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A Genre-based analysis of Intermediate Phase English Home Language textbooks

by

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A thesis presented in fulfilment of the requirements for the degree, Master's in Education, in the Language Education Department of the Faculty of Education at the University of the Western Cape, South Africa

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December 2021

ABSTRACT

In South Africa the variety of languages in use requires of the department of education that a balance be struck between the potential this presents for enhancing multilingual practice, and the effort required for uplifting learners' literacy levels and linguistic competence. This makes being an English Home Language teacher in South Africa a daunting task.

Studies have shown that many in-service teachers have difficulty implementing the curriculum and its underlying approaches to language teaching, notably the text-based approach. If the stipulations of the Curriculum and Assessment Policy Statement (CAPS) are to be realized, it therefore seems pertinent that Learner-Teacher support materials (LTSMs) be investigated. As textbooks constitute a crucial aspect of these LTSMs, my enquiry is aimed at analysing the genre-based approach of the Intermediate Phase (IP) (Grades 4-6) as it is presented in the Pearson Platinum English Home Language textbook series.

The purpose of the study is thus to gain an understanding of how textbooks contribute to the teaching and learning of English Home Language as school subject in the IP.

The study focuses on one textbook per IP Grade and sets out to determine how texts are organised and named. The intention is to explore the alignment between the language features promulgated by the CAPS curriculum, and set text types. My thesis covers the extent to which textbook activities are sequenced according to the stages of the Teaching and Learning (curriculum) Cycle, and actually implement a text-based approach that helps learners to respond competently to tasks within a Communicative Language Teaching (CLT) approach.

The literature review outlines the main language teaching and learning approaches which underpin the curriculum of all language subjects in the Curriculum and Assessment Policy Statement (CAPS), namely the text-based and communicative approaches. My analysis is based on the Systemic Functional Linguistics framework and outlines the stages of the teaching and learning cycle. I investigate how this cycle is used to implement a genre-based approach with a focus on teaching the information report and explanation genres. This qualitative study involves data selection processes guided by the objectives, and a deductive document analysis. As it is a relatively small study, its findings are not intended to create generalisations, but rather to shed light on how a communicative/text-based approach may be better applied in textbook production. I believe that through this approach, teachers have the opportunity to foster greater access to and control of the 'genres of power', in other words, factual genres and text types.

The findings suggest that the text-based and communicative approaches are superficially applied by CAPS, and subsequently in a similar way in the materials developed for textbooks. Key findings include terminological instability in CAPS insofar as descriptions of text types are concerned, a misalignment between the language features and text types to be studied, and the absence of scaffolded teaching and learning so crucial to implementing a text-based communicative approach in the curriculum cycle.

DECLARATION

I, **Jason Malcolm du Plessis**, hereby declare that the thesis, '**A Genre-based analysis of Intermediate Phase English Home Language textbooks,'** is my own original work which has not previously been presented to another institution either in part or as a whole for the purposes of obtaining a degree. Where I have used the work of others, I have duly acknowledged and referenced it accordingly.

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December 2021

DEDICATION

In memory of my guardian angels, this thesis is dedicated to:

- my father, Heinrich Enrico – thank you for first instilling in me the value of an education
- my grandmother, Rosina – your constant belief in me still fuels me every day
- my friend, Nigel – I can still hear your encouragement and support embodied in the words, 'Don't go crazy!'

I miss you all dearly.

And, to my mother, Deidre, and sister, Lauren – your ongoing unconditional love and acceptance is my greatest source of strength.

ACKNOWLEDGEMENTS

Thank you to the Almighty for blessing me with the ability to complete this thesis. It was an exercise in hard work and perseverance, made possible by continued prayer and faith.

To my brilliant supervisor and mentor in language education, Dr Peter Plüddemann, thank you for your kind, yet stern disposition, your able guidance and for always being a source of support and encouragement in moments when I was ready to give up. Sir, you have been an integral part of my academic journey for many years, and I hereby express my unending gratitude to you, with the added promise to continue the work in my efforts to be the best language teacher I can be. God bless you abundantly.

I extend my heartfelt gratitude to my mother, Deidre. While your own education has been limited, you have never failed to make clear the necessity for pursuing an education honed on learning to help others rather than on status or money. I love you indescribably.

And to my sister, Lauren, and my uncle, Granville, without your love, support and encouragement this academic effort would mean much less.

My thanks also go to all of my family and friends for the continued support during this often challenging journey. There were moments when this thesis appeared impossible to complete, and without all of my loved ones, too many to mention by name, I would not have been able to finish it.

I also thank Dr Michelle Bedeker for always having a helpful and encouraging word as well as for assisting me in securing partial funding for this degree. My gratitude extends to the Department of Arts and Culture for said funding.

I acknowledge Pearson South Africa for allowing me to use and include extracts from three of their textbooks.

I also thank Ms. Marilyn Braam for editing this thesis.

Finally, to my own teachers, my colleagues and my learners across the years, thank you for always aiding me in being a better educator and human being. It is indeed a truth that no-one is an island, and whatever I have achieved is largely due to the love and kindness of those who have walked, and continue to walk this journey called life with me.

KEYWORDS

- Communicative Language Teaching
- Curriculum and Assessment Policy Statement
- Document analysis
- English Home Language
- Genres
- Information texts
- Intermediate Phase
- Systemic Functional Linguistics
- Teaching and Learning Cycle
- Text-based approach

ACRONYMS

C2005 – Curriculum 2005

CAPS – Curriculum and Assessment Policy Statement

CLT – Communicative Language Teaching approach

CTBA – Communicative/Text-based approach

DBE – Department of Basic Education

DSP – Disadvantaged Schools Program

EHL – English Home Language

GBA – Genre-based approach

IP – Intermediate Phase

LoLT – Language of Learning and Teaching

OBE – Outcomes-Based Education

R2L – Reading to learn

RNCS – Revised National Curriculum Statement

SFL – Systemic Functional Linguistics

TBA – Text-based approach

TLC – Teaching and Learning (curriculum) Cycle

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CHAPTER 1: AN INTRODUCTION

This first chapter of the present thesis situates the study in its context and presents its background. Curriculum in South Africa after the fall of apartheid has undergone many changes and presenting an overview of those changes is integral to this introductory chapter. Furthermore, the purpose of the chapter is to outline language approaches underpinned in the Curriculum and Assessment Policy Statement (CAPS) for language subjects as well as to present the study's research problem, the main research questions and its aims and objectives.

1.1.Background to the study

South Africa is a diverse society and this is especially evident in language matters in the field of education. Here, two aspects affecting language and literacy education stand out: i) South Africa is a richly multilingual society; and ii) literacy levels continue to decline. According to Statistics SA's Community Survey of 2018, English is the home language of only 8.1% of the population, yet it is the language which dominates political and educational discourse in South Africa and internationally. Therefore, despite the official status of the eleven languages, many parents of African-language-speaking children desire English as both the Home Language subject and as the Language of Learning and Teaching (LoLT) for their children (Plüddemann, 2015).

Although a very small percentage of learners speak English at home, it is the LoLT for 81% of learners from Grade 4 upwards (DBE, 2010), with a majority of learners switching to English after an initial period of up to three years of learning in their home language (Probyn, 2015). Furthermore, the spread of English around the world and its status as the primary medium of global communication has complicated the practice of teaching the language considerably (Gilmore, 2007). Consequently, subject teachers of English Home Language (EHL) have to work harder to develop learners' language proficiency.

In education, language plays an important role in ensuring quality and effective learning and teaching. This is why learner proficiency in the medium of instruction is a major contributor to holistic academic success (Coetzee-Van Rooy, 2002). However, it must be borne in mind here that language proficiency is not limited to the ability to speak English; the learner should also be stimulated to think and to generate new ideas. As Sanari and Tarighat point out, "one is not born with critical thinking skills ... (one) needs to be trained to learn these skills" (2014, p. 79). Therefore, focus must be placed on the classroom discourses of the EHL classroom.

First, it is necessary to offer a definition of the term 'discourse'. Gee distinguishes between 'Big D' Discourse (the ways in which "people enact and recognize socially and historically significant identities or 'kinds of people'") and 'Small d' discourse, or language "in use among people" (a text or speech) (Gee, 2015, p. 1). The notion of Discourse sets a larger context for the analysis of 'discourse', that is, the analysis of language in use. Within educational settings, the term 'classroom discourse' can then be understood to mean 'how things work in the classroom', paying attention to what is said, who says it, as well as what roles the teacher and learners take when engaging in the process of teaching and learning – in this case, of English Home Language (EHL) as a school subject.

Because discourse is equally understood in broader social terms, the socio-political context forms a necessary frame of reference in this enquiry. Before delving into the present study therefore, it is necessary to shed light briefly on the educational context in South Africa.

1.1.1. The educational context in South Africa

Following the brutal history of colonialism in South Africa which reached its peak with the apartheid regime (1948-1994), the country became a democratic state. It must be noted that over the 27 years of democracy since 1994 there have been positive changes, although vast inequalities still exist across South Africa. These continue to manifest in the schooling system, ranging from rates of retention to academic performance. The following extract illuminates the situation:

> There are significant racial disparities in schooling outcomes still prevalent in the system. In 2008, four out of five Grade 6 children in former white schools were reading at Grade level compared to four children in a hundred in former black schools. While some improvement over the last few years has been reported, in general the vast majority of the 12.4 million pupils in more than 24 000 schools are failed by a dual system of schooling. Performance on a range of standardized tests shows a bimodal distribution, where around 80% of schools serve poor black communities and produce very weak outcomes, and 20% are mostly former white and currently multiracial, middle-class schools that produce good outcomes. Wide learning gaps are evident between children in what are essentially two schooling systems (Hoadley, 2018, pp. 6-7).

This bimodal distribution extends to proficiency in English, which as noted in the foregoing extract, is the LoLT to most learners in schools across South Africa. According to Probyn (2015, p. 219), the "historic legacy of apartheid means that few schools have libraries and necessary resources to support English learning". The EHL classroom is therefore not a traditional home language classroom, as for most learners, exposure to spoken and written English outside of the classroom is limited (Probyn, 2015). Nevertheless, there is a preference

for English not only as LoLT, but also as a language of wider communication (Farmer & Anthonissen, 2010). This is consistent with the perception that "parents choose the language of social and economic mobility to improve the life chances of their children" (Fishman, 1989 cited in Farmer & Anthonissen, 2010, p. 12). These factors place a great deal of pressure on the EHL educator.

However, the teacher and the learner are not the only role-players in the EHL classroom, as in most cases the teacher utilizes Learning and Teaching Support Materials (LTSM). The textbook can be seen as the most crucial of these LTSMs. According to Tenario (2011), texts are very strong evidence for the existence of what can be described as classroom discourses.

Most EHL classroom discourses are dependent on the LTSMs available to the teacher in his or her attempts to ensure the positive literacy development of their learners. In this context, development is seen as a gradual increase in the learner's control of the English language at EHL level.

Related objectives of this Study

This study sets out to analyse an EHL textbook from each Grade of the Intermediate Phase (IP), as well as the Curriculum and Assessment Policy Statement (CAPS) (DBE, 2011) which prescribes what is to be taught. As already indicated, the textbooks were compiled and published by Pearson and are named 'Platinum English Home Language Learner Books', for Grades 4, 5 and 6, respectively.

This study uses analytical tools from the Systemic Functional Linguistics (SFL) framework, as well as principles underpinning the genre-based approach (GBA) and Communicative Language Teaching approach (CLT). The analysis involves establishing how texts are organized and named within the CAPS document, as this has implications for the writing of textbooks.

The study also investigates to what extent the language features prescribed by CAPS for the various 2-week cycles devoted to the study of non-fiction or 'information' texts align with the text-type to be produced by learners. This will be explained in more detail later. Furthermore, the study relies on the teaching and learning curriculum cycle (TLC) of the current curriculum to analyse the teaching of information texts, including those which closely resemble information reports and explanations (Feez & Joyce, 1998).

Finally, this investigation seeks to clarify the extent of adherence to principles of the communicative approach.

1.1.2. Curriculum policy in South Africa and the place of textbooks

Post-apartheid South Africa has seen a period of intense curriculum reform. These reforms were made to address the vast inequalities perpetuated during apartheid. The transition to a democratic state saw a change in educational agendas for all citizens. It led to successive waves of curriculum reform over a relatively short period of time (Hoadley, 2018). Indeed, according to Jansen and Taylor (2003), few other modern democracies have produced more policies, laws, and regulations to govern education than post-apartheid South Africa.

In clear terms, the Curriculum Review Committee (2009) outlines the two overarching aims of a national education curriculum: the first is it has to satisfy the general aim of nation building, and second is it has to successfully select valued knowledge and set it out in a manner that will enable teachers to implement it within the classroom.

However, neither in Curriculum 2005 (C2005) of 1997 (Chisholm, 2005) nor in its successor, the Revised National Curriculum Statement of 2002, were these aims successfully realised. Hence, revisions led to the design and implementation of CAPS in 2011.

As stated by the Curriculum Review Committee (2009, p. 11), the idea of a national curriculum was a new concept that coincided with the birth of democracy. The new national curriculum therefore had to play a multitude of roles, responding to the new nation's needs, chief of which entailed the eradication of 17 separate 'race'-based education departments with several different sets of curricula. The new single national education department was thence obliged to:

- promote the new Constitution
- rebuild a divided nation
- establish and promote a general sense of national identity, in particular for a troubled education sector
- be inclusive
- offer equal educational opportunities for all/ administer a policy of equal opportunity
- re-inspire a constituency suffering from the joint burdens of oppression and exploitation designed and dictated by the previous education dispensations and policies, and
- establish socially valued knowledge to be transmitted to successive generations.

Those devising the first revision of the curriculum set out to construct a democratic society in a global community (Hoadley, 2018).

Curriculum 2005 (C2005) involved an array of new terminology, with the term for 'teachers' changed to 'facilitators' and 'educators'; 'pupils' or 'students' changed to 'learners'; school 'subjects' changed to 'learning areas', and annual 'teaching plans' became 'learning programmes' (Curriculum Review Committee, 2009).

The curriculum was framed by the approach known as Outcomes-Based Education (OBE). Outcomes representing atomised, generic statements of the effectiveness of learning were favoured over content knowledge which would have been specified and particular (Hoadley, 2018). According to Jansen (1998a), outcomes would signal what was worth learning and would state explicitly what learners were required to be able to do. The outcomes encouraged a learner-centred and activity-based approach in which the focus remained on the learners and what they learnt (Naong, 2008).

However, this new hastily implemented curriculum lacked adequate preparatory research or trialling. By early 2000 the flaws in C2005 were evident, as learners struggled to read and count at Grade levels and teachers did not know what to teach. In relation to language study, reading fell within the learning area "Language, Learning and Literacy", for which there were seven outcomes (Hoadley, 2018, p. 97). They read as follows.

i. Learners make and negotiate meaning and understanding.
ii. Learners show critical awareness of language usage.
iii. Learners respond to the aesthetic, affective, cultural and social values in texts.
iv. Learners access, process and use information from a variety of sources and situations.
v. Learners understand, know and apply language structures and conventions in context.
vi. Learners use language for learning.
vii. Learners use appropriate communication strategies for specific purposes and situations.

Though the foregoing outcomes were stated, the remaining guidelines for educators were vague about delivering lessons and recording the performance of learners. There was no clarity with regard to what constituted a 'text' or how communication should take place, whether spoken, written or visual. This vagueness caused confusion and anxiety on the part of the educator and learners alike.

Furthermore, a noted feature of C2005 was the marginalising of textbooks as pedagogic tools. Under the system of apartheid school textbooks were seen by critical educationists as furthering the racist agenda through a rigid structure. Hence, within the new C2005 context these textbooks were viewed as going against a child-centred approach (Hoadley, 2018). Educators

had to find and select their own teaching materials. This caused problems in the delivery of lessons, as the process of constantly searching for and developing learning materials compromised teaching time.

These shortcomings eventually led to calls from various stakeholders, including academics, parents/guardians and the media, for the curriculum to be reviewed (Hoadley, 2018; The Curriculum Review Committee, 2009). The C2005 was thus reviewed, resulting in the Revised National Curriculum Statement (RNCS) of 2002.

The RNCS was implemented in 2004, but lacked a clear implementation plan (Curriculum Review Committee, 2009). It was also made clear that the RNCS was not a new curriculum and its parameters were open to interpretation by provincial education departments and districts. This led to widespread confusion about what constituted official educational policy. The Review Committee (2000) recommended that attention be given to a national teacher education strategy which would include teacher preparation, training and development, as well as the production of relevant and quality learner support materials, including textbooks (Chisholm, 2005).

There were still many remnants of C2005 within the RNCS, but certain key changes made the RNCS easier to navigate. According to Hoadley (2018), it simplified the curriculum, and the new learning area outcomes were linked to Grade-specific assessment standards, with knowledge frameworks that provided topics to be covered in certain subjects. These changes came into effect for Grades 1-9. Six learning outcomes were specified for literacy teaching: listening, speaking, reading and viewing, writing, thinking and reasoning, and language structures and use (Hoadley, 2018). These outcomes were very different to the seven in C2005, replacing the focus on meaning and multiple texts with sets of specific genre-based skills. Furthermore, the RNCS also recognised the value of textbooks as a means "to bridge the gap between teacher readiness, curriculum policy and classroom implementation" (Curriculum Review Committee, 2009, p. 13).

A further case for the continued production of quality textbooks was presented in the report by the Curriculum Review Committee (2009) which stated that:

> Textbooks are crucial in supporting the implementation of the curriculum. They aid curriculum coverage, and make available the conceptual logic of the subject in question as it progresses through the set field of knowledge to be taught and learnt. They offer a crucial resource for teachers in planning and in gaining access to the appropriate knowledge and skills to teach, at the appropriate level. A reassertion of the importance of (good) textbooks will assist teachers in implementing the curriculum (p. 25).

As stated by Hoadley (2018), given the evident failure of C2005 and persistent issues arising from the RNCS, a call was made for a third curriculum review. This led to the Curriculum Assessment Policy Statement (CAPS). CAPS reasserted the importance of subjects, specifying approaches to the teaching of reading and writing, and made a shift towards a knowledge-based curriculum. It is the curriculum statement in current use.

The next section discusses the key facets of the Curriculum Assessment Policy Statement (CAPS) with a focus on language teaching, and presents an outline of key critiques.

1.1.3. The Curriculum and Assessment Policy Statement

The CAPS is a very different curriculum to both C2005 and the RNCS. It must be noted that for ease of reading (and due to the convention), I will refer to CAPS rather than to 'the CAPS'. When considering classroom discourses, CAPS is the curriculum that governs classroom pedagogical practices. The quotation that follows defines the concept of curriculum helpfully for the purpose of this study.

> The term "curriculum" broadly refers to academic content taught in a school. The concept of "curriculum" typically signifies the knowledge and skills learners are expected to learn, which includes the "standards" or "objectives" learners are required to meet. In a sense, the curriculum is a collection of policies and mandates whose spectrum is in many ways that of the socio-political. This is made clear in the strong foregrounding that (the) CAPS curriculum is located in a free, democratic society (Cahl, 2016, p. 8).

As has been noted CAPS came into effect in 2011, and was implemented from 2012. Essentially, CAPS represents an effort aimed at producing learners who can, among other things,

> identify and solve problems and make decisions using critical and creative thinking; organize and manage themselves and their activities responsibly and effectively; collect, analyse, organize and critically evaluate information and communicate effectively using visual, symbolic and/or language skills in various modes (DBE, 2011, p. 5).

In relation to its predecessors, CAPS is much more prescriptive of the fortnightly content to be covered. Hence, this study focuses on textbooks that have been designed for the most recent iteration of curriculum reform in South Africa. According to Cahl (2016), this level of prescription is an attempt to "teacher-proof" the curriculum and to this end has increased the power of textbooks. Furthermore, at the time of CAPS' implementation, various researchers alluded to the value of introducing quality textbooks to support teaching and learning (Catholic Institute of Education, 2010; Bertram, 2014).

The next section introduces a critique of the CAPS curriculum in relation to its pedagogical principles. At this point the focus is on the policy statements for language subjects.

1.1.4. Critique of CAPS

The foregoing description conveys a positive impression of CAPS in respect of its ideals for education in South Africa. However, there are many inconsistencies in CAPS, especially concerning language subjects. Several studies critique the CAPS documents and point to the confusing nature of its guidelines for teachers (Govender & Hugo 2018; Weideman et al. 2017). De Lange et al. (2020) note that teachers are often confused by CAPS documents and as a result continued working in the way they had been working throughout their careers. Dornbrack and Dixon (2014, p. 3) posit that "while it is not the job of the curriculum document to outline the underpinnings of theoretical approaches, there is often a disjuncture between policy and reality".

While the CAPS document does indicate the required language teaching and learning approaches, namely the text-based and communicative approaches, it hardly explains them. With particular reference to the communicative approach, Mulaudzi (2016) avers that the curriculum statement appears to assume that educators have a thorough knowledge of these approaches. Such an assumption is concerning as many teachers lack the pedagogical knowledge to implement the requirements set out in the curriculum statement, which ultimately sets up learners for failure (Dornbrack & Dixon, 2014).

In their study, De Lange et al. (2020) focus on the treatment of reading comprehension in CAPS. They find that minimal attention is given to the teaching and assessment of comprehension, and that the advice offered to educators with regard to reading is inappropriate and inadequate. Another key critique raised by De Lange et al. relates to terminological instability in the CAPS document, which they describe as "imprecise (even colloquial) ... (using) non-standard terms, many of which ... (are) not defined in the text or glossary" (p. 6). It is within the scope of the present study to gauge what implications these shortcomings might have on textbooks in use.

CAPS' language statements include work schedules for each Grade elaborated in fine detail and within strict parameters. This allows textbook developers to create books that adhere to these prescriptions, but might also limit teachers' creativity. The strict parameters include a surfeit of content to be covered in the available time, and this may negatively affect learners'

linguistic development, as well as their ability to imagine and construct ideas (Catholic Institute of Education, 2010).

Furthermore, CAPS' rigid time frames might compromise learners' language development and may lead to concepts and content not being covered adequately. Time allocation for grammar teaching in IP language subjects is concerning as "thirty minutes (per week) is set aside for formal instruction and practice in language structure and conventions" (DBE, 2011, p. 12). However, on the same page it is stipulated that learners should learn how language structures and conventions are used, to develop a meta-language for critically evaluating their own and other texts. This is difficult to achieve as in every two-week cycle a multitude of language structures have to be covered, with many requiring extended explicit teaching that would exceed the prescribed 30 minutes per week. These contradictions can lead to teacher confusion and anxiety (Catholic Institute of Education, 2010).

Other studies have found that teachers' inability to implement the curriculum adequately has direct bearing on poor literacy rates amongst learners (Spaull, 2013; NEEDU, 2013). The educator can thus become reliant on any resources available to assist in the process of delivering the curriculum in the classroom. According to Murray (2009, p. 23), "[using] language textbooks is a good way of learning how to put the curriculum into practice". Textbooks demonstrate how to design learning programmes. However, if educators are not adequately familiar with the teaching and learning approaches which underpin the curriculum, they could easily become over-reliant on the textbook (which itself may not represent the new curriculum explicitly).

There are a number of problems regarding the pedagogical guidance provided by CAPS. However, the focus of the present study is limited to how language teaching approaches in CAPS are realised in textbooks.

The next section introduces the afore-mentioned approaches.

1.2.Approaches to language teaching

Under this new educational dispensation, there are no longer different policy documents for the different language subjects.

In all the languages it represents, CAPS recognises language as a key to communication, thinking and learning (DBE, 2011). Thus all the language documents have the same outcomes and aims, and are underpinned by the same language learning and teaching theories. CAPS thus presents a unified curriculum for language subjects in post-apartheid South Africa. The

common language skills are: Listening, Speaking, Reading and Writing (with various language conventions such as parts of speech and sentence construction informing each). These skills are to be taught using a combination of approaches, namely, the text-based approach (or 'genre-based pedagogy'), the communicative language approach, and the process approach to writing.

The approach which informs CAPS advocates that language learning requires an understanding of how texts are constructed. The text-based approach CAPS (DBE, 2011, p. 12) involves:

- exploring how texts work
- enabling learners to become competent, confident critical readers, writers, viewers and designers of texts
- listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are (through this critical interaction, learners develop the ability to evaluate texts), and
- producing different kinds of texts for particular purposes and audiences.

For CAPS the text-based approach is thus rooted in the idea of access to various genres and text types, including ones viewed as genres of power, meaning those to which many children may not otherwise have access, especially children from impoverished backgrounds. Furthermore, literacy development includes teaching students to understand how to uncover what is important in a text, and to describe the evidence for their opinions as well as to analyse the connection between an author's word choice and the meaning of the text (Slater & McCrocklin, 2016). These literacy skills become increasingly necessary as learners move through the Intermediate Phase of schooling and encounter new text types. When properly implemented, a text-based approach can be valuable in developing learners' literacy skills. This is due to its focus on developing learners' knowledge of different text types, their ability to read these critically and to produce an array of texts themselves.

A genre-based approach exposes all learners, especially those from low literacy backgrounds, to powerful genres such as the information report and the explanation. According to Primary English Teaching Association Australia (PETAA) (2014), students from non-English backgrounds especially should be exposed to learning experiences in which they work their way through explicit analyses of generic features and critical appraisal of the social function (purpose) of the genre, before being expected to write in the genre. In this way a genre-(text) based approach to EHL teaching may be seen as an expression of social justice.

This ideal is encapsulated early in each CAPS document. Engaging various genres of power and their grammatical features also provides the learner with "the tools for discourse critique, for understanding the ideological loadings in language" (Cope & Kalantzis, 1993, p. 85). So the ability to engage in discourse critique can be seen as the development of critical language awareness, a key tenet of the CAPS.

Another feature of genre-based pedagogy alluded to earlier, is the focus on developing an ability to construct different types of texts, especially in content subjects such as the sciences, where texts that closely resemble the information report and explanation genres are integral to the study of the subject.

However, despite a language curriculum which includes critical language awareness and multimodality, and which advocates a genre approach, writing practices in schools do not appear to have been influenced by these innovations (Hendricks, 2008). This observation leads to the conclusion that teachers need to "read between the lines by drawing on prior knowledge of what might be absent, as well as understand the significance of these approaches" (Dornbrack & Dixon, 2014, p. 9), as CAPS offers only brief overviews of the theories which underpin it. Teachers who have not had much access to the GBA in their own schooling and teacher training thus face a challenge in employing it as part of their EHL teaching.

Furthermore, CAPS falls short of realizing the full properties of a genre-based approach (GBA) to writing. It misrepresents this approach by conflating it with the process approach (Dixon & Dornbrack, 2014). Dornbrack (nd) claims that it is not only the act of writing that furthers learning; for learners to produce a variety of texts successfully, explicit input from the teacher throughout the various stages of writing is vital. Despite this, CAPS makes little allowance for these stages of the TLC, even though they remain integral to implementing the GBA (Richards, 2006).

The exploration of various text types and their features as encapsulated in the text-based approach is integral for developing communicative competence in the English language. Therefore, CAPS is also underpinned by the Communicative Language Teaching (CLT).

With regard to CLT, CAPS stipulates that when learning a language, a learner should have:

- extensive exposure to the target language
- many opportunities to practise or produce the language by communicating for social or practical purposes and

- frequent opportunities to read and write, implying that language learning should be carried over into the classroom when literacy skills of reading/viewing and writing/presenting may be acquired (DBE, 2011, p. 13).

This indicates that CAPS recognises both text-based and communicative approaches are dependent on the continuing production and study of texts. Implementing these approaches successfully will also rely on different communicative activities, especially from Grade 4 upwards when learners encounter information reports and explanations for the first time, and a scaffolding approach is necessary to develop control of these genres (BuaLit, 2018). Hence, the present study sets out to investigate the extent to which the textbooks being analysed encapsulate text-based and CLT principles, as these approaches to language teaching and learning underpin CAPS.

1.3.Research rationale

The rationale for this study arises from my own experience of teaching English, because there is value in experience as a source of motivation (Maxwell, 2017), as I shall explain shortly. In addition, the place of textbooks in the curriculum, notably for the study of English Home Language (EHL) as a subject, constitutes a key reason for why I undertook the present study.

The sections that follow discuss the rationale for the study in more detail.

1.3.1. Reflections on my own work as an English educator

In the years that I have been teaching English, I have encountered many colleagues struggling to implement CAPS, especially in covering the prescribed content in the various two-week cycles (see Chapter 3). I have been faced with this struggle in my own classroom experience. From my knowledge of the teaching and learning cycle it is increasingly difficult to thoroughly cover a text-type, as in some cases more than one is prescribed in a given two-week cycle. While CAPS does explicitly state that not all content has to be covered, I constantly have to refer to textbooks for guidance in covering the work prescribed in the two-week cycles. To be considered CAPS-aligned, textbooks ipso facto have to cover the curriculum. Yet I have become increasingly interested in the extent to which they carry out its prescriptions, especially with regard to the text-based and communicative approaches to language teaching.

Also, I have noticed that while my learners are generally able to write narratives (stories), they find it challenging to write most other text types. The present study will therefore focus on the content and activities presented in the Intermediate Phase EHL textbooks. In particular, I will

investigate the two-week cycles that deal with the teaching of the information report and explanation genres (or text types that closely resemble these) as representatives of the factual genres.

1.3.2. The place of textbooks in the curriculum

As enshrined in Section 27 (1)(a) of the Constitution, each child has the right to a textbook in each subject, as part of their broader right to education (Stein, 2017). The textbook also forms part of the core LTSM as it is "central to teaching the entire curriculum of a subject, for a Grade" (Stein, 2017, p. 267). In light of this, admittedly textbooks are important to the learner's educational development across the curriculum, yet it is necessary to recognize that the place of textbooks within the curriculum has varied during curriculum reform in South Africa after 1994.

C2005 underplayed the value of textbooks with its instruction that teachers should always develop their own learning materials (Hoadley, 2018). In response to this, the Curriculum Review Committee (2009) found that "good quality, content- and methodology-rich textbooks [are] fundamental to successful curriculum implementation" (p. 51). Thus, the introduction of CAPS re-emphasized the value of textbooks in the achievement of quality learning and teaching (Curriculum Review Committee, 2009). Heeding this, my study looks at how specifically the Intermediate Phase (Platinum) textbooks may be contributing to the way English Home Language is taught and learned in the classroom.

1.3.3. English Home Language (EHL) learning and textbook analysis

As indicated earlier, South Africa's literacy levels under democracy have been consistently low (DBE, 2011; Howie et al., 2006, 2012 & 2017; Spaull, 2013; NEEDU, 2013). The results suggest that low learner attainment is linked to teachers' struggles to implement the curriculum, which has led to a greater focus on the role of Learning and Teaching Support Materials (LTSMs). Sanders and Makotsa deduce that "(i)f teachers are inadequately prepared, the role of curriculum support materials such as textbooks becomes critical" (Sanders & Makotsa, 2016, p. 220). This necessitates an in-depth evaluation of language textbooks for their adherence to the CAPS-endorsed GBA and CLT.

The present study seeks to shed light on the texts that govern the teaching of English Home Language (EHL) in the Intermediate Phase and the implications they have for the learners and the teacher. Also, the study seeks to analyze the tasks and activities (or perhaps the lack of

these) that offer the learner the opportunity to exercise and gain control of the information report and explanation genres in particular.

Textbooks have continued to play an integral part in how and what teachers teach, so the centrality of textbooks to classroom discourses cannot be doubted. In linking with the Curriculum Review Committee (2009), Valverde et al. (2002) state that:

> Textbooks are commonly charged precisely with the role of translating [curriculum] into pedagogy. They represent an interpretation of [curriculum] in terms of (the) concrete actions of teaching and learning. Textbooks are the print resources most consistently used by teachers and their students in the course of their joint work (p.8).

In the Intermediate Phase EHL classroom, textbooks are a major resource for teachers and learners alike. They are an integral part of the EHL classroom as along with the CAPS document, they constitute the precepts that guide the teaching and learning of language. These two fundamental sources offer the educator the opportunity to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing the curriculum (Curriculum Review Committee, 2009).

It is clear that these documents are more than pieces of paper and are actually active 'members' of the EHL classroom, assisting in mediating the language and literacy development of the learner. In addition, they assist the educator in his/her pedagogic practice (Pepin et al., 2013). This is the core reason for the exclusive focus on textbooks in my investigation.

Furthermore, Ormerod and Ivanic (2000, p. 91) contend that texts (and textbooks) are not only visual and verbal representations but can also convey meaning about the physical, technological and social practices associated with their construction and use. When considering these texts as material objects sent out into the world, they come to embody (in part) their authors' views, and become 'participants' in the classroom.

The present study explores the textbook application of the key principles behind teaching and learning approaches to English Home Language underpinning the CAPS curriculum for this subject. The study is deemed necessary, as there is a paucity of research on this topic.

1.4.Description of the study

The Intermediate Phase (IP) (Grades 4-6) is a crucial stage of the learner's educational development, across the curriculum. It is in this phase that learners have the opportunity to begin honing their abstract thinking skills, which are necessary for success in the later phases and Grades of schooling. Piaget (1977) sees this stage of the learner's development as the

Formal operational stage marking their acquisition of the abstract thought patterns so crucial to constructing factual texts successfully. Thus, the learner's systematic literacy development is critical to his or her development across the curriculum. And while the teacher is tasked with facilitating and guiding the learner through this development, the texts at the teacher's disposal are integral to the process.

In my observation, learners' language development in the Intermediate Phase is an area of concern. Investigating the extent to which the key language teaching and learning approaches are realised in textbooks is thus a crucial research task. As already indicated, the rationale is that these approaches underpin the curriculum and hence have implications for planning at various levels.

Therefore, the main purpose of this study is to gain insight into how a set of Intermediate Phase textbooks may enable language learning across the four skills, with a focus on the main non-fiction genres.

1.4.1. The research questions

The main research question of the present study is: *How do English Home Language (EHL) textbooks facilitate language learning within the Intermediate Phase (IP)?*

The subsidiary research questions are:

1. How are texts organised in the Curriculum and Assessment Policy Statement (CAPS) for EHL in the IP?
2. Do the language features suggested in the Curriculum and Assessment Policy Statement align with the factual genres to be studied and written in the 2-week cycles?
3. To what extent are the textbook activities sequenced according to the stages of the Teaching and Learning (curriculum) Cycle for implementing a text-based approach to writing information texts?
4. To what extent do the tasks and activities in the textbooks adhere to features of the Communicative Language Teaching (CLT) approach?

1.4.2. Aims and objectives of the study

The textbooks in question represent the translation of the curriculum. In other words, the textbooks are a publisher's rendition of their understanding of the CAPS. As such, they are also expected to provide teachers with a rationale for what they do (DBE, 2009). Teachers are encouraged to use the textbook daily in class to establish its importance (DBE, 2009), and to

make a concerted attempt at implementing and enacting CAPS. The main research aim of the study is thus to explore the extent to which the textbooks contribute to language teaching and learning in the classroom. When properly realised, the text-based and Communicative Language Teaching approaches offer vast opportunities for the learner's linguistic development. This calls for an in-depth analysis of the textbooks in relation to the following subsidiary aims and objectives, which are to:

1. identify and determine how texts are organised and named within the Curriculum and Assessment Policy Statement (CAPS) for English Home Language in the Intermediate Phase
2. explore whether the language features suggested in the CAPS align with the text types to be studied and written in selected 2-week cycles
3. explore the extent to which the activities in the textbook are sequenced according to the stages of the Teaching and Learning (curriculum) Cycle for implementing a text-based approach to writing information texts
4. examine the extent to which the tasks and activities adhere to features of the Communicative Language Teaching (CLT) approach.

1.5.Significance

English Home Language teachers in the Intermediate Phase are faced with the daunting task of preparing learners to work with an increased number of text types and to assist in enabling learners to succeed in the Senior Phase (including the move to high school). It is hoped therefore, that embarking on this study may offer key insights firstly, into the workings of the CAPS document at this level, in particular how CAPS informs textbook development; and secondly, on how textbook developers carry out the language teaching approaches which underpin the curriculum. Thirdly, the study will explore how the teaching of non-fiction genres such as the information report and explanation text types is handled by the publishers and writers of the textbook. This is crucial as these text types become increasingly prevalent in the content subjects such as the Natural Sciences and Social Sciences, as well as in the language subjects from Grade 4 onwards.

Additionally, a study of this nature is vital to the generation of suggestions and strategies for the training of pre-service teachers using text-based and communicative approaches in designing their own lessons. Equally, it is essential to further textbook revision and development.

1.6.Chapter outlines

This thesis consists of five chapters:

1.6.1. Chapter 1

This chapter introduces the study. It explains the purpose of the investigation, situated in the South African educational context. The chapter presents the framework for a discussion on the value of textbooks and their place across the various iterations of curriculum reform in South Africa. In the process, it introduces the research questions and the aims of the study.

1.6.2. Chapter 2

The second chapter reviews literature pertinent to the study. It establishes the theoretical frameworks which will be used to guide the analysis. Firstly, it identifies the key principles of the Communicative Language Teaching approach. Secondly, it examines Genre-based, or text-based, instruction and the Teaching and Learning Cycle as outflows of the Systemic Functional Linguistics framework. Finally, it explores the implementation of these approaches to language teaching and learning in conjunction with studies conducted in textbook analysis.

1.6.3. Chapter 3

The third chapter focuses on research design and methodology. It clarifies the context of the study in relation to its research aims. This chapter also presents an overview of the textbooks under scrutiny, and explains the details involved in the data collection and analysis processes. Limitations of the study are delineated here.

1.6.4. Chapter 4

The penultimate chapter presents the data selected, while simultaneously analysing it in accordance with the tools of analysis referred to in the theoretical frames specified in Chapter 2. A deductive approach to document and content analysis is used to interpret the data, elucidating the extent to which the key approaches to language teaching and learning have been carried out in CAPS for English Home Language in the Intermediate Phase, as well as in the textbooks.

1.6.5. Chapter 5

The final chapter summarises the findings of the study, and based on these, recommends ideas for further research.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The aims of the study fall primarily within the subject field of English Home Language (EHL) teaching and learning in relation to the Platinum textbook series. This analysis – captured in the research questions – seeks to ascertain the extent to which the theoretical principles of the text-based approach (TBA) and Communicative Language Teaching (CLT) are realised in these CAPS-aligned textbooks.

In this chapter I review literature relating to these language teaching and learning approaches – their key features, concepts and applications in the classroom.

I begin by establishing the theoretical frame in reviewing relevant literature on CLT, Communicative Language Teaching – notably its key features – as well as its use in the language classroom. In this endeavour I refer to literature on the Genre-based approach (GBA) to language learning. By drawing on the Teaching and Learning Cycle – an operationalisation of Systemic Functional Linguistics (SFL) – I focus on how this approach has been applied in language classrooms.

Next, I discuss combining of the communicative and text-based approaches for language teaching, as envisioned by CAPS. This is necessary for establishing the field of the study. Finally, I review selected key studies on textbook analysis within both the SFL-GBA and communicative frameworks.

Figure 2.1 (below) offers an overview of theoretical frames for language subject teaching as assessed in this investigative study.

Key theoretical frames underpinning CAPS for all Language subjects in South Africa:

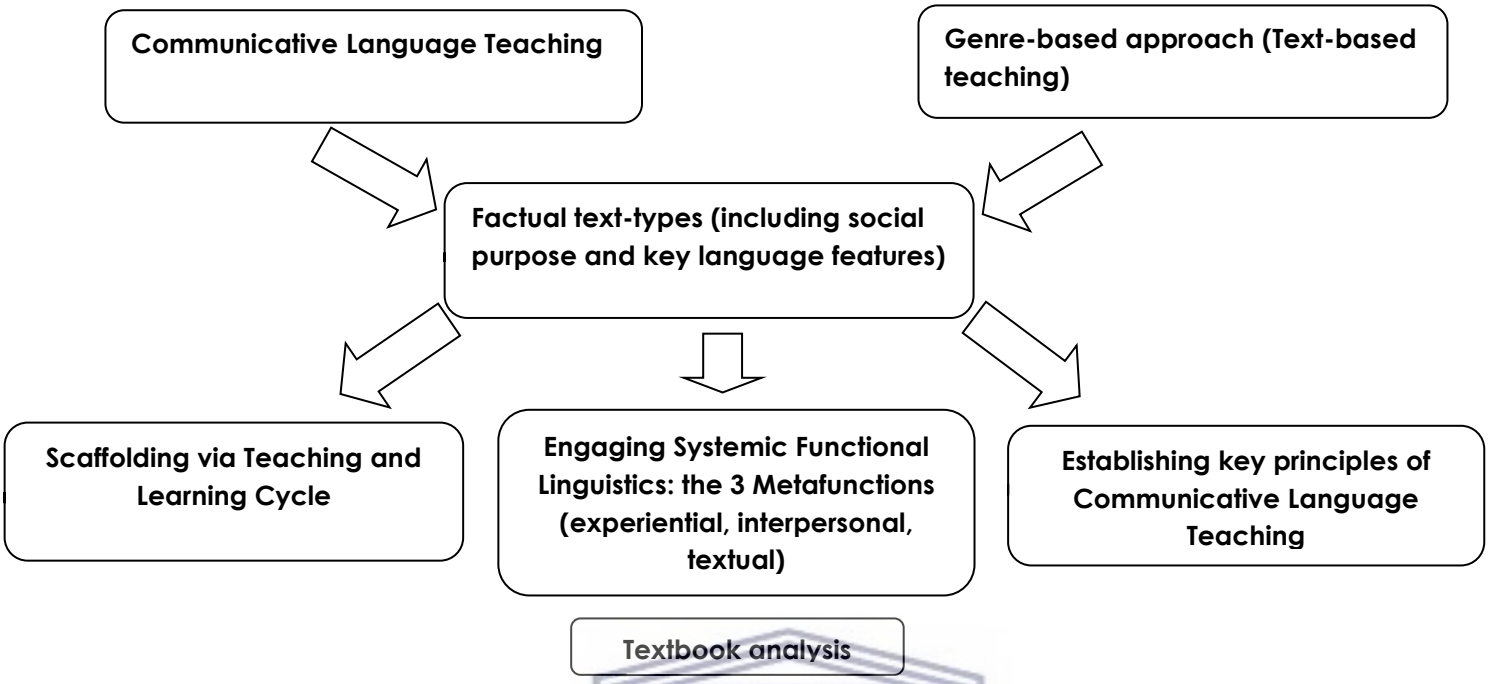


Figure 2.1.: Conceptual layout of study

2.2. Approaches to language teaching

2.2.1. Communicative Language Teaching (CLT)

Since the 1960s the general goal of instruction in the teaching of language has changed a great deal. This was initially in response to a new emphasis on a need to achieve communication, whether written or spoken (Mickan, 2012). The focus on communication drew attention to the necessity for redefining language learning outcomes relative to communicative purposes. The communicative approach thus came about as a response to traditional approaches to language teaching which had been focused on developing grammatical competence as the basis for language proficiency. This older grammatical approach emphasized learners' use of grammatically correct sentences, subjecting them to being drilled repeatedly in grammar rules (Alsaghiar, 2018).

However, the focus on grammar teaching alone failed to develop learners' language proficiency adequately, especially in the case of second language English speakers. This predicament called for a shift in emphasis to a more communicative approach to teaching language. According to Richards:

> Communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (2006, p. 2).

More specifically, the CLT approach considers conveying ideas as more important than accurate or correct use of language (Scheckle, 2009). The focus is therefore on expressing and creating contextual meaning. CLT has at its core the development of communicative competence in the learner. Hymes (1972) suggests that communicative competence consists of four aspects: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. These aspects have been expanded upon by various scholars, such as Gomez-Rodriguez (2010) and Richards (2006). The next few paragraphs describe each in detail.

Grammatical competence

Grammatical competence refers to the learner knowing and understanding the correct use of language forms, as without knowledge of the linguistic code, communication would be near impossible (Gomez-Rodriguez, 2010). Knowledge of the sentence level grammatical forms and the ability to recognize lexical, morphological, syntactical and phonological features of a language are crucial, as is the ability to use these to interpret and form words and sentences (Farooq, 2015). Furthermore, grammatical competence involves knowledge of the building blocks of sentences such as the parts of speech, tenses, phrases, clauses and sentence patterns, as well as how sentences are formed (Richards, 2006).

Discourse or textual competence

Discourse competence refers to the ability to produce and understand different types of texts, such as narrative, report, interview and conversation (Richards, 2006). It also involves every speaker's ability to connect sentences in a meaningful and coherent text (Gomez-Rodriguez, 2010). In other words, discourse competence refers to an ability to construct texts to express meaning with clarity. Discourse competence is also referred to as textual competence.

Sociolinguistic competence

Sociolinguistic competence involves knowing how to vary language use according to setting and participants. Furthermore, it involves the speaker or writer knowing when to use formal or informal language, as well as what type of language may be appropriate or not (Richards, 2006). This implies knowledge of the social rules of using language. Learners improve their

communicative competence through continued practice and experience in different contexts (Savignon, 1991).

Strategic competence

Strategic competence refers to knowledge about how to use various verbal and non-verbal cues to express meaning, and how to support communication when aspects of expression start to break down (Gomez-Rodriguez, 2010). In other words, strategic competence involves "knowing how to maintain communication despite... limitations in one's language knowledge." It may be seen in different kinds of communication strategies or coping techniques such as gesture and paraphrasing (Richards, 2006, p. 3).

