9 years of schooling). This cohort is seen as having weak literacy and numeracy skills which are essential in the workplace (McGrath and Akoojee, 2009: 152).

The next section first discusses research conducted in South Africa on the importance of proficiency in English and the workplace, and that is followed by a discussion of international research on the issue.

2.6 English and the workplace

English is used in most of the local and international industries and businesses as a medium of communication and in drafting of company policies and reports. As a result, proficiency in English is regarded as essential for productivity. Few research studies conducted in South Africa examined the level at which English proficiency is important in the workplace and the employees' proficiency in the language.

Hill and van Zyl (2002) conducted a study to investigate the linguistic context of engineering, particularly on the practices and attitudes of black engineers, and the extent to which multicultural competencies are useful in the workplace in the Witwatersrand area. Different data collection instruments including interviews, questionnaires and observations were used and they mostly revealed that English is crucial for all engineers to communicate with management, staff and superiors (Hill and van Zyl, 2002: 26). The focus groups perceived English as 'the language of power', 'the language of meetings' and as having 'a strict gatekeeping role'. They mostly believed that competence in engineering is often related to English proficiency. The responses from interviews indicated that English is the language of documentation. That is, all communication including letters, tender documents and emails are in English, especially when companies operate internationally. In the South African engineering sector, where different languages including African languages and Afrikaans are also used for communication, speakers of other languages tend to use English or codeswitch into English especially when the topic is technical. English is part of the multilingualism which seeks to accommodate other languages to prevent communication breakdown (Hill and van Zyl, 2002:33).

Writing proficiency in the English language is one of the critical workplace competencies. Kekana (2015) conducted a study to investigate and determine the perceptions and experiences of South African police constables' workplace English writing needs in selected police clusters in the Gauteng province. The police work requires documentation. Police officers are expected to write reports and to document scenes and incidents such as crime scenes. They need to have adequate knowledge in English grammar to do that effectively (Kekana, 2015: 2). In his findings, Kekana established that the front-line police officers who are mainly constables experienced challenges in producing written documents such as affidavits, statements and accident reports. The police officers' problems in workplace English writing in many instances include, but are not limited to, the incorrect use of vocabulary, badly constructed sentences, badly structured passages in their reports and bad control of cohesion and coherence in these reports (Kekana, 2015: 151). For Kekana, this problem sometimes arises due to a lack of knowledge regarding writing strategies (process writing aspects) and awareness of cognitive and metacognitive writing strategies. The other thing that also emerged from the police constables' responses to interviews and questionnaire was that they struggled to express themselves fluently in (spoken) English.

The researcher concluded that inadequate English language proficiency contributes to a lack of adequate English writing ability at the workplace including the police sector. He then recommended that the police recruits (future police constables) in South Africa be offered a specially designed workplace English writing course with special emphasis on specially selected writing sub-skills (Kekana, 2015: 171). Of equal importance was that police trainers or instructors in SA police training

academies be trained in teaching English writing so that they could teach English writing well in the South African police training academies. Proficiency in writing skills of the police personnel will enhance accuracy in writing statements and investigation reports.

Whilst it might be argued that the literacy skills of employees are important at every stage of the competitive cycle, the growing need for employees to read and write in order to communicate with team members and customers, as well as to participate in new workplace practices, places huge demands on those with low literacy and language skills. The importance of levels of literacy and numeracy skills, and their significance to the present and the future workforce, and the effect of this on productivity, has led to a number of studies being conducted in different international countries. The reports and the findings of the studies discussed above highlight the debates about the role of English in the South African workplaces; the global perspective is discussed in the next section.

One survey, in the Australian motor vehicle industry, interviewed 724 employees across a range of work areas, using assessment tasks which mirrored authentic work situations (Searle, 2002). Findings revealed that 46% of the employees had a significant reading problem. One in five employees in the local government workforce were reported as being 'unable to extract meaning from documents common to the workplace', and 1 in 4 employees were unable to write a simple prose form.

Research was also conducted in the Australian motel and eco-tourism industry with the purpose of determining how front staff from a variety of hospitality sites, use language and literacy for a range of purposes (Searle, 2002). Findings from the research suggest that actual workplace practices involve socially constructed literacies which depend on how the user is able to make judgements on how to use a text or obtain information from within texts for site specific purposes. This study also revealed that the use of oral language in the hospitality sector is determined by both context and participants. The ability to communicate with fellow employees and respective clients, in this sector, seems to depend on the level at which staff are capable of using the relevant language skills, including register, technical concepts and the capacity to infer from an understanding of the social context of a specific worksite.

Woods et al (2006:12) also say that the modern workplace demands the ability to use technology, manage change, communicate and work constructively with people. These skills are themselves underpinned by a plethora of language skills: speaking, listening, reading and writing. Without these people would struggle with training and indeed to keep their jobs. The New Zealand Centre for Workforce Literacy Development also maintains that an effective and productive workplace needs people who have problem solving, critical thinking and numeracy skills, as well as who can read, speak and listen comprehensively (2006: 4).

Pinon and Hayden (2010: 5) conducted research on the role of English in five countries: Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan. These are all developing countries, attempting to grow their economies and to reposition themselves in the new global economy. Each of the five researched countries approached the challenge of improving English skills in different ways. The English

language was used as a teaching medium in an increasing number of schools, particularly in Nigeria. In Pakistan, Cameroon and Bangladesh English as a teaching medium was mainly limited to urban areas and private schools. English levels were less developed in Bangladesh, Cameroon and Rwanda. However, these countries recognised that in order to develop their economies they required access to English. English is perceived as a standard language of communication which is essential for doing business. In the case of Cameroon and Rwanda, the dominant language throughout society is French (Pinon and Hayden, 2010: 8). French is the language used for education and business. However, these countries believed that in order to increase economic growth and allow businesses to trade with more countries such as the US, Europe and China, they had to take active steps to improve English communication by providing more education in English.

Interviews were conducted with employees at different companies in these countries about different aspects including their perceptions about individual and company benefits emanating from proficiency in English. Most of the participants in the study said that staff with English language skills had a strong advantage over other employees. For each of the five researched countries, around two-thirds of interviewees stated that employees with English language skills progress more quickly within the company and that English is beneficial for company growth (Pinon and Hayden, 2010: 11). They mostly felt that proficiency in English enabled people to communicate in the international business world and that enhanced economic growth. Improved English language skills thus helped to attract more foreign investment. Workers with solid English language skills were therefore in the best

position to take the fullest advantage of new opportunities in these rapidly developing economies.

English is regarded as an essential requirement for most professional positions in Cameroon. Most senior-level positions advertised within the period of the research required English as at least a second language and French skills. English as a language has always played an important role in Nigeria, especially as a language of business and international trade. In the last decade, Nigeria has built relationships with other countries, such as Egypt, South Africa, Canada, China and India, where English has played, and is still playing, an important role as a key language of communication (Pinon and Hayden, 2010: 47). Like in Cameroon, in Nigeria English language skills are regarded as a key requirement for an individual to obtain a better-paid position. Most of the interviewees in Nigeria said that they prefer to use English as the language of communication within the company and with other businesses, as this generates confidence and trust among investors outside Nigeria. The companies that required fluent English from candidates were firms in IT and technology, banking and insurance.

In Rwanda Kinyarwanda is the language of government, and English the primary educational medium. French remains important, however, and is used as a second language in most government communications. In Rwanda, during the period of conducting the research, the government was shifting the country's entire education system from French to English (Pinon and Heyden, 2010: 71). The country's growing relationships with English-speaking countries on the global stage is a key contributory factor.

Bangladesh has an extremely well-established official language, Bengali, which is also the most commonly-used language (Pinon and Heyden, 2010: 88). Despite the dominance of Bengali, English is widely used by government bodies and in the business environment, and is widely spoken and understood, especially in urban areas. Respondents from 23 of 30 companies stated that proficiency in English enhances career advancement and that those employees who speak better English advance faster in their careers than those without a good grasp of the language. In Bangladesh proficiency in English was required in government services, banking and technology industries whilst construction and manufacturing companies required less proficiency in English (Pinon and Heyden, 2010: 99).

English is defined as the 'official language' of the country in Pakistan, while Urdu is considered the 'national language' (Pinon and Heyden, 2010: 112). English is mostly used within government, educational institutions and business. Twenty-four of the thirty interviewed Pakistani companies stated that English speakers tend to progress more quickly compared with those who do not speak English. This is because they are better equipped to deal with international communication. Most expressed the view that English speakers can communicate better with people within the company, and that increases their chances of advancement.

In conclusion the research showed that there is growing recognition in both the public and private sectors in the researched countries that English is an essential tool for economic development. The literature shows that the language demands in the South African workplaces that use English as a medium are not different from the language demands of other countries. The industries need employees who can

understand the workplace social context and use appropriate register and technical concepts, as well as communicate appropriately with other people. Such workplaces also require a workforce that can read, write, speak and understand English, in order to be productive. The challenge remains, is the NCV curriculum for subject English structured in such a way as to meet the demands of the workplace? What constitutes the most appropriate English course to empower prominent employees with the appropriate knowledge and skills demanded in the workplace, and how can such a course be implemented?

The next section discusses approaches to teaching subject English: content-based, language across the curriculum, and the communicative approach. This research acknowledges that there are other approaches to ESL teaching and learning that are discussed in the literature, but this study has only used the above-mentioned approaches as analytical codes of the NCV English curriculum.

2.7 Content-based approach

Research classifies curricula that foreground the teaching and learning of explicit and clear grammar structures as examples of content-based approach. Such a curriculum, which focuses on isolated and discrete language forms, seems to present teachers with explicit content knowledge to teach in the classrooms. Some theorists refer to grammatical structures as basic grammatical skills (Christie & Macken-Horaric, 2003). In this study the concept of grammatical structures and that of basic grammatical skills are used interchangeably. Another approach that also claims to foreground explicit content knowledge of subject English is literary studies. That is the literary studies curriculum approach which focuses on close reading of literary texts and engagement with the literary canon (Eagleton, 1983). Content-

based approach occupies a prominent space in both English as a home language and in English as a second language, writing, reading and speaking as well as in English for academic purposes. The next section discusses theoretical debates about basic grammatical skills, and literary study curriculum approaches.

2.7.1 Basic grammatical skills

In the last years of the nineteenth century, in England and Australia, the importance of the acquisition of discrete English language skills was emphasised (Christie & Macken-Horarik, 2003). English as a subject was focused on the teaching of basic grammatical skills and grammatical analysis, paraphrasing and classification of words. For Christie and Macken-Horarik, the design of that curriculum conceptualises acquisition of the subject English as a matter of mastering basic grammar skills with emphasis on the visible and explicit pedagogy of literacy skills like reading and writing. Children would be drilled in such things as phonics, spelling and parts of speech, and be taught to read with graded readers. The study of English was limited to learning basic grammar skills in its narrowest perspective and the pedagogic style used was mainly prescriptive and proscriptive, concentrating on the written user of the language (Carter, 1990: 70). Composition writing would come much later, after drills in formation of letters, as well as writing of sentences (Christie, 1993, Christie & Macken-Horarik, 2003).

Even in South Africa the study of basic grammatical skills is one of the most well-tried and tested curriculum in the history of second language learning. This kind of curriculum was introduced for both home language speakers of English, and second language speakers, when the subject English was introduced to schools during the era of missionary education. The curriculum that focused on the organization of language was also referred to as a 'formal syllabus' (Breen, 1987). Grammar rules

relate to the structure of the language and only give a secondary role to the ways in which particular uses of language affect meaning. According to Breen (1987) a formal syllabus selects and subdivides language according to the logical and inherent system of the language and its rules which show some orderliness. Sequences of what is to be taught, and learnt, are developmental - from simple to complex forms, rules and structures with the hope that the learner will gradually absorb, accumulate and synthesise these. A formal syllabus has some positive elements as its linguistic system can be analysed in terms of propositional rules (Maseko, 2007). This makes it easy for the learner, especially when learning a second or foreign language, to discover how the new language works. The process entails the teacher giving the learner the language in a systematic, rule governed, way and the learner creating his or her own sentences on the basis of these rules. The syllabus, therefore, helps provide the learner with generative knowledge. It is claimed that the basic grammar skills approach responds to an explicitly content knowledge teaching approach.

Literary study is also characterized as advocating explicit content knowledge of English. Advocates of literary studies such as Newfield and Maungedzo (2006) argue for the inclusion of different literary genres like poetry, drama, short stories, and novels in second language curricula. They argue that engaging with different literary genres enhances the acquisition of English knowledge and skills. In the next section, some historical background of literary studies is presented, and then some research on how literary study is approached in the English classroom and how it enhances ESL acquisition will be discussed.

2.7.2 Literary studies

In eighteenth century England, the concept of literature was not confined, as it sometimes is today, to 'creative' or 'imaginative' writing. Literature meant the whole body of writing valued by society: philosophy, history, essays and letters as well as poems (Eagleton, 1983:17). According to Eagleton (1983) the criteria of what counted as literature was ideological: writing which embodied the values and tastes of a particular social class qualified as literature, whereas a street ballad, a popular romance and perhaps even drama, did not. Literature was then referred to as a literary canon (Eagleton, 1983: 3), the unquestioned great tradition, seen as valuable in itself. Literature was seen as having its own specific laws, structures and devices. The literary work was 'neither a vehicle for ideas, a reflection of social reality, nor the incarnation of some transcendental truth: it was a material fact, with a functioning that could be analysed rather as one could examine a machine' (Eagleton, 1983: 8). For Eagleton, literature was made of words, not of objects or feelings, and it was a mistake to see it as an expression of an author's mind. It focused on the manner of talking rather than on the reality of what was talked about. This indicates that literature was a kind of self-referential language, a language that talks about itself.

Some say that a literary studies curriculum involved close reading of literary texts, and memorization of poems, with little to no substantive engagement with the language involved (Christie & Macken-Horarik, 2003: 161). Students were not engaged in analytical skills, or critical exploration of the values embodied in the literary texts. According to Christie and Macken-Horarik (2003), the study of great works emphasised memorization and was rarely used to illuminate work on grammar. The skills taught were often unrelated to students' reading or writing of texts (Christie & Macken-Horarik, 2003: 161).

In the debates about what literary studies should be, and how they should be used to enhance language proficiency, Mikhail Bakhtin (as cited in Belsey, 1980), the Russian philosopher, respects the relative autonomy of literature, the fact that language cannot be reduced to a mere reflex of social interest. But Bakhtin also argues that language was always caught up in definite social relationships which were themselves part of broader political, ideological and economic systems. He argues that words are not frozen in meaning; they mean different things to different people and their varied contexts shaped and shifted their meanings. For Bakhtin, that which seemed obvious and natural in linguistics was not a given, but rather a product of specific societies and ways in which such societies talked and thought about themselves and their experience (Belsey, 1980: 3).

During the Bakhtin era, the linguistic revolution moved towards contemporary literary theory, which recognises that meaning is not simply something expressed, or reflected in language, but is actually produced by it. This means that our experience, as individuals, is social to its roots, for there can be no such thing as a private language, and to imagine a language is to imagine a whole form of social life (Eagleton, 1983: 60). This contestation resulted in a shift away from 'language' to 'discourse'. This was the movement from structuralism to post structuralism and it formed part of the social struggles over race, gender, sexuality and more. Some linguists supported the view that literary studies should not be approached as objective speech or writing, but rather as discourse, defining literature as utterances that involve speaking and writing subjects, and therefore having potential readers or listeners (Eagleton, 1983: 115). During the same period the speech act theory, that acknowledged that language was performative, was also introduced. Advocates of speech act theory, such as Austin, one of the English philosophers, emphasized that

literary works tend to be seen as describing the world whilst their real function is discourse as social action (Eagleton, 1983).

The final decades of the eighteenth century witnessed a new division of discourses, a radical reorganization of the 'discursive formation', also known as the 'Romantic period' of English society (Eagleton, 1983). Eagleton's (1983) position on literary studies during this era aligns with those who criticize the traditionalists who advocate for the literary canon. His position explains the dominance of multiliteracies and communicative approach, discussed later in the chapter, which view language development as a social practice.

According to Eagleton (1983) during this period literature became virtually synonymous with the 'imaginative'. Literary work became creative rather than mechanical. The word poetry no longer referred to a technical mode of writing. Literature now had deep social, political and philosophical implications. It could not be regarded as a stable entity since value judgements became variable. Whether a text counted as a literary work had to do with how it was read, rather than the way it was written. Eagleton (1983: 11) argues that given the rate at which society transforms, the so-called literary canon has to be recognised as a construct, fashioned by particular people for particular reasons at a certain time, and which could be transformed differently in other historical periods. These value judgements have a close relation to social ideologies, they refer 'not simply to private taste, but to the assumptions which certain social groups exercise and maintain power over others'. For Eagleton, all literary works are 'rewritten' by the societies which read them. Literature as ideology has the most intimate relation to questions of social power (p.22).

The hallmark of the linguistic revolution of the twentieth century was that literature was widely taken as a reflection of life. A good novel was seen as describing the world of social relationships or conveying the inner experience of the individual in his or her quest for identity (Eagleton, 1983). Drama too is required to be seen as a reflection of the convictions of the playwright, or of his experiences as part of that society at that particular time.

The literature indicates that literary theory changed over time to be political. Literary contestations in the modernist era belief concluded that there is no such thing as great literature: texts are selected, processed and rewritten in accordance with certain institutional norms which are, at any given time, historically variable (Eagleton, 1983: 203). For Eagleton, the power of critical discourse polices language. It determines what statements should be excluded because they are not in the interests of society at large, the ideologies of which will be protected. Decisions as to what should be included are determined by whether preserving the text under consideration will perpetuate attitudes that make such political personnel acceptable.

Literary studies in the twentieth, and twenty-first, century may be seen as having a wide-ranging educational function in both first language and second language classrooms, helping to stimulate the imagination of students, develop their critical abilities and increase their emotional awareness (Eagleton, 1983). Through literary studies, students are encouraged to draw on their knowledge of familiar grammatical, lexical and discourse categories to make judgements on the aesthetic value of the texts. Literary studies thus help students to become more actively involved, intellectually and emotionally, in learning English, and this aids acquisition.

Sharing the same sentiments, in an interview with the novelist Marilynne Robinson, on Wednesday, 28 October 2015, the US President, Barack Obama, said that novels taught him to be a citizen, and also helped him to find truth in a complex world. In expressing his beliefs about the importance of novels, Obama said (in *The Guardian*, 2015):

When I think about how I understand my role as citizen, setting aside being president, and the most important understandings that I bring to that position of citizen, the most important stuff I've learnt I think I've learnt from novels...it has to do with empathy...it has to do with being comfortable with the notion that the world is complicated and full of greys, but there's still truth there to be found, and that you have to strive for that and work for that... and the notion that it is possible to connect with someone else even though they're very different from you.

In what follows, arguments in support of the inclusion of literary studies in the second language curriculum will be discussed.

Advocates of literary studies (Tomlinson, 1986; Lazar, 1993; Fisher, 2005) argue for the inclusion of different literary genres like poetry, drama, short stories, and novels in both first and second language curricula. Engaging with different literary genres enhances the acquisition of knowledge, skills and affects in readers. The study of literary texts can help students to develop confidence in expressing their own ideas and emotions in English. They are likely to feel empowered by their ability to grapple with the text, and its language, and to relate it to the values and traditions of their own society (Lazar, 1993: 19). Stylistics, which involves the close study of the literary text itself, enables students to make meaningful interpretations of the text, as well as expanding students' knowledge and awareness of the language in general (Lazar,

1993: 31). Thus, although the aim of using stylistics is to help students to read and study literature more competently, it also provides them with excellent language practice.

According to Lazar (1993: 101), when using poetry in the classroom, students could be given an opportunity to exploit the more deviant or unusual use of language. This could expand their language awareness and interpretive abilities. Making the language of a poem the basis of classroom study is also a way of integrating poetry into the curriculum. According to this view, using poetry is not seen only as an activity for its own sake, but also as a way of improving language knowledge.

Newfield and Maungedzo (2006) conducted a case study in a South African school in which poetry was no longer offered because it was viewed as difficult for learners and teachers. The research aimed to reintroduce poetry at the school. The study examined whether poetry was a viable genre in ESL classrooms in South Africa, and whether a multimodal approach to the teaching of poetry in an ESL classroom could revive learners' interest in, and engagement with, poetry and literary studies in general. The researchers' intervention involved introducing poetry to learners via a multimodal pedagogy. Learners were encouraged to use a range of modes to explore poetry. The selection of poems took the learners' interests into consideration and the approach changed from 'teacher telling' to an 'unpoliced' pedagogy (Newfield & Maungedzo, 2006:5) in which learners would work in groups using a range of modes such as drawings and models. Maungedzo introduced learners to the genre of indigenous oral poetry. This developed enthusiasm and research skills as learners engaged parents and relatives in discussions about the function of praise poetry. The praise poems in the learners' vernacular encouraged them to create poetry in English. Learners were also asked to present self-composed poems orally

and to write poetry-like letters to each other. At the end of the project, all of the newly composed poems were collected for publication. The enthusiasm that learners showed in mobilizing themselves as a group of creative learners, indicates the value of a multimodal approach to teaching, and learning, poetry in South African second language contexts. Findings from this research suggest that a focus on poetry can enhance ESL development.

In further support of the role of poetry in language development, Tomlinson (1986: 33) argues that though students sometimes resent and fear poetry because of experiences with irrelevant, boring and difficult poems, as well as inappropriate English language models, if teachers select appropriate poems which present stylistic devices like pace, stress, focus, repetition and onomatopoeia, such poems could facilitate comprehension and the development of communicative competence. The poems could offer opportunities for students to develop various abilities: how to deduce meanings from linguistic and situational contexts, prediction skills and how to relate knowledge and experiences of the world to their own experiences.

Fisher (2005: 118) involved students in a 'spoken participatory communities poetry' class which was guided by a theoretical framework of literacy as being critical (Shor, 1999), literacy as social practice (Street, 1984; Heath, 1983), literacy as learned through social participation (Wenger, 1998) and literacy as democratic engagement (Kinlich, 2005) in the New York city schools. Students were expected to share their written poems publicly in order to sharpen their reading, writing and speaking skills. He concluded that reading publicly exposed students to 'words, styles and trajectories that they could access while building literary identities' (Fisher, 2005: 128-9). Such experiences not only exposed students to other writers and poets, but it also introduced them to the network of writers.

In their research on how oral English language development could be scaffolded through poetry, Hadaway et al (2001: 796) maintain that poetry provides students with a relaxed and pleasant opportunity to practice oral language skills. They argue that in an English second language classroom, that while reading and writing are regarded as the most critical language modes for academic success, a relaxed environment which is not intimidating, can be created by focusing on poetry. Poetry could provide a platform for students to participate in oral group presentations which could help improve their pronunciation and vocabulary. Such development of oral language through poetry could assist learners develop confidence and fluency. The type of language used in poetry could also provide helpful scaffolding for the reading of longer texts, as well as practice with meaningful content. In discussing poems, students could practice how to use the language both as a basic communicative tool as well as academically and that could assist them in reaching higher levels of proficiency.

Most plays are rich in dialogue and using a play with students is a useful and exciting way of focusing on conversational discourse. Through plays students are exposed to other features of conversational language, like how conversations are ordered and sequenced in English, what kinds of formulaic expressions are appropriate to use in a variety of contexts, and also how people's conversation reflects their relationships and relative status (Lazar, 1993: 137). Exposure to drama could, therefore, be especially beneficial to second language English speakers.

Drawing from the discussion, literary texts can play an important role in second language development. Such texts are open to multiple interpretations and hence provide opportunities for classroom discussion and critical thinking as students analyze the stylistic features of poems, and focus on conversational discourse in

drama and novels. Literary study acknowledges the importance of engagement with different genres of text in the development of English proficiency. This approach positions itself more as one in which knowledge is dominant than one that focuses on the political position of the knower (Maton, 2000).

In recent years there has been a shift in focus from content-based approaches to subject English to approaches that seem more appropriate to developing proficiency in English. This shift saw the introduction of a 'language across the curriculum' approach which emphasises the use of content, and themes, from other subjects to develop language proficiency. The next section briefly discusses debates about the impact of this approach on ESL development.

2.8 Language across the curriculum

The language across the curriculum approach is commonly found in the United States. In Europe, this approach is also referred to as Content-based Language Teaching or, Content and Integrated Learning. In some areas, the approach is referred to as Cross-curricula Language Learning. In South Africa, the strategy for integrating the teaching of content subjects with language learning is called Language Across the Curriculum or, English Across the Curriculum. In this research, I will use the term language across the curriculum and English across the curriculum interchangeably because the majority of students in South Africa, and especially in the TVET Colleges, are taught through the medium of English as a second or additional language.

The language across the curriculum approach is one of the approaches that suggests that optimal conditions for learning a second language occur when both the target language, and some meaningful content, are integrated in the classroom, 'the

language therefore being both an immediate object of study in itself, and a medium for learning a particular subject matter' (Duenas, 2004: 74). The approach advocates for multiple compatible definitions and purposes. It is defined as 'the integration of particular content with language teaching aims...the concurrent teaching of subject matter and second language skills' (Britton et al, 2003: 2). For Leaver and Stryker (1989: 270) language proficiency is achieved when 'focus is shifted from the learning of language per se to the learning of subject matter'. Short (1993: 629) maintains that in following the language across the curriculum approach, language teachers use content topics from other subjects as the scaffold for instruction of grammar rules or vocabulary. This approach occupies a prominent space in second language writing, in English for specific purposes programmes, and in English for academic purposes (Hinkel, 2011: 533). Language across the curriculum approach is a strategy for integrating the teaching of content subjects with language learning. This approach refers to the information or subject matter that we learn, or communicate through language, rather than the language used to convey it (Richards, 2006:28).

Language across the curriculum instruction is based on the assumption that people learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. The curriculum approach is partly informed by Cummins' (1981) who distinguishes between two kinds of English language proficiency that ESL students develop. The first is basic interpersonal conversational skills (BICS) which ESL students develop through face-to-face conversations in social settings. BISC English is characterized as context-embedded since it is acquired when both speaker and listener are involved in the conversation. It is not cognitively demanding and is easy to learn. Proficiency in this is illustrated

when ESL students can easily recount, orally, their personal experience. The other type of proficiency is cognitive academic proficiency (CALP), characterized as context-reduced and found in written texts in such content areas such as mathematics, science, and social studies. Due to its decontextualized nature, ESL students struggle to comprehend what they read, and to express what they know in writing. This form of proficiency therefore demands high cognition on the part of ESL students. What Cummins's BICS and CALP signify for ESL education is that to read and comprehend content area textbooks, to perform cognitively demanding tasks such as writing, presenting research papers, and participating in debates, students need CALP English which takes them beyond that of BICS. Exposure to context-independent science, mathematics and social studies texts can enhance the development of vocabulary and technical related concepts. Mathematics and Science teachers that engage the students in debates and research projects can help develop their reading and writing skills.

Language across the curriculum instruction can take different designs, and implementation strategies, depending on such factors as: educational setting, the target student population and instructional context. This research acknowledges the impact of different types of English across the curriculum models; however, only those that are likely to be relevant to the South African context will be discussed: the adjunct model and the theme-based model.

One of the models that advocates for the integration of language and content is what Duenas (2004: 83) refers to as the adjunct model. In this model, students are not necessarily broken into adjunct classes, but the overall aim is to assist students who are enrolled in regular content courses but who lack the language competence

necessary to be successful in these courses unless additional aid is provided. The language component of the adjunct course works to support students in their regular subject matter courses, offering them opportunities to develop the academic strategies needed to cope with real academic content. The language component also assists them in developing the conceptual background necessary in order to understand the content material, and helps with tasks such as revising notes, and writing assignments. The other components of adjunct courses include reading, writing, study skills, grammar, and discussion of content material. The course also aims to motivate students to learn both language and content.

The other common model of English across the curriculum is the theme-based model (Duenas, 2004; Hinkel, 2011). In this model courses are autonomous and do not run parallel to the courses of other disciplines as they do in the adjunct model. On the theme-based model courses are organized either around different topics within a particular discipline, or else include a number of issues associated with some general theme or content area. For Snow (2001: 307) 'themes are the central ideas that organize major curricula units selected for their appropriateness to student needs and interests, institutional expectations, programme resources, and teachers' abilities and interests'. Theme-based courses do have explicit language aims and objectives which are typically more important than the content learning objectives.

The approach can be used as a framework for a unit of work; for example, as a unit of work on the theme of 'sales' and 'marketing' (Hinkel, 2011: 533). The language teacher, in collaboration with business management teacher, can use sales and marketing as themes to provide a framework for a variety of language lessons focusing on reading, oral presentations, group discussion, grammar, and report writing. For Hinkel (2011), instruction in content and language use in thematically

selected readings, and the teaching of second language writing, enhance the development of discourse structure, as well as the use of grammatical structures and contextualized vocabulary. Topics covered in different university or college courses, drugs, AIDS, advertising, ecology, modern architecture, sports, nuclear age, music, or history, for example, can be chosen and used as a framework around which language skills, vocabulary and grammar can be developed. Topics could be chosen so as to cater to the widest variety of students' needs and interests.

Some language across the curriculum researchers (Duenas, 2004; Snow, 2001) agree that theme-based courses constitute an excellent tool for the integration of language, and content, provided that curriculum planners, course designers and teachers manage to keep a balance between language and content exploration. It is critical that they not lose sight of content and language objectives, and that they do not overwhelm students with excessive amounts of content that may lead to overlooking the language teaching and learning dimension of instruction.

To conclude, language across the curriculum approach has been put into practice throughout the last decade in a variety of language learning educational contexts and levels. The approach crosses over disciplines, and thematic spheres, as it provides a flexible teaching framework, whilst accommodating the most diverse content areas. Advocates of this approach believe that using language as a teaching tool for content subjects can enhance the acquisition of subject content, especially the technical academic concepts of such subjects. On the other hand, using the content of other subjects as the driving force for classroom activities, and linking other dimensions such as grammatical competence to that content, can effectively facilitate language learning. Acquiring a second language through language across

the curriculum approach may be related to Krashen's (1987) natural order and comprehensible input hypothesis discussed earlier in the chapter (see 2.2). Through language across the curriculum approach students can acquire the second language consciously through direct comprehensible input instruction on language structures using texts of content subjects such as mathematics or science or even subconsciously through exposure to such texts which can enhance the development of reading and writing skills.

The communicative approach also became dominant in the 1980s as an attempt to replace content-based curriculum approaches, such as grammatical structures, with ones that reflected a communicative understanding of language. As I mentioned earlier in the chapter (see 2.2) an outcomes-based approach was adopted in the design of the NCV qualification and in the design of subject English specifically. The approach hoped that an outcomes based curriculum design would improve literacy levels of the college students. The curriculum design has similar characteristics as the communicative approach. The move away from a content-based approach led to a variety of curricula proposals, including notional-functional, situational, lexical, task-based, and procedural, all of which claim to be examples of a communicative approach (Richards & Renandya, 2002: 65). The communicative approach foregrounds communicative effectiveness, rather than grammatical accuracy. In the next section, the debates about different competencies of the communicative approach will be discussed.

2.9 Communicative approach

Canale and Swain (1980) built on Hymes' work and proposed a theoretical framework for communicative competence, one that includes four main competencies: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These competencies reflect the use of the linguistic system and the functional aspects of communication. In planning language courses which aimed to promote communicative competence, grammar was no longer the starting point. It was argued that a language curriculum should consider how language is used in order to assist learners to develop communicative competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar, and other aspects of language, appropriately for different communicative purposes. In the 1980s there was serious resistance to grammar teaching, perhaps influenced by language theorists such as Krashen (1982) who suggested that grammar can be acquired naturally from meaningful input and opportunities to interact in the classroom. Krashen argued that grammatical competence can develop in a fluency-oriented environment without conscious focus on language forms.

However, some advocates of the communicative approach to teaching second language, view grammatical competence as one component of communicative competence (e.g. Canale & Swain, 1980; Canale, 1983; Celce-Murcia, 1991). For Canale and Swain (1980), and Canale (1983), communicative competence is achieved as a result of a synthesis between the underlying system of knowledge, and the skills needed for communication. In their concept of communicative competence, knowledge refers to the individual's knowledge of language, and of other aspects of language use. According to Canale and Swain (1980) and Canale

(1983), there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in social contexts in order to fulfil communicative functions, and knowledge of how to combine utterances and communicative functions, with respect to discourse principles. For Hymes (1971) communicative competence involves the interaction of grammatical, psycholinguistic, and probabilistic language components.

The communicative approach is the dominant approach in the curricula of South African schools and vocational education and training colleges. NCV English curriculum contains statements claiming that its design is underpinned by the components of communicative competence and text-based approaches (Department of Higher Education, 2013: 42). I therefore find it essential to briefly discuss the components of communicative competence and text-based approaches as this will also be helpful in the analysis of the NCV English curriculum. In the next section, I first discuss different competencies of the communicative approach: grammar, sociolinguistics, discourse, and strategic competence. That is followed by a discussion on text-based approaches which also form part of the communicative approach: multiliteracies and critical language awareness.

2.9.1 Grammatical competence

Grammatical competence emphasizes the mastery of the 'language code' (Canale, 1983: 7). This code includes features and rules of language such as word formation, sentence formation, aspects of pronunciation, spelling and linguistic semantics. Although advocates of communicative competence adopted the concept 'grammatical competence', it has similar characteristics of the basic grammatical skills discussed earlier in the chapter (see 2.3.1). Christie (as cited in Christie &

Macken-Horarik, 2003) uses the concept of basic grammatical skills to describe a curriculum designed to develop explicit language structures. She argues that a curriculum, that in its design describes the acquisition of subject English as being a matter of mastering basic grammar skills, would put an emphasis on the explicit pedagogy of grammar structures such as alphabet, spelling and parts of speech. Such pedagogy, according to Christie, though often seen as conservative, would have some merit in that it explicitly identifies spelling and grammar rules and teaches children to read simple texts, while it also teaches parts of speech (as cited in Christie & Macken-Horarik, 2003). A basic grammatical skills approach treats language as a linguistic skill, rather than a communicative one and it imposes a pre-defined view of human learning as systematic and rule-governed; language learning is seen as likewise structured (Breen, 1987). According to Breen (1987), grammar rules relate to the structure of the language, and so this approach seems to give only a secondary role to the meanings or ideas communicated through language.

On the other hand, grammatical competence takes the basic grammatical skills approach further in that it refers to knowledge of sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactical and phonological features of a language and to make use of those features to interpret and form words and sentences (Savignon, 2001: 9). For second language learners, being competent in grammar means being able to understand and accurately express the literal meanings of utterances, that is, the grammatical accuracy of forms, inflections and sequences used to express meanings. According to Celce-Murcia (1991: 459), grammar instruction should be part of language teaching but it needs to be integrated with meaning, social function and discourse, rather than stand alone as an autonomous system to be learned for its own sake. Larsen-Freeman (as cited in

Celce-Murcia, 1991: 460) also sees form, meaning and function as interacting dimensions of language.

There has been contestation as to what should be recognised as of value for inclusion in a grammatical competence programme that aims to develop communicative competence. In the next section, I look at some experiments, and test results, on grammar programmes that were administered to see how they enhanced the development of communicative competence.

Theorists of basic communication skills such as Savignon (as cited in Canale & Swain: 1980), who studied the communicative and grammatical skills of three groups of college students enrolled in an introductory audiolingual French course in the United States, form part of this debate. One of Savignon's groups was devoted to communicative tasks which aimed at helping students to get meanings across; the second group was in a cultural lab programme, and the third was in a language laboratory programme. Savignon (as cited in Canale & Swain, 1980) found that although there were no significant differences among the groups on tests of grammatical competence, the group devoted to communicative tasks scored significantly higher than the other two on four communicative tests she had developed.

Another study reporting that grammatical competence is not a good predictor of communicative competence skills is discussed by Tucker (as cited in Canale & Swain, 1980). Tucker conducted an experiment with several students in Cairo and Beirut; one group scored very high in English language proficiency, as demonstrated on the Michigan Test of English Language Performance and the Test of English as a Foreign language, and the other group had scored much lower on these tests.

Similar findings are reported by Upshur and Palmer (as cited in Canale & Swain, 1980) who measured the linguistic accuracy of Thai students who had learned English through formal classroom training. Upshur and Palmer argue that the study could not be used as a reliable predictor of the students' measured communicative abilities.

Drawing from these three studies, it would be irresponsible to conclude that the development of grammatical competence is irrelevant to, or unnecessary for, the development of communicative competence, given that the participants in each study had received grammatical training. However, one can conclude from these studies that focus on grammatical competence in the classroom is not a sufficient condition for the development of communicative competence. As yet it is unclear as to whether any particular theory of grammar can be selected, over others, to characterize this grammatical competence; it is equally unclear how a theory of grammar is directly relevant for second language curriculum design and pedagogy. For Savignon (2002: 9) grammatical competence is not linked to any single theory of grammar and does not include the ability to state rules of language usage. One demonstrates grammatical competence not by stating a rule, but by using a rule in the interpretation, expression, or negotiation of meaning.

Despite this contestation, Canale and Swain (1980: 29) suggest that a curriculum that aims to develop students' grammatical competence, with a focus on developing communication skills with grammatical accuracy, should include knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. For Canale and Swain (1980), activities such as translation, dictation, and rote memorization can be helpful in bringing students' attention to form. Vocabulary can be expanded through the definition of concepts, synonyms and

antonyms. Pronunciation exercises, and the patterned repetition of verb paradigms and other structural features, can be used to lead students to focus on form, and illustrate regular syntactic features and rules of grammar (Savignon, 2002: 11).

Another competency of communicative approach is referred to as sociolinguistic competence. The next section discusses this approach which focuses primarily on knowing how to use language appropriately in social situations.

2.9.2 Sociolinguistic competence

The sociolinguistic competence approach includes both knowledge of sociocultural rules of language use, and rules of discourse (Canale, 1983: 7). Sociocultural competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction (Savignon, 2002: 9). Sociolinguistic competence emphasizes the importance of producing appropriate utterances in different sociolinguistic contexts whilst considering the 'status of the participants, the purpose of the interaction and norms or conventions of interaction' (Canale, 1983: 7). For Canale (1983) sociolinguistic competence, the appropriateness of utterances in actual communication is as important as correct grammar in an utterance. Sociolinguistic competence is crucial for interpreting the social meaning of utterances, in terms of the function and purpose of such communication, and the attitudes of communicators.

Advocates of the development of sociolinguistic competence in ESL students emphasise the importance of including the principles of communication, and aspects of the communication process, in the curriculum (Canale, 1983; Canale & Swain, 1980). Hymes (as cited in Canale & Swain, 1980: 17) suggests an inclusion of

activities and speech events in the curriculum that emphasize the mastery of rules of language use. Such activities include identification of constitutive elements of speech events, such as the description of the communication channel and the code used, the linguistic description of the message, what the message is all about, norms of interaction and interpretation, and genre. Halliday (as cited in Canale & Swain, 1980: 18) views sociolinguistic competence in terms of a system of developing 'meaning potential'. Aspects of interaction include 'what speakers can do, what they can mean and what they can say'. Both Hymes and Halliday conclude that in designing a communicative competence curriculum it is important to consider aspects of interaction in social context, grammar, and meaning.

Another competence of communicative approach is what Canale and Swain (1980) refer to as discourse competence. Discourse competence involves various abilities needed to create coherent written texts. Next the theoretical aspects of discourse competence will be discussed.

2.9.3 Discourse competence

Discourse competence is concerned not with isolated words or phrases, but with the interconnectedness of a series of utterances, written words or phrases, to form a meaningful whole text (Savignon, 2002: 9). The text might be a poem, an e-mail message, a telephone conversation, or a novel. In communication both the production and comprehension of a language require the ability to perceive the structures of a discourse. One is also expected to formulate representations of meaning by referring to both previous sentences and the ones that follow. In both formal and informal discourse, the rules of coherence apply (Savignon, 2002). For Savignon, text coherence occurs when utterances are meaningfully put together in a text such as a poem, e-mail message, telephone conversation, or novel. To achieve

discourse competence, writers need to acquire a large repertoire of structures and discourse markers to express ideas, show relationships in time, and indicate cause, contrast, and emphasis (Canale & Swain, 1980). For example, they need to learn typical discourse markers which can be used to signal the direction of discourse such as 'returning to consider an earlier argument' or 'challenging an argument' (Hedge, 2000: 52).

Discourse competence seems to have adopted some characteristics of the concept of 'functional language studies' which has its origins in the work of Halliday, McIntosh and Strevens in the 1960s (Christie & Macken-Horarik, 2003: 182). Halliday's (1975: 2001) work has focused on how the grammar of English functions in conveying meaningful messages. The study of functional grammar tries to explain the links between grammar, structure and meaning. Functional Language Studies adopts a functional orientation that sees language as a social semiotic, involved in the 'negotiation, ordering and structuring of experience' (Christie & Macken-Horarik: 2003: 162). Functional language studies present English in terms of the functions of its systems, dialects and registers and its engagement with different text types or 'genres'. This model also embraces English as both 'system' and 'text'. Halliday's work (1975: 2001) focused on how the grammar of English functions in conveying meaningful messages. Grammar is viewed as systemic and functional (Christie & Martin, 2007: 5). As a functional tool grammar allows people to present their knowledge and to construct relationships between ideas as they create meaningful texts. Functional grammar is thus regarded as a functional tool for analysis of texts.

The systemic approach to language is functional since it asks questions about how people use language as well as how language is structured to make meaning. Using this approach, English language is seen as systemic in that it offers people many

options to use in making meaning. Such choices also provide a network of systems for further choices such as plural/singular, past/present/future, positive/negative etc. As a systemic resource for expressing meaning in different contexts, language cannot therefore be defined as the 'set of all grammatical structures' per se, but it should be looked at as a set of structuring principles from which language users have choices in given settings to realize a particular linguistic product. These linguistic choices depend on aspects of context in which language is being used (Chapelle, 1998). Engaging with the linguistic analysis of text is not about interpreting the meaning of such a text, but it is about explaining how that text has been structured (Halliday & Hasan, 1976: 327). An interpretation of a text involves uncovering *what* the text means, whilst the systemic analysis of a text aims to uncover *how* a text makes meaning. The systemic and the functional purposes of English focus on language as a social communication tool that is used for negotiating, ordering and structuring experience (Christie & Macken-Horarik, 2003: 163). In this tradition, learning about language is not seen as learning in the abstract about the importance of language structures, as is the case in the basic grammatical skills tradition discussed earlier in the chapter (see 2.3.1). Rather, language is seen as a source for linking text and context with a major focus on the relationship between text and the grammatical resources of language.

According to Christie and Macken-Horarik (2003):

Knowledge about language, it is held, enables students to interpret the linguistic bases of value positions and ideologies embodied in texts. An understanding of such power of language supplements an understanding of the language of power. (p. 163)

A communication oriented curriculum, which aims to develop discourse competence in ESL students, like functional language studies, advocates for the inclusion of both

the bottom-up processing strategies and top-down processes in ESL proficiency development (Savignon, 2002:9). The bottom-up processing is inductive, starting with small language units. The process works from phonemes and morphemes through phrases to clauses and larger chunks of texts. Phonological, morphological, and lexical aspects of the texts are processed before it is linked to conceptual semantic content (Moskovsky et al, 2015: 257). On the other hand, top-down processing is deductive from higher to lower-ranked units. It involves processing language from the overall message and text structure to lower-ranked units. Students begin interpretation of a sentence spontaneously, based upon the information that is already available to them. That means that they do not have to wait until they have analysed all the phonemes in a sentence in order to understand it (256). Through top-down processing, students are able to understand the purpose of the text, which in turn helps in the interpretation of isolated language units. Generally, production seems to operate in the opposite way; starting with conceptual-semantic content and only then assigning grammatical structure to it. The figure below summarises top-down and bottom-up knowledge processing.

