

AN INVESTIGATION OF THE IMPACT OF NEW ENGLISH LANGUAGE TEXTS
UPON THE CLASSROOM PRACTICE OF TEACHERS IN TWO EX-DEPARTMENT
OF EDUCATION AND TRAINING (DET) PRIMARY SCHOOLS.

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ABSTRACT

This dissertation studies the impact on classroom practice, of the unaided use of new English Language texts, based on the TASC (Thinking Actively in a Social Context) approach, Thinking Skills and Communicative Language Teaching (CLT).

The central aim of the study was to establish whether the use of the new materials would effect any change in the teaching methodology of the participant teachers as well as a change in the learner involvement in the English Second Language (ESL) classroom.

The literature on Thinking Skills and Communicative Language Teaching was reviewed in order to establish the significance of incorporating Thinking Skills into the teaching of language. Issues related to school-based curriculum development were explored with a view to finding out whether the curriculum initiative undertaken could contribute to improved ESL teaching and more effective learning in primary schools.

The draft materials used, viz. "Language in my World", were used collaboratively by the researcher together with the writing team from the Curriculum Development Unit (CDU), University of Natal, Pietermaritzburg.

A qualitative, participatory research method was applied. Eight teachers from two ex-Department of Education and Training (DET) schools, (one rural, one urban), participated in the study.

The research design enabled the researcher to collect data over a period of six weeks. The research design, the fieldwork, and analysis of the lessons observed are described and recorded. The findings indicated aspects of classroom practice which hinder the effective learning and teaching of English Second Language. The implications of the findings for appropriate curriculum development and teacher training are considered. Certain recommendations from the findings for curriculum development are made which will enable teachers to develop their professional knowledge and improve their teaching practice.

DECLARATION

I hereby declare that this dissertation is my own work. It is being submitted in partial fulfilment of the requirements for the degree of Master of Education (Curriculum Studies) in the University of Natal, Pietermaritzburg. It has not been submitted before for any degree or examination in any other university.



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December 1996

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CHAPTER ONE

INTRODUCTION

The specific focus of this study is to investigate the impact of the unaided use of new language materials based on thinking skills and communicative language teaching. The materials were used in the English Second Language (ESL) classroom, in ex-Department of Education and Training (DET) primary schools. The significance of effective second language acquisition for learners in South Africa stems from the fact that English as a second language has not merely been a subject of study in ex-DET schools, but it also became the medium of instruction from grade 5 onwards. This subtractive multilingualism relegated the home language to a lower status than English in the schools. However, in June 1996, an additive multilingual language policy was introduced, whereby the home language plays a supportive role alongside the language of instruction. The effective acquisition of the second language will thus impact on the future achievements of the learner in all subjects.

Interest in this investigation arose from classroom observation undertaken by the researcher in approximately 200 ex-Department of Education and Training (DET) primary schools over a period of three years. In the researcher's official capacity as Subject Adviser to the Primary Phase, the observation of pupil and teacher behaviour in the classroom revealed striking similarities throughout the Province of KwaZulu Natal.

Despite demographic differences, rural or urban situations, public or farm school, teachers performed and pupils behaved in a similar manner.

1.1 THE SOUTH AFRICAN SCENARIO: THE LOCAL SCHOOL CONTEXT.

The situation in Education under the Nationalist Government has been well documented, (Hartshorne, 1984; Christie, 1986; Thembela 1989; Macdonald, 1991; Lemmer, 1993). The majority of the learners have been disadvantaged by the apartheid system in many ways, as described below. Classrooms remain disabling environments for most learners and very little change has yet taken place in the majority of schools. Teachers continue to teach in the way that they were taught.

1.1.1 Physical Environment

The physical environment is a disabling feature of the majority of the schools. An analysis of the situation in the Province of KwaZulu-Natal revealed generalisations which included an unsatisfactory teacher-pupil ratio, resulting in very large, overcrowded classes. The Government policy of teacher-pupil ratio of 40:1 in the primary school has yet to be implemented. Teachers are faced with classes of between 40-100. Other disabling features include inadequate furniture and seating arrangements, dilapidated buildings, poor ventilation and lighting in classrooms and lack of toilet facilities. The learning climate has been further eroded by violence, political factors, and social factors including the mushrooming of squatter camps. The

problem has been further exacerbated because of the discrimination with regards to funding of the ex-racially-based departments resulting in lack of resources, teaching aids, textbooks, library and media equipment.

1.1.2 Rote-learning and Memorisation

Another major obstacle encountered is the prevalence of authoritarian methods and the implementation of what Schrag (1987) and Perkins (1992) call the "recitation script", i.e. the rote learning of meaningless facts, drill and memorisation of facts to be regurgitated for examination purposes. This practice results in the type of learning described by Rath (1986) as, "*learning that is measured not by their competence to think, but by their ability to recall what is seen or heard*"

In this respect, teaching has not changed over the years, despite advances in educational and psychological theories. Perkins (1992) emphasises that we see very little in the way of sound teaching methods in most classrooms. He refers to this type of teaching as the "*trivial pursuit*" approach, i.e. a knowledge oriented approach to teaching. This approach has a negative affect on the cognitive development of the learners and also inhibits the development of autonomous thinking. This type of learning is geared essentially for the passing of exams, which is in keeping with the centrally prescribed assessment policies prevalent in pre-democratic South Africa.

1.1.3 Learner Passivity

The disabling physical environment, coupled with the practice of the "recitation script", leads to children becoming passive learners. The researcher observed that the setting in most ex-DET schools is characterised by obedience and passivity. Little opportunity is given to the learners to play an active role in their own learning. The fact that little interaction takes place between learner and teacher is well documented in educational research (Tharp and Gallimore, 1988; Macdonald, 1991). The lack of interaction impacts negatively on what Vygotsky terms the "zone of proximal development" (ZPD), and Tharp and Gallimore (1988) suggest that in this respect, effective teaching only occurs when assistance is offered at points in the ZPD at which performance requires assistance.

1.1.4 Poorly qualified teachers

The teaching practice in many ex-DET schools, especially rural schools, is of a low standard because many teachers are unqualified or under-qualified. The context being considered in this study is of Black schools with teachers who have a limited perspective of what quality teaching demands of a teacher. The need for programmes of in-service support for teachers, is documented in the NEPI Curriculum Report, 1992 as well as by Mathfield (1992). If teachers are not well prepared by their own education to put an emphasis on thinking, one can understand the neglect of thinking operations in the lives of school children. The application of teaching for thinking to classroom practice still lags far behind

and this is an area that now needs thorough investigation.

1.1.5 Teaching Materials

A pre-requisite for change will include good materials, but the results of any programme implemented will depend heavily on the quality of the teaching involved. In this respect, Nickerson, Perkins and Smith (1985) state:

" an especially able teacher will often get good results with mediocre material while the best material is unlikely to compensate for poor teaching. This is not to say that the content of a programme is not important: we strongly suspect that the best results are obtained when highly skilled teachers have excellent materials with which to work"

(Nickerson, Perkins and Smith, 1985).

It has also been observed that classroom materials in widespread use still emphasise low level skills. This fact is reaffirmed by Rath (1986) who comments that materials *"...give pupils exhaustive practice in the development of lower order skills"*.

Before any conclusions can be drawn or any recommendations made about the impact that the implementation of new teaching materials based on thinking skills will have on the teaching and learning process in the ex-DET classroom situation, a thorough understanding of the situation is needed.

1.1.6 Implications of the language policy

Language is a crucial means of gaining important knowledge and skills. It is the key to cognitive development and it can promote or impede scholastic success. The language policy in South Africa (pre-1995) has formed an integral part of the former apartheid ideology. This policy provided the grounds for educating both white and black pupils separately.

This language policy presented both teachers and pupils alike, with major problems. Black pupils were being disadvantaged by being taught through the medium of the second language from Grade 5 onwards. Teachers often did not have the knowledge and skills to support English language learning because their own language proficiency was often very poor. The problem was not only limited to the ESL classroom, but the acquisition of language affected all other subjects undertaken from Grade 5 onwards. Moulder (1990), substantiates the need for thoughtful language learning by stating that : *"the biggest return on investment in education will come from improvement and expansion at primary level.....the most effective and efficient language methodology is urgent"* (Moulder, 1990).

It is essentially in this area that the researcher felt the need to investigate the possibility of improved teaching through the implementation of well-designed materials for use in the ESL classroom.

It is common practice in ESL lessons to find classes of learners passively listening to a teacher using imperfect English while presenting a lesson. During lesson observation the researcher noted that many teachers demonstrate poor language skills and lack confidence in second language communication. Consequently modelling is less than perfect for the learners, especially as teachers so often resort to the vernacular. This problem has also been documented by other researchers. According to Van der Vyver (1987) *".....many Black teachers find it difficult to teach through the medium of English."* Lemmer (1993, p155) too, comments: *".....adequate and appropriate models might be lacking, since teachers in black schools are themselves often limited in their command of English."* According to Thembela (1989) *".... other issues that further complicate black education are.....the second language medium of instruction which doubles the burden of the black learner and contributes to the alarming failure rate"*.

At the time of writing this dissertation, the language policy as described above, was strictly enforced. However, a change of National Policy regarding a bilingual policy has now been approved with immediate effect (June 1996) i.e. learners up to grade 9 will only be required to pass one approved language and this may be at any level, (first or second language level).

In the past the aggregate of examination results was heavily weighted towards languages, in reality penalising the pupil three times, i.e. being taught

through the medium of a second language, being examined in the second language and the second language carrying more marks than other subjects. The National Requirements for the Senior Primary Phase have eliminated this problem as from 1995, with the instruction that all subjects now be equally weighted and aggregates are no longer to be used for promotion purpose.

1.1.6.1 ESL Classroom Climate

Coupled with this language issue is the all important issue of classroom social climate. Within the ESL classroom, the climate often impedes the acquisition of the second language. Insufficient time is allocated to genuinely communicative language teaching and interactive /group teaching. Pupils do not get the opportunity to use the language in a meaningful way. They are also being denied the basic tools for language acquisition. In this respect, Pica (1987) states that: "classrooms are still considered less than optimal environments for successful English second language acquisition and students continue to be faced with problems of communication when they venture outside." The process of learning a language in the classroom is underpinned by the teacher/learner relationship and this is further enriched by the part played by learning materials.

Macdonald (1991) comments: "...teachers have rarely experienced excellent teaching themselves and rely on what they commonly experienced when they were at school. Their difficulty with English can be seen in the explanations they offer, the summaries that they make

and the way they use the teaching materials often not in the way they were designed to be used."

