

**THE CRITICAL LANGUAGE AWARENESS PERSPECTIVE IN GRADE  
ELEVEN ESL CLASSES IN THE GOLDFIELDS AREA**

**BY**

**RAKWENA REGINALD MPHONARENG**

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**PROMOTER: PROF. H. KROES**

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**BY**

**MPHO MONARENG**



# DEDICATIONS

This study is lovingly dedicated to Bomme:

***Gladys Mmankele Monareng.***  
Khedjeedjee Khomo Monareng  
Khemphidhlimphidhli ke Mokwena  
Legasa Lelegolo  
Modimo wa Nko dja Meedtsi.  
*... Ke Tshaba Mediti !!!*



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# DECLARATION

This study represents original work done by the author and has not been submitted in any form to another University. Where use was made of the works of others, it has been duly acknowledged in the text.

**NAME** : Rakwena Reginald Mpho Monareng

**SIGNATURE** :

**DATE** : NOVEMBER 2004



## ABSTRACT

This study argues that the Critical Language Awareness Perspective adds an essential dimension to language learning and teaching. It further holds that this dimension brings to consciousness both the learners' and teachers' critical awareness of language use. It is this awareness that exposes the non-neutrality of language as a medium of communication. The CLA perspective engages both language learners and teachers in questioning and responding to the common-sense assumptions that are linguistically mediated. It also helps them to critically use language to achieve their own objectives. Three of these could be to use language in order to progress well with their studies, find employment and to change their societal psychic and thinking for the betterment of the general public. In this way the CLA perspective assists in developing responsible citizenry. This study therefore examines whether the Critical Language Awareness Perspective is part of the English Second Language programme in grade eleven ESL classes in the Goldfields area. It begins by examining the literature that indicates that the CLA perspective is a significant component of the any language teaching and learning practice. It then examines the empirical data in order to confirm that the CLA perspective does not form part of ESL teaching and learning practice in the context under investigation. It finally suggests possible solutions that could be adopted to facilitate the incorporation of CLA in the ESL class.

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## **GLOSSARY**

AAVE - African-American Vernacular English

ALA - English Language Amendment (Act)  
ALS - Applied Language Studies  
ANTA - Australian National Training Authority  
BICS - Basic Interpersonal Communication Skills  
BSAE - Black South African English  
C2005 - Curriculum 2005  
CALP - Cognitive Academic Language Proficiency  
CALSSA - Centre of Applied Language Studies in Southern Africa  
CBE - Competency-Based Education  
CBT - Competency-Based Training  
CDA - Critical Discourse Analysis  
CLA - Critical Language Awareness  
CO - Critical Outcome  
DA - Discourse Analysis  
EFL - English as a Foreign Language  
ENL - English as a Native Language  
ESL - English as a Second Language  
FET - Further Education and Training  
GET - General Education and Training  
HET - Higher Education and Training  
i+1 - Input plus One  
L1 - First Language  
L2 - Second Language  
LA - Language Awareness  
LAD - Language Acquisition Device  
LLC - Language Literature and Communication  
LF - Learning Facilitator  
NQF - National Qualification Forum  
NTF - National Training Framework  
OBE - Outcomes-Based Education



Q - Question

RP - Received Pronunciation

SAQA - South African Qualification Authority

SO -Specific Outcome

StdSAE - Standard South African English

TUATA - Transvaal United African Teachers Association

UG - Universal Grammar

VET - Vocational Education and Training

ZPD - Zone of Proximal (Potential) Development