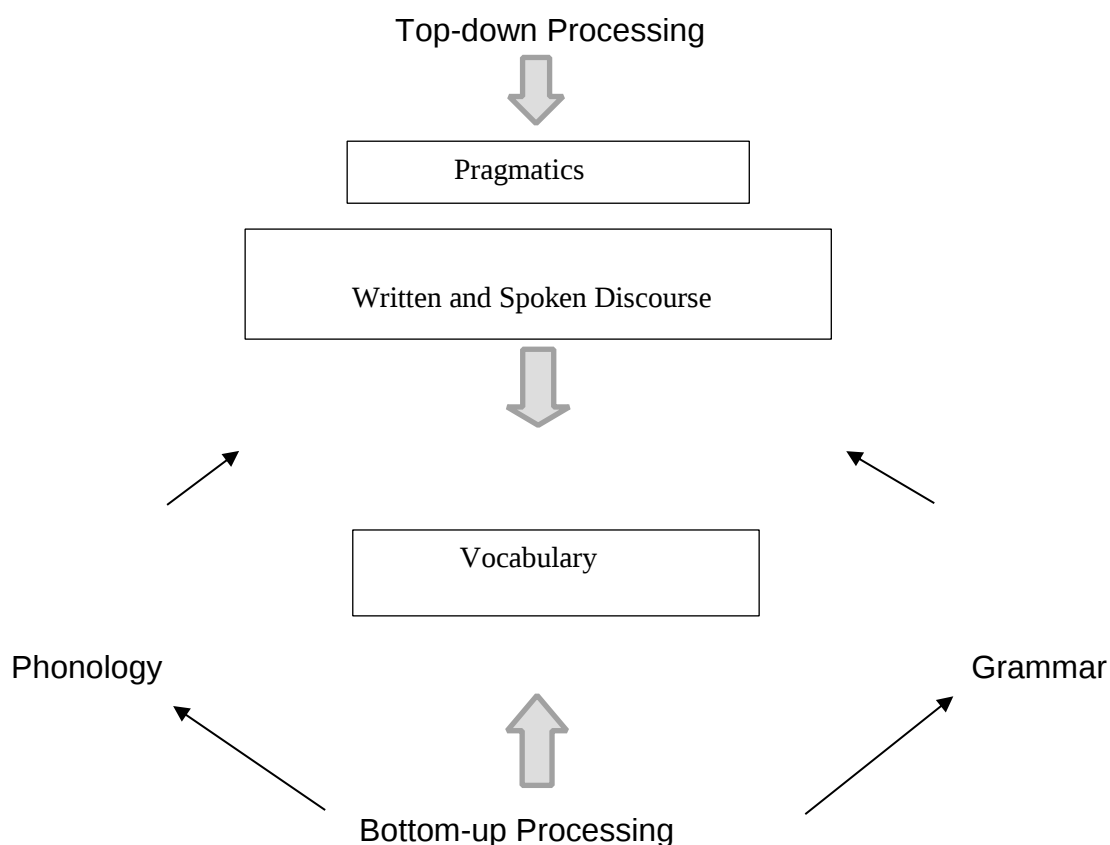


Figure: 1. Vocabulary and language knowledge (Celce-Murcia & Olshtain, 2001)

For Savignon (2002) both kinds of processing are essential for communicative competence. Psycholinguists (Eskey, 1988; Perfetti, as cited in Moskovsky et al, 2015: 260) argue that successful language processing may be impossible without solid bottom-up skills, suggesting that poor readers may in fact be over-relying on top-down processing, because their bottom-up skills, such as word recognition, are poor. In accordance with this view, Tyler and Warren (as cited in Moskovsky et al, 2015: 260) point out that thorough comprehension can take place only when listeners successfully decode (in a bottom-up mode) the second language input before integrating it into their existing knowledge. However, Moskovsky (2015: 259) argues that communicative competence theory seems to favour top-down processing in that the background knowledge structure or schemata that the reader brings to a text are much more important than its linguistic structures. Bottom-up and

top-down processing also have a pedagogical dimension: instructional techniques can be designed as either bottom-up or top-down or mixed (Celce-Murcia & Olshtain, 2001).

Strategic competence is another component of communicative approach, which seems to integrate competence in all the components of communication (Canale & Swain, 1980) and is particularly important in the early stages of learning a language. A brief discussion of this approach is presented below.

2.9.4 Strategic competence

Strategic competence, also known as pragmatic competence, enables second language speakers to use their linguistic resources to convey and interpret meanings in real situations, including situations where they encounter problems due to gaps in their knowledge. Strategic competence focuses on the mastery of verbal and non-verbal communication strategies to ensure that there is no breakdown in communication. The curriculum includes activities in which students engage in coping strategies that are used in unfamiliar contexts, or those with constraints arising from imperfect knowledge of rules, or situations in which students could express aspects of fatigue or distractions (Savignon, 2002:10). Strategies included in the curriculum relate to grammatical competence such as how to paraphrase grammatical forms that one has not mastered, and those that relate more to sociolinguistic competence such as role-playing strategies, or how to address strangers when unsure of their social status (Canale & Swain, 1980:30). For Savignon (2002), effective use of coping strategies is important for communicative competence in all contexts and in most instances distinguishes highly effective communicators from those who are less so.

Drawing from the discussion above, proponents of the communicative approach propose an integrative curriculum, with an emphasis on preparing second language students for effective use of the target language in different contexts. Such competence integrates aspects of grammar, sociolinguistic, discourse and strategic competencies acquired through experiences in communicative use of the target language. Theorists of ESL teaching and learning have strong ideas that they advocate about these approaches, including the relative importance of the various components. Moreover, all the competencies are interrelated. They cannot be developed in isolation; one cannot go from one component to the other 'as when stringing beads on a necklace' (Savignon, 2001: 8). Rather, when an increase in competence in one area occurs, that competencies interact with others to produce a balanced development in overall communicative approach. Distinguishing amongst competencies of communicative approach and their manner of operationalization is therefore problematic. For instance, sociolinguistic competence emphasizes the need to master language use, that is, the linguistic description of messages, ways of interacting in social contexts, grammar and meaning of utterances. Discourse competence is concerned with interconnectedness of utterances to form meaningful whole text. That includes knowing how to interpret meanings in texts through understanding their structures, and the use of discourse markers in designing texts, as well as understanding their purpose. Strategic competence integrates competence in all the components of communication, such as competence in grammar use, ways of communicating in social contexts and interpretation of meanings.

NCV English curriculum indicates that in addition to competencies of communicative approach, text-based approaches such as multiliteracies and critical language awareness also guide the design of this curriculum (Department of Higher Education, 2013: 42). According to the subject guidelines, critical language awareness can be introduced in NCV Levels 2 and 3, but it forms the main focus of the Level 4 curriculum. The discussion now turns to see an examination of literature around theories of text-based curriculum approaches.

2.9.5 Text-based curriculum approach

NCV English curriculum designers also used a text-based approach in the design of this curriculum. The curriculum does not outline the literature aligned with the text-based approach that guides its underpinnings. The document also does not provide guidelines on what the approach means or why, as well as how, lecturers should use this approach in enhancing English development, except to say that all activities in the language classroom should be structured around a text. This applies to all the skills required to be taught: listening, reading, viewing, speaking, writing, language in context and theory (Department of Higher Education and Training, 2013: 42).

Debates about the text-based approach have been reviewed in the following section.

Multiliteracies approach is a term that is used to describe a text-based approach.

This approach is associated with the work of Street (1984, 1993, 1997, 2001), and the New London Group (1996) who observed uses of literacy in language learning, especially in non-Western societies. These researchers argued that effective literacy teaching is enhanced by an understanding of the range of social practices that determine the choice and use of texts and modes to enhance language development. This approach is practiced both in English home language classrooms as well as second and even foreign language classroom contexts, and it especially

supports curricula models oriented to communicative competence and content. The next section presents a brief description of theories of a multiliteracies approach to language teaching and learning.

2.9.5.1 Multiliteracies approach

Multiliteracies is premised on the claim that being literate in the 21st century means seeing beyond the surface of being able to read and write, and embracing the ability to make meaning in more complex ways, drawing upon life experiences, contexts and knowledge of the world to make sense of what we see and learn about (Jay, 2004; Barton & Hamilton, 1998, 2000; Fairclough, 1989; Gee, 1990, 1996; Street, 1995). Street (1995) defines literacy as ‘a social practice grounded in social, historical, cultural and political contexts of use’. This view assumes that literacy is a set of social practices that are embedded in people’s histories, and is highly dependent on shared cultural understandings and power relations. Literacy is thus seen not just as reading and writing texts, but as a multimodal social practice characterised by specific affordances used in different contexts (Kress, 2003). A social practice model of literacy is also built upon the premise that literacy is constructed in everyday practices. Literacy scholars who have adopted a socio-cultural orientation to literacy maintain that the uses of reading and writing differ by domain, for example, school, home, work, religious institutions and so on (Barton & Hamilton, 1998; Bartlett, 2007), by time period (Graff, 1987), by cultural context and by situations (Lave & Wenger, 1991). Multiliteracies approach to language teaching and learning incorporates the use of multiple texts. These include spoken, written, literacy, and other multimodal texts in the form of music, poetry, performance, and design that are believed to offer a range of verbal and non-verbal reading and subjects’ positions. By interacting with each other in social contexts and through the

use of social media platforms and other electronic communication such as e-mail, sms, Twitter, Facebook, etc., ESL learners are provided with diverse literacy experiences. Such variation has led to the adoption of the term 'multiple literacies' (Cope & Kalantzis, 2000).

Barton and Hamilton (1998) maintain that:

Literacy is primarily something people do: it is an activity, located in the space between thought and text. Literacy does not just reside in people's heads as a set of skills to be learned, and it does not just reside on paper, captured as texts to be analysed. Like all human activity, literacy is essentially social, and it is located in the interaction between people. (p. 31)

Heath (1982: 93) with her concepts of 'literacy events' and 'literacy practices' describes 'literacy events' as any occasion in which a piece of writing is integral to the way in which people interact. An engagement in literacy events involves a focus not in the explicit development of the literacy skills but in how written language is used to mediate social life. It focuses on 'who is doing what, when, where and how, and what the participants have to say about their purposes, intentions, views of literacy, values, feelings and reasons for doing what they are doing and for the way they are doing it' (Heath, 1982: 50). Literacy practices are described as culturally recognizable ways of doing things, involve reading, writing and talk with, through and about texts (Barton & Hamilton, 2000: 7).

However, this approach, like others, has some limitations. It subordinates the acquisition of linguistic structures and emphasizes language acquisition as a situated social practice. That could create a challenge to students whose knowledge of linguistic structures is not properly grounded, which is the case for most of the English second language students who enroll in vocational education and training colleges. Such students still need basic grammatical skills. They still lack some tools

needed to analyse and interpret visual and verbal texts and to engage in multimodal language use. This sentiment is also shared by Christie and Macken-Horarik (2003) who argue that although a theory prevails that language learners are best left to work things out for themselves, home language English speakers or those students well equipped by life experiences and opportunities to acquire English language skills would find it easy to interact in social contexts, while those unable to interact in these social spaces because of poor literacy skills, are denied an opportunity to learn. The content to be mastered in multiliteracies classrooms and the criteria that apply for evaluation of students' performance are not explicit enough.

Another concept that emerged in the literature to describe a text-based approach is critical language awareness. NCV English curriculum also claims to be guided by this approach in its design. The curriculum refers to critical language awareness as the ability to recognize and resist persuasive texts. In engaging students in critical language awareness, learners are encouraged to explore textual features to determine whose purpose the content serves and who is advantaged by the information being read by the public (Department of Higher Education and Training, 2013: 42). A brief discussion of this approach follows.

2.9.5.2 Critical language awareness

Critical language awareness is one of the strategies in language learning that could enhance the development of critical thinking skills, critical literacy and critical discourse analysis skills. This strategy treats language learning as a site of struggle (Fairclough, 1992; Janks, 1995) where learners are shown how language positions them and how their language choices are shaped by conventions, and construct their identities. According to Janks (1995), critical language awareness is essential since it concerns itself with the 'politics of meaning'. It focuses on ways in which dominant

meanings are maintained, challenged and changed. Critical language awareness is intended not only to raise learners' consciousness about language and social contexts, but also to help them gain control over their roles in discourse (Ivanic, 1997: 117). It thus aims to develop critical thinkers who resist the power of print and do not believe everything they read. It emphasizes that texts are constructed and that they can be de-constructed. For learners to develop such critical language awareness skills they should be engaged in critical discourse analysis reading activities. Such activities can empower them and make them aware of choices that the writer of the text has made, and why.

Critical language awareness is regarded as one form of critical pedagogy that explores relationships between language and power and how language is realized syntactically, lexically, semantically and morphologically in discourse (Fairclough, 1995: 222). Learners with critical language awareness competence can engage in analysis of practices of domination implicit in academic discourse, contest and even change such practices. Teachers are encouraged to ask students to consider: 'how meanings are assigned to a certain figure or events in a text', 'how a text attempts to get readers to accept its constructs', 'the purpose of the text', 'whose interest are served and disseminated in the text and whose are not served', 'what views of the world are put forth by ideas in the text' and 'what views are not possible constructions of the world presented in the text' (Cervetti et al, 2001). Rice (1998: 56) used the following questions to help students critically examine and discuss texts as part of reading comprehension exercise: Where might you find this text? What is the topic? What is its purpose? To whom was it written? Why was the text written? How does the language of the text help to achieve its purpose? What other ways of writing about the topic are there? What sort of ideal reader has this text constructed?

For Rice (1998) these are critical questions that can help readers consider texts from critical perspectives. He argues that reading critically contributes to better comprehension.

In order for second language students to become successfully critical thinkers, their reading and writing skills must be well developed. This argument is supported by Cummins (1981) with his cognitive/academic language ability (CALP) theory, the dimension of language proficiency that is strongly related to cognitive and academic skills or general intelligence. This theory argues that learners cannot acquire ESL from ordinary conversations, but complex, synthetic reasoning needs to be practiced in the second language in order to master and challenge second language and argument. This does not necessarily mean that students do not come to the ESL classroom without critical thinking skills, but exposure to sustained content and extensive reading of literary texts offers students adequate practice in second language critical thinking, which scaffolds their advancement towards academic study and the workplace.

Hinkel (2011: 535) argues that the pedagogic viability of the text-based approach and the teaching of genre-driven discourse conventions and language features are limited. A text-based approach focuses on the products of learning rather than the process involved (Richards, 2006: 41). Emphasis on individual creativity and personal expression is missing in a text-based approach since its methodology focuses more on the creation of texts based on models.

In as much as theorists of multiliteracies and critical language awareness advocate strong views about these approaches, there are some intersections between them and some form of integration with the communicative approaches discussed earlier

in the chapter. For instance, multiliteracies advocate that literacy develops as social practice in different domains. The approach incorporates production of multiple texts which learners can use when interacting with each other in different social contexts. This is the same principle evoked in sociolinguistic competence as well as discourse competence. On the other hand, critical language awareness shows some similarities with discourse competence, in particular its emphasis on interpretation and construction of texts.

Research outlines limitations of communicative approach. Bax (2003) argues that communicative approach seems not to be considerate of ESL students' contextual issues such as their attitudes and motivation to learn the target language, and their cultural expectations as they interact with the native speakers of the target language. In his study of various types of language institutions in Japan that have implemented communication-oriented curriculum, Kamiya (n.d.) maintains that teachers find the approach challenging to adopt in their classrooms. The challenge emanates from the view that the communicative approach has been developed on native-speaker norms that are different to the sociocultural and educational experiences of the Japanese. In addition, it was found that teachers struggled to understand what was expected of them when implementing communicative competence curriculum.

Drawing on the discussion of the communicative approach seemed to be integrated with each other. Competence in one approach depends on success in other competencies. Communicative approach and the text-based approach seem to be different concepts whilst they denote similar characteristics. Both approaches emphasize that ESL development is enhanced through the production of different text genre and analysis of texts.

2.10. Conclusion

Theoretical debates about the development and acquisition of English show that there are varied ways in which ESL is acquired. Students can acquire ESL through meaningful interactions and exposure to native speakers of the target language. Comprehensible input in the second language, sufficient practice, as well as effective ways of negotiating meanings also enhances ESL acquisition. Students with positive attitudes towards the second language seem to be better motivated to learn the second language than those who are not. Second language acquisition is also influenced by variables such as students' socio-cultural backgrounds; relationships; and the influence of parents and teachers.

Debates about English for specific purposes emphasise the importance of relevance in the design of English courses. Course designers should consider why students want to learn the language in terms of interests, motivation and workplace needs. Theorists of English for academic purposes focused on the role of proficiency in reading, writing, speaking as well as vocabulary and academic success. They maintained that proficiency in these skills enhances academic success and chances of studying further. Local and international research on English and the workplace maintain that proficiency in English plays an important role in enhancing communication in the workplace, employee advancement, and productivity.

The approaches to curriculum design of English as a second language described above reflect different assumptions about learning, the purposes for which a second language is learned and the role of instruction in second language teaching. The content-based approach is one of the ancient approaches adopted in different countries with an aim of enhancing proficiency in both English as home language and as second language. The approach focused on discrete grammar structures that

were seen as essential for academic purposes. Literary study was also seen as presenting content knowledge which embodied valuable language that spoke about itself. The above review of theories of ESL curriculum design highlights that a language syllabus today needs to include systematic coverage of the many different strategies for a communicative language development. Language across the curriculum approach is presented as one of the approaches that can enhance ESL development through teaching language skills across the curriculum of other subjects such as music, literary studies, marketing and so on. Advocates of this approach believe that using the content of other subjects to teach language aspects such as grammar use, reading and contextual vocabulary can facilitate language learning

Second language approaches to the teaching of English that emerged since the eighteenth century, to the present, are mostly under the umbrella of a communicative approach. These approaches include communicative competence and the text-based approach. Communicative competence focuses on situations in which language is used and the analysis of language structures of different texts. Competencies that make up communicative approach focus on aspects of interaction in social context, appropriate grammar use, and meaning. The approach acknowledges the importance of grammar forms in language learning but emphasizes more on aspects of language use in social contexts. It advocates for the integration of grammar, sociolinguistics, discourse and strategic competence in language development. The communicative approach claims to provide learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. Learning is seen as a social activity that depends upon interaction with others.

The literature describes another form of communicative approach, the text-based curriculum approach as multiliteracies approach that advocates for language teaching as an understanding of a range of social practices. The approach assumes that the choice and use of multiple written, spoken and literary texts and various platforms such as emails, sms, Facebook and Twitter can enhance language development. Critical language awareness is another form of a text-based approach that focuses on how critical thinking is developed when meanings in texts are maintained, challenged and changed.

There are synergies between text-based approaches and competencies that make up communicative approach in that they both advocate for second language development as social practice. However, each one of these approaches has limitations. The success of each approach is dependent on pedagogical practices in the language classroom. Text-based approach, like communicative approach also focuses on a range of both literary and non-literary texts. The approach focuses on language learning through an analysis of texts structures and language use in social contexts using different modes. Through critical language awareness, students explore possibilities of the relationship between language and power visible in read texts. The success rate of these pedagogical approaches will determine the rate at which ESL students develop different language skills.

When I reflect on the approaches to the teaching of English as second language discussed above, I find that theorists of the content-based approach have a different focus from language across the curriculum approach and advocates of the communicative approach. Each of these ESL approaches has strong ideas that they advocate about English acquisition. It is not clear how communicative approach differs from the others and their implications on ESL teaching.

From the above discussion, it can be said that despite continuous debates about what should constitute a curriculum for subject English, literature reviewed in this chapter does not recommend any particular approach as the most successful in ESL development. The success of each of the approaches discussed above also depends on pedagogical strategies employed by English teachers in the classroom. The approaches merge with each other in terms of their characteristics and their manner of operationalization. The literature reviewed describes English as having a generic orientation that develops as new languages emerge, and causes vulnerability in the subject. The lack of clear distinctive features of these approaches contributes to the challenges in the communicative curriculum design. The literature also shows that these approaches do not specify content to be selected for inclusion in the curriculum for the purpose of ESL development. The emergence of new approaches that describe similar things can, perhaps, be seen as evidence of the opaqueness of subject English.

This study analyses how knowledge is constructed in subject English offered in the NCV programme. The research also examines the English lecturers' perceptions about an understanding of the curriculum they teach from. The debates about the language approaches denote the proliferation of English which contribute towards challenges in the design of the curriculum. The opaqueness of English makes it essential to further understand debates about knowledge forms which also have implications on the curriculum design. Chapter Three presents debates on knowledge differentiation which includes knowledge about knowledge and the discourse of 'voice'. The discourse of voice focuses on what readers, speakers and writers can do, what they can mean, and what they can say, and not on a grounded

knowledge of the subject English, but rather on the 'voice' of the knower. These debates shed some light on what is acknowledged as knowledge for English, whose knowledge is it, and who is acknowledged to produce and recontextualise English knowledge, and for whom.

Chapter 3: Thinking about English curriculum

3.1 Introduction

Chapter One introduced the distinction between intended and enacted curriculum. Chapter Two discussed different theories of ESL acquisition, debates about what English is therefore, and different, though similar, approaches to ESL curriculum design. The chapter described different theoretical approaches to ESL curriculum design and teaching that emerged over the years. It demonstrated the diversity and openness of subject English. In this chapter, I first present debates about the outcomes-based curriculum design which seem closely tied to the approaches to English debates discussed in Chapter Two, especially the communicative approaches and other emancipatory discourses. That is followed by debates about knowledge forms which also provide possible ways to understanding the knowledge structure of English. Basil Bernstein, Michael Halliday, Rugaiyan Hasan, and other scholars are amongst researchers who have continuously engaged in debates about social structure, knowledge about knowledge, pedagogy and assessment. They examine knowledge selected for inclusion in different subjects and disciplines. With reference to that background, this chapter will first discuss Bernstein's (1996, 2000) way of describing knowledge differentiation by distinguishing between the concepts vertical and horizontal knowledge, and his description of the pedagogic device, which provide a useful way to understand what constructs knowledge of subjects. The chapter concludes by a discussion of debates by Moore and Muller about the curriculum design and the discourse of voice.

3.2 Outcomes-based curriculum design⁷

As I mentioned in Chapter Two outcomes-based curriculum approach underpins the design of NCV English curriculum. This approach displays similar characteristics to emancipatory discourses such as the communicative approach which adopted a competency model of literacy development rather than a performance model which provides explicit instruction in the teaching of reading, writing, speaking and vocabulary development. In her research about the outcomes-based curriculum approach, Allais (2003) raises concerns about the impacts of a contextualized outcomes-based driven curriculum as opposed to a curriculum that foregrounds knowledge. Allais (2003:25) argues that in vocational education, learning programmes that are designed against learning outcomes undermine and relegate knowledge into 'essential embedded-knowledge'. The knowledge to be acquired is not stipulated as part of a body of disciplinary knowledge worth mastering. She argues that the 'design-down' idea is implicitly based on, amongst others, the postmodernist belief discussed later in the chapter, that all knowledge is the same in nature, and that there is no difference between 'scientific' and 'everyday' knowledge and between 'vocational' and 'academic' knowledge. Allais (2003) argues instead that:

learning programmes should be designed based on the internal requirements or logic of a knowledge area, *that is, on disciplinary knowledge*, instead of being selected on the basis that they can lead to the competence in question, or that they underpin it (p. 25).

Researchers (Buckland, 1982; Allais, 2003; Wheelahan, 2009; Young 2008) who studied and analysed the South African curricula also engaged in voice discourse debates. In vocational education where students are provided with context-dependent knowledge rather than to a body of knowledge with systems of meanings,

such content is broken into isolated bits of knowledge and is diluted by the context. The students who are exposed to such content knowledge are not empowered with the criteria needed to select relevant knowledge needed in new and different contexts (Maton 2007 in Wheelahan 2009:235). A context-dependent approach undermines the holistic development of a person towards the development of his/her identity in the context of that respective occupation or profession (Wheelahan, 2009).

According to Young (2008)

an empty and rhetorical notion of knowledge and the increasing tendency to blur distinctions between the production of knowledge and its acquisition and between knowledge and skills, the latter unlike the former being something measurable and targetable, becomes a way of denying a distinct 'voice' for knowledge in education. Furthermore, excluding such a 'voice' from educational policy most disadvantages those learners (and whole societies, in the case of developing countries), who are already disadvantaged by circumstances beyond the school. (p. 195)

Barnett (2006), sharing the same sentiments, argues that an outcomes-based approach that focuses on workplace roles and tasks, rather than holistically preparing the students for an occupation, removes knowledge and skills from the bodies of knowledge that could enable students to apply such knowledge and skills. Students may then find it difficult to learn to distinguish between theory and contexts when expected to recognize and determine appropriate ways to apply learned theory to relevant contexts.

The outcomes-based approach, which underpinned South African curriculum in the early 21st century and vocational education and training curricula, and which assumes that outcomes can be achieved by teaching directly to them, ignores the

complexities and thinking around what is needed to create students' capacity to learn from known and unknown experiences (Clarke & Winch, as cited in Wheelahan, 2009). This is because an outcomes-based approach to curriculum limits the focus to what people have demonstrated they can do in one context and not what they know or could potentially do in others. Courses that are outcomes-based in their design may fail to provide students with access to knowledge that expands their horizons; instead they may only accumulate knowledge that traps them in the world they already know (Young, 2003).

Bernstein's (2000) debates about the knowledge forms discussed in the next section provides insights about the knowledge structures of different subjects including English.

3.3 Vertical and horizontal knowledge

Bernstein (2000:30), drawing on Durkheim's concepts of esoteric and mundane knowledge, classifies knowledge as theoretical or conceptual knowledge and everyday knowledge. Mundane knowledge which Bernstein calls horizontal discourse, is described as: 'local, segmentally organized, context specific and context dependent' (Bernstein, 2000:157). Knowledge comprising horizontal discourse presents behaviours that are dependent on evoking everyday settings such as a home, in which a specific language or register is used and respective activities are practiced (Bernstein, 2000:160). It follows that what is acquired in one segment or context, and how it is acquired, may not necessarily relate to what is acquired in another segment or context. Learning of horizontal discourses is done through informal modelling by ordinary people such as parents, peers, and mentors who display some competencies that relate to what is discussed about. This means

that segmental competencies are culturally localized, since they are evoked by the contexts in which they take place, for example, addressing different individuals or using a telephone to discuss about local issues such as drugs or teenage pregnancy.

The unthinkable class of knowledge is described as theoretical and esoteric. In describing the features of the unthinkable class of knowledge the distinction is made between contexts of non-literate and modern societies. That the unthinkable class of knowledge of the non-literate societies and that of modern societies in the upper reaches of the educational systems differ depending on how they are managed and controlled (Bernstein, 2000: 29). In the non-literate societies the unthinkable class of knowledge is controlled by their 'religious systems, agents and practices' whilst in modern society its control lies within the education system. This means that the unthinkable can take place outside the education system but it is highly carried out by the higher agencies of education. Bernstein (2000) also describes theoretical knowledge as vertical discourse. The distinctive feature of vertical discourses is that they are relatively independent of any particular segment or context. These are discourses that provide principles for integrating meanings above the level of local contexts. For Bernstein, 2000):

Vertical discourses consist not of culturally specialized segments but of specialized symbolic structures of explicit knowledge. The procedures of vertical discourse are then linked, not by contexts, horizontally, but the procedures are linked to other procedures hierarchically (p.160)

Meanings of vertical discourses are communicated through the process of conceptual integration. Such meanings are generated by theoretical languages and are elaborated upon and explained through structured pedagogic processes. The process of conceptual integration is applied in explaining concepts like Newton's Law

of Motion in science or Pythagoras's theorem in mathematics. This is specialized knowledge that evokes higher levels of cognitive thinking. Vertical discourse therefore requires a language of some kind, a translation device, and a methodology that is cross-segmental rather than the segmentally specific of horizontal discourses. Learning of vertical discourses is conducted within formal institutions like schools, universities and colleges, by experts such as teachers, lecturers, and instructors who can formally explain and elaborate upon meaning. On acquiring vertical discourses societies can conduct conversations, imagine and think (Bernstein 2000; Wheelahan 2009). According to Bernstein (1996:164) students who are exposed to and acquire theoretical knowledge, could find it easy to apply that knowledge in contextually specific applications, unlike an exposure to everyday knowledge that consists of segmented knowledge structures. In summary, for Bernstein (2000) the distinction between horizontal and vertical discourses can be understood in terms of the differences between everyday knowledge and formal knowledge.

However, it is acknowledged that in practice there is no clear-cut divide between the two types of discourses (Moore, 2013). From a formal educational perspective, key substantive distinctions between vertical and horizontal discourses depend upon where and how the knowledge is acquired. Vertical discourses are also generated in places outside the formal education system such as in industries, political settings, social movements and workers' education movements (Bernstein 2009). Everyday knowledge is incorporated into the formal curriculum and the level of integration, in some instances, depends upon educational ideologies (for example traditionalism versus constructivism), and also upon the teaching methods employed in classrooms. The incorporation of everyday knowledge into the curriculum will

depend on principles of recontextualisation based on issues of 'how best to teach what to who' (Moore, 2013:87).

Bernstein (2000:161) further classifies vertical discourses as 'hierarchical' and 'horizontal' knowledge structures to further explain the differences between grounded knowledge and integrated knowledge. For Bernstein, horizontal knowledge structures are specialized knowledges with specialized modes of interrogation such as the humanities, social sciences and languages. They develop through the addition of new knowledges, and so they are vulnerable to change. Acquisition of horizontal knowledge structures is a challenge with new knowledge such as approaches to subject English discussed in Chapter Two that are added based on different assumptions and orientations to knowledge. Examples of specialized knowledges that evolve include approaches to the teaching of English such as 'basic grammatical skills', 'grammatical competence', 'discourse competence', 'functional language systems', 'sociolinguistic competence', 'strategic competence', and 'multiliteracies'. Contestations between approaches to the teaching of English, confirm the development of new knowledges. The so-called traditionalists argue that English acquisition is linear, that acquirers first need basic grammar structures such as phonics, vocabulary, spelling and parts of speech before engaging in complex forms like language use. On the other hand, constructivists who favour communicative approach acknowledge the importance of the mastery of grammar structures but opt for the learning of grammar structures in context. Horizontal knowledge structures could further be distinguished between those with a strong grammar and those with a weak grammar. Horizontal knowledge structures with a strong grammar, such as philosophy, are associated with *knowledge* claims, whilst

weak grammar segmentation, such as those of sociology, tend to be associated with *knower* claims (Moore, 2013:147). Subject English seems to display both characteristics of strong grammar and weak grammar. This is because the content – based approaches such as the basic grammar skills which focus on the discrete language structures discussed in Chapter Two (see 2.3.1), as well as literary studies approach which focuses on the literary canon (see 2.3.2), tend to be associated with strong grammar. On the other hand, communicative approach which advocate for language acquisition as social practice such as discourse and sociolinguistic competence and multiliteracies, tend to be associated with weak grammar segmentation. *Knower* claims are more likely to be specialized in the experiences of a particular social group, such as the working class and middle class, or females and males, because what counts is ‘who’ knows, and not ‘what’ is known (Moore, 2013:147). Such knowledge is recontextualised by the experiences of social groups and claims to represent the ‘voice’ of a particular excluded group such as the working class.

According to Bernstein (2000) a subject such as English, because of its formal body of knowledge, has a vertical nature but its knowledge structure is horizontal. The vertical nature of English is evident in terms of the different approaches to the teaching discussed in Chapter Two that seem to follow a vertical order in that you need grammatical competence in order to develop sociolinguistic and discourse competence, and that developing strategic competence depends on the mastery of the other competencies. However, the verticality of the subject English is contested because it is in some contexts easily accessible to all, easily applicable; it is likely to be oral, local, context dependent and specific; tacit; and most importantly, it is in

most instances segmentally organized (Bernstein 1996: 159), as depicted in the communicative approach. The horizontal knowledge structure that characterizes the subject English and its context-dependence nature is what makes its knowledge structure give rise to contestation.

Drawing on Bernstein, Wheelahan (2010: 37) argues that a reduction of knowledge into 'a voice of membership' with a gradual shift from disciplinary knowledge into generically oriented knowledge does not only deny students the opportunity to master such knowledge, but also to recognize boundaries between different kinds of, and develop the capacity to navigate and use it in other vocationally oriented programmes and contexts. Although all jobs require context-specific knowledge, many also require knowledge involving theoretical ideas that are shared by a 'community of specialists' located within the discipline (Young, 2006, 2008). Workers therefore need to be able to use the acquired theoretical knowledge differently depending on the demands of contexts as their work grows in complexity and difficulty. In describing his concern about the political and educational implications of knowledge distribution and access, Bernstein (2009) states that:

We can see that the class system has affected the distribution of knowledge. Historically and now, only a tiny percentage of the population has been socialized into knowledge at the level of the meta-languages of control and innovation, whereas the mass of the population has been socialized into knowledge at the level of context-tied operations. A tiny percentage of the population has been given access to the principles of intellectual change, whereas the rest have been denied such access. (p.175)

On the other hand, hierarchical knowledge structures are described as coherent, explicit and systematically principled discourses like those in Natural Sciences. Such

subjects, for example physics, have a strong capacity to subsume knowledge at increasingly higher levels of theoretical synthesis and generality (Maton & Muller 2007: 27). For Maton and Muller, acquirers of hierarchical knowledge structures clearly understand that they are speaking or writing physics because its theory is clearly specified, unlike horizontal knowledge structures that are too often based on a 'knower code', that is, on who is making knowledge claims rather than on what is being claimed and how such knowledge is acquired. Hierarchical knowledge structures are distinguished from horizontal knowledge structures in that the former are specialized by 'what is known' whilst the latter, with weak grammars, by 'who knows' (Moore 2013: 147).

The above discussion shows how knowledge varies within disciplines and subjects. The work of Bernstein (1996; 2000) introduces two concepts that shed light on different knowledge structures. The first is his distinction between vertical and horizontal discourses and horizontal and hierarchical knowledge structures. Once understood, it may be observed that the proliferation of approaches to English introduced in Chapter Two explains why the subject is associated with having a vertical nature but its knowledge structure is characterized as a horizontal knowledge structure with both a weak and strong grammar. The second of Bernstein's (1996; 2000) concepts is the pedagogic device. The pedagogic device also helps to shed light on knowledge structure of subject English because it provides a way of thinking about how knowledge is produced, and the schism between its production and how it is used in the curriculum, through the process of reconceptualization. Understanding the pedagogic device will provide a better understanding of how knowledge is selected in the design of subject English curriculum, what approaches to the

teaching of English are foregrounded and or backgrounded in its design, and how other approaches are represented if at all in the NCV English curriculum.

3.4 The pedagogic device

This study is concerned with the question: what constitutes the curriculum for NCV English and how do lecturers interpret the subject English. The thesis utilises Bernstein's pedagogic device as a frame for a study of NCV English's intended and enacted curriculum. The study looks at key debates and approaches in the production, recontextualization and the reproduction field of English. The pedagogic device explains different levels at which knowledge is selected and distributed in different social contexts. It explains 'who gets what and how' (Moore, 2013: 154). Bernstein (1996, 2000) uses the pedagogic device to explain the social locations of knowledge and how knowledge is authorized and distributed at different levels of power structures. For Bernstein (2000), the pedagogic device is another way to describe the relationship between 'who says it', the 'voice of membership', and 'what is said', a way of thinking about how social structures in the pedagogic discourse determine who gets what knowledge and how. Through the pedagogic device, the official policy message in the form of the curriculum for English designed for the NCV, and how it is re-interpreted and recontextualised at various points in the implementation process, will be described. However, the device is not a visible 'object' that we could use to see the conversion process, but it describes different levels of power and forms of control within the educational process that regulate how knowledge is converted at different levels into pedagogic communication. As a result, the power struggle in procedures through which knowledge is recontextualised at different levels is not easy to see or measure (Singh, 2002).

Bernstein (2000) maintains that the pedagogic device can help us understand how pedagogic processes shape people's consciousness in different ways, analyse how disciplines and subjects are put together, how knowledge is constructed and recontextualised by political authorities, curriculum specialists, and how the selected knowledge is reproduced by the teachers in the classrooms. This means that the pedagogic device unpacks procedures through which knowledge is transformed into curricula, syllabus, lesson plans, classroom talk, and online communication (Singh, 2002).

For Bernstein (2000), the way in which knowledge is distributed by different people at different levels of power, and who should access that knowledge and under what conditions, demonstrates the distributive rules of the pedagogic device. The distributive rules refer to the hierarchical order in the pedagogical process between the producer of knowledge and the recontextualizer of knowledge. This order includes three fields: 'the field of production' refers to the social processes by which new knowledge, discourses and ideas are created and modified, usually by university academics. 'The field of recontextualization' refers to the process of selection of knowledge from the field of production, and this process results in the production of pedagogic discourse. The recontextualization process is further broken down into official recontextualization and pedagogic recontextualization fields. The official recontextualising field refers to the process by which the curriculum designers make selections about the knowledge, pedagogy and assessment that will become part of the official curriculum. Textbook writers and teacher trainers then interpret the curriculum document in the pedagogic recontextualising field. In terms of this study which examines how knowledge is constructed in subject English offered in the NCV

programme, at both the official and pedagogic recontextualization field it is essential to see which language approaches do curriculum designers and textbook writers foregrounded and or did not prioritise in its design. 'The field of reproduction' refers to the social arena where teachers engage in pedagogic and assessment practices, and where evaluative rules regulate what counts as a legitimate production. This study does not examine how NCV English curriculum is transformed and implemented in the classroom, but it analyses how the examined curriculum is constructed.

The group that appropriates and controls the pedagogic device exercises power in how it regulates the manner in which complex knowledge forms are distributed, recontextualized and evaluated on the one hand; on the other hand, at recontextualization and at reproduction levels, the struggle for control is experienced as well. The different social processes described by Bernstein's pedagogic device make visible the contested space between power sources such as the department of education and researchers as curriculum designers; the social nature of pedagogic knowledge; official and everyday knowledge; and the role of teachers as implementers of knowledge in the classrooms and students as acquires of that knowledge. The contribution of each social agent in this process depends on aspects such as (and not limited to) their educational backgrounds, sociopolitical backgrounds, language backgrounds, cultural backgrounds, gender and many more. What will finally be selected as knowledge for inclusion in disciplines and subjects and the ways in which such knowledge is enacted and accessed by students, will depend on the level of power of different social agents involved in the knowledge

recontextualization process in determining what English knowledge is suitable for selection for the curriculum design.

Using subject English as an example to illustrate the nature of power relations within the educational process, it can be said that in the process of designing subject English curriculum, language policy developers at government level, curriculum designers, as well as academic researchers, will exercise their power of authority and forms of control over the educational process of deciding what knowledge to select for inclusion in this subject. The views presented in the design of a curriculum will be informed by the prevalent views shared by curriculum designers, specialists and practitioners in the language profession at that particular point in time. Subject English curriculum design has to be loyal to debates on language in the fields of production, debates on learning and teaching of ESL in the fields of recontextualization and the perceived needs of the institution where the subject is being taught and learned. Their selection will depend on whether they prefer a content-based approach which foregrounds discrete grammar structures, and literary studies which involve close reading of literary texts, or language across the curriculum approach instead of the communicative approach, or whether they advocate for English acquisition as social practice which foregrounds communicative approaches such as discourse and sociolinguistic competence and multiliteracies that are discussed in Chapter Two. Decisions will also be based on the allocation of appropriate teaching time for the subject per level, its sequencing and pacing and on how it should be assessed. For Breen (1987), when designing a curriculum, a designer maps out knowledge and capabilities that he or she regards as important and worthwhile outcomes. This plan is a decision-making process, where its

contents, and the process of achieving its objectives, are influenced by other requirements. For example, the curriculum should provide a readily available framework of what is to be taught, as well as teaching guidelines that enable teachers to monitor their teaching in terms of what has been done and still to be done, and how to assess. When the curriculum is finally designed, teachers at different institutions also have the responsibility to transform and reshape it in such a way that students can easily access it. This is the reproduction field of the pedagogic device. In this field teachers select what to include from the curriculum in their monthly and weekly plans, in their daily lesson plans, as well as in their assessment plans. Teachers in classrooms will engage in pedagogic practices and assessment practices when they transform that knowledge for learner acquisition, and they will also assess them to gauge their levels of understanding and to detect further needs for knowledge recontextualisation. Since teachers come from different language backgrounds and different levels of proficiency in content knowledge of different subjects, the way in which they recontextualise and reproduce the subject in their classrooms will also differ. Students also bring in varied proficiency levels in English to the learning spheres and their level and rate of acquisition will therefore differ. Thus the recontextualising principle not only describes how discourse that creates content of subjects is recontextualised, it also describes the conditions of instructional practices that inform knowledge acquisition.

The pedagogic process is viewed in terms of the relationship between a 'transmitter' and an 'acquirer'. This process explains the relationship between the curriculum, methods of transmission (teaching style or pedagogy) and criteria of evaluation as to the success of the transmission (the examination). However, in order to understand

the pedagogic process of subject English offered in the NCV programme, this thesis does not examine the transmission process through classroom teaching observations, but rather examines the lecturers' perceptions about and their understanding of the curriculum through interviews, as well as analyse the examined curriculum.

However, despite legitimating relations of social order, power relations are never static or stable (Moore, 2013). Rather, they are challenged, contested and negotiated when knowledge is transformed into pedagogic communication. Conflict and struggle among regulators over autonomy around the construction of pedagogic discourses and practices is widespread within and across these different levels of power. These unstable and contested power relations bring about further instability and continuous contestation in the recontextualisation of knowledge into the curriculum.

Bernstein has suggested that struggles over the pedagogic device are attempts to control the production and distribution of different forms of pedagogic communication. Deciding on what to include as knowledge for a curriculum of a subject such as English for schools, universities and vocational institutions, and how to further recontextualise it in the classroom for student access, is a continuing contestation in the broad field of English, especially given that the subject has a horizontal knowledge structure.

As the analysis in Chapter Two shows, sociolinguists and sociologists within the social realist within the sociology of education have engaged in debates in the

production field of English about what constitutes knowledge for English as a home language and as a second language. These include debates about what knowledge should be specified for English and what gets selected for the subject given the tendency of the subject to change over time. Are there ways of bringing some more order to the proliferation of English? The next section discusses a paper by Moore and Muller (1999), which introduces the distinction between voice and knowledge discourses and curriculum design. Their debate is relevant in this study as it provides a possible way to understand what constructs the knowledge structure of subject English offered in the NCV programme. It offers insights to understand what the agents of power such as language researchers and curriculum designers preferred as or not approaches to select for inclusion in the design of the English curriculum.

3.5 The discourse of voice and knowledge structures

Moore and Muller's (1999) paper presents a critique of voice discourse in the sociology of education drawing from Bernstein's analysis of knowledge structure. They raise issues about recent epistemological debates and approaches to knowledge in the sociology of education. For Moore and Muller, these new approaches challenge the idea of *knowledge*. Maton (2000) and Moore and Muller (1999) critiqued these approaches for reducing knowledge to knowing and experience. They refer to debate that emanated from the New Sociology of Education in the early 1970s to postmodernism today, which questions the objectivity of knowledge. Moore and Muller (1999) refer specifically to the new sociology of education, including cultural reproduction, critical pedagogy, and post-structural education theories. They argue that in focusing upon the relation of disadvantaged groups to school knowledge, the empowering features of official school knowledge and school texts have been sidelined. In so doing, the new sociology of education

produced sociology of knowers and knowing rather than a sociological analysis of the structuring of knowledge.

For Moore and Muller (1999), theories of the new sociology of education do not describe school knowledge for what it is, unlike Bernstein who studied school knowledge's 'mode of construction, mode of representation, mode of presentation, and acquisition'. They draw a distinction between epistemologically grounded knowledge-based forms of education that promote truths of fact and value, and are regarded as politically conservative and 'integrated' (Bernstein, 1977) or 'hybrid' (Muller & Taylor, 1995) knowledge modes which deny any place for truth, and are regarded as progressive. Dominant knowledge forms are regarded as excluding the marginalized, whilst integrated and progressive knowledge forms are regarded as more inclusive. These new claims bring about perspectives that see knowledge and truth as relative to culture, social interest and experience and subjectivity rather than independent and grounded in knowledge forms. The reduction of knowledge to the single plane of experience through the rejection of 'depth analysis' and its epistemology, produces differences in identity and this voice of membership is intending to show that knowledge is a product of power not fact (Moore and Muller, 1999). In support of Moore and Muller's views, Maton (2000) argues that the new sociology of education, which is sometimes referred to as progressivism, 'dissolves knowledge into knowing and priority is given to experience as specialized by category membership and identity'. Knowledge relations are translated as social standpoints and power relationships between groups. For Moore and Muller (1999), this is a '*voice discourse*', which can be described as the sociology of knowers and their relationships and not the sociology of knowledge. Knowledge relations are

transcribed as class relations, as feminist, as racist (Moore & Muller, 1999:191). The discourse of voice claims to represent the voice and interests of a marginalized group against the dominant or hegemonic form of knowledge, 'content knowledge discourse', that reflects the perspectives and interests of dominant social groups identified as bourgeois, male or white.

As Bernstein (as cited in Moore & Muller, 1999) puts it

between the dominant voice and those (Others) silenced or marginalized by its hegemony... the main move is to attach knowledge to categories of knowers and to their experiences and subjectivities. This privileges and specializes the subject in terms of its membership category as a subordinated voice. Knowledge forms and knowledge relations are translated as social standpoints and power relationships between groups. *This is more a sociology of knowers and their relationships than of knowledge* (italics added). (p. 190)

The authenticity of 'voice' is constantly prone to challenges and instability. As mentioned earlier in the chapter, social categories associated with 'voice' and 'experience' produce unstable results and are always open to contestation and further fragmentation (Moore & Muller, 1999). Moore and Muller argue (1999:193) that postmodernism and its discourse of voice attempts to foreground 'who knows' instead of 'what is known'. The postmodernists and constructivist pedagogies (Olssen, 1997), and new literacy studies (Street, 1984), are amongst approaches that fall within Moore and Muller's (1999) voice discourse, which maintains that all humans ought to be equal. The approaches claim that discourses, knowledge, and all symbolic forms are fundamentally the same, on the same epistemological footing and of the same type and structure. In trying to promote social justice and inclusiveness, these approaches reduce knowledge to the particular perspectives and social interests of those who have decision making power, rather than

respecting knowledge as 'grounded knowledge forms' and 'truth' and as independent from the influences of power struggles (Moore and Muller, 1999, Maton, 2000, Singh, 2002). Where experience replaces theory as the author of knowledge, such privilege does not abolish theory, but denies and obscures its own theoretical genesis (Moore & Muller, 1999: 202).