Shuttleworth (1984, p 59) states: *"..the failure of second language learners to acquire even a semblance of competent language use after years in a classroom is an indication of serious difficulties in the learning situation."*

As a result of these conditions, the low standards of teaching through the medium of English are being perpetuated. Whatever the present and future socio-political conditions may be, improved teaching and learning conditions will remain important. Poor English skills have been recognised by many institutions as one of the main reasons for the undesirable failure rates and drop-out rates among black pupils.

1.1.6.2. Instructional strategies

Instructional strategies used in the traditional South African classroom, place heavy emphasis on the dissemination of information. In most classrooms observed by the researcher, the teacher does most of the talking and the type of questioning strategies that call for pupils to think rather than resurrect information, are largely missing. Recitation questioning seeks predictable correct answers. Tharp and Gallimore (1989) comment that only rarely are questions used to assist students develop elaborated ideas. (Tharp and Gallimore, 1989: p14). Arno Bellack (1965) undertook studies which revealed that *".....they (teachers) talked between two thirds and three quarters of the time and their major activity was asking and reacting to questions that called for factual answers from students."* Sarason

(1983), in studies conducted in American classrooms, found that 67% - 95% of teachers' questions required answers which were straight recall (Tharp and Gallimore, 1989: p15). Teachers tend to focus on the whole group rather than on small groups and individuals. (Relevant examples of this phenomenon can be read in the transcripts of lessons observed, which can be found in appendix 6, especially in the lesson by Teacher F).

The following quote by Gerald Dykstra (1987) adequately sums up the teacher in the ESL classroom:

" ...near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their own level of ability might be".

The teacher's challenge is not that of giving students information, but that of getting the pupils to think. As Nickerson, and Smith (1985) state : *" the challenge is not that of putting something into their heads as getting something out of them."* The same authors state: *"Ideas should be born in the students' minds and the teacher should act only as midwife."*

Research has shown that languages are not learned through memorisation of their rules and structures. According to Pica (1987) *"...languages are learnt through internalising these rules from input made comprehensible within a context of social interaction."* This issue will be discussed fully in chapter two. If classroom instruction is to assist with the learners' language development, there must be an expansion of the

teachers' current classroom repertoire to allow for a wider spectrum of classroom activities.

In the traditional African way of teaching, learning happens in an informal way. Children learn to do tasks by observing and trying to do what they have seen and heard. When an adult is trying deliberately to teach a child something, then the roles of teacher and learner are clear-cut. Within ex-DET schools, the teacher is the one-who-knows all, while the pupil is the one-who-follows. It is important to recognise the presence of these ideas because they effect what is happening in the classroom. Pica (1987, p8) comments: "*..the teacher is perceived as both language expert and evaluator. The students come to the lesson as subordinates, seeking the teacher's expertise to guide and evaluate the progress of their learning.*"

Most teachers want the best for their pupils and in citing teaching goals, they consider the promotion of each pupil's capacity to think as a top priority. The difference between rhetoric - what they say they want and the actual pupil outcome, is startling.

It is suggested by Gray (1985) that the most common response to the inadequacies of the classroom situation have been technicist in nature. A technicist approach does not give consideration to the people in the situation i.e. the teachers, their motivation, confidence, interest and attitude. To expect immediate change by teachers who are often isolated, simply leads to further frustration on the part of the teacher.

Nunan (1987) suggests that the essential first step to promoting change is to acknowledge and document present realities through classroom based studies.

1.1.7 Teachers' implicit models of childrens' minds and the learning process

Strauss (1993) stresses the fact that a strong determinant of the teacher's teaching style will be the teacher's implicit model of the learning process.

Teaching style is an amalgam of belief, attitude, strategy, motivation, personality and control. It is usually worked out in response to the language/learning situation in which teachers find themselves employed. Teaching style lies at the heart of the interpersonal relationship between teacher and learner. Wright (1987) describes a set of factors which lie behind a teacher's teaching style:

- Attitudes towards knowledge and learning.
- Preferred means of maintaining control over learners.
- Preferred means of organizing class activities.
- Positive and negative feelings about teaching itself
- Influences from within the teacher's role set
- Beliefs about the best ways of learning a language
- Attitudes towards learners

This comprehensive list is applicable in the case of teachers, who have struggled with the "Top-Down" approach imposed on them in the ex-DET, stifling in many cases the teacher initiative, and doing little to build confidence and encourage involvement in curriculum development. An outcome of the "Top-Down" approach has often been what Perkins calls "naive knowledge", i.e.

although the teachers may know better, they still implement traditional methods once in the classroom, as they see this as being expected of them by those in authority.

Teaching and learning are essentially social activities implying role relationships between teacher and learner, learner and learner. These relationships are established, maintained and evaluated through communication. This aspect is supported by Costa and Marzano (1987, p29) who states :"*... teaching and learning are predominantly linguistic phenomena; we accomplish most of our learning through the vehicle of language,.....language is the tool that teachers can use to enhance cognitive development.*"

If we are to understand teaching and learning activities in the ESL classroom, an appreciation of the importance of the teacher's language ability and teaching style are important. An effective teaching style can help children greatly, because they respond so well to teacher initiative. Tharp and Gallimore (1989) suggest that we have to develop ways of balancing "automatic" didactic teaching with teaching that assists learning (Tharp and Gallimore, 1989: p17).

1.2 Focus of this dissertation

The impact of change on the teacher with regards to teaching method and the impact on the learner with regard to involvement in the learning situation, was observed while the new materials, based on thinking skills and communicative language teaching, were implemented.

The instructional materials, "Language in My World", (Curriculum Development Unit, Natal University, PMB, 1996, in press) which are based on an explicit model for the teaching of thinking skills, endeavour to bring about change in pupils and in the teacher through the communicative approach to language teaching, an explicit model for the teaching of thinking skills, and interactive teaching based on Vygotskian principles (Wallace and Adams, 1992).

Bearing all the above in mind, the researcher observed the effects on teacher and learner role of using new materials in the classroom, and noted the following:

- The level of the learner's affective involvement in the task i.e. their response to the new idea.
- Whether the new material led to greater co-operation among the learners.
- Whether the teacher taught *with* or *through* the new materials.
- Whether the teacher followed any pattern set up by the materials or whether the teacher used the materials to generate classroom activity of a different type.
- What the quality of the linguistic outcome was with the new materials.
- Whether the materials involved the learners in new roles and whether these made any difference to the class's response. If so, in what ways?

CHAPTER TWO

THEORETICAL CONSIDERATIONS: COMMUNICATIVE LANGUAGE TEACHING

2.1 BACKGROUND

Through the years there has been a search for ways to teach ESL language successfully in order to bridge the communication gap. New movements begin as reactions to old ones and Johnson (1981) suggests that in considering Communicative Language Teaching one needs to look at the discontent which teachers and linguists in the 1960's felt towards the kind of language teaching then predominant i.e. language teaching which was influenced heavily by the audio-lingual tradition and placed strong emphasis on the mastery of language structure(Johnson , 1981: p 1). In this kind of language teaching the emphasis was on teaching pupils how to " form" correctly, that is, to manipulate the structures easily and without error. This affected the design of the syllabus, which until recently, was simply a list of items to teach i.e. a list of structures. Ellis (1991) too, confirms that : *" there has been a growing disillusionment with contemporary approaches to the teaching of second language"*.

An insight which has shaped recent trends in language teaching is the preponderance of structurally competent but communicatively incompetent students. The ability to manipulate structure of language correctly is only part of what is involved in learning a language. It is suggested by Johnson (1981) that there is something else and this " something else" involves the ability to be appropriate, i.e. to know the right thing to say at the right time (Johnson, 1981: p 2). Meaning and use of the language has to be included in the syllabus and it is for this reason that the traditional view of the syllabus as a list of structures to be taught has become inadequate.

The last thirty years have seen major changes in how second language pedagogy is approached. The starting point now has become, "How do learners acquire a second language and what can I do to facilitate it?" As Corder (1976) puts it:

" efficient second language teaching must work with rather than against natural processes, facilitate rather than impede learning. Teachers and teaching materials must adapt to the learners rather than vice versa."
(Corder, 1976).

2.2 COMMUNICATIVE APPROACH.

The communicative approach is rooted in the assumption that we learn to communicate by actually communicating with others. It is best considered an approach rather than a method. This perspective is an international effort to respond to the needs of present day language learners in many different contexts of learning (Savignon, 1991).

2.2.1 The goal of the Communicative Approach

The goal with this approach is to enable the pupils to communicate competently. This is achieved by providing them with ample opportunity to interact with others, and in so doing their ability to communicate develops. (Richards and Rogers, 1986; Wallace 1990; Venter, 1991). Language learning comes about through using language communicatively, rather than through practising language skills. This is the fundamental difference between the traditional method of second language teaching and the communicative approach. The communicative approach opens up a wider perspective in language. (Littlewood, 1981: p15). This statement changes the focus from language structures to the communicative function they perform.

2.2.2 Teachers' perspectives of the Communicative Approach.

As a result of ineffective teacher training curricula, not all teachers, particularly in South Africa, are in a position to teach interactively (Blacquiére, 1993). It is apparent from data gathered by the researcher in observing ex-DET teachers that they do not always have a clear perception and understanding of Communicative Language Teaching (CLT) and this of course exacerbates the implementation of CLT in the schools (Appendix 5, Question 4).

Knowledge of grammar rules and vocabulary is essential but these do not equip the pupil to use the language. If we are to adopt a communicative approach to teaching, which takes as its primary purpose the development of the ability to do things with language, then as Widdowson (1985) says, it is discourse which must be at the centre of our attention (Widdowson, 1985). The process of communication has become fully accepted as an essential and major component of the " product " of language teaching, but it has not been given more than a token place as an essential and major component of the "process". This is especially true of second language teaching in many ex-DET schools.

If communication is the aim , then it should be the major element in the process. Allwright (1979, in Brumfit and Johnson, 1979) suggests that teachers should

ask the question: " Are we teaching for communication or communication via language?".

2.2.3 Indications of difficulties with CLT in the classroom

Creating an acquisition-rich communicative environment in the classroom represents a major challenge. In many teaching contexts the target language continues to be viewed as a subject to be studied rather than as a tool for communication (Ellis, 1991: p 5).

The failure of learners to acquire even a semblance of competent language, or to hold simple natural conversations, even after long hours of language study, indicates the serious difficulties experienced in the traditional classroom (Ellis, 1991: Shuttleworth, 1984).

We need to acknowledge the difficulties that teachers in South Africa face in creating conditions in which genuinely communicative experiences can occur in the classroom context.

