

**SOUTH AFRICAN SIGN LANGUAGE  
| HOME LANGUAGE**

*National Curriculum Statement (NCS)*

*Curriculum Assessment  
Policy Statement*



*Intermediate Phase  
Grades 4 - 6*



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



---

# **SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE**

## **INTERMEDIATE PHASE Grades 4-6**

**National Curriculum Statement (NCS)  
Curriculum and Assessment Policy Statement (CAPS)**

**Department of Basic Education**

222 Struben Street

Private Bag X895

Pretoria 0001

South Africa

Tel: +27 12 357 3000

Fax: +27 12 323-0601

120 Plein Street

Private Bag X9023

Cape Town 8000

South Africa

Tel: +27 21 465-1701

Fax: +27 21 461-8110

Website: <http://www.education.gov.za>

© 2014 Department of Basic Education

ISBN: 978-1-4315-1952-1

## FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
  - improve the quality of life of all citizens and free the potential of each person;
  - lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement Grades 10-12 to produce this document.

From 2010, we undertook the development of Curriculum and Assessment Policy Statements (CAPS) for the South African Sign Language (SASL) Grades R-12 which were completed and approved as policy in July 2014. For a long time, learners who are Deaf were persistently marginalised as they had been deprived of a home language, resulting in their education not being one of quality. This has impacted the extent of their retention within the system and their opportunities of studying further up to and including higher education institutions.

This ground-breaking work has however, ensured that the Department complies with the provision of the South African Schools Act (84 of 1996) which recognises the SASL as a language of learning and teaching (LOLT). The CAPS for SASL therefore begins a new era in the educational experiences of Deaf learners in the system and is part of the Department's commitment to improving the quality of education for all.

**MRS AM MOTSHEKGA, MP**  
**MINISTER**

# CONTENTS

<b>SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT</b>	<b>2</b>
<b>1.1 Background</b>	<b>2</b>
<b>1.2 Overview</b>	<b>2</b>
<b>1.3 General aims of the South African curriculum</b>	<b>3</b>
<b>1.4 Time allocation</b>	<b>5</b>
1.4.1 Foundation Phase	5
1.4.2 Intermediate Phase	6
1.4.3 Senior Phase	6
1.4.4 Grades 10-12	7
<b>SECTION 2: INTRODUCING THE HOME LANGUAGE IN THE INTERMEDIATE PHASE</b>	<b>8</b>
<b>2.1 Languages in the National Curriculum and Assessment Policy Statement</b>	<b>8</b>
2.1.1 Language levels	8
<b>2.2 Introducing South African Sign Language (SASL)</b>	<b>9</b>
<b>2.3 The language skills</b>	<b>11</b>
<b>2.4 Language teaching approaches</b>	<b>14</b>
<b>2.5 Sign bilingualism</b>	<b>14</b>
<b>2.6 Time allocation of the Home Language</b>	<b>15</b>
<b>2.7 Learning and Teaching Support Materials</b>	<b>16</b>
<b>SECTION 3: CONTENT AND TEACHING PLANS FOR SASL SKILLS</b>	<b>17</b>
<b>3.1 Observing and Signing</b>	<b>17</b>
<b>3.2 Visual Reading and Viewing</b>	<b>21</b>
<b>3.3 Recording</b>	<b>23</b>
<b>3.4 Language structures and conventions</b>	<b>27</b>
<b>3.5 Teaching plans</b>	<b>32</b>
Grade 4: Teaching Plan	32
Grade 5: Teaching Plan	35
Grade 6: Teaching Plan	38

<b>SECTION 4: ASSESSMENT IN SASL HOME LANGUAGE.</b> . . . . .	<b>40</b>
<b>4.1 Introduction</b> . . . . .	<b>40</b>
<b>4.2 Informal or daily assessment</b> . . . . .	<b>41</b>
<b>4.3 Formal assessment</b> . . . . .	<b>41</b>
4.3.1 Formal assessment requirements for SASL Home Language . . . . .	42
4.3.2 The form of tasks per term . . . . .	42
<b>4.4 Programme of Assessment</b> . . . . .	<b>45</b>
<b>4.5 Recording and reporting</b> . . . . .	<b>54</b>
<b>4.6 Moderation of assessment</b> . . . . .	<b>55</b>
<b>4.7 General</b> . . . . .	<b>55</b>
<b>GLOSSARY.</b> . . . . .	<b>56</b>

# SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

## 1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

## 1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
  - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
  - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
  - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
  - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
  - (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*



- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (vi) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R-12. It will therefore, in terms of section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.*

### 1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The *National Curriculum Statement Grades R-12* serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The *National Curriculum Statement Grades R-12* is based on the following principles:
- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - **Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - **High knowledge and high skills:** the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - **Progression:** content and context of each grade shows progression from simple to complex;
  - **Human rights, inclusivity, environmental and social justice:** infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The *National Curriculum Statement Grades R-12* is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - **Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 TIME ALLOCATION

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
South African Sign Language		5,5	6
First Additional Language		2/3 4,5	3/4 5
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

For Deaf learners who select SASL as their Home Language the time allocation is as follows:

	Home Language (Hours)	First Additional Language (Hours)	
Grade R	10		10
Grade 1	5,5	4,5	10
Grade 2	5,5	4,5	10
Grade 3	6	5	11

This adjustment will enable Deaf learners to develop competency in handwriting which is not in the FAL curriculum and will also not be covered in the SASL Home Language curriculum as SASL does not have a written form.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

## 1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>TOTAL</b>	<b>27,5</b>

## 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
<b>TOTAL</b>	<b>27,5</b>

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from <b>Group B Annexure B, Tables B1-B8</b> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
<b>TOTAL</b>	<b>27,5</b>

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2: INTRODUCING SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

### 2.1 LANGUAGES IN THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

#### 2.1.1 Language levels

Language learning in the Intermediate Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-official Languages, such as South African Sign Language (SASL). These languages can be offered at different language levels. SASL is offered as a subject at Home Language level. This is in anticipation of the officialisation of SASL at which time it can be offered as a language.

Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level of the language and not to whether the language is used at home or not. SASL is offered as a Home Language, as it is the language in which deaf learners are most naturally proficient.

The **Home Language (HL) level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of Observing, Signing, Visual Reading and Recording skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and the weighting for Observing and Signing from Grade 7 onwards are lower than those of the Visual Reading and Recording skills.

**The First Additional Language (FAL)** refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

For Deaf learners the medium of learning and teaching is SASL. Since SASL does not have a written form the FAL serves as the language of literacy. Therefore both languages need to be used alongside each other in a bilingual-bicultural approach to teaching and learning. All face-to-face teaching and learning takes place through the medium of SASL while written text is in the FAL (such as English or any other spoken language).

In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English. For deaf learners the language of learning and teaching will remain SASL through to Grade 12 alongside a written language which is the language of literacy and provides access to all written text. For this reason Deaf learners, too, need to be able to read and write well in English.

The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language. However for the majority of Deaf learners the FAL can only be accessed in its written form and is their language of literacy.

In the Intermediate and Senior Phases, Deaf learners continue to strengthen their reading and writing skills in the FAL. At this stage the majority of Deaf children are learning both through the medium of SASL and through their First Additional Language, English, and should be getting more exposure to written English. Greater emphasis is therefore placed on using SASL and the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science. They also engage more with signed and written literary texts and begin to develop aesthetic and imaginative ability.

By the time learners enter Senior Phase, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many deaf learners are still not adequately competent in the FAL at this stage. The challenge in the Intermediate Phase, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use the FAL at a high level of proficiency to prepare them for further or higher education or the world of work.

## 2.2 INTRODUCING SOUTH AFRICAN SIGN LANGUAGE (SASL)

The Minister of Education appointed a ministerial committee, the Curriculum Management Team (CMT), to oversee the development and implementation of South African Sign Language (SASL) as a subject to be taught in schools. The Department of Basic Education (DBE) and the CMT appointed a writing team to develop CAPS for SASL. It was decided to develop SASL as a Home Language (rather than a First Additional Language) to parallel the process of attaining official status for SASL in South Africa. The decision by the SASL CMT was to make the CAPS of SASL as close as possible to the other Home Languages in terms of structure, content and sequence.

“As long as we have Deaf people on earth, we will have sign language” (George W. Veditz, 1913).

South African Sign Language (SASL) is a visual-spatial language used by the Deaf community of South Africa. SASL is a natural language on par with spoken languages that allows users the opportunity to learn and communicate and to express thoughts, feelings and abstract ideas.

Signed languages use a different modality to spoken languages with meaning being made by non-verbal forms of communication including movement of the hands, upper body and face. Signs in SASL are made up of five parameters: hand-shape, location, movement, palm orientation and the non-manual features such as specific facial expressions that carry important grammatical information. SASL has its own distinct linguistic structure that includes syntax, morphology, phonology and language conventions. It is not based on any written or spoken language. Fingerspelling is not signed language, but is used by signers to represent the written form when needed (e.g. proper nouns, acronyms and technical jargon).

“Sign Language is a real language, equivalent to any other language. Deaf persons can sign about any topic, concrete or abstract as economically and as effectively, as rapidly and as grammatical as hearing people can. Sign language is influenced by equivalent historical social and psychological factors as spoken language – there are rules for attention-getting, turn-taking, story-telling; there are jokes, puns, and taboo signs; there are generational effects observed in Sign Language and metaphors and ‘slips-of-the-hand’” (Penn, 1993: 12).

Historically, SASL has emerged with regional variations that mirror the country's oppressive past which segregated the education of deaf learners. Research has shown that despite these regional and historical differences, there is a cohesive and commonly used South African Sign Language that unifies Deaf people across the country. All **local/regional** language variations (dialects) of SASL are acceptable as part of the richness of the language. SASL is not yet accepted as an official language of South Africa although the South African School's Act (November, 1996) states that, "A recognised Sign Language has the status of an official language for purposes of learning at a public school" (Chapter 2, 6.4). Civil society organizations continue to lobby for the recognition of language rights of deaf learners.

Signed language is acquired by Deaf children who are raised in Deaf families in the same way hearing children acquire spoken language from their hearing parents. The overwhelming majority of deaf children are born to hearing parents and acquire sign language from their peers and deaf teachers in schools for the Deaf. It is important to establish an age appropriate SASL language base for all learners from which they can access the curriculum and develop literacy skills.

In developing this curriculum several assumptions were made including that the CAPS for SASL would match as closely as possible other Home Languages in terms of structure, content and sequence; that teachers of the curriculum would be skilled in SASL and appropriate teaching methodologies and that appropriate SASL learning and teaching support material (LTSM) would to be identified and developed.