Moore and Muller (1999) further argue that voice discourse defines itself and establishes its credentials through a critique of science and scientific rationality instead of arguing an intellectually viable position. The voice discourse approach delegitimises the epistemological claims made for science as having dominant knowledge forms, and opens up a space for other voices of exclusion and the silencing of difference. Hammersley (as cited in Moore & Muller, 1999: 197) argue that the new dominant discourse of science does not question its historical and social character. Science is located within history and is socially constructed, but the implications of this widely accepted fact are debatable. Whilst postmodernists claim that science is simply another form of commonsense, an everyday accomplishment of members of the science community or form of life; scholars in the sociology of education maintain that within the naturalized philosophy of science, epistemology and the sociology of knowledge are complementary, not antagonistic (Moore & Muller, 1999: 203).

Drawing from the discussion above, it can be claimed that Moore and Muller's (1999) concern is that voice researchers render theoretical and everyday knowledge as commensurable, so that students are not able to distinguish between them. For Moore and Muller, postmodernists and poststructuralists perceive epistemologically

grounded knowledge as politically conservative, as discriminating between those who can access such knowledge and those who cannot, the rich and the poor, or those belonging to certain racial and gender groups. However, sociologists argue that educational reforms that downgrade grounded knowledge structures into knowledge of the knower are seen to be politically self-defeating, counterproductive and working against the educational interests of disadvantaged groups. The question is, of what relevance are Moore and Muller's (1999) argument on the limitations of the 'voice discourse' to the South African context generally and ESL curriculum design specifically? Drawing on Moore and Muller's analysis of voice discourse debate, this study will now turn to show how approaches to English are located in the 'voice' debate.

3.6 Locating approaches to teaching English within the 'voice' debate

Bernstein's (1996, 2000) distinction between horizontal and vertical discourses and his analysis of knowledge structures was presented earlier in this chapter. Bernstein (2000) argues that horizontal knowledge structures do not necessarily lack an internal language of description; the problem is, their language of description only exists in a weak form, as 'orientations, condensed imitations and metaphors which point to relevancies' (Bernstein, 1996: 137). Approaches to the teaching of English such as the ones that broadly fall into the communication group, have a weak grammar. They are vulnerable to change into many languages. They are recontextualised in terms of political influences or experiences of particular social groups. Their internal language does produce a world of objects and relationships, but its process of production lacks a stable, explicit and rigorous methodology of production. On the other hand, some approaches discussed in Chapter Two such as

content-based approaches to teaching English, like grammatical structures and the literary studies are associated with content knowledge forms. These approaches are classified as having horizontal knowledge structures with strong grammar. They are not recontextualised in terms of the voice of the knower, but they tend to be context-independent and not vulnerable to change into new languages. Functional language studies (Halliday, 1975) which focus on how the grammar of English functions in conveying meaningful messages in a form of dialects and registers is also associated with strong grammar. Another approach that is associated with strong grammar is critical language awareness. Unlike other communicative approach, the critical language awareness approach foregrounds reading and writing skills rather than listening and speaking. It aims to develop students' critical thinking skills as they construct and de-construct texts. Students are empowered as they engage in exploring relationships between language and power when they critically analyse texts.

As already mentioned in Chapter Two, a communicative approach underpins NCV English curriculum. A competence-based curriculum is underpinned by communicative approach, which began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities. Rather than seeking to teach general English, communicative approach focuses upon specific language skills needed to function in specific contexts. This approach assumes that second language learning is facilitated when learners are engaged in interaction and meaningful communication. Students are given learning tasks and exercises that could provide opportunities for negotiating meaning, expand their language resources, notice how language is used,

and encourage them to take part in meaningful interpersonal exchange (Richards, 2006:22). Competencies that make up the communicative approach, discussed in Chapter Two, include sociolinguistic competence, discourse competence, strategic competence, as well as multiliteracies. These competencies associate with language as social practice which translates knowledge forms into knowing and experience. Their characteristics imply that they are not independent of influences of power struggles and are vulnerable to change as new languages are introduced. These competencies are associated with the horizontal knowledge structures with a weak grammar. On the other hand, grammatical competence, another competence of the communicative approach with its focus on both the mastery of the 'language code' is associated with a strong grammar, whilst focus on grammar which sees form, meaning and function as interacting dimensions of language is characterized as having a weak grammar.

3.7 Conclusion

From the literature review it can be claimed that the knowledge that constructs the subject English, evolves. The review shows no agreement on what English as a discipline or body of knowledge is, and the contestation seems to be at the level of what should be taught to whom, and how. Bernstein (2000) developed the idea of the pedagogic device to describe different levels of power and control processes that regulate how the curriculum of different subjects is designed. The debates in the literature review also seem to clarify what approaches to the teaching of English are associated with the weak or strong grammar. Content-based approaches to English, and functional language systems are classified as having horizontal knowledge structures with a strong grammar, whilst communicative approach which advocate

for language as social practice such as discourse, sociolinguistics, strategic competence and multiliteracies are associated with a weak grammar.

Literature also indicates that power relations are realized in principles of curriculum development, that is, in relationships between those in power, knowledge structures of different subjects, student backgrounds and institutional contexts. This power struggle is also evident in the outcomes–based curriculum approach that was introduced in South Africa and is still prevalent in TVET college curricula. An outcomes-based curriculum is associated with what the knower knows and is able to do. Students are classified as competent or not when tested against given learning outcomes. Such a curriculum which is structured by a list of underspecified outcomes signal poor guidance to sequencing and progression to the implementers of the curriculum. Theorists of the voice discourse argue that the power struggle experienced in such a curriculum design process determines who gets what and how. Unclear curriculum standards of an outcomes-based curriculum design might lead to under-teaching and that can work against disadvantaged group. Those who do not have power are the most disadvantaged. Contestations raised in the voice discourse debate makes the selection of what to include in the subject English curriculum, for whom, and how to teach it more challenging.

With its tendency to evolve, and how subject English is located within the voice debate, it makes it interesting to analyse the subject English curriculum offered in NCV programmes and how the English curriculum is understood by lecturers. The question still remains, how can the analysis of the contestation between approaches to the teaching of English help one examine this curriculum? How can it support any kind of judgement about the intended and the examined English curriculum offered in

vocational colleges? Which versions of the various approaches to the teaching of English can be traced in the English NCV curriculum? How does the curriculum make the approach explicit? This thesis tries to respond to these questions by examining how knowledge is constructed in subject English offered in the NCV programme.

The analysis includes an examination of key approaches to the teaching of English that inform the construction of the curriculum. The study also examines how the English lecturers interpret the curriculum and what they perceive to guide their interpretation of the curriculum. The next chapter outlines the research design and methodology that describes ways in which data is collected and analysed.

Chapter 4: Research design and methodology

4.1 Introduction

This study analyses the intended and enacted curriculum of subject English offered in the National Certificate Vocational (NCV) programme. It examines how the intended curriculum is specified, which knowledge is selected for inclusion in its design and how this is done. The study also examines how textbooks writers recontextualise knowledge from the intended curriculum in the design of the textbooks. The examined curriculum is also examined to see how the examiners consider approaches that underpin the design of the curriculum as well as the contextual needs of the students. The research also examines the lecturers' understanding of the intended curriculum as well as their perceptions about how the curriculum design enable and (or) constrain their understanding of the curriculum from which they teach.

As mentioned in Chapter Three, English is associated with Bernstein's (2000) horizontal knowledge structures with both weak and strong grammar. The horizontal nature of this subject creates a blurred line between Bernstein's production and recontextualisation fields of subject English. The subject's tendency to evolve evokes contestations about what is ideal to select for the curriculum design and teaching in English. This research uses Bernstein's (2000) concept of the pedagogic device, discussed in Chapter Three, to explore the ways in which knowledge is recontextualised in terms understanding how the curriculum designers, the Ministry of Education, as well as textbook writers, engage in a process of selecting knowledge for the design of English curriculum for the NCV programme. An analysis of intended curriculum documents, the subject guidelines for English, includes an

examination of the ways in which the curriculum associates with the theoretical debates about the knowledge structures and the curriculum design, which approaches to English underpins its design, how the curriculum considers the students' contextual needs and their academic progress, as well as aspects of progression and sequencing. Analyzing intended curriculum documents provides insights in the field of recontextualization about what the researchers and curriculum designers selected as content knowledge for inclusion in the design of subject English curriculum for the NCV programme. An analysis of the intended curriculum for English in the NCV programme intended to address the following research questions:

“What constitutes the curriculum for English in the NCV programme?”

“What key debates about the teaching of English inform the construction of this curriculum?”

The prescribed English textbooks are analysed to understand how they elaborate on the intended curriculum, which debates in the research about the knowledge structures and the curriculum design underpin them, and which English approaches underpin their design. The textbooks are also analysed to see how content selected in their design aligns with the progression process stipulations of the curriculum as well as how they are considerate of the academic success and occupational needs of the NCV students. An analysis of the prescribed textbooks is also linked with debates in the field of recontextualization which addresses the following research question:

“How do textbooks prescribed for English in the NCV programme expand on the intended curriculum?”

In the evaluative field of the pedagogic device, the examined curriculum of subject English offered in the NCV programme which forms part of the enacted curriculum, is analysed to examine which key theoretical debates does it associate with, which approaches to the teaching of English are stressed or ignored in the examination papers, and how the examiners show consideration of the stipulated progression process at different levels of the NCV programme. The analysis also examines whether the examiners are considerate of the students' academic success as well as occupational areas of study or not. An analysis of the NCV English examination papers responded to the following research question:

“To what extent do the intended and the examined curricula meet the contextualized needs of students?”

The lecturers' perceptions about the knowledge structure of the English curriculum, how they interpret it, as well as what guides their transformation of this knowledge into pedagogic communication is examined through semi-structured interviews. The study explores the reproductive field of the pedagogic device to understand how the lecturers perceive the curriculum they teach from, their perceptions about and understanding of approaches to teaching different aspects of the curriculum to enable effective access to that knowledge, as well as their thinking about how the curriculum considers or not the occupational needs of the students and further studies. Their views about the progression process stipulated in the curriculum and how it affects selection of content, sequencing and pacing are examined. The examination of the lecturers' perceptions about the curriculum design addressed the following research questions:

“In what ways does the design of the NCV English curriculum enable and or constrain the lecturers' interpretation of the curriculum?”

“How do lecturers interpret the subject English curriculum; what is their understanding of it?”

Table 2 below presents a summary of how different methods and themes were used to address particular research questions.

Table 2: Research questions and the methods of addressing them

Ques. No.	Research questions	Methods of addressing the questions
1	“What constitutes the curriculum for English in the NCV programme?”	a. In analyzing the content structure of NCV English, I compared subject guidelines of subject English Level 2 and Grade 10 CAPS document.
1.1	“What key debates about the teaching of English inform the construction of this curriculum?”	b. Analysed the prescribed textbooks. c. Analysed the English examination papers. d. Interviewed English lecturers to get their perspectives about the curriculum. e. The following themes were followed in analyzing the intended English curriculum: • knowledge differentiation and the curriculum design • Language teaching approaches • Progression process • English for academic purposes • English and the workplace
1.2	“In what ways does the design of the NCV English curriculum enable and or constrain the lecturers’ interpretation of the curriculum?”	a. Semi-structured interviews were used to examine the lecturers’ understanding of subject English curriculum. b. The analysis focused on the following themes: • knowledge differentiation and the curriculum design • Language teaching approaches • Progression process • English for academic purposes • English and the workplace
1.3	“How do the lecturers interpret the subject English curriculum; what is their understanding of it?”	
1.4	“How do textbooks prescribed for English in the NCV programme expand on the intended curriculum?”	a. Analysed the textbooks prescribed for subject English to examine how content knowledge is recontextualised from the intended curriculum. b. The textbooks were analysed in terms of the following: • knowledge differentiation and the curriculum design • language teaching approaches • progression process • English for academic purposes • English and the workplace
1.5	“To what extent do the intended and the examined curricula meet the contextualized needs of students?”	a. English examination papers for the Level 2 were analysed in terms of the following: • knowledge differentiation and the curriculum design • language teaching approaches. • progression process • English for academic purposes • English and the workplace

This study is located within an exploratory interpretive paradigm, which utilizes a non-experimental method and yields qualitative data (Nunan, 2001). Exploratory studies seek to explore what is happening and to ask questions for clarification. The interpretive research paradigm is characterized by a need to understand the world and people's experiences and their views or perspectives of these experiences (Ponelis, 2015:538). Interpretive research method enables the researcher to see the situation through eyes of participants, and to provide them a platform to interpret complex situations and their meaning systems (Cohen et al, 2003).

The primary sources of data in this qualitative research are document analysis and interviews. Document analysis is essential in that it can provide insights about social contexts of its content and kinds of factors stressed or ignored, and of the influence of political factors. Document analysis may also form the basis of comparative or cross-cultural studies (Cohen et al, 2003). Another source of data in the research is information collected through semi-structured interviews of the TVET college lecturers. Semi-structured interviews enable respondents to project their own ways of defining the world; it permits flexibility of sequence of discussions, and enables participants to raise and pursue issues that might not have been included in the pre-devised schedule (Cohen et al, 2003:140). For Silverman (1993 as cited in Cohen et al, 2003), interviews provide access to what is inside a person's head; they make it possible to measure what a person knows (knowledge or information) what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs). Interviews enable more to be said about the research than is usually mentioned in other methods such as questionnaires as they allow for better ways for handling more difficult and open-ended questions.

My interest in this study is informed by the belief that an understanding of the nature of the intended English curriculum and how that curriculum is perceived and understood by the lecturers provides an insightful understanding of how content knowledge is transformed into pedagogic communication in the NCV programme. As mentioned in Chapter One, there has been minimal research done so far on curriculum and pedagogy in the South African Vocational Education and Training College sector in general, and on subject English in particular.

4.2 Data Collection and Analysis: the process

Data was collected through examining curriculum documents for the NCV English programme. Documentation was divided into two categories: the intended curriculum, which included NCV curriculum statements and textbooks prescribed for the programme, and the enacted curriculum which included the examination papers written by the Level 2 NCV students. The intended curriculum documents collected for analysis included subject guidelines for Level 2 and the textbooks prescribed to guide the lecturers in selecting content to teach in the classrooms. The examined curriculum documents analysed in this study were the examination papers administered to the Level 2 students. The analysis of the examined curriculum intended to provide insight into what is valued as English of the enacted NCV curriculum.

In examining the nature of English offered in the NCV programme, the document analysis approach (McMillan & Schumacher, 2006:448) was used as one method of analyzing data. In analyzing the intended curriculum, I first tried to use approaches to the teaching English as a home language outlined by Christie and Macken-Horarik

(2003) as an analytical tool. Christie and Macken-Horarik studied the development of knowledge structure of school English from the nineteenth century till the early twentieth century. According to their study, different approaches to English emerged over time. The approaches include Basic skills, Cultural heritage, Functional language studies, Personal growth, Multiliteracies and New literary studies. These approaches are summarised in Chapter Two. Coding the content of the intended NCV English curriculum using the above approaches as a tool did not work because upon examining content included in the intended curriculum, it became apparent that it is presented in the form of a list of outcomes that are vague and unspecified. Identifying content from a list of outcomes was not as straightforward as anticipated. I decided to first compare the NCV English curriculum for the Level 2 with Grade 10 Curriculum and Assessment Policy Statements (CAPS) of subject English. Such a comparison enabled the presentation of what the NCV English curriculum entailed in terms of the curriculum aims, time allocation, learning and teaching resources, skills and content coverage, progression aspects, and assessment practices.

I then attempted to code the intended curriculum in its own right using the approaches to the teaching of English advocated by theorists of second language discussed in Chapter Two. These included: 'content-based approach', 'language across the curriculum approach' as well as the 'communicative approach'. As indicated in Chapter Two, content-based approaches such as the 'basic grammatical skills' and 'literary studies' display content knowledge such as the grammar structures and the literary stylistics. Features of these approaches are easily identifiable in outcomes statements. However, the communicative approaches seem to show verticality in their integration in that competency in one element seems

dependent on the mastery of another. On the other hand, characteristics of these elements are underspecified, and they are thus difficult to operationalize as a coding tool unless they are collapsed.

The following codes were used to analyse the intended curriculum outcomes: generic (Gen), language structures and conventions (Gram), and literature (Lit). The generic code was used for those outcomes which integrate more than one approach to the teaching of English. An outcome such as the following seems to integrate different approaches:

Students demonstrate the ability to find relevant information and details from the text

The outcome statement is vague and unspecified. Finding relevant information from the text might include focusing on social meanings of the text in terms of function and purpose of communication, and this forms part of sociolinguistic competence. Focus can also be on the structure of the text in terms of cohesion in form and coherence in meaning associated with discourse competence. In finding relevant information and details, focus can also be on strategic competence which covers strategic use of words to communicate information. The outcome statement seemed to integrate more than one approach to the teaching of English and is coded as 'generic' (Gen). The other outcome statements seemed to denote elements of basic grammatical skills. For example:

Students demonstrate the ability to understand texts by identifying and explaining allusion, idioms and proverbs, denotation and connotation, origins of words, commonly confused words, abbreviations and acronyms

The above outcome seemed to focus on the teaching of basic grammatical skills. The outcome is thus categorized as 'language structures and conventions' (Gram).

The outcomes that seemed to denote literary studies were coded as 'literature' (Lit).

These are outcomes such as the following:

*Students demonstrate the ability to read, analyse and evaluate elements of creative texts
(short stories)*

The above outcome seemed to focus on close study of the stylistics of the literary text and interpretations of text meanings.

In analyzing the intended curriculum, I focused on Topic 2 (Reading and Viewing), on all the three levels of the NCV, to determine how the outcomes statements are aligned with approaches to the teaching of English. The selection of the topic was done with the hope that the topic would show an alignment with a variety of the codes used for the analysis, and provide a general view of the component structure of NCV English curriculum unlike the other topics. Reading and Viewing involves different language aspects such as reading to determine meanings from the text, assess verbal and non-verbal forms of communication, view and assess multimodal forms of communication, as well as critical analysis of read texts. The topic therefore embraced varied approaches to the teaching of English which other topics were not able to cover. The Level 2, Topic 2 (Reading and Viewing) and Subject Outcome 2.1, was used as an example to illustrate how the analysis was done (see Chapter Five 5.3.5, Table 8).

The textbooks prescribed for the English programme were analysed to see how they unpack content knowledge covered in the intended curriculum statements. The analysis looks at how the textbooks modules elaborate on the intended curriculum in terms of outcomes stipulated in the curriculum and how they are aligned with different approaches to the teaching of English discussed in Chapter Two.

The examination of the enacted curriculum was not done through classroom observations, but through examining summative examination papers for Level 2s written in November 2013. This is the first examination written after the revision of the L2 English curriculum. The examined curriculum was analysed to see how it is aligned with 'communicative approach', 'content-based approach' such as basic grammatical structures, as well as 'critical language awareness approach'. The following codes were formulated: generic (Gen), sociolinguistic competence (Socio), strategic competence (Strat), language structures and conventions (Gram), and critical language awareness (Crit). Some question items showed alignment with information recall and reading comprehension. Knowledge recall and reading comprehension (Rcomp) was therefore used as another code. The generic code (Gen) was used to categorise questions which seemed to integrate more than one teaching approach to English. For example,

Read the following extract carefully. Then draw a FIVE point mind map illustrating THE BENEFITS TO CHILDREN OF STUDYING MUSIC

The question seemed to align with discourse competence in that selected points need to show coherence. A mind map is an example of multimodal text which aligns with multiliteracies approach. The students also needed an understanding of grammar as a systematic tool essential to construct meanings appropriately. Some questions seemed to align with sociolinguistic competence approach (Socio). These are questions that demand an understanding of the language function in social contexts. For example,

What is the purpose of communication in the cartoon strip?

Questions which seemed to align with strategic competence (Strat) demand an understanding of verbal and non-verbal communication strategies, such as the following:

Comment on the non-verbal communication in Frame 2

Some questions seemed to align with language structures and conventions (Gram) such as the following:

Rewrite the following sentence into future tense:

This is combined with his medical training

The above question demanded knowledge and understanding of tenses to respond to. Some questions seemed to denote critical language awareness approach (Crit) in that students were asked to engage in analyzing how meanings and purpose are conveyed in a text. For example,

Why is it difficult for Spud to make friends and fit in?

Students had to critically analyse the text and apply their minds in relation to everyday experiences of having friends and why that was important. Other questions demanded information recall and reading comprehension such as the following:

Answer the following questions based on the cartoon strip:

What is the job title of the person talking in Frame 1?

The above question demanded an ability to read the text with understanding and recall of the given information.

The data collection process ended with semi-structured interviews conducted with the English lecturers to gain insights into their perceptions about the intended curriculum and what they perceived to guide their interpretation and understanding of the curriculum. Through semi-structured interviews, the lecturers' thinking about what the English curriculum is there for and how its design guided ways in which they transformed it to benefit students in different NCV programmes was investigated. Semi-structured interviews permit participants to be flexible in the discussion and an opportunity to raise and pursue issues and matters that might not

have been included in a structured interview schedule (Silverman 1993). The interview schedule was used in collecting information from the lecturers (see Appendix A).

Data was collected from one TVET College in the Gauteng Province, specifically in the three campuses that have different NCV departments and programmes: Campus A specializes in Business Studies, Campus B in Engineering Studies and Campus C in Utility Studies. The choice of the research setting is informed by the fact that the three campuses offer different NCV fields and programmes and these differences could lead to enhanced in-depth understanding of lecturers' thinking about the intended curriculum and what guided the way they transformed knowledge into pedagogic communication. Permission was granted by the Department of Education to collect data from the three campuses. A copy of a letter of permission from the Department of Education is attached (see Appendix B).

An important task in qualitative research is deciding on participants. Purposeful sampling (Silverman, 2000: 104) thus guided the selection of participants. The original plan was to interview nine English lecturers at the selected TVET College, three per campus on the three campuses. The criteria used for sampling participants were the number of years of teaching at the college and the different NCV levels taught. In consultation with college management team, it emerged in the process that lecturers were being generous in providing their time and insights for the research. Instead, 11 lecturers (with a withdrawal of one participant in one campus) were interviewed. All participants received the letter explaining the research and the consent form beforehand. Both a letter requesting permission from the selected

TVET College principal to conduct research, as well as a sample copy of consent form signed by interested English lecturers who participated in the interview, are attached as Appendices C and D respectively. A decision was taken not to make the interview schedule available to participants beforehand with the hope that their responses would be more authentic. The interviews were audiotaped and later personally transcribed by the researcher. The next section presents a summary of the interview process and the lecturers' profiles.

4.2.1. The interview process and lecturers' profiles

In analyzing participants' responses, pseudonyms have been used to ensure that confidentiality and appropriate research ethics are adhered to. The lecturers were first asked to give a brief background about themselves. This section presents a summary of their profiles.

Amo is a senior lecturer. She prefers to meet regularly with members of her division to share ideas and good practices. She loves working with young people. She completed a Bachelor degree in 1996. She majored in English and Psychology. Her degree qualification did not necessarily prepare her to teach at college and she believed that English is the same everywhere, but it needs a different teaching strategy at the college from the one used at the school.

Bontle is a mother of two and a grandmother. She has a Primary Teachers' Certificate, a Diploma in Pre-primary teaching, and a Certificate in ABET. The English course she completed was called "English Through Activity". In this course English learning is facilitated through text-based activities. She felt that the training had some relevance to what she is presently teaching in vocational education and

training because of the text-based nature of the NCV English curriculum. She taught in a primary school for many years before she got a post at the TVET College. She has reached her retirement age and at the time of the interview, was hoping to extend her stay at the TVET College if possible, because she enjoys what she is doing there.

Caro started teaching at the college nine years ago. She has a Bachelor of Arts in Education qualification and majored in Venda and English. She did an additional methodology in Psychology and believes that what she did in Psychology is similar to what college students do in Life Orientation. The English course she studied did not prepare her to teach at TVET colleges but she does not find it difficult to teach there because the English concepts are the same. She enjoys teaching English at the college although the level of proficiency in English of the college students is a concern for her.

Dini is a teacher at heart and a librarian as well. Her interest in librarianship emanates from her realization that one cannot be an effective teacher without teaching reading. She is a qualified librarian and a qualified teacher. She has a Secondary Teachers Diploma in which she did English, Literature, and Linguistics. She was employed as a librarian for the better part of her career before she started teaching English at the TVET College. She was trained to teach at a school and not at the college. The college students do not do literature but grammar structures and linguistics are relevant and part of their curriculum.

Entle obtained a Bachelor of Arts degree, majoring in English, Sociology and Psychology. She started her teaching career in high school, teaching grade 10, 11 and 12. She began teaching at the college in 2012. Upon realizing that teaching English in high school is different from teaching in the vocational education sector, she felt that she needed more training for her to be competent enough to teach at the college. To this end, she enrolled for a Post-Graduate Certificate in Education, which she felt was very helpful.

Fundi graduated with a three year Teachers' Diploma from the College of Education. She majored in Agricultural Science, English and Geography. She was employed in various sectors before she came to the TVET College, including the Adult Basic Education and Training centre, a bank, and in a high school teaching Geography, English and Agricultural Science. She was surprised that the English concepts that she taught in a school are mostly similar to those included in the college curriculum.

Gontse is a qualified teacher with an Honours degree. He majored in History and English. He has 18 years of teaching experience. He taught in a high school before being employed at the TVET College. The English course he did included different approaches to the teaching of English such as English across the curriculum and the use of different resources such as newspapers and magazines in language teaching. He found relevance of what he studied with what is taught at the college.

Happy is a Bachelor of Arts in Education graduate. He majored in English, Literature and Education. The degree dealt with English in different ways which enables him to teach the subject at different levels of learning including the TVET College. He is

teaching both the NCV English, Communication, and Management Communication, to the NATED⁶ (N4-N6) students at the TVET College. According to him there is not much of a difference between what he is teaching in the NATED classes and the NCV classes.

Inno was unemployed for 20 years. During that time she managed the finances of the family business. She is a passionate entrepreneur. Her passion for looking after children and love of interaction with them motivated her to study Educare at the TVET College. Whilst studying, she was asked to teach in the Foundation Phase in one primary school as well as lecture part-time at the TVET College in Educare. She is presently registered for a National Professional Diploma in Teaching, majoring in English and Barriers to Learning. She felt that her present training has some relevance to what she is presently teaching in vocational education and training because of the text-based approach which informs the construction of the NCV English curriculum.

Joy studied for a Bachelor of Arts degree specializing in Communication and English. An English course that he did focused on cultural studies and discourse analysis of different texts from the Commonwealth and the USA. The course was not necessarily school-based English such as grammatical structures but it was mainly focused on discourse analysis. He began teaching in private colleges before he moved to the public TVET College.

⁶ NATED programmes are the N1-N6 National Certificate programmes that are described in the policy, *Formal technical instructional programmes in the RSA, Report 191 (2001/08)*, which was implemented by FET colleges in 2001 and which replaced the previous NATED 02-191 and 190 and 191 reports. The National Certificate instructional offerings, more commonly called N-courses, are described in two policies known as Report 190 and 191. Report 191 (2001/08) lists all the approved programme offerings and describes the programme requirements for technical college education.

Kamo obtained a Bachelor of Education degree and an Honours degree and is presently doing a Masters degree. He majored in English and Education. His focus is upon instructional methods. The English course he did focused on grammar and literature. He was able to see linkages between the English he did at training and what he teaches at the college as they both include the study of grammatical structures and correspondence.

The next section presents the demographic data of the respondents and their experiences of teaching in the vocational education sector by presenting their age, educational background and years of teaching experience.

4.2.2. Demographic data of the lecturers

At the time of the study the age differences were as follows: five lecturers were between 28 and 35 years of age, three were between 35 and 40 years, two were between 45 and 50 years old and only one of the respondents was over 60 years of age. The lecturers' teaching experience varied from between 6 to 40 years as reflected in Table 3 below. Their total number of years of teaching experience is as follows: Four lecturers had a teaching experience of between 6 and 9 years, five lecturers had an experience of between 10 and 20 years. Two lecturers had the most teaching experience, 36 and 40 years respectively. The respondents' teaching experience at the college varied from three years to seven years. Most of the respondents taught at all the levels of the NCV except for three lecturers who taught either Level 2 and 3 or Level 3 and 4 only.

Table 3: Lecturers' years of teaching experience

Number of lecturers	Total years of teaching experience	Teaching experience at college	NCV Levels taught
1	6 years	3 years	L2-L3
2	8 years	3 years	L3-L4 and L2-L3 respectively
1	9 years	5 years	L2-L4
1	10 years	4 years	L2-L4
1	16 years	7 years	L2-L4
1	18 years	3 years	L2-L4
1	19 years	6 years	L2-L4
1	20 years	6 years	L2-L4
1	36 years	7 years	L2-L4
1	40 years	7 years	L2-L4

All except two of the respondents have a secondary school teaching qualification; one of them has a Certificate in Educare and is still studying for her National Professional Diploma in Teaching (NPDT) and the other has a Diploma in Pre-Primary Teaching. Table 4 below shows the number of respondents with the highest qualifications and areas of specialization. These include one certificate qualification, two teaching diplomas, five bachelor degrees, and three honours degrees. These qualifications were obtained from different institutions and different specializations.

Table 4: Qualifications and Specializations

Highest qualification obtained	Number of lecturers (N)	Specializations
Certificate	1	Educare (N=1)
Diploma	2	Pre-Primary teaching (N=1) English, Geography and Agricultural Science (N=1)
Degree	5	English and Psychology (N=1) English and Venda (N=1) English and Education (N=2) English and Communication (N=1)
Honours/Post Graduate Certificate in Education	3	English and History (N=1) English and Education (N=1) English, Sociology and Psychology (N=1)

These lecturers are working at the TVET colleges and their training and qualifications are in school teaching, and not specifically designed to train them to teach at TVET Colleges. Nine of the respondents specialized in secondary school English teaching except for one lecturer who obtained a pre-primary teaching diploma with no particular specialization per se, and another one who obtained a Certificate in Educare, an Early Childhood Learning qualification and is presently studying for her NPDT qualification, majoring in English and Barriers to Learning. Six of the respondents maintained that the English course they studied had some relevance and was aligned to what they are presently teaching at the TVET College.

During the interviews, participants were able to discuss their interpretations of the curriculum, pedagogical and assessment practices. The interviews focused on the English lecturers' understanding of the communicative approach that informs the construction of the NCV English curriculum. Focus was on finding out their historical background about the approaches to the teaching of English curriculum design in general, as well as those that underpin subject English for the NCV programme in particular, and what guided their choice of approaches to the teaching of English that they followed. The interviews also examined their understanding of progression and sequencing process stipulated in the curriculum document and what guided how they sequenced and paced their lessons. How they used the curriculum documents to plan their lessons as well as for their assessment practices were also investigated. In other words, the investigation aimed to find out how the lecturers understood the intended curriculum, as prescribed in the subject guidelines designed by curriculum designers and for subject English. More about their responses is presented in Chapter Eight. Seeing how the lecturers understood and engaged with the

curriculum made it essential to examine what constructed knowledge of subject English offered in the NCV programme. The analysis also focused on how the curriculum design guided (or not) the lecturers towards an understanding of a communicative approach that underpin the curriculum or towards approaching the curriculum in a communicative way.

4.2.3. Data analysis

The data collected in this study was analysed qualitatively (Babbie & Mouton, 2001; McMillan & Schumacher, 2006). Qualitative research 'describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions' (McMillan & Schumacher, 2006: 315). Themes from debates in the literature (Cohen, Manion & Morrison, 2004: 283) were used in the design of data analytical tools. The following themes were used to analyse the data: knowledge differentiation and the curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace.

In analyzing selected intended curriculum documents, the focus was on the knowledge structure of subject English. The nature of knowledge specified in the intended curriculum documents was analysed in terms of outcomes-based curriculum design, political purpose of the curriculum and regulators' control of content selection, the discourse of voice as against knowledge discourse, context-based curriculum design, as well as the approaches to the teaching of English as outlined in Chapter Two. The analysis has also examined how the curriculum is framed in terms of sequencing, progression and pacing through comparing it with the Grade 10 CAPS English curriculum. The textbooks prescribed for the Level 2 NCV

English was examined in terms of how it aligned (or not) with approaches to the teaching of English as well and how the textbooks tried to elaborate on the curriculum document. The examined curriculum was analysed in terms of how the questions were aligned (or not) with the approaches to the teaching of English. This analytical approach was based on the premise that while the designers of the curriculum, book designers and the examiners, may draw on a range of approaches, or may not draw on any of them explicitly, they are likely to be influenced by one or more of them.

The study did not analyse curriculum implementation through classroom observations, but the overall aim was to gain insights of what was actually taught. Data collected from semi-structured interviews of the English lecturers has been analysed in terms of their perceptions about the curriculum and their understanding of the knowledge structure of subject English. The analysis focused on their understanding of the communicative approach that underpins the ESL curriculum in general and their views about how the communicative approach informs the construction of NCV English curriculum in particular. Their views about how the curriculum considered occupational context of the students were analysed. Findings from the analysis were discussed in terms of key theoretical insights. These findings are presented in the form of responses to the following research questions:

1. What constitutes the curriculum for English in the NCV curriculum? This is the main question of the study which is divided into five sub-questions listed below.
 - a. What key debates to the teaching of English inform the construction of this curriculum?

- b. In what ways does the design of the NCV English curriculum enable and or constrain the lecturers' interpretation of the curriculum?
- c. How do lecturers interpret the subject English curriculum; what is their understanding of it?
- d. How do prescribed English textbooks in the NCV curriculum expand on the intended curriculum?
- e. To what extent do the intended and the examined curricula meet the contextualized needs of students?

4.3. Validity and reliability of the study

Validity refers to the truthfulness of findings and conclusions. McMillan and Schumacher (2010: 331) describe validity in qualitative research as 'the degree of congruence between the explanations of phenomena and the realities of the world'. Validity is also concerned with the degree to which the interpretations made have mutually agreed upon meanings for both the participants and the researcher. Thus, claims for validity are related to methods of data collection and analysis. In order to enhance validity, this research used a multi-method strategy (McMillan & Schumacher, 2010: 331), which included document analysis and interviews. This method was used with the premise that different strategies may yield different insights about a topic, as well as increase the credibility of the findings. Different intended curriculum documents such as subject guidelines and the English textbook prescribed for NCV programme, as well as the examined curriculum which form part of the enacted curriculum were examined. Analysing varied curriculum documents increased the validity of the study as it provided insightful information about what constructs English for the NCV programme, what approaches are foregrounded or

not in the design of the curriculum, and how the curriculum design guided or constraint the lecturers' understanding of the curriculum. A document analysis guide derived from research questions and literature has been designed to minimize inaccuracies in data collection. In order to overcome the threat of single method bias, interviews were conducted with the English lecturers to gain insight into their understanding of the English curriculum and to understand how they transform the intended curriculum.

Reliability refers to the consistency of data collection, analysis and interpretation (Nunan, 2001: 14). Though this study was conducted in one college, the curriculum policy documents and the examined curriculum analysed are used in all the South African TVET colleges and these colleges are all subjected to the same national examinations. Information obtained from curriculum documents used in one college in Gauteng Province could yield similar results if similar documents are analysed. The analytical tools used to examine the intended and the examined curriculum, such as approaches to subject English curriculum design increased the level of consistency of the interpretation of findings and that could yield similar results if similar approaches are used in the analysis of the documents over again.

Rigour in this study is promoted through the collection of accurate and detailed data, in-depth analysis of the data and accurate reporting of the findings. Accurate collection of data depends largely on the quality of the data collection instruments, which in this study were a document analysis tool and an interview guide. The researcher attempted to enhance the quality of these research instruments by using a number of strategies. Fellow students and colleagues scrutinized the research

instruments before data was collected. Supervisors also made inputs on the research instruments. Instruments used for collecting data were also pilot-tested with English college lecturers at one of the campuses of the selected college in the Gauteng province, which did not participate in the actual study.

4.4. Ethical considerations

In educational research, ethics is concerned with ensuring that the interests and wellbeing of people are not harmed as a result of the research being conducted (Lankshear & Knobel, 2004). One of the demands of research ethics is that the researcher develops a relationship of trust, openness, co-operation and acceptance with participants (McMillan et al., 2002). The following ethical issues were discussed intensively with participants and consensus was reached: informed consent, confidentiality and anonymity, privacy and empowerment, caring and fairness. Before the commencement of this research, permission from the Gauteng Department of Higher Education to conduct research in the college was requested and granted (see Appendix F). The researcher personally approached the college for permission to participate in the study and to collect all the necessary documents for analysis. Participants were informed that they could choose whether or not to take part in the study. They were informed of their right to withdraw their participation if they in any way felt compromised by the interviews. Participants were assured that anonymity and confidentiality would be maintained throughout the course of the research. All participants would receive feedback about the recommendations and conclusions of the research. The study met the requirements of the Ethics Committee of the University of the Witwatersrand School of Education, and has been approved by it.

In the following chapter, an examination of the intended English curriculum attempts to locate how and what curriculum designers selected for inclusion in its design, given its underpinning of communicative approach. The chapter addresses two research questions: 'what constitutes the curriculum for English in the NCV programme' as well as 'what key debates to the teaching of English inform the construction of the curriculum'.

Chapter 5: Analysis of the intended curriculum for subject English in the NCV programme

5.1 Introduction

This chapter examines the nature of the curriculum for English First Additional Language (EFAL) in the NCV programme. For Bernstein (2006), curriculum designers' selections of knowledge for a curriculum for a particular subject form part of the process of recontextualizing knowledge from the broader disciplinary field. How the subject English is located within the three fields of the pedagogic device is discussed in Chapter Three. This chapter aims to examine what has been selected for inclusion in the intended curriculum. Subject guidelines document is one of the components of the intended curriculum of the NCV programme. The examination started by tracing English since its introduction as a compulsory subject in the NCV programme, through to its revised versions introduced first in 2013 and phased in over time. The following themes which are informed by the literature review and the research questions are used in comparing and analyzing the curricula: knowledge differentiation and the curriculum design; language teaching approaches; progression process; English for academic purposes, and English and the workplace.

5.2. Knowledge differentiation and the curriculum design

The literature classifies English as having a horizontal knowledge structure in that it does not present coherent discourse that shows integration at particular levels of meanings (Bernstein, 1996). Horizontal knowledge structures create unclear boundaries between different approaches to teaching English discussed in Chapter Two. The field of knowledge for English does not have the capacity for conceptual

integration. Debates within the field of recontextualization, in the case of subject English, show that the subject evolves and that the selection of its content knowledge depends on preferences held by recontextualizers and ideological and political imperatives. Further debates about the regulation of knowledge forms and how knowledge gets distributed is what the literature conceptualizes as the pedagogic device (Bernstein, 1996, 2000). At first reading both the original and the revised version of the English NCV curriculum, the two versions of the curricula appear similar. Both are outcomes driven. What has changed in the current version is the presentation of subject and learning outcomes. In the original intended curriculum there were many subject outcomes and learning outcomes that were further unpacked into sub-learning outcomes. The revised intended curriculum has only one subject outcome per curriculum area, with a few learning outcomes and no sub-learning outcomes.

The multiple approaches to the teaching of English over the years, discussed in Chapter Two is a sign of the intensive research undertaken in the production field of English, as well as contestations about 'whose English' and 'for whom'. The contestation is also evident in ESL research, whereby different approaches to the teaching English emerged. On further analyzing the outcomes statements of subject English, I noted that the dominant outcomes statements associated with the generic code and integrated more than one teaching approach. These generic and integrated outcomes were coded as 'generic' (Gen). The generic outcomes statements denote the communicative teaching approaches. The dominance of generic outcomes statements that integrate more than one teaching approach confirms the integrated nature of the outcomes-based NCV English curriculum. The

generic oriented nature of subject English confirms its horizontal knowledge structure characteristics (Bernstein 1996, 2000) discussed in detail in Chapter Three (see 3.3). The dominance of outcomes statements which denote a combination of teaching approaches displays the opaqueness of the intended English curriculum. A few outcomes statements however, show alignment with content-based approach such as grammar structures and language conventions (Gram) and literary studies (Lit). This shows that the intended NCV English curriculum also displays characteristics of horizontal knowledge structures with 'strong grammar' (Bernstein, 2000), whilst dominated by horizontal knowledge structures with a 'weak grammar'.

Moore and Muller (1999) take the debate about the regulation of knowledge forms by classifying discourse in terms of the 'voice of knowledge' and the 'voice of the knower' (see Chapter 3: 3.5). For Moore and Muller, subjects that integrate knowledge forms, such as the outcomes-based curriculum design, tend to reduce knowledge to knowing and experience. The outcomes-based English NCV curriculum focuses more on what the students can do than on what they know. The English curriculum is an example of a curriculum that limits focus to what students have demonstrated they can do in one context and not what they know. Selection of knowledge for inclusion in the outcomes-based curriculum design is determined in terms of the performance indicators displayed by students and not by content knowledge of the subject. A list of outcomes statements are performance driven and not necessarily content knowledge focused. Such knowledge is reduced into a 'voice of membership' and undermines grounded knowledge of English (Moore and Muller (1999).

The next section discusses how the curricula shows alignment with the teaching approaches to English discussed in Chapter Two. The analysis starts with a brief discussion of teaching approaches and an outline of how the curriculum outcomes are analysed.

5.3. Language teaching approaches

Intended NCV English curriculum claims to be underpinned by theories of communicative language approaches such as communicative approach, text based approach, and critical language awareness (Department of Higher Education and Training 2013). A communicative approach suggests that learning a language should expose students to the target language and to numerous opportunities to practice or produce language (Savignon, 2002). This approach is used when students engage in different stages of the listening, speaking, reading, and writing processes whilst producing oral and written texts. It assumes that second language learning is facilitated when students are engaged in interaction and meaningful communication. It also views learning as a social activity that depends upon interaction with others (Cope & Kalantzis, 2000). The communicative approach claims to be providing students with greater choice over their own learning, both in terms of the content of learning as well as the processes they might employ. Theories of communicative teaching approach are elaborated upon in Chapter Two of this study (see 2.6).

Theorists of the communicative approach to the teaching of English (Canale & Swain, 1980; Canale, 1983) view grammatical competence, discourse competence, sociolinguistic competence as well as strategic competence as components of communicative competence. Theorists of ESL teaching and learning have strong ideas that they advocate about these approaches, however, as mentioned in

Chapter Two distinguishing amongst them and their manner of operationalization is problematic. This is because in order to operate from any approach, you need competence in another. Multiliteracies (Cope & Kalantzis, 2000; Street, 1995) and critical language awareness (Fairclough 1992) are examples of text-based approaches that underpin ESL curriculum design. Lazar (1993) and Newfield and Maungedzo (2006) suggest that a content-based approach, across the curriculum of literacy studies can also enhance ESL development.

NCV English curriculum was examined to establish in what ways the presented outcomes made aligned with ESL teaching approaches discussed in Chapter Two: content-based approach such as 'basic grammar structures' and 'literary studies', language across the curriculum approach, and the communicative and text-based approaches such as 'grammatical competence', 'sociolinguistic competence', 'discourse competence', strategic competence', 'multiliteracies', and 'critical language awareness' .

The outcomes-based design of the English NCV curriculum made the analysis of vague and unspecified outcomes statements to see how they aligned with the above mentioned teaching approaches difficult. I then examined how content in the NCV English First Additional Language Level 2 curriculum aligned with the teaching approaches by comparing it with the Grade 10 English First Additional Language Curriculum and Assessment Policy Statements⁷ (CAPS). Although this was a

⁷ A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12. The *National Curriculum Statement Grades R-12* represents a

comparison of only the Level 2 NCV and the Grade 10 CAPS, it facilitated the presentation of what the NCV English curriculum entails in terms of the curriculum aims, learning and teaching resources, time allocations, and skills and content coverage.

5.3.1 Specific aims of learning English

CAPS and the NCV English curricula envisage active learners who will use what they learn to achieve in a variety of linguistic and literacy purposes. The aims statements in both curricula (Department of Basic Education 2011; Department of Higher Education and Training 2013) are the same. Both curricula aim to achieve the following:

policy statement for learning and teaching in South African schools and comprises the following: Curriculum and Assessment Policy Statements for each approved school subject as listed in the policy document *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; The policy document *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* which describes the number of subjects to be offered by learners in each grade and the promotion requirements to be obtained; and the policy document *National Protocol for Assessment Grades R – 12* which standardises the recording and reporting processes for Grades R – 12 within the framework.

Table 5: Aims of CAPS and NCV curricula

Aims of Grade 10 and NCV Level 2 curricula	
1.	Acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context
2.	Use their Additional Language for academic learning across the curriculum
3.	Listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for lifelong learning
4.	Express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers
5.	Use their Additional Language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing
6.	Use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the information age and forms the basis for lifelong learning
7.	Use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

Most of the above aims, such as one, three and four, focus on the development of language skills: reading and writing, and listening and speaking. In unpacking the aims of both CAPS and NCV English listed above in terms of approaches to the teaching of English outlined in Chapter Two, it is possible to identify aims that are more likely to be achieved through the use of the communicative approach. For instance, the first aim listed below relates to the sociolinguistic competence (Canale, 1983) and multiliteracies (Street 2001) that are examples of competencies that make up the communicative approach discussed in Chapter Two (see 2.6).

- Acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context.

Such competence is likely to be fostered by a communicative approach in the classroom where language learners are encouraged to produce utterances and use language appropriately in different sociolinguistic contexts. The second and sixth aims invoke language across the curriculum approach (Richards, 2006), also discussed in Chapter Two (see 2.5).

