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# Investigating policy at a practical level: challenges in translating the new curriculum for teachers in South Africa

Sandra Stewart and Maropeng Modiba

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## Abstract

The paper examines support materials available to teachers of English First Additional Language [Grade Seven] in South African schools. Firstly, by identifying the outcomes expected from teachers and secondly, by trying to establish how teachers' guides for prescribed textbooks model translation of the National Curriculum Statement (NCS) into teaching activities. We draw on amongst others, Halliday, Janks and Bernstein, to identify what is crucial to the meanings conveyed in these texts. We argue that the language used seems to be compromising the promotion of an awareness that is likely to make the NCS realisable. In conclusion, the paper highlights the implications of the responsibility of authors as policy mediators and teacher developers.

## Introduction

The South African Council for Educators (SACE) has stated that more than a third of teachers in state schools (over 120 000 teachers) are either unqualified or under-qualified, have outdated qualifications and of these about 25 000 have only a matriculation certificate (*Sunday Times*, 1 November 2009). A Department of Education [DoE] (2009) draft report, 'The Teacher Qualification Survey' states that only 18 per cent of teachers are professionally qualified graduates. The new South African Minister of Basic Education's task team has now recommended that priority be given (amongst others) to English as first additional language to improve the apparent literacy problem amongst them. These recommendations were made after consultation with teachers in interviews and online responses (*Sunday Times*, 4 October 2009). The minister has also expressed concern that what '*should be*' (policy) is made unachievable by what '*is*' (the reality of the classroom). As Mattson and Harley (2002, pp.284, 286) have argued failure to understand the origins of this mismatch is caused by an inability to recognise how much teachers have to break away from the past:

South African education policy . . . fails to recognise the shift to an organic model of solidarity as a fundamental dislocation with the past.

This is a challenge that seems to be faced also by those who are required to guide and clarify for teachers what is essential for such a dislocation. The challenge for authors of curriculum support materials is to assist teachers to develop a critical disposition and acquire the pedagogical skills that are necessary for them to make this shift and implement the prescribed learning outcomes (LOs) and assessment standards (ASs) successfully. It is important that the texts that are prepared to specifically support teachers in their classroom work be written in ways that raise awareness of what it is necessary to do to provide a learning environment and initiate activities that are required by policy when teaching particular content. This paper reports on a study that examines teachers' guides prepared for use by English First Additional Language teachers in the delivery of the Revised National Curriculum Statement (RNCS) now known as the National Curriculum Statement (NCS) at Grade 7 level. These are guides that accompany pupils' textbooks. We look at how the authors of these texts translated the concepts and skills teachers need to effectively implement the NCS. The aim was to establish how these support materials were providing guidance to the teachers to make the concepts and principles within the content they teach accessible to the pupils. In short, this is an interpretive inquiry that attempts to understand the suggestions made to the teachers.

We expected texts that serve as teachers' guides to convey the requirements of the NCS in such a way that the underlying concepts and principles of the content to be taught to meet the learning outcomes (LOs) are clearly understood by the teachers. This clarity is particularly important in a context of curriculum reform wherein not all teachers have the same training and qualifications and where the majority of English second language pupils are being taught by teachers for whom English is also a second language (see Crossley and Watson, 2003). These concerns provoked our interest in teachers' guides. We became interested in finding out how the guides that teachers are supposed to use are helping, or not, to equip them with the necessary pedagogical content knowledge (Shulman, 1985).

We wished to answer the following questions:

1. How did the teachers' guides convey to the teachers curriculum design principles implied in the LOs?

2. How did the authors recontextualise/model for the teachers how to teach the prescribed content?

The stance we take in this paper is that the teacher's guide cannot just provide instructions about 'what to do' for teachers but has to indicate how content can be dealt with so that it develops the requisite knowledge and skills for the pupils and subsequently, helps meet the objectives of the NCS. The role of the teachers' guide is thus to clarify the conceptual development, skills and values which the NCS expects. Helping teachers identify the implied design principles in policy and understand how they need to be translated into learning activities in lessons is crucial to the successful implementation of the NCS requirements for English First Additional Language teaching. As put by Janks (1993, p.iii):

Critical language awareness emphasises the fact that texts are constructed. Anything that has been constructed can be de-constructed. This making or unpicking of the text increases our awareness of the choices that the writer . . . has made. Every choice foregrounds what was selected and hides, silences or backgrounds what was not selected. Awareness of this prepares the reader to ask critical questions: why did the writer . . . make these choices? Whose interests do they serve? Who is empowered or disempowered by the language used?

What this implies is that the meaning potential of texts and how they are structured and positioned plays an important role in understanding a language system. A language system is thus neither neutral nor ideologically free and it gets its meaning from how it is represented. Therefore, by looking critically at how language is used and the context within which it is produced and positioned we are likely to gain a good understanding of the language system to which it belongs. According to Halliday (1970) as well, a language system has a 'common core' or internal structure which is based on its purposes.

If you are to understand how to use language such as English, you need to have an understanding of the purpose or end for which it is to be used. In this way its 'meaning potential' can then be understood (Halliday, 1970, p.360).

What then is in a word?

## What's in a word?

In the light of the assertions presented above, we could argue that when learning a language you need to build up or mentally construct [construe] the common core of such a language system. At the same time you further build

up the resources which may be needed in making meaning when reading, writing, speaking or listening within the system (Halliday, 1999). Such resources may be used to ‘interrogate’ the unfamiliar to make meaning clear and disclose the system’s intentions. Halliday is particularly interested in the relationship between a language system and a social system. As regards the relationship between language and context, Halliday (1999, p.15) asserts that “the situation is realized in the text” while “culture is realized in the linguistic system” and describes this as a semiotic relationship between “interlocking systems of meaning”. These situational and cultural contexts influence the potential of language to be realized. Halliday (2002, p.2–4) considers this social process of meaning making a “semiotic cycle”. Therefore to understand situational texts, attention should be paid to the language system underpinning a culture that is associated with its context and to the patterns of language underpinning the situation as what reflects its internal structure and purpose and position in a context. Halliday’s system of functional linguistics therefore helps us to look at how language is structured and used in the transmission and conveyance of meaning.

The choice of words used in a text or discourse is not arbitrary. Rather, the way that a word is used points to a deliberate selection process concerning “lexical, grammatical and sequencing choices in order to say what they want to say” (Janks, 2005, p.97). By looking at the how words are used, we are better able to interpret the intentions and motives behind their selection. Halliday (1999, p.7) doesn’t limit text to just the written word but rather as “all instances of language that you listen to and read, and that you produce yourself in speaking and writing”. As explained by Janks (2005, p.97) too:

All these selections are motivated; they are designed to convey particular meanings in particular ways and to have particular effects. . . .they are designed to be believed.

If a text is designed in order to be believed, then it is important to examine the way words are selected, the way the reader is positioned and the way it is designed to uncover its specific intention. Thus, close attention should be paid to this selection. We need to ask: ‘How is the reader being positioned here?’ ‘How is the writer positioned or what is the writer’s perspective here?’ In short, what is present in a text points to not only what is absent but also what could have been there.

Therefore grammar is a “theory of meaning in context” (Janks, 2005, p.100). If the meaning of grammar is derived from the *context* in which it is used, then the latter affects whether its meaning potential is realised, or not. Context not

only affects what we say but what we say will also be affected by the context within which the discourse is situated. This is the case because within a society people are socialised into learning how to use text or discourse to exchange meaning amongst themselves within a particular context.