This study thus investigates the texts and activities found in selected IP textbooks and seeks to explore the extent to which they contribute to developing communicative competence. While the four aspects of communicative competence are crucial, CLT in the contemporary EHL classroom includes such key principles as the use of authentic texts, varied patterns of interaction, the negotiation of meaning, and the integration of the four language skills.

The use of authentic texts involves using "from life" texts in the classroom. These may include signs or advertisements, magazines newspapers or other graphic and visual sources upon which a communicative activity might be based (Hamroyeva, 2018). Some have argued that the language classroom should mirror the real world closely and therefore utilize authentic materials as far as possible (Clarke & Silberstein, 1977 in Richards, 2006). For instance, Beaumont & Chang (2011) insist that the successful implementation of the CLT must involve the use of authentic texts as such materials provide key cultural information about the text as well as exposure to 'real language' (Richards, 2006).

However, textbooks often go beyond authentic texts to include didactic texts, that is, those written with the curriculum objectives in mind. This does not necessarily imply that quality communicative teaching is compromised. However, critics posit that authentic materials might also contain 'difficult and irrelevant' language, whereas created materials can motivate learners and focus on specific language use that contributes to the lesson at hand or the text being studied (Richards, 2006).

Despite (or perhaps due to) such critique, in recent years textbooks have taken on a more authentic look even when didactic texts are presented, for example when a text for reading is designed to resemble a newspaper article in lay-out, or when the text of a recipe simulates the

lay-out of a recipe book. Perhaps in recognition of such initiatives, Richards (2006, p. 21) states that "textbooks are designed to a similar standard of production as real-world sources such as popular magazines".

Such flexibility frees teachers to consider creating genres such as explanation and information reports with the lesson in mind. Such examples may be used to demonstrate the specific generic and structural features central to the objectives of the lesson. This approach might also contribute to valuable language learning and help learners to gain control of reading and writing increasingly challenging text types.

Realising CLT in the classroom also involves activating various opportunities for interaction and negotiation of meaning as CLT advocates that learners be encouraged to construct meaning through interaction (Zeghdoud et al., 2019). Interaction should occur in the class as a whole, in groups and/or through pair work. It may involve activities such as discussions, role plays, interviews or dialogues (Hamidi & Benaissa, 2018). Varying interactive opportunities is vital for the promotion and implementation of CLT as this is at the heart of communication (Brown, 2007). Hence, communicative activities should create further opportunities for the negotiation of meaning, during which learners are obliged to make themselves understood by speaking slowly, repeating and clarifying things for themselves while discussing different points (Firiady, 2018). For present purposes, this crucial dimension will be confined largely to an analysis of the textbook's activities for varied interaction.

In sum, the integration of the four language skills is integral to implementing CLT, and opportunities for related processes should be represented or recommended in the textbook. The idea that the four skills must each be taught in isolation is outdated (Ahamed et al, 2019; Mickan, 2012), as language educationists or researchers have come to acknowledge that we actually use more than one language skill at a time (Holden & Rogers, 1997). As emphasized by McDonough et al (2012), the realization of the value of the continual integration of the four language skills in language teaching has led to the design of integrated materials requiring the integration of different skills. Thus, in the CLT classroom, language skills are interwoven to teach students their uses for communicative purposes (Richards & Rogers, 2014). It is vital, therefore, to examine the textbooks for evidence of the integration of the essential language skills.

2.2.2. Implementation of communicative approaches

Since its advent in the early 1970s, CLT has been widely adopted in English Second Language and Foreign Language contexts around the world. In China, CLT was introduced as early as the 1970s; in Hong Kong and India, in the 1980s; in Bangladesh and Turkey during the 1990s (Heng, 2014). Recent studies confirm a continuing emphasis on CLT. In Turkey, Denkci-Akkas and Coker's (2016) mixed-methods study on the implementation of the Communicative approach in two high schools found that while both schools followed the same curriculum, one demonstrated a better implementation of CLT.

Other essential developments at the time included ongoing in-service training of teachers, updated language teaching methods and learning materials, and activities geared towards implementing CLT. In Bangladesh, Rahman and Pandian (2018) investigated the implementation of CLT in English Language Teaching (ELT) classrooms where they found that inadequate teacher training and a lack of educational resources meant that CLT was largely unsuccessful in developing a proficient use of English amongst learners.

In a recent study of Zimbabwean primary schools, Nyamayedenga and de Jager (2020) found that teachers' beliefs and attitudes had a strong influence on the quality of CLT implementation. They recommend that teacher training employ a less traditional approach to language teaching, and instead focus more on CLT.

In the South African context, English teachers have been using a Communicative Language Teaching syllabus since 1986 (Murray, 2009). The prominent status of CLT is retained in CAPS for all language subjects, at both Home Language (HL) and First Additional Language (FAL) levels. It is therefore troubling that Mulaudzi (2016), for example, finds that EFAL teachers have inadequate knowledge of CLT while being expected to implement it in accordance with CAPS. This finding is key to my study. It serves to emphasise the point that teachers' inability to follow the communicative approach leads to a heavy reliance on the textbook, and that the realization (or otherwise) of CLT principles in textbooks is therefore a worthy object of analysis.

2.3. Genre-based approach (Text-based instruction)

2.3.1. The term 'Genre'

Different forms of literary writing have been referred to as genres (Gibbons, 2015). These include poetry, novels, short stories, folklore and drama (plays). However, over time the term genre has been extended to include various types of factual writing. The word now also refers to the different ways things are achieved or performed through language in a particular society or culture (Gibbons, 2015). This broad definition of genre includes texts such as story, news article, liturgy, report, procedural instructions or advertisement. These vary, but each of them "occurs within a culture, has a specific social purpose, a particular overall structure, and is characterised by specific language features" (Gibbons, 2015, p. 99).

Furthermore, "genres evolve in a culture to achieve common social purposes that are recognised by members of the culture, so that the stages they go through are generally predictable for members of the culture" (Martin & Rose, 2012, p. 1). Along this continuum, Hyland (2007, p. 4) defines genre as "a term for grouping texts together, representing how writers typically use language to respond to recurring situations". And in simpler terms, Derewianka (1990) defines genre as the schematic structure of a text which helps it to achieve its purpose. This definition serves as a summary of the idea that all genres have a given purpose, and texts within a given genre will have a similar overall structure.

Yet often the term genre is conflated with the term text-type. Also, differing views exist on the use of these two terms. In the section that follows, the distinction between the terms genre and text type will be explored.

Biber (1989) sees genres as defined and distinguishable on the basis of systematic non-linguistic criteria, while he views text types as distinguishable strictly according to linguistic criteria or similarities in the use of co-occurring linguistic features. For him, text types are groupings of texts that share linguistic features irrespective of genre. Glasswell et al. (2001) describe genre as determined by functional purpose while they argue that text type is affected by mode (text form). They point out that the purpose to which the text might be put could be changed even if the text type remains the same. To illustrate this, they refer to the use of letters:

> Letters may be written to make complaints, to argue a point, to recount an event, to make an explanation, to tell an anecdote, or to advertise a product. In short, letters may have different purposes and, thus, the structuring of these texts and their lexico-grammatical resources will differ significantly, regardless of the fact that each will still be considered a letter in terms of layout and transmission (pp. 2–3).

Their view differs from that of Biber, who prefers to study *text types* instead of *genres*. Gibbons (2002, p. 54) acknowledges various genres which feature in school curricula, such as recounts, narratives, reports, procedures, arguments, discussions and explanations. Adherents of the Sydney School – which includes linguists such as Jim Martin, Joan Rothery, Frances Christie, Beverley Derewianka and Jenny Hammond – use the term *text type* to refer specifically to these *genres*. Their purpose in so doing is "in order to differentiate them from the wider range of genres used outside school" (Gibbons, 2002, p. 55).

Thus, for Gibbons it is more appropriate to use text type when referring to the genres used in school curricula. But, by contrast, Cummings (2003) sees text types as components of genre. He labels narrative, descriptive, expository, dialogue and monologue as categories of 'genre', while he categorizes the novel, travel brochures, articles, conversation and oration as 'text types' (Melissourgou & Frantzi, 2017).

Meanwhile CAPS (2011, p. 107) defines genre as "the types or categories into which texts are grouped". CAPS uses the term 'text type' when referring to the genres learners study. This apparent confusion will be explored in detail in subsequent chapters. The next section discusses genre-based pedagogy.

2.3.2. Genre-based pedagogy

The genre-based approach was developed during the 1980s to meet the needs of a multicultural Australian society, where a third of learners came from families speaking languages other than English. This context has similarities with local conditions which make examining it crucial to the application of the same approach in a South African context, as many learners in English Home Language classes come from backgrounds where English is not their first language (Farmer & Anthonissen, 2010).

In such situations, learning occurs more effectively if teachers are explicit about what learners are expected to do and to learn. This principle remains at the forefront of genre-based pedagogies. The Genre-based approach, with its roots in the work of Halliday's Systemic Functional Linguistics (1978) has been extended, as indicated earlier, by Derewianka (1991), Martin (1992) and Christie (1999), among others. This approach has been especially successful in disadvantaged contexts, where literacy practices such as reading and writing are not prevalent in the home. According to Mickan (2012):

> At present genre-based teaching is growing in influence. The focus of this approach is on spoken and written genres, using authentic examples as models. The grammar

> of the texts is analysed as functional for the realisation of the social purposes of texts (p. 17).

Furthermore, genre-based pedagogies have ties with Vygotskyan concepts such as 'mediation,' 'the zone of proximal development,' and Bruner's 'scaffolding' concept (Kerfoot & van Heerden, 2015). According to Feez and Joyce (2002), a genre-based approach is the most effective teaching methodology for implementing a text-based curriculum such as CAPS.

Indeed, Martin (1985) specifies that factual genres are crucial to learners' understanding of powerful forms of knowledge which may be embodied in said factual genres and text types. Hence, in relation to my study, the genre-based approach concerns access to the 'knowledge genres' or genres of power, especially those encountered for the first time within the Intermediate Phase (IP) (Grade 4-6) such as information reports and explanations. A great deal of the SFL focus (to be discussed in greater detail later in this chapter) is on the form and linguistic features of texts as a means of accessing and developing control of transactional texts – in the case of this study – of which factual genres such as information reports and explanations form part. Transactional writing involves "social, functional, media and information texts" (DBE, 2011, p. 19). According to the DBE (2010, p. 9):

> Transactional writing texts are either a response or an initiation of a response. As implied, these are 'transaction texts' – a friendly letter of appreciation will possibly yield a response, as much as a speech will get the audience won over or yelling in disagreement.

As alluded to earlier, transactional texts include letters, notes and even SMSs as well as advertisements, speeches and procedural texts. They involve factual recounts and information texts, such as news reports, texts providing the content of (other school) subjects and graphic or visual texts (DBE, 2011, p. 19).

Access to and facility in the information report and explanation genres in particular, is crucial for learners' linguistic development in the IP across the curriculum, as their subjects also become increasingly abstract in nature and they are required to produce factual reports in History (part of Social Sciences) and Natural Sciences and Technology.

Therefore, learners entering the IP cannot rely solely on their existing knowledge of stories (narratives) to understand how new (factual) text types work (Bua-Lit, 2018). Despite this the former are still the focus and key teaching text type used in the Foundation Phase (Grades 1-3). Implementing a text-based approach which exposes learners to a variety of new text types at Grade 4 level is thus crucial. Learner control of information and explanation text-types is

heavily dependent on the guidance and mediation of the teacher – through the processes of teaching (including modelling) their organisational structure and language features.

2.3.3. Genres taught in schools

According to the work done within the Sydney School, genre is described as "a staged, goal-oriented social process," as part of a functional model of language (Rose, 2018). This formulation is clarified as follows: "A genre is a social process because it unfolds in social interaction; it is goal-oriented to serve social functions that evolve in cultures; and it is staged because it usually takes more than one step to achieve its goals" (Rose, 2018, p. 60). *Figure 2.2* presents a detailed tabulation of the genres of schooling.

Through their research the Sydney School identified 'highly valued genres' students were expected to write at primary school level. According to Rose (2018):

> these kinds of educational texts are termed 'knowledge genres' and include different kinds of narratives (stories), chronicles (history and biography), explanations (of cause-and-effect), reports (to classify and describe), procedures (to direct actions), arguments (about issues and positions taken) and text responses (reviews of literature, arts, music) (p. 60).

This list (Figure 2.2.) clearly indicates that genres have certain characteristics that differentiate one from another: a specific social purpose, a particular overall structure, layout and specific language features (Gibbons, 2002). As Gibbons (2002) indicates, these genres will be referred to as text types with the intention to separate them from wider genres outside of school. Furthermore, where a text-based curriculum approach is involved, as in the CAPS for English Home Language, referring to these genres as text types is in keeping with the terminology used in CAPS for language subjects.

This study focuses on how CAPS presents the information and explanation genres, and in turn how what is advised in this document (CAPS) is re-presented in the textbooks being analysed. Here it must be noted that CAPS refers to "information texts" at various points throughout the Intermediate Phase curriculum document and it is thus necessary to conceptualise what may be understood by 'information texts' by establishing their generic features.

	genre	purpose	stages	phases
Stories	**recount**	recounting events	Orientation Events	*setting* *description*
	narrative	resolving a complication	Orientation Complication Resolution	*events* *problem* *solution*
	exemplum	judging character or behaviour	Orientation Complication Evaluation	*reaction* *result* *comment*
	anecdote	sharing an emotional reaction	Orientation Complication Evaluation	*reflection* *episode (includes other phases)*
Chronicles	**autobiographical recount**	recounting life events	Orientation Life events	*birth, family, early life* *events*
	biographical recount	recounting life stages	Orientation Life stages	*birth, family, early life, fame* *stages*
	historical recount	recounting historical events	Background Historical stages	*topic, background* *stage 1, 2… (para structure)*
	historical account	explaining historical events (causes & effects)	Background Historical stages	*topic, background* *stage 1, 2… (para structure)*
Explanations	**sequential explanation**	explaining a sequence	Phenomenon Explanation	*step 1, 2…*
	conditional explanation	alternative causes & effects (*if a, then b*)	(Phenomenon) Explanation	*condition 1, 2…*
	factorial explanation	multiple causes for one effect	Phenomenon:outcome Explanation	*outcome (preview factors)* *factor 1, 2… (para structure)*
	consequential explanation	multiple effects from one cause	Phenomenon:cause Explanation	*cause (preview)* *consequence1, 2… (para struct)*
Reports	**descriptive report**	classifying & describing a thing	Classification Description	*phases depend on topic* *(e.g. appearance, behaviour…)*
	classifying report	classifying & describing types of things	Classification Description	*type 1, 2…*
	compositional report	describing parts of wholes	Classification Description	*part 1, 2…*
Procedures	**procedure**	how to do an activity	Purpose, Equipment Method	*(hypothesis, ingredients…)* *steps*
	protocol	what to do & not do	Purpose Rules/List	*rules, warnings…*
	experiment/observation report	recounting & evaluating experiment/observation	Aim, Equipment, Method Results, Discussion	*(hypothesis, preview)* *steps* *(review) evaluate results*
	case study	recounting & evaluating instances	Issue, Background, Description, Evaluation Recommendations	*phases depend on topic & length*
	strategic plan	planning strategies	Purpose, Background, Strategies, Evaluation	*phases depend on topic & length*
Arguments	**exposition**	arguing for a point of view	Thesis Arguments Restatement	*position statement, preview* *arguments, para structure* *review, restate position*
	discussion	discussing two or more points of view	Issue Sides Resolution	*issue statement, preview* *sides, para structure* *review, resolve issue*
Responses	**review**	evaluating a literary, visual or musical text	Context Description of text Judgement	*text, author (audience)* *steps/components of text* *evaluation of text*
	interpretation	interpreting themes or aesthetics of a text	Evaluation Synopsis of text Reevaluation	*text, preview of themes* *themes, techniques, para struct* *evaluate, synthesise themes*
	comparative interpretation	interpreting themes in multiple texts	Evaluation Synopsis Reevaluation	*texts, preview of themes* *by themes or by texts* *evaluate, synthesise*

* brackets = optional, dots = etc., para structure = topic, elaboration (evidence, examples, reasons), point (link to topic)

Figure 2 2: Schooling genres including sub-types and generic features (Rose, 2018, p. 80)

Table 2.1 which follows, is an amalgamation of information found in Derewianka (1991), Droga and Humphrey (2003) and Rose (2018). Its purpose is to depict generic features found in the information report, and in explanation and procedure text types. In CAPS, instructions (procedures) are also classified as information texts in the section subtitled "Spread of texts

table" (DBE, 2011, pp. 25-26), and in the section on teaching plans. Chapter 4 will delve deeper into this point.

Table 2. 1: Generic features of factual texts

Genre (text type)		Social purpose	Overall structure	Key language features
Information reports	descriptive report	classifying and describing a thing (specifically)	general statement/ classification with a definition – facts (descriptions and/or characteristics) about various aspects of the topic, marked with sub-headings or topic sentences – conclusion may also be accompanied by diagrams, photos and illustrations	common nouns with some technical classificatory terms; the timeless, simple present tense; introducing the passive voice, linking verbs, action verbs; descriptive language that is factual, precise and objective in nature
	classifying report	classifying and describing types of things (generally)		
	compositional report	describing parts of wholes		
Explanations	sequential explanation	explaining a sequence	Identification of Phenomenon – explanation may also be accompanied by diagrams, photos and illustrations	Use of general, abstract, technical, non-human nouns; factual and classifying adjectival phrases; action verbs in simple present tense; relating verbs to do with cause and effect; adverbs and connectives of time; passive voice; nominalisation to summarise events and to add scientific quality to explanation
	Conditional explanation	citing alternative causes and effects (*if a, then b*)		
	Factorial explanation	citing multiple causes for one effect		
	Consequential explanation	citing multiple effects from one cause		
Procedure		Telling how to make or do something (providing steps)	Goal of activity – identifying materials needed to achieve goal – steps (sequence of steps needed to be followed to achieve goal) may also be accompanied by diagrams, photos and illustrations	Use of command verbs and imperative sentences; use of action verbs specific to the field (topic/goal); text connectives, adverbial phrases of time, manner, place; use of dependent clauses to express conditions, reasons, consequences, warnings, etcetera

In summary of the rationale for genre-based teaching and learning, I refer to Hyland's (2007) description of five key traits of the GBA. Firstly, it is pedagogically transparent in that it discloses what learners are to learn and how they will be assessed. Secondly, it draws on SFL

(discussed in subsequent sections) to show how specific linguistic choices relate to the context of use and to the language system in general. Thirdly, it is framed by a perspective on teaching as a form of assistance that supports learners' evolving ability to create meaning during language activities. Fourthly, it enables a context for teaching as an intervention to empower students to access, understand and challenge prominent genres (and text types). Finally, the GBA aims to increase learners' and teachers' awareness of how texts work. To this end it makes explicit the language resources texts use and the social reasons why they use them (Rivera, 2012).

It is a principal feature of the genre-based approach that explicit knowledge expands learners' meaning-making potential – that is, their ability to deploy language flexibly to achieve various functions in context (Halliday & Matthiessen, 2014 in Rose, 2018). In realising these features of the genre-based approach adequately in conjunction with text-based teaching, the teaching and learning cycle plays a crucial role in South African education.

2.4 The Teaching and Learning Cycle (TLC)

Genre theorists are concerned not only with what learners are taught, but also with how they are taught (Derewianka, 2015). To activate access to genres of power within the English Home Language classroom it is crucial to discuss the Teaching and Learning (Curriculum) Cycle (TLC) (Feez & Joyce, 1998) in detail.

With its roots in sociocultural learning theory, the TLC emphasizes processes of collaboration and interaction between learners, and between learners and teacher in the process of studying and producing, various text types.

As demonstrated in Figure 2.3, the TLC involves five stages. The application of these has been shown to enhance the teaching of writing amongst learners in English Home Language and English Additional Language classes. Examples of such successes may be found in studies by Hammond (1990), Derewianka (1991) and Kongpetch (2006).

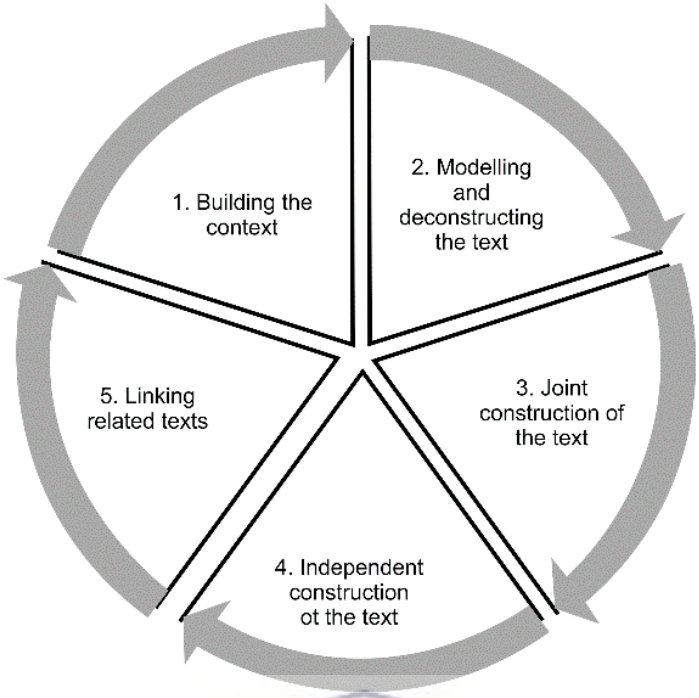


Figure 2. 3: The Teaching and Learning Cycle (Feez, 2002)

As can be seen in the flow-chart, the Teaching and Learning Cycle is divided into five stages. These are: i) building the context or field; ii) modelling/deconstructing the text type; iii) jointly constructing the text type; iv) independent construction and v) linking text to related texts. In this study the fifth stage will be omitted (linking to related texts) as it exceeds the scope of the research, which focuses on the scaffolding learners are given from one textbook activity to the next, ultimately to be enabled to produce the genre (text-type) in question. Richards (2006) and Gibbons (2015) present the TLC model by Feez and Joyce (1998) as outlined in the section which follows.

Stage 1: Building the Context

In this stage, learners are introduced to the social context of the text type to be studied. Here they start exploring the social purpose of the text and begin to develop knowledge of the topic they will eventually write about. Context-building activities include presenting the context through pictures, audio-visual materials, realia, excursions, field-trips or guest speakers among others. The social purpose may be established through discussions or surveys, cross-cultural activities, such as contrasting the use of the text between two cultures or with other texts. Illustrations of this include comparing a job interview with a complex spoken exchange involving close friends, a colleague, or a stranger in a service encounter.

Stage 2: Modelling and Deconstructing the Text

The aim of this stage is to build up learners' language knowledge about the genre being taught (Gibbons, 2002). This necessitates having good model texts to illustrate the key generic features of the text type. Learners investigate the structural pattern and language features of the model and compare the model with examples of the same text type. At this level more in-depth work is done to identify language features specific to text types, as well as how these language features contribute to the ways in which the text achieves its structure and purpose (Derewianka, 1990). This stage also presents a receptive context in which to use or introduce "metalanguage to talk with learners about the features". Metalanguage is a reference to linguistic terms such as organizational structure, connectives, linking verbs, and so on (Gibbons, 2002, p. 118).

Stage 3: Joint Construction of the Text

In this stage learners and teachers commonly write or construct a version or versions of the text type together.

They begin to contribute towards the construction of whole examples of the text type. As units of work around a given text type evolve, the teacher gradually reduces their contribution to text construction to enable students to move closer to controlling text type independently. During this stage of the TLC, the learners actively participate by providing the subject matter for the text. The educator scaffolds the process by assisting with the coherent organization of the subject matter provided by the learners (Derewianka, 2003).

Joint construction thus involves valuable collaboration between the teacher and learners in their construction of new texts. This stage is especially important in the Intermediate Phase, as it corresponds with a time when learners encounter many new genres, such as the information report and explanation genres. Therefore, if the learner is to develop control of different factual text types, it is crucial to devote time to joint construction as an indispensable stage in this process (Feez & Joyce, 1998).

According to Gibbons (2002), joint-construction activities include the following:

- teacher questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency
- skeleton texts
- jigsaw and information-gap activities
- small-group construction of texts

- self-assessment and peer-assessment activities.

Stage 4: Independent Construction of the Text

At this stage, learners work independently with the text. If the previous three stages have been followed attentively, learners should by now have developed familiarity with the text type in hand. By drawing on their own understanding as well as perhaps doing further research, writing notes, creating thought-/mind maps to organise their ideas, and writing drafts, learners work on producing their own examples of genres being studied. Having been supported by further comments from the educator and/or peers, learners now produce a neat final text independently (Feez & Joyce, 1998; Derewianka, 2003). Following independent production, learner performance is often used for assessment purposes (Richards, 2006).

It is hoped that the foregoing outline of what is encompassed by the Teaching and Learning (curriculum) cycle (TLC), illustrates that the latter encapsulates the teaching of all the language skills as stipulated by the CAPS. Besides empowering learners by providing access to dominant genres of writing, it has close ties with SCT as the TLC centres on practices such as mediated learning (as occurs in the joint construction stage) and assisted learning as the learner develops facility in using or creating the given text-type. This occurs by scaffolding the processes the learner undertakes, from the known to the unknown (Lantolf & Thorne, 2006).

The TLC is therefore a crucial pillar of a text-based approach to language teaching and learning and should be used to explicitly teach genres with all their facets and features. Thus, it is the aim of this study to explore the extent to which textbook developers are following the TLC to scaffold their activities as learners move toward developing control of factual text types in particular.

2.5. Systemic Functional Linguistics (SFL)

The present study is informed by the model of language as text in social context developed by systemic functional linguistic theory (SFL) (Halliday & Matthiessen, 2014 in Rose, 2018). According to Hyland (2002) as cited in Correa and Echeverri (2017, p. 46), SFL or systemic functional linguistic theory is related to "using a systematic model of language and a metafunctional grammar to teach English learners how to use academic genres".

This model is critical to integrating language learning with curriculum learning, as the social contexts of education are realised in pedagogical texts (PETAA, 2014; Rose, 2018). Educational contexts include the content of the school curriculum and the activities through which this content is taught and learnt. The curriculum is learnt through the language in which

it is written in texts and discussed in the classroom (Rose, 2018). Approaches based on systemic functional linguistic theory constitute powerful pedagogical tools for teaching and learning a second language because the linguistic resources found within SFL can readily be used to analyse curriculum documentation pertaining to subject English at home language level (Van Heerden, 2015). In this regard it is important to note that many learners in English Home Language classes are second or even third language English speakers, and thus such analyses provide helpful educational insights.

A few terms and concepts from the SFL model will be used throughout this study, notably in the section covering data analysis in Chapter 4. What follows are introductory remarks on their significance in this thesis.

As already indicated, SFL constitutes a functional pedagogical approach, as it focuses on the functions of language in different social contexts (Halliday, 1994). According to Rose (2018, p. 64), SFL is 'systemic' because it focuses on the organisation of language as systems of resources for making meaning. SFL recognises that language is used for certain purposes and that different genres are used to achieve these requirements.

In this paradigm three dimensions of 'social context' are isolated namely, *field, tenor* and *mode*. These three dimensions are jointly known as the 'register' of a text (Halliday, 1994). Firstly, *field* refers to the topic or subject-matter being developed and spoken or written about. For learners to succeed at school, they need access to the language resources required to develop control over different fields of knowledge, and the language choices will vary depending on the field (Derewianka, 2015).

Secondly, *tenor* refers to the roles and relationships between participants. According to Derewianka (2015), the nature of relationships within the classroom greatly contributes to the quality of the learning environment, especially where pair, group and whole class activities are concerned.

Thirdly, *mode* refers to how the text is composed and presented – as either written, spoken or as multimodal. As learners move through the grades of school, they will need to comprehend and write more dense and complex texts in the written mode. These styles or modes of writing require specific linguistic skills to use language in ways that differ significantly from the oral mode (Derewianka, 2015).

A genre is constituted by the coming together of these three dimensions in a manner that is predictable to members of a culture. These register variables correspond at the linguistic level

to what Halliday labels, the three language metafunctions (Halliday, 1994) namely, the experiential (or ideational), the interpersonal and the textual. The import of Halliday's theory is that language functions to represent how we experience the world (experiential metafunction), our interaction with others (interpersonal metafunction) and the manner in which we organise our ideas and thoughts. Hence the function of language is to represent us in these ways in the form of texts, whether spoken, written or multimodal (textual metafunction) (PETAA, 2014). These metafunctions are a set of resources we can draw on to create meaning with and in various texts. Furthermore, we make choices from these systems of resources depending on the particular context.

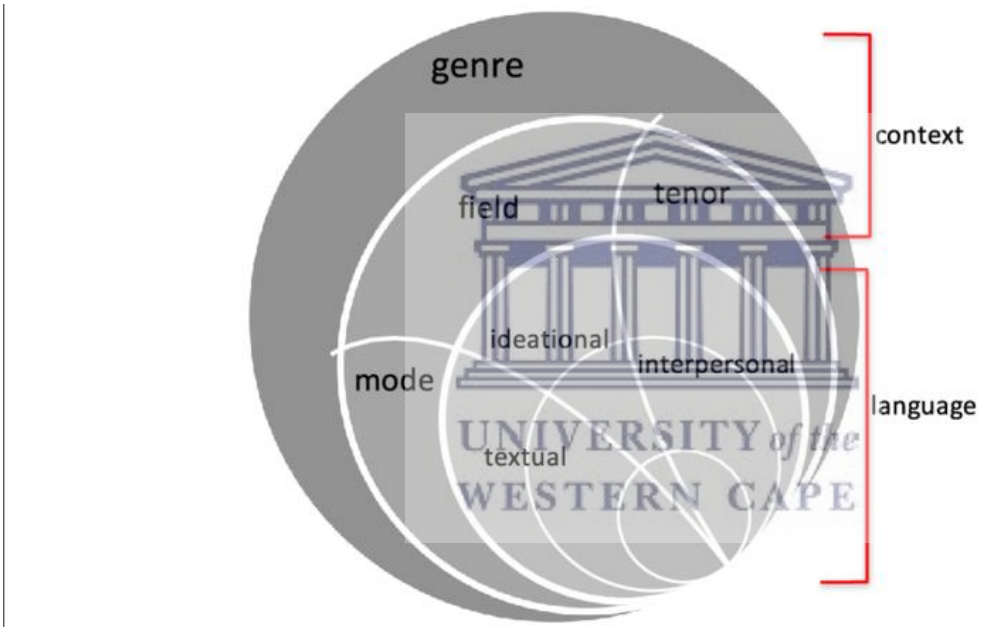


Figure 2.4: Relationship between register variables and the metafunctions (adapted from Rose, 2019)

The experiential or ideational metafunction

The experiential metafunction involves how we can use language to represent our knowledge of the world and to make sense of our experiences (Droga & Humphrey, 2003). It describes the topic at hand. Experiential meaning is concerned with how we name and describe processes such as occurrences, action, behaviour, activities – when responding to "what is going on" (Droga & Humphrey, 2003; PETAA, 2014). It also concerns elements regarding "who is involved" or the participants, such as people, places, things, concepts, and so on.

The experiential metafunction also concerns information or details relating to the 'when, where, how' – represented as circumstances. With these aspects in mind, writers would thus be

required to draw on grammatical resources as these relate to participants, processes and circumstances. This will allow them to develop the *field* of a social activity and thereby include whole texts such as an information report or explanation.

The interpersonal metafunction

The interpersonal metafunction involves how we use language for interacting with others: in establishing and maintaining relationships and in expressing attitudes and opinions (Droga & Humphrey, 2003). Interpersonal resources are concerned with the structure of clauses and sentences as statements (declaratives), commands (imperatives) and questions (interrogatives). This involves how particular positions are taken in our interactions, and how grammatical items like pronouns are used when we establish relationships between writers or speakers and their readers or listeners. In terms of the interpersonal metafunction, linguistic choices are greatly informed by the writer's stance towards information and how they wish to position themselves and the reader.

The textual metafunction

The textual metafunction involves the use of language to weave meanings into a coherent and cohesive whole. Textual meaning thus concerns the way language is used to organise participants, processes and circumstances within texts.

The grammatical resource of theme is vital to the realization of textual meaning in whole texts. Themes come in a variety of forms. One type is known as the experiential theme. The function of experiential themes is to indicate the topic of a clause. In the case of interpersonal themes, their function is to indicate adverbials which introduce experiential themes. For example, '*Surprisingly*, George picked up the bat'. Another variety is textual themes. These serve as cohesive devices, and include words or phrases such as 'Moreover', or 'As a result of'.

Thematic choices serve the further purpose of structuring information into theme/rheme positions (Droga & Humphrey, 2003). In this binary the theme, usually consisting of subject and the first main verb, is followed by the rheme, where 'rheme' refers to the rest of the clause. Another key grammatical resource in the analysis and construction of 'information texts' is nominalization, which involves condensing information by turning verbs into nouns, such as employ – employment, pollute – pollution. Such textual resources are integral to comprehending and forging links across a text.

Using the linguistic resources associated with the three metafunctions outlined in the foregoing sections is a valuable way of exploring the extent to which texts have been created with specific

intentions in mind. Also, for the ways in which texts' adherence to the features of the genre enables writers to make clear what those intentions are. Thus, when considering an information report, learners would have to engage in several initiatives. Firstly, they would have to draw on resources for expressing and connecting their knowledge and ideas about the field or the topic at hand. Secondly, they would draw on interpersonal resources to help them when developing a more distant relationship with the subject. This could involve being reminded to avoid personal pronouns or to be alert to linguistic choices that adopt particular stances or positions. At this stage, they could be assisted in acquiring ways of maintaining a neutral tenor. Thirdly, learners could be referred to specific linguistic resources as they attempt to organise the information in a coherent manner. They could acquire the valuable skill of learning how to reflect control of the written mode.

In this study, the texts selected for use in the textbooks are investigated with the aim of understanding how they reflect the elements outlined in the foregoing section. Hence, in this research project the texts have been analysed in relation to the grammatical resources associated with the three metafunctions. I assess the levels of genre awareness shown by the textbook writers/developers to probe the generic quality of the texts identified as "information texts". In other words, I seek to establish whether they are good models for assisting learners to develop control over information and explanation genres.

2.6. Some key applications of SFL-GBA in educational settings

As already indicated, SFL-GBA teaching usually incorporates the teaching and learning cycle (TLC). The TLC represents a systematic approach guiding learners of English, notably those who are not first-language English speakers, to produce texts that demonstrate sound genre awareness. The TLC also offers learners opportunities to develop their knowledge of how to use grammatical features for the contexts in which they are expected to write (Nagao, 2019). Thus, most international as well as local studies recognize the value of incorporating the TLC for language development in the four main skills – listening, speaking, reading and writing – and in writing more complex text types. Studies are, however, limited to textbook analyses from a GBA-SFL perspective, and mostly focus on curriculum documentation at tertiary level rather than at primary school (Nagao, 2019; Yasuda, 2017).

A project entitled the Disadvantaged Schools Program (DSP) concentrated on a genre-based approach rooted in use of SFL metafunctions where the goal was to teach knowledge and

literacy for writing in the field of Science (Yilong, 2016). The first phases of the DSP were initiated in Australia in the 1980s to bridge the gap between high-achieving learners – usually from upper middle-class backgrounds – and those who were disadvantaged (Rose, 2018). According to Rothery (1986), disadvantaged learners are:

> those who learn the structures of texts largely of their own accord. They are not explicitly taught how to organize written texts but through their reading and pattern of interaction, they develop mastery of a range of written varieties. The disadvantaged are those who, for a number of reasons do not develop mastery of the way written texts are organized to achieve goals. Included in this group are children learning English as a second language; children whose families are from a different culture; children who are poor readers and children from certain socio-economic groups in the community (p. 79).

This mirrors the situation in South Africa today, where the majority of learners – even those in EHL classes – come from homes and wider communities in which languages other than English are spoken. With regard to the genres of power such as information reports and explanations, learners therefore need to be explicitly taught to comprehend and produce these. A fundamental aim of the DSP was to enable learners to contribute positively to society. Interestingly, this overlaps with some of the aims and objectives of the CAPS curriculum.

A key study stemming from the DSP is the "Learning to read, Reading to learn" project (Rose & Acevedo, 2006). According to Rose (2018), Reading to learn (R2L) is more than a classroom methodology; it is a professional learning programme providing educators with knowledge about pedagogy and language, which they can apply in working with their learners. The R2L methodology:

> includes a system of carefully designed teacher-guided activities that enable all students in a class to 1) engage in curriculum texts that may be well beyond their independent reading capacities, 2) interrogate passages of text with detailed comprehension, 3) recognise patterns of language choices, 4) appropriate these language resources into their own writing, and 5) construct texts with effective organisation and language choices to achieve their purpose (Rose, 2018, p. 60).

The R2L methodology incorporates SFL features by introducing teachers to the idea of 'the text in social context'. Rose (2018) describes the successful results achieved with 400 educators who took the methodology into their classrooms after having received training. Successes included their being better positioned to bridge the gap between high performing and low performing learners, as well as to enhance the ability of higher performing learners. While R2L methodology focuses on teacher training and in-class methodology, it adds value to my study

in its use of the TLC and by emphasising the construction of texts which use grammar in context, thereby facilitating the development of learners' language skills.

Genre-based pedagogies have come to occupy a central place in language education in South Africa. The following studies, amongst others have focused on the use of GBA in the primary years of language and literacy development:

- Ngece (2014), who investigated isiXhosa language literacy practices in the Foundation Phase;
- Kerfoot and van Heerden (2015), who used a genre-based pedagogy to improve Grade 6 learners' writing of the information report genre;
- Allen (2015), who included aspects of the GBA in looking at the writing pedagogy of the news report genre across the IP; and
- Mohlabi-Tlaka (2016), who explored the contribution of a GBA to English education for communicative competence.

With the exception of Ngece's, all these studies look at developing learners' writing skills in English as a second rather than a first or home language. Furthermore, their focus is in-class pedagogy, not textbook analysis. Herein lies a vital gap in the research because as discussed in Chapter 1, textbooks are often integral to in-class practices.

The genre-based approach informed by SFL has many benefits, especially when considering the value of moving learners systematically through the TLC to develop their control of factual genres. According to PETAA (2014), a GBA-SFL approach develops learners' competence across the four language skills. It keeps learners engaged in their language learning, aids them in reading more confidently, develops a greater range of vocabulary when speaking and writing, gets learners writing more successfully and enables them to enjoy thinking and talking about language in a way that makes sense to them. Despite these benefits, criticisms of this approach do exist, as discussed below.

2.7. Criticisms of GBA

Critics of the GBA have argued that due to the focus on model text types, creativity on the part of the learner may be lost or compromised (Richards, 2006). There is a concern that the approach may become repetitive and boring over time since the TLC described in the foregoing section is applied to the teaching of all four skills. However, this view may be contested because using model texts as a basis provides opportunities for the learner to develop facility and control

over factual genres in particular, as well as associated text types in the Intermediate Phase of primary school (Gibbons, 2002). Based on this knowledge, learners could experiment with hybrid genres and new text types as they move into higher Grades. Furthermore, even though the TLC remains the same, a range of activities might be embarked upon to keep the approach fresh. Also, textbook developers might include a range of activities in the hard-copy and in the e-book to sustain the scaffolding process across the stages of the TLC, making these suitably relevant to learners at each specific Grade.

Another noteworthy critique is that the teaching of genres of power will not automatically bring about social and economic access (Cope & Kalantzis, 1993). While this may be true, many learners from disadvantaged backgrounds have to rely on the genre-based approach and text-based instruction in the English classroom for exposure to the vital factual genres and text types which will enable them to participate in academic discourse. For this reason, genre teaching is valuable for exposing learners from various backgrounds to text types they may not have otherwise explicitly encountered. The Teaching and Learning Cycle (TLC) further systematically scaffolds their activities thus allowing them to produce their own examples of these genres of power.

A final critique to note is that even the explicit teaching of genres and text types will not necessarily enable the learner to produce their own sound and critical examples of these genres. In response to such criticism, genre theorists such as Christie (1996) and Martin (1993) contend that learners should be taught the generic features distinctly, including grammatical features which align with certain genres, so that they may see how language works meaningfully towards realizing the social purpose and function of texts. This type of approach represents a sound attempt to empower learners by helping them to develop control over linguistic resources necessary for writing and talking about different texts (Kerfoot & Van Heerden, 2015).

2.8. Bridging the gap: A communicative/text-based approach to teaching EHL

The success of teaching language to help learners acquire competence in written and spoken communication lies in the teacher's skilful and integrative execution of the communicative and text-based approaches (Mohlabi-Tlaka, 2016). The CAPS document for English Home Language (EHL) in the Intermediate Phase (IP) explains that "the text-based approach and communicative approach are both dependent on the continuous use and production of texts" (DBE, 2011, p. 12). For present purposes, it is therefore crucial to outline the

communicative/text-based approach (Tsakona, 2016)[1], to the extent that it informs the development of EHL textbooks.

Tsakona (2016) identifies key tenets of the communicative/text-based approach (CTBA). Its starting point is that language should be used as a text in relation to a communicative setting. The aim is to encourage learners to produce oral and written texts in the classroom and beyond, with specific and explicit intentions. In this paradigm, varied forms of interaction are to be encouraged as learners engage with different types of texts and develop and negotiate meaning together, before working independently.

These communicative activities – which include genre-based principles – are intended to fall within the guidelines for developing teaching and learning materials such as textbooks.

The developers of textbooks are therefore expected to make a concerted effort to separate genres clearly, especially from Grade 4 upwards, as at this stage learners are being introduced to many new genres and text types for the first time. The clear separation of genres is designed to enable learners to recognize the same or similar genres (Martin & Rose, 2012).

Furthermore, textbooks should also contain opportunities for developing a metalanguage that can be used when discussing texts and their features (Harman, 2017; Achugar et al., 2007). This includes language features (grammar) linked to the genres being studied at a given time (Derewianka, 2015). Accordingly, Murray (2009) states that:

> Grammar and vocabulary should be taught in a communicative approach but within the context of a text. Attention is paid not only to the form of grammatical items, but also to their meaning, that is to demonstrate how changing the grammar changes the message of a text (p. 21).

While genre identification may be complicated, the use of SFL-informed principles will contribute to greater genre awareness. This is because these principles combine the functional purpose and register variables and include activities that draw attention to these as learners progress through the Teaching and Learning Cycle (Melissourgou & Frantzi, 2017). Tsakona (2016) advises that an awareness of the idea that genres may be characterized by the sum of

[1]Tsakona, V. (2016). Departmental handout: Accessed at https://eclass.duth.gr/modules/document/file.php/ALEX03242/3.1.Tsakona%20handout.pdf [Accessed 13 October 2018]

communicative purposes recognizable by the members of the community, must be adhered to in the production of textbooks.

Scaffolding the learner's linguistic development across the TLC therefore creates opportunities for authentic communication and negotiation of meaning. Textbooks should thus include activities that facilitate this type of communication as learners move from activity to activity in preparation for writing their own texts.

2.9. Research on textbook analysis following the CLT and GBA frameworks

The practice of using textbooks is, according to Robinson (1981), as old as writing itself. Increasingly the use of English language textbooks is becoming widespread, and in English speaking contexts across the world textbooks have developed from books containing mostly written language, to visual and multimodal documents, presented in magazine style format (Martin & Rose, 2012).

Today textbook developers do their best to demonstrate audience awareness in designing attractive books for the young learner to engage with. As a consequence of efforts towards realising theoretical pedagogical approaches, textbooks also provide educators with guidelines concerning syllabi and the curriculum to be taught as well as methods and materials, with texts (Fatima et al, 2015).

Sheldon (1988) in Fuyudloturromaniyyah (2015, p. 52) defines textbook analysis as a "thorough investigation of textbooks using some kind of consistent evaluation procedure and criteria to identif(y) particular strengths and shortcomings in textbooks already in use". Sheldon's assertion is that textbooks are designed to help language learners improve their linguistic and communicative skills (Sheldon, 1987). Analysing textbooks is thus important for gauging not only their merits, but also their effectiveness in activating the objectives of a curriculum, and for ascertaining the quality of language teaching in general (Fuyudloturromaniyyah, 2015).

This extended definition is central to the present study, as I analyse a sequence of textbooks. As indicated, my objective is to investigate the extent to which they adhere to two pivotal language teaching approaches namely, Communicative Language Teaching and text-based teaching. It follows that what is required is a review of key studies which address textbook analysis, to demonstrate what research has been done and so to ascertain where my study fits into the body of research.

Using a 'process-genre-based approach', Na and Lee (2019) analyse the writing tasks in English textbooks used in the lower Grades of South Korean High schools. Their study recommends that more overt genre awareness activities are needed in the textbooks, since "without explicit instruction on generic features, students may not develop genre knowledge" (p. 122). To avoid the divorce of grammar from genre, it further recommends that within the build-up to writing tasks, grammar sections be linked to such tasks in each unit. The study also identifies a general lack of sufficient scaffolding, required if learners are to produce more complex text types such as different types of reports and explanation texts (among others), in textbooks.

In their research, Dalimunte and Pramoolsook (2020) analyse the generic structures of texts to classify each according to genre. Their study draws attention to the value of deconstructing textual structures to facilitate students' comprehension of texts. The study is concerned with identifying and classifying genres from an SFL perspective, and it therefore focuses on factual genres, including explanatory and information reports. While their investigation concentrated its efforts on university economics textbooks, the finding that students were able to identify and classify different genres based on structure and certain generic features is relevant to the objectives of my study.