It is acknowledged that there is as yet insufficient research on SASL. This means that there has been borrowing from the research done with other signed languages around the world and addendums to the SASL curriculum will be included based on on-going research here in South Africa and internationally. Teachers of SASL are encouraged to use their classrooms as a research resource and all language variations (dialects) are recognised as part of the richness of the language.

#### **Notes on terminology:**

**Deaf** (with a capital **D**) is used to denote a distinct cultural and linguistic group of Deaf people who use South African Sign Language as their language of choice. The Deaf Community has a distinct identity and their experience of the world is particularly shaped by the fact that their communication is expressed by their bodies and perceived visually. This group may include hearing children of Deaf parents and other hearing people who are users of SASL and immerse themselves in the Deaf Community e.g. SASL interpreters.

However **deaf** (with a lower case **d**) is an adjective referring to hearing loss from an audiological point of view. Many deaf people use spoken language to communicate. This group includes people who have lost their hearing through e.g. age, illness and trauma.

Some verbs in common usage have a connotation of being associated only with spoken languages. These verbs appear in the curriculum documents in inverted commas and must be used and understood in a signed context. Examples: "listen to", "tell", "listening", "say", "a speech", "something to say", "read", "voice".

Throughout the SASL CAPS the term 'text' used to denote a body of work should be understood as signed texts. These texts e.g. stories, poems, reports are presented in live SASL or may be recorded in SASL. These are NOT written texts.

Where it is necessary for clarity, the capitalised first letter of the word is used to denote the skill or outcome and the one in lower case is the action or the verb i.e. Signing (the skill) versus signing (the action).

Where SASL GLOSS (the signs represented in English written form) is used, it is presented in upper case as per convention.



## 2.3 THE LANGUAGE SKILLS

The skills outlined in the CAPS document were used and adapted for SASL.

The skills in the SASL curriculum are:

CAPS English Home Language	CAPS SASL Home Language
Listening and speaking	Observing & Signing
Phonological awareness (Foundation Phase only)	Phonological Awareness
Reading and viewing	Visual Reading and Viewing
Writing & presenting	Recording
Language structure and use (not for Foundation Phase)	Language Structure and Use

CAPS SASL Home Language	Description
Observing & Signing	This skill is done with <b>live (face-to-face)</b> signing of a variety of signed texts
Phonological Awareness (working with parameters)	Distinction between spoken and Sign Language phonology – phonemes (smallest building blocks/units of a language) sounds vs. parameters.
Visual Reading and Viewing	This is done with <b>recorded SASL</b> material
Recording	Signed texts are recorded and presented by learners
Language Structure and Use	From Intermediate Phase to FET. In the Foundation Phase this skill is integrated in the other skills and not taught separately

### Observing and Signing

For SASL all Observing and Signing activities are done with **live (face-to-face)** signing (as opposed to recorded texts).

**Observing and Signing** are central to learning in all subjects. Through effective observing and signing learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical observation skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

In the Intermediate Phase, **Home Language learners** will use Observing and Signing skills to interact and negotiate meaning. They will build on skills developed in the Foundation Phase to carry on more sustained conversations, discussions and short signed presentations. In this phase, learners' Signing still needs to be strengthened. (i.e. modelled and supported, for example, with signed vocabulary and sentence frames). The teacher needs to make sure that all the children get opportunities to practice their Signing skills. Because learners will progress at a different pace, the teacher needs to tailor signing opportunities (e.g. the questions she asks) to the level of the individual child. As the learners move through the grades, the teacher should expect learners to sign more and their signed utterances should become longer and more complex.

Learning will build on the text types introduced in the Foundation Phase (e.g. story, personal recounts, and instructions) and learners will be introduced to new text types (e.g. factual recounts, different story genres, reports, short presentations). Teaching time should include daily practice of Observing and Signing activities spread out through the week.

## Visual Reading and Viewing

For SASL all Visual Reading and Viewing activities are done with **recorded SASL** material (as opposed to live texts).

Well-developed **Visual Reading and Viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in Visual Reading and Viewing a wide range of literary and non-literary signed texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent “reading”, learners become critical and creative thinkers.

In the Intermediate Phase, you will build on the foundation set in Grades R to 3. If necessary, use Shared Reading at the beginning of Grade 4 to guide learners into this phase. You can use this method some of the time and alternate with storytelling.

Use guided Shared Reading and independent/paired reading methods and gradually get learners to do more and more independent “reading”. The independent Visual Reading and Viewing stipulated in the teaching plans must be accommodated within the time allocated for Visual Reading and Viewing. Encourage your learners to do independent “reading” in any spare time that they have. You will also set a variety of comprehension activities to ensure that learners understand what they “read”/viewed.

### The Visual Reading process

The reading process consists of “pre-reading”, “during reading” and “post-reading” stages. The activities the learner will be engaged in can be summarised as follows:

#### “Pre-reading”:

- Activating prior knowledge
- Looking at the source, author/signer, and presentation/publication date
- Making predictions

#### “During reading”:

- Pause occasionally to check your comprehension and to let the ideas sink in
- Compare the content to your predictions
- Use the context to work out the meaning of unknown signs as much as is possible
- Visualise what you are reading”
- Keep going even if you don’t understand a part here and there.
- View a section again if you do not understand at all. View confusing sections and sign along at a slower pace.
- Ask someone to help you understand a difficult section
- Reflect on what you “read” / viewed

#### “Post-reading”:

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details (not for assessment)
- Draw conclusions
- Make summary to help you clarify and recall main ideas.
- Think about and formulate new questions you have on the topic
- Ask yourself if you accomplished your purpose?
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in text

## Recording

**Recording** is an instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent recording practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. The aim of this skill is to produce competent, versatile authors/signers who will be able to use their skills to develop and present appropriate recorded, visual and multi-media texts for a variety of purposes.

Recording is important because it forces learners to think about appropriate language use and conventions. This encourages learners to process the language, speeds up language acquisition and increases accuracy. Learners will learn to record a range of creative and informational texts initially with support and gradually learning to record particular text types independently. They will also employ the recording process to produce well organised, grammatically correct recorded texts.

### Process approach to recording

Recording and designing texts is a process which consists of the following stages:

- Pre-recording/planning
- Drafting (Recording)
- Revising
- Editing
- Final recording
- Publishing/presenting

Learners need an opportunity to put this process into practice and they should:

- decide on the purpose and audience of a text to be recorded and/or designed;
- brainstorm ideas using, for example, mind maps, flow charts or lists;
- consult relevant sources, select relevant information and organise ideas;
- produce a first draft which takes into account purpose, audience, topic and text structure;
- “read” drafts critically and get feedback from others (classmates or the teacher);
- edit the draft and re-record;
- produce edited final version; and
- publish final version

## SASL Language Structure and Use

Although the various levels of linguistics (phonology, morphology, syntax, semantics and discourse) are in a sense artificial and divided for teaching purposes, these levels interface with one another and are integrated.

A good knowledge of vocabulary and grammar provides the foundation for skills development (Observing and Signing, Visual Reading and Viewing and Recording) in the Home Language. Intermediate Phase learners will build on the foundation that was laid in Grades R – 3.

Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for discussing language (a ‘meta-language’), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from sign and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**.

It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting texts for each three-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly the texts learners will record will include some of the language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. In the Intermediate Phase, thirty (30) minutes per week is set aside for formal instruction and practice in language structure and conventions.

## 2.4 LANGUAGE TEACHING APPROACHES

The approaches to teaching language are text-based, communicative and process orientated. The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical “readers”, authors, viewers and designers of texts. It involves observing, “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. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language (SASL) and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be carried over into the classroom where skills are learned through frequent opportunities to view and record texts.

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually

## 2.5 SIGN BILINGUALISM

Sign bilingualism is the use of two languages in different modalities, that is, a signed and either a spoken or written language, and is distinctly different from using two spoken languages. In deaf education, sign-bilingualism uses the signed language of the Deaf community and the written/spoken language of the hearing community amongst whom the Deaf live. In South Africa, the signed language is SASL and the written/spoken would be one or more of the several indigenous languages, such as Afrikaans, isiZulu, Sesotho, Xhosa or English. Acquisition of the signed language is prioritized and there is a parallel strong influence on teaching reading and writing of the second language which is introduced through the signed language to explain syntax and abstract concepts. The intention of the sign bilingualism philosophy is to enable Deaf children to become bilingual and bicultural, and to participate fully in both the hearing society and the ‘Deaf-World’. Rather than regard deafness as an obstacle to linguistic development, educational achievement, social integration and linguistic pluralism is encouraged.

Researchers are of the view that for the deaf child to achieve first language competence in the formative years, the child must be assured the right of access to signed language early in life, in an environment with skilled signers. The national signed language should be the medium of teaching and learning for all subjects in the academic curriculum, while one of the spoken languages will be the language of literacy. In facilitating bilingual educational programmes, both languages should exist independently but be equal in status. Learners are taught face-to-face through the medium of SASL and will read and write in the written language approved by the School Governing Body.

## 2.6 TIME ALLOCATION FOR THE HOME LANGUAGE

The teaching time for Home Language is 6 hours per week. All language content is taught within a three-week cycle (18 hours). Timetabling should make provision for continuous double periods per week. In a three-week cycle the following time allocation for the different language skills is suggested.

Skills	Time Allocation per Three-week Cycle (Hours)		
	Grade 4	Grade 5	Grade 6
* Observing and Signing	3 hours		
* Visual Reading and Viewing	7,5 hours		
* Recording	6 hours		
Language Structures and Conventions	1,5 hour		
	* <b>Language Structures and Conventions</b> and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Observing and Signing, for Visual Reading and Viewing, and for Recording.		