- Use their Additional Language for academic learning across the curriculum

Use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the information age and forms the basis for lifelong learning

The language across the curriculum approach assumes that ESL development is acquired through engagement with the other subjects across the curriculum. The last aim seemed to evoke critical language awareness approach (Fairclough 1992) that intends to develop students' critical thinking skills as they engage with and interpret meanings in texts (see 2.6.5.2). For example:

- Use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

The next section of this chapter focuses on how time and weighted value is allocated in the curricula. The comparison also highlights how the curricula show alignment with the teaching approaches to English.

5.3.2 Time and weighted value allocations in the curriculum

When looking at weighted value allocations in components of the curriculum it seemed essential to first compare these components in terms of their general descriptions by curriculum statements. This was followed by comparison between CAPS and NCV English curricula, in terms of time allocated for each component of English, and finally an examination of how the components compared in terms of weighting.

Looking at the first level of comparison, there seemed to be no difference between what the curricula describe as the topic Listening and Speaking for both CAPS and NCV English. According to the CAPS English curriculum statements (Department of Basic Education, 2011: 12), the topic Listening and Speaking intends to develop students' listening and speaking skills, essential to interpersonal relations and successful learning across the curriculum. This is in line with the second aim of the curriculum listed above, which focuses on language development of other subjects across the curriculum. Students practice a variety of informal and formal spoken forms in the classroom. Listening and speaking activities are integrated with other topics such as Reading and Viewing and Writing and Presenting. Students listen to or read texts that model the structures and vocabulary they will be expected to use when speaking and writing. In presenting their speech, students are expected to demonstrate an awareness of audience and contexts as well as use appropriate verbal and non-verbal techniques and accurate language structures and conventions. NCV English curriculum states that the topic Listening and Speaking focuses on providing opportunities for students to listen for specific information and comprehension in social and academic contexts. As in CAPS English, students are

given opportunities to speak accurately in formal and informal social and academic contexts. The curriculum also emphasizes the importance of using grammatically correct language in practicing speech (Department of Higher Education and Training, 2013: 7).

Looking now at the second topic, Reading and Viewing, CAPS curriculum statements outline three different focus points for reading. Firstly, students practice intensive reading of short texts for comprehension, note-taking, summary and critical language awareness. This is aligned with critical language awareness of the text-based approach discussed in Chapter Two (see 2.9.5.2). Students analyse texts for different purposes including the critical meaning of the text writer. Secondly, students study networks with a focus on cultural qualities of texts such as poems, novels and short stories, to introduce them to the meta-language and technical terms used in literal criticism; as well as for enjoyment and appreciation of texts. The study of literary works is aligned with the content-based approach of ESL development discussed in Chapter Two (see 2.7.2), in which students' language proficiency is enhanced via the study of literary texts. Thirdly, students are involved in extensive reading of a variety of written and visual texts available from the classrooms, school and public libraries as well as the internet (Department of Basic Education 2011:14). On the contrary, NCV English curriculum does not prescribe networks for the programme. Students are expected to read and view texts such as short stories, correspondence texts and social event communication with attention to format, layout, meaning and message and purpose of texts (Department of Higher Education and Training, 2013: 8). The curriculum statements state that during reading, students

- understand texts at a word level by identifying and using three strategies to determine meaning: context, dictionary skills; word attack skills like root words, prefixes and suffixes;

- understand texts by identifying and explaining allusion; idioms and proverbs; denotation and connotation; origins of words; commonly confused words; abbreviations and acronyms. Read, analyse and evaluate elements of creative texts such as short stories.

The texts recommended for NCV English are context specific but emphasise upon explicit grammar structures such as root words and affixes and literary stylistics such as idioms, proverbs and origins of words. NCV English curriculum statements also indicate that students are engaged in extended reading of texts for enjoyment such as electronic texts on platforms like Kindle, etc.

Turning now to the third topic, Writing and Presenting, CAPS English curriculum prescribes that students write a range of texts for different purposes: academic, creative, interpersonal and work-related texts. These include the production of texts types that are important in other subjects, for example information reports, explanations, and persuasive and argumentative essays. According to NCV English curriculum statements, students are expected to write and present correspondence texts such as letters and reports, and social media texts such as emails and notices, as well as visual descriptions such as mind-maps, timelines, tables and flowcharts. According to the Department of Higher Education and Training (2013: 10), the range of written texts produced at Level 2 includes 'visual descriptions; procedural texts; classified and display advertisements; poster; formal letters; research reports; social media texts; social events invitations; and information texts'. NCV English curriculum statements (Department of Higher Education and Training, 2013) also elaborate on the purpose of written activities in that focus is on ensuring that students use correct language structures, grammar conventions and formats appropriate to social and academic contexts. It states that

Writing tasks in Level 2 focus on the word and sentence levels with emphasis on style, punctuation and spelling and includes the following cognitive skills: explain, discuss, differentiate, compare, contrast, to prepare students for using accurate academic language in all required learning activities(p. 10).

Focus on accuracy of language forms such as punctuation and spelling when engaging in design and production of written texts is another indication of the approach's alignment with content-based approach (see 2.7). From the curriculum statements it is evident that NCV English students are not expected to produce extended essays such as argumentative or persuasive texts as stated in CAPS English. In CAPS English curriculum the fourth topic, Language Structures and Conventions, involves the teaching of grammar structures and practice in using language. The curriculum statements prescribe that grammar and vocabulary be taught in context as well as systematically in isolation (Department of Basic Education, 2011:15). However, there are no explicit outcomes in the curriculum that specifically focus on the teaching of grammar structures; the emphasis is upon the integration of grammar with reading, writing and speaking. The curriculum statement prescribes that:

Grammar can be taught as part of reading comprehension lessons, where there is an intensive focus on a short passage. Grammar and vocabulary can also be taught in the context of writing...it should also be taught purposefully; attention should be given to meaning as well as form (p. 15)

NCV English curriculum uses the term 'Language and Communication in Practice' to describe topic four. In Level 2, this topic covers the theoretical principles of communication, which are not covered in CAPS English. These are communication

aspects such as 'principles of effective communication', 'elements of effective communication', 'barriers to effective communication' as well as 'categories and channels of communication' (Department of Higher Education and Training, 2013:). The topic also covers the study of and application of language structures and grammar conventions, in the same way as CAPS English curriculum. According to the curriculum statements, the teaching of language should take place in the context of listening, speaking, reading, viewing as well as writing and presenting. The curriculum statement indicates that the process of teaching language in social and academic context involves:

...the introduction of language structures and grammar conventions of South African English through the texts students are expected to listen to, read and view, and the accurate use of the language structures and conventions in the production of texts through either speaking or writing. (pp. 11-12)

Both curricula present grammar as a form of language use in the context of language skills such as reading, writing and speaking and listening. This is aligned with some competencies that make up the communicative approach discussed in Chapter Two (see 2.6): grammar and sociolinguistic competence. This communicative approach emphasises that ESL develops in social practice. It is important to note however, that CAPS English curriculum statements also emphasize the importance of a systematic learning of language structures and allocates specific teaching time to it.

A comparison of recommended teaching resources stipulated in CAPS and NCV English curricula also showed insights about how the curricula aligned with teaching approaches to English. The next section discusses resources allocations in the curricula.

5.3.3 Resources to support the teaching and learning of CAPS and NCV English as subjects

Comparing teaching and learning resources of the two curricula was not a simple task, as different categories were used by the compilers of the curriculum documents. The CAPS English curriculum classifies resources as those used by teachers and those by the learners, whilst the NCV English curriculum uses categories such as physical resources, equipment, consumables, learning and teaching materials, and resources for each classroom. Both curricula specify resources in terms of physical resources, reading materials and equipment for students and teachers needed for teaching and learning English in the following way:

Table 6: Resources for CAPS and NCV programmes

CAPS EFAL	NCV EFAL
Each learner should have: • Approved language textbook • Two of the following approved/prescribed literary genres: Novel, Short stories, Drama and Poetry • A dictionary, if possible a bilingual dictionary as well • Media material: a collection of newspapers and magazines • Access to reading material in a class, school and public library for extensive reading The teachers should have: • A Curriculum and Assessment Policy Statement (CAPS) • Language in Education policy (LiEP) • The language textbook used by learners and other textbooks for resource purposes in addition to the approved text • Two of the following approved/prescribed literary genres: Novel, short stories, drama and Poetry • Dictionaries, both monolingual and bilingual, and a thesaurus • A reference textbook for grammar • Media material: a variety of newspapers, magazines, brochures and flyers • Access to reading material in a class, school and public library in order to guide learners' extensive reading	Physical resources • Theory classrooms equipped with notice boards • Language and reading laboratories electronic and/or paper-based) • Resources/media centres • Computer room with internet access • Simulation centres (practical rooms, office hubs and/or reception areas (equipped with fax machines, computers, copiers and printers) Equipment • Tape recorders with microphone • Television • DVD player • Overhead projector and screen • Data projector and screen • Video recorder Consumables • Files for Portfolio of Evidence • Transparencies (write on and burn on), printing paper and cartridges for fax machines and printers • Blank CDs and DVDs • Earphones • Stationary, for example pens, pencils, crayons, magnets, cardboards and coloured papers Learning and teaching materials • Textbooks • Dictionary-preferable one for student for home use and one set of 30 per class • Newspapers, magazines and posters • DVDs, CDs and software programmes for reading and language Resources required for each classroom • A set of English dictionaries • A set of bilingual dictionaries (depending on the home language of the students) • A set of thesauruses • A set English Handbook and Study Guides

An examination of what these resources mean for communicative approach, grammar and literary studies created a way to compare these documents. CAPS English learners read texts in the literary genres prescribed for the grade: novels, short stories, drama and poetry. This is an indication that at school learners are

involved in literary studies, which is not the case with NCV English curriculum. Listed technological equipment and physical resources for NCV English such as the media centre, language laboratory, simulation rooms, DVDs, and software programmes gives an impression that in using these resources, students are expected to work within a multiliteracies 'frame' - discussed in Chapter Two (see 2.9.5.1) - which incorporates the use of multiple modes and texts in interaction with each other (Cope and Kalantzis 2000).

The next section examines how the lesson topics and content outlined on the teaching plans of the curricula aligns with English teaching approaches.

5.3.4 Skill and Content coverage of CAPS and NCV English curricula

Both CAPS and NCV English curricula documents outline topics to be covered in terms of skills: listening and speaking, reading and viewing, writing and presenting, and either language structures and conventions for CAPS English or language and communication in practice for NCV English. Comparing the content of the two curricula was an arduous task because the CAPS English curriculum combines content for Grades 10 to 12. This made it difficult to identify specific content for different grades and for Grade 10 specifically. Another challenge was the outcomes based orientation in the design of the NCV English curriculum, which presents content knowledge in vague and unspecified terms with little elaboration. An alternative way to identify content detail in each curriculum was to examine the guidelines provided for teaching plans. The comparison examined topics covered, time allocations, and content knowledge outlined in the first two weeks of the academic year. Both curricula present information on the teaching plan per two week cycle.

Table 7: NCV and CAPS teaching plans

GRADE 10 CAPS TERM 1 TEACHING PLAN				
Grade 10 CAPS EFAL	Listening and Speaking 1 hour	Reading and Viewing 4 hours	Writing and Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
Week 1 and 2	Listen for information Pair and whole class: Introduce a class-mate using the information provided OR View documentary	Intensive reading Informative text Simple summary of important facts Fact and opinion Extended reading project introduced	Write an informative paragraph. Focus on sentence construction and clarity. Write a friendly letter giving information Focus on: Process writing Planning, drafting, revising, editing, proof reading and presenting (text structure and language features include: Letter- address, date and salutation, structure of message, closing, signature, formal or informal style	Statements, sentence structure (subject-verb-object) Use of the simple present tense Vocabulary: technical terms related to reading text(s)
LEVEL 2 NCV TERM 1 TEACHING PLAN				
NCV L2	Texts used in listening, reading and viewing		Texts produced in speaking, writing and presenting	Language and communication in Practice
Week 1 and 2	TEXT 1: Information text Listening for specific information TEXT 2: Dictionary extract Dictionary skills including root words and origins of words TEXT 3: Mind-map Take note of textual features		TEXT 1: mind-map TEXT 2: Speaking Language practice: prefixes and suffixes, vocabulary and spelling rules	Public speaking principles including non-verbal communication Textual features: prefixes and suffixes, vocabulary, spelling rules

The next part of this discussion unpacks content presented per topic in the teaching plan. According to the teaching plan extract presented in Table 7 above, CAPS English curriculum allocates one hour for listening and speaking per two week cycle. The teaching plan suggests some activities such as introducing a classmate to the class and speaking using specific information. Learners work in pairs as they speak

and listen to each other. The activity implies that listeners will be expected to determine the purpose of the speaker and understand how information is presented. The CAPS English curriculum shows its intention to develop learners' listening and speaking skills by providing learners with an opportunity for conversation. The activity 'introducing a class-mate to the class' and 'speaking using specific information' provides learners an opportunity to rehearse communicative skills needed in the real world, as well as those that enable them to manipulate and practice specific features of language. In the research discussed in Chapter Two (see 2.3), Krashen (1987) maintains that students should be given opportunities to be involved in meaningful interactions, which can enhance the development of ESL speaking skills. He argues that it is important to expose ESL students to effective interactive activities for a variety of communicative purposes. These could be activities that are based on source materials that enable learners to rehearse communicative skills needed in the real world, as well as manipulate and practice specific features of the language. This approach is in line with the first aim of the curriculum stated in Table 5 (see 5.3.1), which states that students will 'acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context'. The NCV English teaching plan does not allocate specific time for the topic Listening and Speaking. The teaching plan splits the topic Listening and Speaking in two. Listening is grouped with Reading and Viewing, whilst Speaking is grouped with Writing and Presenting. In terms of Listening, the teaching plan does not give lecturers much guidance on what students should do to enable them to develop their listening skills. The teaching plan only states that lecturers should use an 'information text' to enable students to 'listen for specific information' with no specific activities outlined. It will only take a lecturer who

is knowledgeable about the listening process and factors that affect listening, to ensure that students develop effective listening skills, which the teaching plan does not provide. Without any specifications for the listening activities that students should do, as indicated in the NCV English teaching plan, there are no guarantees that lecturers will focus on developing specific listening skills. With regard to speaking, the teaching plan specifies that students practice grammar structures such as 'prefixes and suffixes, vocabulary as well as spelling rules' during speech activities. Specific focus on grammar structures approach aligns with basic grammar skills approach discussed in Chapter Two (see 2.7.1).

The CAPS English curriculum allocates four hours per two-week cycle for the topic Reading and Viewing. The curriculum aims to engage learners in the intensive reading of setworks. The teaching plan outlines clear purposes for reading, for example, to make 'simple summary of important facts' and identify 'facts and opinions' from their reading (Department of Basic Education, 2011). This is in line with one of the aims of the curriculum (see 5.3.1), which states that students:

...use their First Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.(p.9)

The activities are also aligned with critical language awareness approach discussed in Chapter Two (see 2.9.5.2), which focuses upon critical reading skills in order to understand meanings conveyed by the writer of the text. ESL students also need the knowledge of normal discourse structure, that is, the knowledge of how a text is organized as it influences easy text comprehension. Debates in the literature review state that there is always a gap between the intended and enacted curriculum. An

understanding of the intended CAPS English curriculum and the strategies for teaching reading, by the teachers is the determinant of whether the learners appropriately develop critical reading skills and ways of drawing inferences and formation of testing of hypothesis as presented in the review of ESL acquisition debates.

On the contrary, NCV English students are not engaged in intensive reading of networks. The Level 2 teaching plan extract shows that students read and view 'dictionary extracts' and 'take note of textual features of a mind-map'. NCV students can learn how a text such as the dictionary extract is organized in terms of 'root words and origins of words' as well as textual features of a mind-map which might develop their reading skills, however, they might be deprived of the opportunity to develop abilities to reason out information, draw inferences and test hypotheses from reading such texts.

In the teaching plan, CAPS English curriculum allocates three hours per two week cycle for the topic Writing and Presenting. The teaching plan specifies the writing activity that students will focus on, such as a friendly letter. It also specifies a process approach to writing, which involves 'planning, drafting, revising, editing, proof reading and presenting'. The teacher is expected to use this approach in guiding learners to write a friendly letter. Text structure and language features to be covered in teaching a friendly letter such as the 'address, salutation, and structure of message, closing, and signature' are also outlined in the teaching plan. The teaching plan for NCV English curriculum states that students will produce 'mindmaps' as a writing activity. The teaching plan does not specify a particular

process approach to writing. Furthermore, the expectation is that lecturers will integrate writing and presenting with the language teaching of 'prefixes, suffixes and vocabulary building' though there is no guidance as to how this should be done. For Grabe and Kaplan (1997), as mentioned in Chapter Two, writing strategies that are effective in ESL learning include giving students opportunities to display their writing skills by designing different text genres such as letters and reports. Writing skills embrace the consideration of features of language form and usage. NCV students, who are prepared for the workplace, may need to write research papers, reports, abstracts, proposals, memos, and business letters appropriately. This suggests that these students need exposure to opportunities to develop good writing skills, which the teaching plan does not seem to offer. The lack of prescription by the teaching plan of what lecturers should teach about writing and the process of teaching students how to write could significantly deprive NCV English students of the opportunity to develop sufficient writing skills.

Looking at Topic 4 of the teaching plan, Language Structures and Conventions in CAPS English prescribes that grammar structures and conventions should be taught explicitly as well as integrate them with other topics. According to the teaching plan the teachers are expected to instruct students in sentence structures and tenses such as 'subject-verb-object' and 'simple present tenses'. Vocabulary building activities are covered under the context of reading texts used in topic 2, Reading and Viewing. NCV English, on the topic Language and Communication in Practice, prescribes that students engage in principles of public speaking and non-verbal communication. This is one of the aspects of communication principles discussed earlier in the chapter (see 5.3), which is not covered in the CAPS English curriculum.

This is also in line with one of the aims of the NCV curriculum, which states that students will ‘acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context’ (Department of Basic Education, 2011:9).

The teaching plan also states that students analyse text features such as ‘prefixes and suffixes, spelling and vocabulary’. Focusing explicitly on grammar structures is aligned with the content-based approach discussed in Chapter Two (see 2.7).

Understanding texts at a word level by identifying features such as affixes and vocabulary shows that the approach has characteristics of Bernstein’s (2000) ‘strong grammar’ discussed in Chapter Three (see 3.3).

The two main distinguishing features between the teaching plan for CAPS and NCV English curricula is that the former is more elaborate. For instance, it indicates the number of hours allocated for each topic per two weeks cycle. The CAPS English teaching plan also prescribes the exact focus areas and activities of all the lessons. The teaching plan also includes intensive reading of literary texts and the focus area is explicitly stated. The NCV English does not provide enough guidance for lecturers in terms of exactly what the lesson focuses on during listening, and what activities will the students engage in. Specific focus is provided for speaking skills where students practice aspects of language such as prefixes and suffixes as well as vocabulary and spelling rules. The same language concepts are focused on during language and communication in practice lesson. It is important to note, however, that the level of elaboration of the teaching plan does not guarantee that both the NCV lecturers and CAPS teachers will select content appropriately and use appropriate

strategies to ensure that students develop useful language skills. This concern is in line with the gap that exists between the intended and the enacted curriculum discussed in Chapter One, as well as the selective appropriation and ideological transformation debates presented by Lots-Sisitka (2009) in Chapter Three. She argues that what teachers might select for teaching from the curriculum statements might lead to under-teaching or over-teaching in some instances.

In the next analysis, the intended English curriculum is examined in its own right. This section examines an example of the NCV English curriculum outcomes statements in terms of their alignment with ESL teaching approaches. Focus is on Topic 2 (Reading and Viewing) subject outcome 2.1 of the NCV curriculum.

5.3.5 The content knowledge of the revised NCV English curriculum and language teaching approaches

As stated in Chapter Two, although ESL theorists of the communicative approach advocate grammatical, sociolinguistic, discourse and strategic competence, and text-based approaches such as multiliteracies and critical language awareness, the approaches displayed an integrated structure. Each element of the approach presents its value position and that competence in one approach depended on competence in another, whilst they are also interrelated with each other. In analyzing subject outcomes of Topic 2 (Reading and Viewing) of the NCV curriculum, some outcomes statements aligned with more than one teaching approach. Outcomes statements that integrated more than one element of teaching approaches are coded as generic. The curriculum statements are also analysed to see how they are aligned with the content-based approaches such as basic grammatical structures and literary studies. These are outcomes statements that denote basic grammar structures and

language conventions and those that associate with literary stylistics respectively.

The following codes are used in the curriculum analysis: Generic (Gen), language structures and conventions (Gram), and literary studies (Lit). The description of these codes is outlined in Chapter Four (see 4.2.).

As mentioned in Chapter Four, the analysis of the intended curriculum focused on Topic 2 (Reading and Viewing) with the hope that the outcomes would show a spread of association and alignment with a variety of the codes used in the analysis.

Table 8 below presents an example of an analysis of Topic 2 (Reading and Viewing) and subject outcome 2.1 of the NCV English curriculum.

Table 8: Topic 2: Reading and Viewing

	Level 2		Level 3		Level 4	
S.O 2.1	Reading in order to determine meaning and make responses to the intended message		Read in order to determine meaning and make responses to the intended message		Critically read texts in order to infer meaning and make meaningful responses to the intended message	
	LO	Code	LO	Code	LO	Code
	Students demonstrate the ability to: <i>Pre-reading</i> 2.1.1 skim texts to obtain an overview of the text 2.1.2 scan texts to find specific information 2.1.3 make predictions based on questions by the lecturer 2.1.4 re-read texts to confirm information <i>During reading</i> 2.1.5 understand texts at a word level by identifying and using three strategies to determine meaning contexts, dictionary skills, word attack skills like root words, prefixes and suffixes 2.1.6 understand texts by identifying and explaining allusion, idioms and proverbs, denotation and connotation, origins of words, commonly confused words, abbreviations and acronyms 2.1.7 read, analyse and evaluate elements of creative texts (short stories) 2.1.8 find relevant information and details from the text 2.1.9 engage in extended reading for enjoyment <i>Post-reading</i> 2.1.10 demonstrate comprehension by answering questions accurately 2.1.11 summarise texts using visual representations 2.1.12 reproduce some of the text types in their own writing <i>Feedback</i> 2.1.13 respond to feedback to improve their performance	1.Gen 2.Gen 3.Gen 4.Gen 5.Gram 6.Gram 7.Lit 8.Gen 9. Lit 10. Gen 11. Gen 12. Gen 13.Gen	Students demonstrate the ability to: <i>Pre-reading</i> 2.1.1 examine the text thoroughly 2.1.2 predict content based on the title <i>During reading</i> 2.1.3 understand texts at a sentence and paragraph level with attention to the function of language structures and conventions 2.1.4 engage in extended reading for enjoyment <i>Post- reading</i> 2.1.5 distinguish between main and supporting ideas 2.1.6 identify the purpose of the text 2.1.7 demonstrate comprehension by answering questions accurately 2.1.8 create a point form summary of texts 2.1.9 reproduce the text types in their own writing <i>Feedback</i> 2.1.10 respond to feedback to improve their performance	1.Gen 2.Gen 3.Gram 4.Lit 5.Gen 6.Gen 7.Gen 8.Gen 9.Gen 10.Gen	Students demonstrate the ability to: <i>Pre-reading</i> 2.1.1 examine the text thoroughly 2.1.2 make predictions 2.1.3 identify the purpose of the text <i>During reading</i> 2.1.4 understand texts as a whole 2.1.5 engage in extended reading for enjoyment <i>Post-reading</i> 2.1.6 navigate the internet to access texts regarding current events 2.1.7 answer questions critically and accurately 2.1.8 consider the points of view of more than one source in order to reach a conclusion 2.1.9 justify own opinion with reference to a text 2.1.10 summarise the main points of a written text by writing a precis 2.1.11 reproduce text types in writing <i>Feedback</i> 2.1.12 respond to feedback to improve performance	1.Gen 2.Gen 3.Gen 4.Gen 5.Lit 6.Gen 7.Gen 8.Gen 9.Gen 10.Gen 11.Gen 12.Gen

From the table above, the following was observed: of a total of 32 learning outcomes, 28 of them align with the generic code (Gen), with 4 outcomes aligned with literary studies (Lit), and 3 with grammar (Gram). Glancing through all the outcomes in the intended English curriculum, it is observable that outcomes that

associate with the generic code dominate the overall curriculum whilst grammar and literary studies are the least invoked. In analysing all the outcomes covered in the three levels of the NCV programme, Topic 2 (Reading and Viewing), starting with the Level 2, it was noted that out of 13 Level 2 outcomes 9 are generic outcomes (Gen), with 2 associated with literary studies (Lit) and another 2 with grammar (Gram). In Level 3, 8 of the 10 learning outcomes align with the generic code (Gen), with 1 outcome associated with literary studies (Lit) and grammar (Gram) respectively. In Level 4, out of a total of 12 outcomes, 11 of them are generic (Gen), with just 1 outcome aligned with literary studies (Lit). None of the Level 4 outcomes are aligned with grammar (Gram).

The above analysis of subject outcomes of Topic 2, Reading and Viewing of NCV English curriculum, confirms the dominance of integrated communicative approach in the curriculum design with a few outcomes aligned with content-based approach. Few outcomes denote characteristics of explicit grammar structures, literary studies and critical language awareness. The content knowledge of NCV English curriculum confirms the dominance of horizontal knowledge structures with a 'weak grammar' in its design. This leads into a discussion as to how the curriculum documents describe the curriculum's progression process. Understanding the progression process in the NCV curriculum provides insights about how the curriculum content builds on each other at different levels and grades.

5.4 Progression process

Progression is an important aspect of organizing a learning programme. A curriculum that is designed with clearly defined progression process that differentiates between topics and grades, and also indicates how knowledge elements build on each other,

enables teachers to sequence their lessons appropriately and understand how to arrange content knowledge, such that students' understanding is gradually scaffolded. Progression guidelines differ in NCV and CAPS English curricula documents. In CAPS English the first indication of progression is in the number of texts learners are expected to read. Grade10 CAPS learners are expected to read a novel and six short stories or six poems, Grade11s read a novel or drama, and six short stories or eight poems, whilst the Grade 12s have to read a novel or drama, and eight short stories or 10 poems, per year (Department of Basic Education, 2011: 33). According to CAPS curriculum statements intensive reading focusing on the formal study of literature provides learners opportunities to 'read, evaluate and respond to the aesthetic qualities of literary texts. Learners develop the ability to apply the meta-language of literature study to understand and appreciate elements of literary texts' (Department of Basic Education, 2011:31). Engaging learners in extensive reading offers them opportunities to read for various purposes such as enjoyment and critique. Reading more could enhance rapid second language acquisition. This view is supported by theorists of ESL development, as discussed in Chapter Two (see 2.2) such as Kim and Krashen (1997), who maintain that the students who read more have larger vocabularies, do better in grammar tests, and write and spell better. The view is also supported by theorists of English for academic purposes also discusses in Chapter Two (see 2.5) such as Millin (2015) as well as Balfour et al. (2014) who maintain that proficiency in reading, writing and vocabulary enhances rapid ESL development and proficiency as well as academic success.

Turning now to the NCV English, the curriculum states that progression from one level to another is defined by the context of focus and purpose, and skills development. As indicated in Table 9 below, at Level 2 the learning focus is on preparing the students to engage with academic texts and factual knowledge, and learn to speak and write accurately, Level 3 students engage with functional texts and also practice how to speak and write accurately within a workplace context, whilst at Level 4, the focus is upon developing students' language use and critical interaction with information in diverse contexts. It is noted that both Level 2 and 3 exit level outcomes place emphasis on speaking and writing accuracy and appropriateness, in the learning and workplace contexts respectively. Emphasis on language accuracy is aligned with approaches to basic grammar skills such as spelling, vocabulary, and parts of speech (Christie & Macken-Horarik, 2003) as discussed in Chapter Two (see 2.7.1). On mastering grammar forms, the students' writing of sentences and composition writing develops. The Level 4 exit outcomes emphasise language use, which aligns with the communicative approach and text-based approaches discussed in Chapter Two (see 2.9). The students engage with ways of interacting in social contexts (Savignon, 2001) and develop critical language awareness skills when they critically analyse texts (Fairclough 1992). Table 9 below presents the progression process in the NCV English.

Table 9: Progression levels in the NCV English curriculum

	LEVEL 2	LEVEL 3	LEVEL 4
EXIT LEVEL OUTCOMES	LEARNING CONTEXT-ACADEMIC LITERACY FOCUS - To prepare students to engage with academic texts for various purposes - To guide students in communicating (both in speaking and writing) accurately and appropriately in the learning context - To enable students to access and manage information for learning purposes	WORKPLACE CONTEXT-FUNCTIONAL WORKPLACE LITERACY FOCUS - To prepare students to engage with functional texts for various purposes - To guide students in communicating (both in speaking and writing) accurately and appropriately in a workplace context - To enable students to access and manage information for job-related purposes	DIVERSE CONTEXTS- CRITICAL LITERARY FOCUS - To prepare students to express and justify, orally and in writing, their own ideas, views and emotions confidently, in order to become independent and analytical thinkers - To guide students in using English to express their opinions on ethical issues and values - To enable students to interact critically with information in diverse contexts

In ensuring successful implementation of progression process from Level 2 to Level 4 and achieving varied intended outcomes, NCV English lecturers are expected to select texts and use relevant examples in the classroom, in accordance with the skills demands of the different levels of the NCV.

The next indicator of progression in CAPS English is in the length of texts to be read and produced per grade. CAPS curriculum suggests that the length of texts to be used for listening and speaking and reading and viewing per grade should differ. For instance, Table 10 below indicates that the length of texts used for reading comprehension in Grade 10 should be 400-500 words, for Grade 11 about 500-600 words and 600-700 words for Grade 12. Although differences in the length of texts do not show levels of difficulty of texts at different grades, it suggests that if texts are properly selected in terms of their levels of difficulty, it may provide learners and teachers an opportunity to build different cognitive levels, consolidate vocabulary, and become familiar with the language structures covered in each grade. Table 10 presents information about the differences in length of texts used in CAPS English.

Table 10: Suggested length of texts: CAPS English

Listening comprehension texts	Grades	Length of texts
Oral, visual, audio-visual and multimodal texts from the mass media Audio texts (graded 10 and 11, listening comprehension clip two minutes long and Grade 12 clip three minutes long) should be played/read at least two times Creative texts Referential and informational texts Texts for enrichment Audio-visual texts (films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	10	150 words/about 2 minutes
	11	250 words/about 2 and half minutes
	12	350 words/about 3 minutes
Intensive reading/comprehension texts	Grades	Length of texts (words)
Comprehension	10	400-500
	11	500-600
	12	600-700

Another way in which NCV English curriculum tries to show the progression process from one level to another is through the specification of texts per level. Extrapolating from Table 11 below, it may be suggested that students do not engage with and produce the same texts at different levels of their studies but instead are introduced to new written texts at different levels. For instance, research reports, advertisements and social media texts, as well as event invitations are produced at Level 2; notices, agenda and meetings, emails and faxes, expository reports and accepting and presenting awards, in Level 3. Level 4 students do film reviews and editorials, write a CV and a letter to the press and also complete reflective and critical reviews of newspaper articles or magazine columns, which are not assigned at the lower levels.

Table 11: Texts produced in Speaking, Writing and for Presentation: NVC English

	Level 2	Level 3	Level 4
Written texts	Classified and display advertisements Formal letters: letter of enquiry and reply; letter of complaint and reply Procedures Description Research report Social media texts (blogs, facebook, twitter) Social event invitations (email, sms)	Emails and faxes Completing forms Notices, agendas and minutes Memoranda Telephone messages Narratives, descriptions and expository reports	Reflective and critical writing such as newspaper or magazine columns and article Film and other review CV and letter to the press Proposal or other persuasive piece Editorial or argumentative piece

The distinguishing differences in the progression process between CAPS and NCV English curricula is that the CAPS curriculum tries to show progression from simple to complex in the number and length of texts that are prescribed for different grades. Emphasis is on reading skills of literary networks which is in line with content-based approach with focus on literary studies discussed in Chapter Two (see 2.7.2). NCV English curriculum tries to specify the progression process from one level to the other by defining it in terms of contexts and skills on which each level focus. The Level 2 and 3 exit outcomes focus on the mastery of grammatical structure to enhance accuracy in speaking and writing in academic and workplace contexts, respectively. This is also aligned with the content-based teaching approach which focuses on grammar structures. The NCV English curriculum does not prescribe literary networks for the students. At Level 4 students engage with critical language awareness skills and express their opinions on ethical issues and values, as well as critically analysing views of the texts' writers. The students also design and produce varied texts genre at different levels of their studies.

From the above analysis it can be claimed that both CAPS and NCV English curricula specify the progression process from one level or grade to the next. CAPS

curriculum defines progression in terms of number and length of texts prescribed for different grades, whilst NCV English specifies it in terms of contexts and skills on each level focus. Both curricula progression processes suggest that teachers' content knowledge and experiences are essential. CAPS English teachers need to know how to select texts in consideration of their levels of difficulty for different grades, whilst NCV lecturers' text selection and case studies should consider different context focus per NCV level. I now turn to see how the curricula compare in terms of English for the academic purposes.

5.5 English for academic purposes

Advocates of English for academic purposes research discussed in Chapter Two (see 2.5) maintain that in order for the students to succeed academically they need to be able to engage in academic discourse which include proficiency in different language skills such as reading, writing, listening and speaking (Balfour et al. 2014), develop reading skills to engage appropriately with given texts (Millin, 2015), and have sufficient vocabulary (Nozonkiza and van Dyk 2015). These are the discourses which the TVET college students also need to succeed academically. In examining how the CAPS and NCV English curricula aligned with theories of English for academic success, I examined the aims of the curricula as well as how they allocated teaching time and weighted value to the teaching of different topics.

5.5.1 Specific aims of learning English

Looking back at the aims of the curricula discussed earlier in the chapter, the curricula statements indicate that both the CAPS and NCV English curricula share the same objectives, although they intend to fulfil different purposes. In addition to

the aims specified in the curricula, both documents acknowledge that by the time students enter Grade 10 and Level 2 respectively many should be reasonably proficient with regard to interpersonal skills; however, they might not yet be fluent or accurate in their use of English so that their learning will need to be supported. The curricula therefore claim to aim to close the gap between what the students bring to Grade 10 and Level 2 and what is still lacking by offering them content that meets standards required in higher grades and levels and which enables them to use their additional language at a higher level of proficiency, to prepare them for further or higher education or the world of work (Department of Higher Education and Training, 2013; Department of Basic Education, 2011). There is a slight difference in the purpose of the curricula in terms of meeting students' needs. CAPS English curriculum foregrounds the development of students' cognitive abilities and articulation with Grade 11 and Grade 12. The curriculum statement (Department of Basic Education, 2011) states that:

...greater emphasis is given to using the First Additional Language for the purpose of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science, in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language (pp. 8-9).

According to the NCV curriculum statements (Department of Higher Education and Training, 2013), the curriculum must fulfil different purposes:

It has to prepare students for the world of work; it has to create critical awareness of how language can be used; it has to prepare students to cope with the college studies in English and it has to ultimately prepare students to pursue further studies if they wish.(p.1)

Both curricula emphasises the importance of access and management of information and language use in a wide range of contexts including the academic sector for academic progress and further studies. One of the aims of the curricula states that students

Use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the information age and forms the basis for lifelong learning

The curricula also aim to develop critical thinking skills which are essential for academic success as indicated in one of the aims of the curricula below.

Use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

The analysis showed that both curricula aim to empower students so as to be able to cope with the demands of their studies and succeed. I am now moving on to see how allocation of time and weighted value allocations in the curricula supports debates about English for academic success.

5.5.2 Time and weighted value allocations in the curricula

I examined how English NCV curriculum and CAPS allocated teaching time and weighted value to the teaching of different topics to gauge how that enhanced ESL proficiency and therefore academic success and further learning opportunities. The time allocated to teaching both the CAPS and NCV English curricula is four to five hours per week in a 40 week academic year. Both English curricula are to be taught

in two week cycles, that is, nine hours per two week cycle. The time allocation for different topics in Grade 10 is 36 weeks, with four weeks set aside for examinations. CAPS English time tabling prescribes the provision for one double period per week, to allow for the completion of extended activities such as writing. The curriculum allocates one hour per two-week cycle specifically for explicit teaching of language structures, one hour for Listening and Speaking, four hours for Reading and Viewing, and three hours for Writing and Presenting. NCV English curriculum Level 2 is a one year instructional programme comprising 200 notional hours. 110 hours per year are allocated for face to face teaching whilst 90 hours are set aside for revision, oral presentations, internal continuous assessment tasks, and internal and external examinations. The curriculum allocates time for different skills per week: one hour for Listening and Speaking, three hours for Reading and Viewing, four hours for Writing and Presenting, and one hour for Language and Communication in Practice, which, unlike CAPS English, is not to be taught separately but rather to be integrated with other topics.

Table 12: Allocation of time in the curricula

Topics	CAPS EFAL	NCV EFAL
	Time allocation per two-week cycle	Time allocation per two-week cycle
Listening and Speaking	1	1
Reading and Viewing: (Comprehension & Literature ONLY for CAPS)	4	3
Writing and Presenting	3	4
Language structures and conventions (ONLY for CAPS) and Language and Communication in Practice (for NCV)	1 <i>Language structures and conventions are taught explicitly as well as integrated into the 4 skills as well as taught explicitly</i>	1 <i>Language and communication in practice is only taught integratively within the four skills</i>

As indicated in the above table, CAPS English curriculum allocates more time to Reading and Viewing per two week cycle than does the NCV English. The same number of hours is allocated for Language Structures and Conventions and Language and Communication in Practice even though the NCV English curriculum does not stipulate explicit teaching time for the topic. However, NCV lecturers are expected to engage students in explicit and systematic grammar instruction when the need arises even though no specific time is allocated for that like in CAPS English curriculum. The NCV curriculum statement (Department of Higher Education and Training, 2013: 12) states that 'language is taught in the context of listening, speaking, reading, viewing as well as writing and presenting. However, explicit and systematic grammar instruction is also required.

The NCV English curriculum allocates four hours to Writing and Presenting compared to the three hours in the CAPS English. It is important to note, however, that NCV English students produce business correspondence and social media texts whilst CAPS English, in addition to correspondence texts also exposes learners to essay writing such as discursive and argumentative essays.

A comparison of the curricula follows, in terms of weighted value allocated for various components of each curriculum, as indicated in Table 13 below.

Table13: Weighted value allocations on topics in the curriculum

Topics	CAPS First Additional Language	NCV First Additional Language
	Weighted Value	Weighted Value
Listening and Speaking	10%	5%
Reading and Viewing: (Comprehension & Literature ONLY for CAPS)	45%	40%
Writing and Presenting	35%	30%
Language structures and conventions (ONLY for CAPS) and Language and Communication in Practice (for NCV)	10%	25%

This level of comparison examines weighting allocations of the various components of each curriculum. The CAPS English curriculum allocates 10% to Listening and Speaking, 45% to Reading and Viewing, 35% to Writing and Presenting and another 10% to Language Structures and Conventions. By contrast, the NCV English curriculum allocates 5% to Listening and Speaking, 40% to Reading and Viewing, 30% to Writing and Presenting and 25% to Language and Communication in Practice. The differences in value allocations between the curricula for the topics Reading and Viewing, as well as Writing and Presenting, might be because NCV English students do not read networks and they are also not required to write extended essays (such as argumentative and persuasive essays expected in CAPS English). NCV English allocates more value to Language and Communication in Practice and this might be because the topic includes principles and categories of communication. These are not covered in CAPS English curriculum.

When looking at how time allocations in Table 12 compare to weighted value allocations per each component of the curricula in Table 13, it became apparent that

CAPS English curriculum allocates more time and weighting to Reading and Viewing. This might be because of the reading of literature networks that Grade 10 learners need to do, but which are not required from NCV English students. The curriculum prescribes that students need enough time to engage with prescribed set works. It is noticeable that Writing and Presenting in CAPS English is also allocated more time and weighting as compared to Listening and Speaking, and Language Structures and Conventions in CAPS English curriculum. NCV English curriculum also allocates more weight to Reading and Viewing as compared to other topics. Writing and Presenting is not given the same value as Reading and Viewing but more time is allocated to the topic as compared to Reading and Viewing. Language and Communication in Practice is given more weight than Listening and Speaking even though both topics have the same time allocation per two week cycle. Listening and Speaking is allocated one teaching hour per two week cycle by both curricula but NCV English curriculum gives less value to the overall topic as compared to CAPS English curriculum.

The CAPS English curriculum is distinguished from the NVC English in that the former allocates more time and value to Reading and Viewing. Students read prescribed networks in addition to other short texts for comprehension, and additional texts for extensive reading that are not prescribed for NCV English. For writing and presenting, students produce long essays such as argumentative texts. The Level 2 NCV English curriculum does not prescribe networks for the programme and the production of extensive texts such as argumentative texts, but emphasizes that student will be engaged in reading texts to determine meanings, as well as write and produce social and academic texts such as letters and emails using the correct

language structures, grammar conventions and formats. At Level 3 the students also write specified range of texts which are appropriate to workplace contexts. The Level 4 students critically read texts and engage in writing a variety of texts for different purposes and audiences using correct language structures as well. The level at which NCV English students engage with reading and writing is not as intensive as it is done with CAPS, however, NCV English also provides opportunities for the students to read, write and critically analyse texts and their academic success and opportunities to study further are enhanced, though limited.

The next section looks at how the NCV English curriculum is considerate of the students' workplace needs

5.6 English and the workplace

Proficiency in English is regarded as essential for workplace productivity. Few research studies conducted in South Africa examined the level at which English proficiency is important in the workplace and the employees' proficiency in the language (Hill and van Zyl, 2002, Kekana, 2015). Studies have also been conducted internationally to analyse different English courses including English for specific purposes (ESP) which emphasizes the importance of considering students' specific needs (Hutchinson and Waters 1992). Pinon and Hayden (2010) examined how proficiency in English enhanced career success and global recognition and relationships between countries. The discussion of how NCV English show consideration (or not) of occupational needs of the students will be done by first looking at the curriculum statements at different levels of the intended curriculum, and then stipulations of the teaching plan.

5.6.1 Outcomes statements and occupational needs of the students

The intended curriculum for the Level 3 NCV English programme claims to focus mainly on preparing the students for the workplace. The curriculum statements state that at this level the students read, view and assess multimodal forms of workplace communication such as pamphlets, magazine advertisements, and flyers. They write and present well-constructed texts with accurate grammar conventions and formats appropriate to workplace contexts such as ‘reports, business letters, minutes, and magazine articles’. The students engage in oral presentations and use appropriate speaking techniques which are relevant in a variety of workplace contexts such as ‘interviews, meeting procedures, and accepting and presenting awards’ (Department of Higher Education and Training 2013). However, the curriculum is not designed to empower students to function in specialist areas of work such as the reception area or the foreman in an Engineering company as advocated by theorists of English for specific purposes discussed in Chapter Two. The curriculum does not consider why the students wanted to learn English in terms of relevance to the occupations they follow as recommended by advocates of ESP such as Hutchinson and Waters (1992). I now turn to look at how the teaching plan shows alignment with the students’ workplace needs.

5.6.2 NCV English teaching plan

When looking back at the teaching plan discussed earlier in the chapter, the NCV Level 2 students are engaged in producing concise documents such as business letters, reports as well as notices for meetings which are important in the workplace. In writing these documents the students need to consider features of language forms as well. In the workplace they may need to write research papers, abstracts and

memos. They therefore need exposure to opportunities to develop good reading and writing skills. From the analysis, it is noted that the intended Level 2 curriculum does not focus on specialist workplace areas, but it intended to develop generic skills. However, focus on the workplace context is emphasized at Level 3 of the NCV programme.

5.7 Conclusion of analysis of intended English curriculum

The aim of this chapter was to understand the knowledge specifications in the intended English curriculum of the National Certificate Vocational programme. It examined the content knowledge selected in the field of recontextualization by the curriculum designers for inclusion in the NCV English curriculum. The Level 2 intended curriculum was compared with the Grade 10 CAPS. NCV English curriculum statements were examined to see how they aligned with elements of the communicative competence and text-based approaches, as well as content-based approaches such as grammar and literary studies.

The dominance of outcomes statements that integrate more than one teaching approach and are therefore coded as generic confirms the integrated nature of the outcomes-based NCV English curriculum. The generic oriented nature of subject English confirms its horizontal knowledge structure characteristics (Bernstein 1996, 2000) discussed in Chapter Three (see 3.3). The dominance of outcomes statements which denote a combination of teaching approaches displays the opaqueness of the intended English curriculum. A few outcomes statements however, show alignment with content-based approach such as grammar structures and language conventions and literary studies. This shows that the intended NCV English curriculum also displays characteristics of horizontal knowledge structures

with 'strong grammar' (Bernstein, 2000), whilst dominated by horizontal knowledge structures with a 'weak grammar'. The curriculum seems to focus more on what the students can do than on what they know. For Moore and Muller (1999), such knowledge seems to be reduced into a 'voice of membership', also discussed in Chapter Three (see 3.5) and undermines grounded knowledge of English.

There are fairly substantial differences between CAPS and NCV English curricula. Some claims can be made from the comparison in terms of the curricula aims, the resources stipulated to support teaching and learning, and content coverage of the intended curriculum and how it aligns with the teaching approaches to English. Both curricula share the same aims. Some of the aims of the curricula are aligned with the communicative language approaches that underpin ESL curriculum design. The NCV curriculum statement prescribes that grammar is only taught in the context of other language skills unless a need arises to focus on explicit grammar structures.