It has become evident that while numerous studies analyse textbooks, few focus on primary school textbooks. In particular, there is a distinct paucity of research in South Africa on the extent to which genre-(text) based instruction is carried out. In the next few paragraphs, the use of CLT as a framework for textbook analysis will be explored.

CLT as a framework for textbook analysis

Working within the Taiwanese context, Chung (2017) found that while many English language textbooks have been created with the inclusion of CLT principles and activities, in the teaching of grammar, facilitators still adhere to traditional approaches. Chung suggests five activities through which grammar can be taught from the perspective of a communicative approach. These include games, natural or authentic contexts, activities that balance the teaching of language skills, "personalization of activities within textbooks", and adjusting the role of the teacher (Chung, 2017, p. 47).

Comparative Studies

In line with Chung's research, Ko (2014) conducted a study in Hong Kong and Malaysia. This comparative study found that in both textbooks under scrutiny, a more traditional and structural

method for teaching grammar was being followed. The author noted that the textbooks included communicative activities based on authentic material and personalized contexts which vary the interaction between learners. However, grammar was still not being taught in an integrated communicative manner. Another key finding of Ko's comparative study was the importance of including CLT principles in pre- and in-service educator programmes.

Similarly, Ahmed et al. (2019) analysed textbooks used in the lower Grades in the Pakistani context. Results of their investigation which used a checklist of CLT principles revealed that while some evidence of CLT in the textbooks was evident, there were also significant gaps. The textbooks did not provide sufficiently varied interaction, nor did they follow the principle of equal and balanced development of the four language skills. Their study concluded that such deficiencies could lead to serious "hurdles in developing communicative competence" (Ahmed et al., 2019, p. 27).

Muhsin's (2016) analysis of a high school English textbook in Bangladesh found that it adhered to key CLT principles. Textbook activities involved pair and group work, with many varied exercises in reading, writing and speaking including role-plays, discussions and debates. However, the textbook also lacked effectiveness and failed to treat the four language skills equally. Vocabulary development activities were lacking, and students were bombarded with unfamiliar English words. This made navigating the textbook challenging for teachers and learners alike.

In a similar vein, Goodarzi et al. (2020) used a CLT model to examine the cognitive and communicative potential of three Iranian textbooks in a junior high school. They found that the textbooks failed to satisfy communicative principles sufficiently as they lacked "some crucial ingredients of CLT such as … the use of authentic texts and skills integration" (Goodarzi et al., 2020, p. 196). Elsewhere, Gomez-Rodriguez (2010) conducted work in Colombia, in which five English language textbooks were analyzed. These were presented as having being founded strictly on communicative principles.

Not unusually, while the books demonstrated an awareness of CLT, the researcher found that they could not be entirely relied upon to develop communicative language competence. Instead, they were more grammar-based than skills-based, lacking quality development and integration across the four language skills. There was also a lack of thematic development across the units of work, and communicative activities with "social communicative interaction

and meaning negotiation through real, contextualized activities [accounted] for only 20.66% of language activities" (Gomez-Rodriguez, 2010, p. 337).

Ander (2015) analysed a Grade 9 English textbook used across Turkey for its adherence to the tenets of a communicative approach and its realization in the various skills and sub-skills. The author found the textbook to be complicated in design and not clear in its instructions and application of CLT principles. It found that while awareness of CLT was present in the textbook, it fell short of supplying meaningful communicative practice and opportunities for interaction.

In general, the research reviewed does demonstrate adherence to CLT principles in textbooks, but in many cases there are shortcomings. In the South African context there is a significant paucity of research into textbook analysis of CLT features. Furthermore, research into textbooks with a CLT orientation for the primary years, particularly at Intermediate Phase level (Grades 4-6) continues to be lacking around the world, with the notable exception of Australian genre theorists such as Droga and Humphrey (2003) and Pauline Gibbons (2002; 2015). Too often, the focus is on high school and tertiary settings. This oversight accounts for the significance I attach to the objectives of my study.

2.10. Conclusion

This chapter has provided an overview of the key language teaching and learning approaches which underpin the CAPS curriculum document for English Home Language in the Intermediate Phase. It has detailed the main elements of the Communicative Language teaching approach and its implementation as well as the Genre-based text-based approach. The value of incorporating the TLC and methodology informed by Systemic Functional Linguistics has also been discussed. Finally, it has foregrounded a critical discussion based on analyses of textbooks from several countries around the world. The next chapter describes the methodology employed in the analyses of the textbooks selected for this study.

CHAPTER 3: METHODOLOGY

3.1. Introduction

As indicated earlier, the intention in this study is to explore the extent to which Pearson's Platinum range of English Home Language (EHL) textbooks, used in Grades 4-6 or the Intermediate Phase (henceforth IP), facilitates language learning. The process entailed analysing the books for their adherence to pedagogical principles as encapsulated in the Communicative Language Teaching (CLT) and text- based approaches.

This chapter begins with a reminder of the study's aims and objectives, and explains how the methodology applied seeks to realise these aims. It also presents the context of the study, with an overview of the textbooks and an explanation of the research design. In this chapter I discuss the tenets of content and document analysis as a research method. The chapter also presents a detailed explanation of the data collection methods and the procedures followed for data analysis.

3.2. Aims and objectives of the study

To explore the extent to which the textbooks under investigation facilitate language learning in the subject English Home Language (EHL) in the Intermediate Phase (IP) the list that follows reiterates the objectives of the research. The study seeks to:

1. identify and determine how texts are organised and labelled in the Curriculum and Assessment Policy Statement (CAPS) for EHL in the IP;
2. explore whether the language features suggested in the CAPS align with the text types to be studied and produced in writing in selected 2-week cycles;
3. explore the extent to which the activities in the textbooks are sequenced according to the stages of the teaching and learning (curriculum) cycle; and to
4. examine the extent to which the tasks and activities align with the Communicative Language Teaching (CLT) approach.

3.3. Context of the study

At the onset of implementing the CAPS in schools, textbook developers and publishers in South Africa were given an opportunity to submit books in line with the new curriculum statement. Once they had made it onto the departmentally approved list, the books could be selected and ordered by schools and educators. At the time, the Textbook Development Institute (2009) stated as follows:

> Concern about the quality and effectiveness of the textbooks used by educational institutions is the most neglected and underrated factor impacting on the quality of education in South Africa. Teachers are often blamed for the poor standard of education in the country. Little attention is however given to the poor standard or quality of the resources, particularly textbooks, which teachers are required to work with (p. 3).

A further gauge of quality is the extent to which the CAPS-aligned teaching and learning approaches are realized in textbooks. For the language subjects, the matter of quality is compounded by the insight that the CAPS documents themselves partly misrepresent the teaching and learning approaches that underpin them. So, in order to carry out the directives in CAPS, and to get their books onto the approved lists, textbook developers and publishers must of necessity adhere to a flawed curriculum.

Furthermore, it is necessary to consider the suitability of textbooks for diverse classroom contexts. It must be conceded that most textbooks in South Africa are developed by publishers, writers, designers, illustrators and editors who have very little experience outside of mainly white, English speaking, middle-class urban contexts (Bua-lit Collective, 2018; Engelbrecht, 2006). Yet it is these developers who make the decisions about the suitability, relevance and meaningfulness of stories and other texts for all children. It is they who control which views and experiences of the world are normalised.

To probe this situation, an analysis of textbook developers' treatment of factual genres in Grades 4-6 is crucial, as this is the phase in which learners first encounter these genres, following the emphasis on narrative and personal recount in the early years of schooling (see Rose, 2018). Textbook developers' scaffolding of the study and production (writing) of information texts and explanations is thus worthy of scrutiny.

It is within these parameters that the present study embarks on an analysis of the Pearson *Platinum* range of IP EHL textbooks. The next section provides an overview of the structure and layout of the textbooks in question.

3.4. The selected textbooks

Since the texts – the CAPS document and the textbooks – were already in the public domain, I had only to select them. The textbooks were published by Maskew Miller Longman, which is a subsidiary of the publishing house, Pearson South Africa. According to Folscher (2012), in the South African schooling system the selection of textbooks is the school's responsibility. In 2010 the Ministerial Committee for Learning and Teaching Support Materials (LTSM) recommended that a catalogue with approved textbooks be established and that a unit – in the

form of an institute – focus on researching and developing LTSMs (Folscher, 2012). The publishers would then have the opportunity of getting their textbooks onto the catalogue. Textbooks that pass muster are designated as 'CAPS approved', and usually labelled as such on the cover page.

The departmental publication, *The effective use of textbooks in the classroom* (DBE, 2009), identifies the characteristics of a good textbook. It states that textbooks should cover the curriculum of the subject, and be readable and appealing in presentation; they should have visual appeal rather than an overload of information on the page; and should facilitate learning. Since the textbooks for this study are on the approved national catalogue and are widely used in schools, it can reasonably be assumed that they meet these criteria.

The selected books increase in length (volume) across the three grades, while the layout remains largely the same: 197 pages for Grade 4, 204 pages for Grade 5, and 247 pages for Grade 6. The extension in length is an indication of the increase in workload from the lower to the higher grades. The textbooks follow the required CAPS teaching plan structure (see Tables ***4.7.1***, ***4.8.1 and 4.9.1*** in Chapter 4).

The plans are divided into two-week cycles. The contents are spread over four terms, with each term divided into two-week cycles. However, within the two-week cycle, the time for teaching content is not allocated to specific days. Each two-week cycle has a theme, for example, *The world of books, Fishy facts* or *Communicating clearly*. The two-week cycles are then split into activities built around the four language skills and language use, containing activities with the headings: *Listen and Speak*; *Read; Language Practice* and *Write* – reflecting the major language skills.

Each cycle is anchored by a text-type to be produced by the learner, and ends with revision activities which are meant to consolidate what was learnt, especially the language structures and conventions. A glossary and 'Listening' texts for each two-week cycle, appears at the end of each textbook.

The focus of this analysis is on how the requirements set out in the CAPS document are realized in the books written for Grades 4-6 EHL classroom discourse. Using a deductive approach, close attention will be paid to the treatment of factual texts, specifically to information reports and to explanation genres due to their role across the curricula, and because they are actually first introduced to learners in Grade 4.

3.5. Research design

This study falls within the interpretivist research paradigm. The goal of interpretive research is not to discover universal, context- and value-free knowledge and truth, but to try to understand how individuals interpret the social phenomena with which they interact (Rehman & Alharthi, 2016). Accordingly, I will be analysing the textbook developers' interpretation of CAPS, as evidenced in the three Pearson textbooks for EHL.

The study is a qualitative enquiry focused on one set of publicly available documents. In conjunction with analysing the textbooks, it is necessary to refer to the CAPS document for EHL in some detail. The study therefore encompasses a critique of the documents in question, focusing on the depth of information instead of the quantity only (Nicholls, 2003; Bertram & Christiansen, 2014).

This study uses content analysis to examine the textbooks under review. According to Ahuvia (2001, p. 1), content analysis "is used as a more general term for methodologies that code text into categories". Furthermore, as stated by Bertram and Christiansen (2014, p. 97), "researchers can also use various existing documents as their source of data, for example examination papers, teachers' daily journals, learners' workbooks, school policy documents, curriculum statements, textbooks, etc."

In the texts selected for this study, the analysis seeks evidence of patterns and themes related to the prescribed text-based and communicative approaches to language teaching (Bertram & Christiansen, 2014).

3.5.1. Document analysis

This study employs document analysis as its main research method.

Documents have been crucial in many organisations and institutions. Atkinson and Coffey (1997) in Bowen (2009, p. 27), refer to documents "as 'social facts', which are produced, shared, and used in socially organized ways." This description applies to the documents used in the EHL classroom as they are a central part of classroom discourse. In language teaching, documents that are highly valued include textbooks as a daily resource to guide teaching and learning activities, as well as the curriculum documents that provide the framework.

According to Bowen (2009, p. 27), document analysis is a systematic procedure for reviewing or evaluating documents. Furthermore, document analysis is a valuable instrument in discourse analysis as it involves examining and analysing how language is used as well as how texts

work. As is the case with other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to distil meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Bowen, 2009).

And while document analysis is often used to complement other research methods, it is valuable too as a stand-alone research method. There are specialized forms of qualitative research that rely only on the analysis of documents (Wild et al, 2009). The present study can be considered as a specialized form of qualitative research in that it seeks to explore the extent to which EHL textbooks adhere to the principles and tenets of key language learning approaches. In this case the document analysis is the sole research method employed.

Furthermore, document analysis has many advantages. These include the fact that it is an efficient method, in that it may be less time-consuming than other research methods (Bowen, 2009). Secondly, in terms of availability, many documents such as the curriculum statement (CAPS) and the textbooks are publicly obtainable. These factors make document analysis an attractive option for qualitative researchers.

Document analysis can also be a cost-effective method and valuable when the generation of new data is not necessary, as is the case for the present study. The textbooks are already extant and in use, and the data are therefore already in the public domain (Bowen, 2009; Bertram & Christiansen, 2014). My intention with the selected texts is to evaluate them in accordance with the principles of the language teaching approaches which underpin the curriculum for English Home Language as subject in the Intermediate Phase.

However, within the ambit of this study (as with every scholarly study), as valuable as such document analysis might be, it also has limitations. In this instance, the documents may lack detail as they are not produced with research enquiries in mind – textbooks are generally created for use as a resource in the classroom. Added to this, the possibility of biased selection must also be acknowledged, as only certain documents are selected with particular research aims in mind (Yin, 1994). To minimize undue bias, the content of the textbooks is therefore analysed as systematically as possible, through an application of the principled SFL approach discussed earlier.

The sections that follow elaborate on the data selection and data analysis methods, respectively.

3.6. Data selection

The nature of a genre (text-) based analysis (it has no consistent methods for data selection) has prompted me to opt for a flexible selection process guided by the main research questions.

The selection of data in this study is thus limited to the document entitled CAPS English Home Language for the Intermediate Phase, the three textbooks and the selected two-week cycles of teaching and learning within them.

Data selection is followed by content analysis, the process of organizing information into categories related to the central research questions and aims (Bowen, 2009). In this study, content analysis constitutes a central element in the research design, and serves to enable the categorization of the information extracted from the textbooks as it correlates with the aims of the study. Data from the documents will be selected under the following sub-headings: Organisation and naming of texts in CAPS, Language features (grammar), the Teaching and Learning Cycle (TLC) and the Communicative Language Teaching (CLT) approach. The paragraphs that follow outline the selection process.

3.6.1. Organisation and naming of texts in CAPS

The first strand of data will be selected by thoroughly reading the English Home Language CAPS document for the Intermediate Phase, to establish how texts are organized in the document itself. The naming and classification of text types will also be scrutinized in this part of the data selection phase. This will be done to respond to the first aim of the study – the manner in which text types are organized in the curriculum document.

The importance of this information is that it must needs influence the manner in which textbook developers classify and organize texts in the textbook as well.

3.6.2. Language features (grammar)

The next phase of data selection entailed identifying the two-week cycles in the CAPS teaching plans which contain sections and text types relevant to the second aim of this study, which is to explore whether the language features suggested in CAPS align with the text types to be studied and produced by learners. These are factual or non-fiction genres and their text types, specifically those termed “information texts” or those that closely resemble information reports, explanations and procedures. As stated by Corbin & Strauss (2008), the researcher should demonstrate the capacity to identify pertinent information and to separate it from that which is not pertinent.

As previously indicated, the focus is on non-fiction text types introduced at Grade 4 level. The language features (grammar) prescribed in CAPS for these two-week cycles were analysed for their degree of alignment with the text types to be written by the learner according to the genres of schooling. As stated earlier, the language features of a given text type assist in realizing its

social purpose and contribute to its overall meaning. Knowledge and the use of the correct language features within a given text type is also crucial to enable learners to develop control of non-fictional genres of writing.

3.6.3. The Teaching and learning cycle (TLC)

The next level of data analysis concerns the sequencing of the activities in three two-week cycles as set out in the textbook. This phase of the data selection is in response to the third aim of the study namely, to explore the extent to which the activities in the textbooks are sequenced according to the stages of the teaching and learning (curriculum) cycle. The two-week cycles that have been selected all deal with the study of "information texts" in the CAPS document for EHL in the IP. One two-week cycle per Grade has been selected. Also included here are the textbook themes for each cycle:

- Grade 4: Term 3, Weeks 3-4: *Be an eco-warrior*
- Grade 5: Term 2, Weeks 3-4: *Greening our environment*
- Grade 6: Term 2, Weeks 7-8: *What's the weather like today?*

I selected the foregoing two-week cycles for the writing tasks learners are required to produce by the end of each cycle. These are factual descriptive paragraphs (Grade 4), a report (Grade 5), and an information text (Grade 6). All of these form part of the study of 'information texts' as labelled in CAPS, and resemble information report and explanation genres as encapsulated in the SFL genre-based tradition.

Crucial to the investigation of the present study is to gauge how learners' production of the aforementioned text types is scaffolded across activities within the selected two-week cycles.

Furthermore, this level, or part of the analysis seeks to establish the extent to which the activities are sequenced in accordance with the scaffolding recommendations of the TLC (see Chapter 2 for a detailed explanation).

3.6.4. The Communicative Language Teaching approach (CLT)

The final level of data selected concerns the adherence to CLT principles in the textbook activities. The three selected two-week cycles will be used to tabulate the data for each of the three Grades (see Table 3.1).

Table 3. 1: Principles of CLT

CLT feature	Activity in textbook
Communicative competence – 4 aspects: - Grammatical - Discourse (or textual) - Socio-linguistic - Strategic	
Authentic texts	
Interaction for example, groups, pairs	
Meaning negotiated	
Skills integrated	

Following the summarised tabulation, the data was interpreted. It is presented and discussed here under the following sub-headings: Communicative competence, Authentic texts, Interaction, and Integration of skills.

3.7. Deductive Data analysis

Textbook research has "evolved to meet the requirements of different analytical purposes" (Pingel, 2010, p. 66). Yet unfortunately, textbook study does not have a generally applied, specific method of analysis. I make this observation because consistent application of document analysis procedures is crucial to carrying out the analysis phase.

In this respect it is Bowen's insight (2009, p. 32) which is significantly helpful to my enquiry. Bowen states that "document analysis involves skimming (superficial examination), reading (thorough examination) and interpretation". These are therefore the key steps I undertake in the data analysis, a process that combines elements of content analysis and thematic analysis. Bowen's approach is also in line with deductive qualitative data analysis which, according to Bertram and Christiansen (2014), starts with a specific theoretical framework, and organizes and classifies the data according to the tenets of the given theory. Less relevant to my purposes is the inductive approach, which starts with the raw data and extrapolates thematic patterns from it.

The present study, then, employs a deductive approach as I already have a sense of what I am setting out to find in terms of my earlier critique of CAPS. Using the collected data, each level of analysis will be discussed in response to the relevant aim and objective of the study. The analytical procedure of document analysis involves finding, selecting, appraising, making

sense of and synthesizing data contained in documents (Bowen, 2009). This process goes hand-in-hand with deductive analytical methods. The analysis is designed to ultimately respond to the main research question of the study, which is: *How do English Home Language (EHL) textbooks facilitate language learning within the Intermediate Phase?*

3.8. Limitations of the Study

The study is limited to three textbooks, one per Grade. It also has as its 'participants' only the documents in hand, but seeks to establish the extent to which key language learning and teaching approaches are realised in each of the textbooks. In duration, the study focuses on a single two-week cycle devoted to the study of information texts per Grade.

Hence, due to its small scale, it is not possible through this investigation to make generalisations about the CAPS curriculum within EHL at IP level. Instead, this study seeks to present a careful examination of how curriculum prescriptions are interpreted by a prominent educational publisher, in specific textbooks. However, the results of the analysis may be transferable, insofar as all textbooks used in schools must be CAPS-aligned and selected from the textbook catalogue. Transferability refers to the "extent to which the research conducted can be transferred to another context" (Bertram & Christiansen, 2014, p. 193).

While the study is limited to a small sample of textbooks – notwithstanding that different textbook developers could follow different approaches – the content to be taught within a given two-week cycle is prescribed. Accordingly, the findings may shed light on the manner in which the teaching and learning approaches (text-based and communicative) are carried out in IP textbooks for EHL.

3.9. Conclusion

This chapter has provided an overview and explanation of the methodology which informs and underpins the present study, which is rooted within the qualitative research paradigm. As the study was limited to the analysis of secondary data, namely publicly available documents (Bertram & Christiansen, 2014), no ethical clearance was necessary. The research design, context and the methods employed for data collection and analysis make for a detailed exploration. The results are presented in the Chapter 4 which follows.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents and analyses the data selected for the study. The documents to be analysed are Pearson's Platinum Grade 4, 5 and 6 English Home Language (EHL) Learner books. The analysis is informed by the directives set out in the CAPS EHL (DBE, 2012) document for the Intermediate Phase (IP), with a focus on the textbook developers' implementation of the genre (text-) based and communicative approaches.

The analysis has been carried out to provide feedback on the study's research questions, of which the main one is, *How do English Home Language (EHL) textbooks facilitate language learning within the Intermediate Phase?*

It is important to make clear how CAPS set out the different types of texts to be studied in the IP. In this chapter, and in addressing the first research question, I begin by discussing the organisation and naming of texts within the curriculum document itself.

Secondly, I present data obtained by identifying the two-week cycles within the CAPS which focus on non-fiction or factual text types to ascertain to what extent the language structures and conventions within the CAPS. An analysis of whether or not the language taught within two-week cycles aligns with the text type to be produced by the learner is crucial to establishing to what extent a text-based approach is being followed.

Thereafter, in response to the study's third research question, I delve deeper into each textbook by analysing three two-week cycles – one per Grade – which include the study of "information texts". This was done to ascertain to what extent the textbooks adhere to the TLC (Gibbons, 2015) for scaffolding learners to write information reports or explanations. In particular, my analysis seeks to gauge the extent to which the task is scaffolded across the activities. Data in the form of the main reading comprehension texts used for the three selected two-week cycles is analysed according to the three SFL metafunctions.

Finally, and in answer to the fourth research question, I present an analysis of the three selected two-week cycles in accordance with key features of the communicative approach. Determining how the CLT and the TBA have been applied to teach information texts thus addresses the study's main research aim – the extent to which the textbooks contribute to language learning across the four language skills.

The four levels of analysis are categorised into overarching themes to highlight the extent to which the textbooks facilitate the learning and teaching of the four language skills in the Intermediate Phase. In the process I will be discussing the extent to which the TBA and CLT – the key teaching and learning approaches underpinning CAPS languages – are realised in the textbooks.

4.2. Organisation of texts within CAPS

This section presents an analysis based on the question: 'How are texts organised within the Curriculum and Assessment Policy Statement (CAPS) for EHL in the IP?'

In South Africa, six different types of text are used in CAPS to "organise texts in the Intermediate Phase" (DBE, 2011, p. 25). These are: informational, narrative, persuasive, instructional (procedural), transactional and literary (poetry, drama, prose); they are the genres routinely prescribed for school teaching and learning (Derewianka, 1991; Droga & Humphrey, 2003; Derewianka & Jones, 2016).

The CAPS document for EHL in the IP provides a summary of tables (see Appendix 1) which "describes the range of text types that learners should be taught to write in Grades 4-6" (DBE, 2011, p. 27). The tables specify purpose, text structure and language features. Furthermore, the CAPS states that texts chosen should be good examples that demonstrate the type of text with all its features, so that it can be used as a writing frame (DBE, 2011, p. 25). This is a valuable point as the textbooks being analysed are CAPS approved and can therefore be expected to conform to such requirements.

While CAPS has a common set of text structures and language features for each phase, "benchmarks for each Grade are lacking and there is no distinction made in terms of how the genre or text-type should be extended across the Grades" (Allen, 2015, p. 24). CAPS is deficient in this respect, as no genre progression is indicated across the grades of schooling. This may cause difficulties for textbook developers who require clarity regarding where, when and how to present the various text types per Grade.

4.2.1. The labelling of texts in CAPS

According to CAPS (DBE 2011, pp. 27-31), the texts learners should be taught across the Intermediate Phase are divided into the following types:

- **Essays**: narrative; descriptive

- **Transactional texts**: personal (friendly) letter; official letter; curriculum vitae (CV); diary/journal; e-mail/sms; invitation; obituary; giving directions; procedures (for example, instructions, directions and rules); advertisements/posters/notices
- **Literary and media texts:** personal recount; dialogue; review (for example, storybook or film review); newspaper article/factual recounting; magazine article.

Confusion is created due to problematic labelling and inconsistent classification of text types in all the CAPS EHL documents from Grade 4 upwards. Transactional texts are named as a text type on their own (p. 25) – separate from informational/ persuasive/ instructional (procedure). However, in the *'Summary of text types across the phase tables'* (pp. 27-31), procedures (instructions/directions) are listed under transactional texts, with 'persuasive' not appearing as a type of text. Instead, advertisements/ posters/ notices are included under the 'transactional texts' banner, with the stated purpose "to persuade someone to buy something or use a service" (DBE, 2011, p. 30). 'Informational' is identified as a text type to be studied (p. 25); somewhat confusingly, however, under Transactional texts (pp. 27-30), the 'information report' is not mentioned at all. This confusion regarding the labelling of text types is a concern, because in the words of Droga and Humphrey:

> Such terms as 'story', 'report', 'article' and 'essay' are often used in generalised ways for a range of tasks required by learners. These terms can be confusing if they are not explained in the context of purposes and text types (with associated language features) familiar to students (2003, p. 12).

In CAPS, informational texts appear to be an array of non-fiction texts. It is thus crucial to analyse how this genre has been interpreted by textbook developers. According to Mickan (2012), learners should have access to authentic, purposeful and functional texts and be able to tell different text types apart. This knowledge has to be provided supportively in a systematic manner, with a gradual reduction of support as learners gain confidence and control in their eventual independent use of the text type. In other words, scaffolding is required of the educator, who is guided by the curriculum. If CAPS' classification of text types is confusing, therefore, educators who do not have enough knowledge of genre theory and the different text types might be misled when teaching these. This may lead to an over-reliance on the textbook. The terminological instability concerning the naming of text types could thus create difficulties for teachers, which in turn could prevent learners from developing control over crucial schooling genres.

4.2.2. The spread of texts across EHL in the Intermediate Phase

I focus on the non-fiction texts specifically, 'the information texts' to be covered, within the spectrum of texts learners are expected to study in the Intermediate Phase (IP), as indicated in Table 4.1.

As noted by the Bua-Lit Collective (2018), the study of non-fiction texts especially at the onset of Grade 4 becomes vital both to the learner's subsequent success in any language subject, and to their linguistic development across the curriculum. In the Intermediate Phase, Social Sciences and Natural Sciences & Technology are additional subjects, both of which provide increased exposure to information texts. In indirect support of this view, and along with many theorists in the SFL tradition, Richards (2006) identifies "information texts as ... (inclusive of) text types such as descriptions, explanations, reports, directives or texts which combine one or more of these text types" (p. 37). Their emphasis is shared with that of other genre theorists who have criticized traditional language curricula for favouring the teaching of narrative and personal recount genres.

Accordingly, my study seeks to redress this imbalance by excluding from the research project, those two-week cycles which focus on narratives, personal recounts, poetry and drama; instead, it will spotlight information texts.

As indicated earlier, an overview of the range of text-types prescribed for Grades 4-6 is valuable for establishing which ones are given precedence. In light of the present study's first research question concerning the organisation of texts in EHL in the Intermediate Phase, Table 4.1 is a summary of the key text types to be taught.

Table 4.1 clearly shows that there is an abundance of different text types across the IP Grades. CAPS divides the academic year for EHL into 18 two-week cycles, each with a text-type to be studied across the four language skills: listening, speaking, reading and writing, as well as language structures and conventions.

Table 4.1: Spread of texts to be studied across EHL in the IP (Source: DBE, 2011, pp. 25-26)

Weeks	Grade 4	Grade 5	Grade 6
TERM 1			
1 – 2	Short story and personal recount	Short story and personal recount	Newspaper/magazine/radio article
3 – 4	Poetry	Information text with visuals	Folklore
5 – 6	Folklore	Newspaper or magazine article	Persuasive text – advertisement
7 – 8	Instructional text	Folklore	Drama
9 – 10	Newspaper or magazine text	Poetry	Poetry
TERM 2			
1 – 2	Information text – weather	Information text: instructions	Information text: instructions
3 – 4	Short story	Information text with visuals	Novel
5 – 6	Folklore	Poetry	Short story
7 – 8	Procedures, instructions	Folklore	Information text – weather
9 – 10	**EXAMINATION**		
TERM 3			
1 – 2	Novel	Novel	Novel
3 – 4	Information text	Information text with visuals	Folklore
5 – 6	Poem	Folklore	Short story, letter, diary
7 – 8	Information text with visuals	Information text – weather report	Visual text (cartoon/comic strip)
9 – 10	Drama	Drama	Drama
TERM 4			
1 – 2	Newspaper or magazine article	Short story	Information text Descriptive essay
3 – 4	Short story	Information text with visuals	Instructional text
5 – 6	Information text: advertisement	Information text with visuals	Short story
7 – 8	Drama	Procedures/Instructions	Poetry
9 – 10	**EXAMINATION**		

For the purposes of this study, I have counted and separated the text-types per two-week cycle into those which focus on the literary (narratives/stories, poetry and drama/dialogue) and pertinently, those which focus on the non-literary (transactional). I have done so for each respective Grade. Table 4.2 captures this in outline.

Table 4. 2: Number of narrative and non-literary/transactional texts per two-week cycle

Grade	Narrative	Transactional
Grade 4	10	8
Grade 5	9	9
Grade 6	12	6

In Grade 6, in Term 3, weeks 5-6, the texts to be read are narratives (stories). Somewhat incongruously, however, the text-type to be written is either an informal/friendly letter or a diary entry. A similar disjuncture occurs in Term 4, weeks 1-2, in which the texts to be read are informational, while a descriptive essay is to be written. In the case of these two cycles, both have been identified according to the text type learners are required to write, and have therefore been included here in the non-literary category.

It is clear that literary texts are prevalent in all three Grades across the IP. Even so, non-fiction/transactional texts are well-represented, with at least two to be studied in each Grade every term. This indicates the increasing inclusion of non-fiction or factual text types from Grade 4 upwards as learners progress from the earlier grades' preoccupation with narrative texts.

The textbook is designed to reflect the CAPS teaching plan. As discussed in 4.2, CAPS is unclear about the naming and classification of different text types. From a an SFL perspective, language is used to construct certain meanings and to achieve certain communicative purposes (Derewianka & Humphrey, 2014), and these meanings are contained within various text types. In the EHL classroom, various text types which perform various functions are used and studied. In order for learners to develop control in their use of these, it is vital that they be clearly distinguishable. This is especially important when implementing the TLC, when a specific text type is established with its language features that contribute to the overall meaning. These must be explicitly taught as they are integral to learners' developing control.

The next section considers the factual text types (termed 'information texts') and the language features prescribed by CAPS across the IP for selected two-week cycles (Table 4.3). This level

of the analysis relates to my second research question, namely, '*Do the language features prescribed by CAPS align with the text types to be studied and written in the 2-week cycles?'*

4.3. Language features across factual text types

This study follows SFL in recognition that each genre has its own social purpose, realized by its structure and grammar. Furthermore, unlike traditional grammar, the SFL model includes the relationship between linguistic forms and the meanings realized by those forms in context (Khanyile, 2015).

Teachers are required to know the genres they expect learners to write. Recognising this, CAPS' list of the relevant text types for EHL, includes the purpose of each, its organisational structure and language features (see Appendix 1). In response to this requirement, this level of my analysis seeks to establish to what extent the CAPS teaching plans include language features that align with the text type at hand. The focus remains on factual text types.

Conferring with Richards (2006), referred to in 4.2.2., Rose (2015) identifies the following key factual text types commonly studied and written by learners at the primary school level: description (purpose: describing specific things); report (purpose: classifying and describing general things); explanation (purpose: explaining sequences of events) and procedure (purpose: knowing how to do an activity). In accordance with Rose' classification system, in this study, these are therefore considered as factual text types.

The two-week cycles which cover these (or text types which closely resemble them) have been summarised in Table 4.3. The table does not include two-week cycles that deal with newspaper articles, as these are mixed genre texts that often involve opinions of participants as well as other evaluative and judgmental aspects, and are best regarded as a text type on their own. It does include the text-type to be studied and written per two-week cycle, and the language features (grammar) – termed 'Language structures and conventions' by CAPS. These are sequenced into language forms at word level, sentence level, word meaning, spelling and punctuation.

In the paragraphs that follow Table 4.3, I discuss the relevant text types and their language structures.

Table 4.3: Two-week cycles with factual texts and language features prescribed by CAPS

	Text type to be studied and written by learner	Language features prescribed in CAPS teaching plan
Grade 4	Instructions (T1; Weeks 7-8)	**Word level work**: personal, possessive and demonstrative pronouns **Sentence level work**: subject, object **Word meaning**: borrowed words
	Descriptive paragraphs on the topic, 'Weather' (T2; weeks 1-2)	**Word level work**: adjectives, degrees of comparison **Sentence level work:** simple past tense, future tense
	Instructions (T2, weeks 7-8)	**Word level work**: auxiliary verbs, modal verbs, moods **Sentence level work:** future tense **Spelling and punctuation:** word division, dictionary use
	Information text – learner writes descriptive paragraphs (T3; weeks 3-4)	**Word level work**: conjunctions, prepositions **Sentence level work**: past continuous tense, future continuous tense **Word meaning**: figurative, similes, metaphors **Spelling and punctuation:** Capital and small letters, full stop, comma
	Information text – learner writes information from visual text (T3; weeks 7-8)	**Word level work:** stems **Sentence level work**: simple sentences, complex sentences **Sentence level work**: verb clause **Spelling and punctuation**: colon
Grade 5	Information text (T1; weeks 3-4)	**Word level work**: finite verbs, infinite verbs **Sentence level work**: subject-verb agreement, tenses **Word meaning**: personification, proverbs, idioms, similes
	Instructions (T2; weeks 1-2)	**Word level work**: adverbs of manner, time, place, degree; prepositions, moods, adjectives **Sentence level work:** simple sentences, complex sentences **Spelling and punctuation**: full-stops, exclamation marks, abbreviations – acronyms, initialisation, truncation
	Report (T2; weeks 3-4)	**Word level work**: adjectives, pronouns, conjunctions, connectives **Sentence level work**: past continuous tense, future continuous tense, active and passive voice, reported speech, question form **Spelling and punctuation**: ellipsis, exclamation mark, quotation marks, question marks
	Weather report – learner writes description of weather (T3; weeks 7-8)	**Word level work**: verbs gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns **Sentence level work:** simple sentences, compound sentences, future tense **Word meaning**: onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms
	Report (T4; weeks 3-4)	**Word level work**: conjunctions, moods **Sentence level work**: noun, adjectival, adverbial and prepositional phrases **Word meaning**: synonyms, antonyms, homophones, homonyms, polysemy **Spelling and punctuation:** word division, dictionary, capital letters
	Instructions (T4; weeks 7-8)	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject-verb agreement, verb phrase, clauses, phrases **Word meaning**: antonyms, synonyms, metonymy **Spelling and punctuation:** dictionary use, vocabulary development
Grade 6	Instructions (T2; weeks 1-2)	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject, object **Spelling and punctuation:** word division, dictionary use
	Informational text – weather chart (T2; weeks 7-8)	**Word level work**: adjectives (attributive) **Sentence level work**: simple past tense **Spelling and punctuation:** dictionary usage
	Information text (T4; weeks 1-2)	**Word level work**: adverbs of degree, duration, frequency **Sentence level work**: direct speech, indirect speech **Word meaning**: understatement, multiple meaning, ambiguity **Spelling and punctuation**: question mark
	Instructions (T4; weeks 3-4)	**Word level work**: adverbs of manner, time, place **Sentence level work**: compound sentences, complex sentences

By including tables with various text types to be studied and written by learners across the IP in EHL (DBE, 2012, pp. 27-31), CAPS demonstrates some awareness of SFL text-based approaches. These tables include the purpose and language features of the text types. However, within these tables there is no indication of the information report, or explanation text types, or factual descriptions.

I thus set out to probe procedural texts (named instructions) in my analysis as these fall within the CAPS definition of "information texts". This is also in alignment with Rose (2019), who includes procedural text types within the broad "social purpose of informing" (p. 13).

When compared to the common factual genres of schooling (presented in Chapter 2), the language items prescribed by CAPS do not align with the accompanying text type. For example, in Grade 4, Term 1, Weeks 7-8 (see Table 4.3.1), learners study and have to write an instructional text. The language structures prescribed by CAPS here are "*Word level work: personal pronouns, possessive pronouns, demonstrative pronouns; Sentence level work: subject, object; and, Word meaning: borrowed words"*. No mention is made of applicable language features such as command verbs (imperative sentences); action verbs specific to the field (topic/goal); text connectives and adverbial phrases of time, manner, place – all of which are crucial to realising the purpose and structure of instructional text types.

Table 4.3.1: CAPS prescriptions for Grade 4, T1, W7-8, contrasted with generic language features

Text type: Instructions **(T1; Weeks 7-8)**	
Language features prescribed in CAPS teaching plan	**Generic language features** (Droga and Humphrey, 2003)
• personal pronouns • possessive pronouns • demonstrative pronouns • subject, object • borrowed words	• command verbs and imperative sentences • action verbs specific to the field (topic/goal) • text connectives; • adverbial phrases of time, manner, place • dependent clauses to express conditions, reasons, consequences, warnings, etc.

Grade 5 learners have to study and write a report in Term 4, Weeks 3-4 (see Table 4.3.2.) The language features prescribed here are:

- Word level work: conjunctions, moods

- Sentence level work: noun phrase, adjectival phrase, adverbial phrase, prepositional phrase
- Word meaning: synonyms, antonyms, homophones, homonyms, polysemy
- Spelling and punctuation: word division, dictionary, capital letters.

While the language structures here indicate noun phrases (participants) and different types of adverbial phrases, no mention is made of the timeless present tense, or of action and linking verbs, which are integral to the study of information report writing. Here, I term it "information report" as CAPS indicates that learners study information texts with visuals (see Table 1: Grade 5, Term 4; weeks 3-4). In the same two-week cycle, learners are tasked with writing a report; hence, we can infer that it will be some form of information report.

Table 4.3.2: CAPS prescriptions for Grade 5, (T4, Weeks 3-4), contrasted with generic language features (see Droga & Humphrey, 2003)

Text type: Report **(T4; weeks 3-4)**	
Language features prescribed in CAPS teaching plan	**Generic language features** (see Droga & Humphrey, 2003)
• conjunctions, moods • noun phrase, adjectival phrase, adverbial phrase, prepositional phrase • synonyms, antonyms, homophones, homonyms, polysemy; • word division, dictionary, capital letters	• common nouns with some technical classificatory terms • the timeless, simple present tense • some passive voice • linking verbs, action verbs • descriptive language that is factual, precise and objective in nature

A further instance where the grammar items prescribed by CAPS deviate from language features integral to the text type occurs in Grade 6, Term 2, weeks 7-8 (see Table 4.3.3). Here learners study information texts in the form of weather charts, with a focus on these features:

- Word level work: adjectives (attributive)
- Sentence level work: simple past tense
- Spelling and punctuation: dictionary usage.

Here learners are required to write their own information text, such as a weather chart. A writing activity of this nature links to factual descriptive writing. To produce their own weather reports, learners would have benefited from the inclusion of language features such as specific technical nouns, different types of adjectives (not only attributive, as indicated), and action verbs.

Table 4.3. 3: Grade 6, T2, W7-8 of CAPS contrasted with generic language features

Text type: Informational text – weather chart **(T2; 7-8)**	
Language features prescribed in CAPS teaching plan	**Generic language features (**Droga & Humphrey, 2003)
adjectives (attributive) simple past tense dictionary usage	Specific nouns and noun groups different types of adjectives relating and action verbs adverbials (to provide extra details) descriptive language that is factual, precise and objective in nature

The following statement shows CAPS recognises the value of teaching language structures and conventions:

> Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy (DBE, 2012, p. 12).

However, the CAPS teaching plan often deviates from language features integral to the text types learners are supposed to be studying and producing, which could impede learners' development of a meta-language for talking about and creating their own factual text types. In order for learners to develop a meta-language for talking about different text types successfully or confidently, they have to have done an explicit study of the language features which align to the text type they are examining and which they have to produce.

Unfortunately, how language functions within various factual texts to be studied by learners is not made explicit to the learner. CAPS falls short in this respect, and as a result deviates from SFL text-based approaches.

Defining genres can be challenging (see Chapter 2 for a discussion on the difference between 'genres' and 'text types'). Text types vary, but laying a proper foundation for knowledge about various factual text types is crucial when learners are in the Intermediate Phase, as these text types become more complex in higher grades. A key facet of developing knowledge and control of a factual text type is the consolidation of language features which align with it. Learners have to be shown how the language items presented by the text type function create meaning and realise its purpose.

According to CAPS, learners "will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related" (DBE, 2011, p. 12). Again, this statement seems to indicate an awareness of SFL text-based approaches; yet in the CAPS teaching plans, often the prescribed

language structures do not align with the text type learners will be expected to write. Such misalignment undermines the stated intention to enable learners to see "how a text and its context" are related.

To develop learners' control of language features specific to the text type they are to write, teachers have to know about the various factual text types – failing which, there will be an over-reliance on the textbook. Yet, as textbooks must be CAPS aligned in order to be used in schools, the textbook developers are obliged to follow what is prescribed in the curriculum. An example of the textbook adhering to the language features prescribed within CAPS (see Table 4.3.4) can be found in the Grade 4 textbook for Term 1, weeks 7-8, where the language items are listed as follows:

- Subject and object
- Pronouns – possessive; demonstrative; personal
- Borrowed words
- Punctuation and correcting spelling errors.

Here the language features comply with CAPS specifications for the relevant two-week cycle. This is the case in all the textbooks for Grades 4 – 6.

However, in failing to align the language features and the prescribed text types, CAPS misrepresents or misconstrues a key tenet of the text-based approach, causing problems for textbook developers who seek to be CAPS-compliant. This is evident from Table 4.3.4, which juxtaposes the language features specified in CAPS with those found in the textbook, per two-week cycle.

Table 4.3.4 is an indication that the textbook sets out to follow the prescriptions of CAPS. Two axes of alignment may be distinguished. The first, in CAPS, involves the alignment of text types with relevant language features. As already indicated, there is considerable incongruity in this regard, as CAPS often misaligns the language features in the teaching plans with the text type to be written.

The second axis is between CAPS and the textbooks. Here a sense of compliance with CAPS is evident on the publisher's part. At least the language activities are designed to fit in with the main theme of each two-week cycle. For instance, in the Grade 6 cycle, the theme in the textbook revolves around the weather and this is reflected in the activity on adjectives. In the Grade 4 cycle the overall theme is baking ('Get cooking'), and the activity on subjects and objects contains sentences which deal with food.

Table 4.3.4: Language features: CAPS vs textbook

Grade.	Text type to be studied and written by learner	Language features prescribed in CAPS teaching plan	Language features in the textbook
4	Instructions (T1; weeks 7-8)	• personal, possessive, demonstrative pronouns; • subject, object; • borrowed words	• Subjects and objects • pronouns – possessive and demonstrative; borrowed words
5	Report (T4; weeks 3-4)	• conjunctions, moods • noun, adjectival, adverbial and prepositional phrases • synonyms, antonyms, homophones, homonyms, polysemy • word division, dictionary, capital letters	• Noun phrases • synonyms
6	Informational text – weather chart (T2; weeks 7-8)	• adjectives (attributive) • simple past tense • dictionary usage	• Dictionary skills • simple past tense • attributive adjectives

Thematic awareness in the grammar activities creates a link between the individual sentences, but this still does not adequately demonstrate how the text's language features help to realize its overall meaning. In relation to the two axes of alignment, there is ultimately misalignment on both counts: CAPS does not consistently align its language features with the applicable text-type; and in complying with CAPS, the textbooks similarly do not align the language features with the text type to be written by learners. This double misalignment demonstrates a lack of knowledge about language in context on the part of both curriculum developers and textbook writers. It points to the need for more training to ground the concept of language in context properly.

Thus while CAPS pays lip service to the recognition that language must be taught in context and language choices must be made in accordance with the relevant text type, in practice CAPS' prescribed language features tend not to align with the text type learners are supposed to write. This fact could lead to difficulties when implementing the TLC.

The next part of the analysis looks at three two-week cycles (one per Grade) to establish the extent to which the textbook developers have followed the parameters set out by CAPS.

4.4. Analysis of the textbooks: Text-based approach

Textual features of information report/explanation text

Before delving into this section of the analysis, it is necessary to provide clarity around the factual text types: the information report and explanation. These genres are similar in that both can be used to write about certain objects and natural phenomena (Christie and Derewianka, 2008). Furthermore, the science community uses knowledge of experiments or observations "to construct reports, which classify and describe phenomena or explanations that tell how or why something occurs" (Christie and Derewianka, 2008, p. 182).