### Suggestions for teaching times per week

The following grid gives an indication of how teaching time could be allocated to the different language skills. Throughout the three-week cycle language/grammar must be taught explicitly.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	Shared Visual Reading (for Observing purposes)	Shared Recording – establishing a frame	Shared Visual Reading ( a new text or continuation of a text “read” previously)	Shared Recording – reflecting on progress and specific skills	Shared Visual Reading (a new text or continuation of a text read previously)
	Discussions on the text using appropriate language structures (Signing)	Group and guided Recording	Discussions on the text using appropriate language structures (Signing)	Group and guided Recording – peer and/or teacher reviews of planning and drafts	Discussions on the text using appropriate language structures (Signing)
	Reflecting on Visual Reading		Reflecting on Visual Reading		Comprehension exercise (every third week) using the same text type
30 minutes		Individual Recording		Individual Recording	

## 2.7 LEARNING AND TEACHING SUPPORT MATERIALS

Home language teachers should have:

- (a) A Curriculum and Assessment Policy Statement document
- (b) Language in Education Policy
- (c) Language textbook for resource purposes
- (d) SASL Dictionary
- (e) Literature genres
- (f) A variety of media materials: news/ magazines items
- (g) Access to visual aids to be used in the classroom

### **Classroom resources**

- a) Digital cameras / video recorders / tripods
- b) Memory cards / flash drives
- c) TV monitors and DVD players
- d) Computers / software for editing
- e) A range of DVDs to accommodate different reading levels
- f) OPTIONAL: Webcam facilities / broadband internet access / smart-board/ smart phone with video recording and viewing capabilities

## SECTION 3: CONTENT AND TEACHING PLANS FOR SASL SKILLS

### 3.1 OVERVIEW OF SKILLS, CONTENT AND STRATEGIES

This section is divided into TWO components, the contents for the language skills and the Teaching Plans.

#### 3.1 Observing and Signing

Note: Observing and Signing is done with **live** signing and not with recorded SASL material.

##### Observing process

- **Pre-observing** – to prepare/orientate learners towards signed texts (set the context, generate interest, introduce vocabulary, predict content, activate existing knowledge and build prior knowledge).
- **During observing** – recognise, match, analyse the message, find meaning, ask questions, confirm predictions, reflect and evaluate.
- **Post-observing** – recall specific detail, ask questions, discuss what was signed, summarise the presentation, evaluate what was observed, do role-play, give personal views and relate content to own experience and reflect on the presentation.

Learners must follow the observing process and must be able to:

##### Observe with comprehension a variety of signed texts/communication activities (live)

Communicates experiences, ideas and information in different contexts for different audiences and purposes.

1. Conversations / dialogues
2. Informal group discussions
3. Storytelling
4. Directions
5. Instructions
6. Interviews
7. Prepared presentations
8. Unprepared presentations
9. Debates
10. Use of an interpreter
11. Role-plays
12. Non-fiction /information texts, reports, reviews

##### 1. Conversations (communication for social purposes)

- Initiate and sustain conversations
- Follow turn taking conventions
- Share ideas and experiences and show understanding of concepts
- Stay on topic
- Ask relevant questions for clarity
- Fill in gaps and encourage the signer
- Respond to others' ideas with empathy and respect
- Begin to identify, use and discuss key features such as context/register, signer's body language, facial expressions, non-manual features, content and choice of signs
- Give balanced and constructive feedback
- Defend a position
- Negotiate

## 2. Informal group discussions

Explore a range of ideas and experiences and show understanding of concepts.

- Initiate and sustain conversations
- Follow turn taking conventions
- Keep to the topic
- "Listen to" one another
- Accept others' points when necessary
- Make logical links between points
- Try to bring people into the discussion
- Interrupt politely where appropriate
- Express opinions and give reasons
- Defend a position
- Negotiate

## 3. Storytelling

- Identify and discuss the main message
- Recall specific detail in the story
- Discuss character, plot and setting
- Share ideas and justify opinions
- Ask and respond to challenging questions
- Reflect on values and messages
- "Re-tell" a story
- Understand and use roleshift where necessary
- Create and sign stories with a beginning, middle and ending, using descriptive sign language and showing elements of plot and characterisation

## 4. Directions

Uses directions when telling someone how to get somewhere.

- Use mostly the imperative form
- Consider the following when giving directions:
  - o Use concise and clear sentences
  - o Use the chronological order
  - o Refer to a specific direction
  - o Indicate the approximate distance
  - o Give the approximate number of streets to be crossed to reach the destination
  - o Provide information about landmarks along the way
  - o Use signs indicating position
  - o Use signs indicating direction

When receiving directions:

- o Ask for directions
- o Request clarification
- o Repeat directions for confirmation
- o Show appreciation

## 5. Instructions

e.g. explain the working or use of an article in operation; preparing dishes, repairing faults.

- Plan and prepare
  - o Become familiar with the object or process
  - o Consider vocabulary, grammar, expressions, technical language and phrases that might be used
  - o Prepare clear and logical sequence of instructions
  - o Use visual material e.g. instruction manuals with illustrations
- Sign the instructions  
(Reflecting the above planning and preparation)



## **6. Interviews**

- Plan and prepare: determine aim, background information, outline, questions, time, place, sequencing, physical environment
- Using interviewing techniques in phases:
  - o Introduction (identifying self; stating purpose)
  - o Rapport (creating atmosphere of trust)
  - o Questions (ask relevant open and closed questions, general to specific questions; use sensitive, respectful SASL; observe actively; evaluate responses)
  - o Summary (summarise; sequence and arrange responses and important details in logical order)
  - o Closure (thank interviewee; provide contact details)

## **7. Prepared presentations**

- Choose an appropriate research topic
- Conduct some form of research
- Plan an introduction, body and conclusion
- Show clear logical links with topic
- Organise material coherently
- Use correct sign vocabulary, grammar/syntax and body language
- Use appropriate signing mode, size, intensity, pace, pausing, eye contact, posture and gestures
- Use non-manual features accurately
- Use roleshift where necessary
- Adjust style and register for different purposes and audiences
- Use visual aids, e.g. charts, posters, images where useful
- Use an interpreter effectively

## **8. Unprepared presentations**

- Show some sense of structure
- Remain on the topic
- Keep presentation short but effective
- Use register, signing mode and language appropriate to the audience and purpose

## **9. Debates**

Ensure that:

- Emotive and persuasive language is used
- Opinions expressed are supported
- Arguments are well-balanced by expressing agreement and disagreement

### **Debate procedures**

- The class is divided into two teams: “for the topic” and “against the topic”
- The first argument is given by a member of the “for the topic” team
- The second argument is given by a member of the “against the topic” team
- The second “for the topic” signer states the argument of his/her team
- The second “against the topic” signer states the argument of his/her team
- The process is repeated until all the members of each team have presented their arguments
- The “for the topic” and the “against the topic” teams are given a 5-10 minute break to prepare their final arguments
- One member from each team presents the final argument
- The class votes for the winning argument

## **10. Use of an interpreter**

Engage in communication activities that will help him/her to use an interpreter effectively in a variety of situations with an understanding of the code of ethics.

## **11. Role-plays**

Role-play different situations

## 12. Non-fiction/information texts, reports, reviews

Give exact feedback of a situation, e.g. accident, any findings

- Plan: Collect and organise information and give facts
- Give a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations
- Use semiformal to formal language register and style

### Footnote:

- Recognise that fingerspelling links to the written form of a spoken language
- Recognise and use appropriate fingerspelling in the above signed texts and communication activities

### Length of text to be used for Observing and Signing:

Texts	Length of text (minutes)
Informal group discussions/forum discussions	10 -15
Prepared presentations	2 - 4
Unprepared presentations	1 - 2
Conversations/dialogues	3 - 4
Interviews	5 - 8
Directions and instructions	2 - 4
Storytelling	3 - 5
Debates	10 - 15
Role-plays	2 - 4
Non-fiction /information texts, reports, reviews	2 - 4

### 3.2 Visual Reading and Viewing

Note: Visual Reading and Viewing is done with **recorded** SASL material and not with live signing.

#### Prescribed signed texts

“Read” for information and enjoyment

- Folklores
- Short stories
- Longer stories
- Dramas
- Poetry
- Interviews
- Reports
- Non-fiction texts with visuals (graphs, charts) e.g. instructional texts
- Non-fiction texts, e.g. reviews, news/magazine articles
- Visual literacy: advertisements, cartoons, comic strips, silent movies

#### Visual reading process

- o “Pre-reading” activities
- o “During reading” activities
- o “Post- reading” activities

#### “Pre-reading” activities

Learners may be prepared for the signed text in various ways depending on the type of signed text and the level of the learner. “Pre-reading” activates associations and previous knowledge.

- Learners are encouraged to form certain expectations and predictions about the signed text based on clues from:
  - o DVD cover pages,
  - o table of contents/DVD chapters (root menu), and
  - o accompanying pictures or photographs
- Suggest purpose and audience
- Express personal response to images
- Evaluate the image for effectiveness

#### “During reading” activities

The recorded signed text (e.g. DVD) will be paused during “reading” when needed for the following activities to happen.

- Identify the main idea, the characters and the plot
- Infer meaning of unfamiliar signs and images by using contextual clues
- Rereading / reviewing
- Ask questions
- Clarify issues
- Answer higher order questions
- Make simple notes (main and supporting ideas) (not for assessment)

#### “Post-reading” activities

- Explain whether or not a story was liked and why
- Give an opinion on what was viewed
- Draw conclusions
- Answer open-ended and higher order questions based on the signed text
- Discuss the sequence of events, plot, setting, cultural values and cause and effect relations
- Identify key details in what was viewed
- Confirm purpose and audience
- Compare and contrast
- Explore the signed text for grammar and vocabulary learning
- Critical language awareness:

- o facts and opinion
- o cultural background of signed texts and author
- o show awareness of and interpret signing mode (emotional intention), pace and language use
- o understand the logical sequence of information
- o make assumptions and predict consequences
- o respond to language use, sign choice, language structure
- Summarise main and supporting ideas. This can be done in point or paragraph form

### Poetry

Identify and discuss:

- Literal meaning
- Figurative meaning
- Figures of speech, imagery, sign choice, signing mode (emotional intention), emotional responses and interpretations
- Lines, signs, stanzas, rhyme, rhythm, eye gaze, pausing, refrain, alliteration (repetition of parameters)
- Analyse and discuss the five parameters in different sign utterances and how they impact on the meaning

### Folklore, Stories, Longer Stories, Drama

#### Key features of signed texts

Identify and discuss:

- Plot
- Characterization
- Themes and messages
- Background and setting- in relation to character and theme
- Purpose and audience (register)

#### Length of texts to be used/"read":

Texts	Number of texts	Length of text (minutes)
Poetry	minimum 5	1 - 2
Dramas	minimum 1	4 - 8
Short stories/folklore	minimum 4	3 - 5
Longer stories	minimum 1	8 - 10
Non-fiction	minimum 4	3 - 5
Summaries	minimum 1	2

### 3.3 Recording: process, content, strategies and signed texts

Good recording skills need to be developed and supported. Although visual reading is an important source of input, it is only through presenting that presenting skills are developed. The recording process consists of the following:

- Planning / Pre-recording
- Drafting (recording)
- Revising
- Editing
- Final recording
- Publishing

During the recording and presenting process learners should do the following:

