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Do the EFAL CAPS and a selected workbook prepare Grade 4 learners adequately for the demands of English as LoLT?

Abstract

The EFAL CAPS, in contrast with other subjects, has to fulfil two purposes, namely to prepare learners for Basic Interpersonal Communication Skills (BICS) and to develop their Cognitive Academic Language Proficiency to enable them to acquire English as the Language of Learning and Teaching (LoLT). However, Grade 4 learners are underperforming on national and international level, especially in subjects such as Mathematics and Science. The question, therefore, arises whether the EFAL CAPS prepares learners adequately to learn all subjects through medium of English. In order to answer this question, the Grade 4 CAPS for EFAL, as well as a prescribed workbook for learners was analysed by identifying and categorising the tasks and guidelines provided, based on the linguistic dimension of Scarcella's (2003) Conceptual Framework for Academic English. This was done in

order to determine the extent to which the prescribed materials address the academic demands of English as both an L2 and the Language of Learning and Teaching (LoLT). In the analysis of the two texts, it became apparent that some of the competencies for academic English such as sociolinguistic functions within the linguistic dimension are addressed effectively in both the CAPS and the learner's workbook. However, the analysis also suggests that the micro skills that build up and equip learners to perform these sociolinguistic functions and activities requiring higher order thinking skills effectively, are lacking in both the CAPS and the learner's book.

Key concepts: English First Additional Language (EFAL), Cognitive Academic Language Proficiency, Language of Learning and Teaching (LoLT), Conceptual Framework for Academic English

1. Introduction

Samuel Johnson averred that “Language is the dress of thought” (Johnson, 1779). However, within the multicultural and multilingual context of South African classrooms where a number of mother tongues are often represented, learners are mostly expected to learn and express themselves through medium of English, which might not be a second language, but a third or fourth language for them.

Furthermore, when one regards the current situation of the majority of Grade 4 learners in South Africa, who have to switch from mother-tongue instruction in the Foundation Phase to English as the Language of Learning and Teaching (LoLT) in the Intermediate Phase, their thoughts (especially in subjects such as Mathematics and Science) are very scantily dressed. In a recent policy document on strategies for teaching English across the curriculum by the Department of Basic Education, it is stated that the “introduction of English First Additional Language (EFAL) in the Foundation Phase, and the subsequent phases, addresses the strengthening of LoLT in the GET” (Department of Basic Education, 2016:1). One of the aims of the national curriculum, the Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language (EFAL) is, therefore, to enable and support learners to make the transition from mother-tongue instruction to English as a medium of instruction successfully. In addition to the curriculum, accompanying learner workbooks are also prescribed by the Department of Basic Education to equip learners with the language skills to dress their thoughts more abundantly in all subjects.

This article analyses the national curriculum of English First Additional Language in Grade 4 (the EFAL CAPS) as well as a selected accompanying workbook in order to determine to what extent these documents are able to support learners in the development of their Cognitive Academic Language Proficiency (CALP) to acquire English as the Language of Learning and Teaching (LoLT).

2. Problem Statement

The South African national curriculum (the Curriculum and Assessment Policy Statements or CAPS) is based on the principles of social transformation and the prescribed objectives for each subject are set as high, achievable standards (Department of Basic Education, 2011a:4). The CAPS also aims to produce learners who can “communicate effectively using visual, symbolic and/or language skills in various modes” and who will “develop the correct use of the language of Mathematics” (Department of Basic Education, 2011b:5,8). Furthermore, in the Intermediate Phase, the focus is on “using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English” (Department of Basic Education, 2011a:11).

The CAPS for English First Additional Language (EFAL), therefore, needs to fulfil two purposes. According to the Ministerial Task Team Report on the NSC: “EFAL does not and cannot fulfil the same purpose as the other 10 First Additional Languages. In essence EFAL is unique. It fulfils two distinct, mutually exclusive purposes, namely English as a language of learning and teaching (for 80% of learners), and English for the purposes of communication” (Department of Basic Education, 2014:69). These two distinct and mutually exclusive purposes reiterate Cummins’s (2008:72) finding that “educators and policy-makers frequently conflated conversational [*Basic Interpersonal Communication Skills - BICS*] and academic dimensions [*Cognitive Academic Language Proficiency - CALP*] and (that) this conflation contributed significantly to the creation of academic difficulties for students who were learning English as an additional language”.

This is crucial as the switch from mother-tongue instruction to English as the Language of Learning and Teaching (LoLT) occurs at the beginning of the Intermediate Phase in Grade 4. The EFAL CAPS for Grade 4 therefore needs to lay the foundations for CALP to succeed in all school subjects for all the subsequent grades and phases. It stands to reason then, that the EFAL CAPS would distinguish between BICS and CALP in its guidelines and suggestions for activities and approaches. However, no distinction is made between BICS and CALP and how or what should be taught for each.