Both curricula outline their progression processes. CAPS English stipulates that the progression process from one grade to the other is determined by the number of literary texts read in each grade and the length of texts used and produced per grade. English teachers have the responsibility to select texts and determine their different levels of complexity to ensure that learners develop cognition at different stages of their learning. Progression process in NCV English is determined by the skill focus at each level. Level 2 and 3 focus on the development of accuracy and appropriateness in speaking and writing, whilst the Level 4 exit outcomes focus on critical language awareness. The NCV students also use and produce varied texts at different levels. In ensuring progression from one level to the other, NCV lecturers

also have the responsibility to use their discretion in selecting relevant texts for different levels of the programme.

Drawing from the comparison of CAPS and NCV English curricula, it can be seen that both curricula share the same aims. In addition to the stipulated aims, CAPS English stipulates that it intends to meet standards that students require in higher grades such as Grade 11 and 12 as well as higher education. CAPS English allocates more time and weight to Reading and Viewing as compared to NCV English curriculum. CAPS prescribe networks for English learners whilst NCV curriculum does not prescribe literary networks. Exposing the students to extensive reading and writing opportunities enhances the development of reading and writing skills essential for academic success. NCV English students are also engaged in reading and writing of varied texts genre which enhances language acquisition, with limited opportunities as compared to CAPS students. On the other hand NCV English intends to prepare students for the world of work. This suggests that NCV curriculum intends to give students opportunities to practice and model the work environment through simulation unlike the school-based CAPS English curriculum. Outcomes statements for the Level 3 clearly state that at this level, focus is on preparing the students to be ready to function well in the workplace context. In the following chapter, another component of the intended curriculum design is discussed: the textbooks prescribed for NCV English and how they attempt to make the curriculum outcome statements more explicit. The chapter addresses the research question: 'how do prescribed English textbooks in the NCV programme expand on the intended curriculum?' The analysis follow similar themes used in the analysis of the subject guidelines for English: knowledge differentiation and the

curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace.

Chapter 6: Analysis of textbooks prescribed for subject English of the NCV programme

6.1 Introduction

Chapter Five examined the content stipulated in the NCV English curriculum. The analysis was completed through the comparison of NCV and CAPS English curricula. The findings drawn from the analysis of the curriculum statements in Chapter Five suggest that content knowledge in the NCV curriculum is presented in the form of outcomes that are vague and unspecified. The curriculum shows characteristics of a horizontal knowledge structure with both a weak and strong grammar. Most of the curriculum outcomes show alignment with the generic communicative approach: an integration of more than one competence of communicative approach discussed in Chapter Two, which indicate a weak grammar. On the other hand, the curriculum displays outcomes that align with explicit grammar structures and literary studies, which is characterised as having a strong grammar. The vague and unspecified outcomes-based designed nature of the NCV English curriculum made an examination of textbooks prescribed for NCV, and how they make the curriculum more understandable, essential. Textbooks analysis is in line with Bernstein's (2000) concept of pedagogic recontextualization field of the pedagogic device, as discussed in Chapter Three (see 3.4). The chapter describes how textbooks writers interpret and select knowledge from the official recontextualising field to develop textbooks prescribed for the NCV programme.

In Chapter One and Chapter Three a distinction was made between the intended and the enacted curriculum, and the role of textbooks in the design and implementation of the curriculum.

This chapter aims to analyse content that is selected for inclusion in the textbooks used at one TVET College in the Gauteng Province: Language: Hands-on training Level 2; Language : Business Studies Hands-on training Level 3 and 4. All the students at the college at different levels of the NCV programme use the same prescribed textbooks, despite differences in the occupational programmes that they follow such as Engineering, Utilities, and Business Studies. It is hoped that the analysis of the textbooks will shed insights on how content in NCV English textbooks elaborate on the stipulations of the intended curriculum discussed in Chapter Five. This analysis first describes how content outlined in respective textbooks modules unpack and elaborates on content framed in the form of outcomes under each topic of the curriculum document. Secondly, the textbooks are analysed in terms of the different approaches to the teaching of English outlined in Chapter Two. The analysis is presented in terms of similar themes followed in the analysis of the intended curriculum: knowledge differentiation and the curriculum design; language teaching approaches; progression process; English for academic purposes; and English and the workplace.

6.2 Knowledge differentiation and the curriculum design

Referring back to the analysis of the intended NCV English curriculum discussed in Chapter Five, content in the intended curriculum document is arranged in the form of topics: Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language and Communication in Practice. Content covered under each topic in the curriculum is presented in the form of a list of subject outcomes that are further unpacked into learning outcomes that prescribe the expected level of competency of students, as shown in the example used in Chapter Five (see 5.3.5 Table 8). Content

included in the prescribed English textbooks is arranged in the form of modules, not topics as is the case in the curriculum document. There are no subject and learning outcomes listed in textbooks modules like those stipulated in the curriculum document. The content knowledge presented in some textbooks modules, for example, in the Level 2 textbook, module one and two called 'communication' and 'viewing and reading' respectively, display the characteristics of the horizontal knowledge structures in that they align with different but integrated teaching approaches such as the communicative approach. Similar characteristics are observed in the Level 3 textbook modules about 'reading strategies' and 'communication principles' which also showed alignment with communicative approaches such as 'sociolinguistics' and 'discourse competence'. The Level 4 textbook also covers topics such as 'reading strategies' which associate with integrated communicative approaches. Such content associates with the horizontal knowledge structures with a 'weak grammar'. Some modules, for example, the Level 2 module three and twelve, called 'features of information texts' and 'the language desk' align with the content-based approach which associates with the horizontal knowledge structures with 'strong grammar'. The content-based related modules in the Level 3 textbook are module 6 called 'textual features' and module 8 which covers 'literary features'. The Level 4 students also engage with textual features as well as stylistics and literary devices which associate with the content-based approach.

The next section examines NCV textbooks modules in terms of their alignment with language teaching approaches.

6.3 Language teaching approaches

Content outlined in module one of the Level 2 textbook called 'Communication' and Level 3 text called 'Communication' and 'Communication Principle' respectively, cover theories of communication. The modules describe principles of effective communication in consideration of the audience, the purpose of communication, the importance of clarity of expression and feedback. The modules also outline the process of communication and the elements involved in the communication process such as the sender, message, receiver, feedback, barriers to communication process and the medium used to communicate. Different types of communication barriers and their examples are described in the textbooks modules. These are barriers such as physical, psychological, physiological and semantic barriers as well as biases that interfere with communication. The modules also discuss different categories of communication as well as channels of communication such as the vertical and the horizontal channels. It is noted that the modules align with sociolinguistic competence, a competence of the communicative approach. The modules' focus is upon the interpretation of utterances for social meaning in terms of function and purpose of communication such as how to greet audiences, for example 'a large formal meeting', 'a teacher at a formal school', 'a friend', and 'an older neighbour'. The lecturers are expected to apply the theories of communication with aspects of sociolinguistic competence such as different ways to communicate in various social contexts. The modules describe different elements of communication process such as 'sender, message, receiver, feedback, barrier, and medium', barriers to communication like the 'physical, psychological, bias and semantic barriers', and channels of communication such as the 'vertical and horizontal channels', as set out in Table 14 below:

Table 14: The elements of communication

Elements of communication	Explanation
Sender	The one who sends the message; in other words, the one who starts a conversation, asks a question etc.
Message	The information sent by the sender; in other words, what is being said, asked, etc.
Receiver	The one for whom the message is meant
Feedback	The reaction from the receiver when s/he understands the message
Barrier	Any factor that interferes with the message or prevents it from being received. A barrier is also known as noise or interference. We discuss barriers in more detail later on.
Medium	The sender uses a medium to send a message, e.g. speech, SMS, phone, e-mail etc.

The modules also show an alignment with multiliteracies in terms of different modes used to communicate with different social groups such as the ‘newspapers, television, computers and the internet’. These textbooks modules unpack the outcomes outlined in the fourth topic of the curriculum, ‘Language Communication in Practice’, which is concerned with theories of effective communication in social contexts. The curriculum subject outcomes statement states ‘study and use a variety of theories to improve effectiveness of communication in social and academic settings’ (Department of Higher Education, 2013: 27). According to this subject outcome, lecturers are expected to describe communication principles and demonstrate to students how these theories are applied in social contexts. The activities in the modules do not relate to any specific occupational contexts of the students, but focus more upon the generic social context such as modes of communication with friends through SMS, vertical and horizontal communication processes at the college, and mass communication with the general public.

Module two and eleven in the Level 2 textbook, named 'Viewing and Reading' and 'Oral presentation' respectively, show an alignment with multiple approaches to the teaching of English such as strategic, sociolinguistic competence, and multiliteracies. Module two outlines ways of interpreting utterances in a social context, specifically using strategies such as body language like 'facial expression, gestures, eye contact and posture'. Module eleven also presents aspects of body language and voice such as 'voice, inflection, pitch, tempo and volume' in social contexts which are used strategically to enhance communication flow. Module Two also aligns with multiliteracies approach as it includes an understanding of visual representations such as 'pictures, diagram, signs and symbols, mind maps, flow charts, timelines, tables, illustrations and comic strips' as examples of modes of communicating meanings. During reading, the lecturers are expected to engage the students in word attack skills such as understanding words in context, construction of words, roots, prefixes and suffixes, and guidelines for creating summaries. At Level 3 and 4 the students are engaged in reading strategies which includes 'pre-reading', 'skimming', 'scanning' and making 'predictions'. They also engage in presenting formal speeches. Focus is on non-verbal aspects, body language as well as speaking techniques which associate with sociolinguistic and strategic competence. The modules elaborate on the subject outcomes of topic two, 'Reading and Viewing' of the NCV curriculum, which states: 'Read in order to determine meaning and make responses to the intended message' (Department of Higher Education, 2013:8). The above intended curriculum subject outcome includes aspects of skimming, scanning and making predictions before reading texts, as well as focusing on word attack skills during reading, and viewing non-verbal forms of communication to determine meaning, message and purpose which are unpacked in module two and eleven. The

outcomes do not describe the reading and viewing strategies and how to develop them in accordance with the textbook module.

The third Level 2 textbook module, named 'Information texts' and module twelve, named the 'Language desk' demonstrate alignment with the content-based approach as they cover grammar structures. Module three presents grammar structures such as 'tenses', vocabulary on print features such as "bold", 'italics', 'bullets', and 'sidebars', as well as concepts to be remembered when reading information texts such as 'contents', 'index', 'glossary', 'preface', 'appendix' ' and 'bibliography'. The second section of the module presents features of a reference text, a dictionary. The dictionary extract includes word entries and its features such as 'spelling', 'meaning of the word', the way in which the word is used in different tenses, 'how the word is used as different parts of speech', 'the origins of the word', 'the root of the word', and examples of 'how the word is used in different contexts'. Table 15 below presents an example of features of the dictionary entries.

Table 15: Examples of features of the dictionary entries

Word entries have special mini-features	
Spelling	feature
	Pronunciation
	Noun
	1
Meaning of the word	- a distinctive attribute or aspect of something: <i>the features of an information text</i>
The plural or past tense of a verb	- (usually features) a part of the face, such as the mouth or eyes, making a significant contribution to its overall appearance
	2
Examples of the use of a word	- a newspaper or magazine article or a broader programme which treats a topic at length: <i>a feature on the hospitality industry in South Africa</i>
In different contexts	-(also feature film) a full-length film intended as the main item in a movie theatre programme
	Verb
The part of speech (could be more than one)	1. (with object)
	- have as a prominent attribute or aspect: <i>the hotel features a large lounge, a sauna, and a small casino</i>
	-have as an important actor or participant: <i>the film featured Leon Schuster</i>
Other words (such as prepositions) that usually go with the word	2. (no object)
	- (often be featured) be a significant characteristic of, or take an important part in: <i>this famous photograph is often featured in art collections</i>
	Adjective featureless: <i>a boring, featureless landscape</i>
	Origin: late Middle English (originally denoting the form or proportions of the body, or a physical feature): from Old French failure 'form', from Latin <i>facture</i> (see <i>facture</i>)
The root of the word	
-Latin, Greek, etc.	

The dictionary entries shown above with basic grammar structures, vocabulary and spelling form part of the content-based approach. The last section of the module also presents vocabulary in a form of examples of semantic markers that are mostly used when phrasing questions such as 'analyse', 'criticise', 'define', 'discuss', 'illustrate' and 'summarise', as well as their definitions and examples of how they are used when phrasing questions. Module twelve provides definitions and examples of different parts of speech and vocabulary such as 'adjectives, adverbs, antonyms, nouns, conjunction, prepositions, and verbs, as well as ways of using them in sentences. The activities in the textbook cover ways of identifying language structures and grammar conventions in different texts. Module seven of the Level 3 textbook covers topics such as 'figures of speech', and 'elements of poetry', whilst module eight

includes literary features of 'folktale, drama, short story and a biography'. Module six of the Level 4 textbook also covers 'stylistic and literary devices' of folklore, short stories, poetry, drama and biography, whilst module eight covers grammar structures. The content covered in these modules associate with content-based approaches.

The modules which focus on grammar structures demonstrate an elaboration on the subject outcome that frame topic four of the intended curriculum: Language and Communication in Practice, which states: 'study and correctly apply a variety of language structures and grammar conventions in social and academic settings' (Department of Higher Education, 2013:12). The above outcome outlined in the curriculum document does not provide examples or descriptions of language structures and conventions. It does not explain how language structures are applied in social and academic contexts in the way in which the textbooks modules demonstrate.

The discussion above suggests that content selected for inclusion in the modules of the textbooks prescribed for the NCV English demonstrate an expansion of different outcomes that frame the intended NCV English curriculum. Table 16 below presents an example of how content covered in the Level 2 modules that make up the NCV English textbook unpacks outcomes outlined in respective intended curriculum topics and their alignment with approaches to the teaching of English. The first column presents topics and outcomes that make up the intended curriculum and aligned with approaches to the teaching of English presented in the second column, and textbook modules outlined in the third column. In the second column are approaches to the

teaching of English which aligned with intended curriculum and textbook modules.

The column also shows how textbook modules are coded. Most of the modules aligned with the generic approach. That is, they integrate more than one approach to the teaching of English. These are for instance textbook modules outlined in row one, two, four and five. The modules outlined in the third row aligned with language structures and conventions (Gram), whilst the last module on the table aligns with literary studies (Lit).

Table16: A summary of the Level 2 textbook content coverage

Topics and Outcomes outlined in the curriculum document	Approaches to the teaching of English	Textbook module(s)
1. Topic 4: Language and communication in Practice. Study and use a variety of theories to improve effective communication in social and academic settings	(Generic approach : Gen) Sociolinguistic competence: interpretation of utterances for social meaning in terms of function and purpose. It includes aspects of speech events such as the communication channel and the code used, as well as the linguistic description of the message. Multiliteracies: different modes of communication used in social contexts	Module 1: Communication: Principles of effective communication, elements, barriers and channels of communication.
2. Topic 2: Reading and Viewing Read in order to determine meaning and make responses to the intended message	(Generic approach: Gen) Strategic and sociolinguistic competence: use non-verbal strategies such as body language and voice in social context. Multiliteracies: use visual representations as modes of communicating meanings Content-based approach: focus on grammar structures and vocabulary	Module 2: Viewing and Reading <i>Body language</i> : facial expression, gesture, eye contact <i>Reading strategies:</i> pre-reading, scanning, skim-reading, predicting <i>Word attack skills</i> (understanding vocabulary): words in context, construction of words Module 11: Oral presentation <i>Body language and voice</i> :inflection, pitch, tempo, volume, tone
3. Topic 4: Language and Communication in Practice Study and correctly apply a variety of language and grammar conventions in social and academic settings	(Language structures and conventions: Gram) Content-based approach: basic grammar structures, vocabulary and spelling	Module 3: Information Text Grammar structures such as tense, and vocabulary on print features such as index, glossary, and preface. Dictionary entries Module 12: Language Desk Definitions and examples of parts of speech such as adjectives, adverbs, and nouns.
4. Topic 3: Writing and Presenting Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to social and academic contexts	(Generic approach: Gen) Discourse competence: the creation of coherent written and spoken texts in different genre. Sociolinguistic competence: effective communication during interactions in social contexts Multiliteracies: view, design and use multimedia to communicate in social contexts	Module 4: Instructions, directions and short descriptive reports. Features of different texts such as instructions, directions and accident reports. Module 5: Advertising texts Features of advertising texts and the language of advertising. Module 6: Social media and blogging. View features of social network such as Facebook and blogs. Module 7: Social event communication Features and design of social event communication texts such as notices, posters, emails and sms. Module 8: Letters Layout features of business letters
5. Topic 3: Writing and Presenting Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to social and academic contexts	(Generic approach: Gen) Discourse competence: designing coherent text genre Multiliteracies: organize and write text genre	Module 9: Doing research Guidelines for research writing
6. Topic 2: Reading and Viewing Read in order to determine meaning and make responses to the intended message	(Literary studies: Lit) Content-based approach: literary studies: description of elements and features of the literary texts	Module 10: Short stories Focus on stylistics and descriptions of elements of creative writing such as simile, metaphor, and personification Read to analyse and evaluate elements of creative texts

Almost all of the textbooks modules show some alignment with outcomes stipulated in the intended curriculum. I now turn to see how content knowledge in prescribed NCV textbooks show alignment with the progression stipulations of the intended curriculum.

6.4 Progression process

As discussed in Chapter Five, NCV English curriculum defines progression from one level of the NCV to the next in terms of focus and purpose, and skills and development. In examining how the textbooks prescribed for the NCV programme show alignment with prescriptions of the intended curriculum in terms of the progression process, different English textbooks are examined. At Level 2 the learning focus is on preparing the students to engage with ‘academic texts and factual knowledge, and learn to speak and write accurately’. Level 3 students engage with ‘functional texts and also practice how to speak and write accurately within the workplace context’. The textbook mostly focus on the production of workplace related correspondence documents such as ‘advertisements’, ‘curriculum vitae’, ‘business letters’, and ‘meeting correspondence’. At Level 4, focus is upon developing students’ ‘language use and critical interaction with information in diverse contexts such as visual literacy and multimedia texts’. At level 4 the students also design and produce similar workplace related documents such as those done at Level 3. That makes the distinction between Level 3 and Level 4 in terms of progression process difficult.

The next section discusses NCV English textbooks in terms of how their design considered the students’ academic progress.

6.5 English for academic purposes

The intended curriculum for subject English in the NCV programme does not prescribe networks for the students. The students are also not engaged in writing of extended essays such as discursive and argumentative essays. It is noted that the students' engagement in reading, writing and the development of vocabulary is limited. In analyzing the prescribed textbooks and how they expand on the outcomes statements, I noted that module ten of the Level 2 textbook, named 'Short stories', is about elements of the short story such as 'characters, conflict, plot, setting and a theme'. Module eight of the Level 3 and module six of the Level 4 NCV programme called 'literature' focus on literary features of different texts. The modules align with a content-based approach to literary studies with explicit literary concepts such as stylistics and vocabulary. The modules also provide short explanations of figures of speech and their examples such as 'simile, metaphor, personification and irony'. Stylistics which involves close study of the literary text enhances meaningful interpretation of the text, expands knowledge and awareness of language in practice. The modules present explanations of what elements of creative writing are focused on as well as short descriptions of these elements and examples of how figures of speech are used in sentences as shown in Table 17 below.

Table 17: Elements of creative writing

Figures of speech	Explanation and example
Simile	This is when you use the words like and as to compare two ideas with each other, e.g. every Saturday our shopping centre is like a beehive.
Metaphor	This is when one thing is described or compared to another without using the words like or as, e.g. every Saturday our shopping centre is a beehive. On the previous page the elements of a short story are called the big 5.
Personification	This is when human or animal qualities are given to non-human objects, e.g. The engine coughed twice and then the car came to a standstill.
Irony	Situational irony is when the opposite of what we expect, happens, e.g. an experienced fire fighter burns to death when his house goes up in flames. Dramatic irony is when the reader/viewer knows something that the other characters are unaware of, e.g. in The Lion King, Mafusa was killed by Scar, not Simba.

These modules elaborate on outcomes that frame the topic Reading and Viewing of the intended curriculum. The learning outcomes of the topic state that students demonstrate the ability to:

read, analyse and evaluate elements of creative texts (short stories)

find relevant information and details from the text (Department of Higher Education, 2013:8)

Engaging with varied literary texts and examining their stylistics enhances the development of reading skills and vocabulary which are essential for academic success.

Module nine of the Level 2 programme, 'Doing research', focuses upon guidelines for research writing. It includes resources required for doing research, for example the library and the resource centre, the internet, and methods for planning, organising and writing research reports. Research writing skills are essential for success in the academic sector as it demands extensive reading, and knowledge of ways of writing academic research. Module nine unpacks planning and writing for the design of a research document, and ways to organise information according to the structure and features of the research text. The Level 3 and 4 textbooks do not include research writing skills but focus more on producing correspondence documents for the workplace.

From the analysis it can be claimed that NCV textbooks include activities that engage students in reading and writing. Their development of reading and writing is limited because they do not have prescribed networks and they do not produce extended essays such as discursive and argumentative texts. The last section of this

chapter discusses how content knowledge of textbooks prescribed for the NCV programme show consideration of the students' occupational needs.

6.6 English and the workplace

Modules four, five, six, seven and eight in the Level 2 textbook called 'Instructions, directions and short descriptive reports', 'advertising texts', 'social media and blogging', 'social event communication', and 'letters' respectively, cover the features of social media, events and business letters. The topics cover knowledge and skills which are essential in the workplace but are not guided by the target workplace situations per se. Both the Level 3 and 4 textbooks focus on production of the workplace related genre such as business letters, meeting documentation, and reports. The modules show an alignment with different communicative competencies such as discourse competence, which embraces the design of a different genre; sociolinguistics, which focuses on ways of communication in different social contexts; as well as multiliteracies, a category of text-based approach that focuses on designing and viewing multimodal texts through which people interact in social and business contexts. Module six of the Level 2 textbook includes features of social media such as Facebook, Twitter, pamphlets, Mxit, profile pages, blog journals, and diaries, whilst module seven focuses on features of social events texts such as notices, emails, sms, and posters and pamphlets. These are multimodal texts which offer a range of reading and text positions used in social contexts and the workplace. Module four of the Level 2 includes examples that relate to the students' occupational fields. Examples include ICT – installation of anti-virus software, and electrical Engineering - wiring a plug. These are a few examples of specific

workplaces. This is in line with stipulations of the intended English curriculum which states that one of the focus aims of the intended curriculum is:

to guide students in communicating (both in speaking and writing) accurately and appropriately in the workplace context (Department of Higher Education and Training, 2013:4)

Different examples of occupational fields such as the hospitality, retail stores, and the film industry are used in the Level 3 and 4 textbooks.

In analyzing textbooks prescribed for subject English of the NCV programme it is noted that few modules covered content knowledge of relevance to empower students to function in specialist areas as advocated by theorists of English for specific purposes such as Hutchinson and Waters (1992) discussed in Chapter Two.

6.7 Conclusion of analysis of the NCV English textbooks

It can be claimed that textbooks designers in the pedagogic recontextualization field (Bernstein, 1996) selected content for inclusion in the textbooks, guided by the outcomes stipulated in the intended curriculum. Different modules that make up the textbooks demonstrated an expansion on different outcomes across different curriculum topics. However, the topics in the textbooks did not follow similar outcomes-based design structure of the intended curriculum document. The textbooks provided examples of reading, viewing, listening, speaking and writing texts and activities that the outcomes framing the intended curriculum and the teaching plan could not provide. Vocabulary boxes and glossaries on the sidebars of the textbook provided additional information, which also unpacked curriculum statements.

In examining how content covered in the different NCV English textbooks align with teaching approaches to the teaching of English, it is noted that different modules that frame the textbooks align with different teaching approaches or an integration of approaches. Modules three and twelve of the Level 2 textbook present explicit grammar content, and Level 4 module eight also includes grammar structures which align with the content-based approach. Level 2, 3 and 4 textbooks include modules called literature, which cover different genre such as short stories, drama, poetry, and folklore which align with the content-based approach with its focus on stylistics and elements of literary studies. The other textbooks modules show links with a combination of approaches to the teaching of English that display the generic nature of the intended NCV English curriculum.

NCV English textbooks tried to differentiate the different levels of NCV through focus and purpose as outlined in the intended curriculum. At Level 2 the textbook focused on preparing the students to engage with academic texts and factual knowledge. Level 3 textbook focused on functional texts and the workplace contexts. At Level 4, focus is upon developing students' language use and critical interaction with information in diverse contexts such as visual literacy and multimedia texts.

In terms of how content knowledge in the textbooks aligned with aspects of English for the academic purposes, modules nine and ten of the Level 2 textbook focus on research and short stories respectively. The knowledge of the literary stylistics and research writing skills are essential for academic success and further studies. The Level 3 and 4 textbooks modules also include 'literature' which engages students in reading and analysis of varied literary texts which can enhance ESL acquisition.

A few modules in the different textbooks showed consideration of the students' occupational needs. Module four of the Level 2, showed alignment with students' occupational fields. The module covered examples and activities that relate to ICT. The Level 3 and 4 textbooks modules included the production of workplace genre relevant for specialist workplace areas such as hospitality and the retail sector.

The other modules aimed to develop the students' skills of using social media such as the internet, facebook and blogs as well as the production of business documents like letters and reports which can be adopted for use in different workplace sectors.

The next chapter examines assessment, another component of curriculum design. This forms an essential component of the examined curriculum of the NCV programme. The chapter addresses the research question: 'to what extent do the intended and the examined curricula meet the contextualised needs of students?

Chapter 7: Analysis of the examined NCV English curriculum

7.1 Introduction

This study aims to examine the nature of knowledge specified in the English subject offered in the National Certificate Vocational programme and how the lecturers understand the curriculum. Chapter Five attempted to understand the nature of content knowledge covered in subject English curriculum document. The analysis showed that the English curriculum is outcomes-based and that some of its content is more unspecified and vague than others. The intended curriculum showed alignment with different approaches to the teaching of English discussed in Chapter Two. In Chapter Six, the textbooks prescribed for the NCV students were analysed to establish how they attempted to make the curriculum content knowledge explicit, and how they aligned with various approaches to the teaching of English. Different modules in the textbooks elaborated on the different outcomes stipulated in the intended curriculum. This chapter examines the examined curriculum, one of the components of the enacted curriculum. This chapter analyses the examined curriculum with the hope that it will provide an understanding of what is valued about teaching English as reflected in the examined curriculum, how the questions are aligned with different approaches to the teaching of English, how the examined curriculum provides an understanding of the progression process stipulated in the intended curriculum, and considers the students' academic success and workplace needs.

Students at all the levels of the NCV write two examination papers for English First Additional Language per year. NCV English Level 2 examination papers that were written in November 2013 were selected for analysis in the study. This is the first

examination administered after the revision of the intended English curriculum for the Level 2 students in 2013. The duration of each examination paper is two hours.

Paper one is provided a score of 140, and paper two a score of 60 marks. This adds up to a total score of 200 for the entire examination. The examination is designed to test the students' proficiency in English. Similar themes used in the analysis of intended curriculum documents are used in the analysis of the examined curriculum: knowledge differentiation and the curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace. Copies of the question papers are attached as Appendix E.

7.2 Knowledge differentiation and the curriculum design

According to Bernstein (2000) the examined curriculum forms part of the evaluation process and is therefore an important component of the reproduction field of the pedagogic device. The evaluative rules of the pedagogic device, discussed in Chapter Three, are the key to continuous pedagogic practice that focuses upon evaluating a series of transformations from the production of discourse, the recontextualising field, down to the pedagogic reproduction field in the classroom (Bernstein, 2000: 35). The rules evaluate how texts are transformed into a specific content, how knowledge is transmitted in different contexts, and how discourses is acquired by learners in the classroom and how such content is evaluated. This process explains the relationship between the curriculum, the methods of transmission (teaching style or pedagogy) in the way that the NCV lecturers described during the interview process, and criteria of evaluation as to the success of the transmission (the examination).

NCV English students write the NCV national examinations that are set by the Department of Higher Education and Training and not designed by college lecturers. They are moderated and quality assured by Umalusi. All the NCV students write the same English examination despite the various programmes that they follow at the college. Glancing through the examination papers it is noted that the questions are not set according to the topics or the outcomes as outlined in the curriculum or the modules set out in the textbooks. However, the examiners are guided by the outcomes outlined in the intended curriculum. The questions cover aspects such as language in practice and communication in practice as well as the production of business related texts such as letters, a blog, pamphlets and an email. The examiners examined the students' competence in terms of the performance indicators outlined by the outcomes statements. These questions associate with intended curriculum outcomes such as the following:

write and present for a specified range of purposes and audiences using correct language structures, grammar conventions and formats appropriate to social and academic contexts.
study and correctly apply a variety of language structures and grammar conventions in social and academic settings.

According to the debates in the literature, the examination questions which associate with the content-based approach, that is, those which focus on explicit grammar structures and the stylistic features and elements of literary texts, show characteristics of a 'strong grammar' for English. For example,

Rewrite the following statement into reported speech:

'I have been married since 1994 and I have three children', he says.

The question tests the students' knowledge of basic grammar skills. Those questions which associate with a combination of more than one communicative approach align with a 'weak grammar' for English. For example,

Write a letter of enquiry to Karen Trendell. Tell her that you really admire her work and that your college has agreed to contribute to her sanctuary by holding a sponsored walk. The campus manager will contact her when all the money has been collected

The above question associates with a combination of more than one teaching approach: discourse competence, multiliteracies as well as grammatical competence.

The next section examines the examination papers in terms of the approaches to teaching English that are discussed in Chapter Two.

7.3 Language teaching approaches

According to the literature discussed in Chapter Two, the features of competencies that make up the content-based approach such as the basic grammatical skills and literary studies are easily distinguishable in texts and outcomes statements whilst those that make up the communicative approach such as 'grammatical competence', 'sociolinguistic competence', 'discourse competence', and 'strategic competence' are interconnected and therefore it is not as simple to distinguishing their specific features. Grammatical competence focuses on both the mastery of language forms as well as integration of language forms with meaning, social function and discourse. Sociolinguistic competence emphasizes the need to master language use, that is, the linguistic description of messages, ways of interacting in social contexts, grammar and meaning of utterances. Discourse competence is

concerned with the interconnectedness of utterances or written sentences to form meaningful, coherent and cohesive texts. This includes knowing how to interpret meanings in texts through understanding their structures, and the use of discourse markers in designing texts, as well as understanding the purpose of texts. Strategic competence integrates competence in all the components of communication, such as knowing how to interpret non-verbal communication in order to enhance effective interactions with others, competence in grammar use, ways of communicating in social contexts and interpretation of meanings. The text-based approaches (another form of the communicative approach), which emerged in the twenty first century, multiliteracies and critical language awareness also show alignments with the above mentioned competencies. Multiliteracies involve the use of multiple readings of spoken and written texts in the development of ESL literacy. Critical language awareness focuses on critical reading of texts and their interpretation to determine the chief position taken by the writer. This approach shows some alignment with discourse and sociolinguistic competence, which also focus on interpretation of texts and how textual genres are organised.

An inspection of the examination questions made it apparent that some questions do not invoke any of the approaches. They required information recall and reading comprehension skills in order to respond to them. Most of the questions evoked a combination of approaches to the teaching of English, necessitating a decision to collapse the approaches and use only the following codes in the analysis of the examination papers:

Gen (Generic): for those questions which integrate more than one English teaching approach.

Socio (Sociolinguistic competence): questions that align with language function in social contexts.

Strat (Strategic competence) questions that demand an understanding of verbal and non-verbal strategies to use a language.

Crit (Critical language awareness): questions that denote critical thinking skills, critical discourse and analysis.

Gram (Language structures and conventions): questions that explicitly denote elements of grammar.

Rcomp (Recall and reading comprehension): questions that denote recall of information and reading comprehension

A question that aligned with the generic code (Gen) is for example, the following:

You decide to post a blog about how you feel regarding the South African rhino killings. Write in logical paragraphs with an introduction, a body and a conclusion.

The question demands an understanding of discourse to be able to determine how to arrange information coherently and ensure that sentences are grammatically correct. Students also need an understanding of texts genre to create a blog.

The questions that aligned with sociolinguistic competence (Socio) are those that require an understanding of how language functions in social contexts, such as the following:

What channel of communication is taking place in the cartoon strip?

The questions that aligned with strategic competence (Strat) demand an understanding of both verbal and body language during interactions. For example:

Comment on the body language of both students in frame 8.

Critical language awareness (Crit) aligned questions are those that engage students in critical analysis of the author's meanings in texts. For example,

What sets Michael from other motivational speakers?

The above question demands that students understand the purpose and meanings in the text in order to make comparisons.

An example of a question that aligned with language structures and conventions (Gram) is as follows:

Rewrite the following statement into reported speech:

'I have been married since 1994 and have three children', he says.

The question demands an understanding of explicit language forms.

Following is an example of a question that denotes recall and reading comprehension (Rcomp).

What is the title of the cartoon strip?

The analysis focused on questions in each section of the examination papers, beginning with paper one, followed by the examination of paper two.

7.3.1 NCV Level Two English Examination: First Paper

Paper one of the examination consists of five sections: Comprehension, summary, viewing, language in practice as well as communication in practice, with a total of seven questions. Section A, B and D comprise one question each whilst section C and E have two questions each. Multiple readings of texts that offer a range of readings such as a biography, a poster, a film strip synopsis, a movie pricing guide, and a cartoon strip are used to present information. I noted that the range of text-based questions that make up the examination paper aligned with multiliteracies approach. The examination paper also showed an alignment with other approaches to the teaching of English such as critical language awareness, sociolinguistics, and discourse, grammatical and strategic competence. These texts demand an

understanding of language forms, social functions and discourse. The next section analyses each question of the examination paper.

7.3.1.1 Section A: Comprehension

7.3.1.1.1 Question 1

Question 1, the language comprehension question, presented an article titled *Short biography of Michael Mol*. The text is about Michael Mol's biography, about his educational background, interests, passion, and his career history. Most of the questions required a response in the form of a phrase unless students were asked to provide a one word answer. Most of the questions that make up question one (1.2-1.9) demand recall and reading comprehension (Rcomp) whereby students are able to read with understanding and identify the answers from the reading text.

In question 1.1 the students were asked to provide the purpose of the article -to state whether the article intended to inform, educate, advertise or interpret. It is through an understanding of the text that students could determine the purpose of the article; the question is associated with critical language awareness (Crit). Question 1.2 asked students to determine Michaels' age. The text only provided the date on which Michael was born for them to calculate his age. The question demands recall and reading comprehension, and is therefore coded as 'Rcomp'. In question 1.3, students were asked to match the years with the events. The text provided dates and information linked to the dates. Students needed to read the text with comprehension in order to match the information; the question is coded as 'Rcomp'. For question 1.4 and 1.8 students needed vocabulary to be able to provide the meaning of the phrase 'prime time' and 'suffers from an incurable addiction' respectively. The meanings of

the phrases are deduced from the text; the questions are aligned with the code, 'Rcomp'. Question 1.5 asked students to explain the meaning of the two awards that were given to Michael. The question is coded as 'Rcomp' because it was through comprehending the text that students would be able to determine what the awards suggested about Michael. Questions 1.6 and 1.7 also demanded reading comprehension (Rcomp). Students were asked to explain 'what led Michael to find a consultancy agency' and 'what sets him apart from other motivational speakers'. From the content presented in the text, students were expected to understand the purpose of the text, its intentions, unpack reasons for some situations in the text and to interpret the meanings of events such as awards that were given to Michael. I noted that the question shows alignments with critical language awareness approach (Crit). Interpreting the meaning of the phrase 'suffers from an incurable addiction' (question 1.8) demanded contextual vocabulary as well as critical language awareness (Crit) to provide reasons and explanations of the phrase. Question 9, a 'true' or 'false' question item, demanded reading comprehension skills (Rcomp) in order to understand meanings in the text. The last question item (1.10) requested that students list three attributes they learned about Michael Mol. The question aligned with a combination of approaches to the teaching of English. It demanded an understanding of both critical language awareness skill and the social function of the character, and therefore coded as generic (Gen). Students needed a clear understanding of the biography, characteristics of the character in the biography and how he interacted in social contexts in order to draw appropriate judgements about the qualities that Michael presented in the text.

7.3.1.2 Section B: Summary

7.3.1.2.1 Question 2

Question two of the examination tested students' ability to read a specific text and identify its central idea along with four supporting facts. Students were asked to draw a five-point mind map illustrating 'The benefits to children of studying music' from the passage titled 'Kids Who Study Music Do Better In School...And In Life'. The question stated

Read the following extract carefully. Then draw a FIVE point mind map illustrating THE BENEFITS TO CHILDREN OF STUDYING MUSIC.

The question aligns with a combination of approaches such as discourse competence and multiliteracies, and is therefore coded as generic (Gen). The question suggested that students read the given text, interpret its meanings and summarise it in the form of a mind map. A mind map is an example of multimodal text that offers a different reading type. In order to be able to identify and differentiate between the central idea and supporting facts students require an understanding of the structure of discourse. Their understanding of grammar as a systemic and a functional tool is also essential in the interpretation and construction of meanings (Christie & Macken-Horarik, 2003). They need an understanding of structural links between sentences and of how texts are put together in the form of a mind map to illustrate how children benefit from studying music in a school.

7.3.1.3 Section C: Viewing (Poster)

7.3.1.3.1 Question 3

In question three, students were asked to study the media article on the film 'Spud' and then respond to questions based on it. Students were expected to study the text

closely whilst making meaningful interpretations of the text itself. Some questions aligned with a combination of approaches to the teaching of English such as discourse competence, strategic competence, multiliteracies, whilst some denoted critical language awareness, information recall and reading comprehension.

The first question (3.1) was a multiple-choice question item in which students were asked to determine whether the text they were reading was a short story, an advertisement, a film review or a drama. In order to respond appropriately to the question, students needed to understand discourse and multiliteracies in terms of different texts types, forms and meanings. The question is therefore coded as generic (Gen). Questions 3.2 and 3.3 are coded as recall and reading comprehension (Rcomp). They requested that students explain in their own words what a 'comedy' and the 'setting' of the film meant, respectively. The questions suggested that students remember what these elements of literary texts meant, read the text with understanding, and then explain the concepts in relation to information provided in the text. In question 3.4 students were asked to provide the real-life names of the actors featured in the film. An understanding of the term 'nickname' in the text would help students to respond appropriately. The text provided the answer to the question, so students had to read the text with understanding to reach an answer. The question demanded information recall and reading comprehension (Rcomp). Question 3.5 requested an interpretation of non-verbal body language, a 'smile', and its implications in communication. In order to respond appropriately to the question, students needed an understanding of pragmatics or strategic competence (Strat), both verbal and non-verbal strategies, that are used to convey and interpret meanings, as well as the social function of language. Questions 3.6 to

3.9 demand critical language awareness (Crit). In question 3.6 students were asked to interpret the 'release of Nelson Mandela event' mentioned in the film synopsis and explain what it symbolised. The text did not provide answers to the question but students were expected to refer to their background knowledge about the event in order to respond to the question. Questions 3.7 and 3.8 also asked students to engage their critical thinking skills and explain 'why it was difficult for Spud to make friends' and 'why it is important to fit in'. The questions were therefore coded as critical language awareness (Crit). The text provided information about Spud's background which could guide students to provide reasons demanded by the questions. Students were required to use their everyday knowledge of the advantages of having friends to respond to question 3.8.

The last question (3.9), also coded as critical language awareness (Crit), asked students to examine and explain what was in the background picture in the text. Students had to appropriately interpret and understand the story conveyed through a film strip to be able to make links between the story and the background picture. The following are the questions based on the text:

3.1. Choose the correct answer from the options given below. Write only the letter (A-D) next to question number (5.1) in the ANSWER BOOK.

The text is an example of ...

- A. A short story
- B. An advertisement
- C. A film review
- D. A drama

3.2. 'Spud' is a comedy. Explain in your own words what type of a film it is.

3.3. What is the setting of the film?

3.4. Write down the real life names of TWO actors featured in this film.

3.5. In the main picture, the boy is smiling. What does this body language usually imply?

3.6. Why do you think the release of Nelson Mandela is mentioned as one of the important events that were about to happen? What does it symbolise?

- 3.7. Why was it difficult for Spud to make friends and fit in?
- 3.8. In your own words, explain why it is important to fit in.
- 3.9. Examine the picture and say what is in the background.

7.3.1.3.2 Question 4

In this question, students were asked to study the 'Nu Metro pricing guide' and then answer questions based on the information guide. Almost all the questions demanded recall and reading comprehension skills (Rcomp). Students were asked to read the text with understanding, analyse its content and make calculations using the information about movies and pricing. In question 4.1 students were asked to determine who was given a discount on Wednesday. The text provided information on the days on which the public gets discounts for movies. Students were expected to read the text with understanding in order to answer the questions accurately. Question 4.2 asked students to explain in their own words the phrase 'no longer to non-members'. The text provided information on discounts that apply to members of the Nu Metro Fanatics club and stated that the arrangement did not apply to non-members. Students needed an understanding of the text to be able to define the phrase. Question 4.3 asked students to determine any two days that are discounted. The question also demanded an understanding of the pricing guide to respond appropriately. Questions 4.4 and 4.5 asked students to explain the phrases 'per card' and 'tickets are not sold separately' respectively. The questions required an understanding of information, interpretation and commonsense to be able to explain the phrases. Students were expected to understand that discounts only applied if the requisite number of tickets was purchased. For questions 4.6 to 4.9 the text provided answers to the questions on how much people had to pay for tickets on particular days, the number of tickets that they could purchase on particular days, as well as when particular discounts were given to members of Nu Metro. Students had to read

with comprehension to get the answers for all the questions. The last question (4.10) was a commonsense type of question which asked students to write R for Rand in full.

7.3.1.4 Section D: Language in practice (Grammar and Editing)

7.3.1.4.1 Question 5

Question five aligned with the content-based approach. The question tested the students' grammatical abilities (Gram). All the questions demanded the knowledge and understanding of grammatical structures and language conventions and how they are applied in the context of a text. Questions were based on different texts used in the examination paper. There were eleven items comprising fill-in-the-blank, one word answer, as well as short sentence type question items. The questions covered parts of speech such as tenses, passive and active voice, direct and indirect speech, antonyms, homophones and homonyms. The question also included concord and positive and negative forms. Question 5.1(5.1.1-5.1.11) asked students to choose words from those in brackets in responding to the question. The question demanded the knowledge of different parts of speech and how form and function are integrated to choose the correct answer to the question. Questions 5.2 to 5.5 asked students to recall different parts of speech in order to convert sentences from 'active to passive' voice, 'direct to indirect' speech, 'positive to negative' forms and 'synonyms and antonyms'. In question 5.6 students were asked to rewrite sentences into future tense. They needed knowledge and understanding of tenses to respond appropriately to the question. Question 5.7 asked students to combine sentences, question 5.8 asked students to correct the 'verbs' in brackets, and question 5.9 asked students to change the sentence into a tag question. All these questions

demanded an understanding of grammar structures and how to use them in sentences. Question 5.10 asked students to edit a paragraph. The question demanded their understanding of homophones to do that. In the last question (5.11) students were asked to construct two different sentences to show different meanings of given words. It is only through an understanding of grammar structures and especially of homonyms that students were able to correctly answer the question.

Examples of question items are given below.

5.1 Choose the correct word from those in brackets. Write only the word next to the question number (5.1.1-5.1.11) in the ANSWER BOOK.

Will entering Miss South Africa clash with my university studies?

Being Miss SA is a full-time (5.1.1 career/careers) for a year. The winner takes occupancy of the official townhouse in Johannesburg and, subsequently, would have (5.1.2 to/will) postpone her university or academic studies for the duration (5.1.3 off/of) her term of office (until a new Miss South Africa is crowned).

Many entrants (5.1.4 are/is) studies, often women (5.1.5 with in/within) the age bracket, 18-25, have enrolled (5.1.6 at/by) a tertiary institution of some kind and (5.1.7 are/is) working towards qualifying as professionals. Sun International endorses the importance of education and every effort is (5.1.8 maid/made) to accommodate the needs of (5.1.9 those/these) finalists who have academic commitments and examinations. The Miss South Africa final event is held in December each year; (5.1.10 once/ones) (5.1.11 universities/university's) have closed for (5.1.12 a/the) year.

(Adapted from: www.misssa.co.za)

5.2. Change the following sentence into the passive voice:

'The University of Irvine conducted experiments.'

Start your sentence as follows: *Experiments...*

5.3. Rewrite the following statement into reported speech:

'I have been married since 1994 and I have three children', he says.

Start your answer as follows: *He said that ...*

5.4. Write the following sentence in the negative form:

Michael's passion is to understand the world around him.

5.5. Give antonyms (words with opposite meaning) for the following words. Find your answers in the comprehension text (QUESTION 1). Write only the word next to the question number (5.5.1-5.5.3) in the ANSWER BOOK.

5.5.1. less (paragraph 3)

5.5.2. curable (paragraph 5)

5.5.3. old (paragraph 4)

5.6. Rewrite the following sentence into future tense:

This is combined with his medical training.