Learning puts the student in a dependent position so it is important that they experience some training in acting independently. Failure to transfer what is learnt in the classroom to the outside world, is according to Ellis (1991), due to the demotivating effect that learners experience when intensive drill and insistence on formal correctness is the methodology used by language teachers in the second language classroom. The failure to use outside what they learned inside the classroom may also be accounted for in terms of a failure to develop psychological independence.

2.3 PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING.

A synthesis of the underlying principles of Communicative Language Teaching which teachers need to implement, include:

- the communicative purpose
- authentic language use
- the target language being used as the vehicle for classroom communication
- the task principle
- working in small groups
- tolerating errors
- games and role playing
- the meaningfulness principle

(Johnstone and Morrow, 1992; Brumfit and Johnstone, 1979; Larsen-Freeman, 1986).

2.3.1 Communicative purpose

The communicative purpose requires the use of activities which involve real communication and the integration of skills (Richards and Rogers, 1986: Venter, 1991: Adams and Wallace, 1990).

2.3.2 Authentic language use

Whenever possible "authentic language" i.e. language as it is used in a real context should be introduced. To overcome the problem of pupils not being able to

transfer what they learn in the classroom to the outside world, the teacher should expose pupils to natural language in a variety of situations and to use materials that generate a lot of discussion.

2.3.3 The target language as the vehicle for classroom communication

The target language should be the vehicle for classroom communication and not just be the object of study. It is in this area that many primary teachers succumb to using the mother tongue for all aspects of communication with the pupils except in the ESL lesson.

2.3.4 Task principle

The task principle suggests that language is used for meaningful tasks. Pupils will be better motivated if they know that they can usefully employ the language they are learning both within and outside the classroom (Venter, 1991).

2.3.5. Working in small groups

Working in small groups maximises the amount of practice learners receive and enables them to learn how to negotiate meaning. This can be encouraged through working in pairs, triads or small groups. Confidence within the second language, can also be enhanced in this way (Wallace, 1990).

2.3.6 Tolerating errors

Errors are tolerated and seen as a natural outcome of the development of communication skills. Even with a very limited linguistic knowledge students can be successful communicators. To interrupt them constantly in order to correct errors can embarrass the pupil and inhibit the pupil in future participation in the language (ELET, 1995: Johnson and Morrow, 1981).

2.3.7. Games and role play

Games and role playing are important because they have features in common with real communicative events, i.e. there is purposeful exchange. This principle can be put to good use in the Senior Primary Phase where the language level is still relatively limited.

2.3.8 Meaningfulness principle

The meaningfulness principle demands that pupils are engaged in activities where language is used meaningfully and authentic communication opportunities are created (Richards and Rogers, 1986). Every lesson should end with the learner being able to see that what he/she has done in the lesson is communicatively useful to him. The teacher should bear this in mind when planning Communicative Language Teaching (CLT)

activities so that he/she can answer the child who asks, "Why am I doing this?" or "What am I learning to do?"

2.4 Processes central to the development of Communicative Language Teaching

Three processes central to the development of any procedure for teaching the communicative use of language are:

- information gap
- choice
- feedback

(Johnstone and Morrow, 1981: p62).

2.4.1 Information gap

The concept of an information gap seems to be one of the most fundamental in the area of communicative language teaching. An exercise which claims to be communicative should be considered in the light of the information gap. This requires the teacher to create situations where the information gap exists and then to assist the pupils to bridge these in appropriate ways. True communication is purposeful and in classroom terms an information gap exercise means that one pupil must be in the position to tell another pupil or the teacher something unknown to the recipient.

2.4.2 Choice

Another crucial aspect of communication is that participants have choice, both in terms of what they say and how they say it. If an exercise is tightly controlled by the teacher and the pupil can only answer in one way, then the exchange is not communicative.

2.4.3 Feedback

Implicit in these processes is the process of feedback which enables the learner to monitor his /her own progress.

If the teachers are using methods which fail to give practice in using language for real purposes then these three processes will be neglected. The three processes together are central to the development of any procedure for teaching the communicative use of language.

2.5 FURTHER FACTORS FOR TEACHERS TO OBSERVE AND IMPLEMENT TO ENSURE COMMUNICATIVE LESSONS

English Language Educational Trust (ELET), working closely with selected ex-DET schools to promote Communicative Language Teaching (CLT), have produced a simple checklist based on the above principles, to ensure that teachers plan communicative ESL lessons. This checklist can also be used to evaluate and adapt textbooks used in the classroom. The items are:

- Teacher does not dominate the lesson
- Students play an active role
- Students interact with one another
- Many skills are used in one lesson
- Some of the student errors are overlooked to encourage fluent use of language
- The language which students use in the classroom has a function outside the classroom (ELET, 1995).

2.6 THE IMPACT OF CO-OPERATIVE LEARNING ON LANGUAGE ACQUISITION

Co-operative learning can be harnessed to facilitate learner independence from the teacher and interdependence among learners. The TASC model suggests the use of co-operative learning in small groups. (Adams and Wallace, 1990). Natural conversation can be stimulated through group work which is linguistically necessary to meet the requirements of the communicative approach, since it involves interaction between members. Through co-operative learning a greater intensity of involvement is provided and the quality of language practice increases.

2.7 CHARACTERISTICS OF OPTIMAL INPUT FROM THE TEACHER

Features which have been identified as contributing to successful second language acquisition include:

- Teacher talk which is simplified to a level that makes it possible for learners to process input for

comprehension. Similarly, Littlewood (1984) suggests that the nature of the speech addressed to learners is an important factor in influencing how well they learn. The ideal input for acquiring a second language, is that it should be comprehensible, relevant to the learners' immediate interest, and presented in an appropriate level of complexity. (Littlewood, 1984: p 59).

- Referential questions which encourage learners to express their own content in their own way should be used. This is an area in which many teachers need guided assistance, as most of their questions still require one word answers or simply a repetition of what they have just stated. Evidence of this problem can be derived from the lesson transcripts in Appendix 6.
- Opportunities for learners to participate actively in classroom communication but are not required to produce until they are ready to do so.
- Second language use is not restricted to pedagogic functions, but is also used for organisational and social functions. Some teachers find it easier to resort to communication in the vernacular, instead of persevering with the second language at all times. The impression gained from the lesson transcripts is that ESL is regarded as a "subject entity" instead of being integrated in such a way that it becomes transferable to real life situations. Teachers seem to be wary about employing the additive bilingualism approach to support learning as they have been used to subtractive

multilingualism both in their own school education and in their teacher training programmes.

- Classroom interaction provides opportunities for learners to observe the way utterances are constructed in the process of building discourse, and provides opportunities to manipulate chunks of language in the expression of meaning.

In this respect too, some teachers have great difficulty as often their own language proficiency is poor and their conception of the communicative approach is blurred.

2.8 CORRELATION WITH THE 1995 INTERIM CORE SYLLABUS FOR ENGLISH SECOND LANGUAGE

The new syllabus (Interim Core Syllabus, English Second Language, 1995) allows teachers the opportunity to become planners in their own classrooms. They can interpret the syllabus actively and apply it to suit the needs of their own pupils. It can thus be seen as an opportunity rather than a threat. Relevant extracts from the syllabus which focus on the opportunity given to teachers to develop CLT activities for their own pupils in their own unique situations are listed below:

- The focus should be on the student as learner starting from where the students are, rather than

from an idealistic notion where they ought to be.....

- The development of language and thinking skills are inextricably linked. Language has a role to play in the whole process of cognitive development.....
- In communicative language teaching, (the) four skills (speaking, reading, writing, listening) are integrated in purposeful activities..... every English lesson should therefore aim to involve the interplay of more than one skill in the performance of tasks required....
- The language knowledge and the ability to apply it should be developed in an integrated way, that is by showing students how language works in context and by encouraging them to apply what they have learnt in a variety of situations rather than by drilling discrete items.

From these extracts, it can be seen that the new Interim Core Syllabus for English Second Language, emphasises :

- Communicative Language Teaching
- The learners and the learners' needs
- Language and thinking skills in all subjects
- the integration of speaking, listening, reading and writing
- language in action rather than grammar study

2.9 CONCLUSION

Developing control of the use of language actively involves the student in making choices, evaluating feedback and bridging information gaps. These activities demand an environment in which active involvement is possible. All hope of communication is destroyed when learners are sitting in regimented rows and addressing all remarks only to the teacher.

The new syllabus clearly gives the teacher responsibility for providing the framework in which language lessons are structured.

Many ex-DET teachers are apparently ill-equipped by their training and experience to respond to these requirements. They therefore need to be guided into realising that they will make the decisions about what is taught and learnt in their ESL classrooms in the future.

CHAPTER THREE

THEORETICAL CONSIDERATIONS: THINKING SKILLS.

3.1 The significance of including the teaching of Thinking Skills in the school curriculum.

A formal concern with thinking in the Western tradition goes back to the ancient Greeks with their philosophy, logic, geometry and their inquiry approach to knowledge. Literature indicates that the roots of the formal teaching of thinking can be traced to Plato's Academy (Meyer, 1986: p24).

Throughout the ages, educationists have endeavoured to accommodate the teaching of thinking skills in school curricula and over the years courses have been designed to develop thoughtfulness, reasoning and independent inquiry in pupils. Helping students to become effective thinkers is an ancient educational goal (Mc Tighe, 1987: in Mathfield, 1992). Thinking for a purpose became the goal of many educationists. A "thinking curriculum " is one *"which involves learners actively and abhors inert ideas and which aims to foster transferable skills"*(Nisbet, 1993: p 281). Maclure (1991) adds: *"Refining and sharpening the powers of thought have always been prime objectives of formal education... it must therefore be about thinking and thinking for a purpose"*(Maclure, 1991: P ix).

3.1.1 Curriculum requirements for the 21st century

A curriculum which incorporates skills is essential for the 21st century. Within educational literature there appears to be a general consensus as to the importance of the teaching of thinking as a curriculum goal. The ability to think effectively, the development of reflective thinking, the importance of teaching children to think critically and the development of thinking as the basis for all other learning have all been copiously documented. (Nickerson, Perkins and Smith, 1985; McTighe, 1987; Bloom, 1956; and Sternberg, 1985a; Perkins, 1992).

Most educationists claim that the present time demands even greater attention to thinking skills. Teachers are often heard to say that they are educating children for life, yet they fail to teach thinking skills deliberately and intentionally. The present knowledge explosion and highly technical society that we live in, demands that change (Nickerson, Perkins and Smith, 1985).

It has been suggested that before the century is out, no curriculum will be regarded as acceptable unless it can be shown to make a contribution to the teaching of thinking (Beyer, 1984; Raths, Wasserman, Jonas and Rothstein, 1985).