In the 1970s, Skutnabb-Kangas and Toukoma (1976) observed that Finnish immigrant children in Sweden often appeared to be fluent in Finnish and Swedish, but their academic performance in both languages was below grade or age expectations. This led to the distinction made between social language or Basic Interpersonal Communication Skills (BICS) and academic language or Cognitive Academic Language Proficiency (CALP) (Cummins, 1979; 1981). According to Cummins (2008: 71), the “BICS/CALP distinction highlighted a similar reality and formalized the difference between conversational fluency and academic language proficiency as conceptually distinct components of the construct of ‘language proficiency’”. This conceptual distinction was maintained by other theorists such as Bruner (1975) who distinguished between communicative and analytic competence, Donaldson (1978) who referred to embedded and disembedded language, and Olson (1977) who distinguished between utterance and text. The BICS/CALP distinction is, therefore, a well-established and widely accepted distinction and will be used as starting point for this discussion.

According to Cummins and Swain (1986), it takes about two years to acquire basic interpersonal communication skills (BICS) in a second or foreign language, but it takes at least seven years for CALP to develop in an L2. Furthermore, unlike BICS, CALP is not automatically acquired, but develops through formal and explicit instruction at all stages of the education process (Cummins, 2008). This implies that the academic content of a specific subject (such as Mathematics) should be carefully selected and explicitly taught in both language and content classrooms throughout the L2 learner’s school career. This section deals with the CALP that should be addressed in the EFAL classroom to prepare learners for the general academic demands of other subjects such as Mathematics.

According to Cummins (2008:77), the “BICS/CALP distinction was not formulated as a tool to generate academic tasks”. Knowledge of the notion of CALP is, therefore not enough. This concept needs to be specified in a framework and applied in terms of academic tasks in order to create successful interventions so that learners can be supported and guided to acquire and improve their CALP.

The following question arises: Do the EFAL CAPS and a selected accompanying learner workbook contribute to the development of the CALP of Grade 4 learners?

This article focuses specifically on whether and how the EFAL CAPS and a prescribed workbook can prepare Grade 4 learners for the academic demands of English as Language of Learning and Teaching (LoLT). In the next section on the conceptual framework of the article, the theories underpinning the teaching of CALP will be discussed. Then the empirical section discusses a document analysis of the EFAL CAPS, based on Scarcella’s (2003) Conceptual Framework for Academic English and the findings related to the analysis. Lastly, the article ends with recommendations based on these findings.

3. Conceptual Framework

Scarcella (2003:3) notes that most of the literature on English for special purposes and academic discourse and literacy focus on university students and not on school learners. In my selection of a framework suitable for analysing the Grade 4 EFAL CAPS and the workbook, I studied some of the problems associated with designing interventions for CALP (even if they were studies conducted at tertiary level).

Weideman (2003) and Butler (2013), for instance, discuss two caveats in terms of the intervention and assessment of CALP that are relevant to this article. The former discusses the importance of the view of language, as that will determine what is taught and how it is assessed. According to Weideman (2003:38), there are broadly two views of language, namely the restrictive view that regards language as a list of elements and learning as the mastery of structures, and the open view that sees language as a social instrument with a focus on the process of using language. The EFAL CAPS (Department of Basic Education, 2011a:8) states that it follows a communicative approach, which correlates with the open view of language as described by Weideman. However, the weekly content of Grades 4-6 are described mostly in terms of lists of elements that need to be mastered and the prescribed workbooks follow these prescriptions very closely. There is a discrepancy in terms of the stated approach to language and language learning and the specifications of academic tasks in the curriculum. The specifications of CALP tasks for Grade 4 EFAL learners may then prove to be problematic.

This discrepancy between the stated approach and the prescribed content is complicated further by the question of whether the EFAL curriculum for Grade 4 learners should touch on discipline-specific themes and vocabulary, or be more generic. These are the issues that the designers of academic literacy programmes (especially on tertiary level) grapple

with continuously. According to Butler (2013:83), there is “limited availability of substantial evidence on the impact of discipline-specific proposals” and the “same is true for generic AL [*Academic Literacy*] interventions”. There might be clearer distinctions of these two concepts on tertiary level, but as Grade 4 English teachers usually teach more than one subject to the same learners, the boundaries of discipline-specific and generic academic literacy might become blurred.

Scarcella (2003) identified the gap in the research on CALP interventions on primary and secondary school level and designed a framework to analyse academic tasks for school learners, which is relevant to the analysis in this article. In this framework, she lists the key features of Academic English from K-12 (which is equivalent to Grade R-Grade 12 in South Africa). She identified 3 dimensions of academic literacy with different components within each of the dimensions. Her approach is broader than the restrictive approach, but still specifies the language structures associated with this approach. Therefore, in order to analyse the academic content stipulated in the CAPS and how it has been converted into tasks in the Grade 4 EFAL workbook, Scarcella’s (2003) Conceptual Framework for Academic English was used.

3.1 Academic Language Proficiency in the EFAL classroom

According to Scarcella (2003:6), it is not enough that teachers should be aware of the distinction between BICS and CALP as the “BICS/CALP perspective does not provide teachers with sufficient information about academic English to help their students acquire it.” She came up with a framework that includes “multiple, dynamic, inter-related competencies” for analysing academic language (Scarcella, 2003:7). The framework consists of three dimensions, namely the linguistic, cognitive and sociocultural/psychological dimension of academic English.