However, according to Halliday (1999, p.10) the ‘context of situation’ should not be equated to the setting but rather that:

The context of the situation is a theoretical construct for explaining how a text relates to the social processes within which it is located.

This ‘*context of situation*’ has three parts: the *field* (what’s happening or the social activity), the *tenor* (the people involved, their roles and relationships) and the *mode* (the role/function of language/text). In the context of this paper, for authors of teachers’ guides, the context of the situation for which they are writing would be the NCS (institution). Within this institutional framework authors operate within the ‘field’ of education as a social practice. Here their relationship with teachers (tenor) is to assist them to develop a systematic official knowledge of English First Additional language (mode) as distinct from the everyday form of the language which they may have learnt from other exposure within the context of their society. Authors are involved in a process of recontextualising the requirements of the NCS for teachers through the activities they have devised for the pupils in the textbooks.

Therefore, it is important to state that we are not reporting about textbooks and their design but rather look at how teachers are helped to understand why the texts are structured as they are to help them position pupils in a particular manner. It is the responsibility of authors to help teachers to better understand how these textbooks are a response to the requirements of policy and are therefore modelling the translation of the NCS.

In the next section we look at the competences that are expected of pupils in the Senior Phase. Specifically, we gave attention to Grade 7 and focused on English First Additional Language. We worked at this level of schooling as it is a bridge between primary and secondary schooling. We considered it important to focus on this critical stage of the learners’ transition into the Senior Secondary Phase, when English becomes a language of instruction for many.

## The NCS and English first additional language Grade 7

Each subject included in the NCS has its own Learning Outcomes (LOs) and Assessment Standards (ASs) for each grade. A learning outcome describes what students should know (knowledge, skills and values) and what they should be able to do (competence) in each grade. Assessment Standards describe the minimum level of what students should know and demonstrate to achieve the learning outcomes in each grade. The grades are divided into Foundation Phase (Grades 1–3), Intermediate Phase (Grades 4–6), Senior Phase (Grades 7–9) and Further Education and Training Phase (Grades 10–12). In South Africa, although Grade 7 is in the Senior Phase it is usually incorporated into the intermediate or primary school phase.

The six learning outcomes highlighted by policy as competences are listening, speaking, reading, writing, thinking and reasoning, language structure and use. (See Fig. 1)

In the Senior Phase it is expected that learning which has occurred in the foundation and intermediate phases will be consolidated and reinforced; language and literacy will be extended; and students will be prepared for further education and a career in the world of work. Life skills and study skills are emphasised. Thus it is expected that by the end of this phase, students will be able to use language with greater independence for reasoning, debating important issues, finding out career and further learning opportunities and to be knowledgeable about the rights and responsibilities of democratic citizenship. An important shift in the intermediate and senior phases is that English has become the language of learning. Now instead of learning to read, students have to *read to learn*. The learning outcomes therefore focus on the raising of a certain consciousness to facilitate this transition and a high level of competency is required.

*Listening* skills are assessed through pupils' responses to stories, oral texts, and specific information. The teacher looks specifically for understanding and the ability to use information in other ways such as retelling of stories.

Since pupils need to learn to *speak* with confidence and clarity much opportunity, encouragement and support is required so that they can learn to speak with fluency and expression.

At this level, pupils should also be able to *read* for different purposes; have developed an appropriate reading speed; use techniques such as skimming, scanning, and summarising of texts; use different reference sources such as dictionaries to access information; and critically examine texts. They should be able to read for pleasure, read for understanding and read for information using various reading strategies. A reading vocabulary of 4 000 to 5 500 common words is expected at this level. Pupils are also expected to *write* texts for different purposes.

*Thinking and reasoning* skills are developed to enable pupils to use English for learning across the curriculum. Proficiency in this area will help them to access information and use language and literacy in other subjects for oral, written and thinking purposes.

A good knowledge of *grammar and vocabulary* is seen to promote fluency in reading, writing and speaking.

By the end of the Senior Phase, students should be able to read fluently with more independence, write for a wide range of purposes, have developed good listening skills, speak English with confidence, and understand 5 000 to 7 500 common spoken words.

The NCS presupposes that teachers have the necessary skills for this level of language development.

Thus, any initiative aimed at providing support to teachers expected to deliver the NCS has to provide *cues* about what is necessary to identify competences to be developed. Specifically, in South Africa such cues are mainly needed by teachers who were deliberately exposed to inadequate education and are thus not as skilled as those who have had a more privileged education. However, researchers in the country are concerned that the re-skilling of teachers is occurring in a context that is “characterised by sophisticated policy reform within a context of difficult educational and social circumstances” (Robinson, 2003, p.22). There is a concern with *how* teachers are expected to make sense of what defines their role because of the different ideological bases and cultures which positioned them differently as regards their economic, social, cultural and professional backgrounds (see also Modiba and Van Rensburg 2009 on Arts and Culture education).

Although it is widely recognised that textbook authors write mainly for pupils because of the assumption that “textbooks can be used almost independently



of teachers by pupils” (Dow, 1991), the textbook and teacher’s guide both have the potential to play a valuable role in curriculum reform and teacher development. For example, Cohen, Raudenbush and Ball (2003) and Doyle (1992) have argued that the usability of curriculum materials by both teachers and students and knowledge of how to use them has a direct effect on learning. Resources that are ‘*unusable*’ or outside the capabilities of students and teachers are ineffectual to learning if they do not take into account the interactive role played by teachers, students and materials in the classroom. Thus, authors have to consider the role played by teachers, pupils and materials if teachers are to act effectively as mediators of learning as expected by the NCS (see also Deng, 2007b and Tomlinson, 2003). For example, Tomlinson (2003, p.138) asserts that there

. . . needs to be a clear sense of the target teacher group in terms of their language ability, education, teacher-training experience, willingness to try new things and time available for preparation.

Tomlinson (2003) further suggests that the teacher’s guide should have notes which are useful and explicit; there should be sufficient guidance; answer keys, vocabulary lists, structural/functional inventories, a description of the unit template; mini lesson plans, extension activities and photocopiable materials; and a rationale and lesson summaries should be included. Also according to Ball and Cohen (1996), guides could offer examples of pupils’ work, suggestions on different ways to represent ideas and connections between them, and help teachers with the planning of the course work. They should assist teachers in learning about their pupils, their teaching and their subject.

Ball and Cohen suggest that the ideas and concepts involved in learning activities should be elaborated so that teachers have a better idea of what they can do with the content and what possible responses and ideas might emanate from their students. The provision of concrete examples of the type of work expected, student understanding and thinking and what other teachers have done, would thus be of assistance to teachers’ learning and practices. While allowance should be made for teacher autonomy, creativity, different teaching styles and personalities, the pedagogical practices and concepts implicit in the curriculum need to be explicitly illustrated and communicated to teachers for them to understand how content has been recontextualised to meet the requirements of policy.



Speaking the language of recontextualisation we found Bernstein's work on the transformation of knowledge useful. It provides an invaluable conceptual lens to examine how authors recontextualised content for readers.