#### **Planning/ Pre-recording**

Uses planning strategies to initiate and draft a piece of formal SASL recording:

- Select a formal SASL text form to suit the purpose and audience (e.g. recipes, instructions, dialogues using role-shift and “letter” to a friend or family member)
- Record a selection of short formal SASL texts for different purposes (e.g. “letter” to a friend, instructions)
- Where appropriate, record a title that reflects the content
- Brainstorm ideas using e.g. mind maps, spider diagrams, flow charts or lists
- Consult relevant sources, select relevant information

#### **Drafting (recording)**

- Record for different purposes:
- Create simple texts such as dialogues, poems, simple interviews, one to two paragraph stories and personal experiences and events
- Produce a first draft which takes into account purpose, audience, topic and genre
- Use simple strategies for getting and recording information, such as carrying out simple surveys (e.g. age and gender of learners)
- Collect suitable pictures and graphics to illustrate recorded text
- Sign a title that reflects the content
- Determine sign choice by using appropriate, descriptive signs, phrases and expressions to make the signing clear and vivid
- Show own point of view by explaining values, beliefs and experiences
- Include specific details of the required signed text (use of roleshift, substantiating and motivating the argument)

#### **Revising, editing, final recording**

Revise formal SASL recording:

- View draft and discuss own and others’ recording to get or give feedback
- Edit own recording (e.g. deleting or adding signs to clarify meaning, re-ordering sentences, checking and correcting signs and formal SASL conventions)
- Revise own recording after getting feedback from others
- Record the final signed presentation
- Complete a recording task within a set time

#### **Publishing**

‘Publish’ (make public ) own recording:

- Share work with others by showing the recording in the classroom
- Introduce the recorded text to the audience
- Share recording with intended audience, such as family or friends
- Make own DVDs or contribute to class anthologies and/or SASL recordings
- Upload to social media platforms e.g. YouTube

## **Recorded signed texts:**

1. Narrative texts (stories)
2. Character sketch
3. Poems
4. Information texts, reports (non-fiction)
5. "Speeches"
6. Dialogues (two or more signers)
7. Interviews
8. Instructions
9. Diary entries
10. Social media messages
11. Advertisements
12. Reviews
13. Reports

### **1. Narrative texts (stories)**

A narrative essay is largely the presentation of a series of events in some meaningful order. The following are possible features of a narrative essay:

- Depict a story / a past event / fiction
- Use a story line that is convincing
- Establish a time frame (i.e. past, present, future) and mark time changes when needed
- Use a captivating introductory paragraph
- Use an interesting ending
- Ensure sustained interest with style and action
- Use descriptive elements

### **2. Character sketch**

- This is a brief description of a character as if you were trying to introduce the character
- Include in the description aspects such as physical appearance, mannerisms and values

### **3. Poems**

- Produce short simple poems
- Begin to use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size
- Use appropriate SASL discourse conventions

### **4. Information texts, reports (non-fiction)**

- Communicate ideas or information in a logical way
- Research ideas and support with evidence
- Clarify any unfamiliar concepts
- Organise logically
- Take the viewer from the known to the unknown
- Present in the present tense

### **5. "Speeches"**

- Adapt the style to be used: when, where, why (purpose), who (audience) and what (content)
- Capture attention of the audience with an introduction
- Decide where to pause and where to use gestures (naturally) and for what purpose. (Keep eye-contact.)
- Use contrasting signing modes
- Use short sentences with simple ideas, using familiar examples
- Consider the closing. Leave the audience with a thought (or two)
- Use visual or physical aids effectively
- Use of notes is optional and only for reference

## **6. Dialogues (two or more signers)**

- Initiate the conversation
- Maintain topic
- Follow turn-taking rules
- Use SASL conventions appropriately including eye contact, register, style
- Conclude the dialogue

## **7. Interviews**

- Introduce the interviewee and interviewer
- Probe the interviewee by asking questions
- Portray the interviewee's strong points, talents, weak points

## **8. Instructions**

Give instructions when describing how something is done.

- Instructions must be in chronological order
- Plan and prepare
  - o Become familiar with the object or process
  - o Consider vocabulary, grammar, expressions, technical language and phrases that might be used
  - o Prepare clear and logical sequence of instructions
  - o Use visual material
- Record the instructions  
(Reflecting the above planning and preparation)

## **9. Diary entries**

- A diary is a portrayal of daily events
- Present his/her evaluation of the day or event
- Record from the signer's point of view
- The language choice is simple and to the point
- Use every day language and keep to the point
- The signing mode will be determined by the nature of the entry

## **10. Social media messages**

These are the signed equivalent of written letters (transactional texts)

- Friend / family member
- Invitations

## **11. Advertisements**

- Keep the attention of the viewer – ensuring that the important signs stand out.
- Create a desire to own the product or use the service.
- Consider the following in designing:
  - o The target market (for whom the advertisement is intended)
  - o Positioning (where and when the advertisement will appear – in what media, at what time and where in the programme?)
  - o Appeals (to what sense is the advertisement appealing?)
  - o The structure
  - o The attitude (sincere or not) and the ratio between fact and opinion
  - o The effectiveness of the choice of colour or lack thereof
  - o The language used (whether it is clichéd, repetitive, figurative or rhetorical)

## 12. Reviews

Reviews seldom follow a set pattern. These do not have to cover any specific aspects of the signed text, film or DVD. Generally, reviewers establish what it is they are reviewing and who is involved. Good reviews attempt to be fair but honest. Humour is not uncommon in reviews. Present reviews from different sources to show learners how varied this form can be.

- Reflect an individual's response to a work of art, film, signed text or occasion
- Project his/her 'judgement' on the work presented
- The viewer of the review does not have to agree with the reviewer
- Two reviewers may respond differently to the same text
- Give relevant facts, for example, the name of the author/producer/artist, the title of the signed text/work, the name of the publisher/production company, as well as the price (where applicable)

## 13. Reports

Reports are formal documents and work best when what is examined is real and important to the learners. Give exact feedback of a situation, e.g. accident, any findings.

- Plan: collect and organise information; sign facts
- Give a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices
- Use semiformal to formal language register and style
- Use
  - o Present tense (except historical reports)
  - o The third person (roleshifting as needed)
  - o Factual description
  - o Technical words and phrases
  - o Formal, impersonal language

### Footnote:

- Use fingerspelling appropriately as per SASL conventions, e.g. proper nouns (people and place names), titles of texts
- Use acronyms appropriate to different media and audiences

### Length of recorded texts to be produced:

Texts	Length of text (minutes)
Narrative texts (stories)	2 - 4
"Speeches"	1 - 2
Dialogues	2 - 3
Interviews	1 - 2
Information/instructional texts/reports	2 - 3
Reviews	1 - 2
Poems	1 - 2
Social media messages	1 - 2
Character sketches	1 - 2
Advertisements	1 - 2



### 3.4 Language structures and conventions

The table below shows the language structures and conventions that learners are expected to learn during the observing, signing, visual reading, viewing, recording and presenting processes. These structures should be taught in context in an integrated manner using different types of signed and visual texts. They should be taught explicitly with time set aside as required.

Language structures	Types
<b>Phonology</b>	<p>Parts of signs</p> <ul style="list-style-type: none"> <li>• Parameters (handshape, orientation, location, movement and NMF)</li> </ul> <p>Type of signs</p> <ul style="list-style-type: none"> <li>• Free space, no contact (1 hand)</li> <li>• Any place on body, not opposite hand (1 hand)</li> <li>• Both hands active; identical motor acts (2 hands)</li> <li>• One hand active, one hand passive; same HS (2 hands)</li> <li>• One hand active, one hand passive; different HS (2 hands)</li> <li>• Compounds (combine some of the above (2 hands)</li> <li>• Non-manual signs (articulated on the face only)</li> </ul> <ul style="list-style-type: none"> <li>• Minimal pairs:               <ul style="list-style-type: none"> <li>o Stokoe principle (2 signs that differ only with one parameter)</li> </ul> </li> </ul>
<b>Morphology</b>	<ul style="list-style-type: none"> <li>o Morpheme (smallest meaningful unit in a language), e.g. SASL – 2 people walking (2 morphemes)</li> <li>• Morphological process               <ul style="list-style-type: none"> <li>o Noun-verb pairs (segmental structure), e.g. SASL – BROOM SWEEP</li> <li>o Compounds, e.g. ASL – good night; SASL - mother father – parent)</li> </ul> </li> <li>• Plural (e.g. classifiers; repeating the noun/reduplication; adjective)</li> <li>• Lexicalised fingerspelling (signs made up from fingerspelled words), e.g. BMW</li> <li>• Numeral incorporation (sign changes to incorporate numbers)</li> <li>• Predicates               <ul style="list-style-type: none"> <li>Ø Temporal aspect (from AUSLAN, BSL and ASL)                   <ul style="list-style-type: none"> <li>o Simple/punctual                       <ul style="list-style-type: none"> <li>- Repetitive/iterative</li> <li>- Habitual</li> </ul> </li> <li>Ø Verbs                       <ul style="list-style-type: none"> <li>o Function of space (agreement)</li> <li>o Plain verbs (one location)</li> <li>o Indicating verbs (agreement/directional verbs) (move towards people, objects - involve orientation and location) locative verbs – where the location has meaning (e.g. throw a ball)</li> <li>o Transitive and intransitive verbs</li> <li>o Classifiers - combining movement with handshape</li> </ul> </li> </ul> </li> </ul> </li> </ul>

<p><b>Syntax</b></p>	<p>Major sign categories (lexical) (parts of speech)</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Predicates (say something about the subject of a sentence; may be nouns, verbs or adjectives)</li> <li>• Adjectives are placed after a noun in SASL</li> <li>• Adverbs <ul style="list-style-type: none"> <li>o of time</li> <li>o of manner</li> <li>o of location</li> <li>o of intensification</li> </ul> </li> </ul> <p>Minor sign categories (functional) (parts of speech)</p> <ul style="list-style-type: none"> <li>• Determiners</li> <li>• Modals</li> <li>• Prepositions <ul style="list-style-type: none"> <li>o Basic prepositions</li> <li>o Classifiers</li> </ul> </li> <li>• Conjunctions</li> <li>• Pronouns (placement and indexing)</li> </ul> <p>Basic sentence types (sign order)</p> <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions <ul style="list-style-type: none"> <li>o Yes-no</li> <li>o Wh</li> <li>o Question mark wiggle</li> <li>o Rhetorical</li> </ul> </li> <li>• Negation (manual and non-manual)</li> <li>• Commands</li> <li>• Topicalisation</li> <li>• Conditionals (complex)</li> <li>• Compound sentences</li> <li>• Tense – marked by separate lexical items, e.g. LAST NIGHT</li> </ul>
<p><b>Semantics</b> (meaning of signs)</p>	<ul style="list-style-type: none"> <li>• Sign meaning <ul style="list-style-type: none"> <li>o concrete nouns</li> <li>o abstract nouns</li> <li>o synonyms</li> <li>o antonyms, contrast</li> </ul> </li> <li>• Sentence/Utterance meaning <ul style="list-style-type: none"> <li>o Figures of speech <ul style="list-style-type: none"> <li>- Simile</li> </ul> </li> <li>o Metaphor/symbol (iconicity – movements up is good, down is bad; chest as container – things inside chest is invisible but can be taken out to examine/discuss it)</li> <li>o Personification (when an object becomes a person)</li> <li>o Idioms (e.g. JAW-DROP; EYE-POP-OUT)</li> </ul> </li> </ul>