The linguistic dimension of academic language consists of five components (Scarcella, 2003: 11-21) and is summarised with examples Table 1.1 below:

Table 1.1: Linguistic Dimension with examples of each of component

Component	Definition	Examples from Grade 4 EFAL CAPS and workbook
Phonological	Knowledge of the phonological features of academic English, including stress, intonation, and sound patterns.	kilometre, parasite, parasitic
Lexical	Knowledge of the forms and meaning of words that are used across academic disciplines; Knowledge of the way academic words are formed with prefixes, roots and suffixes, the parts of speech of academic words and the grammatical constraints governing academic words.	design, order, compare, match, dishonest
Grammatical	Knowledge that enables EFAL learners to make sense of and use the grammatical features (morphological and syntactic) associated with argumentative composition, procedural description, analysis and definition. Knowledge of the grammatical metaphor Knowledge of more complex rules of punctuation.	imperatives, conditionals coordinating and subordinating conjunctions, comparative and superlative descriptors, modals.
Sociolinguistic	Knowledge of an increased number of functions. Knowledge of an increased number of genres.	defining a concept, making a summary, following and issuing directions, reading a procedural text, reading information text with visuals, writing about a procedure, labelling or completing a visual text
Discourse	Knowledge of discourse features, such as devices of transition, organisational signals; Following logical lines of thought.	three paragraph essay structure, newspaper reports, mindmaps, following steps in the writing process, purpose and format of a friendly letter and poster, using a story frame.

The cognitive dimension consists of four components (Scarcella, 2003: 22-28). These are summarised with examples in Table 1.2 below.

Table 1.2 Cognitive Dimension with examples of each component

Component	Definition	Example
Knowledge	Background knowledge <i>Declarative: knowing that</i> <i>Procedural: knowing how</i>	ideas, definitions, concepts, stories related to any academic topic
Higher order thinking	Ability to interpret, analyse, evaluate and synthesise	interpreting and presenting data gathered on a given topic
Strategic	Strategies employed to enhance effectiveness of communication or compensate for breakdowns in communication	flow charts, graphs, number sentences, identifying key words in word problems
Metalinguistic awareness	The ability to think about language use	revising and editing

According to Scarcella (2003:29), academic English “arises not just from knowledge of the linguistic code and cognition, but also from social practices in which academic English is used to accomplish communicative goals”. This constitutes the sociocultural/psychological dimension. The features of this dimension include “cultural norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits” (Scarcella, 2003:29).

The Scarcella (2003) framework is illustrated below in Figure 1.1 in a three-dimensional model. For purposes of the analysis of the EFAL CAPS and the Grade 4 EFAL Workbook, only the linguistic dimension of this model was used. Even though both the cognitive and sociocultural/psychological dimensions are important in the acquisition of academic literacy, the assumption is that the focus of a language curriculum and language workbook should be on the linguistic aspects of academic language. The linguistic dimension of Scarcella’s (2003) framework was therefore used to analyse the EFAL CAPS and the EFAL Workbook in terms of the academic linguistic tasks prescribed and formulated for Grade 4 learners.

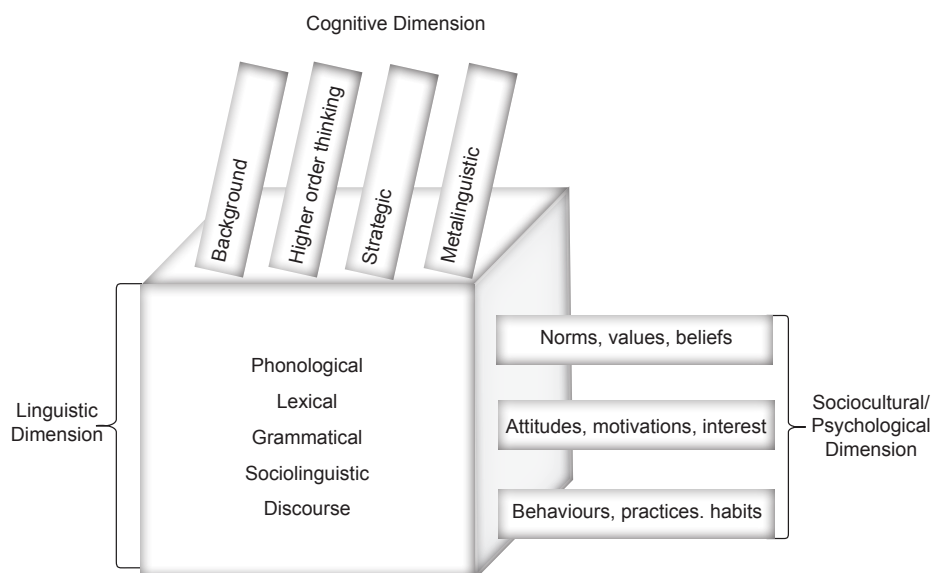


Figure 1: A visual presentation of Scarcella's Framework

3.2 Academic Vocabulary

Apart from the academic skills identified in the previous section, vocabulary development plays a crucial role in CALP and learners' academic performance (Saville-Troike, 1984; Biemiller, 2005). Research has shown that learners can acquire some high frequency vocabulary (associated with BICS) through wide and unassisted reading. Anderson (1992) found that children with different reading abilities who read as little as ten minutes a day outside of the school experience have substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.