## Bernstein and the recontextualisation of knowledge

According to Bernstein, recontextualisation rules are located in the pedagogic device and refer to the process whereby educational knowledge is relocated from one site to another. As a recontextualising tool, pedagogic discourse moves educational knowledge from its original site of production to a pedagogic site of reproduction (teacher's guide). This movement of knowledge from one educational site to another creates a *space* in which changes in power, control and ideology can take place. This affects the selection, organisation, transmission and acquisition of knowledge (see also Singh, 1997). In this way, Bernstein (1996, p. 33) says the discourse is transformed from "an actual discourse" to "an imaginary discourse". Thus the recontextualising principle creates a recontextualising *field* with recontextualising *agents*. Recontextualising agents select from the knowledge and practices available in the field of production in a non-arbitrary manner governed by what Bernstein (1996; 2000) calls 'social facts', i.e. contexts etc. In this way, the recontextualising principle controls the *what* (subject content) and the *how* (theory of instruction) of the transformation of knowledge. The *recontextualising rules* located in the pedagogic device were therefore of particular interest to us since they constitute and regulate the construction of a particular pedagogic discourse.

Bernstein (1996, p.32) locates two opposing dichotomies within this recontextualising rule namely the *instructional discourse* (ID) that is embedded within the *regulative discourse* (RD). He represents the relationship between these discourses diagrammatically as follows.

Instructional Discourse    ID    ID

Regulative Discourse            RD    RD

For him, the *regulative discourse* (RD) is a moral discourse of social order and reflects the values of society. Regulative rules define the relationship between the authors and teachers, teachers and pupils. The RD contains the social dispositions (attitudes, values, character, and manner) rules of conduct (appropriate behaviour) and rules of social order for *how* knowledge is to be

transmitted (spaces, behaviour, actions). In a school, this would be places (spaces) where teachers and pupils can go, how they should behave and what they have to do (see also Morais, 2002). The regulative discourse (social order) is the dominant discourse that (Singh, 1997, p.124–125) sees as:

. . . constitut[ing] the social division of labour for knowledge production, transmission and acquisition. Consequently the RD sets the limits and possibilities for what is thinkable and unthinkable in relation to school knowledge, student and teacher identities and classroom order

The *instructional discourse* is a discourse of competence and refers to *what* is to be transmitted. This would be knowledge content, cognitive competences, skills and the rules of sequencing and pacing which control the rate at which knowledge transmission is to progress. This transmission of the required competences is in turn controlled by the regulative discourse. However, since order in the instructional discourse is generated by the regulative discourse, the regulative discourse can be said to comprise all order within the pedagogic discourse.

Because one discourse is embedded in the other, the regulative discourse is the dominant discourse and therefore there is only one text, one discourse. Bernstein (1996, p.46) explains:

Often people in schools and classrooms make a distinction between what they call transmission of skills and the transmission of values. These are always kept apart as if there were a conspiracy to disguise the fact that there is only one discourse. In my opinion there is only one discourse, not two, because the secret voice of this discourse is to disguise the fact that there is only one.

We drew on the insights discussed above and examined the texts to clarify how their authors, as controllers of what Bernstein calls the potential discursive gap, created the spaces in which the teachers were provided with cues on what they should do (RD) when teaching specific English First Additional Language content. This content is what Bernstein refers to as defining what is to be taught (ID). In this regard, issues of equity, social justice and access were invaluable as they were filtered through texts to establish how, or not, they promoted the ideals that underpinned the NCS.

We were interested to see what authors were doing when they recontextualised the NCS for teachers. How they clarified for the teachers the choice of what (we assumed) they considered the appropriate manner of teaching made them agents of recontextualisation. In this role they had to select the content they used in the teachers' guides from a variety of knowledge bases: expertise as

policy analysts, subject knowledge, pedagogical content knowledge and knowledge of teachers and learners. If we follow Bernstein's line of thinking then what authors should therefore be doing is providing to the teachers both the RD and ID as to what is underpinning the NCS.

In other words, if we look at the teachers' guides as providing ID and RD then besides *what* is required by the NCS with regard to the English curriculum, authors needed to consider *how* the English language content, selection, relations (teacher and pupil), sequence and pace are to be regulated in the classroom. It is on this basis that they had to know how English First Additional Language learning had to occur and the sort of identity that had to be promoted by positioning teachers and pupils in a particular manner with the context of the lesson.

Looking at the guides we had to give attention to how they structured the following:

1. Provide the content (what) and the theory of instruction (how).
2. Provide information which will enable teachers/learners to understand what is required of them.
3. Clarify to teachers the necessary skills required to perform the activities prescribed.
4. Clarify to teachers the reasons for doing what is suggested so that they can communicate effectively as English First Additional Language teachers.
5. Model the sequencing and pacing of activities so that the rate at which transmission is to progress is clear to the teacher.
6. Explain what manner, behaviour, conduct is expected of teachers and pupils.
7. Indicate the classroom organisation necessary.
8. Indicate and clarify the necessary teacher/pupils interactions in the classroom e.g. whether teacher or pupils are in control of the learning process.

In short, with insights drawn from amongst others Janks, Halliday and Bernstein, we believe that if teachers and authors are to be seen as *partners in practice* then, instead of seeing the textbook as only for the students and the teachers' guide as only an instructional manual for teachers, *both* should be used as sites for teacher learning. (See Figures 3–6)

In the next section we describe how we explored the language authors used to structure guidance for teachers.

## Putting words into practice: tools used

Using a qualitative research approach allowed us to gather data in multiple ways, pursue issues in depth through probing, and to see the ‘human face’ behind the designing of teachers’ guides. As instruments of data collection we were able to conduct our research in a natural setting (authors’ homes or offices) and construct a detailed picture that in turn allowed us to have a better understanding of the issue concerned (Creswell, 1998). Our aim was to try to “makes sense of things or interpret phenomena in terms of the meaning people bring to them” (Denzin and Lincoln, 1994, p.2).

We chose a *single case study design* to examine how a small group of authors designed their textbooks and teachers’ guides and used language to recontextualise the NCS for Grade 7 English teachers for the following reasons. It is an empirical inquiry (Yin, 2009; Bassey, 1992) of a unique ‘bounded system’ (Dockrell and Hamilton, 1980; Stake, 1995) and ‘contemporary phenomenon within a real-life context’ (Yin, 2009) which we wanted to understand in depth. A case study design enabled us to use interviews and document analysis to discover what actually occurred when authors designed these textbooks and teachers’ guides and what they experienced as ‘a single lived event’ (McCaslin and Scott, 2003). Through the case study we hoped to answer questions about the effectiveness of the teachers’ guides in helping teachers of English First Additional Language to mediate the textbook to pupils.

To reflect on this recontextualisation and gain a clearer understanding of why the texts were written as they were (Yin, 1994), we examined the textbooks and teachers’ guides and then conducted interviews with three authors of textbook A, thus making data gathering *ex post facto*. We needed to look at how the contents and the organisation of the texts clarified the activities that would ensure the successful implementation of the NCS. How did the materials help teachers recognise and realise what they needed to know and do to fulfil the requirements of the NCS? The literature on language acquisition (Halliday, 1970; Janks, 2005) seems to isolate these as important to look at when trying to understand and establish the value of texts. Therefore, in this study close attention was paid to examples of meaning making, context and recontextualised knowledge as a way of positioning teachers.