5.7. Combine the following two sentences by starting with the words in brackets:

He is a TV presenter for Top Billing. He is also a former Mr South Africa. (Not only)

5.8. Correct the verbs in brackets:

It teaches us how to (5.8.1 reading) and (5.8.2 writing)

5.9 Change the following sentence into a tag question:

Music lessons are a mental workout.

5.10 There are FIVE spelling mistakes in the following text, because the wrong HOMOPHONE has been used. Rewrite the text using the correct form:

Queen Elizabeth 11 has reined for over fifty years. All though she is now over eighty, she still travels overseas and meats with Commonwealth heads of state to discuss their concerns.

5.11 Make TWO clear sentences to show the different meanings of EACH of the following HOMONYMS:

5.11.1. glasses

5.11.2. second

7.3.1.5 Section E: Communication in practice

7.3.1.5.1 Question 6 and 7

Question six and seven tested the students' different competencies such as recall of information and reading comprehension, sociolinguistic competence, critical language awareness, as well as strategic competence. The question items suggested that students engage their understanding of the social context in which language is used in terms of the channels of communication, the roles of participants, the information they share, and the function of the interaction. Students also needed knowledge of grammar and meaning to interpret interactions. The following analysis concerns Question 6, followed by Question 7. Question items in question 6 are based on the cartoon strip titled *Archie*. Question 6.1 demanded recall and reading comprehension (Rcomp) from the students as they were asked to provide the title of the cartoon strip. In question 6.2 students were asked to provide the job title of the person talking in the frame. The cartoon strip did not provide the title of the person it featured, but students were required to determine his or her title using their commonsense, interpreting the pictures to gain an understanding of the social context depicted in the image. Questions 6.3, 6.4, 6.7 and 6.8 asked the students to determine the 'sender', 'receiver', the 'code' as well as the 'medium' used in the cartoon strip. These questions demanded an understanding of channels of communication. The students were also expected to understand the social context of the participants in the cartoon strip to determine who the sender, receiver and the

code used in the interaction were that formed part of the speech acts that framed the sociolinguistic competence (Socio). They were asked to interpret utterances for their social meanings in terms of the function and purpose of communication.

Questions 6.5 and 6.9 asked students to 'comment on the non-verbal communication' and on the body language of the student in the frame. These questions demanded strategic competence (Strat) skills to be able to determine what is communicated through non-verbal means. Questions 6.6, 6.11 and 6.12 asked students to determine the categories and channel of communication in consecutive frames of the cartoon strip that were an aspect of sociolinguistic competence (Socio). In Question 6.10 students were asked to convert feedback in frame 7 of the cartoon strip in the reported speech. The question demanded knowledge of grammar forms (Gram) such as the construction of the direct and indirect speech. Examples of question items are presented below:

Answer the following questions based on the cartoon strip:

- 6.1. What is the title of the cartoon strip?
- 6.2. What is the job title of the person talking in Frame 1?
- 6.3. Who is the sender in Frame 1?
- 6.4. Who is the receiver in frame 1?
- 6.5. Comment on the non-verbal communication in Frame 2.
- 6.6. What category of communication is taking place in Frame 3?
- 6.7. What code is being used throughout the cartoon strip?
- 6.8. What medium is used in the cartoon?
- 6.9. Comment on the body language of both students in frame 8.
- 6.10. Write the feedback in Frame 7 in the reported speech.
- 6.11. After class, Miss Grundy speaks to Archie. What channel of communication is taking place?
- 6.12. This cartoon strip was published in the newspaper. What category of communication is this?

From this analysis it can be claimed that different question items that made up this question 6 align with varied approaches to the teaching of English discussed in Chapter Two. Question seven appeared to display the same characteristics like those in question six. Here, question items were presented in fill-in-the-blank format.

Questions mainly tested information recall as well as sociolinguistic competence. Students were expected to remember channels and categories of communication, which are aspects of speech acts that frame sociolinguistic competence. Questions 7.1 to 7.5 asked students to provide different channels as well as categories of communication. The question demanded an understanding of the different categories of communication in terms of the roles of participants, information they share, and functions of the interaction, and these are aspects of sociolinguistic competence (Socio). Below is a list of question items that made up question seven.

7. Fill in the blank spaces based on the channels of communication as well as the categories of communication:

7.1. Talking to your fellow classmate during break time is called communication.

7.2. Daydreaming in the English class is a form of communication.

7.3. Reading status updates on Facebook in class falls under communication.

7.4. When you, as a student, go to the Head of Department to discuss additional training during the holidays, it is called communication.

7.5. A is also known as a noise that causes the message not to be received.

To summarise, as mentioned earlier in the chapter, the above analysis of the first paper of NCV Level two examination showed that questions were based on multimodal texts, which denotes multiliteracies approach. Questions showed an alignment with different approaches to the teaching of English, including both the communicative approach and content-based approaches. Some of the items that make up questions 1, 2 and 3 seem to align with a combination of teaching approaches to English and are coded as generic questions (Gen). Some items that make up questions 1, 3, 6 and 7 aligned with varied approaches such as critical language awareness (Crit), strategic competence (Strat), and sociolinguistic competence (Socio). Question 4 demanded information recall and comprehension (Rcomp) as well as commonsense. Question 5 focused explicitly on the knowledge of grammatical structures. The question is aligned with content-based approach

which is associated with a strong grammar. The questions covered various topics that frame the NCV English curriculum except for listening and speaking.

7.3.2 NCV Level two English Examination: Second Paper

Paper two of the NCV examination paper consisted of three sections: long functional writing, short functional writing and a visual section. The paper also presented information in a form of texts such as a graph, a table and a photograph. The examination paper is marked out of a total of 60 marks. Section A comprised three questions, each marked out of 30 marks. Section B comprised three questions, each marked out of 20 marks. The last section also comprised three questions, each marked out of 10 marks. Students were instructed to answer only one question from each section. The analysis starts with section A, comprising long functional writing.

7.3.2.1 Section A: Long Functional Writing

7.3.2.2 Question 1, 2 and 3

Section A of the examination paper consisted of three questions. Students were asked to refer to a text titled 'No More Rhino in South Africa Game Parks by 2050' in order to respond to the questions. The three questions measured the ability to be creative by using the given background information to write first a letter of enquiry, then a letter of complaint and finally, a blog. In Question 1 the students were asked to write a letter in which they enquire about perceptions about an organized sponsor walk to raise funds for a Rhino sanctuary. The question was classified as generic (Gen). It demanded a combination of competencies such as multiliteracies skills in which students create different texts to present information, discourse competence which focuses on the production of coherent and cohesive text. Students are also

expected to bring their knowledge of the use of correct grammatical forms in the construction of a new genre. The question is phrased as follows:

After reading the background information, you are very touched that even a seven-year old is concerned about the plight of the rhino and you decide that your campus should become involved in saving the rhino. You approach your campus manager, who gives you permission to organize a sponsored walk to raise funds for Karen's sanctuary.

Write a letter of enquiry to Karen Trendell. Tell her that you really admire her work and that your college has agreed to contribute to her sanctuary by holding a sponsored walk. The campus manager will contact her when all the money has been collected. Ask her if she knows of anyone involved in rhino conservation who would be available to come and talk to the students about their work. Also, ask her if you and two friends would be able to come and work at the Rhino Wildlife Sanctuary during the December holidays.

Question 2 was also classified as generic (Gen). In Question two the students were asked to write a letter of complaint to the South African National Parks to show their concern about the number of Rhinos being killed. The question demanded competency in discourse analysis, an understanding of how to present information using multiple texts as well as knowledge of grammar forms and usage. The question states:

You have spoken to many of your friends at your college about the situation regarding the rhino and you have organized a petition. Four hundred (400) students have signed the petition to save the rhino.

Write a letter of complaint to the South African national parks to show your concern about the number of rhino being killed. The letter should be addressed to:

The CEO
SAN Parks
Private Bag X54
PRETORIA
2108

In your letter you should explain how shocked you and fellow students are feeling about the number of rhino being killed. It seems as though not enough is being done to catch poachers. In the future you want to be able to take your children to see live rhino and not just show them pictures.

Use the following points to structure your letter:

- State that you are enclosing a copy of the petition.
- Complain that not enough is being done to save our heritage.
- Ask them what is being done to save the rhino.
- Suggest that more game rangers be employed to monitor the rhino in all game parks.
- Ask what more you as young people can do to help

Question three was also classified as a generic (Gen) question and required that students write a blog about their feelings on realizing the high number of Rhinos that are being killed daily in South Africa. For the students to be able to create meaningful and coherent text such as a blog, they needed the knowledge and an understanding of discourse. That means they had to understand rules and structural links that hold communication together in a meaningful way. The knowledge of different texts genre was also essential. The question was in a different mode, which offered a different form of information presentation. The question is phrased as follows:

After reading the background information, you are shocked about the situation regarding the South African rhino. You did not realize that so many of our majestic creatures are being killed. If a seven-year-old girl was passionate enough to write to the president, you feel that you have to try to do something to help.

You decide to post a blog about how you feel. Your blog should include the following:

- A heading
- The date

You should mention the following:

- The article you read
- Your feelings about the rhino
- Afeefa's letter
- That you are organizing a Fun Day at your college to raise funds for Karen Trendell's sanctuary for rhino
- That you want your friends to respond with ideas for the Fun Day

Write in logical paragraphs with an introduction, a body and a conclusion.
Your blog should be between 150 and 200 words

7.3.3 Section B: Short Functional Writing

7.3.3.1 Question 4, 5 and 6

This section consisted of three questions. Students were required to select and answer one of them. Students were expected to refer back to the text used in section A: 'No More Rhino in South African Game Parks by 2050' in order to respond to the questions. The three questions also demanded a variety of competencies which included discourse competence, multiliteracies as well as grammatical competence,

and were classified as generic (Gen). Students were expected to create a variety of texts in different genres, a report, a pamphlet and an email. The questions demanded a level of mastery of discourse to create correct texts that were meaningful and coherent. Students also needed grammatical competence to accurately express their ideas. In Question 4 students were asked to complete an accident report (for insurance purposes), to report an incident in which someone fell and broke his/her arm and was hospitalized. The question states:

You and two friends were very fortunate to spend two weeks at the Rhino Wildlife Sanctuary during the holidays from 5 to 19 December. You were helping Karen Trendell at her Sanctuary. You called your mom to tell her how it was going. This is the conversation you had with your mom.

You: Hi Mom, how are you?

Mom: Hello dear. I'm fine, but how are you? I've been worrying about you so near all those big rhino! Are you OK?

You: Mom, I'm having the most awesome time! The rhinos are as cute as little babies. Miss Trendell is so clever and it's great to be able to help her. There is one thing though, Mom ... there was a sort of accident.

Mom: Oh, my baby, I knew it! I knew you wouldn't be safe! Are you OK?

You: Relax, Mom. I'm fine. Jason and Asanda were with me.

Mom: What happened??

You: Mom, it's OK! Yesterday morning I was busy exercising Coco, one of the biggest rhinos. He is kept in enclosure 5 because he is almost ready to be released into the wild. The thing is, Mom, he still thinks he's a baby. We were chasing each other around the enclosure and I fell under him and ... I broke my leg. Don't worry though, I'm fine. Miss Trendell took me to hospital and I have a cast. My arm is bruised, but I can still work and help out here. I just can't run.

Mom: Oh, my child ... You must come home straight away!

You: Oh, Mom, don't worry. I'm fine. I'm not in pain and I want to stay!

Mom: You're sure, dear??

You: For sure, Mom ... Sorry, I have to go now. Will call tomorrow!

Your mom then called Karen Trendell who told her that she completed an accident report for insurance purposes.

Use ADDENDUM A (attached) to write the report that Karen completed

Question five asked the students to design a pamphlet, in which they advertised a sponsored walk in aid of the Rhino Wildlife Sanctuary, to encourage people to participate in the walk. The question demanded a mastery of discourse to create correct text that is both meaningful and coherent. The knowledge of the design of different genres and the correct use of grammatical structures was essential. The question states:

Your campus is organizing a sponsored walk in aid of the Rhino Wildlife Sanctuary and you would like to involve as many people as possible.

Design a pamphlet advertising the sponsored walk to encourage as many people as possible to participate in the sponsored walk.

Consider the following when designing the pamphlet:

- Use the AIDA principle to ensure that the pamphlet has the following:
Attention, Interest, Desire and Action
- Use the whole of an A4 page.
- Use different font sizes
- Use a relevant heading and subheading to divide your information logically.

The information given should include the following:

- Information about the Rhino
- All the necessary information about the walk
- Proceeds to go to Karen Trendell's Rhino Sanctuary
- Contact details

Turning now to question six, the question is classified as generic. It is aligned with a combination of competencies such as discourse competence and multiliteracies skills. Students were asked to write an email on behalf of the college campus manager to the manager of the Rhino Wildlife Sanctuary, informing her that the campus was ready to deposit the money raised in the sponsored walk and that they requested the company's banking account details. They were also tasked with expressing their feelings about the activity. The following is the question item.

Your campus held a sponsored walk in aid of the Rhino Wildlife Sanctuary. This was a great success and an amount of R25 000 was collected. Everyone was excited that such a huge amount was raised to care for rhino.

You are the campus manager and you contact Karen Trendell to inform her that the campus is ready to deposit the money into her bank account. Her banking details are now needed. Thank her for the privilege the small group of students had of working with her. The students informed you how much they enjoyed the experience. The student whose leg was hurt has completely recovered.

End the email with a goodwill message.

Use the email form attached as ADDENDUM B to write the email which the campus manager, Ms Shahieda Majola, sent Karen.

Karen's email address: trendellk@telkomsa.net

7.3.4 Section C: Visual

7.3.4.1 Question 7, 8 and 9

This section comprised three questions marked out of ten each. Information in this section was presented in a form of texts genre: a graph, a table, and a photograph.

Questions 7.1 and 7.2 were classified as both generic (Gen) and demanding recall and reading comprehension (Rcomp) and multiliteracies skills. The students were instructed to choose and answer only one question out of the three presented. In question 7 students needed reading comprehension skills to analyse the graph appropriately. Question seven had two parts numbered 7.1 and 7.2. In Question 7.1 students were asked to study the graph displaying statistics on Rhino poaching and answer the questions based on it. All the questions asked students to view and analyse information presented on the graph and interpret data presented in the form of a graph. Questions 7.1.1 to 7.1.3 asked students to determine the 'year in which the fewest rhino were killed', the 'years in which there was the biggest increase in poaching and the meaning of the arrow above, respectively'. These questions demanded reading comprehension and an understanding of how information is presented using multiple texts, as well as the ability to analyse the text in order to determine appropriate years in which different incidents happened. Question 7.1.4 asked students to describe the graph in a sentence. This was accomplished through an understanding and interpretation of the text.

In Question 7.2 students were asked to study the table depicting statistics for Rhino poaching in different South African provinces and answer the questions based on it. The questions also demanded effective information recall, reading comprehension (Rcomp) as well as multiliteracies skills in order to read and understand the table. Questions asked students to determine the provinces in which rhino were killed in respective years, provinces in which most or fewer rhino were killed, as well as determine reasons for different rates of killings in different provinces.

Question 8 asked students to analyse a photograph titled: Please do not hurt my mom: SHARE IF YOU CAN, in order to be able to respond to questions. However, questions did not ask students to analyse the photograph per se, instead they tested their knowledge of parts of speech such as adjectives, verbs, and adverbs in the context of the photograph. The question was classified as content-based since it focused on explicit grammar structures and vocabulary to respond to the questions. They were asked to complete the paragraph by filling in a word from the list given.

Senseless
Skins
Poachers
Baby
Orphaned

heartbroken
devastating
frightening
horns
useless

touching
murderers
project
tragic
tortured

The frightened (8.1 ...) rhino is trying to (8.2 ...) his mom from (8.3 ...). The caption, '*Please do not hurt my mom!*' emphasizes how (8.4 ...) the situation is. Many young rhino are (8.5 ...), because their mothers are killed. When I look at this (8.6 ...) photograph, I feel (8.7 ...) because rhinos have families too. The killings are (8.8 ...). These beautiful majestic animals die because of their (8.9 ...). This is such a (8.10 ...) photograph!

In the last question, Question 9, students were asked to be creative and write a paragraph about their feelings or views about the rhino situation in South Africa. For the students to write the text, discourse competence, knowledge of multiliteracies, as well as grammatical competence was essential. They needed to know how to construct interconnected sentences to form a meaningful whole text. They also needed competency in grammar to ensure that their sentences were grammatically correct. The question was therefore coded as generic (Gen).

Almost all the questions in paper two of the NCV English examination denoted a combination of competencies: reading comprehension, discourse competence, and multiliteracies. The questions suggested that students were expected to use their

understanding of different texts genre and how to design meaningful and coherent texts to respond appropriately. Only question eight explicitly focused on grammatical structures in which the students were tested on their knowledge of parts of speech. The question was classified as having a content-based approach.

In the analysis of the examination questions, I noted that questions which associated with a combination of more than one approach dominated the examination papers. Only a few questions showed alignment with the content-based approach. The next section examines how the examination papers showed associations with the progression process outlined in the intended curriculum.

7.4 Progression process

According to the intended curriculum document, at Level 2 the learning focus is on preparing the students to engage with academic texts and factual knowledge and learn to write accurately. The Level 2 examination questions focused mostly on knowledge comprehension, reading and writing skills. All the questions were text-based and the students were tested on how they could engage with the texts and their how they understood them. The examination papers showed some association with the learning competencies that are expected at Level 2 as stipulated in the progression process outlined in the intended curriculum document.

Turning now to the fourth theme of this chapter, the examination questions are examined to see if they show association with theories of English for academic purposed discussed in Chapter Two.

7.5 English for academic purposes

The research about English for academic purposes emphasizes that students need to develop proficiency in reading, writing as well as vocabulary in order to be academically successful. Almost all the questions in the examination papers are based on texts. The students are expected to read and understand the texts in order to respond to the questions. Their reading, comprehension skills and vocabulary are as a result examined. Some questions demanded the production of different text genre such a business letters, emails, blogs and reports. Knowing how to design such text genre signaled knowledge of how to produce academic documents.

7.6 English and the workplace

NCV English students need to be proficient in reading, writing and communicating in varied social contexts in order to be able to communicate and be productive in the workplace. They would benefit more from the English curriculum which shows consideration of their workplace needs. In examining the NCV Level 2 English examination papers, none of the questions aligned with occupational contexts of the students. The questions did not show relevance to the specialist areas of work. The texts used in the papers focused on social issues such as Rhino poaching, interpersonal relationships, and beauty pageant and students were not expected to contextualise in terms of occupational fields. Paper two of the NCV English examination demanded the production of different texts genre with no focus on specific target situations.

7.7 Conclusion of analysis of the examined NCV English curriculum

This chapter analysed one component of the enacted curriculum, the examined curriculum. The examined curriculum forms part of Bernstein's (2000) evaluative rule

of the pedagogic device. The rule tries to provide insights as to how students acquire knowledge and how transmitted discourse is evaluated. The analysis attempted to understand what NCV English examinations demonstrate as valued English, which makes up the NCV English curriculum. NCV English students write two examination papers that are externally set and moderated. The examination questions tested the competencies that relate with the outcomes stipulated in the intended curriculum. When combining the scores of both papers, it can be claimed that the examined curriculum was guided by the outcomes stipulations outlined in the intended curriculum. The examination placed more value on questions that denoted a generic code (Gen), questions that are associated with a combination of approaches to the teaching of English with a 'weak grammar', with only two questions that are associated with grammar structures and language conventions which display characteristics of a 'strong grammar'.

Paper one of the examination is marked out of 140 marks. The paper is made up of five sections with a total of seven questions. Findings from the analysis of paper one of the examination suggest that some question items in all the questions aligned with information recall and reading comprehension (Rcomp), except for question 5 which focused on explicit grammar structures (Gram). Question 5 tested the students' knowledge of grammar structures and language conventions; it followed a content-based approach with a strong grammar. The question seemed to be framed by Topic 4 of the intended curriculum 'Language and Communication in Practice' which focuses on language forms. Some question items that make up questions 1, 2 and 3 aligned with a generic code (Gen) in that they denoted a combination of approaches to the teaching of English such as grammatical competence, discourse competence,

sociolinguistic competence, as well as multiliteracies. The questions followed a communicative approach with a weak grammar.

Paper Two of the examination was made up of three sections with three questions each. Students were asked to answer one question from each section. The examination was marked out of 60. From the analysis of each question, it can be claimed that except for question 8, they all align with the generic communicative approach (Gen), which consists of different competencies such as discourse analysis, sociolinguistics, multiliteracies as well as grammatical competences. Question eight tested the students' knowledge of grammar structures and language conventions (Gram). The question, like question 5 of paper one, aligned with a content-based approach and Topic 4 of the intended curriculum 'Language Communication in Practice'. None of the examination questions aligned with the literary studies.

The examination questions tested students' reading and writing skills. All the questions were based on texts which the students had to read with understanding and to also produce different texts genre. The students had to apply their reading and writing skills to be able to respond to the questions. These are the skills that are essential for academic success.

All the NCV students write the same examinations despite the different work related programmes that they follow. The examination questions, just like the intended curriculum statements, showed no consideration of occupational contexts of

students. Questions were based on a range of social context such as Rhino poaching and beauty pageant, and not on occupational fields that students follow.

The next section of the study turns to an attempt to understand the lecturers' views about the curriculum they teach from. An examination of the TVET College lecturers' insights about their understanding of knowledge selected for inclusion in the intended curriculum, and the examined curriculum, is a poorly researched area in South Africa. The lecturers' understanding of the curriculum they teach from enhances effective choice of content knowledge, resources, and teaching strategies. The next chapter analyses interviews conducted with the English lecturers in order to understand how they engaged with the intended curriculum, which could inform pedagogical strategies they adopt. The chapter addresses two research questions: 'how do the lecturers interpret the subject English curriculum?' and 'in what ways does the design of the NCV English curriculum enable or constrain the lecturers' interpretation of the curriculum?'

Chapter 8: Analysis of the lecturers' interpretation of the intended NCV English curriculum and views about how they enact it

8.1 Introduction

This chapter examines how lecturers interpret the subject English curriculum; what their understanding of the curriculum is, and what they regard as important knowledge to be selected, taught and assessed in their classrooms. The chapter also examines the lecturers' views about how the designed curriculum enables or constrains their interpretation of the curriculum. As mentioned in Chapter Four (see 4.2), the lecturers' understanding of the intended and the enacted curriculum is not examined through classroom teaching observations, but their perceptions about the nature of the curriculum they teach from are examined through semi-structured interviews. Interview questions aimed to obtain insights into how the lecturers interpreted the curriculum in terms of how they understood the general design of the curriculum, the teaching approaches that underpin the curriculum design, the progression process of the curriculum, and how the curriculum guided their understanding thereof, how they sequenced and paced their lessons, the teaching and learning resources they used, as well as their views about how the curriculum enhances the students' academic success and considers their workplace needs. The analysis followed the following themes: knowledge differentiation and the curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace.

8.2 Knowledge differentiation and the curriculum design

Transformation of the prescribed curriculum according to Bernstein's pedagogic device (Bernstein, 2000) discussed in Chapter Three, is the field of reproduction. For Bernstein (2000), the reproduction rule of the pedagogic device regulates and

evaluates what is constituted in pedagogic practice, what is presented in the classroom and the strategies employed. Through semi-structured interviews an attempt was made to examine how the lecturers interpret and recontextualise the official message in the classroom through pedagogic and assessment practices. The study acknowledges that lecturers are not curriculum specialists and may not directly know or understand decisions made by curriculum designers. However, they are expected to have an understanding of the criteria that guide the structure of the curriculum. The chapter therefore examines the lecturers' perceptions of the intended and the enacted curriculum. The range of factors that impact upon the translation of the prescribed to the enacted curriculum is multiple and complex. As discussed in Chapter Three, there is always a gap between the intended curriculum and how it is enacted in the classroom (Porter & Smithson, 2001). Clark (2005:43) argues that simply designing a curriculum and teaching practices associated with it as expected practice, whatever designers might think of its implementation, is not in and of itself sufficient to ensure that lecturers enact it accordingly.

The Department of Higher Education has recently started revising English NCV curriculum, which was introduced at the TVET Colleges in 2007. The new curriculum was phased in at different times. The newly revised Level 2 was introduced in 2013, Level 3 in 2014 and Level 4 at the beginning of 2015. Chapter Five of this study contains an analysis of the curriculum statements of the English NCV curriculum. The chapter showed that content knowledge of the intended NCV English curriculum is presented as a list centrally prescribed and unspecified outcomes that are drawn around the competency levels of students. The topics covered in NCV English curriculum are presented as language skills: reading and viewing, writing and

presenting, listening and speaking, and language and communication in practice (see 5.2.1). Interview questions aimed to find out if the lecturers were aware of changes in the curriculum, what those changes were and their views about what was selected for inclusion in the revised curriculum. All the lecturers acknowledged that both curricula are outcomes-based designed. According to some theorists of knowledge differentiation, an outcomes-based curriculum design is associated with the 'voice of the knower' (Moore and Muller, 1999). The curriculum focuses on what the students can do and not on the content to be covered.

In trying to ascertain how the lecturers engaged with the curriculum they teach from, they were asked to describe the differences or similarities between the original and the revised NCV English curriculum. Responses have been categorized as follows: there were those lecturers who claimed not to be aware of the revision of the curriculum and they expressed their views as follows: 'I am not aware that the college curriculum has been revised', 'I never took notice of changes in the curriculum'; there were those who were aware of the revision but could not explain the changes, who said, 'there is no difference. It is not revised, it was just copied as it is, just a list of subject and learning outcomes', 'I do not see any change, the curriculum is still the same', 'I think they have similarities', 'when you look at the curriculum there is no difference'; and the third category contained those who were aware of the changes in the curriculum but claimed to teach in the same way as before. Their responses included: 'I do not want to lie, I have not gone through the new subject guidelines because we mostly focus on assessment plan, then you know what is expected of you to teach', 'for me I do not see any change. The revision is just on paper but when we get into the classroom, what we teach is still

the same. The topics and the outcomes are the same'. From the responses, it was apparent that some lecturers were aware of the revised curriculum; however, they struggled to provide detailed explanations of what has been added or omitted to it.

Most of the lecturers claimed to find more comfort in the textbooks in terms of selection of content to teach and assessment activities. An analysis of the textbooks prescribed for NCV English in Chapter Six, suggests that the modules that construct the textbooks elaborate on the unspecified outcomes that frame the curriculum document. The lecturers confirmed that the textbooks did not present content in a form of outcomes statements. Most of the lecturers indicated that they used 'textbooks' as the main source of information when planning lessons. The lecturers elaborated in order to explain why textbooks were the preferred resource: 'the textbook is my main source; it guides me on what to look for in the internet. I am guarding against confusing students more with internet articles, so I rely more on the textbook', 'the common lesson plan we are supposed to use is not detailed enough, it just gives you the framework of what you are supposed to do. So the textbook outlines information better', 'the textbook is very good. I do rely a lot on it. It provides students with examples, spelling, definitions and interesting texts to read'. In view of the responses, it seemed the textbooks appealed the lecturers more in terms of the way in which information is specified in the textbooks such as definitions, vocabulary, and the types of texts and activities included. These responses show that the lecturers do not find the outcomes-based curriculum helpful. Instead of transforming the curriculum statements into pedagogic practice, they resorted to interpreting content knowledge prescribed in the textbooks.

In trying to further understand the lecturers' views about the curriculum, their understanding of aspects of approaches to teaching English which underpin NCV English curriculum design were examined.

8.3 Language teaching approaches

There is a claim in the NCV curriculum statements that the curriculum is underpinned by the communicative approach such as the communicative competence and text-based approaches. The curriculum claims that it is underpinned by Canale and Swain's (1980) communicative competence approaches as outlined in Chapter two (see 2.6), 'sociolinguistic competence', 'discourse competence', 'strategic competence', as well as 'grammatical or linguistic competence'. The curriculum is also text-based. As discussed in Chapter Two, these competencies seem to have some structure and they show how competence in one element enhances competence in the other, but they are horizontally interconnected, which makes it problematic to distinguish features of these competencies especially in outcomes-based NCV English curriculum. Possibly, when a curriculum is well specified and teachers' knowledge of the approach that underpins the curriculum is strong, teachers feel guided in terms of what and how to teach. In the case of this research, the finding that the curriculum is underspecified prompted an interest in understanding the lecturers' perceptions about the approaches that the curriculum follows, and how they thought curriculum designers took note of the students' contexts. To get a sense of the lecturers' understanding of approaches underpinning the design of the English curriculum, they were presented with questions that were focused on finding out if the lecturers knew that the curriculum they teach from is underpinned by the communicative approach, their understanding of the

communicative approach to language teaching and its main features, and what curriculum guiding criteria did they think the curriculum follows.

Turning now to the examination of the lecturers' views about the theoretical underpinnings of the NCV English curriculum; they were asked what the curriculum implied in making claims that it is underpinned by the communicative approach. None of the lecturers was aware of this claim. None of the respondents indicated that they had come across the concept in the curriculum document, and none had a historical background of the communicative approach. Their responses included, 'I do not have an idea of what you are talking about', 'I do not know what you are talking about. These are heavy words', 'no one trained us on this, so I do not know what you are talking about', 'to be honest with you, I do not know what that means'. It could be concluded from these responses that the lecturers have not been trained on the communicative approach that underpin the curriculum statements, and the curriculum statements seemed to be unhelpful in providing guidance.

In the absence of a clear stipulated curriculum, the lecturers' general knowledge about the communicative approach was investigated further, by asking them to describe any distinctive features of the communicative approach visible in the curriculum they teach from. Three categories of responses emerged: responses that focus upon improving overall communication skills, those that develop students' interpersonal relationships, and those focusing on preparing students for the workplace.

It was notable that in some ways, these categories of lecturers' responses indicate relationships with the classification of the communicative approach discussed in Chapter Two. For instance, oral communication was embraced by strategic competence, which focuses on the mastery of communication strategies in ensuring that meanings are appropriately communicated. This category also seemed to denote sociolinguistic competence, which deals with how people communicate in different social spaces. Those respondents who described the communicative approach as focusing on overall communication skills expressed their views as follows: It is about 'teaching students listening skills', 'they must communicate in all aspects', 'it is about knowing how to address issues and speaking fluently', 'it is about communication, there must be a sender, receiver and a message', 'communicating through phone calls and sms', and as being 'more practical, and wants English to be practical and not theoretical', 'they learn to be more confident when speaking', 'it encourages them to say something, even those who are shy to speak in class, do try to speak', 'participating in class is communication, and that makes them understand'.

Some respondents felt that in addition to oral communication, curriculum designers wanted to improve the students' communication skills, such as writing and reading. This category of responses suggested a relationship to a range of competencies of communicative approach such as communicative competence and text-based approaches. The category showed relationships with sociolinguistic competence which focuses on the use of meanings in social interactions, discourse and grammatical competence which involve the use of appropriate grammatical forms to construct written and spoken texts. In terms of text-based approaches, reading and

writing included the students' use and production of different written and spoken text genres.

What follows is an examination as to how the lecturers selected teaching resources and what informed those decisions. The analysis provided insights about choice of resources and an understanding of language teaching approaches.

The intended curriculum recommends that the lecturers use the teaching and learning resources outlined in Chapter Five (see Table 6), such as physical resources like simulation rooms, language and reading laboratories, media centres and computer rooms, equipment such as DVD players, overhead projectors, and video recorders, consumables such as blank CDs and DVDs, as well as resources used by students and lecturers such as textbooks, newspapers, magazines and dictionaries. The curriculum also recommends a range of listening, reading and writing texts for selection when planning lessons. In trying to ascertain what guided the lecturers' decisions in the selection of teaching resources, they were asked what resources they used to plan their lessons.

Fundi and Joy claimed to use additional resources such as newspapers, magazines, charts, the pacing document and previous NCV examination question papers. Inno emphasized the importance of technology as an effective resource in teaching English. She said that she uses the internet, and YouTube. None of the participants referred to physical resources such as the simulation rooms and the language laboratory for language practice that are outlined in the NCV English curriculum teaching resources list (see Chapter 6, Table 6). The types of teaching and learning

resources which most of the lecturers preferred to use in their classrooms such as newspapers and the internet showed association with the communicative approach such as sociolinguistic competence which emphasizes on language acquisition as social practice. The lecturers did not show interest in using the workplace related resources such as the simulation rooms.

From the above analysis I noted that poor engagement with the intended curriculum contributed in part to the lecturers' lack of understanding of approaches which underpin the curriculum design. That may have also contributed to the choice of teaching resources which did not show how the lecturers followed a communicative approach in their lesson planning. The next section examines the lecturers' understanding of the progression process outlined in the intended curriculum.

8.4 Progression process

The revised subject English curriculum intends to outline some specifications on the progression process from Level 2 up to Level 4 of the NCV programme (more on specifications about the curriculum is presented in Chapter Five). Progression process between these levels is described in terms of differences of contexts of focus at different levels of the NCV. For instance, at Level 2 the focus is on the 'academic context and factual knowledge', Level 3 focuses upon 'workplace settings and functional texts', whilst at Level 4, the focus is upon developing students' 'critical thinking in diverse contexts'. Another way in which NCV English is intended to show the progression process from one level to another is through specification of texts per level (see Chapter 5: 5.4). When asked if there was progression between the levels of NCV, some participants said that they were not aware of distinguishing progression process outlined in the curriculum. They expressed their views by saying

that, 'the curriculum does not stipulate progression levels', 'the curriculum does not specify some progression', 'the curriculum does not explicitly say anything about progression'. Even further, some participants' responses suggested that the lecturers do not see progression of ideas in the way they interpret the curriculum. In their responses the following comments were included: 'concepts done in L3 and L4 are the same. It is different names for the same thing', 'there is no difference between the levels, honestly', 'there is not that much differences that I can easily explain', 'reading comprehension is the same at different levels', 'it differs only on the formulation of sentences', 'the grammar that they do in different levels is the same'. One of the respondents, called Gontse, described the differences between the levels as follows:

There is a very thin line. I happen to teach both Level 2 and Level 3 and I was surprised that I had to repeat certain things that the students have already covered. I have dealt with 'advertisement' in Level 2 and it was a very interesting part of the curriculum and students enjoyed it very much. I spent a lot of time teaching that topic because it had real life connections. And now I am in Level 3 and I come across the same topic again. Grammar is also the same. Anyway, I think it has to be like that.

In view of the fact that some lecturers were not aware of progression stipulations in the curriculum, I then asked them to describe how they differentiate between the levels of NCV using their experiences of teaching in general or of teaching NCV in particular. Different criteria to describe progression process emerged from the responses. These included descriptions of progression in terms of differences in length and cognitive levels of difficulty of assessment tasks administered at the different levels of the NCV programme. For example: 'the length of assessment

tasks and especially comprehension texts at different levels differ', 'the texts' levels of cognitive difficulty is different at the different levels of the NCV', 'they differ in terms of how much grammar, communication skills and reading comprehension are allocated in the curriculum at different levels', and the 'cognitive levels of complexity in assessment tasks or examination questions per level differ'. One respondent, Dini, explained the differences in terms of literary texts that textbooks prescribe at different levels of the NCV as follows.

If we look at the new textbooks, Level 2 is the foundation from which Level 3 and 4 builds on. I am going to give an example looking at the part of literature. The literature part, they do short stories at Level 2, Level 3s do poetry and when you go to Level 4 you also add poetry, texts to novels and film reviews

Some lecturers described the differences between the levels of the NCV in terms of the levels of maturity shown by the students at different levels of their studies on how they respond to given tasks even though they are being tested on the same concepts. This is how they expressed their views: 'as much as we teach the same things, but the level of maturity of students as they progress from one level to the other, is noticeable', 'it is in the way students are expected to respond to questions. The expected level of responses differs from one level to the next', 'I am not sure if the curriculum says anything about progression, but to me Level 4 students feel that they are towards the working environment. In terms of communication, there is an improvement in confidence and that of saying, I can do it, but that the curriculum says anything about progression, I do not know'. Another criterion used to describe progression process was in terms of the way in which class allocations are done. Lecturers at one campus rotated class allocations from Level 2, 3 and 4 respectively

so that they each gain an experience of teaching each level of the programme and that was how they were able to understand how the different aspects of the curriculum built on each other when exposed to different levels of the NCV. The view was expressed by Dini as follows:

What I do in the department to make sure that progression is followed through and I think that has worked for us, when you teach Level 2 you progress with the students to Level 3. You know their weaknesses and their strengths and you are able to build on that. After Level 3 you progress with the students, and then after Level 4 you go down. We found that as the best arrangement for everybody to check the new syllabus and how it is working with the students because you are able to see the progression process.

The level of clarity and specificity of responses in the lecturers' attempt to describe how they differentiated between the levels of the NCV EFAL programme indicated how the lecturers struggled to explain stipulated progression criteria in the curriculum. The lecturers also struggled to explain the criteria that they followed in making decisions when teaching their courses.

Turning now to the second aspect of progression in teaching, their views as to what guided their pacing were examined. All the respondents said that the college designs a pacing document for all the courses offered at the college, so they are all expected to follow a common pacing document for planning and teaching respective courses. Whilst the pacing document seemed to be one of the compulsory documents to follow at that college, it also provided the lecturers with some guidance and easy access to information, unlike the intended curriculum. When asked what guided their lesson pacing, two main categories of responses emerged. Some lecturers claimed

to be guided by the pacing document, whilst others suggested that they were guided by the students' levels of thinking. Those who referred to the pacing document as a guide indicated that it was because they were compelled to use the document.

These were some of their views: 'at the beginning of the year we are told that topics a, b, c have to be done within a specific period of time, so pacing decisions are binding college wide', 'pacing is standardized through a college wide pacing document that needs to be respected', 'our pace setter is the pacing document that we must all use'. In following stipulated pacing document, it shows that the lecturers do not show flexibility in their lesson planning and they are not considerate of the cognitive differences of the students.

The other category that emerged from the responses is that their pacing was guided by the students' cognitive levels of thinking and understanding. Their views were expressed as follows: 'I pace my lessons in the manner that takes their level of understanding into consideration', 'I look at the pacing document, then look at the students and decide', 'it depends on my students and it differs', 'I cannot stick religiously to the pacing document, but I always ensure that I am within the same bracket and my students and I are not left behind', 'the pacing document poses a problem because we have different kinds of students and some of them take longer to understand concepts, so you have to accommodate them'. Joy and Inno, respectively, expressed views on why it was important to note students' levels of understanding as they teach and how they tried to accommodate them, as follows:

My pace is guided by the levels of understanding of my students. I sometimes have to stop and go, stop and go, and put emphasis on certain things. This is because I sometimes do not get satisfaction if I complete the syllabus right on time when I am still having one or two

hindrances. So I pace my lessons in a manner that takes their levels of understanding into consideration.

I pace according to the understanding of the students who take the information very slow. It is in how you work with them in ensuring that they understand and make learning interesting. So my pacing is at the weakest students' level.

Different views about how the lecturers pace their lessons confirmed their poor understanding of the progression process outlined in the intended curriculum. None of the respondents' pacing was guided by the focus and purpose of the curriculum at different levels of the NCV programme. I now turn to examine the lecturers' perceptions about how proficiency in English enhances academic success.

8.5 English for academic purposes

Researchers on how proficiency in English enhances academic success emphasise the importance of the development of academic discourse such as reading, writing and speaking skills (Balfour et al. 2014), vocabulary (Nizonkiza and van Dyk, 2015), literary skills (Newfield and Maungedzo, 2006), and basic grammar skills (Christie and Macken-Horaric 2003). In trying to find out the lecturers' perceptions about how content covered in the intended curriculum enhanced academic success, the respondents suggested that the curriculum aimed to develop students' overall communication skills in saying 'it seems to aim at developing speaking skills, but competency in oral communication alone is not enough', 'curriculum designers wanted students to develop speaking, writing and reading skills. However, it does not successfully help in the development of reading and writing because students

complete the programme still not competent enough', 'maybe they thought the grammar part in the old curriculum is too much, so they had to reduce it and add more communication skills'. The responses suggested that the intended curriculum was not doing enough to develop the important skills that could enhance academic success. Fundi, in sharing her sentiments with the views above expressed her views about the intentions of the curriculum as follows:

I agree that if you are unable to speak, there is not much that you can achieve anywhere. But competency in oral communication alone is not enough. You need to know how to read and write and the curriculum is not succeeding much on that. What students are able to say, they cannot sometimes write it down correctly.

The second set of responses suggested that lecturers saw the curriculum as focusing on interpersonal relationships. They expressed their views as follows: 'it is about how I integrate with my students, about whether they are afraid of me or they feel relaxed with me or not', 'it is about developing a skill to sustain conversations, knowing how to greet, how to respond to greetings, showing politeness, making requests and so on', 'they should be able to communicate with clients and authorities, and know how to behave in meetings'. The responses also suggest that the lecturers view the intended curriculum as focusing on social interactions and not on reading, writing, basic grammar skills and vocabulary which are essential for academic success.

In a further attempt to ascertain the lecturers' understanding of how the intended curriculum enhanced the development of proficiency in English, I turned to the last

aspect of their teaching by examining their views about the inclusion of grammar and literary studies in the curriculum, as well as suggested approaches of teaching them.

The curriculum statements analysed in Chapter Five support the teaching of grammar in the context of social settings. This is stated in one of the Level 2 outcomes that states: 'study and correctly apply a variety of language structures and grammar conventions in social and academic settings' (Department of Higher Education 2013: 29). However, some curriculum statements present some outcomes that are aligned to isolated basic grammatical skills and that made it essential to try and understand lecturers' perceptions about the inclusion of grammar in the curriculum. The role of grammar in the development of ESL proficiency is a view supported by advocates of content-based curriculum approach such as Christie and Macken-Horaric (2003) (see 2.7) who maintain that it is important for students to master isolated and discrete language forms which they described as 'basic grammar skills'. The same view is supported by Canale (1983) (see 2.7.1), an advocate of grammatical competence approach, who maintains that it is important for students to master the 'language code' such as, word formation, sentence formation, in some respects, pronunciation, spelling and linguistic semantics, that will enhance successful language use. They argue that when students master the basic skills they stand a chance to develop strategies that make it easy for them to uncover independently, how the language works.

When asked about their views about the inclusion of grammar in the English curriculum, all the participants felt that NCV students needed competence in grammar structures and language conventions and that it would be wrong to have excluded grammar in the curriculum. Two categories of responses about the role of

grammar in the NCV English curriculum emerged. Firstly, that grammar was there for improved language use. Explanations used to express that view included the following: ‘competence in grammar helps students to write good reports’, ‘grammar improves speech’, and ‘knowledge of grammar structures improves communication’, ‘we cannot speak properly without correct grammar’, ‘you cannot cover any of the topics in this curriculum if you do not understand what is sentence construction, active and passive voice, and direct and indirect speech’.

Despite debates about the importance of language use in the literature, some lecturers felt that there should be a balance between teaching and learning grammar structures and language conventions, and developing communicative language skills. They argued that trying to develop communicative competence in NCV students without the mastery of grammar rules is futile. This is how Fundi and Gontse expressed their respective views:

Language is important. We speak grammar. We cannot speak properly without correct grammar. I was doing tenses with the Level 3 students, it was a disaster. They did not know future tense, and the continuous tenses. Knowing grammar rules is important to succeed in your studies.

To determine and make sure that foundations are laid for the communication part of the curriculum to be successful, we need grammar. If we overlook the grammar and language conventions, we are fooling ourselves. We will then realise later that inabilities of students to communicate in this language is because there are blockages, and these blockages must be unblocked by teaching them grammar and working on grammatical rules.

Some lecturers felt that the inclusion of grammar in the curriculum was not explicit. In their views, there were no clear outcomes that are aligned with grammar structures. Dini expressed this view in saying:

We only have four subject outcomes for the topic on grammar. It takes an experienced lecturer to know and understand how to go through grammar in the language lesson. This is because subject outcomes just say 'language and practice' and every lesson is a grammar lesson to a certain extent. So it is not really specified, but it is thrown in here and there. There is a perception that they should come with a good background of grammar, so it is not explicit in the curriculum. It is the responsibility of the lectures to throw it here and there where you see it lacking, which is how I approach it.

The responses suggest that the lecturers acknowledge the importance of competence in the language forms to enhance ESL proficiency; however, the intended curriculum does not provide clear stipulations and focus on basic grammar skills. The lecturers have to use own discretions on how much grammar skills they have to cover.

In considering the last aspect of their teaching, an attempt was made to understand their views about the inclusion of literary studies in the curriculum. As discussed in Chapter Two (see 2.7.2), Carter and Long (1991) emphasise the role of literary studies in the development of ESL. They maintain that literary studies supply many linguistic opportunities to especially second language learners. Through engaging in literary studies, students can develop communicative language skills such as speaking, reading and writing. In using literary texts teachers can also find opportunities to design activities that are based on material capable of stimulating greater interest and involvement of students, than many other non-literary, informative texts. Newfield and Maungedzo's (2006) research also suggests that literary studies such as poetry could be used as a viable genre via multimodal approaches to enhance ESL development. The analysis of NCV English curriculum statements in Chapter Five showed that some outcomes evoked literary studies. It

thus became relevant for me to examine the lecturers' views about the inclusion of literary studies in the curriculum and how it could enhance ESL proficiency.