However, Gardner (2004, 2008) and Kinsella (2014) point out that many specialised words (associated with CALP) are not found in easy narrative reading materials and should be explicitly taught. It seems that subject teachers are aware that they need to teach domain-specific and technical vocabulary, but they cannot, due to insufficient instructional time, their own proficiency, and lack of support materials (Uys et al., 2007:75-77).

Furthermore, Marzano (2004) argues that the instructional emphasis on general academic vocabulary is not sufficient to equip learners to acquire academic literacy. Folse (2004) maintains that general academic vocabulary causes problems to teachers for two reasons. The first involves the assumption that learners already know these words and, therefore they are not taught explicitly, and the second has to do with the fact that general academic vocabulary is abstract, which makes it very difficult to teach.

Teachers need very focussed and structured guidance on how and what vocabulary to teach in order to promote the development of CALP.

4. Research method

This article focuses specifically on whether and how the EFAL CAPS and a prescribed workbook can prepare Grade 4 learners for the academic demands of English as Language of Learning and Teaching (LoLT). This was done by analysing the EFAL CAPS, using the linguistic dimension of Scarcella's Conceptual Framework for Academic English. A qualitative research design was adopted and the research strategy entailed document analysis, also referred to as qualitative content analysis (Daymon & Holloway, 2011).

Shenton (2004:64-72) describes how trustworthiness can be ensured in qualitative research based on Guba's four constructs of dependability, credibility, transferability, and confirmability. Dependability refers to a detailed description of the processes within the study, thereby enabling a future researcher to repeat the work, even if they don't arrive at the same results, due to the changing nature of the phenomena investigated in qualitative research. Directed qualitative content analysis as described by Hsieh & Shannon (2005:1281-1283) was used, as Scarcella's linguistic dimension with its components was used as coding categories to analyse the documents. The Grade 4 national curriculum (the CAPS) document for EFAL, as well as a selected prescribed workbook for learners (from the Platinum Series) were analysed by identifying and categorising the tasks and guidelines provided based on the dimensions and components specified in Table 1.1. The analysis was done in table form, with the different components of Scarcella's linguistic dimension as headings in the first column and the content specified for each of the 32 weeks in the Grade 4 curriculum in the ensuing columns. The same procedure was followed for both the EFAL CAPS and the Platinum Learner's workbook.

In order to ensure credibility, the researcher made use of peer debriefing (Anney, 2014:276) while analysing the data. Three debriefing sessions were held with colleagues in the Subject group of English for Education in order to test the researcher's "growing insights" and to be exposed to "searching questions" (Guba, 1981:85). The aim of these sessions was to determine the extent to which the prescribed materials address the academic demands of English as both an L2 and the Language of Learning and Teaching (LoLT).

In order to assure transferability, sufficient contextual information about the context of the EFAL CAPS, English as the LoLT, BICS and CALP and Scarcella's conceptual framework was provided as part of the problem statement and conceptual framework of the study.

In order to ensure confirmability, it is important to discuss the limitations of qualitative content analysis as it is purely a descriptive method and it may not reveal the underlying

motives for the findings and it is limited by the availability of materials. The Department of Basic Education provides the Rainbow Workbooks for free to schools but the Platinum Workbook was selected, because a number of schools still chose to buy the Platinum workbooks, instead of using the free Rainbow series workbooks. The assumption of the researcher is that schools and teachers prefer the Platinum workbooks as they are regarded as more effective in terms of supporting and enabling learners in acquiring English across the curriculum. Content analysis is also a more powerful method when combined with other research methods such as interviews and observations, which have not been included in this study.

5. Findings

5.1 Data from the EFAL CAPS

As the sounds of a language are the building blocks of words, and therefore crucial to the acquisition of vocabulary, the **phonological** component forms the basis for the acquisition of CALP. However, in the Grade four EFAL CAPS, very little phonological content is specified. The specifications range from vague suggestions such as “making predictions using phonic clues” (Department of Basic Education, 2011a:33) to very specific strategies such as teaching the spelling rules for the /s/ and /k/ sounds for the letter “c” and the /dʒ/ and /g/ sounds for the letter “g”. These two strategies are repeated in the prescribed 18 units and interchanged by the following strategies:

- Identifying the rhyme and rhythm of sentences in a poem
- Syllabication of two- and three-syllable words
- Identifying words starting with the same sound
- The spelling rules for one syllable words with long vowel sounds, e.g. pole and tune
- Identifying onomatopoeia in a text

These are the only phonological components specified in the curriculum and one to three of the above-mentioned phonological strategies occur per unit of 2 weeks. According to Scarcella (2003:11), the “phonological component encompasses knowledge of the pronunciation of consonants, vowels, and consonant clusters, as well as stress and intonation patterns”. No stress or intonation patterns are addressed in the CAPS and very little is prescribed in terms of the pronunciation of sounds. Therefore, this is the linguistic component that receives the least amount of time and space in the curriculum.