According to Rose (2019), detailed comprehension is necessary to recognise and engage with the intricacies of literary writing, to interpret technical and abstract fields and to respond critically to persuasive devices in arguments. Recognising the author's language choices thus depends on detailed comprehension and is necessary also for using these resources in one's own writing. This insight is critical to working with model texts as a basis for developing comprehension of and control over the genres of schooling.

With regard to factual texts, Rose (2019) identifies their primary social purpose as "informing readers" (p. 5), which is realised through the use of three register variables from the SFL framework (see Table 4.4).

Table 4. 4: Focus of reading and writing tasks for factual text types (adapted from Rose, 2019, p. 5).

Genre	Field	Tenor	Discourse patterns
factual texts	knowledge of social and natural worlds	interest in knowledge	structuring of knowledge, using abstraction and technicality

Amongst schooling genres, the information report and explanation fall under factual texts and are integral to the EHL curriculum starting from Grade 4. These text types are often more abstract in nature and tie into new subjects that are introduced at IP level such as Natural Sciences and Technology. Rose (2019) clarifies that the broad curriculum goals for the study of factual texts are for learners:

to build knowledge of the social and natural worlds in their curricula, to be interested enough in new knowledge to study collaboratively and independently, to recognize the structuring of knowledge and patterns of technical and abstract language in curriculum texts, and use these in their writing (p. 6).

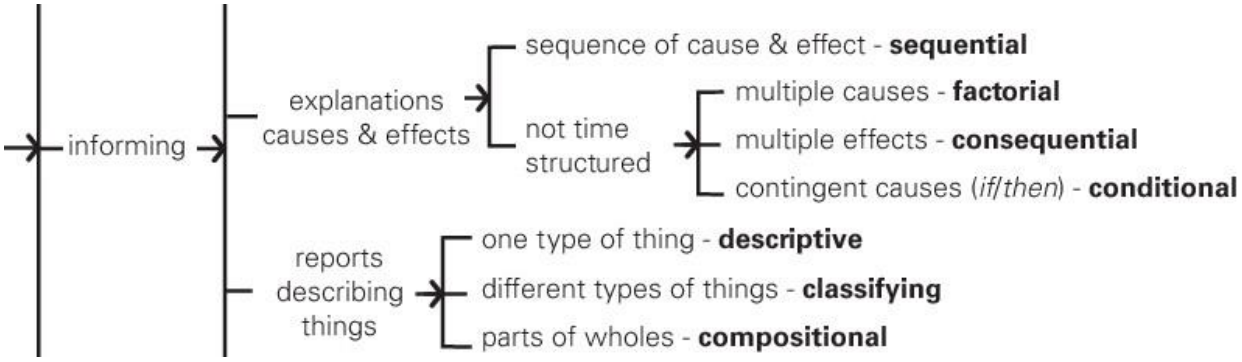


Figure 4.1: Information genres of schooling (taken from Martin & Rose, 2014, p. 276)

Developing control of factual texts must therefore involve scaffolding across different tasks, which can be informed by following the TLC. It is also crucial for learners, especially at the IP level of schooling to study model texts, as these abstract forms of writing would not have been encountered in the Foundation Phase.

In the CAPS document and its teaching plans, these factual texts form part of the study of 'information texts'. According to Richards (2006, p. 37), information text types include (factual) "descriptions, explanations, reports, directives and texts which combine one or more of these text types". As outlined in Figure 4.1 (Martin & Rose, 2014), and in line with Richards, information reports and explanations form part of the broad social purpose of informing.

As demonstrated in Figure 4.1, there are different types of explanations and information reports. For present purposes, the main comprehension texts across the selected two-week cycles (Grades 4-6) will be analysed using resources from SFL, in order to ascertain the extent to which these texts act as model examples for writing explanations and information reports.

It is necessary to analyse how the textbook developers have handled these text types, as often the field of factual texts may be challenging to the educator as well. This is especially true of texts about the scientific world, for example global warming, recycling or weather forecasting. This could lead to the educator relying on the textbook for knowledge of the content, and for guidance on how to teach the text type. Therefore, it is important for textbooks to contain reliable, up-to-date knowledge.

According to Rose (2019), the key focus of lessons, involving the schooling genres should be on the primary social purpose of texts, from which the groupings, names and language focus of genres emerge. In the case of factual texts (or 'information texts' in CAPS),

> Explanations introduce cause and effect, including cause/effect sequences, multiple causes for one outcome, multiple consequences from a single cause, and variable effects from various conditions. Reports classify and describe natural and social things, including single things, types of things, and parts of wholes (p. 13).

Table 4. 5: Aspects of the information report/explanation text, including language features (derived from Rose, 2008; & Droga and Humphrey, 2003).

Genre (text type)		Social purpose	Overall structure	Key language features
Information reports	descriptive report	classifying and describing a thing	general statement/classification with a definition - facts descriptions and/or characteristics about various aspects of the topic, marked with sub-headings or topic sentences – conclusion may also be accompanied by diagrams, photos and illustrations	common nouns with some technical classificatory terms the timeless, simple present tense passive voice linking verbs, action verbs descriptive language that is factual, precise and objective in nature
	classifying report	classifying and describing types of things		
	compositional report	describing parts of wholes		
Explanations	sequential explanation	explaining a sequence	identification of phenomena– explanation may also be accompanied by diagrams, photos and illustrations	use of general, abstract, technical, non-human nouns factual and classifying adjectival phrases action verbs in simple present tense relating verbs to do with cause and effect adverbs and connectives of time passive voice nominalisation to summarise events and add to scientific nature of explanation
	conditional explanation	alternative causes and effects (*if a, then b*)		
	factorial explanation	multiple causes for one effect		
	consequential explanation	multiple effects from one cause		

While reports are usually encountered by learners earlier in their schooling careers and explanations later on, nonfiction texts which incorporate text features of both are first studied by learners entering Grade 4 (Bua-lit, 2018). In my analysis, I use the terms "factual texts" and

"information text" to refer to this broad text type which encompasses aspects of both information reports and explanations.

Furthermore, this section of the analysis will also explore the grammar taught in the two-week cycles in relation to language features, mainly in comprehension texts. In this instance, the grammar being taught refers to the language structures and conventions (according to CAPS), activities with language features referring specifically to those found in information reports and explanations. This will be done using SFL resources, to evaluate the genre awareness demonstrated by the textbook developers in their handling of factual texts. Table 4.5 highlights the purpose, overall structure and key language features of factual texts.

The unit of analysis

Table 4.6 is a summary of the two-week cycles selected for analysis.

Table 4. 6: Two-week cycles selected for analysis

Grade	Term and cycle	Text-type to be studied	Text-type to be written by learner (textbook instruction)
4	Term 3, Weeks 3-4	Information text	Paragraphs and Informative chart
5	Term 2, Weeks 3-4	Information text	Report
6	Term 2, Weeks 7-8	Information text	Information text and Brochure

The analysis begins by evaluating the extent to which the sequencing of the activities in the two-week cycles adheres to a scaffolded text-based teaching and learning (or curriculum) cycle (TLC). Following an engagement with the given text type involving the language skills listening, speaking, reading and language practice, the learners are expected to write the text type (or a similar text) independently by the end of the two-week cycle. Therefore, the analysis initially seeks to clarify whether or to what extent scaffolding forms part of the build-up to the task.

I then analyse the structure and language features of the main reading comprehension text(s) in each two-week cycle, using the grammatical resources of the three SFL metafunctions. Based on the experiential metafunction, the focus is on participants, processes and circumstances. For the interpersonal metafunction I analyse mood, and for the textual metafunction, the theme and rheme patterns. Such an analysis serves to demonstrate the extent to which the texts in question can be considered model texts that would assist in scaffolding learners' activities so that they become confident to produce their own writing.

Reading texts are often analysed with regard to their structure and lexico-grammar (the language features present), rather than only in relation to content, as was done in the past

(Schleppegrell, 2009). Doing so is crucial for shedding light on how the textbook developers may be applying a text-based approach. Furthermore, SFL proponents posit that analysis of texts should focus on language at the level of whole texts, taking into account the social and cultural contexts of use (Rose, 2018; PETAA, 2014). If SFL text-based approaches "are made explicit in teaching, learners can become more successful readers and writers of academic and school-based texts" (Van Heerden, 2015, p. 46).

The data selected from the textbooks will be presented and discussed as follows: firstly, the teaching plan from the CAPS document for EHL in the IP will be presented, along with tables tabulating the activities for the relevant two-week cycle. The tables also specify into which stage of the TLC the activity fits best. What follows is thus a discussion of the sequencing of the activities. Any overlaps of activity across stages of the TLC will be indicated.

Secondly, I analyse the main reading comprehension text in the two-week cycle, per Grade, using SFL grammatical resources.

4.4.1. Grade 4

In the Grade 4 textbook, the two-week cycle (Term 3, weeks 3-4) consists of nine activities and covers the four language skills according to the CAPS teaching plan (Table 4.7.1) for the two weeks in question (see Appendix 2). It has the overall theme, "Be an eco-warrior" and focuses on global warming. The text type to be written is the descriptive paragraph and as such, it should be an informative/factual description, in keeping with the CAPS teaching plan.

The Tables that follow show the two relevant frameworks. Table 4.7.1 is the CAPS teaching plan, and Table 4.7.2 is a summary of the activities in the Grade 4 textbook planned for this two-week cycle in accordance with the stages of the TLC.

Table 4.7. 1: The teaching plan from CAPS for EHL in IP (Grade 4, Term 3; Weeks 3-4)

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens and discusses information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Discusses specific details • Asks questions to obtains information • Listens and responds appropriately • Answers oral questions • Relates own experiences	**Reads information text**, e.g. on social issues Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. scans for specific details, skims for general idea • Reads short printed resources • Locates information from different sources • Selects the relevant ideas • Identifies different purposes of texts • Identifies and discusses values in the text **Reflects on texts read independently** • Compares books/texts read	**Writes a descriptive paragraph (2 paragraphs)** • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs) • Creates visual aids for presentation • Uses the dictionary to check spelling and meanings of words	**Word level work**: conjunctions, prepositions **Sentence level work**: past continuous tense, future continuous tense **Word meaning**: figurative, similes, metaphors **Spelling and punctuation:** Capital and small letters, full stop, comma

Table 4.7. 2: Sequence of activities in the textbook: Theme 11, 'Be an eco-warrior' (Term 3, Weeks 3-4)

	Activity	**Building of context**	**Modelling and deconstructing text**	**Joint construction**	**Independent construction**
1	Starting off: Talk about the environment	✓			
2	Read: Read an information text	✓			
3	Language practice; similes, metaphors and prepositions	No link to text type made			
4	Write: Write paragraphs		✓		✓
5	Write: Write about a community project and design a chart	✓			✓
6	Language practice: conjunctions	No link to text type made			
7	Listen and Speak: Do a group presentation	✓			
8	Language practice: Continuous tenses	No link to text type made [thematic link to matters of the environment made]			
9	Revision				

4.4.1.1. Scaffolding writing of text type

The sequencing of tasks begins as the first activity requires listening and speaking, and this can be seen as "building the context or field". Learners are presented with various images of pollution and damage to the natural environment. This is accompanied by questions guiding the discussion such as, "What would happen if we no longer had trees and plants?" This task activates learners' background knowledge of the theme of this two-week cycle. It requires learners to choose between either a world without fuel, or a world without plants and trees,

giving reasons. This requires learners to think and, in this way, also to extend their knowledge field.

The next activity deals with the skill of reading two texts. Both are referred to as "articles". The first is entitled, "*What are fossil fuels?*" and the second, "*What is the greenhouse effect?*" No sources are provided, implying they were probably written specifically for the textbook. While they are therefore probably not authentic texts, they still provide learners with reliable information about what causes global warming. Both texts have short questions to which learners have to respond. The questions deal mostly with experiential meanings, and require learners to compare the content between the two texts ('*Read the two articles again' – a) In what way are they the same? b) In what way are they different?*).

The activity can be considered as building the context and/or field, as learners are given an opportunity to expand their knowledge about fossil fuels and the greenhouse effect. However, the questions do not deal with text structure; nor is the text type named according to SFL conventions. Instead, the texts are identified as "articles". This continues the trend of terminological instability in CAPS and the textbooks which follow its prescriptions.

The second text includes an activity in which learners are expected to re-sequence points in the correct order. This resembles a text reconstruction, an activity which would usually form part of the modelling stage. However, an activity of this nature could have been used to assist learners in organising the text into its different sections by ordering the points into the typical structure of an information report (general statement/classification – description of attributes/ characteristics). Thus, it represents a missed opportunity for scaffolding.

The third activity deals with language structure and grammatical conventions. Learners are given definitions of metaphor, simile and prepositions, followed by a decontextualized activity that involves these definitions. No association is established with the text type at hand. This constitutes a clear deviation from SFL text-based approaches. The language structures and conventions are prescribed in CAPS for this two-week cycle (see Table 4.7.1) and in the writing activity that follows, learners will be expected to use simile and metaphor as part of their descriptions.

The fourth is a writing activity, divided into three parts. The first part is a cloze activity which requires that learners use prompts to create similes or metaphors of their own to describe the effects of global warming; for instance, *"(a) Global warming is_____." (b) It looks like* _____". Cloze activities are a good strategy for assisting in modelling the text type to be

written by learners. The example acts as a bridge to the next sub-task, in which the learner is expected to write two paragraphs describing the effects on communities of continued global warming, and how taking joint responsibility might improve matters. Some guidance regarding paragraph composition is provided:

> ***(a) Your first sentence must give a general idea of what your community would be like. This is called a topic sentence. (b) Your next four or five sentences should provide more information on what your community would be like. These are supporting sentences. (Platinum Grade 4 EHL learner book, p. 109)***

The learners are instructed that their paragraphs should include at least two similes and two metaphors. In the modelling and deconstructing stage of the TLC, it is crucial to draw their attention to the language features of a given text type and how these contribute to the overall meaning. However, similes and metaphors are often a feature of literary descriptions as they make these more vivid for the reader. They feature less frequently in factual descriptive writing. This, again, represents a departure from SFL text-based approaches as the language features highlighted are not typical of the text type. This in itself is problematic for learners. Additionally, the text type to be written by learners has not been appropriately named – neither in the textbook, nor in the CAPS teaching plan.

The fifth activity is a group task focusing on the skill of writing. It incorporates aspects of the 'building the field' stage (when learners research a chosen topic related to global warming and summarise their information as a group), and independent construction (when learners organise their information into a chart/poster).

In this instance, the learners were expected to create lists of the effects of global warming, actions to slow down global warming, and agents whose assistance could be called upon. Each group member is asked to create a list independently, after which the information it contains is combined with others' to create their group poster. The poster/chart is to include illustrations. The inclusion of illustrations and diagrams is a textual feature of information and explanation genres.

The previous writing activity can be considered as a build-up to this research-based activity, as learners practise writing factual descriptions and organise into factual lists the information found during research. These activities have merit in guiding the Grade 4 EHL learner towards producing factual texts. However, the textbook provides no model text. This is concerning as it will be difficult to link the knowledge gained here to any subsequent activity in which learners are required to produce their own information report.

The grammar activity which comes next, deals with conjunctions. It includes a definition of conjunctions and provides examples of co-ordinating conjunctions. Learners are required to fill in missing conjunctions in sentences that are linked neither to one another, nor to the theme of global warming. In violation of the genre-based approach, no link is made between the language feature (conjunctions) to be studied and the text type to be produced. There is an absence of thematic unity in this activity as with the previous grammar activity (metaphor and simile), in that the six sentences requiring conjunctions are isolated from one another thematically. Thus, what compromises the overall coherence of the two-week cycle at this point is that two of the main grammar activities relate to neither the text type nor the theme under discussion.

The seventh activity is a Listening and Speaking activity in which learners are required to explain their poster (created in Activity 5) to the rest of the class. This is a communicative activity as learners take turns to present information orally on the topic of global warming. It links the written text to the "world out there" as learners present and share what they have written (Gibbons, 2002, p. 119). This is a feature of the independent writing (final stage) of the TLC. At Grade 4 level this constitutes a group activity, and the sharing aspect assists learners in developing confidence in their writing.

The final two activities of this two-week cycle are also grammar-related. Initially, learners are provided with the rule for using the continuous tenses and this is followed by an activity in which learners have to rewrite sentences in the past and future continuous tenses. All the sentences relate to aspects of recycling and energy conserving practices, and at least in this instance, have the virtue of being relevant to the main theme of being an 'eco-warrior'. The last activity revises the language concepts (continuous tenses, metaphor and simile and vocabulary) studied in the cycle.

Discussion

The cycle focuses on 'information texts' as prescribed by the CAPS teaching plan, something the textbook developers adhere to. The text-type to be produced is not clearly identified, but only that it should be an information text. Learners are required to produce two linked paragraphs that provide factual descriptions of the effects of global warming on their communities, and to conduct research and write down information for a group poster. The scaffolding of tasks for learners to produce these texts is limited to an emphasis on activities at the *building the context or field* stage of the TLC. These include activities 1, 2, 5 and 7. In all

these activities learners are gathering, as well as being provided with information about global warming, its causes and effects.

It is troubling that there is no explicit demonstration of the prescribed language features that contribute to meaning-making (see Table 4.7.1). This shows that the textbook developers have followed CAPS stipulations without making the link with the text type to be studied. The language features of the information and explanation texts are addressed neither in CAPS nor in the textbook.

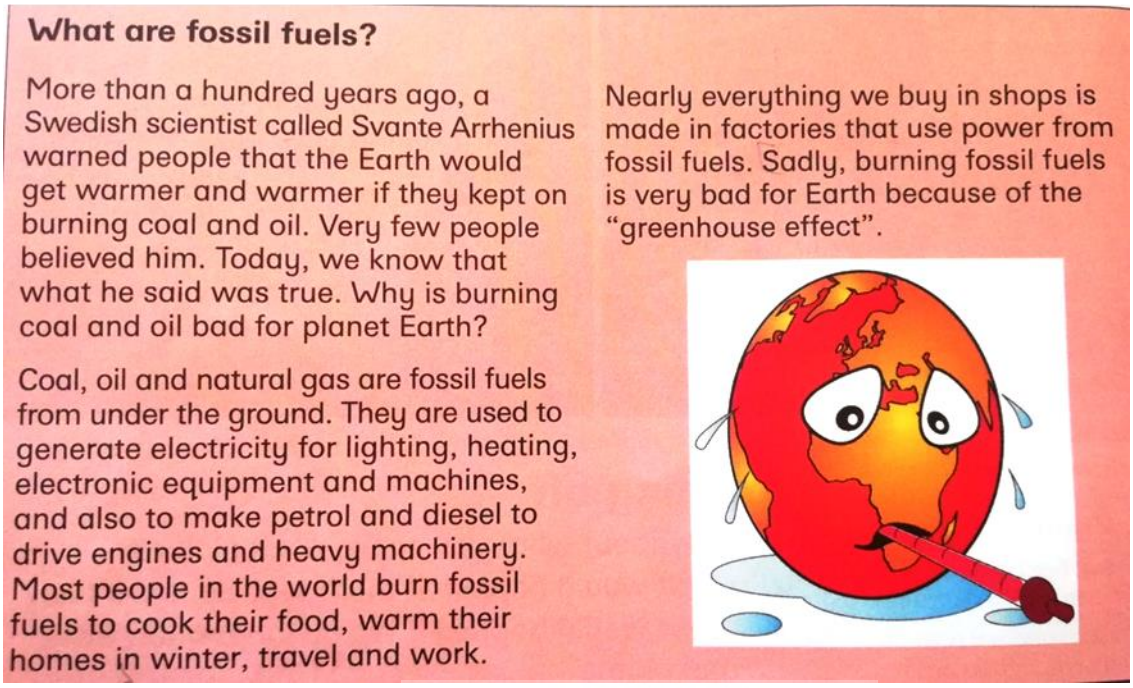
What is more, the textbook makes no provision for explicit joint construction activities, such as teacher and learners crafting a model text together prior to learners' independent writing (as was done in activities 4 and 5). While Activity 4 offers writing prompts to assist the learner in writing a paragraph, it also represents an opportunity missed for developing a model text with learners through a joint construction activity.

This two-week cycle necessitates a great deal of input from the educator to guide the learner to produce an information text, but no text type is appropriately labelled, whether as information report or as explanation. The comprehension texts used are called 'articles' but have different text structures. This factor will be explored further in the section that follows.

Furthermore, the textbook offers no opportunities for learners to engage explicitly with the organisation and language features of an information report or explanation. As a result, learners are dealing with texts that provide information but are not explicitly deconstructed to reveal how this is achieved. While text types are not static, it is crucial to introduce Grade 4 learners to prototypical texts, such as an information report or an explanation. This is to assist them in developing a basis for the more cognitively demanding and blended genre texts they will encounter in subsequent years, whether in English HL or in content subjects.

4.4.1.2. Analysis of reading comprehension text

Each two-week cycle includes the skill of reading in the form of a reading comprehension. In what follows I present an analysis and discussion of the main reading comprehension texts in the Grade 4 textbook for Term 3, weeks 3-4 entitled, "What are fossil fuels?" (Text 1A), and "What is the greenhouse effect?" (Text 1B).



What are fossil fuels?

More than a hundred years ago, a Swedish scientist called Svante Arrhenius warned people that the Earth would get warmer and warmer if they kept on burning coal and oil. Very few people believed him. Today, we know that what he said was true. Why is burning coal and oil bad for planet Earth?

Coal, oil and natural gas are fossil fuels from under the ground. They are used to generate electricity for lighting, heating, electronic equipment and machines, and also to make petrol and diesel to drive engines and heavy machinery. Most people in the world burn fossil fuels to cook their food, warm their homes in winter, travel and work.

Nearly everything we buy in shops is made in factories that use power from fossil fuels. Sadly, burning fossil fuels is very bad for Earth because of the "greenhouse effect".

Text 1A is referred to as an article, which normally refers to text types that appear in newspapers, magazines and other media publications. Here it can be considered a blurred genre, as it has features of both an information report and an explanation, as well as persuasive features. No source is provided for the text, which renders it a didactic text, rather than an authentic one. Its purpose is to provide information about what fossil fuels are.

Structurally, it has a title in the form of an interrogative sentence (question), "What are fossil fuels?" and three paragraphs. The introductory paragraph sets the scene contextually, in the form of information about first warnings. The second focuses on two key fossil fuels – coal and oil – and the conclusion summarises the information provided.

The final paragraph includes an indication of the writer's stance and a hint of persuasion with the interpersonal theme, "Sadly" at the beginning of the final sentence of the text. This deviates from the text features of information reports and explanations, as these two text types do not normally have interpersonal themes. However, in describing fossil fuels, the text is closer to being a descriptive report than a classifying or compositional report.

The depiction of earth with a thermometer in its mouth illustrates the concept of a warmer earth being a 'sicker' earth. Therefore, while presenting information and describing what fossil fuels are, the text also subtly attempts to persuade readers to recognise the dangers of using fossil

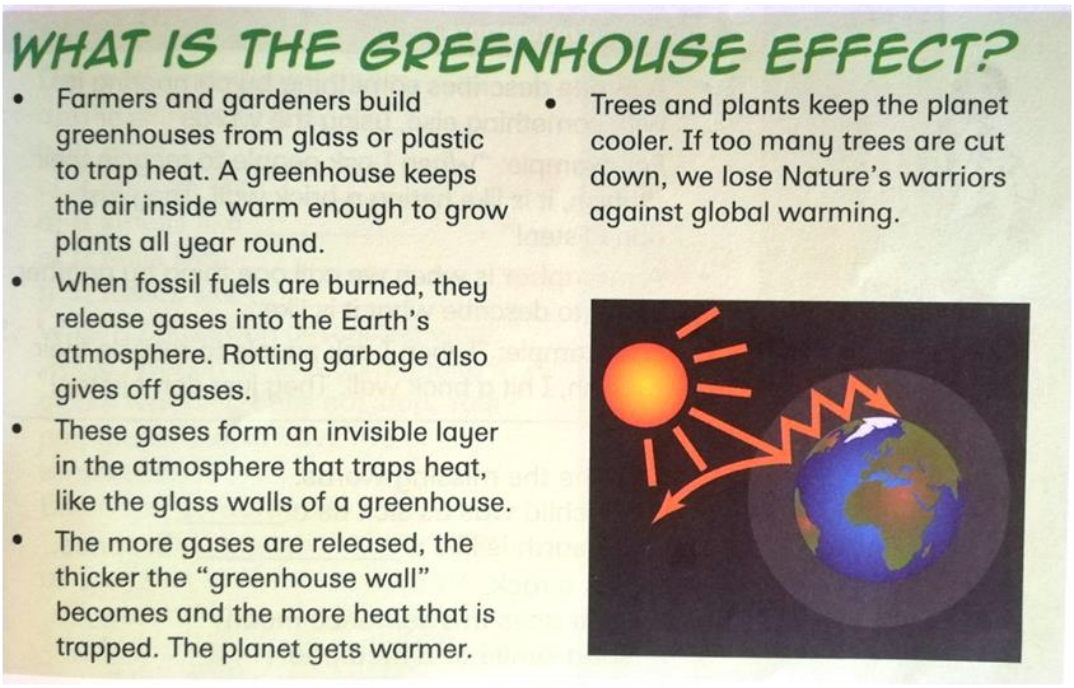
fuels. Describing the text as an ‘article’ is bound to lead to confusion, as nowhere in CAPS – or in the textbook – are learners required to produce an ‘article’.

Experiential meaning is expressed in the title, “What are fossil fuels?” as this indicates a non-human participant and foregrounds the subject-field, “fossil fuels”. That a human participant (Svante Arrhenius) is acknowledged early in the text is a fairly common feature in an information report or explanation about natural phenomena. Other generalised non-human participants such as oil, coal, the Earth and material processes such as “generate, make, burn, drive” are informative and explain how fossil fuels are used. In the first paragraph, circumstances of time, notably “Today”, link the warning by Arrhenius to the continuing dangers posed by burning fossil fuels.

The interpersonal meaning conveyed in the title “What are fossil fuels?” appears in the interrogative mood and establishes the reader’s engagement by asking a question. It is clear that the text will answer the question (by providing information and an explanation) as the effect of the picture of the ‘sick’ planet earth also invites the reader’s initial (pre-reading) engagement. As indicated earlier, like the visual effect, the adverb “sadly” at the start of the final sentence attempts to evoke sympathy on the part of the reader. These are indicators of stance and are more akin to a news report which is a mixed genre that normally contains some elements of information reports and persuasive genres. The features discussed here do not generally belong to information and explanation genres.

In terms of the textual meanings in Text 1A, as would be expected the text uses mostly experiential or topical themes (“Coal, oil and natural gas” / “They” / “Most people in the world”) – which link directly to the topic at hand, fossil fuels. This use of theme “maintains a clear focus on the content” in the text at hand (Droga & Humphrey, 2003, p. 91). In other words, the most important information is at the beginning of the statements, which might assist learners in developing comprehension of the text and its content.

Text 1A demonstrates features of a blurred genre. Yet instead of being an information report and explanation in equal part, Text 1A resembles a newspaper report. As would apply to the latter, a lead paragraph states important information and is followed by supporting details in subsequent paragraphs. This text is thus not a very good model as it does not form the necessary scaffolding for learners to acquire the skills for writing either an information report or an explanation. By including it, the textbook developers have merely followed the prescripts of CAPS.



WHAT IS THE GREENHOUSE EFFECT?

- Farmers and gardeners build greenhouses from glass or plastic to trap heat. A greenhouse keeps the air inside warm enough to grow plants all year round.
- When fossil fuels are burned, they release gases into the Earth's atmosphere. Rotting garbage also gives off gases.
- These gases form an invisible layer in the atmosphere that traps heat, like the glass walls of a greenhouse.
- The more gases are released, the thicker the "greenhouse wall" becomes and the more heat that is trapped. The planet gets warmer.
- Trees and plants keep the planet cooler. If too many trees are cut down, we lose Nature's warriors against global warming.

Text 1B: Appears in Platinum Grade 4 EHL Learner's Book (p. 107) (*Platinum Grade 4 English Home Language Learner's Book, S. Heese, A. Hill, J. Middleton Horn, N. Omar, G. Swanepoel, 2012. *Reprinted by permission of* Pearson Business.*)

The source for Text 1B is not identified, which leads one to conclude that it is a didactic text. It is entitled, "What is the greenhouse effect?" and it follows Text 1A, which provides information about fossil fuels. The purpose of Text 1B is to provide an explanation for the greenhouse effect.

Structurally the text is titled and arranged in five bulleted paragraphs. The first paragraph explains the function of greenhouses in traditional farming and gardening; paragraphs 2-4 explain how the burning of fossil fuels is linked to the structure and function of a greenhouse. Paragraph 5 concludes with the insight that trees and plants serve as nature's protection against global warming. The text thus resembles an information report and explanation in near equal measure: it includes a statement that refers to the information and explanations which follow, and concludes by informing the reader how the greenhouse effect may be slowed down.

The text also contains elements of the type of explanation which includes consequences. It identifies the results of different actions, especially those which occur when fossil fuels are burned and when gases rise into the atmosphere. This is how the text ultimately explains the greenhouse effect.

The concept of experiential metafunction emerges in how the text uses mostly generalised, non-human and topic-specific participants (the concepts involved) such as "greenhouse, air,

fossil fuels, gases, atmosphere, Earth, trees". These give substance to the topic and keep the reader focused on the causes of the greenhouse effect. The content of text concerns mostly material processes, expressed in the present tense and the passive voice: "are burned", "is trapped", "are cut", "is released". At the beginning of the second paragraph, the adverbial phrase of time, "When fossil fuels" situates the explanation of how the burning of fossil fuels is linked to the creation of the greenhouse effect.

As in the case of Text 1A, in relation to the interpersonal meanings Text 1B starts with a title in the interrogative form ("What is the greenhouse effect?"), a rhetorical question designed to engage the reader, and soon to be answered by the text. Like many other factual text types, Text 1B contains mostly statements: "Rotting garbage also gives off gases"; "The planet gets warmer"; "Trees and plants keep the planet cooler". These identify the text as impersonal, a defining characteristic of information and explanation texts.

The textual metafunction is reflected in how the wording is organised by bullet points into five paragraphs, and an illustration of the sun's effect on the earth is provided, thus indicating a multimodal text. According to Ramadhani (2018), wording and image relationships create the multimodality of the text. In both texts 1A and 1B, there is an implied link between the wording and the images. In Text 1A, the image of the hot earth with a thermometer in its mouth, represents the narrative information about the ongoing greenhouse effect. In a similar way, the image in Text 1B illustrates the heat from the sun trapped within the 'greenhouse wall', and serves to supplement the wording of the text.

However, both texts fail to make explicit the language link across the curriculum between EHL and subjects such as Geography and Natural Sciences & Technology. This could have been done by including scientific labels which point out the various elements of the process depicted in the illustrations. While the use of an image linked to the wording is a key aspect of both information report and explanation texts, the omission of labels means that the textbook writers have missed an opportunity for curriculum integration.

The use of the theme in Text 1B, shows themes are made to relate to the topic ("Farmers and gardeners"; "fossil fuels"; "These gases"). – Such explicit associations are referred to by Droga and Humphrey as topical themes (Droga & Humphrey, 2003). The themes serve to foreground the topic. Textual themes such as "When" and "If" also contribute to creating causal explanations within the text.

While there is no constant theme-rheme pattern, the information is systematically presented in step-wise fashion. Typically, material from the previous paragraph is taken up in the next one, for example, paragraph 2 explains where gases come from. Paragraph 3 provides information about what happens to gases in the earth's atmosphere. Text 1B resembles a blend of information report and explanation. The meta-meanings, or metafunctions, found within it also contribute to this.

However, as is the case with Text 1A, it is named an 'article,' and in form it is neither fully information report nor explanation. Again, this is problematic as learners are given no clear indication of the text type they are reading; there is thus inadequate preparation for the text type to be written. The text also uses bullet points as might be expected in a summary, to signify different paragraphs, instead of sub-headings or clear topic sentences. This too deviates from text types within the SFL tradition, as the text features are not made clear, and so compromise meaning-making.

4.4.2. Grade 5

In the Grade 5 textbook, the two-week cycle, Term 2, weeks 3-4 consists of ten activities (see Appendix 3), and covers the four language skills according to the CAPS teaching plan (Table 8) for the two weeks in question. It has the theme, "Greening our environment" and focuses on pollution and its effects on the environment. The text type to be written is a report. The learner also has to read a report with visuals and take part in an interview to collect information.

Table 4.8.1: The teaching plan from CAPS for EHL in IP (Grade 5, Term 2; Weeks 3-4)

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Participates in interviews to collect information** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Formulates relevant questions to guide search for information • Presents information using a table/ chart/graph • Analyses information • Summarises information **Participates in group discussion** • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others	**Reads a report with visuals** (e.g. tables/charts/graphs/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a report** • Formulate relevant content based on investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adjectives, pronouns, conjunctions, connections **Sentence level work**: past continuous tense, future continuous tense, active and passive voice, reported speech, question form **Spelling and punctuation**: ellipsis, exclamation mark, quotation marks, question marks

Table 4.8. 2: Sequence of activities: Theme 7, 'Greening our environment' (Term 2, Weeks 3-4)

	Activity	**Building of context**	**Modelling and deconstructing text**	**Joint construction**	**Independent construction**
1	Starting off: Talk about litter	✓			
2	Listen and Speak: Listening comprehension	✓			
3	Read: Read a bar graph	✓			
4	Read: Read an information text	✓	✓		
5	Language practice: Adjectives, past continuous tense, future continuous tense	No link to text type			
6	Speak: conduct an interview	✓			
7	Language practice: connectors, question form, reported speech	Minor link to text type made [thematic link to matters of the environment made in connectors activity]			
8	Read: Read a report (air pollution)		✓		
9	Write: Write a report		✓		✓
10	Revision	No link to text type			

The preceding Tables show the two relevant frameworks. Table 4.8.1 is the CAPS teaching plan, and Table 4.8.2 is a summary of the activities in the Grade 5 textbook planned for this two-week cycle in accordance with the stages of the TLC.

4.4.2.1. Scaffolding of writing of text type

Table 4.8.2 presents a summary of the activities set out for this two-week cycle according to the stages of the TLC. The sequencing determines the first as an oral activity in which learners have to discuss a photograph of litter. The second activity is a listening comprehension, in which the educator reads two texts to which the learners have no access. After listening, the learners respond to set questions in the textbook.

The third activity addresses reading and viewing skills and learners are presented with a graph entitled, "How long it takes to decompose" and have to respond to the text. All three activities are *building the context or field* activities which inform learners about pollution.

The fourth activity also deals with the skill of reading. Learners are presented with a text consisting of three paragraphs about water pollution and purification. They are required to provide a heading for each paragraph and to respond to questions about text content. Having to provide sub-headings gives learners an opportunity to engage in the modelling stage. However, this activity can for the most part be considered as another *building the context or field* activity, as the learners are not called on to identify language features in the text.

The fifth activity centres on language structures and conventions in which learners are given the definition of adjectives before being required to provide an adjective of their own to describe endangered animals in Africa. This is followed by their being taught the rules for using verbs in the continuous tenses. A decontexualised activity in which learners have to apply the rules concludes this lesson.

Neither 'language structure' activity is linked to the report. Once more, this represents a departure from the SFL text-based approach which explicitly links language features to text type.

Activity Six is a speaking (and writing) activity in which learners have to "[d]esign a questionnaire to find out how much litter a school, shop or factory produces". It provides learners with tips on preparing and conducting an interview, as required by CAPS for the two-week cycle (see Table 4.8.1). The task does not indicate whom learners should interview, however. Subsequently, learners are expected to write a summary about the information

gathered in the interview. The activity is confusing, as its role in constructing an information report is not made clear.

The seventh set of activities involves language structures and conventions, specifically connectors, question form and reported speech. The latter two are linked to the interview activity. These language activities are however, decontextualized in that their alignment to the text type to be written by learners (a report) is never made explicit.

The eighth activity involves reading skills once more. This time, however, the activity offers learners a labelled model report, indicating features such as a main heading ("*Report on air pollution"*) and subheadings ("*Causes"; "Other factors"; "Conclusion"*), and draws learners to the "who, what, when and where" information. It also labels the functions of connecting words to help link ideas in the report.

This attempt at modelling the report text type falls short, however, as the text is not named as an information report. While there are different types of reports, it is important during the modelling stage to be clear about text type, in order to avoid confusing learners. The text lacks a general statement or classification sentence, or introductory paragraph, as is common in an information report. In mitigation, the heading "Report on air pollution" does indicate to the reader what the text will be about.

The ninth activity requires learners to write a report. They are to choose a topic that deals with "helping the environment" whether at home or at school, and then – independently – to do research using the model report provided in the previous activity. The aim is for them to write their own report.

The instruction accompanying this activity requires learners to answer "what, when, where and who" questions and to use pronouns and connecting words in their reports. This writing activity does scaffold report writing, albeit without creating a generic report. However, within this two-week cycle the type of report to be written remains unspecified.

What has not helped the textbook writers is that the text type moniker, 'information report' is omitted entirely in CAPS. This is concerning, as the written information report is a valuable genre of power across the curriculum, especially in science.

The final task for the learners is a 'language structures' revision activity on coordinating and subordinating conjunctions, ellipses, and punctuation.

Discussion

This set of activities follows the CAPS teaching plan (Table 4.8.1), although – with the exception of the use of connectors to link ideas in the model report – no link is made with the text type to be written by the learner.

This amounts to yet another deviation from text-based approaches intrinsic to SFL in that the contribution of language features to the overall meaning of the text type is not made clear. Here it is crucial to refer to the language features applicable to TLC, at both the modelling and the joint construction stages, which in the latter stage of this two-week cycle are completely absent. There are no activities that prompt learners and teacher to use insights gleaned from previous activities with the aim of jointly constructing an example of a report about litter and decomposition. Instead, learners are expected to write a report independently without this important scaffold.

4.4.2.2. Analysis of reading comprehension text

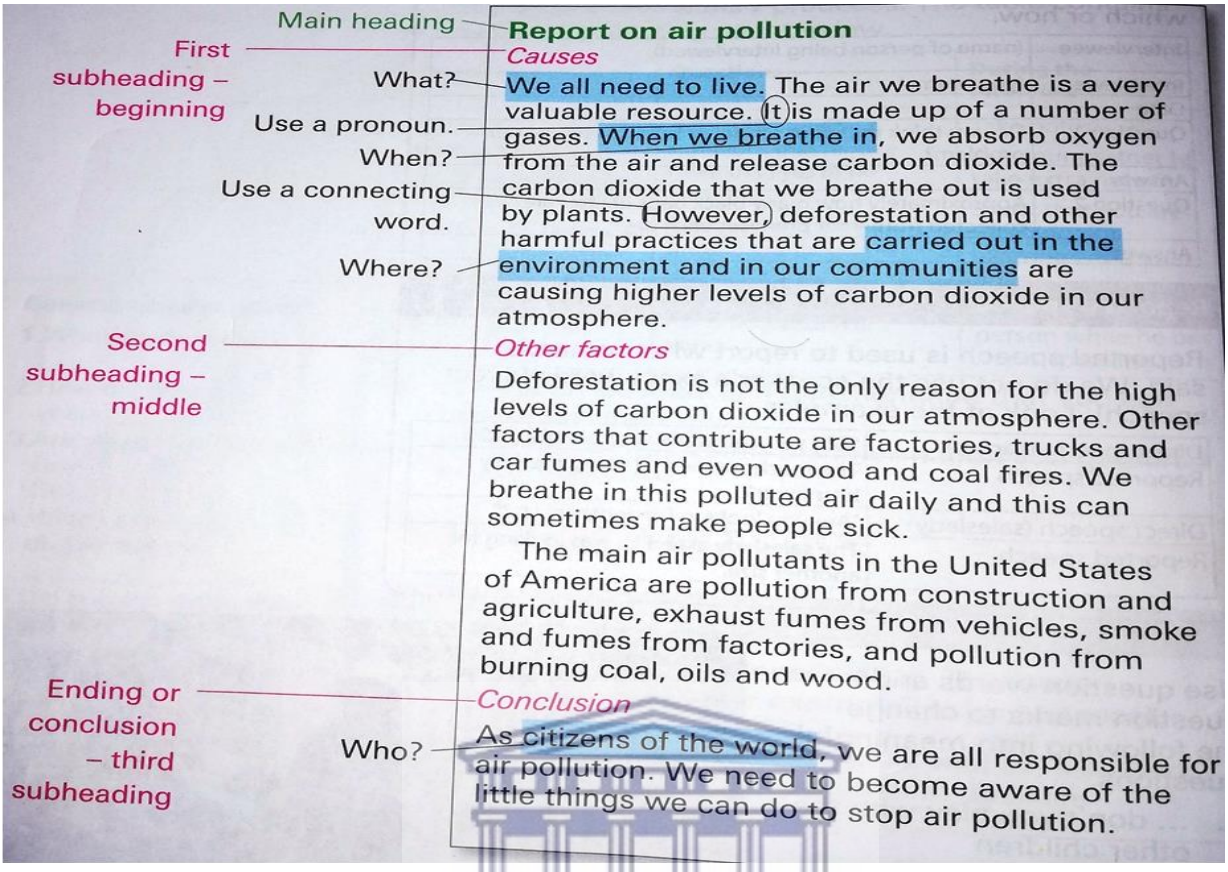
Three activities in this two-week cycle address the skill of reading.

These involve a visual text in the form of a graph, entitled "How long it takes for waste to decompose," an unnamed text consisting of three paragraphs about water purification and pollution, and a report with labelled features. The reading comprehension text selected for this part of the analysis is the "Report on air pollution" (Text 2), for which the textbook developers provide a model text. The report includes two comprehension tasks which read as follows:

(1) Read the report to find out how the writer presented the information and arguments. and

(2) Find answers to the what, when, where and who questions. A report should always address these important points (Platinum Grade 5 EHL learner book, p. 74).

These tasks are troubling as both seem to apply more to news reports than information reports, thereby misleading learners. While the annotation does point out structural features such as sub-headings and the stages of the report, these are of such a generic nature that they add little value to learners developing control of the information report.



Text 2: Appears in Platinum Gr 5 EHL Learner's book (p. 74) (*Platinum Grade 5 English Home Language Learner's Book, G. Cator, S. Crane, S. Heese, B. Krone, B. Maho, B. Pitt, P. Tsilik, 2012*. Reprinted by permission of *Pearson Business*.)

The model text (Text 2) does not adhere to the structure and language features of the common information report (see Table 4.8.3). As a didactic text the lack of authenticity may not be a problem, since it successfully communicates valuable factual information about air pollution. The conclusion positions readers as both culpable and responsible citizens who should become aware of what they can do to stop air pollution. This ending is not generic to information report writing and could further mislead learners when they are to construct this kind of text. Structurally, the text has a title and is organised under three sub-headings: *Causes, Other factors and Conclusion*.

Text 2 does not open with a general statement but proceeds immediately to the sub-heading, 'Causes', and explains some of the reasons for air pollution. The report generally reads well, but it does not completely adhere to the expected form of a general/classification statement, followed by paragraphs describing the topic in a logical manner. The text focuses on answering 'who, what, where, when' questions, which are rather more apt for news reports on a topical event, in guiding the learners towards planning and writing their own information reports. This does offer learners the opportunity to engage in detail with the experiential meanings.

Table 4.8.3: Generic features of information report versus Text 2 (Model report from the Platinum Grade 5 textbook)

	Generic features of Information report	**Text 2**
Structure	• general statement or classification with a definition / facts (descriptions and/or characteristics) about various aspects of the topic, marked with sub-headings or topic sentences / conclusion • may also be accompanied by diagrams, photos and illustrations	• Favours 'beginning – middle – end structure • Includes sub-headings • Focuses on responding to when, where, who, what questions • No accompanying visuals (not compulsory)
Language features	• common nouns with some technical classificatory terms; • the timeless, simple present tense; passive voice; • linking verbs, action verbs; descriptive language that is factual, precise and objective in nature	• Draws attention to using pronouns and connecting words like linking verbs/conjunctions in annotations • No focus on using technical nouns (in evidence in text: e.g. deforestation; oxygen; carbon dioxide; pollution) • No focus placed on using action verbs or the timeless present tense

However, the exemplar report does not draw the learners' attention to relevant language features such as general participants (*air, oxygen, carbon dioxide, deforestation*) which contribute to the field. It does not alert the learner to the subject matter and content of information reports, nor to the timeless present tense (*We all need to live; The air we breathe…; Deforestation is not…)*, a necessary language feature of information reports. Such characteristics should be explicitly taught to the learner while modelling the features of the given text-type.

Without labelling them as such, the text does include examples of 'doing' or action verbs or material processes *(breathe; release; carried)*. Cohesion is achieved through topic sentences at the start of each paragraph, but the textbook focuses only on a 'beginning – middle – end' structure, which is problematic as this is structurally too simplistic and general to qualify as characteristic of the report genre. While a narrative text may be taught in this manner, it is inadequate for teaching an information report. The focus in a model information report should be placed on the general classification-description structure to assist learners to develop competence in it.

The text contains many verb groups with relating processes or linking verbs – notably "is" and "are" to show that different participants are related to each other: "The air we breathe ***is*** a very valuable resource. It ***is*** made up of a number of gases" and, "...deforestation and other harmful practices that ***are*** carried out in the environment and in our communities ***are*** causing higher

levels of carbon dioxide in our atmosphere." In these sentences from paragraph 1, the use of 'relating processes' links the participants and provides information, as well as signalling cause and effect, common in information and explanation text types.