<p><b>Discourse</b></p>	<ul style="list-style-type: none"> <li>• Register, style and genre</li> <li>• Register variations: formal (e.g. lecture) versus informal (e.g. story) signing</li> <li>• Cohesion (sign posting or referring words; role of repetition; discourse markers/ transition signs) and coherence (establishing and maintaining topics)</li> <li>• Roleshift (constructed action) – links to cohesion and coherence</li> <li>• Chunking (paragraphing): ways of dividing up signed text</li> <li>• Rhetorical statements, questions and commands</li> </ul> <p>Two kinds of signed texts:</p> <ul style="list-style-type: none"> <li>• Monologue (one person signing) <ul style="list-style-type: none"> <li>o Prepared presentations</li> <li>o Unprepared presentations</li> <li>o Roleshift/dialogue</li> <li>o Roleshift/interview</li> <li>o Forum discussions</li> <li>o Debates</li> <li>o Poems</li> <li>o “Speeches”</li> <li>o Story telling</li> </ul> </li> <li>• Dialogue (two or more people involved in a conversation) <ul style="list-style-type: none"> <li>o Directions</li> <li>o Instructions</li> <li>o Informal discussions/ conversations</li> <li>o Dialogues</li> <li>o Interviews</li> <li>o Dramas</li> </ul> </li> </ul>
<p><b>Fingerspelling</b></p>	<ul style="list-style-type: none"> <li>• Neutral fingerspelling -- Commonly fingerspelled English words, such as proper nouns (e.g., names of people, cities, companies, brand names, and technical terms).</li> <li>• Lexicalized fingerspelling - fingerspelled words are altered or lexicalized to become more sign-like – SASL sign for DO.</li> <li>• Initialized signs - An initialized sign uses the handshape that corresponds to the first letter of a written word (e.g., UNCLE). Some common initialized signs are items in a category, such as family members.</li> </ul>

## RECOMMENDED TEXTS/RESOURCES FOR THE PHASE

### Classroom resources

- Digital cameras / video recorders / tripods
- Memory cards / flash drives
- TV monitors and DVD players
- Computers / software for editing
- A range of DVDs to accommodate different reading levels
- OPTIONAL: Webcam facilities / broadband internet access / smart-board/ tablets/ smart phone with video recording and viewing capabilities

### Grade 4

- Informational texts e.g. signed news / magazine items
- Visual aids/props (prepared presentation) (e.g. bar graphs, charts, mind maps, maps)
- Instructions/procedures
- Directions
- Descriptions
- Poems
- Weather reports
- Factual reports of events
- Journal/diary entries/vlog /social media messages e.g. friendly “letter”
- Biography / character sketch
- Drama
- Advertisements
- Deaf jokes
- Recorded conversations/dialogues
- Recorded interview scripts
- DVDs with stories (fiction and non-fiction), myths, fables, legends, Deaf culture stories and poems
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- Sign language dictionary for children
- Debate

### Grade 5

- Informational text e.g. news items
- Visual aids/props (prepared presentation) (e.g. bar graphs, charts, mind maps, maps)
- Instructions/procedures
- Directions
- Descriptions
- Poems
- Factual reports (e.g. posters, photographs, bar graphs, pie charts, tables, mind maps, diagrams)
- Journal/diary entries/social media messages e.g. friendly “letter”
- Biography/ character sketch
- Drama/plays
- Advertisements
- Deaf jokes
- Recorded dialogues
- Recorded interview
- DVDs with stories (fiction and non-fiction), myths, fables, legends and poems

- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala)
- Sign language dictionary for children
- Debate
- Signed review

### **Grade 6**

- Informational texts e.g. signed news items and reports
- Instructions/procedures/ directions
- Descriptive essays
- DVD review
- Poems
- Factual reports (e.g. photographs, graphs, charts, tables, maps, diagrams)
- Biography / character sketch and autobiography
- Drama/plays
- Persuasive texts e.g. advertisements, “speech”
- Recorded monologues and dialogues
- Recorded interviews
- DVDs with stories (fiction and non-fiction), myths, fables, legends and poems
- Deaf television programmes (e.g. DTV, SABC programmes, Zwakala, documentaries, cartoons)
- Sign language dictionary for older children
- Debate
- Journal/diary entries/social media messages e.g. friendly “letter”
- Summary of a story

### 3.5 Teaching Plans

Grade 4				
Term and Week	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures & Conventions
Term 1				
1 - 3	Observe a short story "Retell" a story Give and receive directions	"Read" a short signed story Reflect on texts viewed independently "Read" instructions, e.g. how to make a cup of tea	Record a story based on a personal experience/event Record instructions, e.g. how to make a cup of tea	<b>Phonology:</b> Parameters Type of signs
4 - 6	Observe a story "Retell" a story Observe and discuss an instructional text, e.g. recipe	"Read" a signed story "Read" a signed poem	Record a story Record a simple poem	<b>Morphology:</b> Plural Simple classifiers <b>Syntax/Semantics:</b> Concrete nouns: common, proper, countable and uncountable nouns
7 - 9	Observe and discuss current issues based on non-fiction signed text, e.g. news or magazine item Prepared presentation	"Read" non-fiction/ information text, e.g. signed news item Reflect on text "read" independently	Record a news report based on a personal experience/event	<b>Syntax/Semantics:</b> Basic sentence types: Statements, questions <b>Discourse:</b> Register variations
10	Consolidation: • Observe and "retell" a story • Give and receive directions/ instructions	Consolidation: • Reflect on text "read" • "Read" a signed poem	Consolidation: • Publish recorded text	Consolidation: • Classifiers • Nouns

Term 2						
1 - 3	Observe signed information/non-fiction text, e.g. weather reports	"Read" information text with visuals	Record information text, e.g. weather chart	<b>Syntax/ Semantics:</b> Sentence types: Questions – Wh; Yes/No <b>Discourse:</b> Rhetoricals		
4 - 6	Observe and discuss a short story Observe and carry out instructions	"Read" a short story "Read" an instructional text	Record a description of a character Record an instructional text, e.g. how to make a sandwich	<b>Syntax/ Semantics:</b> Adjectives Synonyms; Antonyms <b>Discourse:</b> Cohesion and coherence Chunking		
7 – 9	Observe and discuss a story Observe and give directions	"Read" stories Reflect on texts read independently	Record a story	<b>Syntax/ Semantics:</b> Adjectives Adverbs of manner Pronouns (placement and indexing)		
10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		
Term 3						
1 - 3	Participate in group discussion Debate	"Read" a longer story	Record diary entries	<b>Morphology:</b> Verbs: Indicating verbs; plain verbs		
4 - 6	Observe and discuss information text with visuals	"Read" information text with visuals, e.g. on social issues Reflect on texts read independently	Record a descriptive chunk, e.g. landscape, building Record information from a table/graph/map into a paragraph	<b>Morphology:</b> Numeral incorporation Compounds Lexicalised fingerspelling		
7 – 9	Observe and report on an interview Conduct an interview Unprepared presentation	"Read" a poem "Read" a drama	Record a poem Record a dialogue	<b>Syntax/ Semantics:</b> Figures of speech: personification, simile, metaphor, idioms		
10	Consolidation: • Group discussion • Conduct an interview	Consolidation: • "Read" an information text • "Read" a recorded interview	Consolidation: • Publish recorded text	Consolidation: • Verbs		

Term 4					
1 - 3	Observe a news/magazine item Participate in group discussions	"Read" a signed news/magazine item that highlights social issues	Record a news / magazine item about a social issue	<b>Morphology:</b> Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual <b>Syntax/ Semantics:</b> Tense <b>Syntax/ Semantics:</b> Adverbs of time, manner, location, intensification <b>Syntax/ Semantics:</b> Modals Basic sentence types: Question mark wobble	
4 - 6	Observe a short story Observe a dialogue	"Read" a short story "Read" a signed drama	Record a social media message (friendly "letter")/ diary entry Record a character sketch		
7 – 8	Debate	"Read" information text, e.g. signed advertisement	Record an advertisement		
9 - 10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	



## Grade 5

Grade 5		Observing and Signing	Visual Reading and Viewing	Recording	Language Structures & Conventions
Term 1					
1 - 3	Observe and discuss a signed story	"Read" a story	Record a descriptive/ narrative text (story)	<p><b>Phonology:</b> Parameters Type of signs</p>	
4 - 6	Observe and discuss an information text Present an unprepared presentation	"Read" signed non-fiction/ information text	Record non-fiction/ informational text	<p><b>Morphology:</b> Plural Numeral incorporation Classifiers</p> <p><b>Syntax/Semantics:</b> Concrete nouns Abstract nouns</p>	
7 - 9	Observe and respond to a signed news item Observe and report on an interview Conduct an interview	"Read" a signed news item "Read" a poem	Record a news item Record a poem	<p><b>Syntax/Semantics:</b> Basic sentence types: Statements, negations, questions</p> <p><b>Discourse:</b> Register, style and genre</p> <p><b>Syntax/ Semantics:</b> Figures of speech: simile, metaphor, personification, idioms</p>	
10	Consolidation: • Observe and discuss a signed story • Observe and discuss an information text	Consolidation: • "Read" a story or poem • "Read" a non-fiction text	Consolidation: • Publish recorded text	Consolidation: • Classifiers • Basic sentence types	