On the **lexical** level, the Grade 4 EFAL CAPS specifies a number of aspects and strategies. These include the use of a dictionary, keeping a personal dictionary, and vague descriptions such as “knowledge of sight words and high frequency words”

(Department of Basic Education, 2011a:34) to a very specific list of the following parts of speech in Table 4.1:

Nouns	common, proper, countable and uncountable,
Pronouns	personal, demonstrative,
Adjectives (occurring very frequently)	comparative, superlative
Conjunctions	addition, sequence, contrast, cause and effect
Adverbs	frequency, degree, time
Articles	a, the
Verbs	“to be”, regular, irregular, phrasal
Modals	can, may, should, could, will, must
Prepositions	on, under, above

Other vocabulary expansion strategies, especially effective for the acquisition of CALP, such as the use of synonyms, antonyms, the use and meaning of pre- and suffixes, collocations and compound words are also listed in the curriculum, but do not occur as frequently as the parts of speech mentioned in Table 4.1. Homonyms and homophones are listed once in the entire curriculum of 38 weeks. Furthermore, the concept of polysemy is not listed or referred to at all and this is a key strategy in teaching language across the curriculum as the same word might have different meanings in different contexts. Therefore, although more lexical content is specified than the phonological component, crucial strategies for the acquisition of CALP across the curriculum are listed infrequently or not specified.

In addition, no list of the high frequency or sight words is provided to the teacher in the Grade 4 curriculum. When the Grade 4 learners’ poor performance in the ANAs (Department of Basic Education, 2013) and the PIRLS (2012) is considered, it is evident that Grade 4 learners are not proficient in reading. They are still in the process of acquiring basic vocabulary and it is, therefore, important that the curriculum provides a list of high frequency and sight words from the Foundation Phase, so that these can be reinforced and expanded upon by the Intermediate Phase teacher.

While some learners might be able to expand their general vocabulary through unassisted reading (Anderson, 1992), research has shown that learners will not automatically acquire general academic vocabulary as that has to be taught explicitly, not only in content classes, but also in language classes (Cummins, 2008). Folse (2004) also found that teachers find this specific aspect of vocabulary difficult to teach and they need instructional support in this regard. No mention of academic vocabulary or instructional strategies related to academic vocabulary is, however, made in the Grade 4 EFAL CAPS.

The specification of **grammatical** content in the Grade 4 EFAL CAPS is even more limited. Apart from an extensive focus on punctuation (commas, full-stops, colons, semi-colons, inverted commas, question marks and exclamation marks) throughout the units,

the verb tenses are listed and introduced in a seemingly haphazard way, as can be seen in Table 4.2 below:

Term	Weeks	Tense
1	1-2	Past indefinite
	3-4	Past indefinite
		Present progressive
9-10	Present perfect	
2	13-14	Present indefinite
		Future
3	25-26	Past indefinite
	29-30	Present indefinite
		Future
		Present progressive
4	37-38	Present progressive

These tenses are listed in the CAPS and, even though the EFAL CAPS takes a communicative, text-based approach, which assumes that these tenses will be taught in context, no reason is provided for grouping, for example the present indefinite, present progressive and future tenses together in one unit, or why more units focus on the past indefinite and present progressive tenses.

Apart from the tenses, three of the eighteen units focus on basic sentence structure (subject, verb, object), while Scarcella (2003:15) stipulates that learners require knowledge of additional sentence structures “such as parallel clauses, conditionals and complex clauses” for academic purposes. None of these are stipulated or even introduced in the curriculum.

Two units address direct and indirect speech, which is not sufficient for learners to master the grammar of these structures and only two units deal with basic concord or subject-verb agreement. To develop CALP, learners have to be exposed consistently to new subject-verb agreement rules as they learn new noun forms, “for instance, they must learn that the verb following *bacterium* is singular, not plural” (Scarcella, 2003:16). This cannot happen if concord is addressed in only two of eighteen units presented in a year.

These grammatical structures can be regarded as some of the building blocks for academic language, but they are only touched upon and no mention is made or suggestions provided for their contextualisation within typical academic texts Grade 4 learners may encounter.

In contrast with the limited descriptions of the phonological, lexical and grammatical components in the Grade 4 EFAL CAPS, the **sociolinguistic** component of the linguistic dimension provides quite a comprehensive list of functions relevant to the acquisition of CALP. These are listed in Table 4.3 below.