3.1.2 The school as a centre of thinking

Perkins (1992) states that schools need to become centres of thinking where children learn as a consequence of their thinking. Students need educational settings with thinking-centered learning, where they can learn by thinking through what they are learning about, thus equipping them for lifelong learning. To this end, Raths, Wasserman, Jonas and Rothstein (1985) endorse the importance of schools as centres of thinking in the following quotation:

"We have taken the position that schools ought to be places where students have extensive opportunity to develop thinking capabilities" (Raths, Wasserman, Jonas and Rothstein, 1985 : p202).

Retention, understanding, and active use of knowledge can be brought about only by learning experiences in which learners think about and think with what they are learning. It is alarming to find that many high school pupils are unable to deal effectively with problems that require abstract thinking. This indicates the importance of introducing thinking skills into the primary curriculum.

Perkins (1992), states that we need *"thoughtful learning, schools that focus not just on schooling memories but schooling minds"*(Perkins, 1992: p4). The dramatic changes that have taken place in South Africa over the past two

years, have not left education unaffected. In fact, they have had a tremendous impact on teaching and learning, particularly in the ex-DET schools, as teachers have not been equipped to teach thinking skills explicitly. Teachers in this current situation should be directed by the following statement made by Nickerson, Perkins and Smith(1985):

" There are reasons to argue..... that skills are more critical today than ever before. The world is more complex and so are the challenges that it presents.....meeting those challenges will require not only considerable knowledge but the skill to apply the knowledge effectively.....survival in the midst of rapid change will require the ability to adapt, to learn new skills quickly and to apply old ones in a new way"(Nickerson, Perkins and Smith, 1985: p4).

The classroom situation in ex-DET schools, as described in chapter one, is not conducive to the promotion of thinking skills and attention needs to be given to this fact if a generation of thinkers is to be nurtured for the future.

3.1.3 Implications for teachers

Many primary schools do not put thinking at the centre of the learning process. In primary education, rote-learning, or as Perkins describes it, " the recitation script ", has

been a term of criticism for many years. Rote learning has a debilitating effect on the learners in that it actually prevents the process of thinking from taking place. Active thinking becomes sidelined for memorisation of facts in order to gain marks in tests. Memorisation, rote-learning and drill feature prominently in the majority of lessons. The teaching of thinking is not best accomplished by the lecture method. If generative knowledge, (Perkins, 1992), that is retention of knowledge, understanding of knowledge and active use of knowledge, is to be a primary goal of educators, then the necessity of intentionally incorporating thinking skills into the classroom has to be communicated to teachers.

Teachers need to be schooled in thinking skills themselves, to see the value of teaching thinking skills to their pupils. When teaching skills improve and the effects of more effective thinking are experienced personally, the enthusiasm for teaching thinking might follow.

In training a child to activity of thought, teachers need to be aware of inert ideas, i.e. ideas merely received into mind without being utilised or tested or used in new or fresh combinations. Nisbet (1993) states: "*..education with inert ideas is not only useless; it is above all things harmful....we are to guard against this mental dry rot*" (Nisbet, 1993: p281).

The present interim core syllabi implemented nationally in 1995, allow teachers much flexibility. This creates the ideal opportunity to introduce exciting, thought - provoking activities into lessons. With the skills-based approach, there is little room for chalk-and-talk type teaching. Change of attitude, methodology and classroom

presentation is recommended if a reasonable version of thinking-centered schooling is to be a goal.

3.2 The rationale for combining thinking skills and language.

According to De Bono (1976), "*thinking is the operating skill through which intelligence acts on experience*" (De Bono, 1976: p33). A thinking skill is viewed as a skill which can be learned, developed, and put to conscious and deliberate use.

Use of thinking skills makes the difference between behaviour that is impulsive and behaviour that is based on the deliberate use of the mind, feeling and will. A person using thinking skills will:

- broaden his perception of the problem
- define requirements of a solution
- select alternatives and
- choose the best alternatives.

3.2.1 Improvement of teaching skills and thinking skills

Through the intentional teaching of thinking skills, the teacher can improve his/her teaching skills in general and assist the pupils to improve their language skills in particular. Combining the teaching of thinking and language has been an objective of the designers of the material used in this research, i.e. *Language in my World* (CDU, 1996, in press). A combination of thinking and language fosters communicative language teaching and teaching becomes more learner centered, as language is a tool for thinking as well as for communication. Puhl (1991) suggests: " ... combining the two will meet many educational needs of South Africa as a developing country with a 50% literacy rate (Puhl, 1991: p 31) Combining language and thinking skills seems a powerful and efficient way to improve curriculum at all levels.

3.2.2. The inter-relationship between language and thinking

The close connection between language and thought is generally accepted. The very closeness of language and thinking makes the combination in the classroom a natural one. "Language and thought" seems to

suggest a deeper cognitive level than "language and thinking", which connotes concepts made operational, practical and immediately useful. Thinking skills and linguistic communication share common ground in method where they are best taught by pair and group interaction. Both utilise communication in the classroom. Both need a brief introduction or explanation as a skill or principle and thereafter the focus will be on meaning, not form. Traditional language skills of listening, speaking, reading and writing are used in the teaching of thinking. The skills are explicitly taught in the target language and the target language is used to practice the strategies in problem solving, giving the pupils the chance to practice the language. The best way to develop proficiency in language is to use it in an authentic way, to achieve non-linguistic goals. In this way, language and thinking become one and the same thing. The combination fosters communicative language teaching.

Macdonald (1991) comments as follows:

"Thinking and language are closely connected. Any new curriculum should take this very seriously and try to integrate thinking skills and language in every activity which is recommended. It is only an integrated approach which would be able to make real the process of transformation in the school
(Macdonald, 1991: p8).

The combination of thinking skills and language encourages the learner to become active rather than

passive. This combination also generates co-operative attitudes and skills in the classroom and benefits to the learners include self-confidence and heightened self-esteem. Puhl (1991) suggests that this combination which uses the mind, *" is not limited to the degreed few, but rather it becomes democratised which is in the interests of a democratic nation"* (Puhl, 1991: p31).

3.2.3 Language policy

According to the Language Policy Discussion Document (National Department of Education, November 1995), all pupils will be studying their mother tongue plus one or two other official languages from grade 3 level. When a second language becomes the medium of instruction, as it is at present for the masses in South Africa, language study occupies a greater part of the school day, thus creating great opportunities for thinking skills to be integrated into lesson material for second language teaching. The National Clarification Document for Requirements in the Senior Primary Phase 1995, indicates a compulsory 20 periods for languages and a further possibility of 4 periods for the optional third language, giving a total of 24 periods for languages out of a total of 50 periods of schooling per week. If one considers that language forms the base of all other subject teaching, the integration of language into theme teaching and cross-curricular approaches creates opportunities for activities incorporating many thinking skills such as listening skills, comprehension skills, oral skills, writing skills,

analysing, comparing, sequencing, classifying, judging, questioning, editing, creative skills and many others.

3.2.4 Examples of research undertaken in South Africa, combining thinking skills and language

Two effective South African examples, of research which combines the teaching of thinking and language are described below.

- Threshold Project (Macdonald, 1991).
- English and operacy for school teachers (Odendaal, 1987).

3.2.4.1 Threshold Project

The THRESHOLD PROJECT was a five year study of independent research undertaken by Dr Carol Macdonald and fellow workers. It was commissioned by the Institute for the Study of English in Africa (ISEA). The objectives of this study were to look at the learning experiences of young African children when they are in Grade 5 the year when the medium of instruction changes to English. They set out to find answers to questions such as:

"What do pupils going from Grade 3 to Grade 4 know about English language and what can they do with it?"

"What can we find out about children's thinking skills to help us understand how they go about the learning tasks they meet at this level?"

"How do children's school experiences help or hinder their learning?"

Amongst their conclusions, they state that pupils are not ready to learn ten new subjects through the medium of English when they enter Std 3, as their reading, writing, listening and speaking skills are poorly developed in both first and second language. Both teachers and learners need to learn new ways of teaching and learning in order to widen the children's range of language experiences and skills. Teaching style needs to be developed and the range of school based experiences needs to be expanded both by the development of materials which are suited to the needs of the pupils and teachers as well as major changes to the whole learning situation, or curriculum (Macdonald, 1991: p8).

3.2.4.2 English and Operacy

The other example which needs to be explained is the ENGLISH AND OPERACY project undertaken by Odendaal(1991). The research was sponsored by the Uptrail Trust and the purpose of the project was to improve English proficiency of children in ex-DET schools. Two thousand two hundred pupils in 48 classrooms were randomly selected. Teachers for the experimental classes were given three weeks training in L2 methodology and the teaching of thinking skills. The teachers in the control groups were trained only in interactive methods for language teaching. A specially written text about a boy, Themba and his friends, was used for the project. It was based on thinking skills used by Themba and his

friends as they faced the challenges of life that came their way. Teaching methodology included group and pair work, a communicative approach, attention to affect, and games to draw the whole person into language learning. Analysis of the evaluation data revealed improvement in language skills of the experimental group over the control group and the transfer of language skills to Social Studies.

This shows a significant benefit of good English teaching for other parts of the curriculum. The results lend support to the hypothesis that the teaching of thinking can promote language acquisition (Puhl, 1991: p34).

Practice supports the combining of thinking skills and language because they share common ground in method, where they are best taught by pair and group interaction. The traditional skills of listening, reading, speaking and writing are used in the teaching of thinking and their combination leads to efficient use of time. Puhl (1990) states: " *The very closeness of language and thinking makes the combination in the classroom a natural one*" (Puhl, 1990: p30).

3.3 "LANGUAGE IN MY WORLD" MATERIALS: Based on the TASC Approach.

Language in My World materials are based on the TASC (Thinking Actively in a Social Context) approach. The basic model on which TASC is based was designed

by Adams and Wallace (Adams, 1985, 1986: Wallace and Adams 1990). The TASC model is intended to be used as a framework for curriculum developers and teachers, and although it was developed with black pupils and teachers in KwaZulu-Natal schools, the writers feel that the TASC model could have universal application in a wide variety of social, political and economic situations.