Term 2 1 - 3	Give and follow instructions and directions	"Read" an instructional text containing a sequence of instruction	Record instructions, e.g. how to make a sandwich	<p><b>Syntax/Semantics:</b> Sentence types: Questions — Wh; Yes/No; Rhetorical</p> <p><b>Discourse:</b> Rhetoricals</p>
4 - 6	Participate in interviews to collect information  Participate in group discussion	"Read" a report with visuals	Record a report	<p><b>Syntax/ Semantics:</b> Adjectives Synonyms, Antonyms Conjunctions</p> <p><b>Discourse:</b> Cohesion and coherence Chunking</p>
7 - 9	Observe a signed story	"Read" a story	Record a story or Record a poem	<p><b>Syntax/ Semantics:</b> Figures of speech: simile, metaphor, personification, idioms</p>
10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment
Term 3				
1 - 3	Observe and participate in a debate	"Read" an advertisement	Record an advertisement	<p><b>Morphology:</b> Numeral incorporation Compounds</p>
4 - 6	Present a prepared presentations  Describe events  Present an unprepared presentation	"Read" a drama	Record a dramatic dialogue	<p><b>Morphology:</b> Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs Lexicalised fingerspelling</p>
7 - 9	Observe and discuss stories  Observe and discuss a non-fiction report, e.g. a signed review	"Read" a longer story  "Read" a signed review	Record an informational text, e.g. a news item  Record a signed review	<p><b>Syntax/ Semantics:</b> Adjectives Adverbs Pronouns (placement and indexing)</p>
10	Consolidation: • Present an unprepared presentation	Consolidation: • "Read" an advertisement • "Read" a signed review	Consolidation: • Publish recorded text	Consolidation: • Verbs • Compounds

Term 4					
1 - 3	Observe a signed story Act out the story (role-play)	"Read" a story	Record a descriptive essay	<b>Syntax/ Semantics:</b> Adverbs of time, manner, location, intensification	
4 - 6	Observe a report, e.g. signed news and topical issues Present a signed report Observe and discuss an instructional text, e.g. recipe, directions	"Read" an information text with visuals (e.g. pictures/ diagrams/maps) "Read" an instructional text, e.g. recipe, directions	Record a report with visuals Record an instructional text	<b>Morphology:</b> Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual <b>Syntax/ Semantics:</b> Tense	
7 - 8	Observe and discuss information text	"Read" information text with visuals	Record a social media message (friendly "letter")/ a diary entry	<b>Syntax/ Semantics:</b> Modals Basic sentence types: Question mark wobble	
9 - 10	Summative assessment	Summative Assessment	Summative Assessment	Summative Assessment	

**Grade 6**

Term and Week	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures & Conventions
Term 1				
1 - 3	Debate	"Read" a signed persuasive text	Record a persuasive text, e.g. "speech"/advert	<b>Phonology:</b> Parameters Type of signs Minimal pairs: Stokoe principle
4 - 6	Observe and discuss a signed news report Give and follow instructions	"Read" signed news item "Read" a drama	Record a news item	<b>Morphology:</b> Classifiers <b>Syntax/Semantics:</b> Abstract nouns Determiners
7 - 9	Observe and discuss a dialogue Present an unprepared presentation	"Read" a story "Read" a poem	Record a story or Record a poem Record a dialogue	<b>Syntax/Semantics:</b> Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound
10	Consolidation: • Debate	Consolidation: • "Read" a signed persuasive text	Consolidation: • Publish recorded text	Consolidation: • Minimal pairs • Basic sentence types
Term 2				
1 - 3	Observe and discuss instructional text, e.g. recipe, directions	"Read" an instructional text, e.g. a recipe	Record an instructional text, e.g. on how to make a cup of tea	<b>Syntax/Semantics:</b> Prepositions
4 - 6	Prepared presentation	"Read" a longer story	Record a review on a signed text	<b>Syntax/ Semantics:</b> Adjectives Synonyms Antonyms <b>Discourse:</b> Cohesion and coherence Chunking
7 – 9	Observe and discuss an information text , e.g. a news report Participate in group discussion	"Read" an information text, e.g. a news report	Record an information text, e.g. a news report	<b>Syntax/ Semantics:</b> Figures of speech: simile, metaphor, personification, idioms
10	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

Term 3						
1 - 3	Observe and participate in interviews	"Read" an interview	Record an interview	<b>Discourse:</b> Roleshift		
4 - 6	Observe and discuss a story	"Read" and discuss drama "Read" reviews of play/ drama	Record a character sketch Record a dialogue / a short play script	<b>Morphology:</b> Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space		
7 – 9	Observe a signed humorous story	"Read" a short humorous story	Record a humorous story Record a social media message (friendly "letter")/ a diary entry	<b>Syntax/ Semantics:</b> Adjectives Adverbs Pronouns (placement and indexing)		
10	Consolidation: • Observe and participate in interviews • Observe and discuss signed stories	Consolidation: • "Read" a drama • "Read" a review	Consolidation: • Publish recorded text	Consolidation: • Roleshift		
Term 4						
1 - 3	Observe and discuss a signed information text Present a prepared presentation	"Read" an information text "Read" a poem	Record a descriptive chunk Record a poem	<b>Syntax/ Semantics:</b> Adverbs of time, manner, location, intensification <b>Syntax/ Semantics:</b> Figures of speech: simile, metaphor, personification, idioms		
4 – 6	Observe a signed story	"Read" a story "Read" a summary of the story	Record a short summary	<b>Morphology:</b> Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual <b>Syntax/ Semantics:</b> Tense		
7 - 8	Observe and discuss an instructional text; e.g. recipe, directions Unprepared presentation	"Read" an instructional text, e.g. recipe, directions	Record an instructional text	<b>Syntax/ Semantics:</b> Modals Basic sentence types: Question mark wobble		
9 - 10	Summative assessment	Summative Assessment	Summative Assessment	Summative Assessment		

## SECTION 4: ASSESSMENT IN SASL HOME LANGUAGE

### 4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in SASL can either be conducted on live signing or signing that is recorded. For Observing and Signing and Visual Reading and Viewing the learner always produces live signing. It can either be assessed during the signing or immediately after by recording on a rubric/checklist or the live signing can be recorded by the teacher for assessment later on. These recordings can be used for moderation, as a basis for feedback to the learner and can become part of the learner's portfolio of work. For Recording all work produced is recorded by the learner and handed to the teacher for assessment.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a visual reading piece and do a comprehension test. Language knowledge questions could also be addressed based on the same text. "Post-reading" the text learners could be asked to respond to the text by, for example, recording a text about the issues raised or to sign some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *Observing skills, signing competence, ability to answer questions, participation in discussions* and *Recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of what they are viewing* is assessed and not just their ability to recognise signs. Assessment of visual reading should therefore also take place regularly and not just be a once-off assessment. Formal visual reading assessment should focus on activities which help you to determine how much the learner has understood, for example, "retelling" a story or answering questions.

Assessment of recorded work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have signed, for example, correct language structures and conventions used. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the recording process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Observing and Signing or Visual Reading or Recording. However, because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. It must be ensured that assessment is not only done as recorded work, but allows for live signing tasks too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible.

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

## 4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner–teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Assessment of language competence will be in the form of observation, recorded exercises, signed activities and presentations, tests and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn. Learners or teachers can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

## 4.3 FORMALASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, signed presentations, demonstrations (such as “retelling” a story, matching), performances (such as acting), essays, participation in signed tasks (such as dialogues, conversations, discussions) and recorded tasks (such as stories, poems, news items and other types of texts).

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative text. A memorandum is better suited to a comprehension activity.

### 4.3.1 Formal Assessment requirements for SASL Home Language

The formal Programme of Assessment for Grades 4-6 comprises of seven (7) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

The formal assessment requirements for SASL Home Language are as follows:

- Two formal assessment tasks to be completed at the end of each of the first three terms AND one in the fourth term. One of the tasks must be a mid-year examination. The total number of formal tasks should be seven. These seven formal assessment tasks make up 75% of the total mark for SASL Home Language in Grades 4, 5 and 6. This formal assessment mark will include the mid-year examination.
- The first formal assessment task in each term should be done in the middle of the term. The second formal assessment task in each term should be done towards the end of the term.
- There will be an examination at the year-end which will count for 25% of the mark.
- Each formal assessment task should be made up of activities that assess Observing and Signing, Visual Reading and Viewing, Recording, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.
- All assessment in the Intermediate Phase is internal.

### 4.3.2 The form of tasks per term

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. It should be based on the knowledge and skills done during that term. Use the Teaching Plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task, i.e. you can only expect learners to 'produce and record' what you have already taught.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of signed questions such as multiple choice, comparison and direct questions should be used. These questions are all recorded in SASL.



## Cognitive Levels for Assessment

Cognitive levels	Activity	Percentage of task
<p><b>Literal</b> <b>(Level 1)</b></p> <p><b>Reorganisation</b> <b>(Level 2)</b></p>	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> <li>• Name the things/people/places/elements ...</li> <li>• State the facts/reasons/points/ideas ...</li> <li>• Identify the reasons/persons/causes ...</li> <li>• List the points/facts/names/reasons ...</li> <li>• Describe the place/person/character ...</li> <li>• Relate the incident/episode/experience ...</li> </ul> <p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> <li>• Summarize the main points/ideas/pros/cons/ ...</li> <li>• Group the common elements/factors ...</li> <li>• State the similarities/differences ...</li> <li>• Give an outline of ...</li> </ul>	<p><b>Levels 1 and 2: 40%</b></p>
<p><b>Inference</b> <b>(Level 3)</b></p>	<p>Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.</p> <ul style="list-style-type: none"> <li>• Explain the main idea ...</li> <li>• Compare the ideas/attitudes/actions ...</li> <li>• What is the author's/signer's (or character's) intention / attitude/ motivation/reason ...</li> <li>• Explain the cause/effect of ...</li> <li>• What does an action/comment/attitude (etc.) reveal about the narrator/ author/signer/ character ...</li> <li>• How does the metaphor/simile/image affect your understanding ...</li> <li>• What, do you think, will be the outcome/effect of an action/a situation ...</li> </ul>	<p><b>Level 3: 40%</b></p>

Cognitive levels	Activity	Percentage of task
<b>Evaluation</b> <b>(Level 4)</b>	<p>These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> <li>• Do you think that what transpires is credible/realistic/ possible ...?</li> <li>• Is the author's/signer's argument valid/ logical/conclusive ...</li> <li>• Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication ...</li> <li>• Do you agree with the view/statement/ observation/ interpretation that...</li> <li>• In your view, is the author/signer/narrator/ character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.)</li> <li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer.</li> <li>• What does a character's actions/attitude(s)/ motives ... show about him/her in the context of universal values?</li> <li>• Discuss critically/Comment on the value judgements made in the text.</li> </ul>	<b>Levels 4 and 5: 20%</b>
<b>Appreciation</b> <b>(Level 5)</b>	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the author's/signer's use of language (such as sign choice and imagery).</p> <ul style="list-style-type: none"> <li>• Discuss your response to the text/incident/ situation/ conflict/dilemma.</li> <li>• Do you empathize with the character? What action/decision would you have taken if you had been in the same situation?</li> <li>• Discuss/Comment on the author's/signer's use of language ...</li> <li>• Discuss the effectiveness of the author's/ signer's style/ introduction/ conclusion/ imagery/metaphors/use of poetic techniques/ literary devices ...</li> </ul>	

## 4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A Programme for Assessment must be drawn up by the school indicating the dates on which tasks will be done.