When asked if the NCV English curriculum included literary studies, all the participants stated that the curriculum does include some form of literary studies such as poetry and short stories. However, as mentioned in Chapter Five, there are no prescribed networks for the NCV. Contrasting views emerged when respondents were asked about their views on the importance of the inclusion of literary studies in the curriculum. The lecturers who believed that literary study is important for NCV students suggested that it enhances the development of language proficiency: 'It will help with language interpretation'; 'through literature students are able to make meaningful interpretations of the text itself'. Other lecturers believed that NCV students need some form of literature but that the choice of literary texts should be carefully considered: 'literature is important but do not give them Shakespeare and poetry out of 'The Oak' which is difficult for them to read', 'we do need literature but not a big chunk of it'.

From the responses of those against the inclusion of literary studies in the NCV curriculum it was noted that most of the explanations foregrounded contextual factors such as the workload, students' poor language backgrounds, attitudes towards reading, and students' retention rates in the classroom. Their explanations were expressed as follows: 'there is too much work in literature. At the college we are supposed to finish our syllabus in June, if we add literature we need more time'. Some lecturers brought about students' poor reading skills and attitudes towards reading as a reason for their support of the exclusion of literary studies in the English

curriculum: 'our students do not have the culture of reading, so including literature in their learning will be setting us up for failure. They will skip classes'. The sentiment was shared by Happy, who said

I do not think literature is important. Our students do not have a culture of reading. They do not like reading at all. So including literature will be setting ourselves up for failure. If you do not want NCV students in your class tomorrow, give them homework today, say a few paragraphs to read and questions based on that, they will not attend class because they cannot read. They do not like reading, so they will skip class. Literature is important, but NCV students do not like reading. They will run away from class.

The responses did not suggest that the lecturers understood the importance of literary studies as enhancing ESL development. They did not view engagement with literary stylistics and critical language awareness as a way of developing reading skills and vocabulary which are essential for academic success. I now turned to the lecturers' perceptions about their approaches to teaching grammar and literary studies. That provided insights about how their approaches enhanced ESL proficiency.

The responses showed that almost all the lecturers were in favour of the inclusion of basic grammar skills in the curriculum. They felt that students need grammar to produce well-constructed texts. Some lecturers taught grammar structures in isolation whilst some integrated it with meaning and social interactions.

In terms of approaches of teaching literary studies, some lecturers engaged students in critical analysis of literary texts, whereby students analysed texts with an aim of understanding themes and the author intention. This approach aligned with the Level 4 English subject outcome which states: 'critically read texts in order to infer meaning

and make meaningful responses to the intended message' (Department of Higher Education 2007: 20). Following are some of the lecturers' views: 'poetry is about enjoying it. It is about listening to this particular person who is trying to put a message across or to share something personal. So we always try to analyse the underlying message of the author'. Joy expressed his views on how literary studies should be differently approached in saying:

I approach poetry from critical analysis point of view. It is important to know the author and his/her background, understand the age in writing, the period of writing and the context behind it. In as much as it demands own interpretation, you still need to understand the context in which it is written and then debate about message conveyed. You need to know where 'Inqondo iphumaphe' (where the idea comes from)

Critical analysis is an approach supported by advocates of critical language awareness such as Fairclough (1995) and Cervetti et al (2001), as discussed in Chapter Two (see 2.9.5.2). For Cervetti et al (2001), teachers engaging in critical language awareness approach could ask students to read and interpret texts whilst taking note of how meanings are assigned to a certain figure or events in a text, how a text attempts to get readers to accept its constructs, as well as the purpose of the text. Varied responses suggested that lecturers understood that there were different ways and approaches to teaching literary studies that can enhance ESL development.

From the analysis it can be claimed that the lecturers acknowledge that knowledge of language form and literary studies is essential for academic success and further studies. Their approaches to teaching grammar and literary studies varied. The last

section of this chapter focused on the lecturers' views about ESL proficiency and the students' workplace needs.

8.6 English and the workplace

Advocates of English for specific purposes such as Hutchinson and Waters (1992) discussed in Chapter Two maintain that an English course should be designed in consideration of the students' target workplace situations. The course should aim at empowering students to function in specialist areas of work such as hotel reception areas or hospital casualty section. In asking the lecturers about their views on how proficiency in English influences (or not) the students' preparedness to perform well at the workplace, they all said that proficiency in English is essential for communication in the workplace. The lecturers suggested that NCV English curriculum is about 'making associations of concepts studied in the classroom and what they will do at work', 'it is about knowledge of the communication process and the ability to be able to integrate between the workplace and everyday life', 'it is about trying to close the gap between school and work', 'it is preparing students for work. This is because of topics such as curriculum vitae, letters, reports, motivational letters, and emails that are work related and are included in the curriculum', 'writing and presenting prepares them very well. It covers everything that we would like to do in the workplace in terms of functional writing such as minutes, agenda and reports'..

It is noted that the lecturers viewed the intended curriculum as aiming to empower the students to be flexible in applying content learned from the course. Their explanations did not target any specific workplace area and how proficiency in English could enhance performance in the specific occupational sector. This means

that students need to know how to use language appropriately in social situations whilst showing an understanding of the roles of interacting participants, information shared as well as its function and adopt it in different workplace contexts. In their response, the lecturers emphasised that students need to ‘develop ways of expressing meanings in social contexts’; ‘they need competency in discourse analysis in order to design cohesive and coherent workplace genres’, and they also ‘need to know how to express grammatically accurate meanings and forms as well as accurate communication strategies’.

The focus of this discussion around the research finding turn now to its second aspect: to try and understand how the lecturers thought the curriculum took students’ workplace contexts into consideration. When asked to describe how they thought the curriculum design was aligned (or not) with considerations of students’ contexts, the lecturers claimed that they could not explicitly see how the curriculum was aligned in consideration of students’ contexts. Their descriptions included the following: ‘the curriculum does not have any specifications on Utilities, which is one of the programmes offered at our campus. It does not successfully consider students’ contexts’, ‘much as they are doing different fields, the approach is the same. They have to write, give reports using the same approach’. Kamo, Happy, and Caro respectively, expressed their views as follows:

That is a bit tricky. The curriculum is not successfully considerate of specific workplace contexts of students. It is generic. Not unless particular lecturers tailor their instruction towards particular contexts, to consider that they are dealing with ICT or Tourism students. On its own, it is not considerate of students’ contexts.

I do not really think the curriculum considers that. English equips students with the same generic skills, not necessarily helping Hospitality students to be better chefs whenever they get employed on completing the programme.

I am teaching Engineering students and the curriculum document does not say anything specifically about Engineering. The curriculum document on its own is not very helpful. It just gives you an outcome to achieve. So what is expected of me is to use my experience, be resourceful and think, use the textbook and students' experiences and backgrounds.

The responses showed that the lecturers are aware of the importance of linking ESL with the students' occupational fields. The responses indicated that the curriculum does not consider the occupational fields that students follow such as Utilities, Hospitality or Engineering, but that it is the responsibility of the lecturers to align what they teach with the students' occupational fields. They mostly felt that the intended curriculum is not helpful in guiding them to make links between the intended curriculum and the students' workplace needs. In trying to further understand how the students' workplace needs are considered in the English lessons, the lecturers' perceptions about how their teaching planning is considerate of the students' contexts was examined.

In responding to how successfully lecturers' teaching planning considered students' contexts and needs, three categories of responses emerged: those who were considerate of students' occupational fields' contexts, the social contexts, as well as those who did not consider students' contexts at all. The lecturers who claimed to be considerate of the occupational fields that students follow said that they tried to link what they taught with programmes such as Utilities studies, Tourism, and Hospitality. Entle, Kamo and Happy respectively, expressed their views as follows:

Ok the curriculum itself does not focus on Utility Studies, fortunately we have a very good textbook published by Future Managers. The authors have sort of integrated all the Utility Studies vocational subjects into the English textbook. So we are able to use relevant examples on safety in society and policing. They also have scenarios on Tourism such as Mayibuye tours which you can work around and give it a safety in society focus, The textbook itself covers a lot; it depends on how you tailor your lessons towards different contexts. Unfortunately, engineering lecturers will not find it easy to relate to own contexts.

In doing activities in the textbook such as 'introducing a guest', 'how to do a vote of thanks', 'how to write an agenda for a meeting', 'writing and sending emails', I would try to link the topics in terms of the groups I am teaching. For instance, with the hospitality group, when introducing a guest, they should consider people's cultural backgrounds, know how to present themselves and speak appropriately.

We take turns to prepare lesson plans for the same level per term. But I can still use specific workplace related examples to make my lesson relevant because lesson plans are also just a list of outcomes.

Another set of responses suggested that some lecturers aligned their teaching with the students' work contexts in terms of social issues such as drugs, celebrities and xenophobia. Gontse and Dini, respectively, expressed their views as follows:

I look at my students' everyday experiences, and use local newspapers, popular magazines, recent stories about celebrities and develop activities out of that. Recently I got hold of a story about xenophobic attacks and what was happening in informal settlements. It was a big story and we have lots of students from Soweto. So I used the story to test certain language aspects and summarising texts.

I would try and pick a comprehension text that speaks to situations such as drugs and the use of drugs from the textbook or newspapers

Some lecturers emphasised that their teaching was focused on subject English content knowledge and not necessarily on the occupational fields that the students follow. Their teaching was done in the same way to all the groups of students irrespective of the specific field of work the students were prepared for. This indicated that students' work related contexts were not foregrounded when selecting content for lesson planning. Their views included the following: 'I never thought about an engineering context. I never use engineering examples in my lessons', 'that is interesting, but I never thought about linking my lessons that way. Maybe other lecturers do that, but I don't', 'I teach them all in the same way. I do not consider their contexts. I do not think of a particular case study that is programme related. I am just generic and uniform for everyone'; 'we use one common lesson plan for the campus. It is up to individual lecturers to tailor your lessons according to students' needs. So I do not necessarily contextualise my lessons'. This is how Dini expressed her view:

the curriculum does not successfully consider students' contexts. However, I still personally feel that it does enough. You cannot compartmentalise it. For it to be contextualized depends on your interpretation as a lecturer. It is open enough, you can draw from it. Even the subject outcomes are generic. They just indicate an expectation, and through reading and interpreting the outcome, it works. However, I do not think we consider students' contexts as expected.

Responses showed how little the respondents engaged with stipulations of the curriculum statements in terms of students' contexts and needs. From the explanations most of the lecturers felt that, to a certain extent, the curriculum aimed to empower students to function in any given employment environment despite its gaps. They mostly acknowledged that in deciding what content to select for teaching

in the classrooms, it is the responsibility of the lecturers to engage with, interpret it properly and implement it in consideration of the students' occupational needs.

8.7 Conclusion of the analysis of data from interviews

This chapter provided an overview of an understanding of eleven TVET lecturers of the intended English curriculum and their views about how they enact the curriculum. As mentioned in Chapter One, the South African Further Education and Training Colleges Act, 2006 (No. 16 of 2006) does not provide for the TVET colleges to formulate or contribute in the design of the intended curriculum. The college lecturers are provided with a curriculum framework that is designed by the Department of Education to interpret and use in deciding what to teach. By interpreting the curriculum, lecturers act as mediators between students and the intended curriculum documents. The analysis confirms that NCV lecturers are not familiar with underlying decisions made by curriculum designers. They might, through having taught for many years, or having learnt about different teaching approaches, be able to interpret the intended curriculum appropriately or come up with alternative ideas and methods that work well in the classroom, but which do not necessarily appear in the official curriculum document. However, their responses demonstrated some alignment with curriculum statements and some stipulations in the prescribed textbooks. From the interview process, it can be claimed that NCV English lecturers have some understanding of the process of the curriculum design in the recontextualization field. For instance, they attempted to describe the approach that underpins the curriculum and the progression process using their own categories. This chapter examined the lectures' perceptions about the intended and enacted curriculum and their views about how they engaged with the curriculum, their understanding of the progression process, approaches that underpin the curriculum,

lesson planning and how it considers the students' contexts, pacing and selection of resources, as well as views about the inclusion of grammar and literary studies in the curriculum and approaches to teaching them.

From the analysis of the lecturers' interpretation and understanding of the curriculum, and what they regarded as important knowledge selected for inclusion in the design of the curriculum, a number of findings emerged. Firstly, they were able to describe the intended curriculum as outcomes-based designed. The analysis suggested that the outcomes-based curriculum design made the lecturers to struggle to describe the content from which the revised NCV English curriculum is constructed. They did not engage with the curriculum they teach from and resorted to textbooks for guidance. I noted that decisions for which selection of content knowledge to teach was guided by texts and activities outlined in the textbooks and not by stipulations in the curriculum document was informed by the believe that textbooks modules elaborated on curriculum outcomes statements. Secondly, the analysis showed that none of the lecturers were aware of the theoretical underpinnings of the curriculum. They also appeared not to have any knowledge of the historical background of the communicative approach.

Thirdly, the lecturers followed different criteria with regards to sequencing and progression in the curriculum. Varied categories of responses emerged when they tried to describe the progression process from one level to the other, which guided how they selected content knowledge to teach in their classrooms. This suggests that they used their own teaching experiences as a guide to understand progression and sequencing of ideas in the curriculum.

Fourth, all the respondents acknowledged the importance of grammar and literary studies in the NCV English curriculum. Different views emerged in terms of their approaches of teaching grammar and literary studies. Regarding approaches to teaching grammar, two emerged: the traditional approaches whereby grammar structures are taught in isolation, and the communicative approach that integrates grammar with social texts. Teaching grammar in isolation is aligned with some of the activities in the textbooks prescribed for the programme. Teaching stylistic features and critical analysis approaches aligned with some outcomes in the intended curriculum. Their approaches for teaching grammar and literary studies showed that they intended to develop the students language forms, reading skills, as well as critical language awareness which are essential for their academic success.

Five, the analysis also suggested that the lecturers are active developers of the enacted curriculum, constituted by experiences, whether intended or not, that occur within the English classroom. For instance, whilst the intended curriculum seemed to provide little or no guidance on how to teach in consideration of the students' occupational contexts, different views emerged in terms of how the lecturers' lesson planning took note of students' contexts. Few lecturers claimed to consider occupational contexts such as Hospitality and Utilities whilst some considered social issues which may arise in the workplace, for example, issues around drugs and xenophobia. The intended curriculum statements emphasises that teaching of English be contextualised, but it does not explicitly show how it is aligned to the students' specific workplace contexts.

The next chapter presents an interpretation of findings based upon the data collected in the course of this study, as in Chapter Five, Chapter Six, Chapter Seven and Chapter Eight. Chapter Five and Six focused on what constitutes content selected for inclusion in the intended curriculum statements and textbooks designed for NCV English curriculum respectively. The analysis also covered the examined curriculum, which is another component of the enacted curriculum, as discussed in Chapter Seven of the study. Chapter Eight presented the lecturers' perceptions about the intended curriculum and views about how they interpret it. These data have been interpreted in terms of the empirical questions and theoretical concepts that frame this study.

Chapter 9: Interpreting and discussing research findings

9.1 Introduction

In this study the knowledge structure of subject English in the National Curriculum Vocational programme is examined, as is the perspectives of lecturers about the curriculum and their views about what guides their interpretation of the curriculum they teach from. The point is made here that a curriculum designed with clear and specified content knowledge can facilitate effective progression and sequencing of content which can, in turn, give greater epistemological access. The argument presented is that it is essential that English lecturers, for the NCV programme, understand the recontextualising process of the curriculum design and their role in the process of transforming classroom discourse. This research points to the difficulty of the outcomes-based curriculum design in South African TVET Colleges in general, and in one TVET College in Gauteng province in particular, with regards to diversity of lecturer and student contexts, educational backgrounds and levels of preparedness for the envisaged transformation of classroom discourse and access, and engagement with the curriculum. The research questions for this study are:

1. What constitutes the curriculum for English in the NCV programme?
 - 1.1. What key debates about the teaching of English inform the construction of this curriculum?
 - 1.2. In what ways does the design of the NCV English curriculum enable and or constrain the lecturers' interpretation of the curriculum?
 - 1.3. How do lecturers interpret the subject English curriculum; what is their understanding of it?

- 1.4. How do textbooks prescribed for English in the NCV programme expand on the intended curriculum?
- 1.5. To what extent do the intended and the examined curricula meet the contextualized needs of students?

To address these questions Bernstein's (1996, 2000) concept, the pedagogic device, is used to explain how the intended curriculum for English of the NCV programme is designed, that is, how its knowledge is constructed as well as how the subject is re-interpreted at various points of the recontextualization process. As explained in the methodology laid out in Chapter Four, the intended curriculum for the NCV subject English was examined, as were the textbooks prescribed for the programme. The examined curriculum for the subject English, which forms a component part of the enacted curriculum, was also analysed. Purposive sampling of lecturers, who showed interest in sharing their perspective, and understanding of the English curriculum and pedagogical practices, was performed.

In this chapter findings are generated from the data gathered from analyzing the intended NCV English curriculum by first comparing it with CAPS English and then in its own right, the textbooks prescribed for the programme, and the examined English curriculum. Findings generated through semi-structured interviews on perceptions of the English lecturers about the nature of the curriculum, and their views about how the curriculum design enable or constrain their interpretation so as to transform it into pedagogic communication are presented. The discussion of findings follow similar themes used in the analysis of the intended and enacted curriculum documents as well as the lecturers' perceptions about the curriculum: knowledge differentiation and

the curriculum design, language teaching approaches, progression process, English for academic purposes, and English and the workplace.

In the next section I present a summary of key findings from my study following each theme.

9.2 Summary of my findings presented through themes

9.2.1 Knowledge differentiation and the curriculum design

The literature classifies English as having a horizontal discourse structure in that it does not present coherent discourse that shows integration at particular levels of meanings (Bernstein 1996). Horizontal knowledge structures create unclear boundaries between different approaches to teaching English. The field of knowledge does not have the capacity for conceptual integration. Debates within the field of recontextualization, in the case of subject English, show that the subject evolves and that the selection of its content knowledge depends on preferences held by recontextualizers and ideological and political imperatives. Further debates about who should be involved in the recontextualization process of knowledge and what content knowledge should be included in the design of the curriculum of respective subjects, as well as how that content knowledge gets distributed and accessed in the classroom, is what the literature conceptualises as the pedagogic device (Bernstein 1996, 2000).

The literature reviewed in this thesis sheds light on the way English evolves, and as its content knowledge changes overtime, curriculum designers struggle to decide on what should be selected for inclusion in the English curriculum. This is made evident by the intended NCV English curriculum which does not foreground the content-

based approach popular in the eighteenth and the twentieth century but rather follows an outcomes-based design first introduced in South Africa in the twenty-first century. As mentioned in Chapter Two, the outcomes-based curriculum approach, adopted in the design of TVET curricula, is a politically driven approach which was employed to meet the socio-economic, socio-historical as well as the socio-political needs of the country. The rationale behind this approach was that it would develop in students values such as social justice, human rights and equity, and those students would benefit from a learner-centred approach to learning. This implies that the outcomes-based design of the NCV English curriculum foregrounds socio-economic and socio-political needs of students, with less focus on content knowledge of the subject involving components such as basic grammar skills and literary studies. The content of subject English is determined by those who regulate and control the curriculum and what they believe would benefit students and society at large. In analysing the intended curriculum of subject English, I noted that the outcomes-based intended curriculum displays a lack of conceptual integration, knowledge sequence and progression. The topics covered in NCV English are language skills: reading and viewing, writing and presenting, listening and speaking, and language and communication in practice. It was noted that these four linguistic processes are interrelated, and that the generic outcomes statements set up artificial and blurred boundaries between these four topics in the NCV English curriculum.

Another distinguishing feature of an outcomes-based, or competence-based, curriculum is its context-dependence. Meaning is dependent on the context in which language is used, and in which the respective activities are practiced. In terms of subject English of the NCV programme, competence is determined by an ability to perform a particular activity in a given context, rather than any strongly defined

theoretical position which might indicate the rate of competence across specialized languages. This does not overlook the few outcomes statements which denote explicit grammar structures and literary stylistics which exposes students to specific content knowledge. This justifies an association of the curriculum with both a 'weak' and a 'strong' grammar (Bernstein, 1996, 2000).

Moore and Muller (1999) take the debate about knowledge differentiation further by classifying discourse in terms of the outcomes-based or competence-based curriculum. Meaning is dependent on the context in which language is used. For Moore and Muller, subjects that integrate knowledge forms, such as outcomes-based curriculum design, tend to reduce knowledge to knowing and experience. An outcomes-based NCV English curriculum design is an example of a curriculum that limits focus to what students have demonstrated they can do in one context and not what they know, and that characterises the curriculum as denoting the voice of the knower. Selection of knowledge for inclusion in the outcomes-based curriculum design signals the performance indicators that should be displayed by students and not by the content knowledge of the subject students need to cover. I also noted that the communicative oriented NCV English curriculum, which foregrounds competencies such as sociolinguistic competence, discourse competence, strategic competence, and multiliteracies advocates for the 'voice of the knower'.

Competency-based instruction and communicative and text-based teaching approaches which treat language as social practice, focus on sociolinguistic competence, strategic competence, and multiliteracies. Students are declared as competent when they are able to display competency in the target performance outcomes. However, the intended curriculum also includes a few outcomes that feature explicit grammatical structures, critical language awareness and literary

stylistics, which could be associated with the 'voice of knowledge', that is, what is known.

The debates about who should be involved in the design of the curriculum are also noted in the recontextualization field of the pedagogic device. This contestation is evident in the NCV English curriculum which is a national curriculum designed by the Department of Education, without the involvement of the English lecturers that are supposed to implement it. From the data gathered through semi-structured interviews conducted with the English lecturers, I noted that they engaged poorly with the intended curriculum. The exclusion of the lecturers from the recontextualization process of knowledge distribution may have influenced their engagement with the intended curriculum and their understanding thereof at reproduction level.

Secondly, I noted that the prescriptive approach in the curriculum design seemed to be one of the disempowering factors in terms of capacity building of the lecturers to understand the knowledge selected for inclusion in the curriculum document, as well as how to unpack the outcomes statements that inform the design of the intended curriculum. This is also evident in their lack of understanding of the theoretical underpinnings of the intended English curriculum. None of the participating lecturers had a historical background of approaches to the teaching of English that inform the construction of the intended NCV English curriculum. The lecturers used different criteria to define the communicative approach. The poor level of the lecturers' understanding of the theoretical underpinnings of the intended curriculum raised concerns about their teaching planning, pedagogical content knowledge and how they would engage the NCV students in their learning.

The contestation about who should be involved in the recontextualization process of the curriculum design is also noted in terms of what knowledge would be ideal for the design of the English curriculum for home language and ESL students or for the school and vocational ESL curricula. For instance, in the comparison made in this study between the Grade 10 CAPS and Level 2 NCV EFAL curricula (see Chapter 5), both curricula have similar aims with different content knowledge structures. CAPS English prescribes networks for the learners, which is not the case with NCV students. CAPS learners also engage in the production of extended essays such as discursive and argumentative essays in addition to functional texts, whilst NCV English curriculum prescribes that students produce long and short functional texts such as letters, reports, pamphlets and emails. CAPS English curriculum foregrounds reading and writing whilst NCV English with its exclusion of the prescribed networks and the production of extended essays focus on language use in social contexts. CAPS English curriculum also allocates time in the teaching plan for teaching grammar structures in isolation as well as integrated within the four language skills, whilst NCV English recommends that grammar forms be taught integratively within the four language skills and only in isolation when the need arises. The comparison provides an indication that CAPS English foregrounds content-based approaches with emphasis on the teaching of grammatical forms whilst NCV English focused on application of grammar structures in social practice.

The contestation about what knowledge to select for inclusion in the intended curriculum is also noted in the prescribed NCV English textbooks. From the analysis of the textbooks, it can be claimed that the design of the textbooks was as a result of the pedagogical recontextualization of the intended curriculum. The textbooks modules tried to elaborate on intended curriculum outcomes by providing reading

texts, definition of concepts, glossaries, activities and examples. Most of the textbooks modules unpacked intended curriculum outcomes that are aligned with communicative approach. The textbooks aligned with the prescriptions of the intended NCV English curriculum which advocates for the acquisition of language as social practice. The dominance of communicative approach that informs the construction of the textbook justifies the association of textbooks modules with a horizontal knowledge structures with a 'weak grammar' whilst it focuses less on discourses associated with 'strong grammar' such as content-based approach like explicit grammar structures and literary studies. A few textbooks modules showed links with content-based approach such as basic grammatical structures and literary studies. All the lecturers perceived the prescribed NCV English textbooks as unpacking the intended curriculum outcomes and what the lecturers followed. They viewed the textbooks as a resource that provided guidance as they included texts, definitions, glossary, and examples which the intended curriculum failed to do.

The debates in the reproduction field of knowledge distribution are also evident in terms of setting the examination papers for NCV students. The English lecturers are not involved in the setting of summative examinations. English NCV examinations are nationally designed. Students therefore write the centrally designed generic examinations which do not take the occupational fields that they follow into consideration. In terms of how the intended English curriculum aligns with the examined curriculum I noted that most of the examination questions denote communicative approach with only Question 5 of the NCV English examination paper one testing the students' knowledge of grammar structures.

When I looked at this theme: knowledge differentiation and the curriculum design, I noted that it addressed the following research questions:

‘What constitutes the curriculum for English in the National Certificate Vocational curriculum?’

‘What key debates and approaches in the production field of English inform the construction of the curriculum?’.

In summarising the response to the above questions, it can be claimed that the curriculum of subject English for the NCV programme is classified as having a horizontal knowledge structure with weak boundaries between knowledge and skills. The outcomes-based curriculum for English in the NCV is characterised as generic and is subject to change. The NCV English curriculum does not promote a mastery of technical terms, but focuses on functional language systems and the production of business writing. Its knowledge base is therefore less academic and articulated. As I mentioned earlier, the subject is skills-based. It covers topics such as listening and speaking, reading and viewing, writing and presenting, and language and communication in practice. Proficiency in one skill is dependent on mastery of others. The multiple communicative approaches that underpin the NCV English also confirms the horizontal knowledge structure of English in that the approaches claimed to be different but seem to share similar characteristics, display generic orientations, and do not explicitly clarify knowledge. Given the characteristics of English in the NCV programme, it can be claimed that debates and dynamics within the field of recontextualization, in the case of subject English, are dependent on the dynamics of the production field of the subject.

The theme also addresses the questions:

‘How do lecturers interpret the subject English curriculum; what is their understanding of the curriculum?’

‘In what ways does the design of the NCV English curriculum enable, and or constrain the lecturers’ interpretation of the curriculum?’

From the collected data, I noted that the lecturers engaged poorly with the intended curriculum. It can be claimed that the outcomes-based designed NCV English curriculum constrained the lecturers’ understanding of the curriculum. The approaches to the teaching of English that underpin the NCV curriculum follow a vertical integrated structure whilst also display generic characteristics. The curriculum designers failed to show the verticality of the approaches in the design of the intended curriculum to enable the lecturers to understand how the approaches link with each other and how they are aligned with the intended curriculum. The intended English does not guide the lecturers sufficiently. it does not unpack approaches to the teaching of English that inform the construction of the intended curriculum and does not explain how to use them in their teaching, as well as clarify the progression process. The outcomes-based approach that informs the construction of the intended curriculum can be addressed differently depending on the approach and experiences which the lecturers hold.

The next section presents findings on how the analysed curriculum documents showed alignment with language teaching approaches, as well as the lecturers’ perceptions about teaching approaches discussed in the literature (see Chapter Two).

9.2.2 Language teaching approaches

The changing nature of subject English is evident in the different approaches taken to the design of the English curriculum over time. In Chapter Two I distinguished

between three approaches that seem to be relevant to the ESL curriculum: content-based, language across the curriculum and communicative approach. These approaches are described as mutually distinct and each has its own area of emphasis.

The content-based curriculum approach emphasizes explicit content knowledge of English which includes basic grammar skills as well as literary studies approaches. Earlier views of language learning, and teaching, focus primarily on the mastery of grammatical skills. Language learning is viewed as a process of mechanical habit formation (Christie & Macken-Horaric, 2003). A basic grammar skills approach is one of the most well known in South Africa for both home language speakers of English and second language speakers. The approach presents visible grammar related content such as phonics, parts of speech, spelling, and vocabulary. The literature claims that good habits are formed by students producing correct sentences, and not by making mistakes. By memorising dialogue, and performing drills, the chances of making mistakes are minimised. This approach therefore emphasises rules and grammatical structures as the way language works. A literary studies curriculum approach also presents explicit content knowledge for the teachers, even though the area of emphasis seems to change over time. In the eighteenth century literary studies were seen as focusing on a close reading of literary texts and memorising poems with little, or no, substantive engagement with the language involved (Eagleton 1983). As English evolved, the twentieth century literary approach gradually moved from the technical mode of writing into critical language awareness, whereby students engage with the convictions of the authors of texts.

Subject English NCV curriculum stipulates that grammar teaching and learning, should not be done in isolation, but that it should rather be integrated into other topics such as reading, writing, listening and speaking. However, the curriculum statements include few outcomes with explicit links to basic grammar skills (see Chapter 5: 5.8). The curriculum statements that align with basic grammar skills cover about 8,59% of the English curriculum. The prescribed NCV English textbooks also include a few modules that focus on explicit grammar structures such as tense, parts of speech, spelling and vocabulary (see Chapter 6: 6.2). A few questions from the examined curriculum showed alignment with explicit grammar structures and none of the questions focused on literary studies. The NCV English curriculum statements also align with literary studies. The curriculum statements which align with literary studies denote about 11,42% of the total curriculum outcomes. This signifies how little this curriculum draws from the literary canon. The NCV students do not engage in intensive reading of literary texts, though doing so could enhance reading skills and vocabulary as well as the development of discourse structures, systemic and functional design of texts.

The second approach, the language across the curriculum approach, takes different forms. It advocates for language acquisition using content, or themes, from other academic subjects (Duenas, 2004). Topics or courses such as advertising, ecology, modern architecture, sports, music, and history can be chosen and used as a framework around which language skills, vocabulary and grammar can be developed. The approach can also be used as a tool to develop an understanding of technical terms from other content subjects. This means that the desired technical terms in music, environmental studies, history, biology or even mathematics can be introduced using a short story, song, chant, or rhyme. Advocates of English for

specific purposes such as Hutchinson and Waters (1992) (see Chapter 2.4) describe the approach as guided by the target situation. They maintain that English for specific purposes focuses on what students need to know in order to function in the target situation such as a Hotel reception area or an Engineering company. Texts from specialist areas like science and marketing should be included in the curriculum to ensure relevance of the course to students needs and as a form of motivation for students to be interested in the course. English for specific purposes occupies a prominent space in language across the curriculum approach and is meant to focus on language features with specific content responsive to learning needs in the target situations. English for academic purposes as advocated by researchers such as Nizonkiza and van Dyk (2015) and Balfour et al (2014), discussed in Chapter Two (see 2.5), also show links with language across the curriculum approach in that it emphasises that students need to engage in academic discourse which includes reading, writing, listening, speaking and vocabulary in order to succeed in courses such as commerce and engineering. Language across the curriculum approach may not apply in the subject English of the NCV programme per se in that the curriculum does not include texts which have specific features of target situations, but in other subjects that are taught in English as a medium of instruction. It can be claimed that using English as a medium of instruction of teaching other vocational subjects can enable students to engage in learning language concepts as well as technical concepts related to different occupational fields.

The third approach, the communicative approach, or skills-based approach, is text-based and emphasises language as a social practice. This approach assumes that second language learning is facilitated by students being engaged in meaningful interaction, and interpersonal communication (Canale & Swain, 1980). Meaningful

communication is promoted by students being given the chance to process content that provides opportunities for negotiating meaning, expanding their language resources, and noticing how language is used. Communicative competence involves being able to use different kinds of spoken and written texts in the appropriate contexts. The communicative approach addresses different competencies: grammatical competence, sociolinguistics competence, discourse competence, strategic competence, multiliteracies and critical language awareness. These underline the basic premise of the communicative approach, that language is acquired within social contexts, and that grammar should be taught through functional language systems, within the contexts of texts.

In analysing the outcomes statements of the intended curriculum I noted that the competencies that make up the communicative approach are dominant as compared to other approaches such as the content-based approach. The dominance of generic outcomes that are aligned with competencies of the communicative approach such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence (see 2.9) which advocate for language acquisition in social practice, displays the opaqueness of the intended English curriculum. The integrated features of competencies that make up the communicative approach are evident in the NCV English curriculum statements which show alignment with generic teaching approaches which are constructed by more than one communicative approach. In trying to examine the English lecturers' understanding of the approaches to teaching English, it can be claimed that they have a weak understanding of the theoretical background of the approaches to the teaching of English. A different criterion of defining the teaching approaches emerged when they tried to describe the approaches. Some participating English lecturers in the study said that they engage

students in critical language awareness, another component of communicative approach, when they read and analyse short stories, drama and biographies that are included in the textbooks. Advocates of critical language awareness approach such as Fairclough (1992) and Janks (1995) maintain that the strategy enhances the development of critical thinking skills as well as critical discourse analysis skills. Engaging students in critical analysis of texts to determine how they are constructed and de-constructed enables them to realise the lexical, semantic as well as morphological design of discourse (Fairclough 1995: 222).

The content presented in the modules of the textbooks, prescribed for the NCV programme also foreground communicative approach, with a few modules focusing specifically on explicit grammar structures. The analysis of both the first and second NCV English examination papers (see Chapter 7: 7.2 and 7.3) shows that questions were based on a variety of texts. Some questions associated with information recall and reading comprehension, others denoted different competencies such as sociolinguistic competence and strategic competence. Questions that dominated the examined curriculum displayed characteristics of a combination of approaches to the teaching of English. It can be claimed that the dominance of the generic teaching approaches in both the textbook modules and the examined curriculum confirms that textbook designers and examiners believed in the nature of the intended curriculum.

I conclude that the analysis of the intended and enacted curriculum in terms of the teaching approaches to English adds to a response to the research questions addressed earlier in the chapter:

‘What constitutes the curriculum for English in the NCV programme?’

‘What key debates about the teaching of English inform the construction of this curriculum?’

The analysis of intended curriculum for the NCV subject English, the prescribed textbooks for the programme, as well as the examined curriculum adds to theoretical debates about what constructs subject English. Analysed curriculum documents foreground neither content knowledge such as grammatical structures and language conventions, nor literary elements or stylistics. Instead they value communicative approach, in terms of language use, and features of business correspondence, with a few outcomes statements, textbooks modules as well as examination question items which align with content-based approaches. The content knowledge included in the intended and enacted curriculum documents do not show features of the language across the curriculum approach.

The above theme also addresses the research questions:

‘How do lecturers interpret the subject English curriculum; what is their understanding of the curriculum?’

‘In what ways does the design of the NCV English curriculum enable, and or constrain the lecturers’ interpretation of the curriculum?’

The lecturers’ understanding of the theoretical background of the language teaching approaches which guided the design of the curriculum is weak. As I mentioned earlier, none of the participating lecturers had a historical background of approaches to the teaching of English that inform the construction of the intended NCV English curriculum.

The following section presents a discussion of findings in terms of how the analysed curriculum documents outlined the progression process. The lecturers' understanding of the progression stipulations of the intended curriculum is also discussed.

9.2.3 Progression process

Stipulations of the progression process in the intended NCV English curriculum are weak. Progression process from one Level of the intended NCV English curriculum to another is defined by the context of focus and purpose, and skills development (see Chapter 5: 5.6). In examining how the textbooks prescribed for the NCV programme show alignment with prescriptions of the intended curriculum in terms of the progression process, different English textbooks were examined. At Level 2 the learning focus is on preparing the students to engage with academic texts and factual knowledge, and learn to speak and write accurately. Level 3 students engage with functional texts and also practice how to speak and write accurately within the workplace context. At Level 4, focus is upon developing students' language use and critical interaction with information in diverse contexts such as visual literacy and multimedia texts. I noted that analysed Level 2 examination papers assessed students' abilities to read different texts as well as design varied texts genre. That showed some alignment with focus and purpose outlined in the progression process of the intended curriculum at Level 2.

In terms of how the progression stipulation in the intended curriculum enhanced the lecturers' understanding of the curriculum, the following research questions are addressed:

‘How do lecturers interpret the subject English curriculum; what is their understanding of the curriculum?’

‘In what ways does the design of the NCV English curriculum enable, and or constrain the lecturers’ interpretation of the curriculum?’

In the reproduction field of knowledge distribution, it is expected that the lecturers be guided by the intended curriculum in terms of content selection, sequencing and progression and assessment. From the findings, it is noted that the curriculum outcomes statements did not clearly guide the lecturers in terms of how to select texts and activities that could distinguish between contexts focus. The lecturers were given the responsibility to select texts and resources that would relate to context of focus at different levels of the programme, and the achievement of that depended on the approaches and experiences they held. The intended NCV English curriculum did not clearly guide the lecturers in terms of sequencing and pacing for lesson planning and choice of teaching and learning resources. Most of the lecturers used different pacing criteria to cope with the demands of the subject. Some lecturers depended on the pacing document which aimed to standardise pacing which was designed by the college management to follow.

The next theme presents findings on how the analysed curriculum documents outline content which enhances (or not) academic success and empowers NCV students to study further.

9.2.4 English for academic purposes

A review of literature as discussed in Chapter Two revealed that it is important for students to be proficient in reading, writing, listening and speaking for academic

success (Kim and Krashen, 1997). Knowledge of how a text is organized is also very important in ESL acquisition as it influences easy text comprehension which is an essential skill for academic success (Grabe, 1991). When the students understand genre, they are able to deal with textual demands of different texts designed for varied programmes that they follow at colleges and universities. For Millin (2015) reading to learn is one of the programmes that exposes students to the learning of specialized literacy skills needed to complete specific academic tasks. Nizonkiza and van Dyk (2015) maintain that students with bigger vocabulary have a greater chance of being successful in their studies; they need continuous support in terms of vocabulary development.

The comparison of English for the CAPS programme and subject English of the NCV programme provided insights about how the curricula considered the students' academic success. CAPS English that explicitly engage learners in literary studies of texts such as novels, short stories and poetry focused on the development of reading and writing skills which are essential for academic progress. NCV English does not prescribe networks for the NCV students. Literature advocates that intensive engagement of students in reading literary texts, as in the case of CAPS English learners, their reading and writing skills as well as vocabulary are likely to develop more than NCV students who do not extensively engage with literary networks. NCV students do not produce extensive texts such as discursive essays and argumentative essays which are covered in the CAPS English curriculum. Intended NCV English curriculum, textbooks prescribed for the programme, as well as the examined curriculum integrate the study of literary text features with other functional

texts such as business letters, reports and electronic and text messaging such as emails and sms.

It is noted that the above theme addresses the following research questions:

‘How do lecturers interpret the subject English curriculum: what is their understanding of the curriculum?’

‘In what ways does the design of the NCV English curriculum enable and or constrain the lecturers’ interpretation of the curriculum?’

Findings from semi-structured interviews in terms of the lecturers’ views about the inclusion of grammar and literary studies in the NCV English curriculum suggest that they all felt that NCV students needed competence in grammar structures and language conventions. They felt that knowledge of grammar forms was essential to ‘improve language use’, ‘helps students to write god reports’, ‘improves speech and communication’.

Advocates of literary studies such as Carter and Long (1991) as well as Newfield and Maungedzo (2006) maintains that literary studies supply many opportunities to especially ESL students to develop language proficiency. The lecturers acknowledged that there are no prescribed networks for the NCV. Those lecturers who were in support of the inclusion of literary studies in the intended curriculum believed that engaging with literary studies ‘helps students with language interpretations’, enable them to ‘make meaningful interpretations of texts’ and ‘improves their reading skills’.

The lecturers acknowledged the importance of developing the students' grammar skills and the literary stylistics, but their approaches of teaching basic grammar skills and literary studies varied. Some lecturers claimed to teach grammar 'in isolation' whilst others preferred to 'integrate grammar structures within social texts'. In terms of approaches of teaching literary studies, some lecturers engaged students in 'critical analysis of texts' and some used 'role plays'. Most of the lecturers used literary texts to teach 'reading comprehension'.

The last section of this chapter presents findings from data collected through analyses of curriculum documents in terms of how content knowledge included in their design showed consideration of occupational needs of NCV students. Findings about the lecturers' views on how the curriculum considers the students' workplace contexts, and how their teaching planning considers occupations that students follow, are discussed.

9.2.5 English and the workplace

Advocates of English for specific purposes (ESP) such as Kennedy and Bolitho (1990) and Hutchinson and Waters (1992) (see Chapter Two) emphasise the importance of relevance of the English programme to the particular needs of the students so as to be able to function in target situations. Hill and van Zyl (2002) maintain that English is the language used to produce documents such as letters, tender documents and emails which enhance communication in the workplace. For Kekana (2015), proficiency in writing is one of the critical workplace competencies. International research conducted by Pinon and Hayden (2010) in five countries emphasises the importance of proficiency in English in the workplace for increased economic growth and trade.

NCV English curriculum claims to be context based in terms of the occupational fields followed in TVET colleges. The curriculum claims to aim at providing college students with opportunities to access knowledge that is contextually specific and applicable in the workplace. The communicative or skills-based dominated intended curriculum claims to be contextualised, however, the analysis of curriculum statements indicates no clear links with the occupational fields that TVET students follow. The curriculum includes functional language systems as well as the design and production of business related correspondence such as business letters and reports. Nevertheless, there is no visible occupational related content for the specific occupational fields, such as Hospitality, Engineering, Information technology or Safety that are offered at the TVET College. It is therefore not easy to directly specify what relationships exist between NCV English knowledge, and occupational fields offered in the programme.

This means that the intended curriculum is not considerate of the students' language needs to function in target situations such as hotels or police stations as advocated by theories of English for specific purposes discussed in Chapter Two (see 2.4).

Content knowledge of subject English does not encourage a mastery of technical terms which are appropriate for different occupational fields, but focuses on language use and the production of business writing related to different social contexts. As a result, the curriculum failed to provide clear guidelines to the lecturers on how to plan lessons and select texts that are associated with occupational needs of the students. Most of the lecturers felt that the outcomes statements did not show a direct association with occupational fields that are followed by the students.

Another concern raised by the lecturers in terms of the curriculum's consideration of contextual needs of the students is that this is a national curriculum, which is

followed by all the students regardless of their occupational fields, the subject does not present knowledge features of specific technical meanings that are specific to particular occupations. Instead, for the subject to be aligned depended on the experiences and approaches that individual lecturers held.

The theme 'English and the workplace' addresses the following research questions:

'How do textbooks prescribed for English in the NCV programme expand on the intended curriculum?'

'To what extent do the intended and the examined curricula meet the contextualized needs of the students?'

The textbooks designed for NCV English, which try to make the curriculum clearer, present texts and activities that relate to the social contexts that students might find themselves in, such as drugs and beauty. These social contexts do not relate to occupational fields which NCV students follow. Only one exception is noted in module four of the Level 2 textbook which includes examples that relate to students' occupations in ICT (see Chapter 6: 6.2). Level 3 and 4 textbooks also include few examples of activities which focus on occupations such as hospitality and retail stores. Despite the lecturers' preference to use textbooks for lesson planning than the intended curriculum statements, it can be claimed that they also failed to guide them in terms of aligning their lesson planning with occupational needs of the students.

NCV English examinations do not relate to particular occupational contexts either, but present questions that are relevant to the general social contexts of students. It can be inferred that the level at which the curriculum is contextualised depends on

what lecturers select and present in the classrooms as they interpret the outcomes content statements.

9.3. The conclusion on the findings of the study

The study analysed the nature of subject English as offered in the NCV programme as well as the lecturers' understanding of the nature of subject English curriculum. Firstly, an analysis showed that NCV English curriculum is outcomes-based in its design. The debate about the knowledge discourse classifies knowledge in terms of the 'voice of knowledge' and the 'voice of the knower'. An outcomes-based NCV English curriculum design is an example of a curriculum that limits focus to what students have demonstrated they can do in one context, that is, 'the voice of the knower', and not what they know, 'the voice of knowledge'. Selection of knowledge for inclusion in the outcomes-based curriculum design is determined in terms of the performance indicators displayed by students and not by content knowledge of the subject. My analysis shows that an outcomes-based curriculum cannot realise the extensive claims made about it. With its content knowledge vague and unspecified, this type of a curriculum design cannot provide a basis against which content knowledge can be selected, implemented and assessed. A list of outcomes statements on their own cannot be mapped against content knowledge which has its own strong grammar. They instead tend to provide bits of unspecified information. The claim of the intended curriculum to be a mechanism for improving literacy levels, especially for disadvantaged students, and address issues of unemployment cannot be realised if its focus emphasises language proficiency development as social practice with less focus on basic grammar skills and literary studies. The generic

nature of the outcomes-based NCV English curriculum design did not enable the lecturers to easily understand the intended curriculum, it instead constrained them. Its design structure did not help the lecturers to unpack the outcomes statements for lesson planning, sequencing and pacing.

Secondly, the curriculum is underpinned by language approaches which show characteristics of horizontal knowledge structures with both weak and strong grammar. Strong grammar is visible in outcomes statements which align with grammar structures, literary studies and critical language awareness, whilst weak grammar structures are visible in communicative approach aligned outcomes statements. The content knowledge included in the prescribed NCV textbooks also showed characteristics of weak and strong grammar. The multiple approaches that guided the design of the English curriculum are likely to divert attention away from concerns about the main focus and purpose of the curriculum. The curriculum claims to intend to improve literacy levels, comprehension skills, develop critical thinking skills and higher level cognitive skills of TVET college students, however, the dominant approaches followed in its design do not seem relevant to address the purpose. The lack of prescribed networks and the production of extensive essays such as discursive and argumentative essays in the NCV programme limit the students' engagement with reading texts which could increase the quality and quantity of critical thinking skills, development of literacy levels and higher level of cognitive skills.