These relating processes also present the timeless present tense when giving information and explaining the causes of air pollution. The linking verbs are not acknowledged in the model text of the report however, despite contributing to the overall meaning of the text. Furthermore, 'circumstances of time' ("When we breathe in…") sequence the informative/explanatory elements in the text.

Next, through interpersonal metafunction, the text starts with the personal pronoun, "We" which establishes a relationship with the reader, which is not common in information and explanation text types (Droga & Humphrey, 2003). However, this use of personal pronouns, including the repeated use of "our," foregrounds people as responsible for pollution. This shows the writer's stance in trying to engage the Grade 5 learner. This position is linked to the purpose of the text which is to inform the reader/learner about the causes of air pollution. High modality is represented in repeated use of the modal verb "need," effectively reminding the reader that "We need to become aware of the little things we can do to stop air pollution".

The textual metafunction is realised in the use of nominalisation, as in "deforestation, pollution and construction". These terms allow the text to realise the topic and to convey scientific knowledge. These features are highly characteristic of information reports and explanations. They also contribute to the difficulty of the text.

However, in this instance, the value of nominalisation as a feature of scientific language is not pointed out to the learner. While the term 'nominalisation' may seem advanced for the Grade 5 level learner, the textbook does not indicate how the verb "pollute" can become the noun "pollution".

Of the theme types used, these are mostly experiential or topical themes such as, "The air, It, The carbon dioxide, The main air pollutants". These realise the purpose of the text, which is to inform and explain the causes and factors that lead to air pollution. The textual themes, such as the connectives, "However" and "As", establish cohesion by sequencing the information to create a logical explanation.

In summary, the foregoing SFL analysis demonstrates that Text 2 is not a good example of an information report. While the text has several features common to information reports, it lacks others (see Table 4.8.3). For instance, it does not present a general statement at the beginning.

While it includes clear subheadings, it is focused on the limited beginning-middle-end structure, instead of a general statement and description, vital in modelling how to write a report.

This 'model' text misses opportunities by failing to point out to the Grade 5 learner the value of technical nouns, material or doing verbs, and relating or linking verbs as key language features in information reports. As indicated, CAPS never explicitly mentions the information report as a text type to be studied (see Appendix 1). Unfortunately, the term 'report' is used ambiguously in this two-week cycle and as would have emerged by now, this may lead to confusion when learners attempt to produce their own reports. Notwithstanding that a variety of information reports exists, including news or feature reports with persuasive characteristics, if the purpose is to develop facility in the information report genre, it would be enabling to first model its typical organisational and language features before moving on to blurred genres.

4.4.3. Grade 6

The Grade 6 two-week cycle I selected (Term 2, Weeks 7-8) has the theme, "What's the weather like today?" and is divided into nine activities (see Appendix 4). Activities cover the four language skills, including language structures, and revolve around weather charts and their symbols. The subject of one reading comprehension is temperatures in South Africa. Learners are required to write an information text about why South Africa is a good tourist destination and then to use it to create a brochure about South Africa.

The Tables that follow show the two relevant frameworks. Table 4.9.1 is the CAPS teaching plan, and Table 4.9.2 is a summary of the activities in the Grade 6 textbook planned for this two-week cycle in accordance with the stages of the TLC.

Table 4.9. 1: The teaching plan from CAPS for English Home Language in IP (Term 2, Weeks 7-8)

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses an information text e.g a weather report** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts	**Reads an information text e.g. weather report** from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets visuals • Uses a dictionary for vocabulary development	**Writes an information text e.g a weather chart** • Selects appropriate visuals and content for the purpose • Presents information using a map, chart, graph or diagram. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work:** adjectives (attributive) **Sentence level work:** simple past tense **Spelling and punctuation:** dictionary usage
WEEK 9 – 10	SUMMATIVE ASSESSMENT			

Table 4.9. 2: Sequence of activities: Theme 9, 'What's the weather like today?' (Term 2, Weeks 7-8)

	Activity	**Building of context**	**Modelling and deconstructing text**	**Joint construction**	**Independent construction**
1	Starting off: Discuss a weather map	✓			
2	Listen and Speak: Listen to an instructional text	✓			
3	Language practice: Dictionary skills	✓			
4	Read: Read an information text	✓			
5	Read: Read an information text	✓	✓		
6	Write: Information text		✓		✓
7	Language practice: simple past tense, attributive adjectives	No link to text type made [thematic link to travelling and the weather made in simple past tense activity]			
8	Write: Information brochure	✓			✓
9	Revision		✓		

4.4.3.1. Scaffolding writing of text type

In the first activity, learners have to participate in listening and speaking as they discuss the various symbols found on weather maps. This links to content learners may have encountered

in subjects like Natural Sciences & Technology, or Geography. The activity can be viewed as a '*building the context or field'* exercise as learners' background knowledge about weather maps is activated (learners encounter weather charts in Grades 4 and 5). It thus creates an opportunity to discuss new information, especially about the weather.

The second activity involves a listening comprehension. From the Teacher's Guide, the educator reads aloud an instructional text for the sake of learners who do not have access to it. Learners are given information about the nature of Instructional texts and their language features such as, imperative verbs. As noted earlier, for CAPS instructional texts are considered information texts – a misnomer from an SFL perspective, as instructions are an example of Procedure which is a genre on its own. The listening text here is a procedure which gives instructions for building a rain gauge thereby linking it to the topic 'weather'. Therefore, this activity too may be considered as one that involves *building the context or field*.

In the third activity, learners focus on dictionary skills. The activity may thus be read as one which addresses *language structures and conventions*. There are words that link to the weather such as map, temperature and thermometer, which learners need to arrange alphabetically. The remaining tasks focus on guide words in dictionaries, and the syllabic division of words. While learners might be assisted with topic-related vocabulary through alphabetically arranging certain words requiring could, the task itself is a stand-alone one to demonstrate dictionary use. No meaningful link is made with the text type to be produced by the learner, as might be expected in the teaching and learning cycle.

The fourth activity is a reading comprehension in which learners are presented with a text which involves predicting the weather. The source of the text is not identified. It resembles a blurred genre text that is, –information report and explanation in equal parts. Its purpose is to tell readers about different weather forecasting methods. The text includes a map of the Western Cape, dated Saturday, 19 November (no year indicated), and a key identifying weather symbols. This text will be further unpacked in the next section.

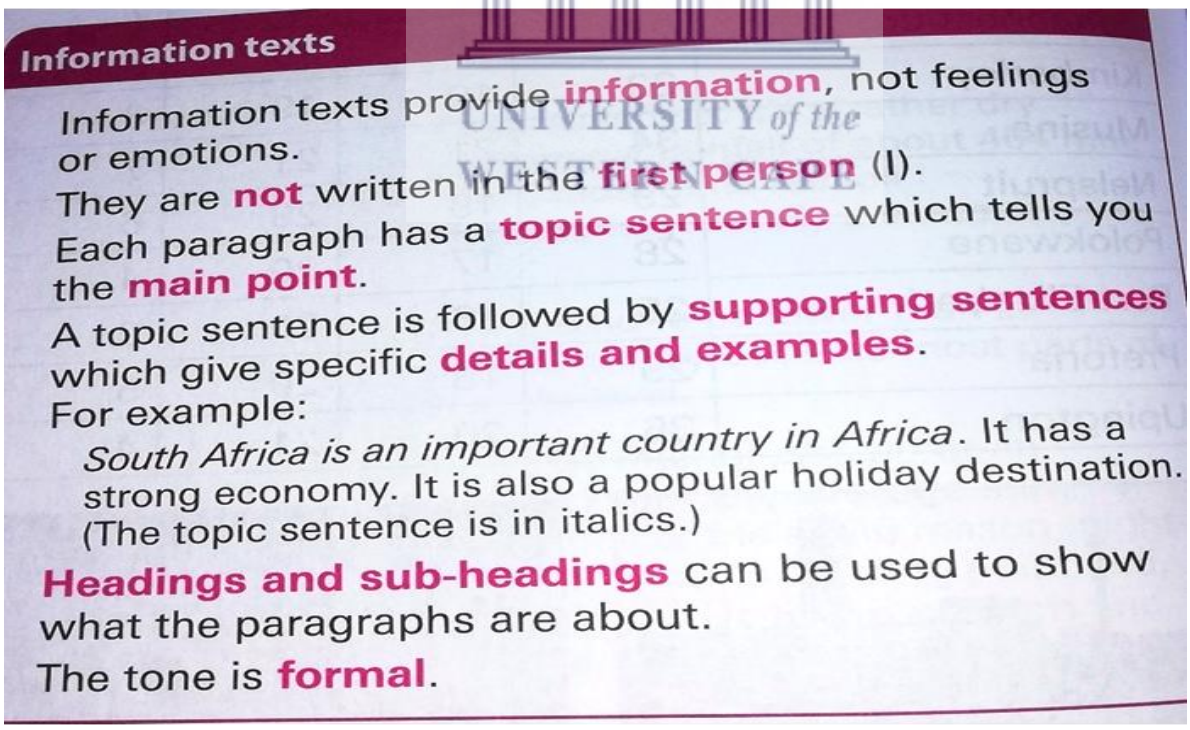
The activity continues to *build the subject-field* of this two-week cycle. The questions deal mostly with experiential information about the content in the text and map. However, Question 5 requires of the learner to identify and write down the topic and supporting sentences in the first paragraph and provide suitable sub-headings for the second and third paragraphs. These activities link to modelling and deconstructing the text – stage 2 of the TLC – as learners engage

with text features such as the presence of sub-headings, a common feature of the information report. However, at no point is the value of sub-headings explained.

The fifth activity also deals with the skill of reading. Here learners are presented with a "passage" which provides a factual description of the weather conditions across South Africa, and a weather table with temperatures for all major cities. After having read the text and table, learners are to discuss two questions. In the process they are to look up the meanings of subject-specific words such as altitude, hemisphere and plateau, and to answer questions based on the weather table.

The activity builds the knowledge field and context, as learners are now moving closer to the main activity, that of writing an information text about why South Africa is a good tourist destination. While learners are expected to provide information about South Africa, the text type to be written also contains features of a persuasive text, in other words, its purpose is to encourage tourists to visit the country.

The sixth activity is a writing activity. Prior to writing, learners are provided with a definition of information texts, as reprinted in Figure 4.2 which follows:



Information texts

Information texts provide **information**, not feelings or emotions.

They are **not** written in the **first person** (I).

Each paragraph has a **topic sentence** which tells you the **main point**.

A topic sentence is followed by **supporting sentences** which give specific **details and examples**.

For example:

South Africa is an important country in Africa. It has a strong economy. It is also a popular holiday destination. (The topic sentence is in italics.)

Headings and sub-headings can be used to show what the paragraphs are about.

The tone is **formal**.

Figure 4. 2: Grade 6 Textbook definition of information texts, specifying language features (p. 110) (*Platinum Grade 6 English Home Language Learner's Book, G. Cator, S. Crane, B. Krone, B. Maho, S. Heese, J. Middleton Horn, N. Omar, B. Pitt and P. Tsilik, 2012.* Reprinted by permission of *Pearson Business.)*

The definition does not directly indicate a recognised schooling genre such as information report or explanation text, describing information texts only as "texts that give information". From an SFL text-based perspective, this definition is too vague, as at no point is the reader's attention drawn to the generic structure and language features of the information report and explanation. However, Figure 4.2 does make three key points with regard to modelling the features of information reports, namely, the presence of sub-headings; paragraphs that focus on a main point about the topic; and those feelings and emotions have no place in this genre.

Yet no mention is made of the general statement/classification and facts (descriptions or characteristics contained in paragraphs) which could have supported learners' control of the information report genre. Following their familiarization with the definition in Figure 4.2, learners are required to apply it. This writing activity thus passes up the chance for learners and teachers to write a short information text jointly, thereby once more skipping the joint construction or stage 3 of the TLC. This could have assisted the learners in developing further control of the information text type in preparation for their independent construction activity.

The seventh activity is a grammar activity. Here the focus is on the rules governing the simple past tense. It also focuses on the function of attributive adjectives and how they might be used them in sentences. Again, unfortunately, no link is made with the text type at hand. Compliance on the part of the textbook developers is indicated as a thematic link in the sentences in the simple past tense activity. All three sentences relate to travelling, with one reference to the weather.

The eighth, penultimate activity is the main writing activity for this two-week cycle. As stated earlier, learners are required to write a short information text and to use it to create a tourist brochure about South Africa. Tourist brochures do present information, but their main purpose is to persuade. While a mixed information-persuasion genre text is not inappropriate in this context, this is not acknowledged in the textbook's instructions to learners on how to create the brochure. It represents another missed opportunity to draw attention to the concept of a mixed genre text.

This is also an unfortunate omission as Grade 6 learners are on their way to the Senior Phase (grades 7-9), where more complex text types can be expected. The activity has elements of the *building the context and knowledge field* stage as learners have to conduct research in what makes South Africa a good tourist destination. Thereafter, the research is to be used to develop

a multimodal brochure that includes illustrations such as pictures or a map of South Africa. For the learner this involves the final stage of the TLC, independent construction.

The final activity revises language and writing skills studied during the cycle. Learners have to identify topic and supporting sentences in paragraphs, and then to write a paragraph "about the weather last weekend". Other activities deal with adjectives and syllabification.

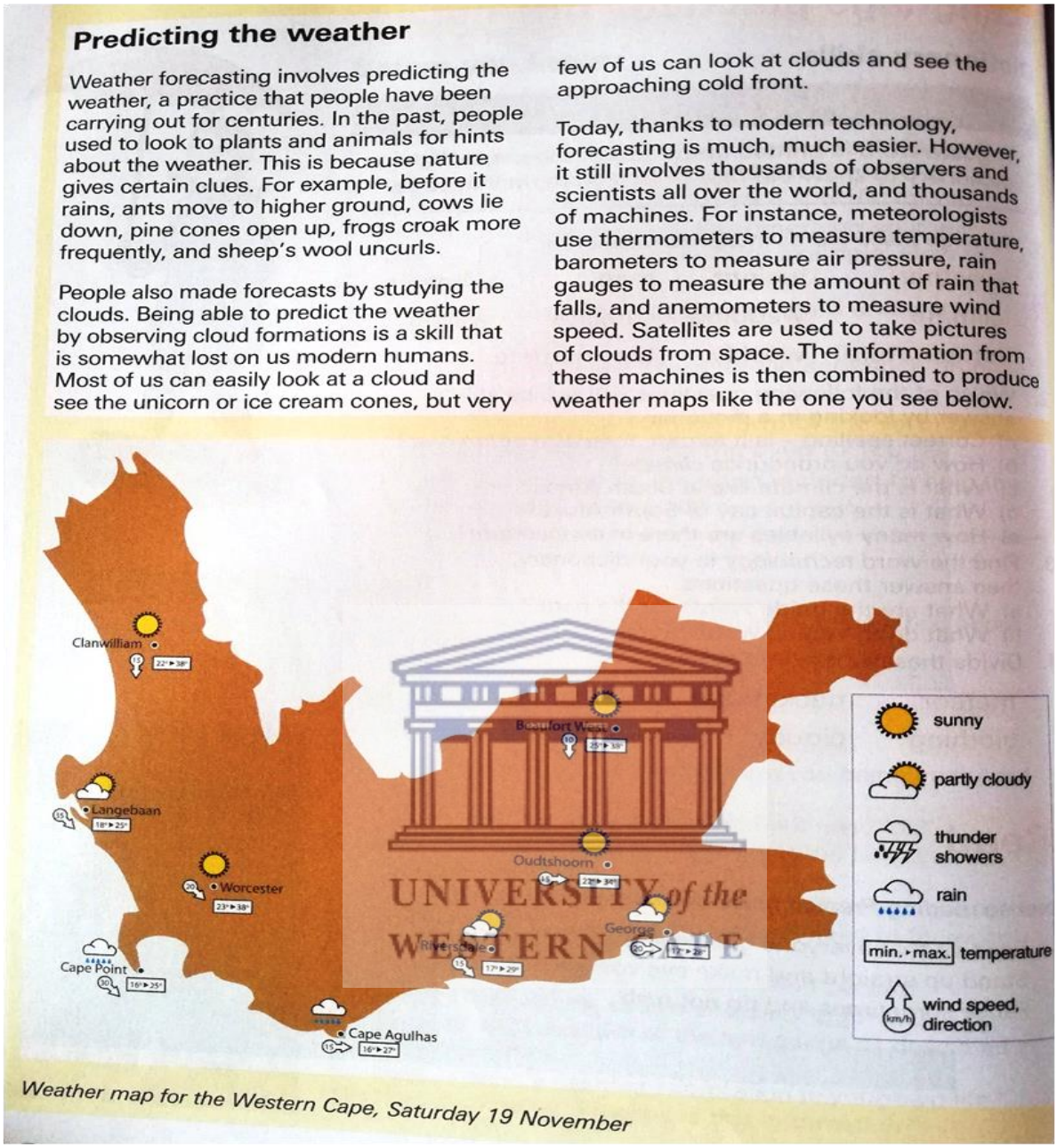
Discussion

In summary, it would be fair to say that this two-week cycle does justice to neither the information report genre, nor the teaching-learning cycle. Defining information texts as ones that provide information is, in terms of SFL-inspired text-based approaches, simply too vague and generalised to be useful. And for the most part activities revolve around building the knowledge field and context, with no opportunities for joint construction between teacher and learners. The scaffolding is therefore inadequate.

4.4.3.2. Analysis of a reading comprehension text

In the paragraphs that follow, I describe and discuss the reading texts found in the Grade 6 two-week cycle (Term 2, Weeks 7-8) before delving into a metafunctional analysis.

In the first text (3), learners are presented with an unidentified text type, entitled "Predicting the weather", which includes a weather map of the Western Cape. The second reading activity deals with a text describing the weather in South Africa and includes a weather table. Neither text is referenced, leading to the conclusion that they are didactic texts, written directly for the textbook. Text 3 below will be analysed through the lenses of the experiential, interpersonal and textual metafunctions to shed light on its structure and language features. The text resembles an information report and explanation text types. One question deals with features of information text types: learners are to identify topic and supporting sentences and create sub-headings for the paragraphs.



Predicting the weather

Weather forecasting involves predicting the weather, a practice that people have been carrying out for centuries. In the past, people used to look to plants and animals for hints about the weather. This is because nature gives certain clues. For example, before it rains, ants move to higher ground, cows lie down, pine cones open up, frogs croak more frequently, and sheep's wool uncurls.

People also made forecasts by studying the clouds. Being able to predict the weather by observing cloud formations is a skill that is somewhat lost on us modern humans. Most of us can easily look at a cloud and see the unicorn or ice cream cones, but very few of us can look at clouds and see the approaching cold front.

Today, thanks to modern technology, forecasting is much, much easier. However, it still involves thousands of observers and scientists all over the world, and thousands of machines. For instance, meteorologists use thermometers to measure temperature, barometers to measure air pressure, rain gauges to measure the amount of rain that falls, and anemometers to measure wind speed. Satellites are used to take pictures of clouds from space. The information from these machines is then combined to produce weather maps like the one you see below.

Weather map for the Western Cape, Saturday 19 November

Text 3: Appears in Platinum Grade 6 EHL Learner's Book (p. 106) ***(Platinum Grade 6 English Home Language Learner's Book, G. Cator, S. Crane, B. Krone, B. Maho, S. Heese, J. Middleton Horn, N. Omar, B. Pitt and P. Tsilik, 2012.*** **Reprinted by permission of** ***Pearson Business.)***

Structurally, the text has a title, "Predicting the weather" followed by three paragraphs. It can be inferred that the purpose of the text is to provide information about and explain the methods involved in weather forecasting. The first paragraph opens with a definition in the form of a general statement situating the topic: "*Weather forecasting involves predicting the weather, a practice that people have been carrying out for centuries*." The first two paragraphs discuss methods used in the past for weather forecasting, while the final paragraph highlights modern technological methods used for weather forecasting. The final sentence reads as follows: *"The*

information from these machines is then combined to produce weather maps like the one you see below." It acts as a textual device to link the written text with the illustration: a weather map of the Western Cape dated Saturday, 19 November.

From the perspective of SFL's experiential metafunction, the generalised participant "people" foregrounds human agency in weather prediction. This is followed by various non-human participants such as "nature", different animals, clouds, as well as technical terms specific to the subject-field involved, such as meteorologists, thermometers, barometers, satellites and anemometers. These give learners the opportunity to acquire knowledge of the technical and scientific aspects of weather forecasting – crucial to text comprehension. Many material processes are introduced, and the timeless present tense is used.

The image of the map links the participants, processes and circumstances. The illustration represents the final product of the act of weather forecasting. This is important as learners may struggle to comprehend all the technical information, but may recognise the resultant product – the weather map. Hence, generically this aspect conforms to the point that the inclusion of visuals linked to the text is a key feature of information and explanation text types.

The interpersonal metafunction in the text uses declarative sentences in the form of statements providing information on weather forecasting. This is characteristic of information and explanation text types, with impersonal statements indicating the factual nature of the information. However, the use of personal pronouns, "us" and "you" initiates a relationship between reader and writer as the authors draw on the human agency in weather forecasting, a scientific endeavour conducted by people.

Thus, the textual metafunction indicates that the word "people" serves as a topical or experiential theme across the text. Continued use is made of experiential themes such as "weather forecasting", "a practice" and "meteorologists", thereby foregrounding the content. These experiential themes are often preceded by textual themes such as "However", "Today", "For example" and "For instance", which assist the sequencing of information into an explanation of weather forecasting. Each paragraph is marked by a topic sentence, indicating to the reader what information is included in the text. Together, these features enhance cohesion.

Furthermore, the textbook writers demonstrate an awareness of the text-based approach by including questions that require of the learner to identify the topic sentences and to provide sub-headings for the paragraphs (Grade 6 textbook, see Appendix 4):

5.Reread the information on predicting weather.

a) Write down the topic sentence (that presents the main idea) and two supporting sentences (that present supporting detail) from the first paragraph.

b) Write suitable headings for paragraphs one and three (Platinum Grade 6 EHL learner book, p. 107).

Somewhat incongruously however, these questions are posed *before* the description of information texts (see Figure 4.2). This illogical sequencing of information presents a problem for its lack of scaffolding of the learning process. It also denies learners the chance to foreground what they have learned about information texts and to apply this in the reading comprehension activity.

Text 3 presents opportunities for teaching an information report and explanation text type. However, key structures such as a general statement/classification followed by factual descriptive paragraphs are not clearly presented. Admittedly, certain key textual features of the information report are present, such as asking learners to provide sub-headings, and the inclusion of the weather map. However, attention is not drawn to appropriate language features such as specific technical nouns or material processes. Nevertheless, Text 3 is a better example or model of a mixed genre text than the other texts in the unit.

This section of the analysis has presented and discussed the data which explored the extent to which CAPS and the textbooks follow (SFL-inspired) text-based approaches. The next section involves the final aspect of the analysis, namely the textbooks' degree of adherence to Communicative Language Teaching principles.

4.5. Analysis of the textbooks: Communicative Language Teaching (CLT) discussion

In this the final level of the analysis, the selected two-week cycles from each textbook are examined for evidence of Communicative Language Teaching (CLT) features termed the *communicative approach* by CAPS. The CLT features focused on here are as follows:

1. coverage of all four aspects of communicative competence
2. use of authentic texts
3. interaction in pairs and groups
4. opportunities for learners to negotiate meaning and
5. integration of language skills.

Communicative approach features such as discovery learning, 'language link' with the outside world and the recognition of different language varieties have not been included in the analysis

as these features are not evident in the textbook. It could be unreasonable to expect the EHL textbook to adhere to these features as they become evident mainly when learners engage in spoken language.

Both the Text-based approach and the CLT approach are "dependent on the continuous use and production of texts" (DBE, 2011, p. 12). As previously stated (in Chapters 1 to 3), the CAPS curriculum for all language subjects, including English Home Language (EHL), is underpinned by the text-based and communicative approaches to language learning. Therefore, this level of the analysis seeks to apply the final lens of the study's analysis in seeking answers to the fourth subsidiary research question, namely, 'To what extent do the tasks and activities in the textbooks adhere to features of the Communicative Language Teaching (CLT) approach?'

The following paragraphs first present data collected from the selected two-week cycles from each Grade. This has been summarised in Table 4.10. Hereafter, I present a discussion of these features across the Grades under the sub-headings: *Communicative competence, Authentic texts, Interaction,* and *Integration of skills.*

Communication in the target language, English, is implied throughout the textbooks and the CAPS document for EHL in the IP. The textbook is written in Standard English and does not use or refer to any other language or variety. While this is understandable for a traditional Home Language textbook, the absence of any reference to the multilingual context which characterises most South African classrooms represents a blind-spot. It also represents a lost opportunity to engage learners in discussions that raise awareness of linguistic variation and the different dialects of English spoken in South Africa.

4.5.1. Communicative competence

The focus across the Grades is mainly on developing grammatical and discourse competence, with socio-linguistic and strategic competence largely absent.

In the Grade 4 cycle, examples of *discourse* competence are found in the second activity which involves rearranging sentences to create a proper sequence in the writing activities. These require learners to produce information texts, and in a revision activity, to a lesser extent, to write about the function of similes and metaphors.

The *grammatical* competence is evident in the language practice activities in which learners study similes, metaphors, prepositions, conjunctions and continuous tenses across the cycle. These language features do not directly link to the text type that learners need to produce;

consequently, the opportunity is lost for learners to identify aspects of meaningful language use.

Table 4.10: Summary of CLT features across the selected two-week cycles

CLT feature	Grade 4 textbook	Grade 5 textbook	Grade 6 textbook
1. Communicative competence – 4 aspects	Discourse; Grammatical: substantially present Socio-linguistic; Strategic: absent	Discourse; Grammatical: substantially present Socio-linguistic; Strategic: isolated example in interview activity	Discourse; Grammatical: substantially present Socio-linguistic; Strategic: absent
2. Authentic texts	Isolated example: photographs used in first activity Absent – information texts appear to be written for the textbook	Isolated examples: photographs used in three activities Absent – information texts appear to be written for the textbook	Isolated examples: photographs used in two activities Absent – texts appear to be written for the textbook
3. Interaction: for example, groups; pairs	Mostly individual activities One example of pair activity Two examples of group work	Mostly individual activities One example of pair activity One example of interview activity – unclear who should be interviewed	Mostly individual activities One example of pair activity
4. Meaning negotiated	Isolated example: implied in group work activities	Isolated example	Absent
5. Skills integrated	Activities focused on skills of reading and writing One listening and speaking activity All four skills involved in completing group poster activity	Activities focused on skills of reading and writing Interview activity involved all four skills	Activities focused on skills of reading and writing One listening and speaking activity

(See Appendices 5, 6 and 7 for detailed examples of CLT features across the selected two-week cycles)

In the Grade 5 cycle (Activities 3, 4, 6, 8, 9 and 10), attention is drawn to the text features of information texts for which learners have to provide sub-headings, present information in graphs, design a questionnaire for an interview and write a report. These activities offer opportunities to construct meaningful texts. In Activity 6, learners have to develop an interview schedule or a set of questions for an interview.

While the interview is a preferred activity for implementing communicative approaches, the instructions for this activity are not clear. It is not indicated who should be interviewed – the section "Tips for conducting an interview" merely requires learners to "*ask a partner to take*

extra notes" as a tip. This could imply that the partner should listen to the interview, but who should be interviewed is never made clear. This is problematic as it will impede the design of the interview schedule. Within a communicative approach, it is crucial that activities are meaningful for development in the target language and clear in terms of instructions (Richards, 2006).

The activity, "Conduct an interview to collect information" also presents the chance for developing socio-linguistic/cultural competence. When creating questions and interviewing, learners have to pay attention to appropriate language use depending on whom they are interviewing. In an interview activity, learners are also required to demonstrate an understanding of the sociocultural contexts of language use (Savignon, 2018). However, the ambiguity or uncertainty surrounding who should be interviewed may cause confusion for the learners in carrying out the activity, and may impede meaningful communication.

Regarding grammatical competence, the activities on language structures such as adjectives and tenses, text connectors and direct speech offer learners the opportunity to work with English language concepts. However, it is only in the direct speech activity that any attempt is made to link language (grammar) to text type when question forms (words such as 'who', 'what', 'how') are shown to contribute to the interview.

In the Grade 6 cycle, two types of factual text are incorporated: instructional and informative. The second activity describes the features of instructional texts; this assists with developing *discourse* competence or an understanding of the workings of procedural texts, including the purpose of such texts. However, instructional texts are not mentioned again. Learners are taught how to make a rain gauge and are then required to respond orally to the text by answering questions.

In Activities 4, 5 and 9 learners are to identify and provide sub-headings to paragraphs. In Activities 6 and 8, they are given instructions on how to gather information to write an information text, before having to write their own. Thereafter, they are expected to turn the text into a brochure about South Africa. In this case, the activity crosses genres, effectively foregrounding features of both information and persuasive texts. However, this has not been pointed out to the learner, or scaffolded with the appropriate meta-language. The final writing activity is interesting for engendering creativity. It requires learners to design a brochure, and to practise the use of the target language by producing an informative text.

To develop *grammatical* competence, learners engage in activities involving dictionary skills (Activity 3), simple past tense and attributive adjectives (Activity 7). These are prescribed in the CAPS teaching plan for the week, but no reference is made to the specific indicators of particular text type/s.

As the processes presented reveal, an overarching focus on activities which develop discourse and grammatical competence is evident. However, even the grammar (language features) activities follow a distinctly traditional deductive approach, focusing on the rule-example-activity structure or routine. Grammar is not used in a communicative manner; that is, there is no focus on meaningful communication or any awareness of how the language or grammatical items contribute to overall meaning in a text.

Furthermore, the development of *sociolinguistic* and *strategic competence* is largely omitted over the two-week cycles. This is partly explicable, given that these are Home Language textbooks and publishers may be assuming at least a basic understanding of contextually appropriate language use on the part of learners. In addition, strategic competence is often displayed in practical language use (Richards, 2006). Activities which address strategic competence specifically may be difficult to design for the textbook, as this aspect of communicative competence is observable only when the learner actually communicates in situ – whether orally or by gesturing or engaging in meaningful communication, and where the focus is on the learner being fluent and intelligible (Richards, 2006).

4.5.2. Authentic and didactic texts

In its Glossary of terms, CAPS (DBE, 2011) defines authentic texts as those "which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)" (p. 105). This observance of texts serving a practical function is in keeping with the idea that the text comes "from life", as described by Hamroyeva (2018, p. 1).

In all three textbooks there is a lack of authentic texts. Most of the 'information' texts appear to have been written directly for the textbook, with the CAPS teaching plan for the given two-week cycle in mind. For example, in the CAPS teaching plan for Grade 4, Term 3, Weeks 3-4, in the *READING & VIEWING* column (see Table 4.7.1), learners are to "Read an information text, e.g. on social issues" (DBE, 2011, p. 6). Following this, the textbook includes two information texts (Texts 1A & B) on the social issue of global warming. These go into detail

about fossil fuels and the greenhouse effect. The texts are not attributed to a source and can therefore be considered didactic texts – written directly for the textbook.

Photographs are used in all three grades' selected two-week cycles. These photographs appear to be authentic images which demonstrate aspects of pollution in the natural world (Grade 4), the effects of pollution (Grade 5) and important landmarks to visit in South Africa (Grade 6), and are used to initiate meaningful discussions in the classroom. The photographs have been sourced from ***Bigstock*** by the textbook developers, and relate to the content and activities in the two-week cycles. Furthermore, like the Grade 4 version, the Grade 5 and 6 information texts cannot be considered authentic, as they have been written specifically for the textbook.

In the Grade 5 cycle, the reading comprehension activities include a graph and a text about water pollution. The Grade 6 cycle features a map of South Africa, an instructional listening text (to which only the teacher has access), and an information text about weather conditions in South Africa. All of these appear to have been written directly for the textbook.

According to Little & Singleton (1988), the authentic text is one that was created to fulfil some social purpose in the language community in which it was produced. As must be clear by now, authentic texts are therefore potentially valuable in the classroom, particularly in implementing CLT with its emphasis on meaningful communication and real-world texts. However, in the two-week cycles analysed especially those which include information texts, there are few examples of authentic texts; most appear to have been written directly for the textbook. This notwithstanding, the textbooks are reasonably successful in exposing learners to suitable texts and to knowledge about key issues. It might be accepted that the presence of authentic texts is not always possible. In those cases, didactic texts may better serve the goals of a graded curriculum, for instance, to demonstrate specific language features.

All the same, when texts are presented in an interesting manner, they serve to motivate learners (see Texts 1A & B for Grade 4). While the information texts present in the cycles do not represent model texts, they have the virtue of enabling learners to engage factual texts at Grade level in the EHL classroom.

4.5.3. Interaction

A cornerstone of the CLT approach is the use of varied patterns of interaction. According to Richards & Rodgers (2007), the teacher should act as a facilitator and encourage the learners to construct meaning through interaction. Goal-driven social interaction, such as that intended by the curriculum, also makes the learning process more pleasurable. As stated in CAPS, "in

the Intermediate Phase (IP), Home Language learners will use Listening and Speaking skills to interact and negotiate meaning" (DBE, 2011, p. 9). The process of interaction as a communicative activity goes hand-in-hand with processes of negotiating meaning, with the aim of achieving meaningful learning.

In the Grade 4 two-week cycle, individual work is mostly favoured; however, there are instances of various forms of interaction. In the first activity learners have to share information with the whole class. Learners also work in pairs during the reading comprehension activities and participate in a group writing project by creating an informative poster which each group is to present to the whole class during the listening and speaking activity towards the end of the cycle.

In the Grade 5 cycle, by contrast, interaction patterns lack variety. In the first activity, learners are to work in pairs and in the second, the teacher reads while the learners listen and individually respond to questions. Beyond this, while not clearly stated, the remaining activities imply individual work. For the interview activity, learners are to design a questionnaire to find out how much litter a school, shop or factory produces. It can therefore be inferred that the learner should interview 'someone' at one of these sites. While the interview activity implies that interaction should take place, the overall instruction is too vague to indicate evidence that the textbook takes advantage of the value of an interview activity for communicative purposes.

Similarly, interaction is somewhat limited in the Grade 6 cycle. Only one activity (Activity 5) requires learners to work in pairs, by responding to questions based on the reading comprehension about weather conditions in South Africa.

The remaining activities all imply individual work, except for the first part of the main writing activity (Activity 8) in which learners are instructed to give a draft of their information text to "someone else to read". It is not specified who this someone else should be, only that learners should get feedback and edit their information text, before starting on the writing and design of their brochure.

The lack of opportunities for interaction is concerning, as many learners might find working with information texts challenging. To be able to interact and make meaning together might have been a valuable act of scaffolding for learners, had this been done before they were to move on to individual work, towards developing control of the information text as a genre of writing and study.

The absence of interactive opportunities may also be attributed to the fact that these textbooks are intended for Home Language learners, implying that it could be assumed that the ability to work independently had already been established. However, as discussed in Chapter 1, learners in EHL classrooms are often not first-language English speakers. In response to the dominance of English, many formerly Afrikaans-speaking households are shifting towards English. As a result, the demand for studying in Afrikaans is declining and parents enrol their children in EHL classes. A contributing factor is migration from other African countries by parents who seek an English-medium education for their children in South African classrooms.

Since the Intermediate Phase acts as the bridge to the cognitively demanding Senior Phase, more rather than fewer opportunities for interaction should be created during the study of factual texts. Interaction in small groups or with a partner, guided by the educator, encourages exploratory talk that some students may be hesitant to embark on when the entire class is listening (Barnes, 2010).

Exploratory talk refers to engaging in meaningful discussion, allowing the "new to interact" with what learners may know, in the process of developing further understanding (Barnes, 2010, p. 8). During group or peer work, learners are presented with an opportunity to "talk their way into understanding" (Barnes, 2010), and this is especially important as they engage more complex text types such as information reports and explanations (p. 3). These activities will also create greater opportunities for learners to engage in negotiating meaning as they develop their language skills.

4.5.4 Integration of skills

While in the past the four language skills – listening, speaking, reading and writing – were taught separately, it was later recognised that during the teaching and learning process, more than one skill is used at a time (Holden & Rogers, 1997). This notion has resulted in the integration of the language skills and this is emphasised as a key facet of the communicative approach to language teaching.

In an integrated language curriculum, reading instruction nestles between instructions to write and oral language, creating the potential for greater command of all the language skills than is possible when they are taught in isolation (Nazarova, 2017). The data indicates that in the teaching of factual texts, the four skills are addressed in the textbook activities. However, a focus on reading and writing remains, at the expense of listening and speaking. This constitutes an imbalance as reflected in the CAPS time allocation outlined in Table 4.11 as follows:

Table 4.11: Time allocation per language skill in EHL in the IP (CAPS, DBE, 2011, p. 14)

Skills	**Time Allocation per Two-week Cycle (Hours)**
	INTERMEDIATE PHASE (Grade 4-6)
Listening and Speaking (Oral)	2 hours
Reading and Viewing	5 hours
Writing and Presenting	4 hours
Language Structures and Conventions	1 hour

In Grade 4, the four language skills are addressed across the two-week cycle. For the reading comprehension activity, learners are to read for information and respond to the questions in writing. This is not stated, but rather implied, as the learners are to answer questions in their writing books. In this activity learners also practise speaking when they talk to their partners about ways to protect the environment. The group writing activity allows learners to create the informative poster together. A collective project of this nature requires engagement of all four skills, namely, listening and speaking, when discussing content and planning the poster; reading, when drafting, editing and summarising information for the poster; and writing, when recording information on the poster. The seventh activity also involves listening, as the various groups present their posters to the class.

The Grade 5 cycle includes the integration of skills in Activity 2 (listening and writing); Activities 3-4 (reading and writing); Activity 6 (all skills engaged in the designing of a questionnaire and interview activity) and in Activity 8, the practice of reading and writing.

However, while the textbook content reveals some recognition of the value of integrating skills, it is not always indicated at which point learners should write after reading. Furthermore, many activities do not indicate how they should be answered, merely providing the questions and the instruction to answer them without specifying whether this should be done orally or in writing. As in the Grade 4 textbook (see section 4.4.1), Grade 5 instructions should be made clear, in order to properly gauge the extent to which language skills are integrated with the content and activities of the textbook. We can deduce that answers are to be written in the learner's workbook, which serves to strengthen the focus on reading and writing skills, with only sporadic opportunities allocated for listening and speaking.

There is limited integration of skills in the Grade 6 cycle. In the second activity, learners have to listen to the instructional text that will be read by the teacher, and respond orally to the questions posed. Reading comprehension occurs in Activities 4 and 5, where it is implied that

learners are to respond to the texts in writing, save for Activity 5 where paired discussion (speaking) is also required in the response to comprehension questions.

This section of the data analysis has explored the extent to which the textbooks adhere to Communicative Language Teaching principles. While there is clear awareness of CLT features across the selected two-week cycles for the teaching of factual texts, what is lacking is the promotion of socio-linguistic and strategic competence. Also, there is a paucity of authentic texts; and there are too few opportunities for varied interaction.

4.6. Summary

This chapter has presented and analysed the data collected from the CAPS document for English Home Language in the Intermediate Phase and the three textbooks. The data shows some terminological instability concerning the naming of texts, especially with regard to information reports and explanations, neither of which are named as such. This is the first indication that the CAPS document misrepresents the text-based approach, as this approach valorises the development of control over different genres or text types. If texts are not properly labelled or identified in the curriculum document itself, the question remains open as to how they may be interpreted by textbook developers and eventually by educators.

Two further levels of analysis explored CAPS in relation to the textbook developers' understanding of a text-based approach. This was done in two ways: by seeking to establish first, the extent to which the language features prescribed in the CAPS teaching plan adhere to the text type learners are expected to write; and second, the extent to which the activities in the CAPS-approved textbook follow the TLC for teaching writing. In both instances, CAPS and the textbooks were found wanting. There is little evidence of the language features being aligned with the text type learners are expected to write; and the textbook activities fail to set up the requisite scaffolds for an effective TLC. The analysis also found that the textbooks largely omitted processes and activities associated with the *joint construction* stage of the TLC.

Given the value placed on using quality examples and model texts – a value avowedly shared by CAPS in its conceptualisation of a text-based approach – it was disappointing to find that the texts constitute rather poor examples of information reports and/or explanations. While CAPS is underpinned by the text-based and communicative approaches to language teaching, it fails to fully realise these approaches. Unsurprisingly, this is reflected in the textbooks, as these are an interpretation of the CAPS document. As I have tried to show, this is specifically

the case for the teaching of factual texts. Clearly this has implications for both educator and learners. It stands to reason that if the curriculum exhibits a superficial understanding of the teaching approaches, this will find its application in textbooks. If, in turn, the educator relies heavily on the textbook it will compromise the realisation of the text-based and communicative approaches in the classroom.

The final chapter which follows, draws conclusions based on the research questions posed by the study. It also indicates some possibilities for further research.

CHAPTER 5: CONCLUSION AND IMPLICATIONS

5.1. Introduction

This study investigates the CAPS curriculum document for English Home Language (EHL) by examining three series textbooks for the Intermediate Phase. The objective was to ascertain the extent to which these documents facilitate language learning, in particular, the treatment of information text types. The research was conducted to provide insight into our understanding of how text-based and communicative approaches are understood, interpreted and applied in the CAPS document, and in the textbooks which are best understood as an interpretation and implementation of the CAPS. This chapter presents summaries of the key findings of the study under the four subsidiary research questions. It concludes by presenting some implications for further research and reflection.

5.2. Organisation and naming of texts in CAPS

As indicated in the analysis, the CAPS is unclear in how it names and organises text types. Several instances of terminological instability are evident. Genre theorists such as those in the Sydney School have posited genres of schooling, with various sub-types, which are organised in a systematic and clear manner. I include an example of such a table in Figure 2.2 from the work of Rose (2018), which outlines the key genres learners encounter at school. Many of these, especially the factual ones, are introduced at Grade 4 level.

An underlying assumption in the CAPS is that all educators have enough knowledge of text-based approaches to decipher and navigate these text types. However, various studies (Van Heerden, 2015; Mohlabi-Tlaka, 2016) have found this not to be the case. Logically, if the curriculum itself is misguided, it follows that educators subsequently attempting to implement it may be led astray.

It stands to reason that if texts are organised according to the main genres of schooling, their generic characteristics, including social purpose and language features, will be much clearer to educators working with the CAPS document. In addition, terminological stability is a prerequisite in a curriculum statement because if the terms used for outlining text types are imprecise or loosely used, developers of CAPS-aligned textbooks are likely to perpetuate the confusion.

As a consequence, Intermediate Phase educators who are not very knowledgeable about genre theory may end up favouring narrative text types over factual genres. The confusing terminology, coupled with the poor organisation of CAPS evident also in the teaching plans, may lead to difficulty in realising a text-based approach in the language classroom.

According to Feez and Joyce (1998), knowledge of different kinds of texts, their patterns or structures and purposes is a key aspect of learning how to write effectively. My argument is that this knowledge starts from being able to name text types correctly. I recommend that across the three Grades of the IP, the variety of text types to be studied within a given Grade be reduced to allow for reliable consolidation, as well as a proper foundation for linguistic (and conceptual) capacity in the next Grade.

This conclusion is based on my response to CAPS including the same broad list (see Appendix 1) of text types to be studied from Grades 4-12 in all the CAPS documents for EHL.

5.3. Language features (grammar)

The results of the data analysis indicate that while the CAPS for EHL in the IP recognises that various text types have generic language features, this is not demonstrated in the language features prescribed in the various teaching plans.

It is clear that CAPS is misaligned with itself in regard to the link between language features and the text type to be studied. The present study focused on the two-week cycles which teach information texts. It found that the language features prescribed in CAPS in most cases did not align with the text type to be studied and written by the learner. A greater concern was that this was perpetuated in the textbooks, as these follow the parameters of CAPS in publishers' efforts to be curriculum compliant.

This lack of alignment represents a key deviation from SFL-inspired text-based approaches, including which language is to be taught in context. The SFL model is fundamentally associated with "the relationship between linguistic forms and the meanings realised by those forms in context" (Johns, 2002, p. 24). In other words, the manner in which certain language features contribute to achieving the social purpose and structure of various text types is central to following a text-based approach. It remains unclear how the language features which are prescribed in the different two-week cycles were chosen for the respective cycles.

Also, the seemingly random allocation of language features to text types serves to question the pedagogical rationale involved, especially in the case of information text types. The misunderstanding with regard to what constitutes factual and information texts may have been

a contributing factor in the misplacement of language features. To establish strong foundations for studying factual text types, it is crucial that learners are explicitly taught about the language features that help to realise these text types. However, such alignment is substantially lacking in CAPS as well as in the textbooks that are designed to adhere to CAPS.

Accordingly, I would recommend that the language features to be taught within a given two-week cycle should align with the text types learners are expected to study and write. This will make teaching the text type much easier and might offer the textbook developers the opportunity to include explicit instructions in regard to language practice (grammar) activities. They would have to understand that these should be linked directly to the text types learners are expected to produce and engage with.

This insight is important for applying a communicative text-based approach (CTBA) in the classroom. The "communicative text-based approach" is a useful new term that can be used as a composite for combining the communicative and text-based approaches in the language subject curriculum. It could be a useful term for curriculum designers, textbook developers and language educators in planning and compiling units of activities geared toward implementing these approaches in the language classroom. A communicative text-based approach will involve learners communicating meaningfully while being guided by the educator, as they engage with and unpack the features of different text types in class and beyond. The communicative text-based approach involves processes of exploratory talk and joint construction activities, discussed in the section that follows. The objective is to facilitate the learner's development of several language skills as they negotiate meaning and produce their own versions of different texts.