### Subject requirements

Requirements for the compilation of a task are given in percentages. Where the programme indicates 20% for a language skill it means that in the final allocation of marks for that language skill should be 20% of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example, in Grade 4, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Recording, parts of the planning process or the whole process should be assessed at least once per term. The length of texts for Recording as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for SASL Home Language:

### Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

The examination will consist of the following:

- Visual Reading comprehension, including vocabulary work
- Recording of a short creative text, including appropriate and correct usage of SASL grammar and conventions
- Recording of a short transactional (information/media/social) text, including appropriate and correct usage of SASL grammar and conventions
- Language Structures and Conventions to show knowledge and understanding of SASL grammar and conventions
- Observing and Signing skills will be assessed as Paper 1, prior to the formal examination time-table. However, it is expected that a summative mark, based on the formal assessments done for Observing and Signing, will be allocated as an examination mark.

The following tables provide the formal assessment requirements for SASL Home Language:

## The Programme of Assessment table

TERM 1						
Grade 4		Grade 5		Grade 6		
Task 1	%	Task 1	%	Task 1	%	
Narrative / descriptive text						
Observe and "retell" a short story	25	Observe and discuss a signed story	20	Observe and discuss a signed news report	20	
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	20	
"Read" a signed short story and reflect on it independently	35	"Read" a signed story and reflect on it independently	35	"Read" a signed news item and reflect on text "read" independently	30	
Record a simple short story based on a personal experience	25	Record a descriptive narrative text	30	Record a news item	30	
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	
Literature (poetry)						
Present a prepared presentation	20	Present an unprepared presentation	20	Present an unprepared presentation	20	
"Read" a signed poem. Comprehension test (poem)	30	"Read" a signed poem. Comprehension test (poem)	30	Comprehension test (poem)	30	
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	
Record a simple poem	30	Record a poem.	30	Record a poem	30	
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	

TERM 2					
Grade 4		Grade 5		Grade 6	
Task 1	%	Task 1	%	Task 1	%
Information text		Information text		Instructional text	
Observe and carry out instructions. Observe and give directions	25	Observe and follow instructions and directions	20	Observe and discuss instructional text, e.g. recipe, directions	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	2
"Read" a report with visuals and reflect on text "read" independently	35	"Read" a report with visuals and reflect on text "read" independently	35	"Read" an information text and reflect on text "read" independently	30
Record an informational text with visuals	25	Record a report	30	Record an instructional text	30
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>
Task 2 (June test/ examination)	%	Task 2 (June test/ examination)	%	Task 2 (June test/ examination)	%
Paper 1: Observing and Signing	30	Paper 1: Observing and Signing	30	Paper 1: Observing and Signing	30
Paper 2 (1 hour): Visual Reading comprehension Language in context	25 15	Paper 2 (1 hour): Visual Reading comprehension Language in context	25 15	Paper 2 (1 hour): Visual Reading comprehension Language in context	25 15
Paper 3 (1 hour): Recording	30	Paper 3 (1 hour): Recording	30	Paper 3 (1 hour): Recording	30
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

TERM 3					
Task 1	%	Task 1	%	Task 1	%
Narrative texts		Narrative texts		Interview	
Participate in a group discussion	25	Observe and participate in a debate	20	Observe and participate in an interview	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	20
“Reads” an informational text on social issues and reflect on text read independently	35	“Read” a drama / longer story and reflect on text “read” independently	35	“Read” an interview and reflect on text “read” independently	30
Record diary entries	25	Record a dramatic dialogue / signed review	30	Record an interview	30
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>
Task 2	%	Task 2	%	Task 2	%
Dialogue/drama		Dialogue/drama		Narrative text	
Observe and a report on an interview	20	Present a prepared presentation about an advertisement	20	Observe and discuss a story	20
Conduct an interview	30	“Read” an advertisement. Comprehension test	30	Visual Reading comprehension test	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Record a dialogue	30	Record an advertisement	30	Record a humorous story	30
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

**TERM 4**

Task 1		%	Task 1		%	Task 1		%
Information text with visuals			Information texts with visuals			Information text		
Observe and discuss a magazine /news item		25	Observe and discuss an information text with visuals		20	Observe and discuss a signed information text		20
Language Structures and Conventions taken from an advertisement		15	Language Structures and Conventions taken from text		15	Language Structures and Conventions taken from a text		20
“Read” a signed news / magazine item and reflect independently		35	“Read” an information text with visuals and reflects on text “read” independently		35	“Read” an information text and reflect on text read independently		30
Record a news/magazine item		25	Record an information text with visuals		30	Record a short summary		30
<b>Total</b>		<b>100</b>	<b>Total</b>		<b>100</b>	<b>Total</b>		<b>100</b>
<b>Task 2 (End of the year examination)</b>		<b>%</b>	<b>Task 2 (End of the year examination)</b>		<b>%</b>	<b>Task 2 (End of the year examination)</b>		<b>%</b>
Paper 1: Observing and Signing		30	Paper 1: Observing and Signing		30	Paper 1: Observing and Signing		30
Paper 2 (1 hour): Visual Reading comprehension Language in context		25	Paper 2 (1 hour): Visual Reading comprehension Language in context		25	Paper 2 (1 hour): Visual Reading comprehension Language in context		40
Paper 3 (1 hour): Recording		30	Paper 3 (1 hour): Recording		30	Paper 3 (1 hour): Recording		30
<b>Total</b>		<b>100</b>	<b>Total</b>		<b>100</b>	<b>Total</b>		<b>100</b>

School Based Assessment and Examinations Grade 4-5

Programme of Assessment				
SBA per Term				
<p><b>SBA</b></p> <p><b>75%</b></p>	<p><b>Term 1:</b></p> <p>2 Tasks</p>	<p><b>Term 2:</b></p> <p>1 Task</p> <p>+</p> <p>1 Mid-year examination comprising:</p> <p>2 Papers:</p> <p><b>Paper 1:</b> Observing and Signing</p> <p><b>Paper 2 (2 hours):</b> Integrated Paper (Comprehension, language and recording – essays and transactional texts)</p>	<p><b>Term 3:</b></p> <p>2 Tasks</p>	<p><b>Term 4:</b></p> <p>1 Task</p>
	<p><b>EXAMINATIONS</b></p> <p><b>25%</b></p>			



School Based Assessment and Examinations Grade 4-5

Programme of Assessment				
SBA per Term				
<p><b>SBA</b></p> <p><b>75%</b></p>	<p><b>Term 1:</b></p> <p>2 Tasks</p>	<p><b>1 Task</b></p> <p>+</p> <p>1 Mid-year examination comprising:</p> <p>3 Papers:</p> <p><b>Paper 1:</b> Observing and Signing</p> <p><b>Paper 2 (1 hour):</b> Recording – Essays and transactional text</p> <p><b>Paper 3 (1 hour):</b> Comprehension and language</p>	<p><b>Term 3:</b></p> <p>2 Tasks</p>	<p><b>Term 4:</b></p> <p>1 Task</p>
	<p><b>EXAMINATIONS</b></p> <p><b>25%</b></p>			

## FORMAT OF EXAMINATION PAPERS FOR GRADES 4-6

### GRADES 4-5

The suggested outline for the midyear and end-of-year examination papers for the Home Languages in Grades 4-5 is as follows:

PAPER	DESCRIPTION	?: GR.4 & 5
1	Observing and Signing:	30
2 (2 hours)	Visual Reading comprehension	25
	Language in context	15
	Recording – essays and	20
	Transactional texts	10
<b>TOTAL FOR EXAM</b>		100

### GRADE 6

PAPER	DESCRIPTION	?: GR.6
1	Observing and Signing	30
2 (1 hour)	Recording – essays and	20
	Transactional texts	10
3 (1 hour)	Visual Reading comprehension	25
	Language in context	15
<b>TOTAL FOR EXAM</b>		100

Suggested format for each of the examination papers for Grade 4-5

PAPER	SECTION	%	
		GR4	GR5
1	<b>Observing and Signing</b>	<b>GR4</b>	<b>GR5</b>
	Observing and Signing: Prepared presentations / unprepared presentations / conversation / interview / debate / dramatization / role-play / discussions / comprehension	30	30
	<b>TOTAL FOR PAPER 1</b>	<b>30</b>	<b>30</b>
2 (2 hours)	<b>Language in context</b>	<b>GR4</b>	<b>GR5</b>
	A: Comprehension (A range of texts can be used including visual or graphic texts)	25	25
	B: Language • Language structures should be assessed in context using a variety of texts • Critical language awareness	15	15
	<b>Recording</b>	<b>GR4</b>	<b>GR5</b>
	A: One Essay		
	Grade 4-6: narrative / descriptive (Please note that the length of paragraphs for the different Grades are specified)	20	20
	B: One text - transactional text  Formal & informal messages / request, complaint, sympathy, invitation, thanks, congratulations/  News items / Reports (formal & informal) / Reviews / Formal & informal "speeches" / Interviews / Dialogues	10	10
	<b>TOTAL FOR PAPER 2</b>	<b>70</b>	<b>70</b>
	<b>OVERALL TOTAL</b>	<b>100</b>	<b>100</b>

## Suggested format for each of the examination papers for Grade 6

PAPER	SECTION	%
1	<b>Observing and Signing</b>	
	Observing and Signing: Prepared presentations / unprepared presentations / conversation / interview / debate / dramatization / role-play / discussions / comprehension	30
	<b>TOTAL FOR PAPER 1</b>	<b>30</b>
2 (1 hour)	<b>Language in context</b>	
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25
	B : Language • Language structures should be assessed in context using a variety of texts • Critical language awareness	15
	<b>TOTAL FOR PAPER 2</b>	<b>35</b>
3 (1 hour)	<b>Recording</b>	
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the length of texts for the different Grades are specified under 3.3.2 of this document)	20
	B: One text- Longer transactional text Formal & informal messages / request, complaint, sympathy, invitation, thanks, congratulations/ News items / Reports (formal & informal) / Reviews / Formal & informal "speeches" / Interviews / Dialogues (Please note that the length of texts for the different Grades are specified under 3.3.2 of this document)	10
	<b>TOTAL FOR PAPER 3</b>	<b>35</b>
	<b>OVERALL TOTAL</b>	<b>100</b>

### 4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls/SMSs, emails, letters, class or school newsletters. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

## CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

### 4.6 MODERATION OF ASSESSMENT TASKS

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. This should be done at least once per term.