To establish how the contents of the texts studied here conveyed messages that were empowering or disempowering to the teachers (cf. Janks, 1993) an analysis of each *interview* was done through *paraphrasing* the transcriptions to highlight the words, phrases and sentences used by each author to refer to issues she considered important to teacher learning. Words related to policy requirements, the teacher's guide and teacher learning were highlighted as signalling views authors held with regard to the role teachers were to play in their own development. We were looking particularly for evidence related to how the authors constructed a context for teacher learning. Explanations they provided reflected the role they assigned to themselves as teacher developers. Also how the texts were prepared and organised demonstrated the allocation of authority to both themselves and teachers. Curriculum design principles that were foregrounded to teach specific content reflected how authors guided teachers as regards what to do with such content when teaching.

We looked at the data obtained from interviews as speech acts which we needed to examine to clarify the use of language in a social context. By looking beyond the sentences, the interactive nature of dialogue or everyday communication, the relationship between language and society that teachers were helped to develop had to be explained. For example, if we look at how one author communicates with the teacher the relationship role is an unequal one where the author is the authority giving the teacher instructions: 'Find out what learners know about praise poems and get the learners to discuss what they know in groups.'

For us, grammatical choices and social relationships are rooted in issues of social justice and had to "expose to scrutiny . . . claims that the way things *are* is the way they have to be" (Fairclough, Graham, Lemke and Wodak, 2004, p.1, 2). We found Fairclough's (1992) textually oriented form of discourse analysis useful as it raises important social issues and argues that there is a relationship between language, power and ideology, how this is represented in texts and how people think about their world. It is a form of analysis that looks at the ideology and value systems within the language of a text and as such aims to provide social criticism which is based on linguistic evidence. We drew on Fairclough's (1989) three-dimensional framework to describe the textual analysis (e.g. verb and noun usage, mood etc.), the discursive practice (how authors transformed texts) and the socio-cultural practices (issues of power) which emerged in our data. Fairclough sees text, social interaction and social context as three elements of discourse. We were looking in particular at how discourse characterised the relationship between authors and teachers i.e. the nature of their relationship and how it was expressed in what they said. In

other words, the linguistic selections, positioning and sequencing that were provided to teachers had to clarify (Fairclough, 2001) the nature of the relationship between the authors and the teachers.

Sampling was *purposeful* and *convenient*. As a small sample the four texts and three authors, provided rich information and insights (Patton, 2002) without necessarily allowing a generalisation to a larger population since you can't always "extrapolate findings from one population to another" (Bassegy, 1992, p. 13). The sample was convenient since its selection of authors was based on locality, experience, work produced and proximity to the researchers. The authors are all female and between the ages of forty and sixty-five. In this study specifically it was crucial that some of the authors be able to *reflect* on those aspects that they would normally have taken for granted pre-democracy. Therefore, relying on interviews as other sources of evidence provided data that we drew on to establish how our reading of the texts and what the authors said about the contents of these texts and the processes of producing them converged, or not. *Semi-structured interviews* were used as this allowed for flexibility to adapt the wording and sequencing of the questions according to the direction and emphasis the interview adopted. Through probing, more information or clarity on an issue was elicited. Detailed descriptions were obtained of the design process as experienced by each individual author and clarity on the choices that informed the production of the texts.

Underlying the process was the notion that learning is a social construction which results from interaction with the text and its social context as described by Halliday, Fairclough and Janks. Drawing on insights provided by these authors, the assumption was that the authors of teachers' guides did not select the material which they used in these texts arbitrarily. Authors made their choices in a manner that helped position teachers by creating a context in which they could practice what facilitated the implementation of the NCS. In short, we were interested in how the selection and organisation of content took cognisance of the needs of the teachers who would be using this material. How these materials provide teachers with professional support in a climate of reform has become an important question in curriculum research (cf. Tomlinson and Ball and Cohen). By probing the ways in which authors produced their texts it was possible to determine or not whether they aimed at recontextualising the NCS for teachers.

We examined four teachers' guides accompanying the selected Grade 7 textbooks. They were amongst the ten most popular sold [according to educational booksellers consulted locally about book sales], published post



1994, prescribed by the Gauteng Department of Education [GDE] and written in the time period of the new curriculum (see Figure 7).

While language style or form are significant and give access to content in a subtle way, this was not the primary aim when looking at these texts. Rather we were more interested in the style and form – as the *what or representation* – of the content of lessons and the *way it was* communicated – discourse – to promote teaching and learning. Also important to the analysis were the power relations suggested by the way the teacher is positioned and empowered by the authors' choice and organisation of words in the teacher's guide as support material for clarifying the textbook written for the pupils.

The table in Fig. 2 provides a snapshot of what we looked for when analysing extracts from the teachers' guides.

Following Fairclough (2001) and (Janks, 2005) we posed the question 'What relational values do textual features have?' to help examine the notion of relationships that authors had in mind when preparing the teachers' guide. According to Halliday (1985, p.xvii):

A discourse analysis that is not based on grammar, is not an analysis at all, but simply a running commentary on a text: either an appeal has to be made to some set of non-linguistic conventions or linguistic features like the number of words per sentence . . . or else he exercise remains a private one in which one explanation is as good or as bad as another.

Therefore, we looked at relational values of language features such as pronouns (we, you, they, them), in/definite articles (a, the), active/passive voice, mood etc to see how they were used by authors.

From the table in Fig. 2 we can see that texts are written in the *present tense* which denotes "timeless truths and absolute certainty" Janks (2005, p.101–102). The *mood* is captured through statements, commands or questions. Statements are used to provide information. Thus, in a text underscoring partnership as a basis for professional development we would expect more statements rather than *commands* (cf. Tomlinson and Ball and Cohen). Sentences that are in the *active voice* position authors as *doers* and teachers as *done-tos* Janks (2005).

In particular we gave attention to the use of *you* or *we* to address teachers. For us, the relational value of *you* as 'teachers in general' implies that the authors' practices and perceptions are in solidarity with teachers and that they assumed a common understanding of how content was to be recontextualised to



facilitate meaningful learning. The relational value of *we* may be to represent authors and teachers as being similarly positioned but we need to ask who is actually in control. What we found was that the authors mainly addressed the pupils as can be seen by the more frequent occurrence of ‘learners, they, their and them’ as opposed to ‘you or we’. This orientation of vocabulary towards the pupils indicated to us that the authors, wittingly or not, saw themselves as being in control of the learning process.

The definite article *the* as argued by Janks (2005) is not neutral and is used to indicate shared information or something that both authors and teachers know about. On the other hand, the indefinite article ‘a’ refers to the introduction of new information and presupposes that information is *not shared*. Janks calls this assumption of shared knowledge ‘textual presuppositions’.

Let’s take a closer look at the following texts to further elaborate on the information provided in this table.

Teacher’s guide A (Unit 5, pp.68-69 activity 6: Writing a praise poem).

‘A praise poem’ is an individual activity and addresses LO4 and AS ‘writes creatively’. This activity is preceded by other activities where learners read information on ball games, the language of ball sports, David Beckham, advertising, brainstorming an exhibition, the origins of soccer, the Aztecs and Mayans as the first soccer players and their god of ball games called Xochipilli. This is what the pupil is told to do: ‘Imagine that you are a ball player who is about to play an important match. You do not want your team to lose! Write a praise poem to the god Xochipilli.’