5.4. The Teaching and learning cycle (TLC)

This level of the analysis set out to explore the extent to which the two-week cycles follow the teaching and learning cycle (TLC) in the sequencing of textbook activities. The findings suggest that such a cycle is not followed.

There is a focus on activities which resemble building the field/context, with very little focus on modelling and deconstructing the text type, including its different phases or language features. With insufficient scaffolding learners are (unreasonably) expected to produce independent writing. At this stage they are instructed to follow the drafting-editing-final (process) approach, largely working on their own.

It is thus unfortunate that the joint construction stage of the TLC is largely absent from the textbook instructions. This is concerning and may lead to poor quality texts being written by the learners. The importance of teacher-learner collaboration in text production is well-established in research (Dreyfus, et al 2011). Various studies have analysed the value of co-construction of texts and found that genre-based pedagogies improve primary school learners' writing (see Ahn, 2012; de Oliveira & Lan, 2014 and Hodgson-Drysdale, 2013). These studies employed teaching strategies that also involved collective writing. Collective writing, as used in the joint construction phase, can be described "as a process involving the giving and receiving of associative ideas, ways of structuring the text or suggestions of formulations and words to use" (Hermansson, et al, 2019, p. 491).

Hence incorporating collective writing processes and including such instructions explicitly in textbooks may contribute to learners improving their control of more challenging genres of writing, notably information reports and explanation texts. Along with the notion of collective writing, teacher-guided exploratory talk can also be useful while learners build knowledge about and engage the features of information and explanation texts.

These text types can be challenging as they are new to learners, particularly at Grade 4 level and require more abstract thought as well as some form of research to complete. Rose and Martin (2012) posit that "successful joint construction is the most powerful classroom practice currently available as far as learning written genres is concerned" (p. 73). I recommend therefore that joint construction be given more prominence within the CAPS teaching plans in subject English as well as in textbook activities as learners receive the necessary scaffolding to produce texts independently.

Joint construction is also termed "guided practice". During this stage of studying a text-type, educators are able to ascertain what learners have learnt, to guide and prompt them in instances where they may be confused as well as to consolidate and make explicit the language features of the text type being written. According to Van Heerden (2015), this approach to pedagogy allows for systematic, focused teaching strategies that could strengthen and consolidate learners' understanding and knowledge about writing factual text types. The TLC immerses the learner in the genre at hand in a scaffolded manner. The two-week cycle of the CAPS teaching plan also provides ample time for learners to receive scaffolding for their activities in the TLC so as to be up to the task of writing a given text type. Yet, the time is not used optimally.

Furthermore, text-based instruction sees communicative competence as involving the mastery of different text types (Richards, 2006). This insight is valuable as the TLC offers a sound approach for implementing a text-based approach in the classroom. Scaffolding the activities in the textbook according to such a cycle would greatly contribute to developing control or 'mastery' of especially more challenging text types such as information reports and explanations (or texts which closely resemble these). Therefore, I recommend that at Grade 4 level, a special systematic focus is given to TLC as new text types such as factual (information) texts are introduced through a scaffolding process. In Grades 5-6, this might be relaxed slightly, but should not be done away with as continuous support in the form of scaffolding activities in the TLC will reinforce and consolidate all the language skills consistently.

In scaffolding learners' efforts to write their own factual texts, CAPS states that "writing which is appropriately scaffolded using writing frames, produces competent, versatile writers" (DBE, 2011, p. 11). CAPS demonstrates an awareness of using writing frames and model texts for teaching genres of writing. Therefore, the reading comprehension texts used in the two-week cycles selected were analysed according to grammatical resources within the SFL framework.

This analysis found that the texts – while exposing learners to factual information – were generally inadequate as model texts for writing information reports and explanations. However, CAPS does not use these terms to identify the text types being studied. Consequently, the textbook refers to them as 'articles', 'reports' and 'information texts', further demonstrating incompetence in incorrect classification of factual text types.

Textbooks often use 'hybrid' genre texts (Gibbons, 2015). These texts are combinations of different text types, or texts that incorporate features of different text types. The textbooks that were analysed contain evidence of texts with features of both the information report and the explanation genres, while incorporating features of the news report or narrative genre (see *Text 2* in Chapter 4).

However, these texts cannot be used to model the writing of the information report or explanation genres. At Grade 4-6 level, the capability to use and produce prototypical schooling genres is a necessary basis for more demanding and challenging writing in higher Grades. Prototypical text types, such as those outlined in Table 2.1 (in Chapter 2) can be valuable in establishing a basis for understanding the link between grammar (language features) and meaning as well as text structure, especially for the younger learner, who at Grade 4 level, is only starting to study factual texts in EHL as a subject (Gibbons, 2015).

This level of the analysis demonstrated the fact that both the CAPS document and the CAPS-aligned textbooks have a superficial understanding of the text-based approach.

5.5. The Communicative language teaching approach (CLT)

The final level of the analysis explored the extent to which the textbooks incorporate a communicative approach.

The textbooks present evidence of communicative principles. However, such aspects of communicative competence as strategic and socio-linguistic/cultural competence are largely omitted. Their absence points to an assumption that Home Languages learners already possess enough awareness of appropriate language use in relation to information texts. Admittedly, it would be challenging to include these two aspects as specific activities, which might explain why there is a focus on activities relating to grammatical, and discourse or textual competence in the textbooks.

Also, the over-reliance on didactic texts written specifically for the textbook denies learners the chance to engage with authentic texts. Despite this, the textbook does expose learners to texts which are of a factual nature, to which they might otherwise not have been exposed. Furthermore, the language activities for the most part follow the traditional pattern of explanation-example-practice and, as discussed earlier, no meaningful link is made with the text-type to be studied and written by the learner. Learners might thereby be unable to use the language features to contribute to meaningful communication, whether spoken or written.

The textbooks demonstrate learner-centeredness in their presentation, and include topics which offer learners the opportunity to engage with real world topics such as weather prediction, what makes South Africa unique, global warming, and protecting the environment. However, the textbooks also miss opportunities to include more group and pair work activities, an unfortunate omission as these topics are well-suited to authentic interaction which may have encouraged the negotiation of meaning.

To create more opportunities for meaningful interaction, I recommend that instructions are geared towards enabling learners to engage in exploratory talk (Barnes, 2010), and that the purpose be made explicit. Good learners try to link new knowledge with what they already know, and engaging in teacher-guided exploratory talk gives them an opportunity to develop new knowledge about factual text types as they move closer to producing their own versions of these text types. The use of exploratory talk has its particular place in the joint construction stage of the TLC.

A fundamental CLT principle is the integrated teaching of the language skills (Savignon, 2018). The selected two-week teaching cycles reveal a considerable focus on reading and writing skills, which is not entirely the fault of the textbook developers as CAPS allocates certain time frames to the study of the various skills (see Table 4.11). Reading and writing are given the bulk of the time in EHL as a subject. It is thus to be expected that most textbook activities would teach these two skills. However, this does not stop the textbook developers from incorporating more listening and speaking activities to scaffold the reading and writing activities, especially when writing factual genres is at issue.

In conclusion, Richards (2006) posits language teaching activities must maintain a meaningful and communicative function. In the light of this insight, while areas for improvement remain, the textbooks do show some awareness of communicative approaches, as demonstrated in attempts at developing learners' skills for negotiating information texts.

5.6. The extent to which the textbooks facilitate language learning in EHL in the IP

The main research question of this study concerns the extent to which particular textbooks facilitate language learning in the subject English Home Language in the Intermediate Phase. While the textbooks fall short in regard to the tenets of text-based and communicative approaches, it must be conceded that their creators do make a concerted effort at contributing to successful language teaching and learning across the four skills.

The books demonstrate audience awareness by being attractive in presentation, frequently including visuals such as illustrations, graphs, photographs, and animations. The activities also address the four language skills, as required by CAPS. Furthermore, there is some awareness of text-based and communicative approaches, albeit with significant room for improvement. The books must also be commended on thematic approaches across the Grades, such as environmental awareness, notably in the teaching of information text types.

In their defence, the textbook developers have compiled these books in compliance with an imperfect curriculum. The designers of CAPS have to become theoretically clearer by eliminating terminological instability and situating this critical document squarely within the identified teaching approaches. Currently, educators who have had little access to these teaching approaches will find implementing the CAPS curriculum challenging (Dornbrack and Dixon, 2014).

The CAPS omission of a scaffolded TLC as part of its presentation of a text-based approach is also a key shortcoming and hinders the full application of the genre (text)-based approach.

Admittedly, CAPS does endorse the 'process' approach to writing, which consists of the following stages in text production: Pre-writing/planning/Drafting/Revision/Editing/ Proofreading / Publishing/ Presenting. The learner is expected to follow these stages by writing texts, which include information texts.

However, learners that will struggle to become competent in controlling more complex text genres if they are not given adequate scaffolding (Dornbrack & Dixon, 2014).

Additionally, with the degree of terminological instability, and hence the confusion within the CAPS document (De Lange et al, 2020), it is to be expected that educators would be uncertain about adequately implementing the curriculum. As stated before, this confusion will extend to textbook developers as they endeavour to interpret the curriculum in practice. While the current CAPS-compliant textbooks do offer the educator an avenue for implementing the curriculum, unfortunately it is still likely to lead to a superficial application of the communicative and text-based approaches.

Educators and textbook developers will therefore require further training and workshop experience to familiarise themselves thoroughly with the theoretical underpinnings of the curriculum. This will ultimately lead to better implementation of these approaches in the classroom for the EHL learner who needs stronger, systematic scaffolding in the study and production of various text types, notably those of a factual nature.

5.7. Recommendations

Based on these findings several implications for further research emerge.

Firstly, researchers should undertake studies which analyse EHL textbooks from various publishers for their adherence to communicative text-based approaches. These approaches are central to developing the four language skills, and their use as approaches which underpin textbook production is worthy of broader study and analysis.

Secondly, based on the findings of this study, the implications for textbook developers include those in the list which follows:

- compiling textbooks which follow scaffolded approaches such as the Teaching and Learning Cycle when sequencing activities;
- incorporating text-based teaching and learning methodologies into textbook and classroom activities, such as those presented in Reading to Learn (Rose, 2018);

- incorporating various interactive activities such as pair and group work into textbook tasks as scaffolding for reading and writing;
- including and explicitly labelling ‘collective writing or joint construction’ activities within the two-week cycles of the teaching plans and textbook activities.

5.8. Conclusion

This study has been a small-scale exploration into textbooks currently in use in many South African Intermediate Phase English Home Language (EHL) classrooms. The limited findings in this study may be transferrable to other CAPS-aligned textbooks, so it is hoped that the insights presented here might contribute not only to EHL textbook production, but also to pre- and in-service teacher training and workshopping. It is clear that the text-based and communicative approaches are implemented superficially by CAPS and subsequently in the textbooks. This can be addressed by employing more explicit aspects of the communicative text-based approach in CAPS for subject English and subsequently in textbook development.

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APPENDICES

APPENDIX 1

CAPS for English HL in the Intermediate Phase (DBE, 2011, pp. 27-31)

SUMMARY OF TEXT TYPES TO BE STUDIED (GR 4 – 6)

3.2.2 Summary of text types across the phase

The tables below describe the range of text types that learners should be taught to write in Grades 4-6; other texts could also be included where appropriate. Some of these texts are not included in the teaching plan tables. This does not mean that they should not form part of teaching and learning as they are equally important.

Essays			
Text type	**Purpose**	**Text structure**	**Language features**
Narrative text/essay	To entertain	Orientation that introduces characters and setting, e.g. *Once upon time there was an old woman who lived with her son called Jack. They were very poor.* Events leading to a complication, e.g. *Jack spent all the money his mother gave him on some magic beans. His mother was angry.* Resolution and ending, e.g. *Jack came back with the Giant's treasure and they lived happily ever after.*	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader, e.g. adverbs, adjectives, images
Descriptive text/essay	To describe something in a vivid way	Identification: gives a general orientation to the subject, e.g. *There was a huge beast* Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*	May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language, e.g. simile, metaphor, personification, alliteration

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal (friendly) letter	To inform and maintain a relationship	Address, date and salutation Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) May use personal recount text type (see below) Closing, signature	Usually informal in style but can vary, e.g. letter of condolence will be more formal Language features will vary according to purpose of message
Official letter	Various, e.g. to apply for a job or bursary; to complain, request, etc.	Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose, e.g. letter to the press Closing, signature	Usually formal in style Makes use of language conventions, e.g. *Dear Sir/ Madam, Yours sincerely* Generally concise – brief and to the point

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Curriculum vitae (CV)	To provide a summary of a person's life	Personal details: name, date of birth, gender, nationality, ID number, physical address, postal address, contact number (can be of parents / guardian), etc. Hobbies and interests Referees Design and layout is important	Concise – half a page Headings and bullets Formal and direct in style
Diary/journal	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type	Usually written in past tense Informal in style The writer is writing for him or herself
E-mail / sms	To inform and maintain a relationship	The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloiq *(name)*@ webmail. (server) za *(country)*. *Moloi.q@webmail.co.za* • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender's name. NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature	**speech-like communication**

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Invitation	To invite someone to an event or to do something (and either accept or decline)	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element The response may be in the form of a note or letter.	Can be formal or informal in style Generally concise – brief and to the point Makes use of conventional phrases, e.g. *I would like to invite you …* Response is polite, e.g. *Thank you so much for inviting me but I'm afraid I won't be able to attend.*
Obituary	To commemorate and inform others of someone's death	*Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral* *Some of the following may also be included: Cause of death; biographical information; memorial tribute information*	Formal in style May use euphemisms, e.g. *passed away* instead of *died* Usually concise Makes uses of language conventions, e.g. *In lieu of flowers, donations may be made to*
Giving directions	• To tell someone how to get somewhere	• Use chronological order • Refer to a specific direction • Indicate the approximate distance • **Provide information about landmarks** along the way	• Use mostly the imperative form • Use concise and clear sentences
Procedures (e.g. instructions, directions, and rules)	To describe or instruct how something is done through a series of sequenced steps	Goal: a statement of what is to be achieved, e.g. *How to make a cover for a portfolio* Materials/equipment needed listed in order, e.g. *Large sheet of art paper, paints, etc.* Sequenced steps to achieve the goal, e.g. *First, paint a blue background on the paper.* May have accompanying visual text, e.g. storyboard, diagrams, etc.	Written in the imperative, e.g. *Paint a blue background …* In chronological order, e.g. *First … next …* Use of numbers and bullet points to signal order Focus on generalised human agents rather than named individuals Expressions of cause and effect

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Advertisement/ posters/notices	To persuade someone to buy something or use a service	Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm

Literary and media texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal recount	To tell about a personal experience	Orientation: scene setting or establishing context, e.g. *It was in the school holidays* An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place ... Then ...* Some additional detail about each event, e.g. *He was surprised to see me.* Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*	Usually written in the past tense Told in first or third person Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile* Tends to focus on individual or group participants Can be informal in style
Dialogue	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue; •write the names of the characters on the left side of the page; •use a colon after the name of the character who is speaking; •use a new line to indicate each new speaker; •advice to characters(or readers) on how to speak or present the action must be given in brackets before the words are spoken; •sketch a scenario before you start writing.	When the dialogue involves family or close friends the (casual style" is used .Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Review (e.g. story, book or film review)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. *enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding*
Newspaper article/factual recounts	To inform, educate, enlighten and entertain the public	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct title and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.	• Clear and concise language • written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
Magazine article	To inform, educate, enlighten and entertain the public	• The heading must be attractive and interesting. • The style should be personal, speaking directly to the reader. • The style can be descriptive and figurative, appealing to the imagination of the readers • Names, places, times, positions, and any other necessary details should be included in the article. • The article should stimulate interest and keep the reader absorbed.	• Quotes from people; direct quotes • Longer paragraphs • Descriptive writing • May use a mixture of formal and informal language including everyday expressions and colloquialisms • Rhetorical questions • Emotive words • Use of imagery and description

APPENDIX 2: GRADE 4: TERM 3, WEEKS 3-4 – two-week cycle

Platinum Grade 4 English Home Language Learner's Book, S. Heese, A. Hill, J. Middleton Horn, N. Omar, G. Swanepoel, 2012, pp. 105-114. **Reprinted by permission of** *Pearson Business*.

Activity 1

THEME 11

Term 3, Weeks 3 and 4

Be an eco-warrior

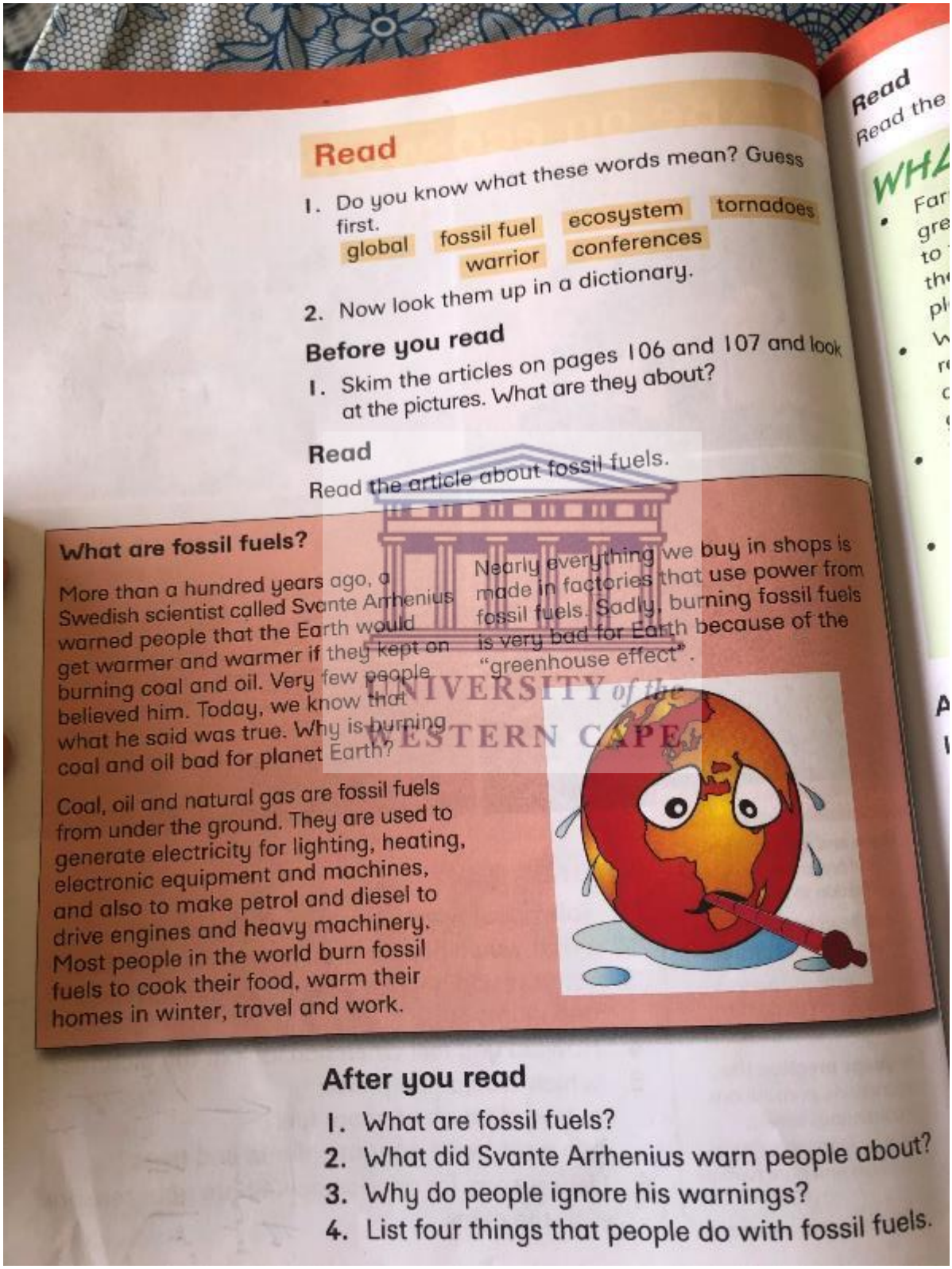
In this theme you will:

- **Listen and speak:** Practise ways of presenting persuasive information to an audience
- **Read:** Read information in written texts and pictures
- **Write:** Write and present a speech, and design an informative brochure
- **Language practice:** Use conjunctions, prepositions, the continuous tenses, figurative language, similes, metaphors and punctuation.

Starting off

1. Talk about what you see in each picture.
2. What would happen if there was no more fuel?
3. What would happen if we no longer had trees and plants?
4. How do you feel when you look at the pictures?
5. Which would you prefer:
   a) a world with no more fuel?
   b) a world with no more plants and trees?
6. List reasons for your choice. Share your reasons with the class.

Activity 2.1



Read

1. Do you know what these words mean? Guess first.
   global | fossil fuel | ecosystem | tornadoes | warrior | conferences
2. Now look them up in a dictionary.

Before you read

1. Skim the articles on pages 106 and 107 and look at the pictures. What are they about?

Read

Read the article about fossil fuels.

What are fossil fuels?

More than a hundred years ago, a Swedish scientist called Svante Arrhenius warned people that the Earth would get warmer and warmer if they kept on burning coal and oil. Very few people believed him. Today, we know that what he said was true. Why is burning coal and oil bad for planet Earth?

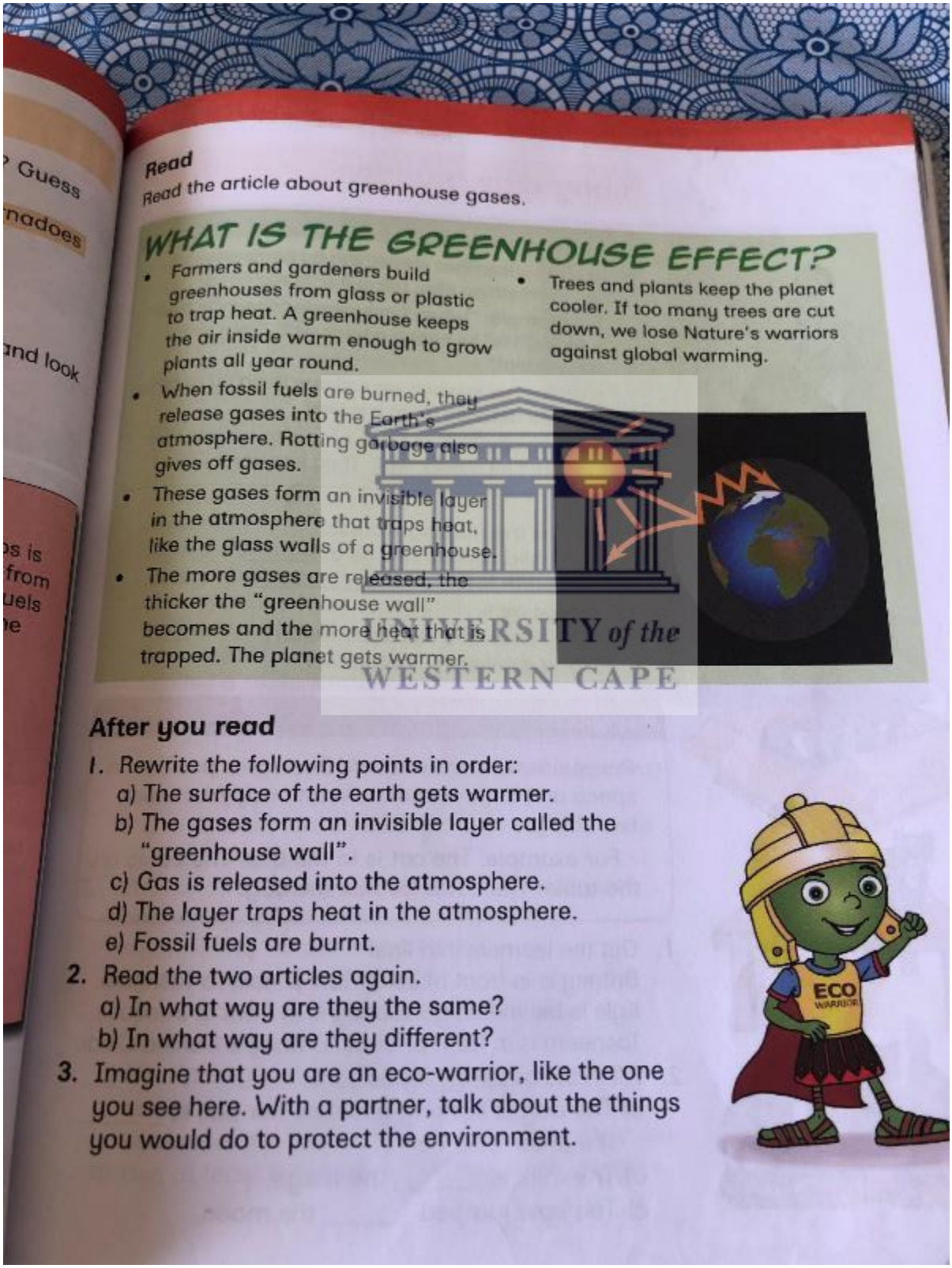
Coal, oil and natural gas are fossil fuels from under the ground. They are used to generate electricity for lighting, heating, electronic equipment and machines, and also to make petrol and diesel to drive engines and heavy machinery. Most people in the world burn fossil fuels to cook their food, warm their homes in winter, travel and work.

Nearly everything we buy in shops is made in factories that use power from fossil fuels. Sadly, burning fossil fuels is very bad for Earth because of the "greenhouse effect".

After you read

1. What are fossil fuels?
2. What did Svante Arrhenius warn people about?
3. Why do people ignore his warnings?
4. List four things that people do with fossil fuels.

Activity 2.2



Read

Read the article about greenhouse gases.

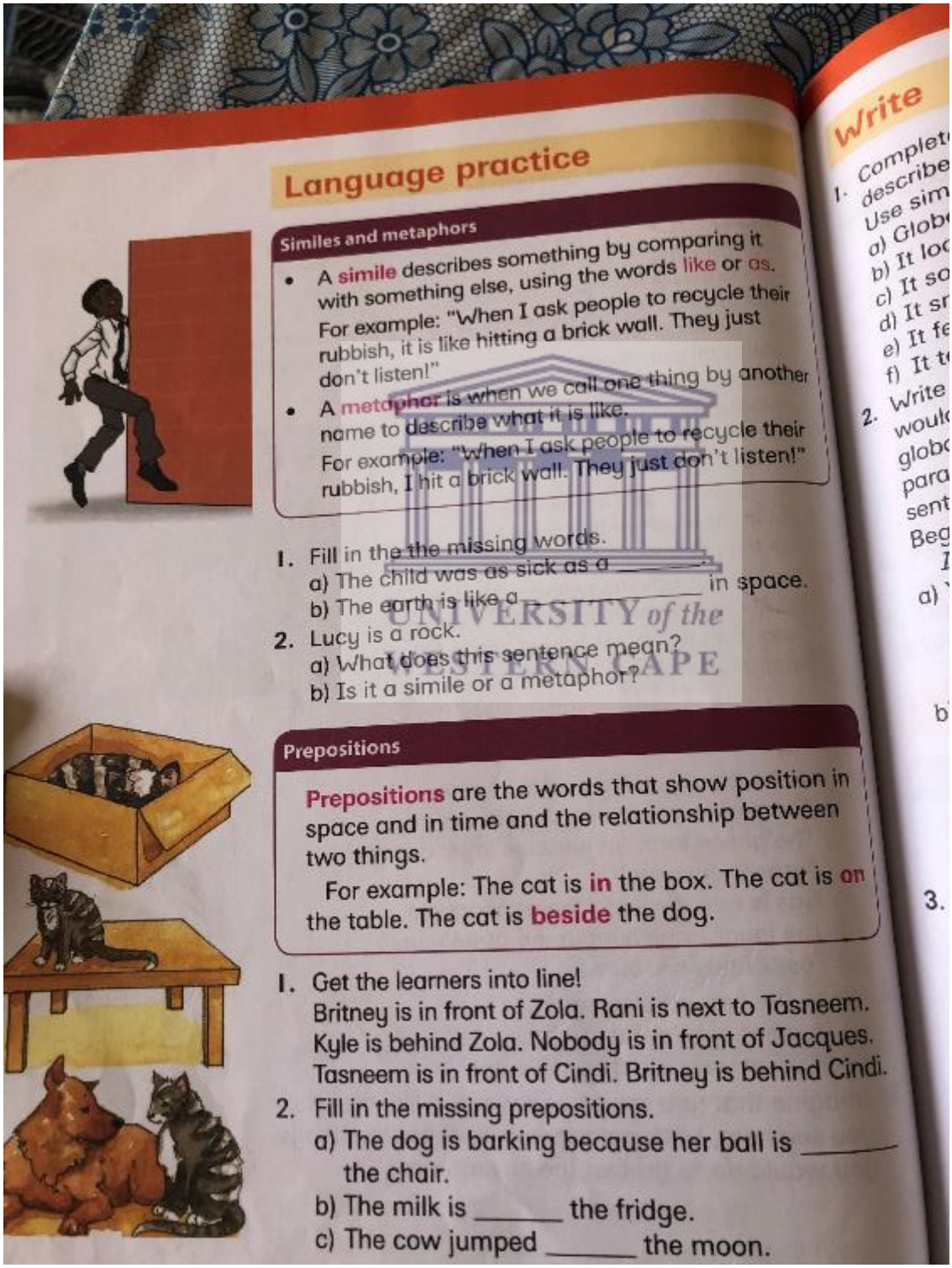
WHAT IS THE GREENHOUSE EFFECT?

- Farmers and gardeners build greenhouses from glass or plastic to trap heat. A greenhouse keeps the air inside warm enough to grow plants all year round.
- When fossil fuels are burned, they release gases into the Earth's atmosphere. Rotting garbage also gives off gases.
- These gases form an invisible layer in the atmosphere that traps heat, like the glass walls of a greenhouse.
- The more gases are released, the thicker the "greenhouse wall" becomes and the more heat that is trapped. The planet gets warmer.
- Trees and plants keep the planet cooler. If too many trees are cut down, we lose Nature's warriors against global warming.

After you read

1. Rewrite the following points in order:
   a) The surface of the earth gets warmer.
   b) The gases form an invisible layer called the "greenhouse wall".
   c) Gas is released into the atmosphere.
   d) The layer traps heat in the atmosphere.
   e) Fossil fuels are burnt.
2. Read the two articles again.
   a) In what way are they the same?
   b) In what way are they different?
3. Imagine that you are an eco-warrior, like the one you see here. With a partner, talk about the things you would do to protect the environment.

Activity 3



Language practice

Similes and metaphors

- A **simile** describes something by comparing it with something else, using the words like or as. For example: "When I ask people to recycle their rubbish, it is like hitting a brick wall. They just don't listen!"
- A **metaphor** is when we call one thing by another name to describe what it is like. For example: "When I ask people to recycle their rubbish, I hit a brick wall. They just don't listen!"

1. Fill in the the missing words.
   a) The child was as sick as a _____
   b) The earth is like a _____ in space.
2. Lucy is a rock.
   a) What does this sentence mean?
   b) Is it a simile or a metaphor?

Prepositions

Prepositions are the words that show position in space and in time and the relationship between two things.

For example: The cat is **in** the box. The cat is **on** the table. The cat is **beside** the dog.

1. Get the learners into line!
   Britney is in front of Zola. Rani is next to Tasneem. Kyle is behind Zola. Nobody is in front of Jacques. Tasneem is in front of Cindi. Britney is behind Cindi.
2. Fill in the missing prepositions.
   a) The dog is barking because her ball is _____ the chair.
   b) The milk is _____ the fridge.
   c) The cow jumped _____ the moon.

Write

1. Complete
   describe
   Use sim
   a) Glob
   b) It lo
   c) It so
   d) It sr
   e) It fe
   f) It t
2. Write
   woul
   glob
   para
   sent
   Beg
   a)
   b
3.

Activity 4

Write

1. Complete the following sentences to describe the effects of global warming. Use similes and metaphors.
   a) Global warming is _____.
   b) It looks like _____.
   c) It sounds like _____.
   d) It smells like _____.
   e) It feels like _____.
   f) It tastes like _____.
2. Write a paragraph describing what would happen in your community if global warming does not stop. Your paragraph should have five or six sentences.
   Begin the paragraph like this:
   If we don't stop global warming, ...
   a) Your first sentence must give a general idea of what your community would be like. This is called a **topic sentence**.
   b) Your next four or five sentences should provide more information on what your community would be like. These are **supporting sentences**.
   c) Use at least two similes and two metaphors in your paragraph.
3. Write another paragraph describing what your community would be like if everyone took responsibility for the environment.
   Begin the paragraph like this:
   If everyone helped to take care of our environment, ...
   a) Your paragraph should have five or six sentences. Your paragraph must have a topic sentence and four or five supporting sentences
   b) Use at least two similes and two metaphors.

Activity 5

Write

Before you write

1. Form a team of four, to make a chart about global warming.
2. Give your team a name.
3. Choose one of the following topics:
   a) Global warming in your community
   b) Global warming at home
   c) Global warming at school.

4. Research your topic. Find information in newspapers, magazines, books and on the Internet.

Write

1. Make a list of five effects of global warming.
2. Make a list of five actions that people in the community, at home or in school could do to slow down global warming.
3. Write down who you can ask to help and how that person can help.

Activity 5 cont.

Design a chart

Your team will make a chart. You will include the information you researched.

1. Use A2 or A1 chart paper.
2. Draw the blocks where you will write your information.
3. Make blocks for your pictures or drawings.
4. Write the title of your chart in pencil so that you can space and shape the letters properly.
5. Draw **feint** lines on which to write your information in your information blocks.
6. Plan where all the information and pictures should go. Use coloured pens, crayons, khokis and pencil crayons to write in your information.
7. Draw neat and colourful **illustrations** to explain your information.
8. Paste pictures that add to the understanding of your information.
9. Draw a neat border around your chart.
10. Write the group members' names on the chart.

Word list

feint – very light, not dark

illustrations – pictures or drawings that explain or show what is in the text

Activity 6

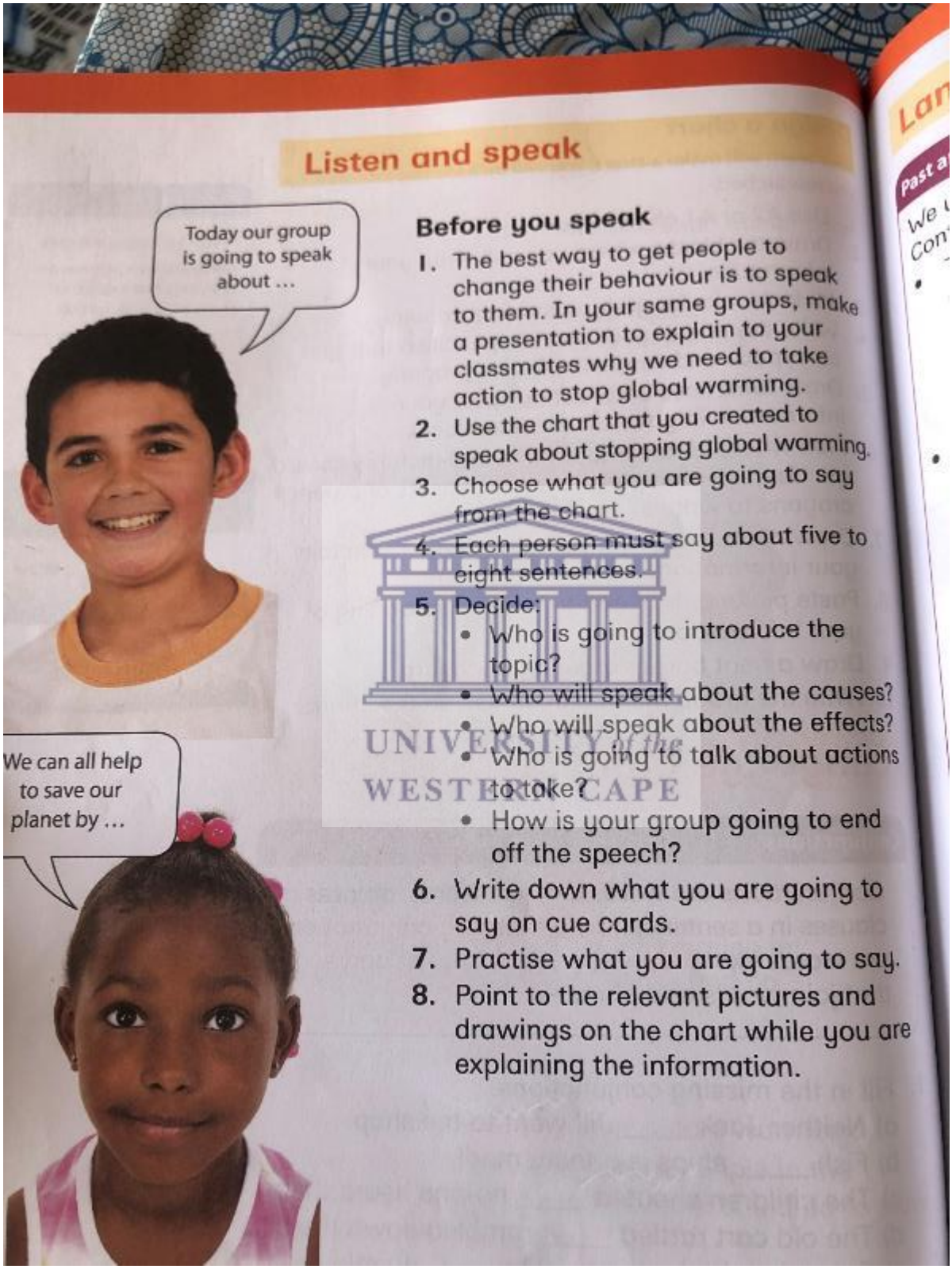
Language practice

Conjunctions

Conjunctions are words that join words, phrases or clauses in a sentence. **Co-ordinating conjunctions** are words like and, but, or, nor, for, yet and so that join words and phrases.

1. Fill in the missing conjunctions.
   a) Neither Jack _____ Jill went to the shop.
   b) Fish _____ chips is a tasty meal.
   c) The children shouted _____ no-one heard them.
   d) The old cart rattled _____ rumbled down the hill.
   e) Enter the classroom quickly _____ quietly.
   f) Would you like chicken _____ beef?

Activity 7

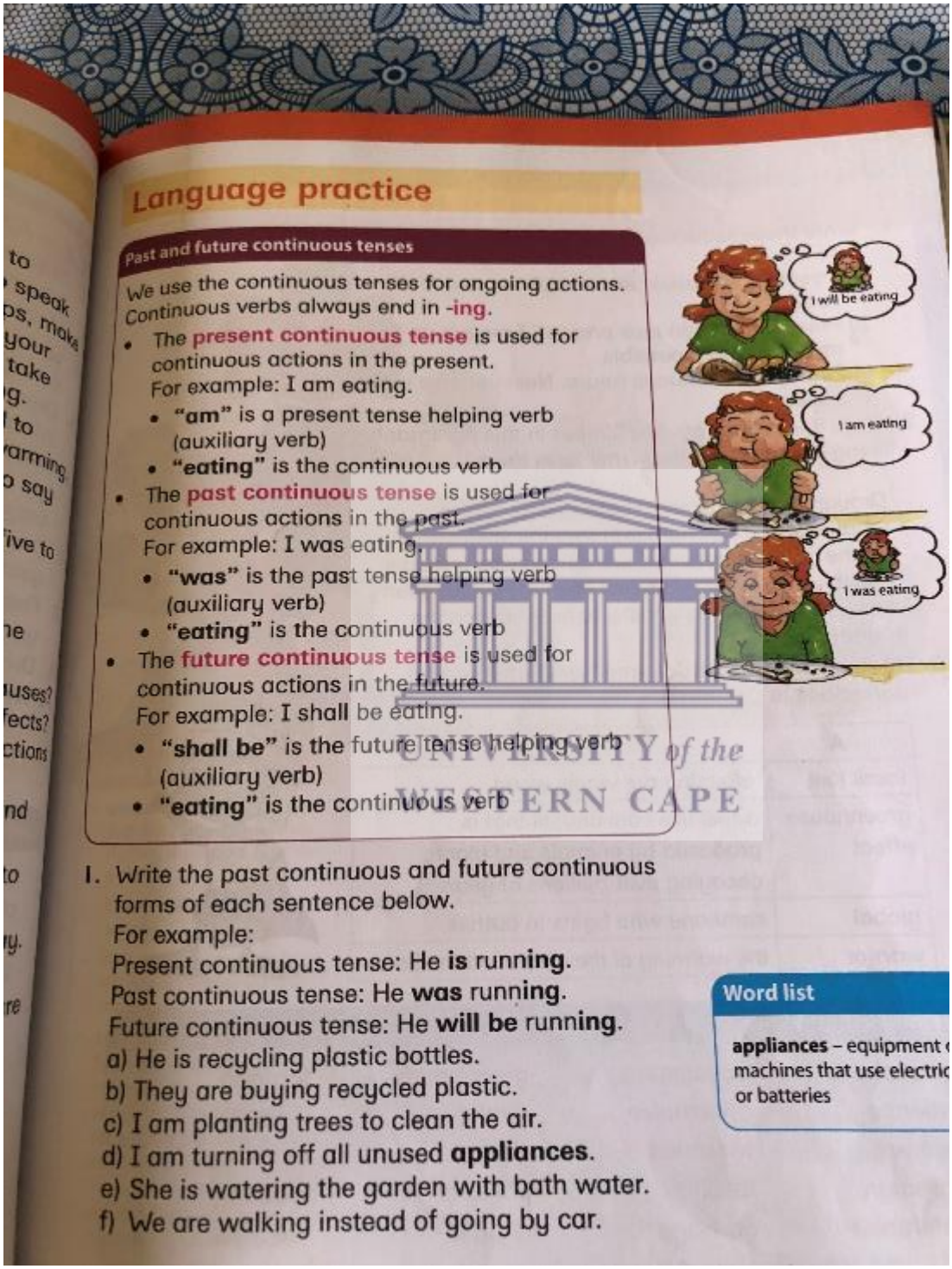


Listen and speak

Before you speak

1. The best way to get people to change their behaviour is to speak to them. In your same groups, make a presentation to explain to your classmates why we need to take action to stop global warming.
2. Use the chart that you created to speak about stopping global warming.
3. Choose what you are going to say from the chart.
4. Each person must say about five to eight sentences.
5. Decide:
   - Who is going to introduce the topic?
   - Who will speak about the causes?
   - Who will speak about the effects?
   - Who is going to talk about actions to take?
   - How is your group going to end off the speech?
6. Write down what you are going to say on cue cards.
7. Practise what you are going to say.
8. Point to the relevant pictures and drawings on the chart while you are explaining the information.

Activity 8



Language practice

Past and future continuous tenses

We use the continuous tenses for ongoing actions. Continuous verbs always end in **-ing**.

- The **present continuous tense** is used for continuous actions in the present.
  For example: I am eating.
  - **"am"** is a present tense helping verb (auxiliary verb)
  - **"eating"** is the continuous verb
- The **past continuous tense** is used for continuous actions in the past.
  For example: I was eating.
  - **"was"** is the past tense helping verb (auxiliary verb)
  - **"eating"** is the continuous verb
- The **future continuous tense** is used for continuous actions in the future.
  For example: I shall be eating.
  - **"shall be"** is the future tense helping verb (auxiliary verb)
  - **"eating"** is the continuous verb

1. Write the past continuous and future continuous forms of each sentence below.
   For example:
   Present continuous tense: He **is** running.
   Past continuous tense: He **was** running.
   Future continuous tense: He **will be** running.
   a) He is recycling plastic bottles.
   b) They are buying recycled plastic.
   c) I am planting trees to clean the air.
   d) I am turning off all unused **appliances**.
   e) She is watering the garden with bath water.
   f) We are walking instead of going by car.

Word list

appliances – equipment machines that use electric or batteries

Activity 9

Revision

1. Write these sentences in the correct continuous tense.
   a) Past to continuous past: People burned fossil fuels.
   b) Present to continuous present: I recycle as much waste as possible.
   c) Future to continuous future: Next year we will celebrate.
2. Find the metaphors and similes in this paragraph. Why do you think the writer uses them?

   Drought is a monstrous greedy lizard. Its great hot tongue flickers like flames across the land, searching for the green shoots that fuel its appetite. It roams invisibly, like a hot wind, and even the clouds scurry away like frightened ghosts, to hide beyond the mountains.
3. Match the words in Column A with their correct definitions in Column B.

A	B
fossil fuel	affecting the whole world
greenhouse effect	a fuel like coal and oil that is produced by animals and plants decaying over millions of years
global	someone who fights in battles
warrior	the warming of the air around the Earth

Spelling list

atmosphere	ecosystem	greenhouse	tornado
audience	enormous	litter	violent
brochure	factories	nature	warrior
campaign	fossil	pollution	waste
conference	garbage	recycle	weather

APPENDIX 3: GRADE 5: TERM 2, WEEKS 3-4 – two-week cycle

Platinum Grade 5 English Home Language Learner's Book, G. Cator, S. Crane, S. Heese, B. Krone, B. Maho, B. Pitt, P. Tsilik, 2012, pp. 67-76. **Reprinted by permission of** *Pearson Business*.