Term	Week	Function
1	1-2	giving a simple personal recount
		creating a personal dictionary
	3-4	listening to, giving and writing a factual recount
		listening to simple oral directions
		reading a map
	5-6	describing people or characters from a story
	7-8	listening to, carrying out and writing simple instructions
reading procedural texts		
9-10	listening to, reading and writing a simple poem	
2	11-12	giving a personal recount
		writing a message
	13-14	listening to a description of something and describing an object
		giving a personal recount
		reading an information text with visuals
	15-16	summarising an information text
		listening to, reading and writing a story
	17-18	listening to, reading a writing a rhyme
		listening to, carrying out and giving instructions
		classifying things
		reading a procedural text
		reading information text with visuals
writing about a procedure		
labelling or completing a visual text		
3	21-22	describing a person, animal, thing
		writing a dialogue
	23-24	listening to, reading and summarising an information text
		designing and producing a visual text
	25-26	listening to, reading and writing a story
		listening to, reading and writing a rhyme
	27-28	listening to an information text
		reading an information text with visuals
		labelling and completing a visual text
		writing an information text
	29-30	listening to and reading a play
		writing a dialogue
		writing a book review

Term	Week	Function
4	31-32	reading and writing a story
	33-34	listening to an interview or a talk show
		listening to and give oral messages
		reading an information text with visuals
		reading, writing a paragraph
	35-36	drawing, labelling and completing or designing and producing a visual text
		listening to, reading and writing a story
	37-38	reading a diary
		listening to a short talk or announcements
		reading information text
		writing a paragraph
		designing and producing a visual text

According to Scarcella (2003:18) academic English “involves knowing an increased number of language functions... such as signaling cause and effect, hypothesizing, generalizing, comparing, contrasting, explaining, describing, defining, justifying, giving examples, sequencing and evaluating”. The functions listed in Table 4.3 provide a good basis to develop the more advanced functions of language later on in the Intermediate Phase in order to communicate effectively within an academic setting.

The **discourse** component of CALP then enables students to identify and use “specific introductory features and other organizational signals” and “to understand relationships, and to follow logical lines of thought” (Scarcella, 2003:19). The only mention of these types of features in the Grade 4 EFAL CAPS is the use of a frame for different types of writing activities (e.g. a story, instructions, dialogue, book review). The frame is mentioned in the curriculum, but not specified. In one other instance (Term 3, Week 23-24), the learners need to be able to use the design features (format, colour, size) to produce a visual text.

5.2 Data from Platinum Grade 4 EFAL Learner’s Book

The learner’s book followed the CAPS meticulously in terms of the type and frequency of **phonological** components, therefore the least amount of time and text are spent on identifying and practising the sounds of the English language. Six of the eighteen units spanning 2 weeks each, include components teaching the spelling rules for the /s/ and /k/ sounds for the letter “c” and the /dʒ/ and /g/ sounds for the letter “g”. Furthermore, in four units, two- and three syllable words are syllabicated. These two strategies occur most frequently and they are interchanged by the following strategies:

- Identifying the rhyme and rhythm of sentences in a poem (3 units)
- Identifying words starting with the same sound (3 units)
- The spelling rules for one syllable words with long vowel sounds, e.g. pole and tune (3 units)
- Explanation of the sounds and spelling of words with silent letters (1 unit)

There is no mention in the learner's book of the onomatopoeic effect of sounds, nor is there any attempt to get learners to make "predictions using phonic clues" as stated in the CAPS (Department of Basic Education, 2011a:33).

Similar to the CAPS, and on the **lexical** level, the Grade 4 EFAL learner's book includes the design and use of a personal dictionary, and a very specific list of the parts of speech as identified in Table 4.1. However, the learner's book encourages learners to use their personal dictionaries only and not a standard dictionary. Learners are required to add compulsory words from the unit to their personal dictionaries as well as a number of words that they come across themselves. The following list consists of the compulsory words for the personal dictionary for all the units during the four terms:

Term 1:

housework, trust, adults, quarrel(s), polite, different, clear, dusting, carefully, getting on well, fit, marathon, route, city, hall, headline, caption, brave, continents, project, helmet, lifejacket, adventure, feather, freckles, curly, flooded, scared, peel, slice, mash, whisk, pour, fry, stirring, boil, simmer, ingredients, protect, shelter, rhyme, rhythm, creeps, stamp (46 words)

Term 2:

rollerblades, rollerblading, competition, judge, leaps, spins, minimum, maximum, temperature, degrees, liquid, thermometer, Celsius, key, stripes, quills, scales, shell, message, ten ton truck, load, slams, brakes, fur, hunt, thorns, tricked, harmful, mixture, captions, parasite, sweat, prevent, vomit, itchy, paste, ingredients, baking soda (41 words)

Term 3:

farm, block of flats, tar, gravel, rude, scored, embarrassed, book review, journey, bulldozers, apologise, ponytail, patient, coughing, weight, TB, medicine, disease, germs, sweat, windmill, roundabout, chariot, fertile, boasted, whip, energy, solar power, horizontal, vertical, earliest, latest, cone, tin foil, reflects, upset, comforts, apologise, borrow, fault, lending, selfish (47 words)

Term 4:

amputated, brave, Japan, needle, protect, dares, rowing, fierce, crouched, teased, jealous, present, line up, litter, polite, bully, matron, judge, peaceful, violence, parcel, deliver, crash, stop street, swerved, x-ray, bandage, pollution, fumes, recycle, containers, jar, polystyrene tray, cling wrap, climate, surrounded, gasses, rays, fuels (44 words)

It should also be noted that, even though a number of these words are polysemous and have different meanings across different subjects (e.g. clear, fit, scales, load, weight, energy, vertical), the learners are provided with only one meaning. The responsibility, therefore, rests with the teacher to expand the learners' vocabulary and to indicate the multiple meanings of these words within different contexts.