In the teacher’s guide, the information provided for this activity is that this activity addresses LO4 and AS4: the learner writes creatively; shows development in the ability to write stories, poems and play-scripts. The teaching tips are:

Find out what learners know about praise poems and get the learners to discuss what they know in groups. After about ten minutes, one person from each group can stand up and tell the rest of the class what their group’s definition of a praise poem is, and provides examples. Each group should have no more than three minutes to report back. Based on all the group presentations, the whole class can discuss and decide on what they think would make a good praise poem. Write down the agreed criteria on the board. Then let learners read or perform their praise poems to the rest of the class at the end of each lesson for the next week or so.

The task is to be assessed using the following criteria:

The learner takes part in defining a praise poem and establishing criteria for this definition; applies these criteria to the writing of a praise poem; assesses work and edits where necessary.

The scale provided to measure the criteria is a rating of 1–4.

What struck us immediately was that neither the teacher nor the pupil was provided with an example of a praise poem. The assumption is that all pupils and their teachers know what a praise poem is yet in the text the author uses the indefinite article for ‘a good praise poem’ which indicates that this is new information (Janks, 2005). We would have expected the guide to provide cues to important aspects expected when writing this type of poem such as figures of speech, rhyme, descriptive/emotional language and stanzas. This is expected at Grade 7 level even for second language learners. But authors, failed to do this. Pupils and teachers [many of whom are second language speakers themselves] were expected to know that these aspects needed to be included in the poems. It was in discussion that writer A realised and commented on this omission as follows:

Let’s just randomly look at one of the teaching tips. Let’s see what they say in the teacher’s guide to support the teacher. Activity 6. [*we looked at the guide*] Now you see where this falls short? It doesn’t actually give the criteria.

She then went on to say:

So I would say that that’s a shortcoming, because it assumes that between the teacher and the learners they will be able to come up with a satisfactory set of criteria. . . But they also need to know, they need an example of a praise poem.

What is evident here is that upon reflection of the task and the information provided, this designer was then able to see the shortcomings in the textbook and teacher’s guide for this particular activity. Author B had said this about the teacher’s guide:

There’s a teacher’s guide, which is absolutely addressed to the teacher . . . giving teachers guidance and working with teachers own resources on how they can develop and extend stuff in relation to the learners’ book.

Looking firstly at the textbook that was to be used, we would argue that there is an assumption that the pupils can make meaning about a text unrelated to their own context and involving content from other countries and peoples such

as the Aztecs and Mayans (cf. Bernstein). There is little consideration given to the reader's own context or that of his/her community e.g. use of traditional praise poems from their own culture. It was also taken for granted that each pupil would know what a praise poem is and is knowledgeable about the criteria for writing such a poem.

The section related to this activity in the teachers' guide was mainly made up of *commands* e.g. 'Read through the instructions with the children'. The text is positioning the teacher as a subordinate, carrying out the instructions of the author. Drawing on Tomlinson (2003) we expected authors to inform the teacher of the pedagogical principles or framework that were to guide the lesson. Also, principles that were to be transformed into teaching practices ought to have been explicit and transparent (Bernstein, 1996). The positioning of the teacher here ignores the interactive relationship between teacher, learner and curriculum materials as context for teacher learning. Instead there appears to be the assumption that the curriculum materials can operate independently of this context (see Dow, 1991; Ball and Cohen, 1996). In Fig. 2 we find examples of this positioning in texts examined here. We noted the frequent use of terms used to address pupils such as *them, their, they, learners* while the author seldom uses pronouns such as *you* or *we* to address the teacher directly. The pronouns *we* and *you* indicate the relationship between authors and teachers in the text. Since *we* and *you* signify solidarity and a commonality of experience their absence implies that authors see themselves in authority and not as sharing experiences with teachers.

Sentences are in the active voice which positions authors as *doers* and teachers as *done-tos* (Janks, 2005). Thus while the teacher is positioned as sharing a common understanding with authors with regard to e.g. a praise poem, the tone and register used still positions authors as in authority. The use of the definite article *the* indicates an assumption of shared information or something that teachers should know about. 'The' is used 12 times. On the other hand, the indefinite article 'a' which presupposes information is *not shared* is used 3 times. This is ironic since it is presupposed that teachers and pupils know what a praise poem is (they are not given an example) and are expected to draw up criteria for it. This view of the teacher as practitioner is reflected in how Author A describes the role of the teacher:

You're obviously assuming that the teacher is going to be the manager of the situation and assessing and overseeing and mentoring the learner.

Also, if support materials were to be of value, they should have provided sufficient guidance, useful and clear notes, a rationale, lesson summaries and

cater for different teaching styles (Ball and Cohen, 1996). This had not been implemented here. Although Author B was aware that there might be a lack of capacity at classroom level, she did not specifically provide for teacher learning in her materials since it was her perception that the textbook and the teacher's guide represented a partnership between herself as the controller in the Bernstein sense, and the teacher as the implementer or practitioner. She assumed that by following the textbook and teacher's guide, the teacher would be able to overcome these shortcomings.

You're helping them to, through the medium of this book to teach the outcomes and to teach, as you say, you are focused on the curriculum, so you are very aware of the outcomes. So you're helping them, you're partnering them in this teaching.

Despite Author A's belief that teachers hadn't been provided with the tools to replace teacher centred practices and that the textbook couldn't do a lot about changing a teacher's style as this depended on the teacher's own frame of mind, she did not consider teacher learning necessary when writing the materials.

And I think that's all very well and good but the problem is that it (NCS) didn't take into account the skills base that we were working from in South Africa. The lack of capacity, the lack of resources. So I don't think a textbook can really do a lot about changing teacher learning style if there isn't the willingness on the part of the teacher if the teacher isn't open to the change.

Teacher's guide C (p.9. Exploring poetry: reading a praise poem).

This example also dealt with praise poems. This is from Chapter One: 'The Friendship Tree' which is described in the chapter overview in the teacher's guide as:

In this chapter learners will think about how they fit in with their family structure and their friends. They will come to appreciate their support systems and learn to value the people around them. They will interact with their classmates in a range of activities, read a poem, write letters, use pronouns, synonyms and antonyms, and draw a friendship tree.

The activity we looked at is entitled 'Exploring Poetry: Read a praise poem'. The learning outcomes and assessment standards are LO3 AS: uses reading strategies and LO3 AS: shows some understanding of how reference books work. This activity is preceded by making a friendship tree, peer assessment of friendship trees made and writing a friendly letter. The sections are headed Preparation, Key Vocabulary, Teaching Guidelines, Answers, Assessment and

Extension Activity. Teachers are asked to prepare for the activity by letting the pupils look at the friendship trees which they have made and to ask them to think about other features of trees. Then:

You [teacher] can let them brainstorm trees in groups or pairs. Encourage them to think of the benefits of trees as well as how we use the shape or structure of trees to express other things e.g. family trees. If possible have dictionaries available. Provide A4 paper and crayons or Koki pens. A list of key vocabulary found in the text is provided: pause, inventory, debt, knits, toils, heralds, beast, feast, sturdy, axe, anon. (meanings of these can be found at the back of the learner's textbook).

In a previous activity called 'Exploring activities: making a friendship tree', the teacher is told what to do for brainstorming the topic 'friendship'. Under teaching guidelines this is what the teacher is told to do:

Talk about praise poems with the class and let learners share their knowledge of praise poems. If possible read out a praise poem. Remind learners to use different strategies when they read. In this poem, for example, they will come across some words that may be unfamiliar but this should not prevent them from enjoying the poem. Encourage them to use the context [the meaning around the difficult word] to work out the probable meaning of the word. Refer learners to the HELP box on page 9 and check that they know how to use a dictionary.