Activity 1

Activity 2

Formal assessment task

Litter on a beach

Listen and speak

Listen to your teacher read about what litter is.

After you listen

1. Answer the following questions in your book.
   a) What is litter? (2)
   b) Who is responsible for the litter that lies around? (1)
   c) Why doesn't some litter decompose? (2)
   d) Give two ways in which you think litter can be harmful to both people and animals. (2)
   e) Why do you think paper, plastic and cans are often used for packaging? (2)
   f) Suggest alternative forms of packaging that are not harmful to the environment. (2)

Listen

Listen to your teacher read another listening text.

A seal entangled in litter

After you listen

2. Answer the following questions in your book.
   a) What is marine life? Give one example. (2)
   b) Where does the litter on our beaches come from? (1)
   c) Why do some sea animals eat plastic that floats on the surface of the sea? (1)
   d) Give two ways in which litter can affect sea animals. (2)
   e) A chain reaction is a series of actions that are linked. Explain the chain reaction described in the listening text in three sentences. (3)

Total marks: 20

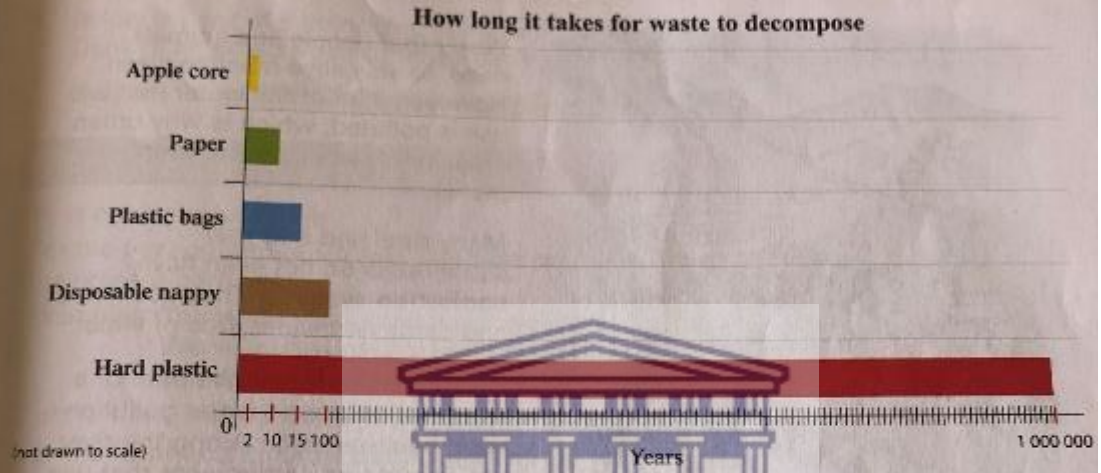
Activity 3

Read

Formal assessment task

Before you read

1. Study the following graph carefully.
2. The graph shows you how long it takes different waste items to decompose. This can be called the lifespan of a waste item.



After you read

3. Answer the following questions.
   a) What item has the shortest lifespan? (1)
   b) Why do you think this item has the shortest lifespan? (2)
   c) Which type of waste has the longest lifespan? (1)
   d) How long is its lifespan? (1)
   e) Do you think the lifespan of hard plastic in the graph is accurate? Give a reason for your answer. (3)
   f) Give an important difference between the item with the shortest lifespan and the item with the longest lifespan. (2)
   g) Supermarket plastic bags can last from 10 years to 20 years. What can people do to reduce the number of plastic bags in our environment? (3)
   h) Why do you think disposable nappies are popular? Give two reasons. (2)

Total marks: 15

Activity 4

Read

Before you read

1. Skim the paragraphs to find the main idea in each one.
2. Write a heading for each paragraph.

Water that people and animals need to stay alive must be clean. However, a lot of the water that we use is polluted, which is why urban areas have water **purification** plants.

Many rural and informal settlements do not even have **sanitation** systems. They use rivers and dams as their source of water.

If you were to follow the path of a river, the causes of water pollution soon become clear. Along the river, you might find settlements that use the river for washing clothes and factories that use rivers as chemical waste disposal sites. Eventually, rivers flow into the sea. The seas are at the heart of our water cycle.

Word list

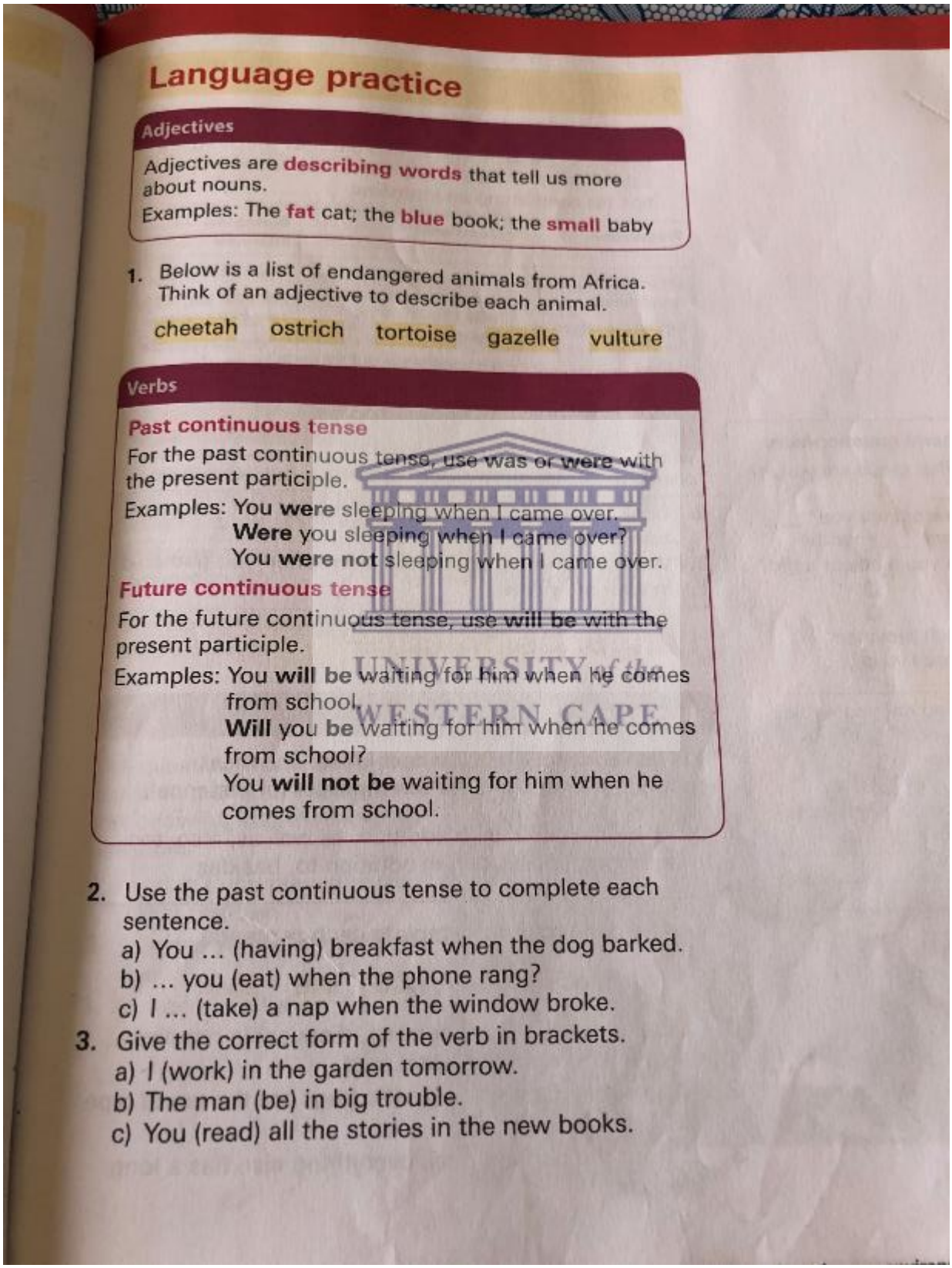
purification – making something clean by removing dirty substances.

sanitation – a system to supply clean water and to collect and get rid of sewerage and waste

After you read

3. Answer the following questions.
   a) What is a water purification plant?
   b) Why are rural and informal settlements more likely to be affected by a lack of clean water?
   c) Look at the picture. Write down two ways in wh the river is being polluted.
   d) Why is the sea an important part of the water cycle?

Activity 5



Language practice

Adjectives

Adjectives are **describing words** that tell us more about nouns.

Examples: The **fat** cat; the **blue** book; the **small** baby

1. Below is a list of endangered animals from Africa. Think of an adjective to describe each animal.

   cheetah ostrich tortoise gazelle vulture

Verbs

Past continuous tense

For the past continuous tense, use **was** or **were** with the present participle.

Examples: You **were** sleeping when I came over.
Were you sleeping when I came over?
You **were not** sleeping when I came over.

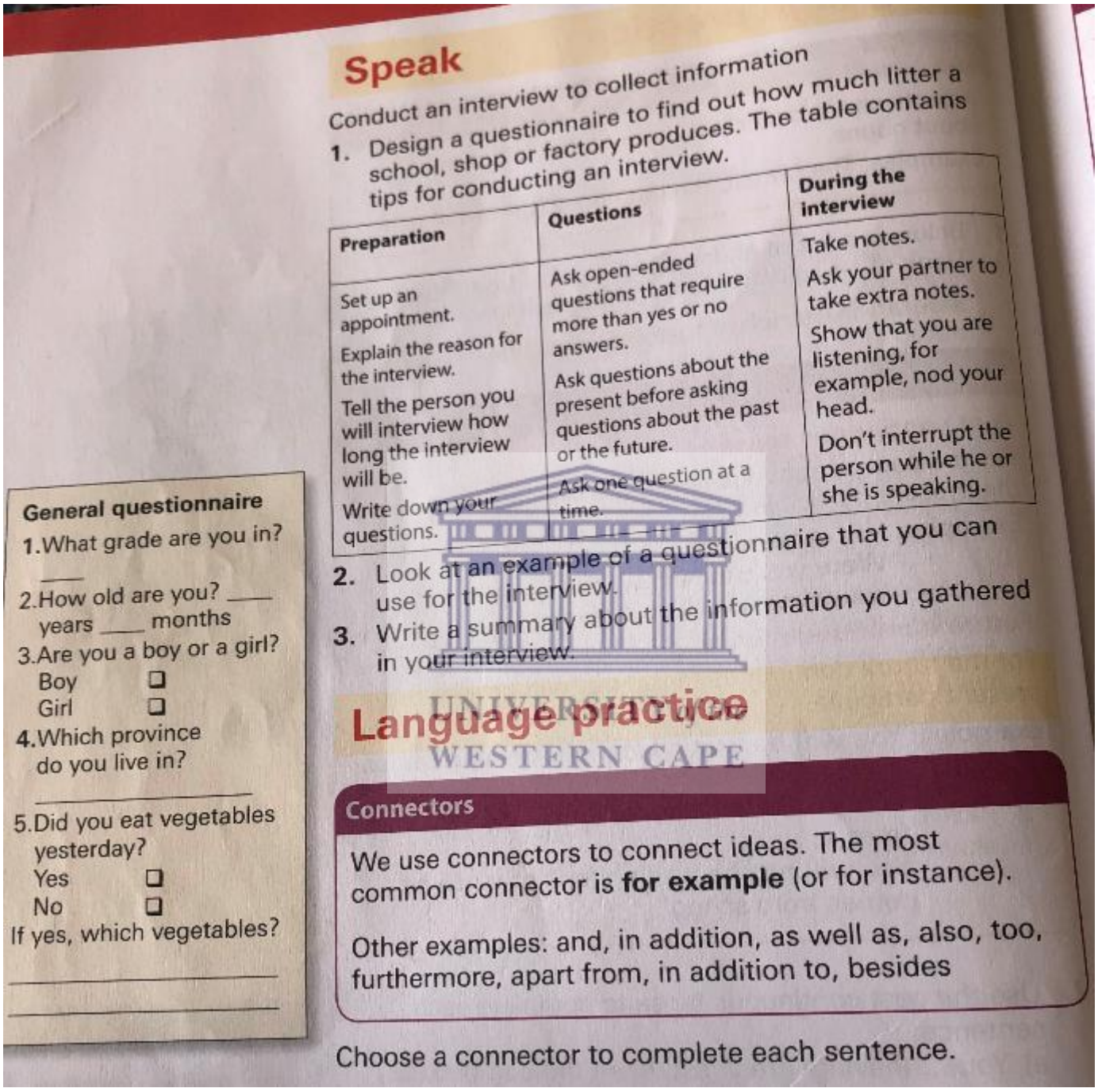
Future continuous tense

For the future continuous tense, use **will be** with the present participle.

Examples: You **will be** waiting for him when he comes from school.
Will you **be** waiting for him when he comes from school?
You **will not be** waiting for him when he comes from school.

2. Use the past continuous tense to complete each sentence.
   a) You ... (having) breakfast when the dog barked.
   b) ... you (eat) when the phone rang?
   c) I ... (take) a nap when the window broke.
3. Give the correct form of the verb in brackets.
   a) I (work) in the garden tomorrow.
   b) The man (be) in big trouble.
   c) You (read) all the stories in the new books.

Activity 6



Speak

Conduct an interview to collect information

1. Design a questionnaire to find out how much litter a school, shop or factory produces. The table contains tips for conducting an interview.

Preparation	Questions	During the interview
Set up an appointment.	Ask open-ended questions that require more than yes or no answers.	Take notes.
Explain the reason for the interview.	Ask questions about the present before asking questions about the past or the future.	Ask your partner to take extra notes.
Tell the person you will interview how long the interview will be.	Ask one question at a time.	Show that you are listening, for example, nod your head.
Write down your questions.		Don't interrupt the person while he or she is speaking.

General questionnaire

1. What grade are you in? ____
2. How old are you? ____ years ____ months
3. Are you a boy or a girl?
   Boy ❑
   Girl ❑
4. Which province do you live in? _____
5. Did you eat vegetables yesterday?
   Yes ❑
   No ❑

If yes, which vegetables?

_____

_____

2. Look at an example of a questionnaire that you can use for the interview.
3. Write a summary about the information you gathered in your interview.

Language practice

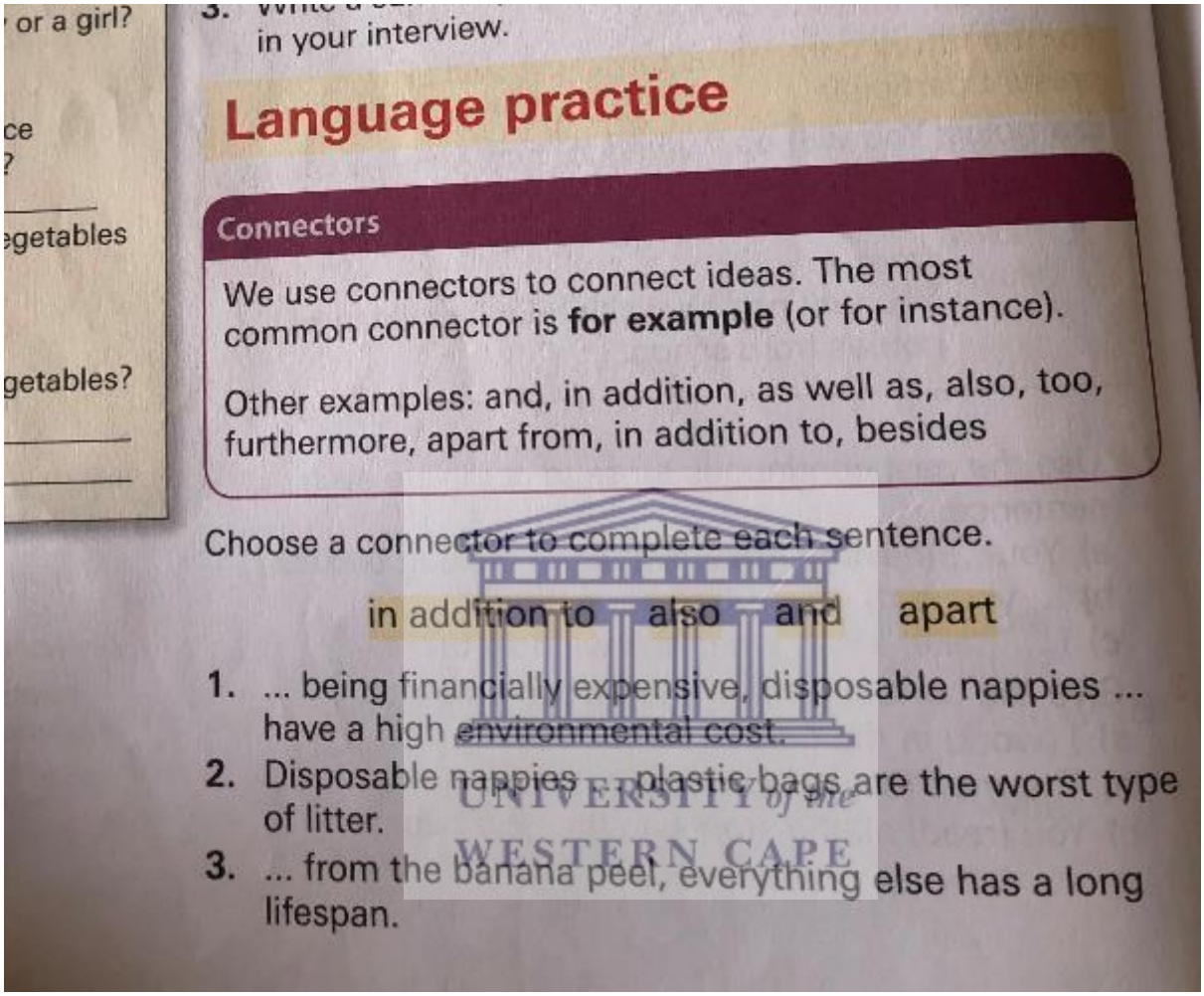
Connectors

We use connectors to connect ideas. The most common connector is **for example** (or for instance).

Other examples: and, in addition, as well as, also, too, furthermore, apart from, in addition to, besides

Choose a connector to complete each sentence.

Activity 7



or a girl?

ce
?

egetables

getables?

in your interview.

Language practice

Connectors

We use connectors to connect ideas. The most common connector is **for example** (or for instance).

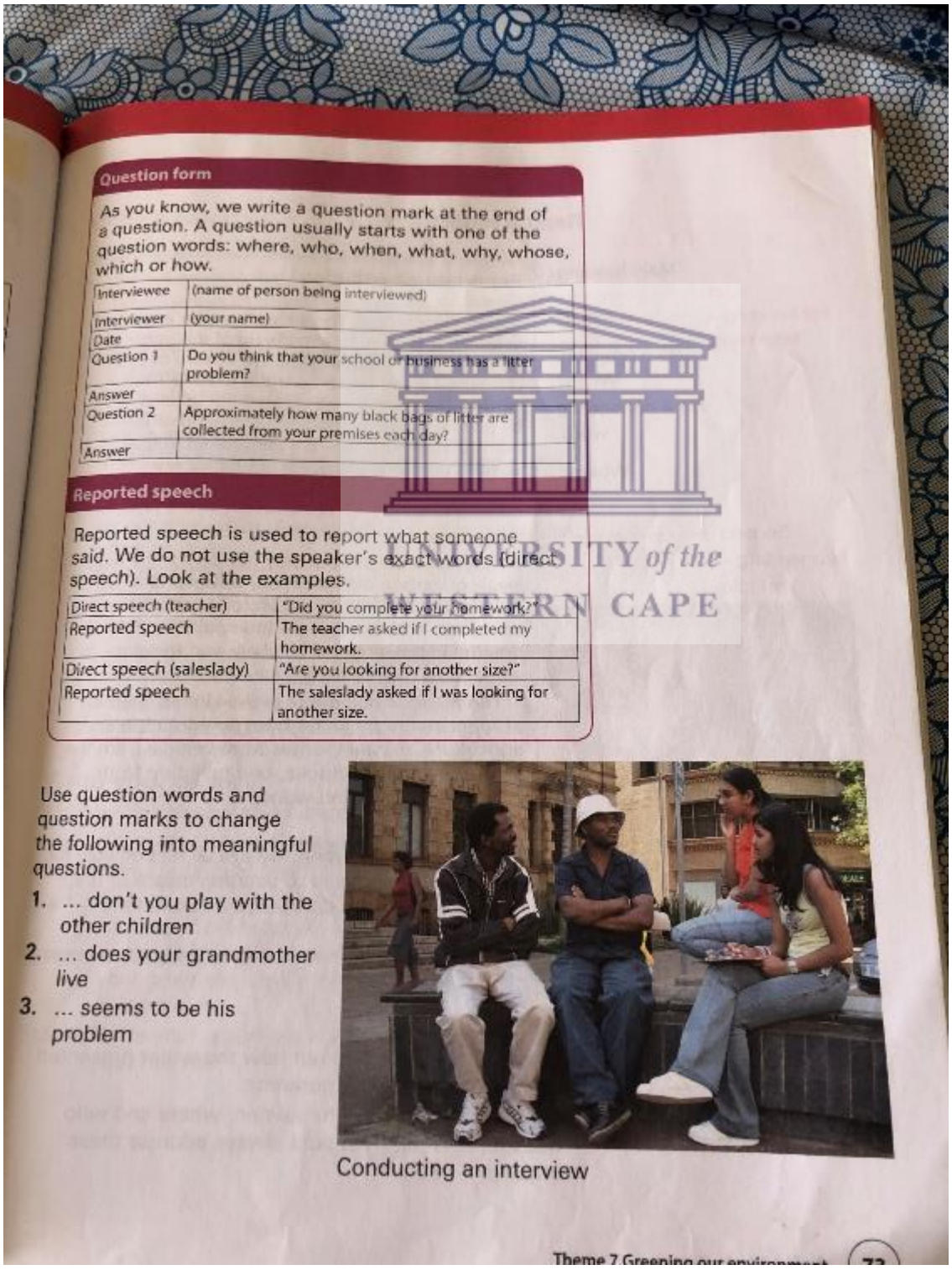
Other examples: and, in addition, as well as, also, too, furthermore, apart from, in addition to, besides

Choose a connector to complete each sentence.

in addition to also and apart

1. ... being financially expensive, disposable nappies ... have a high environmental cost.
2. Disposable nappies ... plastic bags are the worst type of litter.
3. ... from the banana peel, everything else has a long lifespan.

Activity 7 cont.



Question form

As you know, we write a question mark at the end of a question. A question usually starts with one of the question words: where, who, when, what, why, whose, which or how.

Interviewee	(name of person being interviewed)
Interviewer	(your name)
Date	
Question 1	Do you think that your school or business has a 'litter problem?
Answer	
Question 2	Approximately how many black bags of litter are collected from your premises each day?
Answer	

Reported speech

Reported speech is used to report what someone said. We do not use the speaker's exact words (direct speech). Look at the examples.

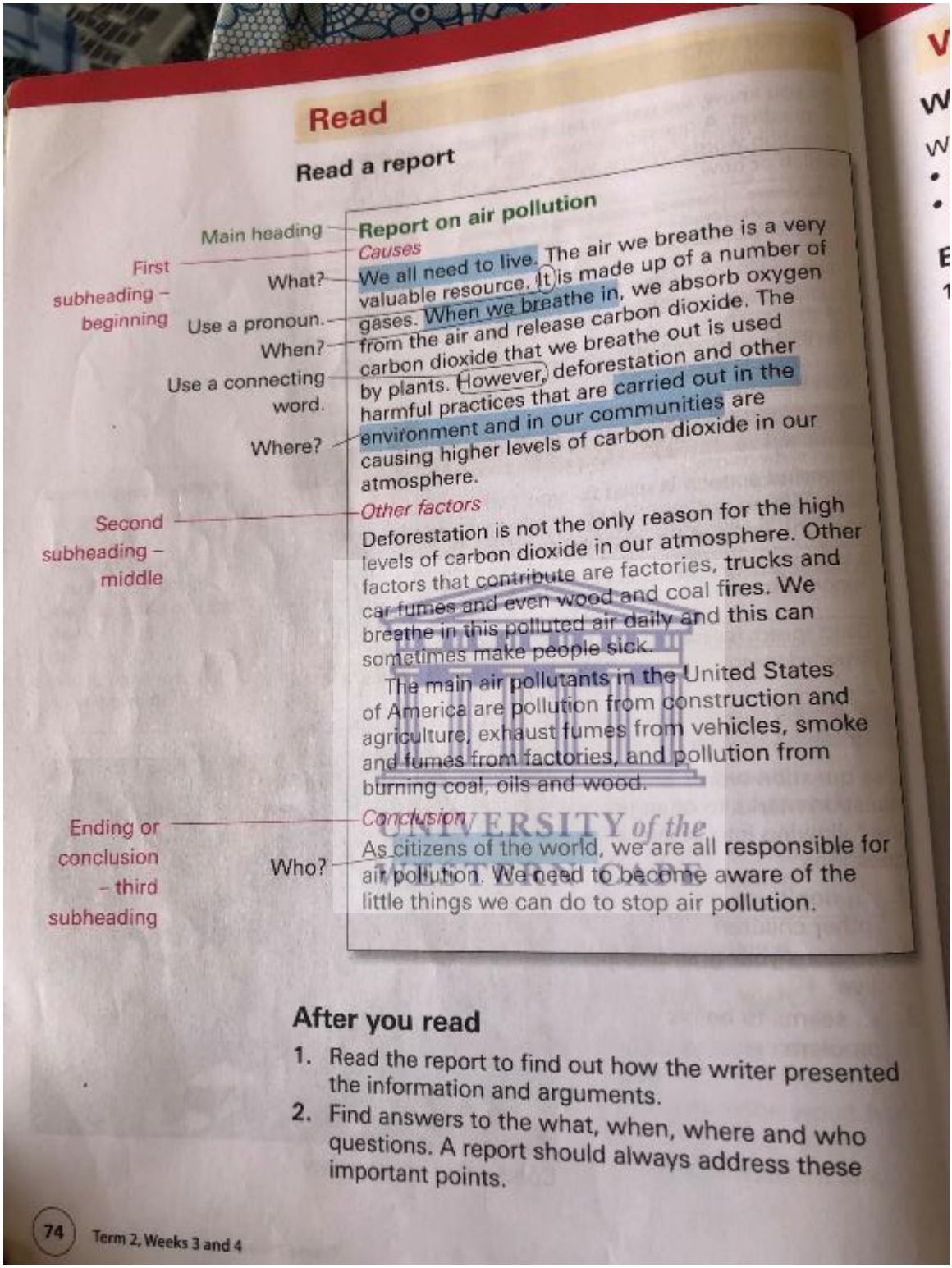
Direct speech (teacher)	"Did you complete your homework?"
Reported speech	The teacher asked if I completed my homework.
Direct speech (saleslady)	"Are you looking for another size?"
Reported speech	The saleslady asked if I was looking for another size.

Use question words and question marks to change the following into meaningful questions.

1. ... don't you play with the other children
2. ... does your grandmother live
3. ... seems to be his problem

Conducting an interview

Activity 8



Read

Read a report

Main heading

Report on air pollution

First subheading – beginning

Causes

What?

We all need to live. The air we breathe is a very valuable resource. It is made up of a number of gases. When we breathe in, we absorb oxygen from the air and release carbon dioxide. The carbon dioxide that we breathe out is used by plants. However, deforestation and other harmful practices that are carried out in the environment and in our communities are causing higher levels of carbon dioxide in our atmosphere.

Use a pronoun.

When?

Use a connecting word.

Where?

Second subheading – middle

Other factors

Deforestation is not the only reason for the high levels of carbon dioxide in our atmosphere. Other factors that contribute are factories, trucks and car fumes and even wood and coal fires. We breathe in this polluted air daily and this can sometimes make people sick.

The main air pollutants in the United States of America are pollution from construction and agriculture, exhaust fumes from vehicles, smoke and fumes from factories, and pollution from burning coal, oils and wood.

Ending or conclusion – third subheading

Conclusion

Who?

As citizens of the world, we are all responsible for air pollution. We need to become aware of the little things we can do to stop air pollution.

After you read

1. Read the report to find out how the writer presented the information and arguments.
2. Find answers to the what, when, where and who questions. A report should always address these important points.

Activity 9

Write

Write a report

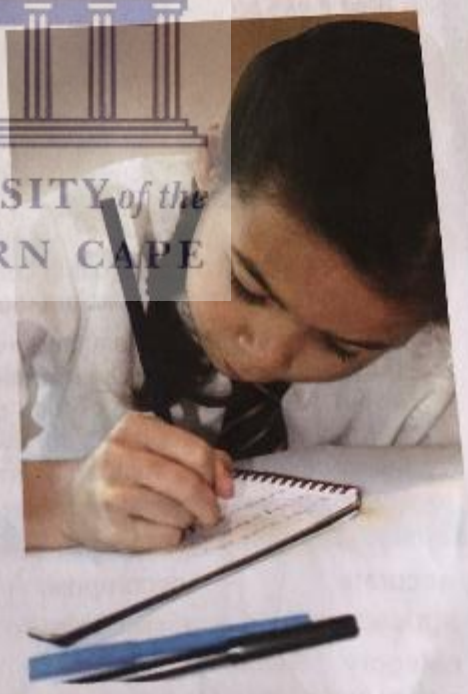
Write a report about one of the following topics:

- School projects that help the environment
- What we can do at home to help the environment

Before you write

1. If you want to write a good report, you will need good information. Gather as much information as you can about the topic you chose. Use your existing knowledge, ask your teachers and parents for information and look for information in a library and on the internet.
2. Look at the report on page 74 to remind you how to set out your report. Remember, it must consist of the following parts:
   - a main heading
   - subheadings for the paragraphs
   - a beginning, a middle and an ending
   - a graph or table that supports the information you include in your report

   Remember that it must answer what, when, where and who questions.



Write your report

When writing, follow these steps:

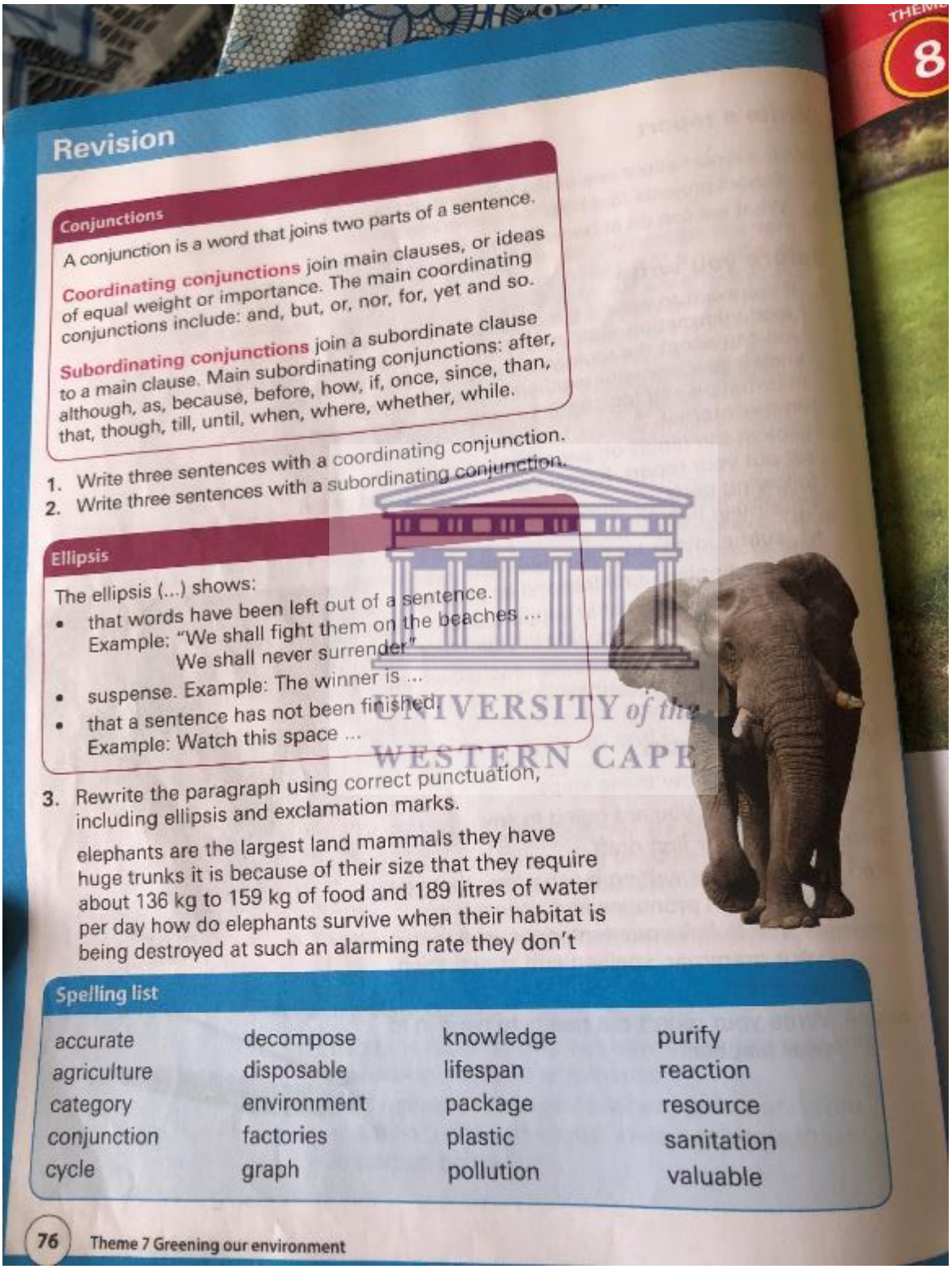
Step 1: Plan what you are going to say.

Step 2: Write your first draft.

Step 3: Refine your writing by checking that you have used pronouns and connecting words to link your sentences, and that your grammar, spelling and punctuation is correct.

Step 4: Write your report out neatly to hand in to your teacher.

Activity 10



Revision

Conjunctions

A conjunction is a word that joins two parts of a sentence.

Coordinating conjunctions join main clauses, or ideas of equal weight or importance. The main coordinating conjunctions include: and, but, or, nor, for, yet and so.

Subordinating conjunctions join a subordinate clause to a main clause. Main subordinating conjunctions: after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while.

1. Write three sentences with a coordinating conjunction.
2. Write three sentences with a subordinating conjunction.

Ellipsis

The ellipsis (...) shows:

- that words have been left out of a sentence.
  Example: "We shall fight them on the beaches ...
  We shall never surrender"
- suspense. Example: The winner is ...
- that a sentence has not been finished.
  Example: Watch this space ...

3. Rewrite the paragraph using correct punctuation, including ellipsis and exclamation marks.

elephants are the largest land mammals they have huge trunks it is because of their size that they require about 136 kg to 159 kg of food and 189 litres of water per day how do elephants survive when their habitat is being destroyed at such an alarming rate they don't

Spelling list

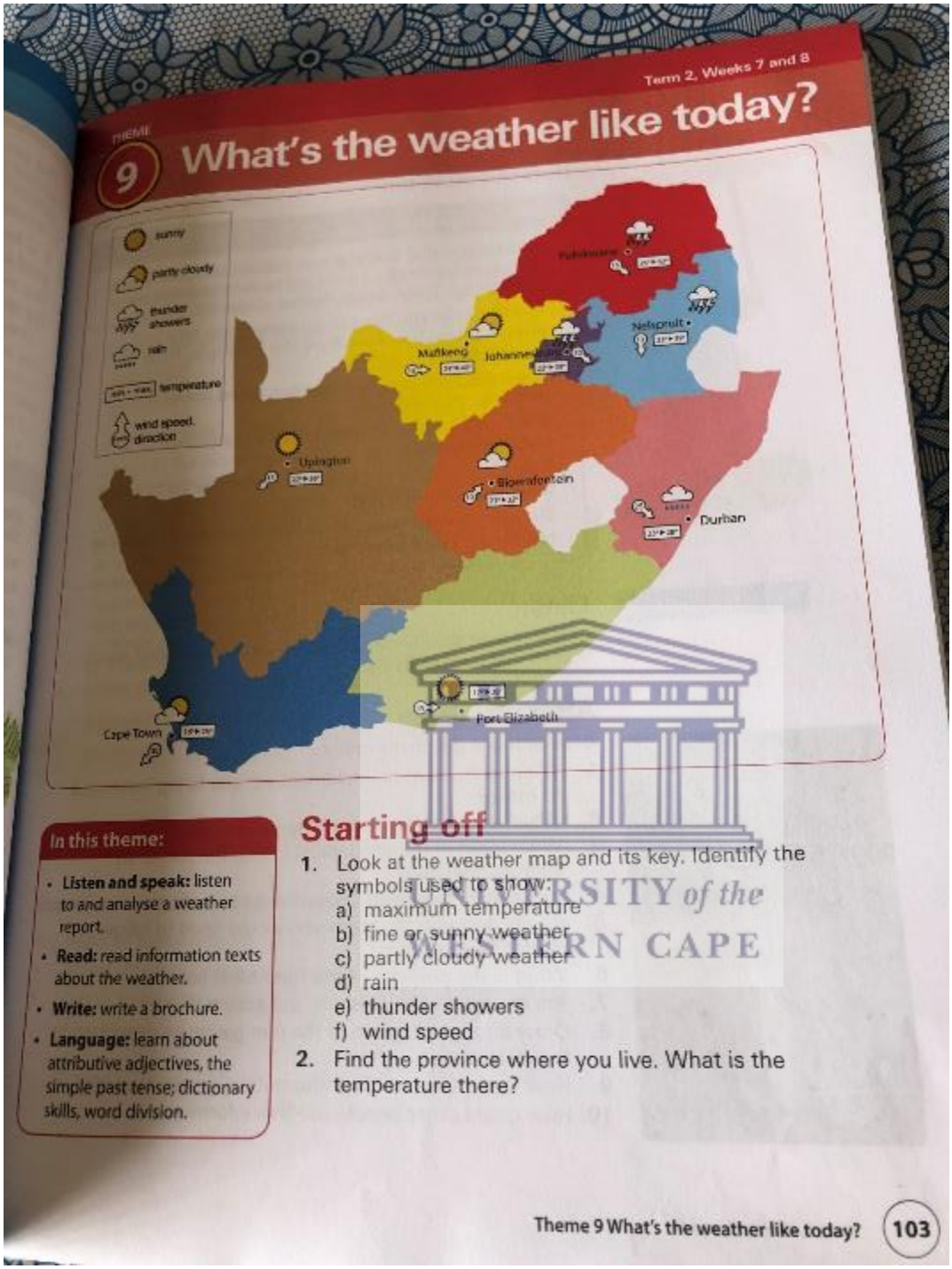
accurate	decompose	knowledge	purify
agriculture	disposable	lifespan	reaction
category	environment	package	resource
conjunction	factories	plastic	sanitation
cycle	graph	pollution	valuable

76 Theme 7 Greening our environment

APPENDIX 4: GRADE 6: TERM 2, WEEKS 7-8 – two-week cycle

Platinum Grade 6 English Home Language Learner's Book, G. Cator, S. Crane, B. Krone, B. Maho, S. Heese, J. Middleton Horn, N. Omar, B. Pitt and P. Tsilik, 2012, pp. 103-114. **Reprinted by permission of** *Pearson Business.*

Activity 1



Activity 2

Listen and speak

Before you listen

Instructional texts

An instructional text is a **non-fiction** text that gives **step-by-step instructions** on how to make or do something. They usually follow a specific format.
The title tells you **how** to do something so it will often contain the word *how* (for example, How to make a pizza).
The **materials needed** are then listed under the heading, *You will need*.
The **instructions** are presented in sequence or in numbered steps.
Imperatives (the command form of the verb) are used, for example *Turn on* the oven to 180 °C.
Diagrams with labels are often included to help the reader visualise what to do.

Formal assessment

Listen

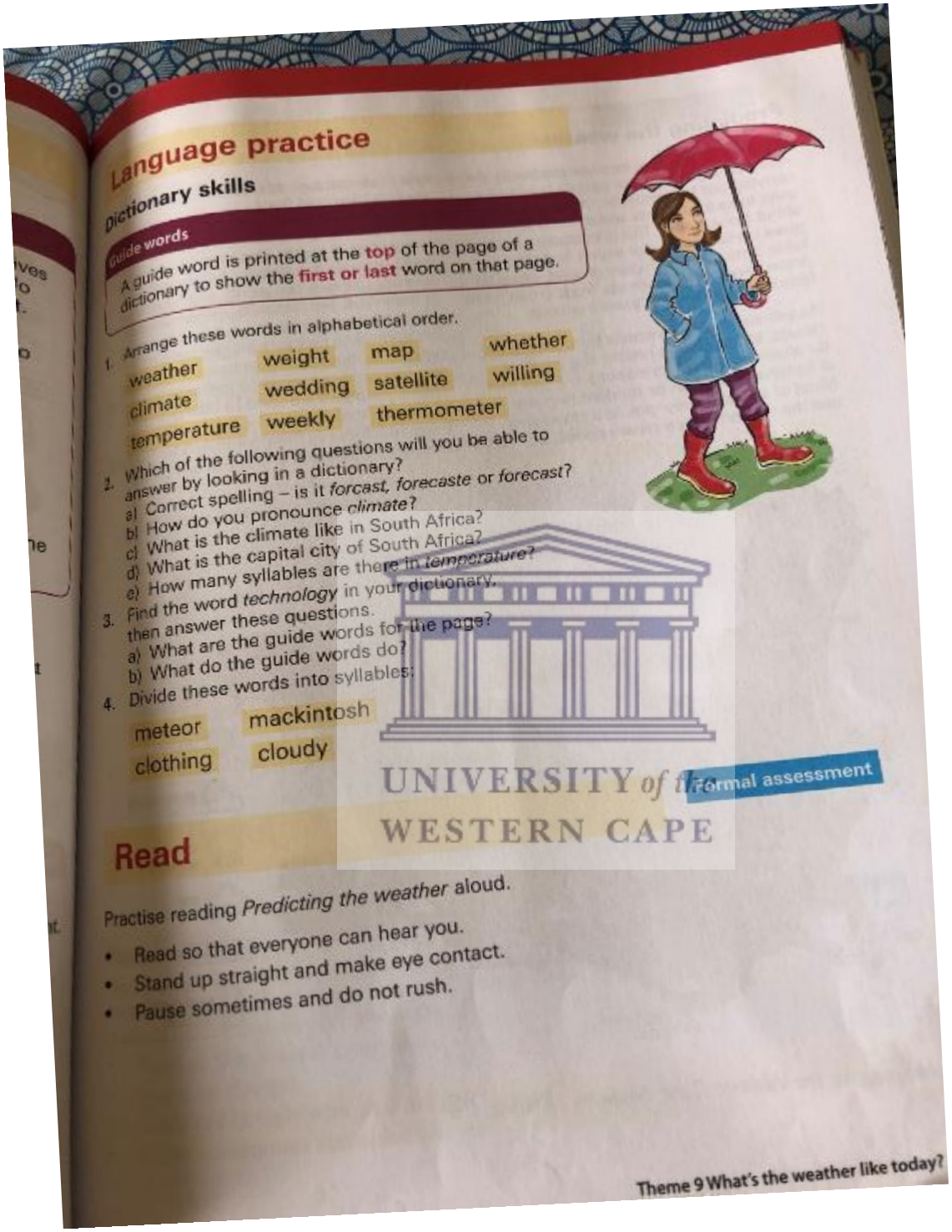
Listen as your teacher reads you an instructional text about how to make a rain gauge.

After you listen

Answer these questions orally.

1. What instrument or implement are you being instructed to make?
2. What is the instrument or implement used for?
3. What word in the title indicates that the text is an instructional text?
4. List all the equipment you will need to make the instrument.
5. Briefly describe the steps you would need to follow to make the instrument.
6. What is the purpose of the sand-filled bucket?
7. Are the instructions simple and easy to follow?
8. Draw a rough diagram of the rain gauge as described in the instructions.
9. How could you use this information in your own life?
10. How could other people use this information?

Activity 3



Language practice

Dictionary skills

Guide words

A guide word is printed at the **top** of the page of a dictionary to show the **first or last** word on that page.