Researchers have not reached consensus about the number of academic words required for a learner to complete school successfully, as numbers vary between a vocabulary of 80 000 at the end of Grade 12 where students learn 4 000-6 000 words each year (Nagy & Anderson, 1984) or a minimum of 20 000 words at the end of Grade 12 (Nation, 1990), where students in primary and high school acquire 2 000-3 000 new words each year. It is obvious when considering these ranges that the learner's book does not provide enough focussed instruction for vocabulary, and the teacher will have to teach vocabulary additionally to the words identified in the learner's book.

The workbook provides additional examples of phrasal verbs, collocations, and antonyms, which add to the number of words the Grade 4 learners master in the course of the year. These are listed in Table 4.4:

	Examples:
Collocations	cooking food, setting the table, long road; tin can; big hole; sandy beach; thin boy; woollen jersey, happy birthday, good morning, sunny and hot, fish and chips, salt and pepper, cloudy sky, happy smile, tall man, hot sun, strong wind,
Phrasal verbs	picked up, flew down, dried up, walk to, run away, turn back, look around
Antonyms	clean-dirty, small-big, often-never, better-worse, add-subtract, thick-thin, rises-sets; vertical-horizontal, summer-winter, earliest-latest

Similar to the the CAPS, the provided lists of words above do not identify or address general academic vocabulary necessary to perform in subjects across the curriculum.

The **sociolinguistic** components addressed in the learner's book are very similar to the functions identified in the EFAL CAPS (Table 4.3). The functions are just applied to specifically selected texts. These are set out in Table 4.5 below:

Term	Week	Functions
1	1-2	describing people on a picture, describing a past incident, re-telling a story, defining concepts, writing a personal recount
	3-4	following and giving directions, finding places on a map
	5-6	describing people, writing a summary
	7-8	giving simple instructions, reading and writing a recipe, writing a shopping list
2	11-12	giving a personal recount
	13-14	following directions on a map, listening to a description, reading a weather map, designing a poster
	15-16	re-telling a story, writing an animal story
	17-18	classifying information, listening to, reading and giving instructions
3	21-22	describing a place, reading a book review, writing a dialogue, writing a description
	23-24	reading and designing a poster, reading an information text, writing a summary
	25-26	writing a story
	27-28	reading and labelling a chart, listening to a description, reading a procedural text (experiment)
	29-30	role play on dealing with conflict, writing a friendly letter of apology, writing a book review, writing a dialogue
4	31-32	using a dictionary, re-telling a story, writing a story
	33-34	listening to an interview, taking a telephone message, reading and designing a poster, reading and writing a message, reading an information text with pictures writing a paragraph
	35-36	reading a diary entry, writing a story with a dialogue
	37-38	reading an information text, reading a poster, writing a paragraph

In contrast with the EFAL CAPS, the learner's book provides more comprehensive and more specific structures and guidelines regarding **discourse** markers. The learners are exposed to a variety of markers and texts as can be seen in Table 4.6:

Term	
1	organisation of a text into paragraphs, organisation of a newspaper report (headline, captions, photographs), creating a mindmap to plan and write a newspaper article, organising sentences in chronological order, steps in the writing process
2	using a mindmap to plan a story, the format, purpose and lay-out of a friendly letter, the steps in the writing process, lay-out and elements of a poster, three paragraph essay (introduction, body, conclusion)
3	steps in the writing process
4	using phrases to create a story frame, principles of poster design, using a mindmap to plan a poster

In terms of the **phonological** component of Scarcella's linguistic dimension, the CAPS and workbook do not have a more comprehensive and systematic programme for developing phonological awareness and proficiency. This programme should include a focus on consonant clusters, word stress, intonation and more comprehensive teaching on sound patterns as these aspects aid in the acquisition of CALP.

On the **lexical** level on the linguistic dimension, there is no identification and introduction of standardised vocabulary lists and these should be provided as part of the CAPS or the prescribed workbooks, so that teachers can expose learners to a sufficient number of high frequency and sight words relevant to vocabulary across the curriculum. The CAPS and the workbook do not include strategies for explicit vocabulary instruction on the general academic vocabulary required across subjects, and this has to be specified and listed in both these documents. Neither of these documents utilise the concept of polysemy. In an academic setting, learners should become aware of the fact that the same word can have different meanings in different contexts across the curriculum. The word 'key', for example is defined as an instrument that can lock or unlock something, while it has a very different meaning in the Geography class when they are doing map work. This may not only aid in a better understanding of the concepts in different subjects, but this small change in emphasis on teaching vocabulary, may also greatly enhance the number of words in a learner's personal vocabulary.