Learners can continue in the same groups. At any time, you can change the composition of groups to give learners an opportunity to benefit from working with other classmates. They should share the tasks and work together to make a list. They can refer to the dictionary for the spelling of words they are not sure about. Allow some time for learners to read the lists compiled by other groups.

Assessment is in the form of informal group assessment where the teacher observes learners as they work and assesses how well they share tasks, manage their time and keep to the topic. As an extension activity learners are to look for the most common words on the different groups' lists and to try to think of a reason for this.

We noticed that the teacher was given support in the following ways:

- *A praise poem is provided* in the learner's textbook 'In Praise of Trees' (p.8) for the pupils to read and talk about.
- *Meanings of words* in the poem which may be unfamiliar to the pupils can be found in the glossary in the textbook in a simplified form which Gr 7 pupils can more easily understand as second language speakers.

- When asked to remind pupils about different reading strategies [which are the outcomes for the lesson/LO3] *examples of three strategies are provided* for the teacher: ‘use the context/meaning around the word’, ‘refer pupils to HELP box’ and ‘use of dictionary’.
- When a suggestion is made regarding teaching strategies the teacher is given a reason for this e.g. ‘pupils may continue in the same groups or at any time you can change the composition of the group’ and is then given a reason *why* this should be done: ‘to give learners an opportunity to benefit from working with other classmates’.
- The *reasons for group work or pairs* are also given: ‘They should share the tasks and work together to make a list’.
- The teacher is also given suggestion about *sequencing* and *pacing*: ‘Talk about praise poems with the class and let learners share their knowledge of praise poems. If possible read out a praise poem. Allow some time for learners to read the lists compiled by other groups.’

In this activity there are more statements than commands which indicate a mood of sharing where information is being provided. The use of the definite article *the* indicates that the writer assumes that the teacher understands what is being said e.g. ‘the class, the context, the composition of groups, the tasks’. The indefinite article ‘a’ is used only once: ‘a dictionary’ which indicates any dictionary may be used. Later on ‘the dictionary’ is used which indicates a definite choice has been made. Also, since additional guidance is provided the text is positioning the teacher in the role of an equal rather than as a functionary carrying out commands. However, while the teacher is positioned as sharing a common understanding with authors with regard to the task the use of active voice still positions authors as in control. Authors have tried to make clear to the teacher the pedagogical principles or framework that are to guide the lesson (Tomlinson, 2003) and to be explicit and transparent so that the teacher would know what to do and why (Bernstein, 1996). The teacher is positioned in an interactive relationship with pupils and curriculum materials which would seem to indicate that authors do not assume that the curriculum materials can operate independently of this context and seem to have taken into consideration that the teacher might need clear guidelines to teach this lesson effectively. As support material this guide has provided useful guidance, a rationale [chapter overview] and caters for different teaching styles (Ball and Cohen, 1996).

Using this technique highlights the choices that have been made by the authors which Halliday, Fairclough and Janks talk about. It can be taken further if we think about the meaning of these choices within a socio-historical context. Janks (2005) suggests that we should ask the following critical questions of a text:

1. Whose interests are being served by this text?
2. Who benefits?
3. Who is disadvantaged?

In our study, we can also ask ‘what do these choices indicate about authors’ attitudes towards teachers?’

From the data collected we reflected on the extent to which teacher learning and empowerment were important considerations in the design of teachers’ guides that we examined in the study. It became clear that the authors in general, did not see themselves as performing a teacher development role. They simply viewed themselves as having a responsibility to producing material that provided teachers with procedures to implement policy. They indicated a reluctance or unwillingness to involve teachers in the preparation of the support materials and the general viewpoint is that teachers lacked the general knowledge and skills to be of use to them.

What this data highlights is a concept of curriculum development that these authors hold. Teachers function as developers at the chalk face and specialists do the thinking for them.

## Discussion/findings

Despite the fact that the NCS was promoting a curriculum model that assumed professional authority on the part of the teachers, the responses provided to the questions relating to the author’s role as teacher developer, highlighted a lack of awareness of the paradigm shift which has occurred in South African curriculum thinking. This author (B) regarded the texts as pedagogically sound as they dealt with the different concepts, and skills required by the LOs and it was in this way that they were helping teachers develop competences. She believed that teachers would learn about the new methodologies and concepts by following the teacher’s guide and textbook like a dressmaking manual.



It's like if you've got a manual and you're learning how to, how to make a dress, or how, you know, basic skills in, you know, decoupage, you know, whatever it happens to be. You have a manual in front of you and you work through it quite systematically. Embedded in that working through, the notion of that process of the working through, you are going to learn how to do something. So if you work through these books quite systematically and you deal with the issues which arise, it is going to raise all sorts of questions for you around, you know, and give you certain guidelines on how you teach certain items and take them forward.

. . . but when you write a unit of materials it's a very complex craft of integrating the right kind of text, the questions around the curriculum, the language levels of the children, what it is that you want to achieve, what your kind of conceptual understanding is of what you want to achieve.

From her response it is clear that Author B perceived her role as either filling a gap or improving the teacher's knowledge and skills through providing what to use in the classroom. She could articulate what would be accepted as an effective way of thinking but looking at the texts she produced it became clear that this was simply rhetoric. Teachers were expected to find out how to teach a unit by following instructions in the teachers' guide provided for them and instructions provided for learners in the textbook. This is inconsistent with what for example, Ball and Cohen (1996) and Tomlinson (2003) have said about taking into account the needs, capabilities and context of the teacher who has to put the textbook into practice. It is argued that an effective way to improve the overall quality of education is through strengthening teacher knowledge. However the evidence in this study points to a focus on the language development of the pupil. Even though there was sympathy in terms of the level of teachers' professional knowledge not much importance is attached to the needs of the teacher:

I think it's hard for them to find their way around all of those LOs and ASs and to know in what way they should be teaching to meet a particular aim. So it's the gap between the AS and what do you do to make it happen?

I just think that there are very few teachers who are that *capable*.

This author suggested that it would perhaps make sense and be better if the teacher's guide and textbook were written at the same time to ensure a correlation between the two.

. . . the team that is working on it are saying that you should actually write the teacher guide as you write the textbook because you know whether the questions you are asking work and the activities work.

By targeting pupils directly rather than teachers as mediators of learning, the potential to model what to do when translating the NCS into teaching activities was reduced. They were kept on the periphery. The attitude also indicated where the author thought professional authority lay when designing support materials. Teachers were seen as having less authority as participants in the curriculum design process. This technicist view of the teacher as practitioner is less likely to help develop teachers who can teach the NCS effectively.

Even though there is clear evidence of the author's attempts to unravel what the NCS implies through practice, this was not translated into devices that could help teachers understand the lessons that were given as examples. From the responses it became clear that boundaries between the role of author and teacher developer could not be blurred.

As she reiterated:

I think what you need are practical, and I don't understand why this is a problem, why can it not be possible to say teach this, teach that, without being too directive, you're still leaving a fair amount to the individual's creativity and translate [for the teacher].

This view is worrying. It is not good enough to just provide instruction of how the content can be taught. Opening up and modelling the process was what teachers needed to better understand the suggested practices themselves.