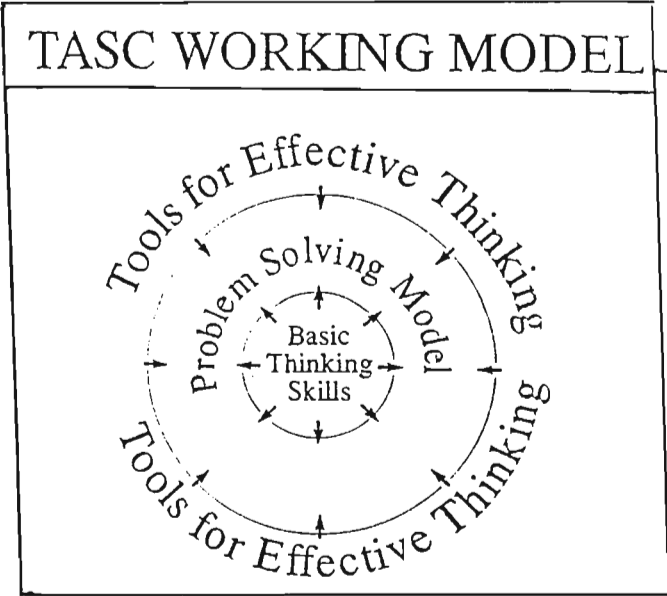
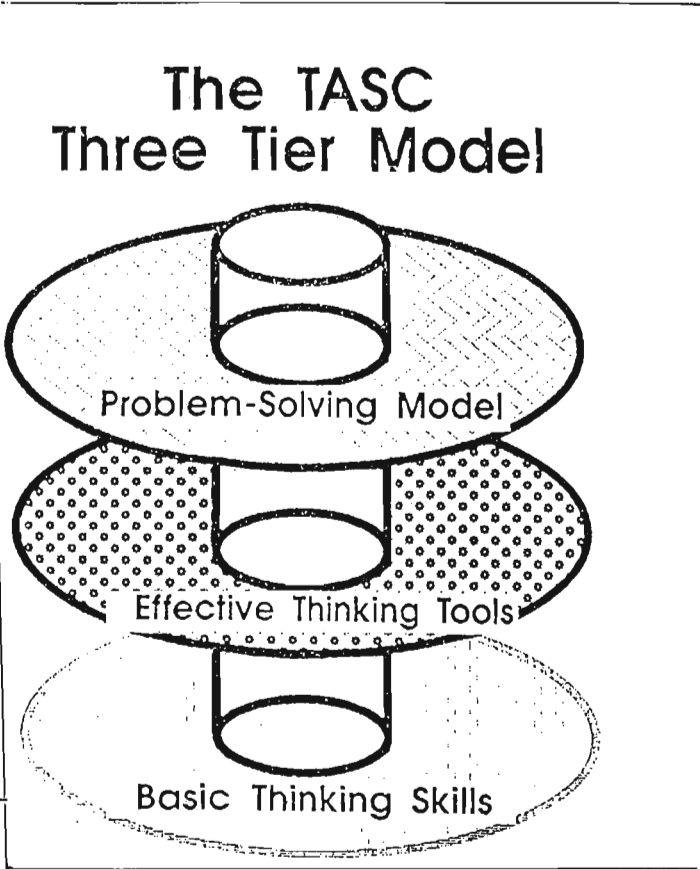
3.3.1 Rationale and empirical background to TASC

The authors of TASC acknowledge the fundamental influence of the work of Vygotsky, Sternberg, Borkowski and Bandura. The activity setting, the role of the tutor, i.e. mediation (Vygotsky, 1978), mediated learning experience (Feuerstein, 1979, 1980), mediated assistance in the zone of proximal development (ZPD), (Tharp and Gallimore, 1989), and modelling and vicarious reinforcement (Bandura 1971, 1977) are all vital to the promotion of thinking skills. In fact, they are all intricately interdependent aspects which influence the child's movements through the ZPD and ultimately affect cognitive development.

For purposes of this dissertation the concepts are to be discussed separately, yet constantly bearing in mind the absolute necessity for all of them to be present and influencing one another and the learner, in order for meaningful learning to take place.

The materials , " Language in my World" are based on this multi-phase model of problem solving incorporating Basic Thinking Skills and Tools for

Effective Thinking. A repertoire of thinking skills is incorporated in the modules and it is intended that these be internalised and automatised by the pupils.



{DIAGRAMS FROM ADAMS AND WALLACE (1990), THINKING ACTIVELY IN A SOCIAL CONTEXT, (TASC).}

The "Language in my World" series combines the systematic development of problem solving and thinking skills with the development of language across the curriculum. In so doing, *"it aims to contribute to redressing past inequalities, to promote healing and self-empowerment, to bring relevant learning materials to the classroom"*(Adams and Wallace, 1995, in BUA, p17).

The focus of the TASC approach was to develop higher levels of thinking skills and problem solving strategies amongst disadvantaged children. The aims of TASC at the outset were to:

- improve attitudes to school
- improve motivation for learning
- improve scholastic achievement
- equip pupils for decision-making and leadership roles
- help scholars tackle problems on their own , both at school and at home.

3.3.1.1 Teaching principles of TASC

Wallace and Adams (1993) recommend ten teaching principles which will enable the teacher to assist

the learners' performance. These principles are listed in detail in chapter five (5.2.7)

3.3.2 The influence of Sternberg and Borkowski on the TASC approach

The TASC approach co-incides with Sternberg's as well as Borkowski's metacognitive approach. Sternberg (1985) explains the concept of intelligence via his Triarchic Theory in terms of three inter-related aspects:

- the contextual sub-theory
- the experiential sub-theory
- and the componential sub-theory

3.3.2.1 Contextual sub-theory

Sternberg proposes that in the contextual sub-theory, intelligence is considered to be a mental activity which involves, "*purposive adaptation to shaping of and selection of real world environments relevant to one's life.*" The need for culturally relevant courses in development of cognition would seem to be essential. In this respect, the instructional materials, "Language in My World", have embedded skills in a context which is culturally relevant to the ESL learner.

3.3.2.2 Experiential sub-theory

The basic assumption of the experiential sub-theory, is that a task measures intelligence, " *if it requires the ability to deal with novel demands or the ability to automatise information processing.*" The implication for thinking skills programmes is that they should aim to automatise as many skills as possible. The TASC approach strives to give ample practice in both skills and strategies in a varied context, using situations which are relevant to the learner. Using this TASC teaching principle, the teacher tries wherever possible to allow the learners' own problems to form the basis of their learning; their own experiences being the starting points for their analysis and the development of more effective cognitive functioning.

3.3.2.3 Componential sub-theory

The componential sub-theory represents an information processing approach to human intelligence and individual differences and stresses the importance of metacognition.

- Metacomponents are executive processes used to plan, monitor and evaluate one's strategies for solving problems
- Performance components are used to carry out the instructions of the metacomponents for solving problems, and

- Knowledge acquisition components are used to learn how to solve the problems in the first place.

An important TASC principle is that throughout activities, pupils will be required to develop their meta-cognitive knowledge i.e. information about their own cognition as well as their meta-cognitive skills(executive processes). Constant introspection and guided reflection by the learner are essential if the learner is to become aware of his/her thinking processes. (Adams and Wallace, 1990: p17).

3.3.3. Metacognition

The role of metacognition (deliberate reflection on the steps involved in a given activity) is emphasised by information processing theorists (Mathfield, 1992). Metacognition is a vital component of the learning process deserving of consideration in any thinking skills programme. The development of metacognitive ability is claimed to increase the potential for transfer (Sternberg, 1985).

Metacomponents featured as the centrepiece of Sternberg's Triarchic Theory of Intelligence. Teachers should model as well as teach and encourage metacognitive activity. Metacognition like most things improves with practice.

A variety of school experiences will assist with the growth of metacognitive skills. Flavell (1989) states: "*good schools should be hotbeds of metacognitive development*" This aim should help to

alleviate the situation of "non-strategic, passive" learners

Embedded in the TASC approach is a variety of reading, writing, listening and speaking activities designed to help the child acquire the all important concepts of metacognitive knowledge as well as an awareness of metacognitive experiences. Motivational correlates of metacognition, as described by Borkowski (1990), i.e. positive self-esteem, internal locus of control, effort related attributional beliefs about success or failure, are all major objectives of the TASC approach. What flows from metacognition are planfulness, self-motivation and inventiveness (Borkowski, 1985, in Yussen, 1985).

The TASC approach also emphasises motivation and the development of an internal locus of control. The image of the self as a progressively efficient learner and problem-solver is a major objective of the approach. These aspects if achieved, will bring about significant changes in the capacity of pupils to benefit from their schooling (Adams and Wallace, 1993: p 32).

3.3.4 Social Learning

A further influence upon the development of TASC has been Albert Bandura's Social Learning Theory in which the role of the teacher/tutor is clarified. The importance of the teacher as a model is stressed within this paradigm. Bandura (1977) claims that the model provided by the teacher within any given action provides the learner with vital and useful

information which he is able to internalise without having to act overtly (Gredler, 1986).

Bandura's theory includes the following proposition:

- Behaviour is determined by the interaction between the person, the environment and the person's behavior. These three elements function together in such a way that they constantly determine one another (reciprocal determinism).
- Behaviour is learned through various types of learning processes. Bandura assigns a major role to social learning. A TASC teaching principle lays emphasis upon co-operative learning in small groups. This enhances the opportunities for participation by each individual. The emphasis is on verbal communication which encourages confidence, develops language and thinking skills.
- Social learning takes place when one person, (the learner) observes what another person (the model) does. This learning is also known as "modelling", "observational learning" and "learning through imitation".
- The social learning process is described in terms of four components: attentional, retention, motor reproduction and motivational processes. Social learning processes can be regulated by controlling any of the four components.

In accordance with reciprocal determinism, the control of an individual's learning processes always

entails interaction between the environment and the person. This implies that one person (e.g. the teacher) cannot exercise complete control over another person's (e.g. the pupil) social learning, since the latter too, exercises influence via his cognitive processes (attention, retention, motor reproduction and motivation) (Hjelle and Ziegler, 1986) .

3.3.5 Influence of Vygotsky on the TASC model

3.3.5.1 Vygotsky: Social-Historical Context.

Vygotsky describes cognitive development as a process which takes place within a **social context** and that the structures which govern behavior are not internal resources which are individually and internally developed, but are the result of social interaction. (Samuel, Klein and Haywood, 1985). In discussing Vygotsky's work, Bruner (1985) states that Vygotsky's basic belief is that social transaction is the fundamental vehicle of education and not so to speak, solo performance (Bruner, 1985:p 29) .

It therefore becomes clear that the past disabling curriculum which focussed on individual rather than co-operative activities, was teacher-centered rather than pupil-centered, limited teacher- pupil equilibrium and did not enhance the cognitive development of the learners.