1. Arrange these words in alphabetical order.

weather	weight	map	whether
climate	wedding	satellite	willing
temperature	weekly	thermometer	

2. Which of the following questions will you be able to answer by looking in a dictionary?
   a) Correct spelling – is it *forcast, forecaste* or *forecast*?
   b) How do you pronounce *climate*?
   c) What is the climate like in South Africa?
   d) What is the capital city of South Africa?
   e) How many syllables are there in *temperature*?
3. Find the word *technology* in your dictionary, then answer these questions.
   a) What are the guide words for the page?
   b) What do the guide words do?
4. Divide these words into syllables:

meteor	mackintosh
clothing	cloudy

Formal assessment

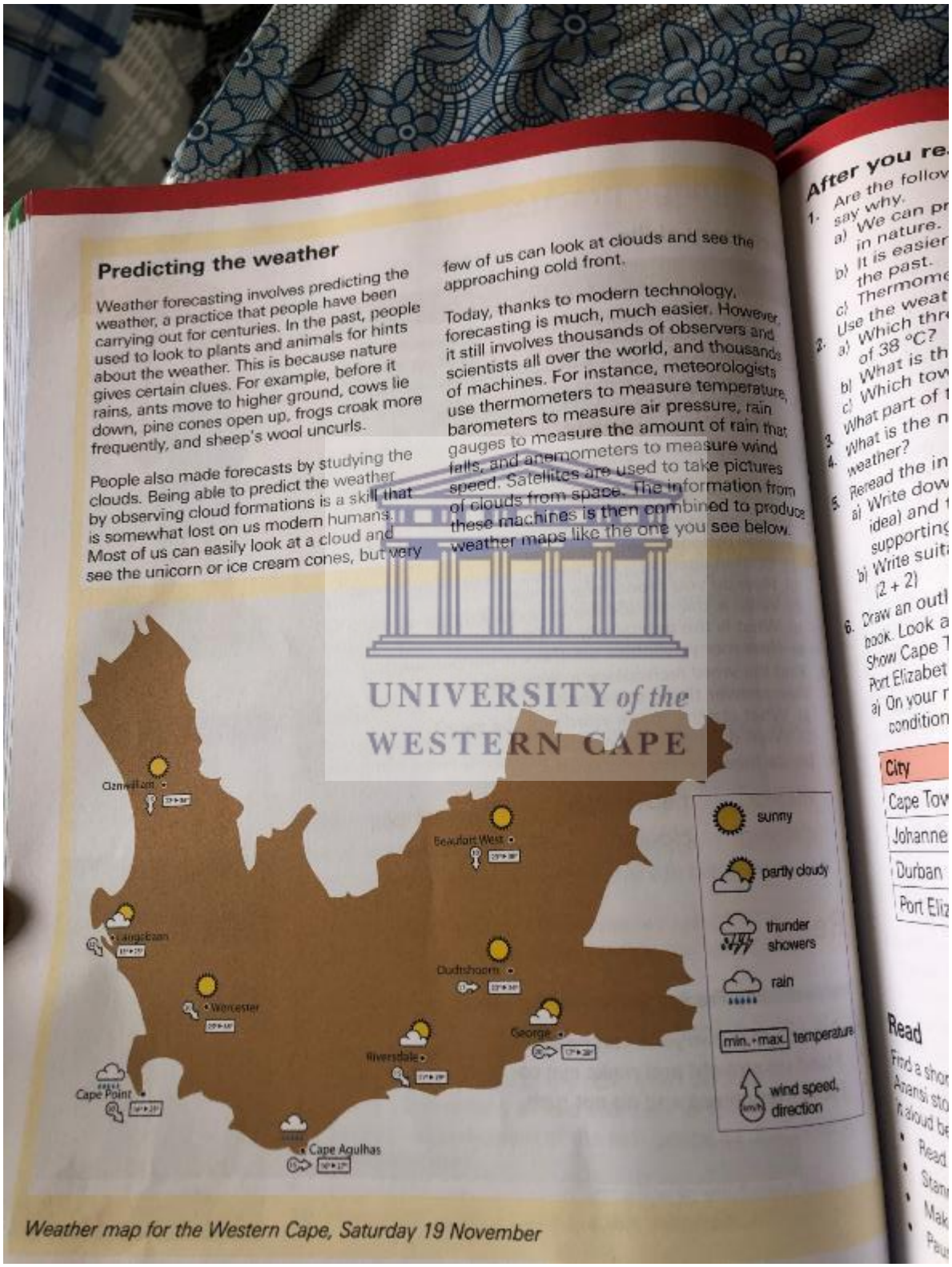
Read

Practise reading *Predicting the weather* aloud.

- Read so that everyone can hear you.
- Stand up straight and make eye contact.
- Pause sometimes and do not rush.

Theme 9 What's the weather like today?

Activity 4: Text



Predicting the weather

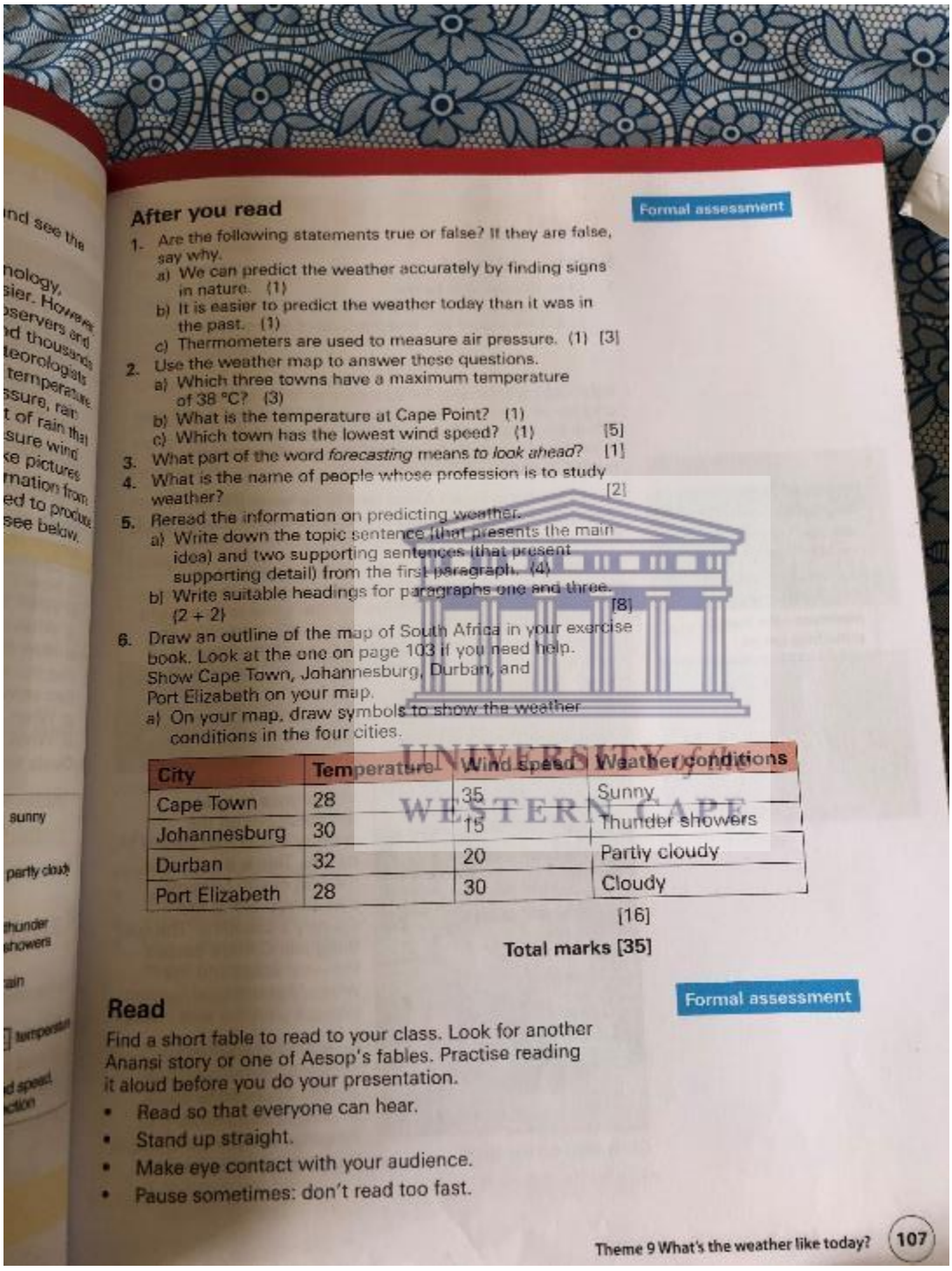
Weather forecasting involves predicting the weather, a practice that people have been carrying out for centuries. In the past, people used to look to plants and animals for hints about the weather. This is because nature gives certain clues. For example, before it rains, ants move to higher ground, cows lie down, pine cones open up, frogs croak more frequently, and sheep's wool uncurls.

People also made forecasts by studying the clouds. Being able to predict the weather by observing cloud formations is a skill that is somewhat lost on us modern humans. Most of us can easily look at a cloud and see the unicorn or ice cream cones, but very few of us can look at clouds and see the approaching cold front.

Today, thanks to modern technology, forecasting is much, much easier. However, it still involves thousands of observers and scientists all over the world, and thousands of machines. For instance, meteorologists use thermometers to measure temperature, barometers to measure air pressure, rain gauges to measure the amount of rain that falls, and anemometers to measure wind speed. Satellites are used to take pictures of clouds from space. The information from these machines is then combined to produce weather maps like the one you see below.

Weather map for the Western Cape, Saturday 19 November

Activity 4: Questions



After you read

Formal assessment

1. Are the following statements true or false? If they are false, say why.
   a) We can predict the weather accurately by finding signs in nature. (1)
   b) It is easier to predict the weather today than it was in the past. (1)
   c) Thermometers are used to measure air pressure. (1) [3]
2. Use the weather map to answer these questions.
   a) Which three towns have a maximum temperature of 38 °C? (3)
   b) What is the temperature at Cape Point? (1)
   c) Which town has the lowest wind speed? (1) [5]
3. What part of the word *forecasting* means *to look ahead*? [1]
4. What is the name of people whose profession is to study weather? [2]
5. Reread the information on predicting weather.
   a) Write down the topic sentence (that presents the main idea) and two supporting sentences (that present supporting detail) from the first paragraph. (4)
   b) Write suitable headings for paragraphs one and three. (2 + 2) [8]
6. Draw an outline of the map of South Africa in your exercise book. Look at the one on page 103 if you need help. Show Cape Town, Johannesburg, Durban, and Port Elizabeth on your map.
   a) On your map, draw symbols to show the weather conditions in the four cities.

City	Temperature	Wind speed	Weather conditions
Cape Town	28	35	Sunny
Johannesburg	30	15	Thunder showers
Durban	32	20	Partly cloudy
Port Elizabeth	28	30	Cloudy

[16]

Total marks [35]

Formal assessment

Read

Find a short fable to read to your class. Look for another Anansi story or one of Aesop's fables. Practise reading it aloud before you do your presentation.

- Read so that everyone can hear.
- Stand up straight.
- Make eye contact with your audience.
- Pause sometimes: don't read too fast.

Theme 9 What's the weather like today? 107

Activity 5: Text

Formal assessment

Read

Before you read

1. Skim the passage below.
   a) Write a suitable heading.
   b) Where would you find this kind of information?

Word list

average – the ordinary or usual amount

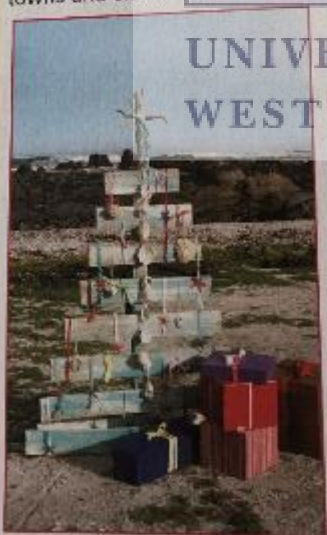
maximum – the highest something can go

minimum – the lowest something can go

South Africa is famous for its sunshine. It's a rather dry country and has an average *annual* rainfall of about 464 mm. While the Western Cape gets most of its rainfall in winter, the rest of the country is generally a summer rainfall region.

Temperatures in South Africa tend to be lower than in countries like Australia. This is mainly because most parts of the country are high above sea level.

Johannesburg is situated on the interior *plateau* at an *altitude* of about 1 694 m. This keeps the **average** summer temperatures below 30 °Celsius. For the same reason, night-time temperatures in winter can drop to freezing point and, in some places, lower. The table shows the **maximum** and **minimum** temperatures for some of South Africa's main towns and cities.



Christmas on the beach

South Africa's coastal regions are therefore the warmest places during winter. There is, however, a difference between temperatures on the country's east and west coasts. This is because of the two ocean currents that sweep along the country's coastline. The cold Benguela Current passes the west coast and the warm Mozambique Current sweeps past the east coast.

Being in the southern *hemisphere*, our seasons are the opposite to those of Europe and North America, so, yes – we spend Christmas on the beach!

8 Term 2, Weeks 7 and 8

City
Bloemfontein
Cape Town
Durban
Johannesburg
Kimberley
Musina
Nelspruit
Polokwane
Port Elizabeth
Pretoria
Upington

Johannesbu

After yo

Work in pa

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3. Use a found

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4. Use
   a) V t
   b) \
   c) \
   d)

Activity 5: Text cont. and questions

City	Summer		Winter	
	Max	Min	Max	Min
Bloemfontein	29	19	22	3
Cape Town	31	15	17	−2
Durban	26	16	18	7
Johannesburg	22	18	19	3
Kimberley	33	18	19	3
Musina	34	21	21	7
Nelspruit	29	19	23	6
Polokwane	28	17	20	4
Port Elizabeth	25	18	20	9
Pretoria	29	18	20	5
Upington	36	20	21	4

Johannesburg

Durban

Cape Town

Port Elizabeth

After you read

Work in pairs to discuss the following questions.

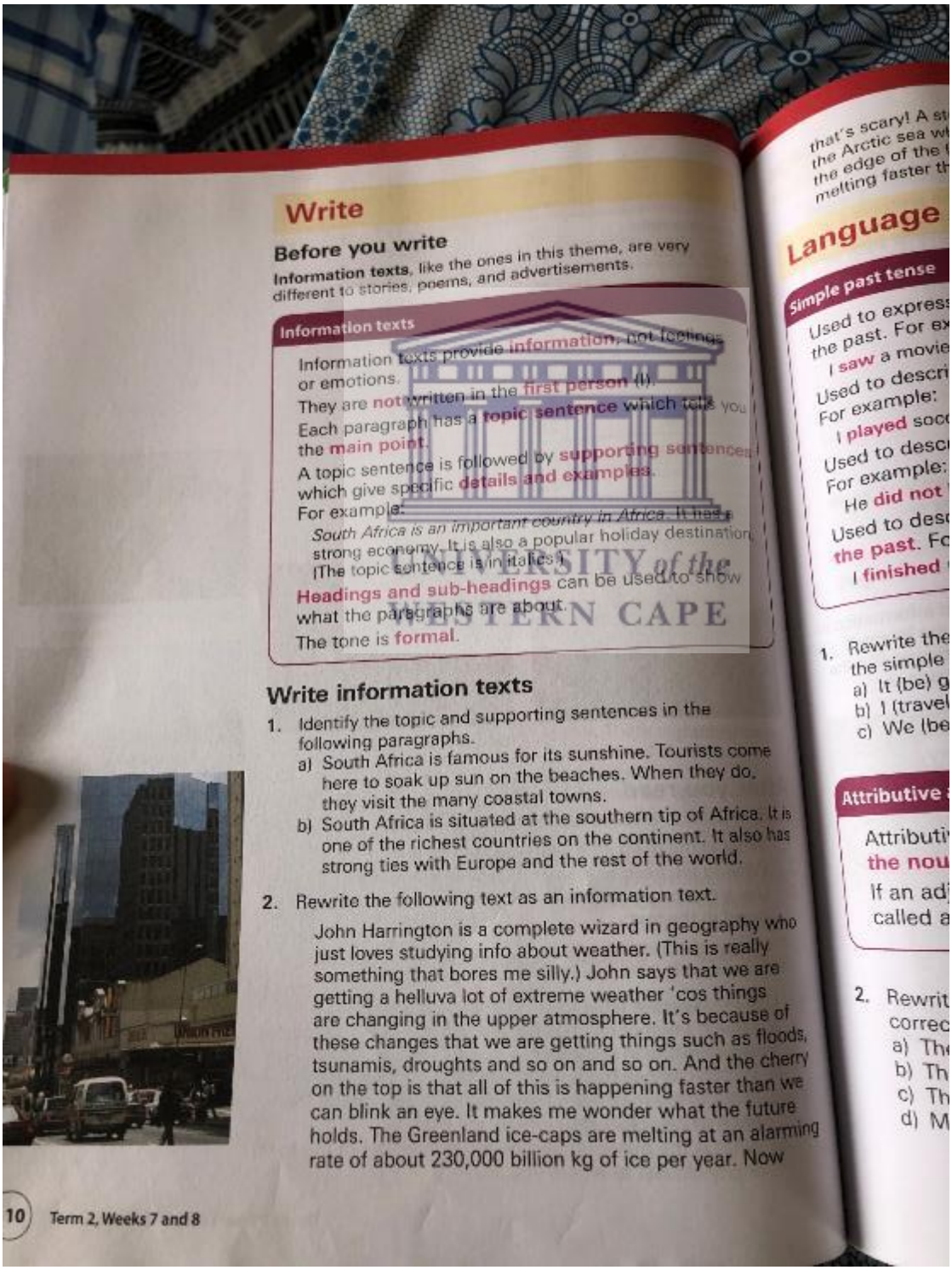
1. What is the main idea expressed in this text?
2. Why do we need to know this type of information?
3. Use a dictionary to find the meanings of these words, found in the text:

altitude annual hemisphere plateau

4. Use the weather table to answer these questions.
   a) Which town or city has the highest average maximum temperature in summer?
   b) Which city has the lowest minimum temperature?
   c) What is the maximum temperature in summer of the town or city closest to where you live?
   d) What is the minimum temperature in winter of the town or city closest to where you live?

Theme 9 What's the weather like today? 109

Activity 6



Write

Before you write

Information texts, like the ones in this theme, are very different to stories, poems, and advertisements.

Information texts

Information texts provide **information**, not feelings or emotions.
They are **not** written in the **first person** (I).
Each paragraph has a **topic sentence** which tells you the **main point**.
A topic sentence is followed by **supporting sentences** which give specific **details and examples**.
For example:
South Africa is an important country in Africa. It has a strong economy. It is also a popular holiday destination.
(The topic sentence is in italics.)
Headings and sub-headings can be used to show what the paragraphs are about.
The tone is **formal**.

Write information texts

1. Identify the topic and supporting sentences in the following paragraphs.
   a) South Africa is famous for its sunshine. Tourists come here to soak up sun on the beaches. When they do, they visit the many coastal towns.
   b) South Africa is situated at the southern tip of Africa. It is one of the richest countries on the continent. It also has strong ties with Europe and the rest of the world.

2. Rewrite the following text as an information text.

   John Harrington is a complete wizard in geography who just loves studying info about weather. (This is really something that bores me silly.) John says that we are getting a helluva lot of extreme weather 'cos things are changing in the upper atmosphere. It's because of these changes that we are getting things such as floods, tsunamis, droughts and so on and so on. And the cherry on the top is that all of this is happening faster than we can blink an eye. It makes me wonder what the future holds. The Greenland ice-caps are melting at an alarming rate of about 230,000 billion kg of ice per year. Now

that's scary! A st
the Arctic sea wi
the edge of the
melting faster th

Language

Simple past tense

Used to express
the past. For ex
I saw a movie
Used to descri
For example:
I played socc
Used to desc
For example:
He did not
Used to desc
the past. Fo
I finished

1. Rewrite the
the simple
a) It (be) g
b) I (travel
c) We (be

Attributive

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2. Rewrit
correc
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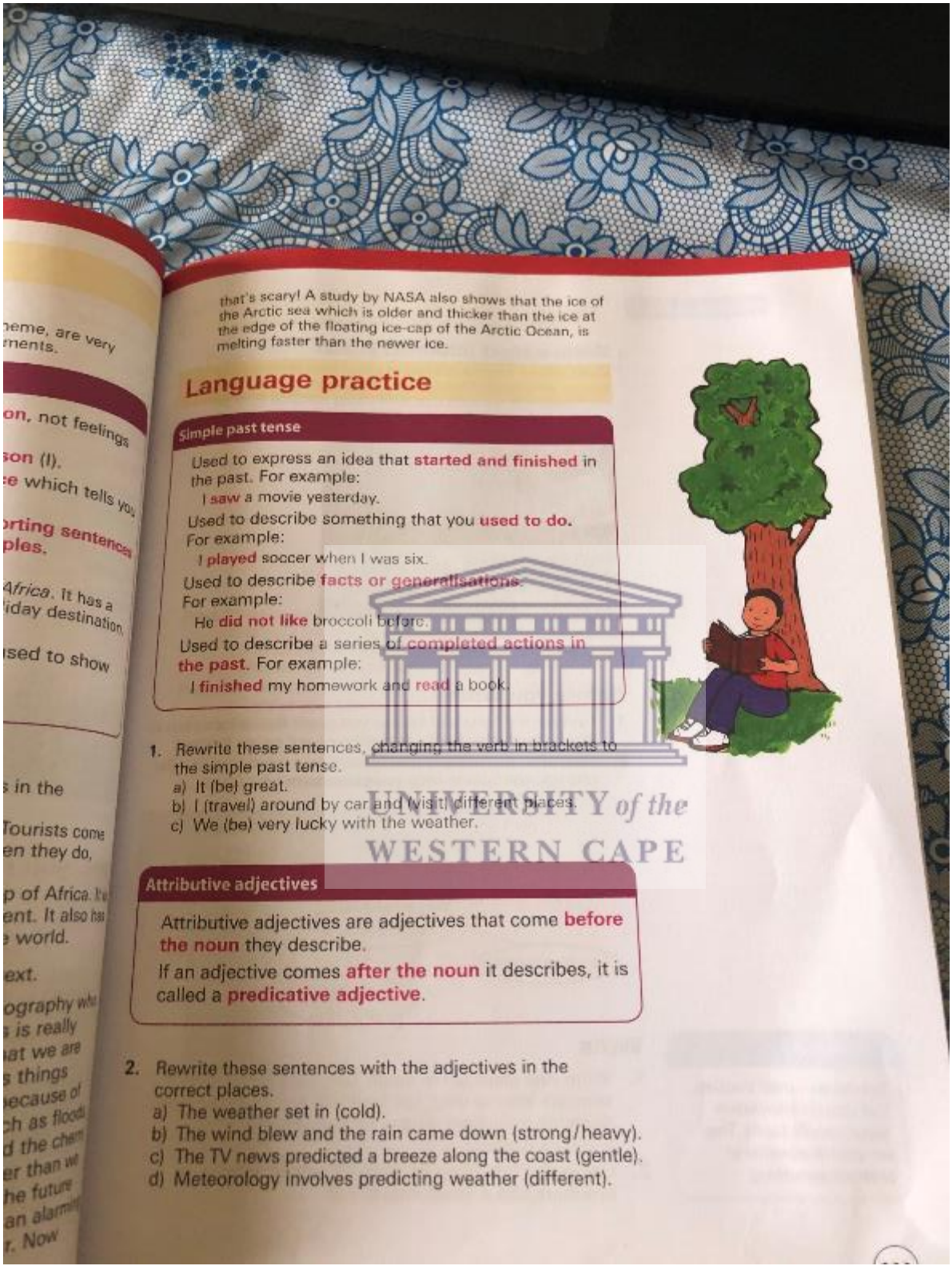
b) Th
c) Th
d) M

Activity 7



that's scary! A study by NASA also shows that the ice of the Arctic sea which is older and thicker than the ice at the edge of the floating ice-cap of the Arctic Ocean, is melting faster than the newer ice.

Language practice

Simple past tense

Used to express an idea that **started and finished** in the past. For example:
I **saw** a movie yesterday.

Used to describe something that you **used to do.** For example:
I **played** soccer when I was six.

Used to describe **facts or generalisations.** For example:
He **did not like** broccoli before.

Used to describe a series of **completed actions in the past.** For example:
I **finished** my homework and **read** a book.

1. Rewrite these sentences, changing the verb in brackets to the simple past tense.
   a) It (be) great.
   b) I (travel) around by car and visit different places.
   c) We (be) very lucky with the weather.

Attributive adjectives

Attributive adjectives are adjectives that come **before the noun** they describe.

If an adjective comes **after the noun** it describes, it is called a **predicative adjective**.

2. Rewrite these sentences with the adjectives in the correct places.
   a) The weather set in (cold).
   b) The wind blew and the rain came down (strong/heavy).
   c) The TV news predicted a breeze along the coast (gentle).
   d) Meteorology involves predicting weather (different).

Activity 8

Formal assessment

Write

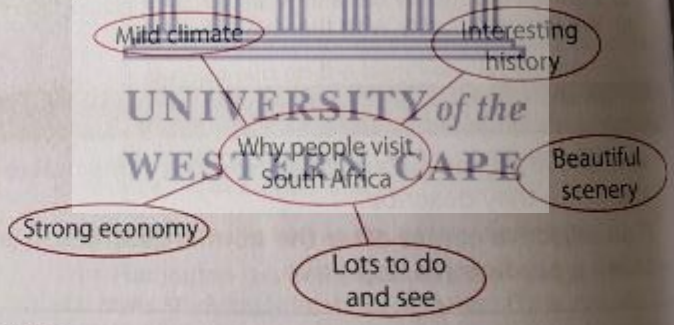
Write a short information text

Write a short information text of about nine sentences to explain why South Africa is one of the most popular tourist destinations in the world. Include visual material such as graphs, tables and diagrams.

Gold Reef City in Johannesburg is a popular tourist destination.

Before you write

1. Find out the facts and figures you need. Find information in newspapers, magazines, in the library and on the Internet.
2. Plan what you are going to write. Use a mind map like the one you see here to help you brainstorm your ideas.



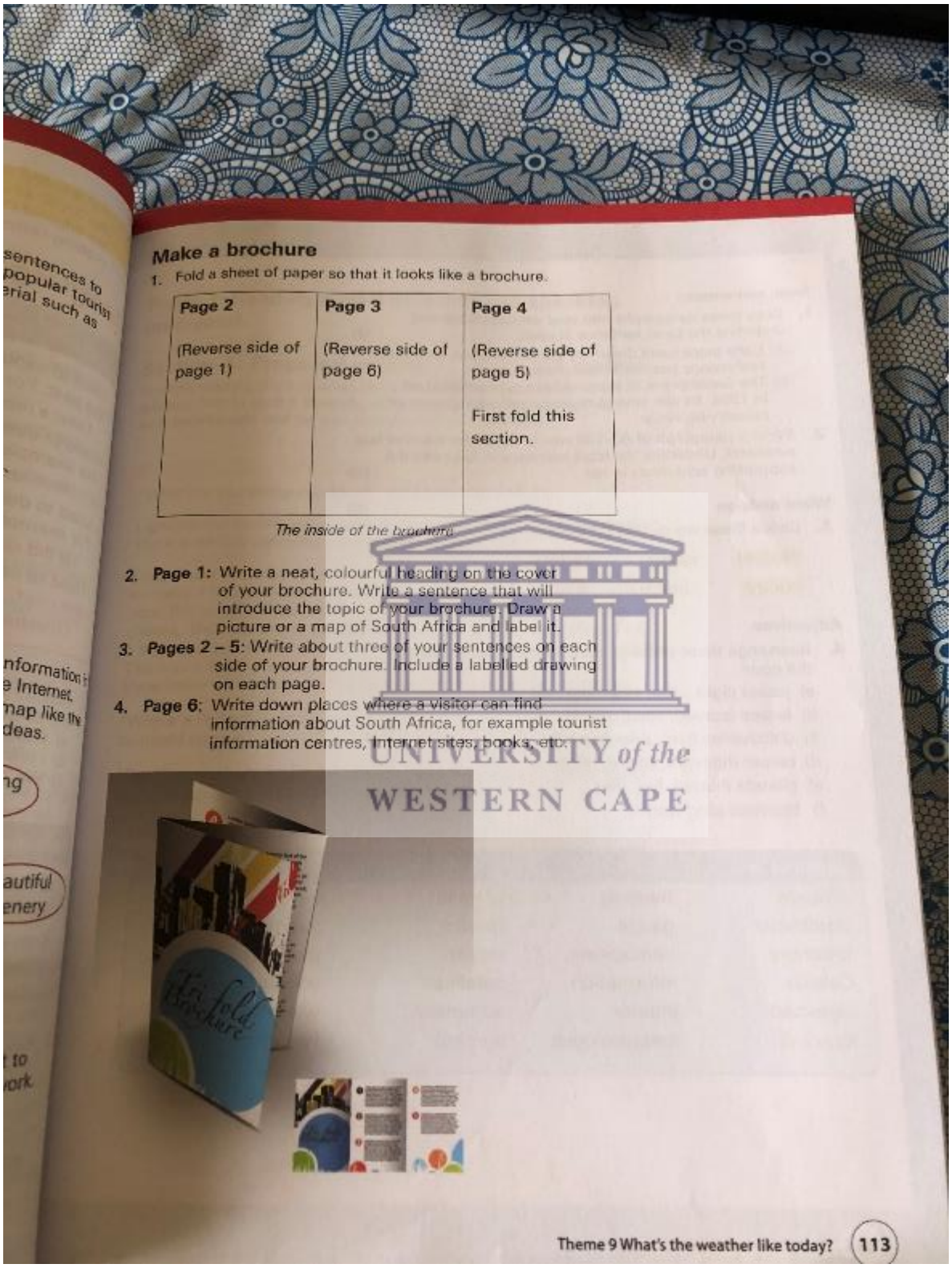
Word list

brochures – small booklets that contain information about specific topics. They are used to advertise or promote something

Write

1. Write your ideas out in rough. Give your rough draft to someone else to read. Get feedback and edit your work. Remember to check your grammar, spelling and punctuation.
2. Use your information for the next writing activity – a **brochure** about South Africa.

Activity 8 cont.



sentences to
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Make a brochure

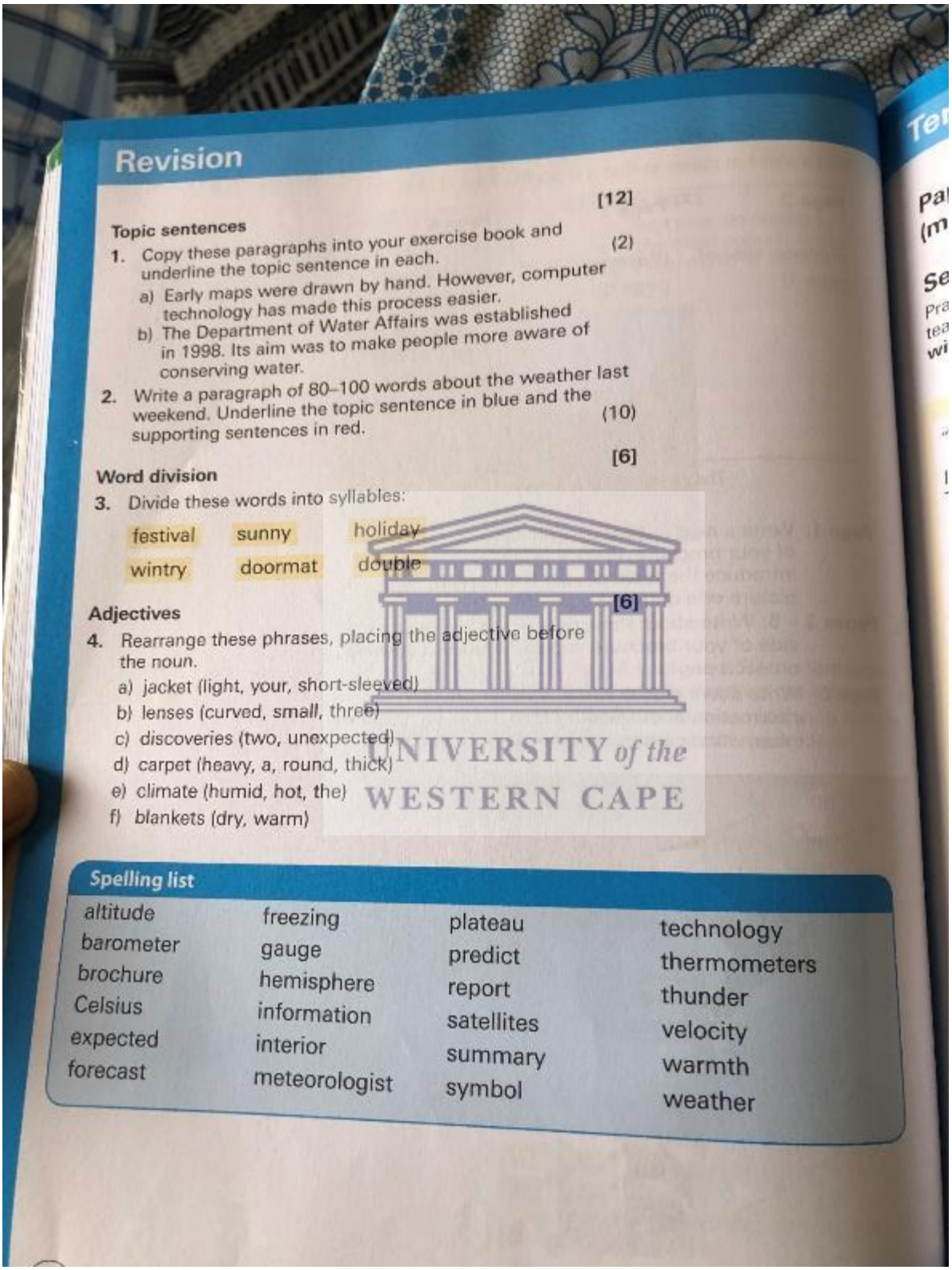
1. Fold a sheet of paper so that it looks like a brochure.

Page 2	Page 3	Page 4
(Reverse side of page 1)	(Reverse side of page 6)	(Reverse side of page 5) First fold this section.

The inside of the brochure

2. **Page 1:** Write a neat, colourful heading on the cover of your brochure. Write a sentence that will introduce the topic of your brochure. Draw a picture or a map of South Africa and label it.
3. **Pages 2 – 5:** Write about three of your sentences on each side of your brochure. Include a labelled drawing on each page.
4. **Page 6:** Write down places where a visitor can find information about South Africa, for example tourist information centres, Internet sites, books, etc.

Activity 9



Revision

[12]

Topic sentences

1. Copy these paragraphs into your exercise book and underline the topic sentence in each. (2)
   a) Early maps were drawn by hand. However, computer technology has made this process easier.
   b) The Department of Water Affairs was established in 1998. Its aim was to make people more aware of conserving water.
2. Write a paragraph of 80–100 words about the weather last weekend. Underline the topic sentence in blue and the supporting sentences in red. (10)

[6]

Word division

3. Divide these words into syllables:

festival	sunny	holiday
wintry	doormat	double

[6]

Adjectives

4. Rearrange these phrases, placing the adjective before the noun.
   a) jacket (light, your, short-sleeved)
   b) lenses (curved, small, three)
   c) discoveries (two, unexpected)
   d) carpet (heavy, a, round, thick)
   e) climate (humid, hot, the)
   f) blankets (dry, warm)

Spelling list

altitude	freezing	plateau	technology
barometer	gauge	predict	thermometers
brochure	hemisphere	report	thunder
Celsius	information	satellites	velocity
expected	interior	summary	warmth
forecast	meteorologist	symbol	weather

APPENDIX 5

FEATURES OF THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Textbook: Platinum, English Home Language, Grade 4

Theme 11, 'Be an eco-warrior' (Term 3, Weeks 3-4)

CLT feature	**Starting off: Talk about the environment**	**Read: Read an information text**	**Language practice; similes, metaphors and prepositions**	**Write: Write a paragraph**	**Write: Write about a community project and design a chart**	**Language practice: conjunctions**	**Listen and Speak: Do a group presentation**	**Language practice: Continuous tenses**	**Revision**
1. Comm comp – 4 aspects		D (After reading, Q1)	G	D: Paragraph writing; G:using metaphor/simile	D: Writing inform. Text; creating poster	G		G	G: tenses, use of similes/metaphors D: function of similes/metaphors in writing
2. Authentic texts	Photographs – pollution	Writ. for TB							
3. Interaction e.g. groups, pairs	Individual to Whole class	Pairs			Group		Group Whole class		
4. Meaning negotiated		Vocab – guess word meaning Pair activity	Fill in missing words could initiate questions	Fill in missing words could initiate questions	Implied: group work	Fill in missing words could initiate questions			
5. Skills integrated		Reading, speaking (pairs)			All 4 skills in completing group writing activity		Listen and speak		

APPENDIX 6

FEATURES OF THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Textbook: Platinum, English Home Language, Grade 5

Theme 7, 'Greening our environment' (Term 2, Weeks 3-4)

CLT feature	**Starting off: Talk about litter**	**Listen & Speak: List. comprehension**	**Read: Read a bar graph**	**Read: Read an information text**	**Language practice: Adjectives, past/future continuous tense**	**Speak: conduct an interview**	**Language practice: connectors, question form, reported speech**	**Read: Read a report (air pollution)**	**Write: Write a report**	**Revision**
1. Comm comp – 4 aspects			D: presenting info. as a graph	D: providing sub-headings	G	D: design a questionnaire STR & SC: using appropriate language during interview	G	D: features of a report	D: Write a report G: check usage of correct grammar	G: Q1 – 2 (using conjunctions) G and D: Q3 – sequencing and writing paragraph with correct punctuation
2. Authentic texts	Photograph – litter	Unclear (teacher only has access to listening text) Photographs of effects of litter on marine life	Inauth. Graph	Unclear – no source		Example questionnaire (unclear – no source)		Unclear (no source)		
3. Interaction e.g. groups, pairs	Pairs	Teacher reads/whole class listens				Unclear who should be interviewed			Speak to teachers/parents to gather info. for report	

4. Meaning negotiated					Q2: Info. gap activity		Fill in missing connectors and changing to question forms			
5. Skills integrated	Only speaking	Listen and write answers	Read After reading, writing implied	Read, write		All skills in conducting interview and writing summary of findings		Read and writing answers implied		

APPENDIX 7

FEATURES OF THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Textbook: Platinum, English Home Language, Grade 6

Theme 9, 'What's the weather like today?' (Term 2, Weeks 7-8)

CLT feature	**Starting off: Discuss a weather map**	**Listen and Speak: Listen to an instructional text**	**Language practice: Dictionary skills**	**Read: Read an information text**	**Read: Read an information text**	**Write: Information text**	**Language practice: simple past tense, attributive adjectives**	**Write: Information brochure**	**Revision**
6. Comm comp – 4 aspects		D: features of instructional text	G: dictionary skills	D: After reading, Q5: Identifying topic and supp. sentences Providing sub-headings	D: provide suitable headings	D: features of information texts Identifying topic and supp. sentences Writing text into an information text	G: using simple past tense Using attributive adjectives	D: Write an information text Make a brochure	D: identifying topic and supp. sentences G: syllables and using adjectives
7. Authentic texts	Unclear (no source for weather map)	Unclear – only teacher has access to instructional text		Unclear – no source provided	Unclear – no source			Photograph of Gold Reef city Example of a brochure (image)	

					Photographs of tourist destinations in SA				
8. Interaction e.g. groups, pairs	Unclear	Teacher reads – whole class listens			Pairs			Unclear – give draft to 'someone' to edit	
9. Meaning negotiated									
10. Skills integrated	Unclear	Listen and orally answer		Read and respond in writing (implied)	Read, speak (discuss questions), writing (implied for answering questions)				

APPENDIX 8: Pearson permission letter – Grade 4 textbook

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Requester Company/Institution	University of the Western Cape				
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City	Cape Town	State		Zip/Postcode	7493

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Edition	N/A	Copyright Year	2012	ISBN	9780636136106
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Requester Company/Institution	University of the Western Cape				
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City	Cape Town	State		Zip/Postcode	7493

Requested Content

Title	Platinum Grade 5 English Home Language Learner's Book				
Author	G. Cator, S. Crane, S. Heese, B. Krone, B. Maho, B. Pitt, P. Tsilik				
Edition	N/A	Copyright Year	2012	ISBN	9780636136106
Requested Use	Pages 67 - 76 Excluding: Images on pages 67, 68, 75, 78				

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Languages	English	Editions/Revisions	N/A
Duration	5 Years	Print Run/Number of Learners	1
Adoption	N/A	Customs/Derivatives	N/A

Used By:

Requesters Title/Course Name	Masters of Education	Perm Grant Fee	R 0
Author/Instructor	Dr Peter Pluddemann	GST, VAT or HST	R 0
Publisher/Institution	University of the Western Cape	Total Fee	R 0

Permissions Grant Letter/Invoice

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Michael Prince
Michael Prince (Feb 12, 2021 08:52 GMT+2)

Name
Global Permissions Granting Analyst
Global Innovation & Services

Accepted By: J.M. du Plessis
J.M. du Plessis (Feb 10, 2021 16:42 GMT+2)

Name

10/02/2021

Date

University of the Western Cape

Organization or Institution

APPENDIX 10: Pearson permission letter – Grade 6 textbook

Pearson

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Care of Pearson South Africa
4th Floor, Auto Atlantic
Corner Hertzog Boulevard &
Heerengracht
Cape Town, 8001
South Africa
+27 (0)21 532 6000

Permissions Grant Letter/Invoice

Date	25/03/2021	**Pearson Reference**	GPGREF-0008075	**Invoice Number**	N/A

Request date	08/03/2021	**Requester Reference**			
Requester Name	Jason du Plessis				
Requester Company/Institution	University of the Western Cape		Country: South Africa		
Address	19 Loquat Avenue				
City	Cape Town	**State**	Western Cape	**Zip/Postcode**	7493

Requested Content

Title	Platinum Grade 6 English Home Language Learner's Book				
Author	G. Cator, S. Crane, B. Krone, B. Maho, S. Heese, J. Middleton Horn, N. Omar, B. Pitt and P. Tsilik				
Edition		**Copyright Year**	2012	**ISBN**	9780636136113
Requested Use	pp. 103-114 (excluding all images/photographs)				

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Duration	5 years	**Print Run/Number of Learners**	1
Adoption	No	**Customs/Derivatives**	No

Used By:

Requesters Title/Course Name	Masters of Education Thesis	**Perm Grant Fee**	Free of charge
Author/Instructor	Jason du Plessis	**GST, VAT or HST**	Free of charge
Publisher/Institution	University of the Western Cape	**Total Fee**	Free of charge

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Name
Global Permissions Granting Analyst
Global Innovation & Services

Accepted By: Jason du Plessis
Name **Organization or Institution**

25/03/2021
Date

Payment Method

Pearson USA

Pearson Education Inc. Federal Tax ID: 22-1603684_____Company Registration No.-

For Checks:	For ACH for Wire Transfers:
Pearson Education Inc. P.O. Box 403339 Atlanta, GA 30384-3339	Bank of America 901 Main Street Dallas, TX 75202 ABA Routing #0260-0959-3 (wires only) ABA Routing #111-000-012 (all others) Swift Code: BOFAUS3N Account #3752182561 Account Name: Pearson Education Inc.

Pearson South Africa

Pearson Education South Africa (Pty) Ltd VAT No: 4670263740

For EFT & Direct Deposit:
Standard Bank Account Name: Pearson South Africa (Pty) Ltd Type of Account: Current Account Number: 070834695 Branch Code: 020909

Pearson Africa

Pearson Education Africa (Pty) Ltd VAT No: 4780254498 Company Registration No.- 1969/011643/07

For EFT & Direct Deposit:
Standard Bank Account Name: Pearson Education Africa (Pty) Ltd Type of Account: Current Account Number: 073 115 886 Branch Code: 05001

Pearson UK

Pearson Education Africa (Pty) Ltd VAT No: GB 278 5371 21 Company Registration No.- 872828

For Bank Transfers to pay by US Dollar:	For Bank Transfers to pay in Pounds Sterling:
HSBC Bank Plc 62-72 Park Street London SE1 9RX Account Number: 37737913 Sort Code: 40-05-15 IBAN: GB44MIDL40051537737913	HSBC Bank Plc 62-72 Park Street London SE1 9RX Account Number: 71060627 Sort Code: 40-02-50 IBAN: GB61MIDL40025071060627
For Bank Transfers to Euro:	**For Bank Transfers to pay by Cheque:**
HSBC Bank Plc 62-72 Park Street London	Please send a cheque made payable to 'Pearson Education Ltd' to the following address with a copy of this invoice.

Payment Method

SE1 9RX Account Number: 39028730 Sort Code: 40-05-15 IBAN: GB85MIDL40051539028730 Swift Code: MIDLGB22	Royalty Dept (Subsidiary Rights) Pearson Education Ltd Edinburgh Gate Harlow Essex CM20 2JE United Kingdom

Pearson India

Pearson India Education Services Private Limited GST#: 09AABCE4944M1Z9 Company Registration No.- U72200TN2005PTC057128

For NEFT & Direct Deposit:

Account Name • Pearson India Education Services Pvt. Ltd.
Beneficiary Bank: HSBC
Bank Bank Address: 25, Barakhamba Road, Delhi-110001
Bank A/C No.- 052-262847-001
IFSC Code: HSBC0110002

Signature: JM du Plessis
JM du Plessis (Mar 26, 2021 12:04 GMT+2)
Email: 3143178@myuwc.ac.za

Signature: Julia Alexander
Julia Alexander (Mar 30, 2021 18:11 GMT+2)
Email: Julia.Alexander@pearson.com

APPENDIX 11: Editor's letter

Dust Jacket
1 Village Square
16 Hampstead Road
Harfield Village
7708
11 August 2021

Dear Madam/ Sir

ENGLISH LANGUAGE TEXT-EDIT OF M.Ed THESIS

This is to confirm that I have text-edited Mr Jason du Plessis' Master's in Education thesis for syntax, cohesion and fluency of expression. The thesis is entitled 'A Genre-based analysis of Intermediate Phase English Home Language textbooks'.

I hope that, subject to the adoption of a few recommended alterations, the thesis fulfils the required level of language proficiency.

Yours faithfully

Marilyn Braam (M.A. specialising in Language, Literature and Modernity (UCT, 2015))