## Conclusion

Although the textbooks and teachers' guides used here were published in 2005, they are currently still in use and appear on the GDE list of prescribed books for Grade 7. However, what is of concern to us is that the Minister of Basic Education has stated that 'there is no longer OBE' (Curriculum Review Process, 6 November, 2009). How will this affect present publications? Will they be remodelled without taking into account the needs and capacity of the teachers who will be using them? The minister has also stated that 'the system will provide systematic support to teachers to strengthen their teaching' and highlighted the 'importance of textbooks in curriculum delivery' in ensuring 'consistency, coverage, appropriate pacing and better quality in terms of instruction and content'. We therefore reiterate our plea for well-designed teachers' guides to support teachers in achieving this aim.

In South Africa there are competences teachers are expected to possess and utilise in implementing the NCS. Teachers need exposure to a modelling process that demonstrates to them the necessary tools and processes to be used to promote the acquisition of the needed competences. As Tomlinson (2003, p.49, 50) has argued it is important that the criteria for assessing textbooks should include the ability to encourage teacher development and “relate to the extent to which they engage the teacher’s constantly evolving critical standpoint and facilitate the expanding and refining of the teacher’s schemata in the process”. Islam and Mares (cited in Tomlinson, 2003, p.100) writing specifically in relation to language teaching, agree and assert that:

Classroom materials need to be adapted in a principled manner to reflect needs within particular teaching contexts, current understanding of second language acquisition and good teaching practices.

But, the materials looked at here reflect an inability on the part of authors to adapt the principles of the NCS in a manner befitting the content taught. The authors (A, B, C) seemed to have a perception that by closely following the NCS procedurally its requirements would be made clear to the teachers. Since they did not see themselves as having to raise a consciousness needed by policy, it is thus reasonable to view them as having failed to make the unthinkable visible to the teachers. The materials are likely to be disempowering to these teachers as the authors have failed to see them as transformational devices. As authors who functioned with a concept of curriculum development as being outside the teachers’ immediate responsibilities, they felt no obligation to explicitly state the organising key principles inherent in the text and taken for granted as only visible to people whom they assumed in biography with them. These principles had to remain invisible or unthinkable to those who in the Bernsteinian sense were outside of that *space*.

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## Appendices

**Figure 1: Learning outcomes and level descriptors of English first additional language**

**Grades 7–9 (Own emphasis to show developmental sequence of LOs)**

<b>LO 1</b>	<b>Listening</b> <i>The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.</i>	<b>LO 4</b>	<b>Writing</b> <i>The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.</i>
<b>LO 2</b>	<b>Speaking</b> <i>The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.</i>	<b>LO 5</b>	<b>Thinking and Reasoning</b> <i>The learner will be able to use language to think and reason, as well as to access, process and use.</i>
<b>LO 3</b>	<b>Reading and Viewing</b> <i>The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.</i>	<b>LO 6</b>	<b>Language Structure and Use</b> <i>The learner will be able to know and be able to use the sounds, words and grammar of the language to create and interpret texts.</i>



**Figure 2: Frequency table from four teachers' guides****Teachers' Guides**

		<b>A Unit 5 Pgs 68 &amp; 69</b>	<b>B Unit 1 Pgs 3 &amp; 4</b>	<b>C Chapter 1 Pgs 9 &amp; 10</b>	<b>D Unit 1 Pgs 5-7</b>
Mood	Statements	4	9	6	11
	Commands	5	6	11	6
	Questions	0	2	0	7
Pronouns	you	0	2	1	0
	yourself	0	1	0	0
	we	0	0	0	1
	they	3	5	9	3
	them	0	2	4	1
	their	6	2	2	1
Learner/s		6	12	8	18
Definite Article	the	12	19	20	24
Indefinite article	a	3	14	3	8
Tense		present	present	present	present
Voice		active	active	active	active

**Figure 3: Teacher’s guide A: unit 5 pgs 68 and 69**

Instructional Discourse and Regulative Discourse Categories	<b>Activity:</b> Writing a praise poem <b>LO 4: Writing AS 4:</b> The learner writes creatively. Shows development in the ability to write stories, poems and play-scripts.
1. Content (what) and theory of instruction (how) provided	No content (praise poem) provided. This activity is preceded by a reading exercise based on the origins of soccer in Central America. Instructions provided for teachers with regard to tasks and pupils.
2. Information provided to assist understanding of what is required of them.	A rubric for assessment of pupils’ poems is provided. The rubric assesses pupils’ ability to take part in defining a praise poem and establishing criteria; applying criteria to writing; and assessing and editing of own work.
3. Clarifies necessary skills required to perform activities prescribed	LO and AS provided Teachers are told that rubric is to assist them with assessment of pupils’ ability to write praise poems and to see whether they have understood the criteria.
4. Clarifies reasons for doing what is suggested	Pupils draw up criteria which they are to use to help them write a praise poem.
5. Models sequencing and pacing	Teachers to begin lesson with a task that involves pupils in group discussions. One pupil from each group reports back on the group’s findings to the whole class. This is followed by a whole class activity where criteria are agreed upon and drawn up for the writing of praise poems. Individual pupils then write their own praise poems. Time is allocated for each task. Group discussion – 10 minutes Report back – not longer than 3 minutes Pupils to read poems to class for next week or so afterwards.
6. Explains manner of behaviour, conduct expected from teacher/pupils	No
7. Indicates classroom organisation necessary	Pupils to work in groups, whole class and then individually. Teacher to assess their work using rubric provided.
8. Indicates teacher/pupil interactions required	Teacher starts lesson and then pupils control the learning process. Teacher acts as facilitator.

**Figure 4: Teacher's guide B: unit 1 pgs 3 and 4**

Instructional Discourse and Regulative Discourse Categories	<p><b>Activity:</b> Read in groups for 30 minutes</p> <p><b>LO 3:</b> Reads a text; identifies purpose, audience and context; identifies main points.</p> <p><b>LO 3:</b> Reads for information; follows information texts.</p> <p><b>LO 5:</b> Uses language for thinking; asks and answers more complex questions.</p>
1. Content (what) and theory of instruction (how) provided	<p>Article on the board game Scrabble provided for pupils to read in Learner's book pg 2 &amp; 3.</p> <p>Questions to be discussed and answered in groups. Answers to questions are provided.</p> <p>Self-assessment rubric provided for pupil to assess how to improve own reading.</p>
2. Information provided to assist understanding of what is required of them.	<p>Explanation given to teacher on why being able to respond to texts is integral to critical language awareness development.</p>
3. Clarifies necessary skills required to perform activities prescribed	<p>Development of a reading skill/strategy such as prediction provides a context for pupils to help them to interpret what they read.</p>
4. Clarifies reasons for doing what is suggested	<p>Prediction is important for developing comprehension skills and how illustrations and titles can be used for predicting what the story is about. Therefore pupils should look at these first before reading the story.</p>
5. Models sequencing and pacing	<p>Teachers to begin lesson with pupils looking at illustrations and title of story.</p> <p>Pupils to use these to predict what the story is about.</p> <p>Teacher to show Scrabble Board game to class if possible.</p> <p>Teacher or skilled reader in each group to read the story aloud.</p> <p>Questions to be discussed in groups.</p> <p>Pupils to do a self-assessment of reading skills.</p> <p>30 minutes for whole lesson.</p>
6. Explains manner of behaviour, conduct expected from teacher/pupils	<p>In the self-assessment task in the LB [pg.3] conduct expected from pupils is indicated e.g. 'be honest with yourself' while for the same task in the TG [Pg 4] teachers are told to get pupils to answer as accurately as possible and encourage pupils to identify reading skill they find most difficult.</p>
7. Indicates classroom organisation necessary	<p>Pupils to work in groups.</p> <p>Pupils to assess their work using rubric provided in LB.</p>
8. Indicates teacher/pupil interactions required	<p>Teacher starts lesson and then pupils control the learning process.</p> <p>Teacher acts as facilitator.</p>