The importance of the social context is further expressed in the following quotes: "Interaction with members of the culture are essential factors in cognitive development" (Gredler, 1993), and , " There is no way, none, in which a human being could possibly master the world without the aid and assistance of others, for in fact, the world is others" (Bruner , 1985).

The TASC approach , which is influenced by Vygotsky's work, emphasises co-operative learning in small groups. This enhances the opportunities for participation by the individual. The emphasis is also on verbal communication which encourages confidence, develops language skills and thinking skills.

Vygotsky (1978) viewed **co-operative learning** as a key factor within the overall learning process. In the process of the development of these structures, pupils move through a cognitive zone which Vygotsky refers to as Zone of Proximal Development. The result of this mediation in the social context is the internalisation of the shared understandings that occur in the interaction.

3.3.5.2 The zone of proximal development

Implicit in Vygotsky's theory of cognitive development is the concept of a zone of proximal development (ZPD) defined as follows:

" ..the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" and " those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow, but are currently in an embrionic state"
(Vygotsky, 1978).

Vygotsky stated that :*"....the tasks that a child can complete independently indicate only the level of development already attained. They are not a measure of the child's potential for further development"*
(Gredler, 1993).

When assistance is given to a child, the new developmental level which results from the assistance, becomes the foothold which can lead to further development. Vygotsky refers to this further development as the level of potential development.

The ZPD is associated with any context in which the individual is in the process of moving from one specific level to another. Tharp and Gallimore (1989) argue that children all have uniquely different ZPD's while at different ages and coming from different cultural groups (Tharp and Gallimore, 1989: p31).

The problem with learning geared only to the child's level of independent problem solving (actual development) is that learning is lagging behind developmental process.

3.3.5.3 Means of assistance in the zone of proximal development

The ZPD was extremely important for Vygotsky as it identified the gap in understanding in which a teacher could give assistance to enable the pupil to move forward in such manner as to be able to cope on their own. He therefore saw teaching as a means of assistance for the pupil, by the teacher, through the ZPD.

Assistance given by the teacher could be in the form of:

- offering clues to the child
- helping them with guiding questions
- first showing them how a problem is solved, then the child solves it
- initiating the solution and the child completes it
- the child solves the problem in collaboration with other children

(Davey, 1996)

Six ways are suggested by Tharp and Gallimore (1989) in which the teacher could assist performance, i.e. *modelling, contingency managing, feedback, instructing, questioning and cognitive structuring*. These are tools which can be used singly or in combination depending on the activity setting in which they are used.

3.6.1 Modelling

Modelling is the process of offering behaviour for imitation and it is a powerful means of assisting performance (Tharp and Gallimore, 1989). The basic modelling process is the same regardless of whether behaviour is conveyed through words, pictures or live actions (Bandura, 1977). Vygotsky saw imitation as an important process in development from "other regulation" to "self-regulation". The child can only imitate that which lies within the zone of his own intellectual potential.

Modelling is concerned with the way children are influenced either by a demonstration of a way of behaving so that they are consciously aware of what is required of them or being unconsciously influenced through the observation of the behaviour of others.

Behavioural demonstrations may be more effective for instance than verbal modelling in some situations e.g. where language is limited, in which case the teacher has to use his/her professional skills to

apply modelling to the best advantage for the learners under his/her instruction.

A TASC teaching principle stipulates that the progression of teaching should be from modelling by the teacher, to guided activity by the learner, and eventually autonomous action by the learner.

The acquisition of language provides the excellent example of Vygotsky's learning in the ZPD. It is mastered at first "in collaboration with an adult or a more capable peer solely for purposes of communicating" (Bruner, 1985, in Wertsch, 1985: p 29). Once mastered, it can then become internalised and serve as a means of carrying out inner speech dialogues.

3.6.2 Contingency management

Contingency Management focuses on the most positive ways to develop environments conducive to learning. It simply assists in reinforcing desired behaviour and eliminating undesired behaviour i.e. through praise and punishment. In effective teaching, contingency management focuses on positive behaviour and positive rewards. Classrooms that employ contingency management are productive and pleasant in atmosphere. The rewards, praises etc, are like props that strengthen the advance through the ZPD. A TASC teaching principle stipulates the need to ensure early successes and to provide constant positive reinforcement: to "empower" pupils by giving

them experiences by which they can identify themselves as successful problem-solvers.

3.6.3 Provision of Feed back

Without feed back very little progress can be made. Feed back is normative as it informs the learner how he/she is doing and how to improve. Particularly at the stage of self-regulation, feed back becomes a useful and meaningful means of assistance. Feedback from the teacher is essential and pupils should be guided not only in the assessment of the end result of the problem-solving process but also on the problem-solving process itself. This encouragement of pupils' self-monitoring and self-evaluation and the ability to learn from errors and partial failure as well as successes is a TASC teaching principle.

3.6.4 Instructing

This means of assistance is closely integrated with all the others mentioned. Instructing features in controlling pupil's classroom behaviour as well as assisting pupils to bridge the gap between present behaviour and potential behaviour in their ZPD. This is an area where teachers could become too dominant and thereby hindering rather than promoting pupil's progress. It is the instructing voice of the teacher which becomes the self-instructing voice of the learner in the transaction from apprentice to self-regulated performer.

3.6.5 Questioning

Tharp and Gallimore (1991) identify two distinct kinds of questions:

- questions that are used to **assess** the level of ability of the pupils and
- questions which are used to **assist** pupils in their performance.

The first type of questioning is intended to determine the developmental level of the pupils and this is done primarily through the use of recall questions. The second type of question is designed to help pupils in their progress through a ZPD. Tharp and Gallimore (1991), suggest that theses questions "*produce a mental operation that the pupils cannot or would not produce alone*" (Tharp and Gallimore, 1991: p182).

It is unfortunate that questions in the classroom are "*most often embedded in the recitation script*"(Tharp and Gallimore, 1991, p58). These questions do not require discussion or any other form of response other than to repeat previously learnt cognitive structures. These questions were noted in abundance in the lessons observed by the researcher. (Appendix 6).

Questioning is a tool which the teacher can use singly or in combination with other means of assistance to help the pupil move forward in such a

manner as to be able to cope on his /her own. In this manner the teacher will be assisting the learner to reach a new developmental level and this becomes the foothold which leads to further development. This further developmental level is what Vygotsky refers to as the level of potential development.
(Vygotsky, 1978)

The ZPD is associated with any context in which the individual is in the process of moving from one specific level to another. The ZPD was extremely important to Vygotsky as it identified the gap in understanding in which the teacher could give assistance to enable the pupil to move forward.

3.6.7 Cognitive structuring

Cognitive structuring is powerful in influencing behaviour and perception. Teachers, through the use of cognitive structuring , assist pupils to structure and organise their understanding of what is being taught. Well-presented lessons are not easily forgotten, as the presentation of such lessons is conducive to better understanding on the part of the pupil. It is the most frequently practiced means of assistance.

3.7 Mediation / Scaffolding / Mediated Learning Experience.

Mediation is stressed by Vygotsky (1978) as an important facet of the child's learning experience. He believed like Piaget, that children learn as they respond to stimuli in the environment, but, initially stimuli in the environment are mediated to them through their closest caregivers, usually their mothers and later other adults and teachers. Meaning is transmitted by means of culture through the caregiver to the child e.g.

STIMULUS - MEDIATOR - CHILD - RESPONSE

Vygotsky (1978) emphasises the importance of guiding the child from the known to new " higher concepts" by being able to reflect on past experience in order to interpret the new (Bruner, 1985). As Bruner (1985) said, teaching is a social transaction which is the fundamental vehicle, the driving force of education. Tharp and Gallimore (1989) confirm that teaching must be redefined as assisted performance, which is another way of stating that internalisation is greatly facilitated by mediation.

3.7.1 Mediated learning experience

Vygotsky liked to refer to teaching as "mediation", but he does emphasise the need for mediation to be specific to each child and not a general thing.

- Mediated learning increases the child's ability; it develops their cognition. Feuerstein (1979, 1980) called this concept, " Mediated Learning Experience " (MLE). It is the presence of MLE that is important for cognitive development. Samuels, Klein and Haywood, (1995) endorse the fact that a child must receive adequate MLE for normal cognitive development to occur.

The essence of mediation is that it is intentional, interactional and transcendental.

As pupils progress, the mediator's part grows less, until the children respond directly to stimuli in the environment. They are then ready to learn from direct exposure. The mediator is no longer needed.

3.7.2 Scaffolding

Bruner (1985) refers to the act that the tutor performs as "scaffolding ".

".....the tutor in effect performs the critical function of "scaffolding" the learning task to make

it possible for the child, in Vygotsky's words, to internalise external knowledge and convert into a tool for conscious control" (Bruner,1985,in Wertsch, 1985,p59) .

Scaffolding does not involve simplifying the task (Tharp and Gallimore, 1989). It holds the task difficulty constant, while simplifying the child's role by means of graduated assistance from the adult or expert (Tharp and Gallimore, 1989).

The technique of scaffolding has five characteristics applicable to instruction:

- it provides support
- functions as a tool
- extends the range of the worker
- permits the accomplishment of tasks
not otherwise possible
- is used selectively when needed

According to Vygotsky (1979), instruction influences development in that good learning precedes and leads development as the tasks that the child can accomplish in collaboration today, he or she can accomplish alone tomorrow.

Assisted performance is not always practiced by teachers, particularly by teachers of large classes, because there are simply too many children for each

teacher to assess and assist. Teachers need training in skills of assistance and Tharp and Gallimore (1989) suggest that teachers need to have their performance assisted if they are to acquire the ability to assist performance of their students (Tharp and Gallimore, 1989: p 43).

3.8.3 Parallels between Communicative Language

Teaching and mediation in the ZPD

The interactive and co-operative nature of good communicative language teaching enhances mediation in the learners' ZPD. Because there is purpose of exchange and through working in groups with more capable peers and teacher intervention, the learners are able to negotiate meaning. The teacher is able to create situations where an information gap exists and assists learners to bridge them in appropriate ways. Feedback directs learners and enhances their progress through the ZPD.

3.9 Conclusion

Teachers who believe that intelligence is static, fixed at birth and unchangeable, tend to be "passive acceptance teachers". They tend to be prescriptive, they use content-based teaching methods including much repetition and straight recall, and then lessons are devoid of interaction or true communication.

This links with what Perkins (1992) would call "inert knowledge". Whereas teachers who believe that

all people have potential to develop further are "active modificational " teachers who want the pupils to think, encourage pupil participation and interaction, pick pupils up from where they are and lead them further, and mediate or bridge from the pupil's experience.

These teachers empower pupils , enabling them to make their own move to take responsibility for their own development. As soon as teachers acknowledge that pupils are of value and have potential, the pupils begin to change.