Moderation should ensure that all assessments are valid, fair, reliable and sufficient. Validity means that the task should measure the attainment of skills that were taught in line with the skills indicated in the CAPS document. The task must measure the level of achievement of specific skills. In setting comprehension questions for example, the learners' ability to analyse and synthesize information given in a signed text and not to ask questions about general knowledge related to the text should be tested.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks has been done or that a memorandum has been applied correctly. In SASL it means that the moderator will give good comments, among other things, on the levels of questioning in comprehension testing; the frequency of extended recording; the quality of assessment instruments and the developmental opportunities afforded and the teacher's engagement with learners' recorded work as evidence of performance.

The moderation process must also ensure that the ratings given are consistent across all classes in the grade, and all grades in the phase. For example, a rating of 3 given by one teacher should represent the same level of skill and knowledge as the same rating given by another teacher. It is therefore important for Subject Heads to do internal moderation regularly.

### 4.7 GENERAL

This document should be read in conjunction with:

**4.7.1** *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

**4.7.2** *The policy document, National Protocol for Assessment Grades R-12.*

**4.7.3** *Guidelines for Responding to learner Diversity in the Classroom Grades R – 12.*

## GLOSSARY

**adjectives** – adjectives can express some feature or quality of a noun; they can come before or after the noun or be incorporated into the noun; they are often formed by non-manual modification (see non-manual modification)

**adverbs** – adverbs are used to add in information about an event or situation such as its time, manner, frequency or place; they are often formed by non-manual modification (see non-manual modification)

**alliteration** - repetition of parameters

**ambiguity** - possible double or even multiple meanings of certain signs and expressions; open to two or more interpretations; or often intended to mislead; vague and unclear or not giving a straight answer

**analogy** - finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof

**anticlimax** – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

**attention getting strategies** – appropriate way of attracting the attention of and Deaf person, e.g. tapping on the shoulder, switch lights on and off

**audience** - the intended viewers of a particular text

**author** – the signer who produces a recorded text; often referred to as author/signer in this document

**bias** – a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

**body language** – non-verbal communication consisting of body posture, gestures, facial expressions and eye movement

**chunking (paragraphing)** - way of dividing up signed text

**classifier** – productive morpheme that represents the visual appearance, placement, movement and/or handling of objects and animate beings; classifiers do not occur in isolation but must be used with a noun referent; can be inflected to show pluralisation, position and verb movement

**climax** – the most exciting, effective or important part of the story; this important part is not necessarily at the end

**coherence** – the underlying logical relationship which links ideas together and gives a chunk unity

**cohesion** – the linking of sentences or chunks by means of logical connectors such as conjunctions, pronouns or repetition

**collocation** – the way that signs tend to group together, e.g. TEA, DRINK, CUP

**colloquialism** (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language, often including slang; this may include vocabulary and expressions acceptable among friends, colleagues or in a close working group; colloquialisms may be inappropriate in formal communications but are appropriate in some settings and can help to build rapport

**compound signs** - Compounds are a combination of 2 free morphemes that make a new sign with a different but related meaning, e.g. PARENTS is a compound of the 2 free morphemes MOTHER and FATHER

**conditional** - Expresses 'IF' – 'then' relationships between 2 sentences, e.g RAIN (NMF) THERE, UMBRELLA NONE, YOU WET

**connotation / connotative meaning (see also denotative meaning)** - both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

**constructed action** – a discourse strategy used widely in sign languages in which the signer uses various parts of their body – such as the head, torso, hands, eye-gaze and other non-manual cues – to depict the actions, utterances, thought, feelings and/or attitudes of the character; also known as roleshift

**context** – a text is always used and produced in a context; the context includes the broad and the immediate situation including aspects such as the social, cultural and political background, the term can also refer to that which precedes or follows a sign or text and is essential to its meaning

**contextual clues** – meaning given in the context

**denotation / denotative meaning (see also connotative meaning)** – the literal or primary meaning of a sign

**dialect or regional variation** – a variation of a language which includes different vocabulary and expressions; dialect usually refers to signing characteristic of a particular region but can also be used more broadly to refer to other types of variants in signing

**discourse** – longer pieces of text beyond the sentence level

**eye gaze** – using eyes to index the referent

**facial expression** – it is the overall configuration of the facial features, including the brows, eye-aperture, nose, cheeks and mouth

**figures of speech/figurative language** - signs used in a non-literal way to create a desired effect; literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

**fingerspelling** – manual representation of the alphabet of a written language; one-to one relationship between the letters of the spoken language and the handshape

**genre** - the types or categories into which signed texts are grouped, e.g. longer stories, drama, poetry

**gesture** – movement of the hands, face or body which communicates specific messages (e.g. nodding of head to indicate agreement)

**glossing** – a way of representing signs and non-manual features in printed words

**handshape** – this is the parameter that refers to the shape of the hands in its onset; form adopted by the hand depending on the position of the fingers

**higher order questions** – these are questions that go beyond basic skills and require critical thinking including analysis, synthesis and evaluation

**iconicity** – iconic signs look like the objects they represent; some aspects of the object or action is copied in the sign, which makes the meaning transparent; visual equivalent of onomatopoeia

**indexing** – pointing to someone, something or to a particular location with the index finger (referent – people, objects, events which are initially located in the signing space and thereafter referred to by pointing)

**imperative form** – a command, warning or advice

**infer and deduce** – to pick up meaning behind what is stated and to deduce all the implications; to use the information in the signed text to work out something that is not directly stated in the signed text

**jargon** – special terms or expressions used in a trade or profession or by any specific group, e.g. computer or medical terminology

**loan signs** – signs borrowed from other sign languages as opposed to the indigenous/ native signs

**location** – this is the parameter that refers to where the sign is articulated, either on the body or the signing space

**metaphor** – using one thing to describe another thing which has similar qualities (e.g. ‘Education is the key to success’)

**mode** – a method, a way or manner in which something is presented; a way of communicating (e.g. the signing mode, and the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. converting a graph into a chunk)

**mood** – atmosphere or emotion in signed texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual or multi-media text

**movement** – this is the parameter that the direction, speed, repetition and manner are important in conveying the meaning in signing

**narrative** – a signed account of connected events in order of occurrence, a story

**non-manual features** – these actions are produced by any part of the body, from the waist up, other than the hands; carry grammatical meaning using movements of the eyes, eyebrows, head, or shoulders and various kinds of facial expressions and of lip, cheek, and tongue movement; no English equivalent

**non-manual modification** - non-manual modifiers consist of the various facial expressions, head tilting, shoulder raising, mouthing, and similar NMFs that are added to hand signs to create meaning, and are often necessary to properly form words. Non-manual modifiers are typically adjectival or adverbial. For example, the adverb “th,” the tongue being placed between the teeth, means “carelessly” or “lazily” when combined with a verb

**non-mirroring** – when you are signing you use your perspective (non-mirroring); if you are facing a Deaf person and giving them directions and you ask them to turn right you will sign to your right - the Deaf person facing you will understand that you are signing from your perspective which is the opposite of theirs

**notation system** – a number of different systems developed for representing sign languages in written form, e.g. Stokoe notation, HamNoSys (Hamburg notation system), SignWriting

**numeral incorporation** – incorporating the hand configurations found in numeral signs into numeral incorporating signs, e.g. ONE WEEK, TWO WEEKS, THREE WEEKS

**open-ended questions** – it cannot be answered with a simple yes or no or a specific piece of information and it gives the person answering the question scope to give the information that seems to them to be appropriate; this is opposed to a closed-ended question which is a question format that limits respondents with a list of answer choices from which they must choose, e.g. multiple choice, yes/no and forced alternate questions

**orientation** – this is the parameter that describes the direction of the palm and/or fingertips during the production of the sign

**paraphrase** – a restatement of an idea or text in one’s own signs

**parameters** – these are the five characteristics or basic parts of a sign, namely handshape, location, palm orientation, movement, non-manual features

**personification** – attributing human characteristics to non-human things



**phonological awareness** – children’s awareness of the phonological structure of sign language i.e. parameters; phonemes are the smallest building blocks of a language; sounds in spoken language vs parameters in sign language

**proform** – refers to classifiers and indicates any form that stands in the place of, and does the job of, another form/whole entity, e.g. people, animals and objects

**pronoun** - a form that stands in the place of, and does the job of, a noun. Pronouns include personal pronouns such as `I` and `you` and possessive pronouns such as `my` and `your`

**register** - the use of different signs, style, grammar, signing mode for different contexts, situations, relationships and familiarity between language users

**rhetorical question** – this is not a request for information or an answer; the signer answers the question in the next sentence; a rhetorical question serves the purpose of backgrounding certain information (in the rhetorical question) and highlighting other information (in the focused phrase), all of which is done for conveying information in a conversation

**roleshift** – signers take on the role of two or more characters, with the direction of the body and eye-gaze allowing not only a shift in roles but also a shift in who is being addressed (also see constructed action)

**SASL conventions** – norms appropriate to SASL discourse dependent on the genre and context; accepted practices or rules in the use of SASL

**semantics** – meaning of signs

**signing mode** - it is the equivalent to tone in spoken language; the emotion of the signer as conveyed by pace of utterance, size of signing and NMF; in the context of this qualification also means announcement, articulation, choice of signs, explanation, statement, turn of phrase, presenting

**sign size** – appropriate for the audience, context and genre, e.g. large signing would apply to younger children, large audiences and large venues

**SignWriting** – a writing system which uses visual symbols to represent the handshapes, movements and facial expressions of signed languages; an example of a notation system (see also notation system)

**slang** – informal language often used by a group of people, such as teenagers; the difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms have been accepted

**stereotype** – a fixed conventional view of about what role a particular person is expected to play

**style** – the distinct and unique manner in which a signer arranges signs to achieve particular effects; combines the idea to be expressed with the individuality of the signer; includes individual sign choices and signing mode

**syntax**– also known as grammar; major sign categories i.e. lexical and parts of speech

**vlog** - video diary as opposed to a blog (written page)