Thirdly, for the NCV English, progression process from one level to another is defined by the context of focus and purpose, and skills development. The distinguishing aspect between the levels are the skills such as grammar accuracy and appropriateness developed during speaking and writing at Level 2, focus on the

workplace at Level 3, and critical language awareness focused upon at Level 4 of the programme. It can be claimed that the intended NCV English curriculum intends to develop language accuracy at the lower levels of the programme whilst at Level 4 emphasis is on engaging students with ways of analyzing texts critically. Interviewed NCV lecturers' perceptions about progression process implied that there was no stipulated criteria of progression in the intended curriculum document; as a result, they used own categories to describe the progression process. The underspecified progression process outlined in the intended curriculum cannot provide a basis against which the lecturers can select content knowledge for lesson planning at different levels of the NCV programme, as well as sequence and pace their lessons appropriately.

Lastly, the claim that the curriculum intends to offer college students with opportunities to access knowledge that is contextually specific and applicable in the workplace is misleading. NCV English curriculum design does not follow approaches such as English for specific purposes and English for academic purposes discussed in the literature which reveal how English courses which can improve proficiency essential for improved performance in the workplace should look like. The curriculum does not show consideration of the students' occupational needs. It does not help students to deal with the technical terms of other content subjects. Few textbooks modules include examples that relate to occupations such as ICT, hospitality and the retail sector. None of the examination questions analysed showed associations with the occupational needs of the students. The students may benefit from being taught highly specialized or technical vocabulary, specific forms and functions, and how

these functions interrelate to produce coherent texts in target situations which the curriculum does not cover.

The curriculum's lack of a clear content knowledge focus and poor progression process contributes, in part, to the lecturers' poor engagement with the intended curriculum, confusion about what the English curriculum says, and what the communicative approach that inform its construction are all about. The English lecturers could not find a solution at the level of the intended curriculum, the textbooks or the examined curriculum. A curriculum designed with clear content knowledge and progression process would ensure that educators teach to the same standards and that all students are presented with similar content. This would improve access to some forms of knowledge. It would also allow for continuity and help eliminate discrepancies across campuses and colleges as lecturers would have greater certainty as to what they are supposed to cover at different levels.

Chapter 10: Limitations and Recommendations for Future research

10.1 Introduction

This chapter discusses implications of the study in terms of vocational education and training curriculum design. Secondly, I present the limitations of the study and possibilities for further research in the area. This thesis contributes one way of understanding the nature of subject English and perspectives on the pedagogical content knowledge.

This study focused on analyzing the nature of the intended and enacted curriculum of subject English for the NCV programme and the perceptions of the lecturers about the nature of the intended curriculum. The thesis expands on research about English for specific purposes done in the Anglophone West African countries, as well as research about English for academic purposes and English for the workplace conducted locally and internationally. Research conducted by Umalusi in South Africa, did not analyse subject English for the NCV programme in terms of theoretical underpinnings of its design which this study followed. Umalusi research did not analyse the lecturers' understanding of the curriculum they teach from, a research aspect included in this study.

English evolves and there are continuing contestations about what content should be selected for inclusion in an ideal English curriculum. The findings here indicate that the NCV English curriculum designers followed an outcomes-based approach in its design. The curriculum does not foreground grounded content knowledge of the subject, but it is more concerned with the competencies of the students. This points

to the generic nature of this curriculum. The literature defines such a curriculum as advocating for the voice of the knower, and not the voice of knowledge.

In terms of the lecturers' perceptions about the nature of NCV English curriculum, and their views on the way they recontextualise and transform the curriculum for classroom teaching, they claimed that the curriculum statements are vague and unclear, and that they were needed to resort to textbooks prescribed for English NCV programme for content selection, sequencing, progression and assessment processes, instead of engaging with the curriculum statements themselves. This, in part, contributes to their poor understanding of the theoretical underpinnings of the curriculum, and the progression process stipulated in the curriculum document.

The curriculum is underpinned by language approaches which align with both a weak grammar and a strong grammar. The curriculum does not prescribe networks for the NCV students, nor does it include the production of extended texts such as argumentative and discursive essays. It can be claimed that it limits the students' opportunities to develop writing and reading skills and the development of vocabulary which are essential for academic success and further studies.

This curriculum is designed by researchers and the Department of Higher Education personnel and undertaken by all TVET College students, despite the different occupational programmes they follow. The English lecturers are not involved in the recontextualization process of the curriculum design. The NCV English examinations are also designed at a national level and are administered to all students irrespective of their specific occupational programmes.

10.2. Implications of the study for vocational education curriculum design and vocational educator training.

This thesis in no way suggests that it will solve all issues related to the curriculum, pedagogy and assessment in the South African vocational education sector. The aim, rather, has been to highlight the strengths and weaknesses of the vocational education curriculum design in terms of its theoretical underpinnings in general, and of subject English in particular, as well as possible gaps in the vocational teacher education system. Examining the nature of the intended curriculum for English contributes to debates about the purpose of vocational education, policy alternatives and curriculum evaluation in the South African context.

The literature shows that outcomes-based curriculum design disadvantages the most disadvantaged communities in many countries, including South Africa. The curriculum statements do not indicate what English content is valued in the curriculum, nor do they provide clear guidance, to curriculum implementers, of what knowledge to teach.

This thesis suggests that attempts to improve the quality of TVET education must involve robust decisions on curriculum policy, as well as changes to its design based on models suited to the South African context. Policies instituted, with regards to the curriculum, should be informed by research that outlines educational, economical, and employment needs in South Africa rather than borrowed policies which are often irrelevant and which tend to disregard the needs of the country. Curriculum policy decisions, specifically those guiding the design of the English curriculum, should also consider the different work-related programmes which students follow at TVET colleges, and the relevance of the English subject to these should also be

considered. Research on English for specific purposes and English and the workplace discussed in Chapter Two could be a guide in terms of how the curriculum could be made relevant to the occupational needs of the NCV students. Vocational education should be tailored with a direct view to certain types of work, and therefore has a different purpose to that of the ordinary school system.

A curriculum with clear content knowledge facilitates effective transformation, and recontextualization of knowledge by the lecturers for classroom implementation, and student access. This thesis therefore suggests a need for the English curriculum of the NCV programme to be evaluated, especially with reference to its aims and purposes, and the relationship of these to the content selected for inclusion in the curriculum. Such a decision should take into consideration the type of student who will be taking the subject, and the different occupational programmes he or she would be likely to follow, as well as his or her likely background.

The language backgrounds of most of the students who enrol in TVET colleges are described as relatively poor. These are the students who enrol at TVET colleges, on completing Grade 9. Most of them enter the TVET college sector with poor reading and writing skills, as well as weak vocabularies. Vocational education curriculum designers could be guided by research about English for academic purposes which emphasise the importance of developing reading and writing skills as well as vocabulary which could enhance ESL acquisition and academic success.

Curriculum stipulations should make the progression from one level of the NCV programme to another, in terms of difficulty of content knowledge, explicit so that the different levels of competence required from students is clear to both vocational educators and examiners.

10.3 Limitations of this study and possibilities for further research

This section lays out the constraints under which the research was undertaken, and possibilities for further research in this area. First, the theoretical debates about knowledge, included in the research, provided some insight into the nature of subject English, and contested nature of the production, recontextualization and reproduction process of the subject. The comparison between NCV English and CAPS English, and the use of selected approaches to the teaching of English such as the content-based approach, language across the curriculum and the communicative approach, were the analytical tools used to code the intended and enacted curriculum documents. These might have provided a limited understanding of what this subject English curriculum values as English. Alternative theoretical bases, and analytical tools, may yield different or, additional, findings.

Secondly, this research only compares the Level two curriculum statements with CAPS English. This is because at the time of the study the NCV English curriculum was undergoing a revision process. At the time of data collection, the revision of the level two curricula was finalised, and the first examination based on the revised version was administered too. Since the focus was on documents pertaining to the intended and enacted curriculum, of level two only, the conclusions as to the nature of the subject English, in the NCV programme, is limited in context, and not readily generalizable to the NCV English curriculum as a whole.

Thirdly, this study targets selected English textbooks in order to understand how they recontextualise knowledge, and how different modules elaborate on curriculum outcomes. Public TVET colleges, however, select textbooks from a larger range of textbooks, designed by different writers for this subject. Other textbook designers

might have recontextualised the curriculum statements differently to the designer of Language: Hands-on Training Level 2; Language and Business Studies Hands-on training Level 3 and 4 (Wade et al, 2012), which are used at the target TVET College in the Gauteng Province. Findings from the analysis of these particular textbooks might provide a limited understanding of the intended curriculum in the pedagogic recontextualization process of the English curriculum.

Fourthly, there are limitations to, and shortcomings with, analysing only the Level two examination papers to assess what the NCV examinations value as English for the programme. An analysis of all the NCV English examinations, at all the levels of this programme, would provide additional information about the enacted curriculum of subject English.

Fifth, this study focuses on 11 English lecturers who have taught at different levels of the NVC programme, with students following different work related programmes. While it could be argued that the findings are therefore too limited in context to be readily generalizable to other South African TVET colleges, the fact that the curriculum statements are centrally designed, and that all the English lecturers in all the South African public colleges are expected to recontextualise and transform the outcomes statements for content selection, sequencing and progression of knowledge, would seem to give these findings greater validity. Nevertheless, a study which referred to a greater pool of English lecturers, from different TVET colleges and contexts, and an assessment of their approaches to teaching English, would shed light on other curriculum transformation practices.

Sixth, the detailed interview questions that covered many curriculum related issues and pedagogical approaches, yielded data that provided insight into the way English

lecturers understand the curriculum they teach from, and their views about the teaching approaches employed in teaching English at the TVET college. Other methods of data collection, such as classroom observations and analysis of lesson plans and work programmes, would provide further insight into the enacted curriculum of NCV English.

Lastly, while the findings of this study show pockets of success in the lecturers' transformation of curriculum statements, further extensive research could be undertaken to investigate into the different qualifications that TVET English lecturers currently hold, and the nature of the English courses that such qualifications require. The results of such an investigation would give those designing vocational educator programmes, a sense of what the lecturers already know, and what further training they require. Such programmes could contribute to a comprehensive understanding of the production, recontextualization and the reproduction process of knowledge, in the curriculum design process.

10.4. Conclusion

This chapter highlighted the problems that result from the vague and unspecified outcomes-based designed English curriculum for the NCV programme, and the interconnected communicative language approaches that underpin it. Policy related suggestions, and alternative approaches to curriculum design, have been presented, as well as suggestions for improved pedagogical strategies. The chapter also outlined the limitations of the study and possible research areas.

Whether or not this study will ensure change is uncertain. What is certain is that it contributes to the vocational education research community in adding further

research to English and knowledge differentiation, English for specific purposes and the workplace, as well as English for academic purposes. The study also contributes additional interest within the community of academics working within, this sector.

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Appendix A: Sample of interview Schedule

Guide for individual English lecturer interview:

Part 1: Purpose: To get details about the lecturers' backgrounds

Possible questions:

1. Can you tell me about yourself?
2. What are your professional qualifications?
3. Can you describe to me your English teaching experience in terms of periods, and levels that you have taught?
4. How do you describe the differences and or similarities between the English curriculum offered at different levels (level 2-4)?
5. Do you think there is any progression between these levels?

Part 2: Purpose: To get details about the lecturers' insights about their realization and regulation of the intended English curriculum. Emphasis will also be focused on how they recontextualise the curriculum in terms of how they plan their lessons, what they teach, how they sequence and pace their lessons and their assessment practices.

Possible questions:

1. In general, how do you describe the English curriculum?
2. In your view do you think it is a good curriculum and why?
3. What is your understanding of a communicative curriculum approach?
4. Do you the NCV English curriculum uses a communicative approach and what do you think about it?

5. Do you think a communicative approach helps students in their understanding of English?
6. Do you think the communicative approach helps students develop listening, listening, speaking and writing skills?
7. The curriculum demands consideration of the students' contexts, how do you plan your lessons to integrate general English and the specific contexts of students?
8. Do you think it is important to include literature in the NCV English curriculum and why?
9. How do you select the literacy texts for use in your English lessons?
10. How do you integrate general English and the specific contexts of students when assessing them in the classroom?
11. How do you think the English examinations integrate general English and the specific contexts of students?
12. How do you pace your lessons?
13. What guides your pacing of lessons?
14. In your view, how much work readiness do you think this curriculum prepares college graduates?



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2013/303

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	20 February 2013
Validity of Research Approval:	20 February 2013 to 27 September 2013
Previous GDE Research Approval letter reference number	D2013/76 dated 14 June 2012
Name of Researcher:	Madileng M.
Address of Researcher:	5408 Tamboekie Street
	Birch Acres
	Kempton Park
	1619
Telephone Number:	011 717 3213 / 076 557 1584
Fax Number:	011 717 3009
Email address:	Mary.Madileng@wits.ac.za
Research Topic:	The intended and enacted curriculum for English in the National Certificate Vocational programmes: A case study in an FET college
Number and type of schools:	ONE Further Education and Training Institution
District/s/HO	Head Office

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Makhado 2013/02/22

Appendix C: Sample of letter request for TVET College principal permission to conduct research in his college

Dear-----

My name is Mary Madileng. I am a PhD student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Understanding the intended and enacted National Certificate Vocational English curriculum.**

My research involves an analysis of the knowledge specifications of the intended English curriculum of the NCV. I would also examine the lecturers' understanding and realisation of this curriculum. That will include an examination of how they reproduce it in terms of the selection of content, pedagogy and their assessment practices.

Data will be collected through the analysis of curriculum documents including the following:

- The subject and assessment guidelines for English from level 2-4
- English textbooks used to teach these different levels
- Samples of assessment tasks from the lecturers' portfolios of assessment
- Samples of examination papers and common assessment tasks
- Lecturers' work programmes, lesson plans and assessment programmes

To supplement data collected from the curriculum documents, semi-structured interviews will be conducted with English lectures in the 3 campuses, in one TVET College in the Gauteng Province who teach English at varied programmes and at different levels. Three lecturers per campus, a total of 9, will be interviewed to get their insights about their realization and regulation of the intended English NCV

curriculum, what guides that thinking and how they recontextualise it to benefit students in different programmes.

Document analysis will not interfere with the teaching and learning at respective campuses. Appointments for interviews will be done with respective lectures to minimise any interference with the smooth running of the college. Interviews will be conducted from February until September 2015. My passion about making a contribution in the improvement of education in FET colleges through research prompted me to undertake this study.

I was wondering whether you would mind if I conduct this research at your college.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Ms Mary Madileng

Wits School of Education

27th St Andrews Road

Parktown

Mary.Madileng@Wits.ac.za

Office Number : 011 717 3081

Mobile Number : 076 557 1584

Appendix D: Sample of the TVET lecturers' information sheet

INFORMATION SHEET: LECTURERS

Date:

Dear.....

My name is Mary Madileng and I am a PhD student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Understanding the intended and enacted National Certificate Vocational English curriculum**

My research involves an analysis of the knowledge specifications of the intended English curriculum of the NCV in different programmes. I will also examine the English lecturers' understanding and realisation of this curriculum. That will include an examination of how you transform or reproduce it in terms of the selection of content, pedagogy and the assessment practices.

Data will be collected through the analysis of curriculum documents including the following:

- The subject and assessment guidelines for English from level 2-4
- English textbooks used to teach these different levels
- Samples of assessment tasks from your portfolios of assessment
- Samples of examination papers and common assessment tasks
- Your English work programmes, lesson plans and assessment programmes

To supplement data collected from the curriculum documents, semi-structured interviews will be conducted with English lectures in the 3 campuses, in one TVET College in Gauteng Province who teach English at different levels. Three lecturers per campus, a total of 9, will be interviewed to get insights about your realization and regulation of the intended English NCV curriculum, what guides that thinking and how you recontextualise it to benefit students in different programmes.

Document analysis will not interfere with the teaching and learning at respective campuses. Appointments for interviews will be done with you to minimise any interference with the smooth running of the college. Interviews will be conducted from February until September 2015.

I was wondering whether you would mind if i could involve you as a participant in this project and permit me to interview you.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

Ms Mary Madileng

Wits School of Education

27th St Andrews Road

Park Town

Mary.Madileng@Wits.ac.za

Office Number : 011 717 3081

Mobile Number : 076 557 1584

Appendix E: Copies of NCV Level 2 English Examination papers

NATIONAL CERTIFICATE (VOCATIONAL)

ENGLISH FIRST ADDITIONAL LANGUAGE (FIRST PAPER) NQF LEVEL 2 NOVEMBER EXAMINATION 2013

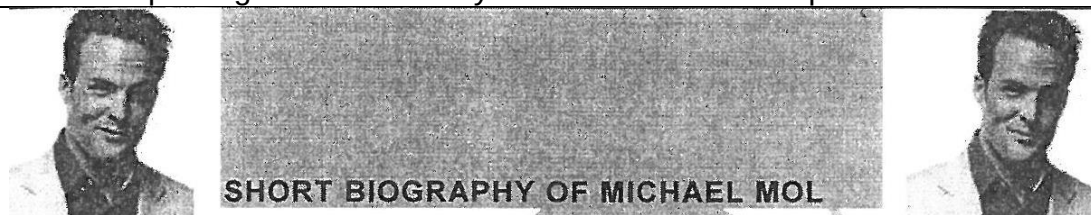
TIME: 2 HOURS

MARKS: 140

SECTION A: COMPREHENSION

QUESTION 1

Read the passage below carefully and then answer the questions that follow.



1. Michael Mol, born on 16 August 1971 in Cape Town, is a medical doctor (graduated in 1995 from the University of Pretoria) with a vested interest in Emergency medicine, HIV management, and Integrative medicine.
2. In 1997 he carried his charisma from the casualty room over to the small screen and has anchored Top Billing, South Africa's longest running prime time television magazine programme ever since. He has spoken to the stars, travelled the world and shared his experiences in a personal and endearing way with a captive audience, as evidenced by numerous critically acclaimed media awards- the most recent of which is a People's award for best TV Presenter 2008. A former Mr South Africa, Michael is also a Red Cross Children's Champion and a patron of SA Cares for Life.
3. Michael's passion for understanding the world around him led him to make a subtle shift in emphasis by co-founding a futurist consultancy in 2004. A shift that allowed him to devote more time to working with individuals and organisations, helping them to understand the way the world works, trends that will affect us in the future, and what to do today to be ready for them. In particular, Michael has a passion for helping people find true significance and a holistic, balanced approach to the world they live in. This combines his medical training, his life experiences and his business skills in a truly unique blend that sets him aside from the average motivational or inspirational communicator.
4. In October 2006, Michael was appointed as CED of the Sportron Group of Companies-companies focused on providing and promoting health and wellness, through ongoing education and the provision of a new generation of nutritional supplements that are as yet unsurpassed the world over.
5. He is a writer and speaker who suffer from an incurable addiction ... an insatiable thirst for endogenous adrenalin! From sky-diving out of a hot-air balloon, to running the bulls in Pamplona, to scuba diving under a frozen lake, to wing walking on a bi-plane, to surfing the great Zambezi white waters on a body board and bungee jumping off the highest bridge in the world backwards ... there's nothing that he would shrink back from – yet!
6. Michael resides in Johannesburg, South Africa, has been married to Jacqui since 1994 and they have three children, Joshua (9 yrs), Rachael (6 yrs) and Nathan (1 yr).

- 1.1. What is the purpose of this article? Choose the correct answer from the options given below and give a reason for your choice. Write only the letter (A-D) next to the question number (1.1) in the ANSWER BOOK and beside that write your reason.

- A. To inform
- B. To educate
- C. To advertise
- D. To interpret (3)

- 1.2. How old is Michael? (1)

- 1.3. Choose an event from COLUMN B that matches the year in COLUMN A. Write only the letter (A-F) next to the question number (1.3.1-1.3.6) in the ANSWER BOOK.

COLUMN A	COLUMN B
1.3.1. 1994	A. people's award for TV presenter
1.3.2. 1995	B. Married to Jacqui
1.3.3. 1997	C. CEO of Sportron Group
1.3.4. 2004	D. Graduated from the University of Pretoria
1.3.5. 2006	E. Presenter of Top Billing
1.3.6. 2008	F. Co-founded a futurist consultancy

(6)

- 1.4. Various possible options are given as the answer to the following question. Choose the answer and write only the letter (A-D) next to the question number (1.4) in the ANSWER BOOK.

The phrase 'prime time' in paragraph 2 means:

- A. The time when there are most viewers.
- B. Any time of the day
- C. Fortnightly
- D. Every second morning.

(1)

- 1.5. What do the awards Red Cross Champion and patron of SA Cares for Life suggest about Michael? (paragraph 2) (3)

- 1.6. What led Michael to co-find a consultancy agency? (2)

- 1.7. What sets Michael apart from other motivational speakers? (3)

- 1.8. Explain in your own words what you think the writer means by the following phrase in paragraph 2:

'suffers from an incurable addiction' (2)

- 1.9. Choose the answer and write 'true' or 'false' next to the question number (1.9.1-1.9.2) in the ANSWER BOOK. Motivate your answer by quoting from the passage.

- 1.9.1. Michael has four children. (3)

- 1.9.2. Michael was a model. (3)

1.10. List THREE attributes you have learnt about Michael Mol from this biography.

(3)

TOTAL SECTION A:30

SECTION B: SUMMARY

QUESTION 2

Read the following extract carefully. Then draw a FIVE point mind map illustrating THE BENEFITS TO CHILDREN OF STUDYING MUSIC.

Take note of the following instructions:

- You should have ONE central idea and 4 supporting facts.
- Use your own words as far as possible.
- Use half a page to show your map.
- Your mind map must be neatly presented.
- You will be marked according to the rubric below

Kids Who Study Music Do Better In School ... And In Life

Studies have shown over and over again that music helps stimulate the brain and encourages healthy brain development, resulting in smarter, well-rounded individuals. In a world dominated by television, video games, and computers, finding ways to help children exercise their brains is becoming increasingly difficult.

Music lessons are not only a mental workout for a child's brain, but they also help in developing better study skills, work ethic, and a sense of responsibility. A regular lesson once a week, a daily practice routine and regular recitals and performances help children to learn to be responsible. This responsible behavior carries over into their school work and ultimately will lead to better study habits and test scores.

(Source: adapted from

www.adamgmusiclessons.com)

TOTAL SECTION B:10

SECTION C: VIEWING (POSTER)

QUESTION 3

Study the media article on the film 'Spud', attached as ADDENDUM A, and then answer the questions that follow.

3.1. Choose the correct answer from the options given below. Write only the letter (A-D) next to question number (5.1) in the ANSWER BOOK.

The text is an example of ...

E. A short story

F. An advertisement

G. A film review

H. A drama

(1)

3.2. 'Spud' is a comedy. Explain in your own words what type of a film it is. (2)

3.3. What is the setting of the film? (2)

3.4. Write down the real life names of TWO actors featured in this film. (2)

3.5. In the main picture, the boy is smiling. What does this body language usually imply? (2)

3.6. Why do you think the release of Nelson Mandela is mentioned as one of the important events that were about to happen? What does it symbolise? (2)

- 3.7. Why was it difficult for Spud to make friends and fit in? (1)
- 3.8. In your own words, explain why it is important to fit in. (2)
- 3.9. Examine the picture and say what is in the background. (1)

(15)

QUESTION 4

Study the Nu Metro pricing guide below and then answer the questions that follow.

NU METRO (<i>Home of Entertainment</i>)				
Information & Pricing				
Please Note: Woza Wednesday discount applies only to Nu Metro Fanatics members and no longer to non-members.				
Movie Fanatics Card Pricing				
Discount Days	Card Type	2D Show	3D Show	Number of Tickets
Woza Wednesday:	Seniors	R22	R33	Up to 2 Tickets per card
	Adults	R22	R33	Up to 2 Tickets per card
	Students	R22	R33	Up to 1 Ticket per card
	Children	R22	R33	Up to 1 Ticket per card.
Friday Date Night:	Seniors	R68	R105	For 2 Tickets (Tickets are not sold separately)
	Adults	R68	R105	For 2 Tickets (Tickets are not sold separately)
	Students	R68	R105	For 2 Tickets (Tickets are not sold separately)
Sunday Family Feast:	Seniors	R115	R180	For 4 Tickets (Tickets are not sold separately)
	Adults	R115	R180	For 4 Tickets (Tickets are not sold separately)
Please Note:				
You can also earn 2 points for every rand spent at Nu Metro Cinemas. Only goods purchased at the full or indicated retail price qualify for Fanatics Points. Points cannot be earned on purchases of confectionary and gift cards/vouchers. Fanatics Cards are not supported at Sun Coast.				
Clicks ClubCard Pricing				
Clicks ClubCard discount is only applicable from Monday to Friday. On weekends you will only receive points on your card.				
The discount applies to two tickets per card per day, regardless of age.				
Ticket prices are R29, 50 per ticket for 2D movies, and R47, 50 per ticket for 3D movies.				

- 4.1. To whom does the Woza Wednesday discount apply? (1)
- 4.2. Explain, in your own words, what you think the following phrase means: *'no longer to non-members'* (2)
- 4.3. Name any TWO days that are discounted. (2)
- 4.4. According to the pricing guide, children pay R22 for a 2D movie. What does one ticket *per card* mean? (2)

- 4.5. According to the pricing guide, seniors will pay R105 on Friday Date Night for a 3D show. What does 'tickets are not sold separately' imply? (2)
- 4.6. How much will you pay on a Sunday if you want to take a family of four out for a 2D movie? (1)
- 4.7. If you want to go out on a Wednesday for a 3D movie, how many tickets, as an adult can you buy on your Fanatics movie card? (1)
- 4.8. From which day to which day will you get a Clicks discount? (2)
- 4.9. When will you receive Clicks ClubCard points? (1)
- 4.10. Write out in full the following underlined abbreviation. (1)
- Ticket prices are R 29.50 per ticket.* (15)

TOTAL SECTION C:30

SECTION D: LANGUAGE IN PRACTICE (GRAMMAR AND EDITING)

QUESTION 5

5.1.

Choose the correct word from those in brackets. Write only the word next to the question number (5.1.1-5.1.11) in the ANSWER BOOK.

Will entering Miss South Africa clash with my university studies?
Being Miss SA is a full-time (5.1.1 career/careers) for a year. The winner takes occupancy of the official townhouse in Johannesburg and, subsequently, would have (5.1.2 to/will) postpone her university or academic studies for the duration (5.1.3 off/of) her term of office (until a new Miss South Africa is crowned).

Many entrants (5.1.4 are/is) studies, often women (5.1.5 with in/within) the age bracket, 18-25, have enrolled (5.1.6 at/by) a tertiary institution of some kind and (5.1.7 are/is) working towards qualifying as professionals. Sun International endorses the importance of education and every effort is (5.1.8 maid/made) to accommodate the needs of (5.1.9 those/these) finalists who have academic commitments and examinations. The Miss South Africa final event is held in December each year; (5.1.10 once/ones) (5.1.11 universities/university's) have closed for (5.1.12 a/the) year.

(Adapted
from:www.missssa.co.za)

- 5.2. Change the following sentence into the passive voice:
'*The University of Irvine conducted experiments.*'
Start your sentence as follows: *Experiments...* (3)
- 5.3. Rewrite the following statement into reported speech:
'*I have been married since 1994 and I have three children*', he says.
Start your answer as follows: *He said that ...* (4)
- 5.4. Write the following sentence in the negative form:
Michael's passion is to understand the world around him. (1)
- 5.5. Give antonyms (words with opposite meaning) for the following words. Find your answers in the comprehension text (QUESTION 1). Write only the word next to the question number (5.5.1-5.5.3) in the ANSWER BOOK.
- 5.5.1. less (paragraph 3) (1)
- 5.5.2. curable (paragraph 5) (1)
- 5.5.3. old (paragraph 4) (1)
- 5.6. Rewrite the following sentence into future tense:

This is combined with his medical training. (2)

5.7. Combine the following two sentences by starting with the words in brackets:

He is a TV presenter for Top Billing. He is also a former Mr South Africa. (Not only) (3)

5.8. Correct the verbs in brackets:

It teaches us how to (5.8.1 reading) and (5.8.2 writing) (2)

5.12 Change the following sentence into a tag question:

Music lessons are a mental workout. (2)

5.13 There are FIVE spelling mistakes in the following text, because the wrong

HOMOPHONE has been used. Rewrite the text using the correct form:

Queen Elizabeth 11 has rained for over fifty years. All though she is now over eighty, she still travels oversees and meats with Commonwealth heads of state to discuss there concerns. (4)

5.14 Make TWO clear sentences to show the different meanings of EACH of the following

HOMONYMS:

5.11.1. glasses (2)

5.11.2. second (2)

(40)

TOTAL SECTION D: 40

SECTION E: COMMUNICATION IN PRACTICE

QUESTION 6

Answer the following questions based on the cartoon strip:



[Source: www.archiecomics.com]

- 6.1. What is the title of the cartoon strip? (1)
- 6.2. What is the job title of the person talking in Frame 1? (1)
- 6.3. Who is the sender in Frame 1? (1)
- 6.4. Who is the receiver in frame 1? (1)
- 6.5. Comment on the non-verbal communication in Frame 2. (2)
- 6.6. What category of communication is taking place in Frame 3? (1)
- 6.7. What code is being used throughout the cartoon strip? (1)
- 6.8. What medium is used in the cartoon? (1)
- 6.9. Comment on the body language of both students in frame 8. (4)
- 6.10. Write the feedback in Frame 7 in the reported speech. (5)
- 6.11. After class, Miss Grundy speaks to Archie. What channel of communication is taking place? (1)
- 6.12. This cartoon strip was published in the newspaper. What category of communication is this? (1)

(20)

QUESTION 7

Fill in the blank spaces based on the channels of communication as well as the categories of communication:

7.1. Talking to your fellow classmate during break time is called communication. (2)

7.2. Daydreaming in the English class is a form of communication. (2)

7.3. Reading status updates on Facebook in class falls under communication. (2)

7.4. When you, as a student, go to the Head of Department to discuss additional training during the holidays, it is called communication. (2)

7.5. A is also known as a noise that causes the message not to be received. (2)

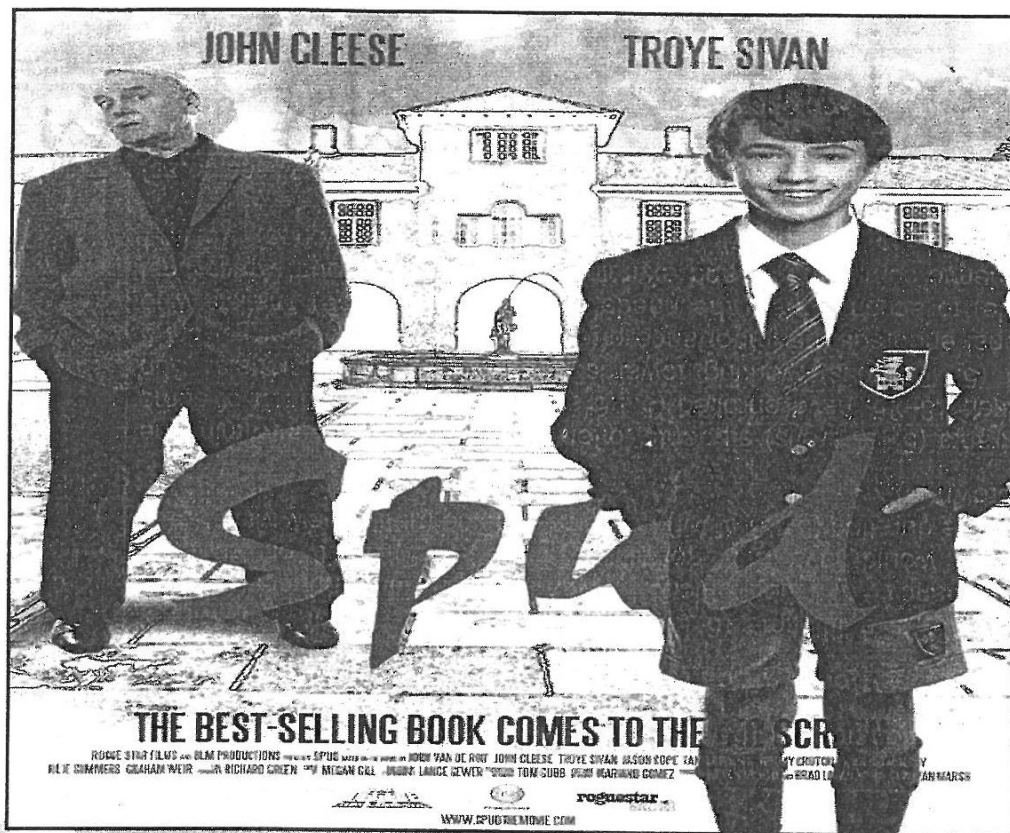
(10)

TOTAL SECTION E:30

GRAND TOTAL:140

ADDENDUM A

QUESTION 3



CAST: Troye Sivan, John Cleese, Tanit Phoenix, Wilson Crutchley, Jamie Royal, Black Josh Goddard.

SYNOPSIS:

It's South Africa in 1990. Two major events are about to happen: the release of Nelson Mandela and, more importantly, it's Spud Milton's first year at an elite boys-only private boarding school. John Milton is a boy from an ordinary background who wins a scholarship to a private school in Kwazulu-Natal, South Africa. When John arrives for the first time at the school, he gets nicknamed 'Spud' by the other boys because he was yet to experience puberty. All eight boys in his dormitory get nicknames. They're also called the 'Crazy Eight'. Spud finds it difficult to make friends and fit in.

(Source:

www.numetro.co.za)

**NATIONAL CERTIFICATE VOCATIONAL
ENGLISH FIRST ADDITIONAL LANGUAGE LEVEL 2
NOVEMBER EXAMINATION 2013: SECOND PAPER
TIME: 2 HOURS:
MARKS:60**

BACKGROUND INFORMATION

Read the following information before answering the questions.

NO MORE RHINO IN SOUTH AFRICAN GAME PARKS BY 2050

Rhinos will be wiped out in South African wildlife parks by 2015 if poaching continues at its current rate. 448 rhino were killed last year. The rhino horn is used in Asia in traditional medicine and it is considered very valuable.

Karen Trendell, a veterinary nurse, has been nicknamed 'Mama Rhino' because she has raised 200 baby rhino at her sanctuary. She is going to reintroduce them into the wild in an effort to save the rhino for future generations.

Many South Africans are involved in rhino conservation. The following is a letter sent to the newspaper by seven year old Afeefah Patel:

SECTION A: LONG FUNCTIONAL WRITING

Answer only ONE of the following three questions in section A (answer either Question 1 OR Question 2 OR Question 3)

QUESTION 1: LETTER OF ENQUIRY

After reading the background information, you are very touched that even a seven-year old is concerned about the plight of the rhino and you decide that your campus should become involved in saving the rhino. You approach your campus manager, who gives you permission to organize a sponsored walk to raise funds for Karen's sanctuary.

Write a letter of enquiry to Karen Trendell. Tell her that you really admire her work and that your college has agreed to contribute to her sanctuary by holding a sponsored walk. The campus manager will contact her when all the money has been collected.

Ask her if she knows of anyone involved in rhino conservation who would be available to come and talk to the students about their work. Also, ask her if you and two friends would be able to come and work at the Rhino Wildlife Sanctuary during the December holidays.

Karen Trendell's address:

Rhino Wildlife Sanctuary

P O Box 1495

PRETORIA

2041

Content	Grammar/Style	format	Total
13	10	7	30

(30)

QUESTION 2: LETTER OF COMPLAINT

You have spoken to many of your friends at your college about the situation regarding the rhino and you have organized a petition. Four hundred (400) students have signed the petition to save the rhino.

Write a letter of complaint to the South African national parks to show your concern about the number of rhino being killed. The letter should be addressed to:

The CEO

SAN Parks

Private Bag X54

PRETORIA

2108

In your letter you should explain how shocked you and fellow students are feeling about the number of rhino being killed. It seems as though not enough is being done to catch poachers. In the future you want to be able to take your children to see live rhino and not just show them pictures.

Use the following points to structure your letter:

- State that you are enclosing a copy of the petition.
- Complain that not enough is being done to save our heritage.
- Ask them what is being done to save the rhino.
- Suggest that more game rangers be employed to monitor the rhino in all game parks.
- Ask what more you as young people can do to help.

Ensure that you write in logical paragraphs.

Content	Grammar/Style	format	Total
13	10	7	30

(30)

OR

QUESTION 3: WRITING A BLOG

After reading the background information, you are shocked about the situation regarding the South African rhino. You did not realize that so many of our majestic creatures are being killed. If a seven-year-old girl was passionate enough to write to the president, you feel that you have to try to do something to help.

You decide to post a blog about how you feel. Your blog should include the following:

- A heading
- The date

You should mention the following:

- The article you read
- Your feelings about the rhino
- Afeefa's letter
- That you are organizing a Fun Day at your college to raise funds for Karen Trendell's sanctuary for rhino
- That you want your friends to respond with ideas for the Fun Day

Write in logical paragraphs with an introduction, a body and a conclusion.

Your blog should be between 150 and 200 words.

Content	Grammar/Style	format	Total
16	10	4	30

(30)

TOTAL SECTION A: 30

SECTION B: SHORT FUNCTIONAL WRITING

Answer only ONE of the following three questions I section B. answer either Question 4 OR Question 5 OR Question 6.

QUESTION 4: COMPLETING A REPORT

You and two friends were very fortunate to spend two weeks at the Rhino Wildlife Sanctuary during the holidays from 5 to 19 December. You were helping Karen Trendell at her Sanctuary. You called your mom to tell her how it was going. This is the conversation you had with your mom.

You: Hi Mom, how are you?

Mom: Hello dear. I'm fine, but how are you? I've been worrying about you so near all those big rhino! Are you OK?

You: Mom, I'm having the most awesome time! The rhinos are as cute as little babies. Miss Trendell is so clever and it's great to be able to help her. There is one thing though, Mom ... there was a sort of accident.

Mom: Oh, my baby, I knew it! I knew you wouldn't be safe! Are you OK?

You: Relax, Mom. I'm fine. Jason and Asanda were with me.

Mom: what happened??

You: Mom, it's OK! Yesterday morning I was busy exercising Coco, one of the biggest rhinos. He is kept in enclosure 5 because he is almost ready to be released into the wild. The thing is, Mom, he still thinks he's a baby. We were chasing each other around the enclosure and I fell under him and ... I broke my leg. Don't worry though, I'm fine. Miss Trendell took me to hospital and I have a cast. My arm is bruised, but I can still work and help out here. I just can't run.

Mom: Oh, my child ... You must come home straight away!

You: Oh, Mom, don't worry. I'm fine. I'm not in pain and I want to stay!
Mom: You're sure, dear??
You: for sure, Mom ... Sorry, I have to go now. Will call tomorrow!

Your mom then called Karen Trendall who told her that she completed an accident report for insurance purposes.

Use ADDENDUM A (attached) to write the report that Karen completed. Remember to write our EXAMINATION NUMBER on the addendum and hand it in with your ANSWER BOOK.

Vocabulary: An *enclosure* is an area which is fenced off to separate animals.

Content	Grammar/Style	Total
16	4	20

(20)

OR

QUESTION 5: DESIGN A PAMPHLET

Your campus is organizing a sponsored walk in aid of the Rhino Wildlife Sanctuary and you would like to involve as many people as possible.

Design a pamphlet advertising the sponsored walk to encourage as many people as possible to participate in the sponsored walk.

Consider the following when designing the pamphlet:

- Use the AIDA principle to ensure that the pamphlet has the following:

Attention, Interest, Desire and Action

- Use the whole of an A4 page.
- Use different font sizes
- Use a relevant heading and subheading to divide your information logically.

The information given should include the following:

- Information about the Rhino
- All the necessary information about the walk
- Proceeds to go to Karen Trendell's Rhino Sanctuary
- Contact details

Content	Grammar/Style	format	Total
10	4	6	20

(20)

OR

QUESTION 6: EMAIL

Your campus held a sponsored walk in aid of the Rhino Wildlife Sanctuary. This was a great success and an amount of R25 000 was collected. Everyone was excited that such huge amount was raised to care for rhino.

You are the campus manager and you contact Karen Trendell to inform her that the campus is ready to deposit the money into her bank account. Her banking details are now needed. Thank her for the privilege the small group of students had of working with her. The student informed you how much they enjoyed the experience. The student whose leg was hurt has completely recovered.

End the email with a goodwill message.

Use the email form attached as ADDENDUM B to write the email which the campus manager, Ms Shahieda Majola, sent Karen.

Karen's email address: trendellk@telkomsa.net

Content	Grammar/Style	format	Total
10	4	6	20

SECTION C: VISUAL

Answer ONE of the following three questions in section C. Answer either Question 7 OR Question 8 OR Question 9.

QUESTION 7: ANALYSIS OF VISUAL INFORMATION

PLEASE NOTE: This question has two parts numbered 7.1 and 7.2.

7.1. Study the following graph and answer the questions.

7.1.1. In which year were the fewest rhino killed? (1)

7.1.2. Between which two years was there the biggest increase in poaching? (1)

7.1.3. What does the arrow above the bar for 2012 represent? (1)

7.1.4. Write ONE sentence describing what the graph tells us. (2)

7.2. Study the table below and answer the questions that follow.

RHINO KILLING?POACHING												
Province	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	TOTAL
KNP	0	4	20	14	7	10	17	10	36	50	146	314
GP	0	0	0	0	0	0	0	0	0	7	15	22
LIM	0	0	0	0	0	0	0	0	23	16	52	91
MP	0	0	0	0	0	0	2	3	2	6	17	30
NW	0	0	0	0	0	2	0	0	7	10	57	76
EC	0	0	0	0	0	0	0	0	1	3	4	8
FS	0	0	0	0	0	0	0	0	0	2	3	5
KZN	7	2	5	8	3	1	5	0	14	28	38	111
Illegally hunted	7	6	25	22	10	13	24	13	83	122	333	658

7.2.1. In which province were 23 rhino killed in 2008? (1)

7.2.2. Where have most of the rhino been killed? (1)

7.2.3. In which province was there one year in which no rhino were killed? (1)

7.2.4. Why do you think the fewest rhino have been killed in the Free State? (2)

(10)

OR

QUESTION 8: ANALYSIS OF A PHOTOGRAPH

Study the photograph below carefully

In the paragraph below TEN words have been left out. Complete the paragraph by filling in a word from the list given. Write only the word next to the question number *8.1 – 8.10) in your ANSWER BOOK.

Note that there are fifteen words and only ten spaces. Ensure that you choose the word which makes most sense. You may use word only once.

Senseless	heartbroken	touching
Skins	devastating	murderers
Poachers	frightening	project
Baby	horns	tragic
Orphaned	useless	tortured

The frightened (8.1 ...) rhino is trying to (8.2 ...) his mom from (8.3 ...). The caption, *'Please do not hurt my mom!'* emphasizes how (8.4 ...) the situation is. Many young rhino are (8.5 ...), because their mothers are killed. When I look at this (8.6 ...) photograph, I feel (8.7 ...) because rhinos have families too. The killings are (8.8 ...). These beautiful majestic animals die because of their (8.9 ...). This is such a (8.10 ...) photograph!

OR

QUESTION 9: PARAGRAPH

Write an original paragraph about your feelings/views with regards to the rhino situation in our country. Your paragraph should not be longer than 60-80 words. Give your paragraph a title. Do not merely repeat information given in this paper.

Content	Grammar/Style	Total
6	4	10

(10)

TOTAL SECTION C:10
GRAND TOTAL:60

Appendix F: Sample of letter of request for curriculum documents from the TVET College

Consent Form Lecturer Documents

Please fill in and return the reply slip below indicating your willingness to allow me to use certain documents for my voluntary research project called: **Understanding vocational pedagogy in the South African context**

Teaching and learning documents and classwork related texts form part of the data source. I was wondering whether you would mind if I could involve you as a participant in this project and permit me access to the following teaching and learning materials:

- The subject and assessment guidelines from level 2-4
- Textbooks used to teach these different levels
- Samples of assessment tasks from the your portfolios of assessment
- Samples of examination papers and common assessment tasks
- Your work programmes, lesson plans and assessment programmes

Permission for the use of above mentioned documents.

I, _____

give my consent for the use of the above mentioned documents: YES/NO

I know that I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way: YES/NO

I know that the documents will be used for this study only: YES/NO

I am aware that the researcher will keep all information confidential in all academic writing: YES/NO

I know that the research data will be destroyed between 3-5 years after completion of this project: YES/NO

Lecturer Signature: _____

Date:

Contact person: Ms Mary Madileng
Wits School of Education
27th St Andrews Road
Parktown
011 717 3081/ 076 557 1584

Appendix G: Ethics clearance of my study by the University of the Witwatersrand



Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050,

South Africa Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail:

enquiries@educ.wits.ac.za Website: www.wits.ac.za

Student Number:

Protocol Number: 2012ECE155

Date: 04-Oct-2012

Dear Mary Madileng

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

The intended and enacted curriculum for English in the National Certificate

Vocational programmes: a case study in an FET college

The committee recently met and I am pleased to inform you that clearance was granted. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project.

Congratulations to you and your supervisor! Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Mabeta'.

Matsie Mabeta
Wits School of Education

011 717 3416

Cc Supervisor: Dr. M Ellais