CHAPTER FOUR

THEORETICAL CONSIDERATIONS: CURRICULUM DEVELOPMENT

4.1 Introduction

In changing societies, and in particular the post-apartheid South Africa, there has been an increased awareness of the importance of a relevant curriculum which serves both the individual and the society. The awareness in the new democratic South Africa stems from issues such as:

- social change, particularly since 1994
- technological change
- the knowledge explosion
- the changing nature of subject matter to be taught
- tensions between child-centered, subject-centered and society-centered views on curriculum
- new fields of concern such as the environment
- the debate on language policy
- views on how children learn
- multi-cultural education

4.1.1 Clarification of curriculum terminology

The focus of this chapter will be on curriculum development and the teacher as a curriculum developer. However, when dealing with the field of curriculum, there is a plethora of terminology which needs to be clarified.

4.1.2 Curriculum defined for purpose of this dissertation

To many teachers the curriculum is seen as a departmental "thing" which is given to them and which they have to implement. The curriculum is not understood as a dynamic "process", a process in which every teacher has a part to play. The view taken in this dissertation is that the curriculum is the path along which pupils travel: it is the sum of the learning experiences that are purposefully arranged by formal education organisations in order to promote the academic, personal, and social development of the pupils. It is a selection from all available knowledge, concepts, skills and attitudes.

Christie (1992) proposes that the curriculum embodies social relationships, as it is drawn up by particular groups of people, it reflects particular points of view and values and it is anchored in experiences of particular social groups. Assumptions about what counts as valuable knowledge, as basic skills, as essential learning experiences for the curriculum are themselves socially influenced and contested. Christie (1992) states: "*viewed this way, the curriculum can never be neutral or stand outside of patterns of power*"

(Christie, 1992: p7).

4.2 Historical background of curriculum in the South African context.

Until the 1990's, equality was not a concern for official South African policy. The crisis in South African education has been copiously documented (Hartshorne, 1984; Christie, 1986; Thembela, 1989; Macdonald, 1991; Lemmer, 1993). Curriculum policy and curriculum development were firmly in the hands of white Education Departments, with the official policy being Christian National Education, enshrining White Afrikaner dominance.

Rejection of apartheid education has been voiced in:

- Soweto uprising, 1976
- People's Education Movement, mid 1980's
- NECC - (National Education Co-ordinating Committee)
- ANC Education Policy Document, 1992
- NEPI Document - (National Education Policy Investigation) 1992
- ERS - (Education Renewal Strategy), 1991
- CMSA - (Curriculum Model for South Africa), 1991

Apartheid fragmented South African education. The new Government of National Unity was committed to an ambitious programme of National Reconstruction and Development.

However, despite major reviews of education and the establishment of a single National Education Department (April, 1996) political change has not yet been accompanied by attendant changes in

schooling and curriculum. Curriculum change is a lengthy process. The slowness with which the new democracy has moved with regards to education is reflected in the White Paper on Education, issued 1994/1995. There have been major shifts in power, but to date, little change in curriculum.

4.2.1 Curriculum development in South Africa

If one is looking at curriculum holistically, then the teacher occupies a central position. Over a century ago, Dewey (1859-1952) highlighted the importance of the teacher in the process as facilitator. He /she needs to be in a position to adjust and create curriculum situations to suit the changing needs and the progress of individual children. Curriculum development is the continuous process of constructing, modifying, implementing and evaluating the curriculum. However, in South Africa, when curriculum is discussed, it is usually at the level of the syllabus.

4.2.1.1 Lack of teacher participation in curriculum development

In the RSA, teachers have not been exposed to critical reflection and active challenging during their own schooling, their teacher training or their professional practice.

Teachers diligently implemented the official syllabuses; the syllabus being a component of the curriculum which presents a systematic selection and arrangement of aims and topics within demarcated fields of knowledge. Wedekind (1994) in his case study of political change and curriculum in South Africa, states: " *if very little change has occurred*

by way of planned curriculum change, it has to be said that even less has occurred in respect of assessment of the capacity of schools and teachers to respond to new guidelines" (Wedekind, 1994). The dominant teaching culture in ex-DET schools has been shaped by the legacy of Bantu Education and the authoritarian working relations characteristic of the ex-DET. Teachers have had little say in the identification of their needs and in the design of programmes targeted at them.

4.2.1.2 Teacher's perceptions of the curriculum

Despite years in the classroom, many teachers have a narrow perception of the curriculum. As teachers they would see themselves powerless in bringing about change in their schools. Change would come from principals, department officials and ministers of education. Teachers see themselves as "curriculum receivers". The issue of teachers as curriculum developers affects the majority of unqualified and underqualified teachers throughout the rural areas of KwaZulu-Natal. It may even affect the qualified teachers. The theory that these teachers learned at colleges bore very little relationship to actual classroom practice and they were not empowered to question the apartheid curriculum, - they were cogs in the wheel which was driven by a powerful political party.

4.2.1.3 The importance of the context in which curriculum development functions

Many curriculum development and teacher development programmes, particularly those operating in the Black school context, have failed to change what happens in the classroom. In many teacher development programmes, the failure was brought about because the implementors failed to take proper cognizance of the context in which they were expected to function. Gray (1985) argues strongly that for any curriculum development project to be successful it needs to relate closely to the context in which it is functioning (Gray, 1985: p59).

However, one needs to take cognizance of the fact that teachers are also capable of sabotaging and subverting external attempts at change.

Grundy (1987) draws attention to this point by stating: " *there is a very real sense in which curriculum development takes place at the level of classroom practice, despite what has been designed elsewhere.....*NO MATTER HOW SOPHISTICATED PLANS MAY BE, IT IS THROUGH TRANSACTIONS IN THE CLASSROOM THAT THE REAL CURRICULUM IS DEVELOPED"

(Grundy, 1987: p 42, emphasis in the original).

Hargreaves (1988) argues that education change is typically viewed as the outcome of learned knowledge, technical expertise and professional experience, whereas in reality, outcomes are more a matter of social factors: teachers make sense of and interpret their situations and in this way adjust to the demands and requirements of their social and political worlds.

Teachers are not merely "state functionaries" (Dale, 1981) and there is no such thing as a "teacher proof" curriculum (Taylor, 1991).

4.2.1.4 Current views of curriculum development

Until 1990, the Primary Science Project (PSP), view of curriculum development was restricted to syllabus revision and materials production. Now PSP adopts the view that *" fruitful development in the field of curriculum depends upon evolving styles of co-operative research by teachers."* (Raubenheimer, 1992/1993: p 73).

Responses to curriculum development in the UK, USA and to the crisis in education in SA, were to centrally develop packaged materials and make these available to teachers. This type of approach can be termed "develop and disseminate". Teacher involvement was simply to implement and comment.

PSP followed up the " develop and disseminate" model with "develop and train" model, but the approach of putting materials into the classroom produces little change in either teaching or learning. There are many reasons why these two models of teacher development were fraught with problems:

- A key fault was that teachers were taken out of their real life school context and taught something that was not part of that context.
- The models were prescriptive, assumed that developers knew what teachers needed, and this was simply deposited on the teachers.
- It assumed that attitudes and teaching practice would change.

- Teachers had little say in the identification of their needs.

4.2.1.5 Teacher motivation

Curriculum development involves developing teacher's attitudes to themselves and their teaching and includes the development of contexts, structures and processes to support these changes.

Curriculum development projects should aim to develop the entire system in which the syllabus and materials are to be implemented and teachers are part of that system.

Gray (1985: p61) states: " .. *no amount of training or equipment is likely to succeed unless the person feels motivated*".

PSP project found that curriculum materials that have been centrally produced have had little effect on the classroom context as teachers have not adopted them.

"Change in classroom practice is not an externally driven, rational problem solving process".

(Raubenheimer, 1992/1993).

4.3 The role of the teacher within the curriculum development process

4.3.1 Teacher images

The assumption underpinning this study is that teachers and especially rural teachers in South Africa today, have a significant role to play as agents in transforming the curriculum in schools. Yet very little attention has been

paid to the importance of curriculum development in South Africa to date and even less to the role of the teacher and his/her notions of teaching in the process of curriculum development.

The mental implicit models of childrens' minds that most teachers have is that knowledge is possessed by the teacher and is external to the childrens' minds (Strauss, 1993). Teachers therefore see their duty as that of filling the learners' mind with chunks of knowledge as prescribed by the syllabus.

A study conducted with secondary school teachers highlights the fact that it is teacher's images of teaching that determine their need to change the curriculum (Johnston, 1990: p464).

These images are formed by their personal and professional experience. The image they have is the driving force for their actions, that is, the starting point for any curriculum change, highlighting the importance of the personal issue.

From the literature review on CLT and Thinking Skills (Chapter two and three), it is accepted that children should not be treated like vacuous passive recipients of knowledge. They should rather engage actively in the process of language, if successful learning is to occur. Language teaching is never neutral. The language teacher has to constantly reflect on his /her ideological premise as this forms part of the "cultural baggage" which impacts on the interaction which takes place in the classroom.

Teachers need to gain confidence, step outside of their traditional roles and develop autonomy as vital people with professional status and stake in the education system.

Martin-Kniep (1992) suggests that involving teachers in curriculum development would increase self-understanding and content knowledge, encourage teachers to think more broadly than they would in usual classroom practice and force teachers to fine tune their ideas and methods. This would allow for greater professionalism (Martin- Kniep, 1992:p270).

Because of these advantages, teachers should have greater opportunities to develop curricula. Quality of teaching is the most important determinant of successful learning therefore priority has to be given to the teachers, "their professional skills and their professional development" (Barber, 1995: p75).

Curriculum development can occur in a single classroom. An innovative teacher, through her/his aims, methodology, assessment, evaluation and development of materials can become a curriculum developer having tremendous impact on the learning which takes place within that classroom.

4.3.2 Teachers as agents of change

The assumption in the deficit model is that the outside agent has the necessary skill and knowledge which need to be imparted to the learner (teacher) and it therefore operates in the training mode. In contrast the competency model assumes that teachers

have a contribution to make in that they have many skills and an experience base on which to build. Teachers have to be shown that they have a part to play in developing the system in which they operate and therefore in developing the curriculum. Meaningful change and lasting change will only occur if teachers reconstruct the way they see the events taking place in their classrooms and at school in general. Pring (1976) regards it important that the development of knowledge should not be impeded by artificial boundaries and therefore appeals for more flexibility than the subject based curriculum normally permits (Pring, 1976).