On a **grammatical** level, the tenses are not specified and taught systematically with the grammatical requirements from other subjects in mind. This implies that the present indefinite tense and the present perfect tense (used mostly in the sciences when describing processes and natural phenomena), as well as the past indefinite tense (used in life skills and history) should be taught more frequently with relevant texts from these subject areas.

When referring to the **discourse** level of Scarcella's linguistic dimension, strategies for explicit instruction on addressing rhetorical problems are not addressed in the CAPS or the workbook.

6. Recommendations

In the foreword and Chapter 2 of the Report on the Annual National Assessment 2013 (Department of Basic Education, 2013), the Minister of Basic Education indicates that the CAPS, and the distribution of workbooks to schools are part of system-wide interventions to improve learner performance in specifically English as the Language of Learning and Teaching and Mathematics. The question then, addressed in this article is whether the CAPS and one of the prescribed workbooks provide enough guidance to teachers and learners to develop CALP.

In the analysis of the two texts, it became apparent that some of the competencies for academic English, such as sociolinguistic functions within the linguistic dimension, are addressed effectively in both the CAPS and the learner's book, but there are four areas relevant to promoting the acquisition of CALP that are lacking in both these documents.

These are:

Developing higher order cognitive skills:

The analysis suggests that the micro skills that build up and equip learners to perform these sociolinguistic functions and activities requiring higher order thinking skills are lacking in both the CAPS and the learner's book. In America, Pogrow (2005) designed the Higher Order Thinking Skills (HOTS) intervention programme specifically for educationally disadvantaged students to increase thinking and socialisation skills in ways that simultaneously increased test scores and overall academic performance. The programme focussed on the development of four kinds of thinking skills, namely metacognition, making inferences; generalising ideas across contexts; and synthesising information. It was found that students needed time to adjust to this programme. Pogrow (2005:71) reported that it took about four months before students would volunteer a reason for a response without being asked, and it took about six months before students attempted to disconfirm a prior answer. It might, therefore be of value to English Second Language learners to add assessment tasks and activities in the curriculum and workbooks to promote metacognition, making inferences, generalizing ideas across contexts and synthesising information. Teachers will also have to be trained on effective ways to approach these tasks in order to develop learners' language proficiency and allow time for learners to process the language.

Promoting academic reading:

Results from the ANAs and the PIRLS show that learners are struggling to read and phonological awareness is one of the building blocks of reading. Not much is done to guide learners in acquiring phonological awareness. According to research done by Adams et al. (1998:2) a student's level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success, in grade one and beyond. The teaching and promotion of phonemic awareness of English should, therefore, be a continuation of the teaching that took place in the Foundation Phase. Chard and Dickson (1999) recommend that phonemic awareness be taught on a continuum of activities starting with less complex activities such as rhyming songs and sentence segmentation, moving on to more complex activities such as syllable and segmentation blending, onset rhyme blending and segmentation and blending and finally culminating in the segmenting of individual phonemes. These types of activities can be taught very effectively through interactive games in the classroom. A list of games, such as guessing word games, games involving simple rhymes and activities requiring learners to guess missing phonemes from words can be incorporated into the workbooks and the basic premises of segmenting, blending, deleting and substituting should be explained and demonstrated with examples of language across the curriculum.

Academic vocabulary:

General academic vocabulary is another aspect that is neither addressed in the CAPS nor in the workbook. This is in line with what Folse (2004) and Marzano (2004) found.

In America, The Berkeley Unified School District published a manual on teaching grade level academic vocabulary. This manual includes guidelines on explicit vocabulary instruction, sample activities to demonstrate systematic practice, review and deep processing of academic vocabulary, as well as templates for handouts that can be used by teachers to develop learners' academic vocabulary. It also includes academic word lists for each grade level. Even though this manual is based on an American curriculum, these key features can be used to design a similar manual, based on the South African curriculum and that can act as an addendum to the CAPS.

7. Conclusion

In this article the Grade 4 CAPS for EFAL, as well as a selected prescribed workbook for learners, were analysed using the components of the linguistic dimension as described in Scarcella's (2003) Conceptual Framework for Academic English. This was done in order to determine the extent to which the prescribed materials address the academic demands of English as both an L2 and the Language of Learning and Teaching (LoLT). In the analysis of the two texts, it became apparent that some of the competencies for academic English, such as sociolinguistic functions within the Linguistic dimension are addressed effectively in both the CAPS and the learner's workbook.

In addition to the above-mentioned finding, the analysis also suggests that the micro skills required to perform these sociolinguistic functions and activities requiring higher order thinking skills effectively, are lacking in both the CAPS and the learner workbook. These shortcomings are not insurmountable, but they need to be addressed in the form of more specific guidelines in the curriculum, more focused activities in the prescribed workbooks and training to all Intermediate Phase teachers focused on teaching English across the curriculum.

South Africa's wealth lies in the diversity of its people. This diversity is associated with many challenges and obstacles, especially when taking language and curriculum issues into consideration. By overcoming these obstacles and equipping the learners of this country with the skills to think, learn and communicate academically in a global language such as English, we provide them with a wardrobe of skills so that they can showcase the wealth of thought currently buried in a challenging school system.

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