**Figure 5: Teacher’s guide C: unit 1 pgs 10 and 11**

<p>Instructional Discourse and Regulative Discourse Categories</p>	<p><b>Activity:</b> Exploring poetry – read a praise poem  <b>LO 3:</b> Uses reading strategies: uses strategies to work out meaning of words  <b>LO 3:</b> Shows understanding of how reference books work; uses a dictionary; understands dictionary entry</p>
<p>1. Content (what) and theory of instruction (how) provided</p>	<p>Teacher told to use friendship trees from previous lesson to stimulate discussion on features and benefits of trees.  Under Teaching Guidelines, teacher told to let pupils discuss in pairs or groups.  Teacher to read a praise poem to pupils if possible.  Praise poem “In praise of the Tree” provided in LB [pg. 8]  Key vocabulary provided.  Pupils to then discuss praise poems  Pupils to use dictionaries, glossary in LB or Help box to find out meanings of unfamiliar words</p>
<p>2. Information provided to assist understanding of what is required of them.</p>	<p>Teacher to encourage pupils to use reading strategies such as context to help them understand unfamiliar words. They are also to use the glossary in the LB or the Help box on pg. 9.  Pupils may work in different groups to allow them to benefit from working with others.</p>
<p>3. Clarifies necessary skills required to perform activities prescribed</p>	<p>No</p>
<p>4. Clarifies reasons for doing what is suggested</p>	<p>Learners to use reading strategies to help with decoding of words in poem that are unfamiliar to them.</p>
<p>5. Models sequencing and pacing</p>	<p>Sequencing provided but pacing is weakly framed.  Teacher is to allow ‘some time’ for pupils to read lists compiled by other groups.</p>
<p>6. Explains manner of behaviour, conduct expected from teacher/pupils</p>	<p>Pupils to work in pairs or groups.  Teacher to ‘encourage’ pupils to use different strategies to decode unfamiliar words.  Pupils should still ‘enjoy’ the poem.  Teacher to check pupils know how to use a dictionary.</p>
<p>7. Indicates classroom organisation necessary</p>	<p>Friendship trees from previous lesson to be on display in classroom. Lesson takes place in the classroom.</p>
<p>8. Indicates teacher/pupil interactions required</p>	<p>Teacher acts as facilitator guiding the process.  Pupils work in pairs or groups - discuss features and benefits of trees, read a praise poem in groups and answer questions in LB.  Teacher to informally assess pupils on how they work in their groups: sharing of tasks; time management; keeping to the topic.  As extension activity pupils to see most frequently used words on group lists and to provide reasons for this.</p>

**Figure 6: Teacher's guide D: unit 1 pgs 10 and 11**

Instructional Discourse and Regulative Discourse Categories	<p><b>Activity:</b> Reading in groups – Ask and answer questions LB [6–7] Talk about a map</p> <p><b>LO 3: AS</b> Reads a text [fiction or non-fiction] Identifies purpose, audience and context</p> <p><b>LO 3: AS</b> Reads for information: Follows information texts [e.g. a description of a process] Reads simple diagrams, graphs and charts Summarises information</p> <p><b>LO 5: AS</b> Collects and records information in different ways Selects relevant material and takes notes Transfers information from one mode to another</p>
1. Content (what) and theory of instruction (how) provided	<p>Map of Sol Plaatjie's travels and story of Sol Plaatjie; a boy who loved to learn [LB pg. 10 &amp; 11]. Teacher to ask pupils to ask and answer questions in groups about people they've read about. Pupils to look at map and talk in groups about all the information they can find on the map. As a support activity pupils can look at other maps in pairs and talk about what they find. Teacher to assess how well pupils ask and answer questions [diagnostic group assessment] and how well they interact [formative pair assessment]. Other assessment is: peer assessment; continuous individual assessment; and self-assessment. Pairs of pupils to answer questions to 'Identify Information' and to check their answers with another pair. Pupils work individually at reading the text and answering the four questions provided either in the class or at home. Teacher to collect answers or do as whole class exercise. Answers to questions are provided but answer to no. 4 is given as 'personal response'. Pupils have to make a mind map to show how Sol Plaatjie learned. A mind map diagram is provided in LB pg. 11. Pupils to check their own understanding of the text by answering questions about how they found information on Sol Plaatjie. Pupils are asked to write a paragraph about Sol Plaatjie using the text, their answers and the mind map.</p>
2. Information provided to assist understanding of what is required of them.	<p>Under the heading 'Peer assessment' the teacher is asked to see whether the pupils can answer questions and if they demonstrate an understanding of audience and purpose of text. A mind map is a useful study method. In assessing the mind maps the teacher needs to see whether the pupil can draw and complete a mind map and whether note form is used.</p>
3. Clarifies necessary skills required to perform activities prescribed	No
4. Clarifies reasons for doing what is suggested	<p>Continuous individual assessment on whether pupils use the information in the text to answer the questions and if the pupil compares subjects in the text with own subjects. Teacher needs to point out that using a dictionary is a useful way to find information. Teacher to assess whether pupils can transfer information from the text into a written paragraph</p>

5. Models sequencing and pacing	Begins with whole class activity and then pupils work in pairs and individually. No pacing provided.
6. Explains manner of behaviour, conduct expected from teacher/pupils	Tasks are allocated to be led by either teacher or pupils.
7. Indicates classroom organisation necessary	No
8. Indicates teacher/pupil interactions required	Teacher acts as facilitator guiding activities. Pupils work in pairs or individually to complete tasks.

**Figure 7: Snapshot description of four teachers' guides**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Date published	2004	2005	2005 (1998)	2005 (1998)
Publisher	X	X	Y	X
Place	Cape Town	Cape Town	Cape Town	Cape Town
Size	17 x 24 cm	16.5 x 24 cm	17 x 24 cm	16.5 x 24 cm
Number of pages	108	120	144	128
Paper quality	White pages, thickish texture	Newsprint, jotter type pages creamy colour	White pages, thickish texture	White pages, thickish texture
Visuals/graphics	None	None	None	None
Unit/Chapter One	Bring with me life	Spell Well	The Friendship Tree	Learning to Learn
Answers provided	No	Yes	Yes	Yes
Extra reading or activities provided?	Extra reading texts provided in 'Good Reads' section of textbook	Reading supplement – anthology of texts available	Language practice book available	Reading supplement – anthology of texts available
			Workshops offered in all provinces	Workshops offered in all provinces

Sandra Stewart  
Department of Education Studies  
University of Johannesburg

[stews@mweb.co.za](mailto:stews@mweb.co.za)

Maropeng Modiba  
Department of Education Studies  
University of Johannesburg

[mmodiba@uj.ac.za](mailto:mmodiba@uj.ac.za)