4.3.3 Empowerment of teachers

Teachers must be empowered to become flexible, autonomous, creative and responsible agents of change in response to educational challenges of the day and in relation to the espoused aims of education in South Africa.

Wallace (1988) refers to the new role of the teacher in the following statement:

"...the teacher has to model an approach to learning in which current knowledge is neither finite, nor conclusive; in which he / she demonstrates a searching for new answers and possibilities".

(Wallace, 1988: p 117).

The Bernard Van Leer Foundation describes "empowerment" as being embedded in the belief that each person (i.e. teacher) has a meaningful

contribution to make to his / her situation and is capable of finding solutions to problems faced (Raubenheimer, 1992/1993: p77).

Recent models have undergone a shift from top-down imposed models to one where teachers are more independent and able to make self-directed decisions. There has been a radical paradigm shift away from a product input model and a move towards a more meaningful process out-put approach to teacher education. The aim is to produce "transformed teachers who are in turn capable of transforming both learners and context" (COTEP, 1995: p14).

" Teachers must be empowered to become autonomous, flexible, creative and responsible agents of change, in response to education challenges of the day and in relation to the espoused aims of education in South Africa" (COTEP, 1995: p13).

An analogy used by a group of Black teachers was " ..in the past, Pretoria drove the bus and the bus could only be driven in one way. But now teachers need to have a say in who drives the bus and in how the bus is driven" (Raubenheimer, 1992/1993: p72).

In order to drive the bus however, the necessary experience is needed. The licence to do so would involve meaningful initial teacher training and INSET for the updating of skills. Just as a driver needs maps and mapskills for reaching his desired destination, so the teacher needs support in implementing his/her initiatives. Even if the teacher

has not reached the stage of doing all the driving, he /she must be encouraged to be an active passenger.

4.3.4 Influence of the school climate

Clearly the climate at the school and the collegiality will assist in the process making inroads in the life of the teacher. Hull and Adams (1981) suggest that this climate is the responsibility of management and that if the teachers wish to become change agents they should gain sufficient knowledge about the materials / subject /phase that they wish to work with /in. As any new innovation usually needs to be conscientiously supported, the teacher must be able to convince superiors of the importance of it. Perkins and Salomon (1989) suggests that an effective process of change will only take place if the innovation rests on a clear need discernible by the participants and that it enjoys strong advocacy within the institution. (Perkins and Salomon, 1989: p235).

The need to talk to one another about teaching practice, to teach one another, and to develop curricular materials suitable to the unique situation in which they find themselves are all imperative to teachers becoming meaningful agents of change.

Perkins and Salomon (1989) talk of " distributed intelligence" (co-operative and collaborative work) and Walker(1994) gives evidence in the PREP project, that teachers were empowered through the process of support, respect, shared understanding and ownership. It is further suggested by Perkins and Salomon (1989) that effective change will only take place if the

innovation is practical to pursue in the context and it includes some pressure as well as and good support from administrators.

4.4 Implications for Inset in South Africa

This is an important area to negotiate as it must surely mean that the professional development of teachers involves far more than a reformist patching up of the legacy and the problems of the past. Walker (1994) states: " it requires ideals-driven, authentic and forward-looking reconstructive action as well" (Walker, 1994: p 67). The information gained from this case study will be used by the researcher to substantiate the need for regular and meaningful Inset for ESL teachers in the Senior Primary Phase, especially with regard to CLT and Thinking Skills. The skills and competencies necessary to become instrumental in the process of curriculum development will have to be inculcated in the teachers.

4.5 Conclusion

The top -down approach has been the experience of teachers for decades. Simply supplying teachers with expert-driven, expert-designed materials does not guarantee results (Raubenheimer, 1993; Gray, 1985). It often causes anxiety and does nothing for the teacher's self-confidence, and therefore produces little or no change.

If there is anything to be learnt from research into curriculum and change in education, it is that technicist solutions are unlikely to solve anything. (Walker, PREP, 1994 : Gray, SEP, 1989: Macdonald, Threshold Project, 1990: Raubenheimer, PSP, 1992/1993).

Structured intervention (working in a deficit model), has to make way for collaborative engagement with teachers. The participatory approach, working alongside teachers, allowing them to identify their own problems and then providing them with the support structure within their real life situation, will enable the teacher to see relevance in any innovation in the classroom situation.

CHAPTER FIVE

THE RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

The theoretical considerations in chapter 2-4, (Communicative Language Teaching, Thinking Skills and Teachers as Curriculum Developers), provided the base on which to build the research design, in order to address the question,

"will there be a change in the teaching style of ESL teachers using, unaided by inset, new materials based on thinking skills and CLT, and in so doing will the pupils become more involved in their learning?"

The essence of the research hinged on observation of the interaction between teacher and pupils during ESL lessons. As "Language in my World" is based on a communicative approach to language, drawing upon learners' knowledge and life experience, the emphasis is on sharing and learning together. This meant that the verbal responses of the pupils needed to be recorded for analysis. In order to gain an understanding of the interaction and the context in which it was taking place, the researcher needed to be present in the lessons. To meet the needs of this case study, the researcher adopted a non-participatory approach, initially observing the lessons against an observation checklist,

making field notes during lessons and tape-recording the lessons with the permission of the teachers, as well as talking informally with the teachers at the end of a lesson where it did not interfere with the following period.

5.1.1 Language in my World

The "Language in my World" series incorporate a range of learning activities which systematically develop language and thinking competencies (Wallace, 1995). The inclusion of activities for mime, drama, dance, art and games, together with TASC principles which include attention to motivational aspects of problem -solving, development of vocabulary to suit the learner and an emphasis on co-operative learning in small groups, made the book an ideal source material for the ESL teacher and learner. The incorporation of an authentic text with cross - cultural perspectives enables learners to realise the full potential of their worlds. The extent to which the teacher could exercise her right to be an agent of change with regard to ESL lesson presentation, was thus to be observed while the teacher implemented the variety of lesson material presented in the "Language in my World" book.

Draft material from this series was used by the researcher, in collaboration with the Curriculum Development Unit's writing team for the series.

5.2 The Research Question

For the past four years, the researcher, in her official capacity as Subject Adviser for Social Studies in the Primary Phase, has been responsible for the observation of Senior Primary teachers as they present History and Geography lessons, through the medium of English. The researcher became aware of the minimal participation by pupils, due to their limited vocabulary level. The significance of language acquisition for these learners, became a major consideration. Not only was the second language a subject of study, but a medium of instruction, which determined all future achievement in all subjects studied from Grade 5 onwards. It is necessary to recognise that all teachers are primarily language teachers, no matter what their subject speciality may be. It is therefore important to consider this question, within the context of language teaching, as this forms the basis of all other teaching.

The research question was:

"Will there be a change in the teaching style of ESL teachers using, unaided by Inset, new materials based on Thinking Skills and CLT, and in so doing will the pupils become more involved in their learning?"

Closely related to this question was another question.
 " Do teachers understand what Communicative Language Teaching (CLT) is, and why do they persist with traditional didactics?"

5.2.1 Variables to be considered

These questions (5.2) were viewed within the context of the four selected means of assistance, i.e. modelling, instructing, cognitive structuring and questioning (Chapter 3). The latter three means of assistance are all linguistic means of assistance which could be observed by the researcher and easily recorded. Together with modelling, they are all integral to the successful implementation of CLT and Thinking Skills.

The material used in this study, "Language in my World", was based on CLT and Thinking Skills. These two approaches have much in common. In particular, group and pair work, authentic learning and interactive learning and the ultimate success of the approach is considered in the discussion of the following variables which need to be used as a means of assistance by the teacher.

5.2.2 Modelling

Modelling is indispensable to assisting performance.
 The teacher assists learner performance by:

- demonstrating skills
- demonstrating behaviours
- correct language usage
- modelling cognitive strategies

- modelling thinking skills

5.2.3 Instructing

The teacher establishes the conditions for learning by:

- preparing activities which intentionally develop thinking skills
- assigning the activities to be done
- controlling behaviour so that learning may take place managing the subject content efficiently

The teacher assists performance by:

- directing pupils' attention to visual and audio teaching aids
- telling pupils to internalise information
- requesting pupils to complete an activity working collaboratively with groups in a mediatory manner.

5.2.4 Cognitive and metacognitive structuring

Tharp and Gallimore (1989) suggest that the cognitive development of the learner proceeds as an unfolding of potential through the reciprocal influences of child and environment. For skills and functions to develop into internalised, self-regulatory capacity, all that is needed is performance through assisting interaction.

Cognitive structuring

The teacher has to provide the structure or framework for the lesson knowledge being taught. Shaping or structuring of the understanding will be through:

- the use of appropriate teaching aids

- correct language usage
- reinforcement of the concept through incorporating a variety of skills into the lesson
- modelling
- presenting clearly defined lessons which enable the child to focus upon, rather than become confused by the concepts taught

The teacher encourages independent cognitive activities in the pupils through:

- paired and group activities initiating co-operative learning
encouraging pupils to take responsibility for their own development
- developing the self image, leading to self motivation and hence self confidence
- providing opportunities for success
(Blyth, 1995)

Metacognitive structuring

Metacognition improves with practice, therefore the teacher should prepare activities designed to help the child acquire the all important concepts of metacognitive knowledge as well as an awareness of metacognitive experience. The teacher assists in the recognition of metacognitive processes which are evident in:

- allowing the pupils to express themselves
- encouraging deliberate reflection on the steps they have taken to work through an activity
- encouraging explanations of the way in which they organise the lesson content
- getting the learners to give suitable examples

- giving them ample opportunity to regulate and monitor their cognition
 - providing a variety of school experiences
 - avoiding passive, non-strategic activities
 - verbalisation of progress
 - allowing time for planfulness
- (Blyth, 1995)

5.2.5 Questioning

The teacher establishes conditions for learning by:

- finding out the learners' current level knowledge and using that as a base from which to proceed
- assisting learners to make progress through testing their recall of information

The teacher assists learner performance by:

- leading learners through the construction of their answers in order to apply them to a new situation
- helping learners formulate answers of their own
- encouraging learners to give their own feelings and ideas about things
- pre-empting information from them
- asking learners to verbalise their mental operations
- enabling the learners to develop comprehension
- encouraging the learners to construct answers of their own
- provoking thought, using questions, thereby encouraging pupils to ask questions of their own

5.2.6 Conditions for Communicative Language Teaching

The teacher establishes the conditions for communicative language teaching by:

- preparing lessons which include a variety of skills i.e. integration of the four skills, writing, reading, listening
- and speaking, in purposeful activities in order to generate discussion
- incorporating into every lesson, language which has functional use outside of the classroom
- using authentic language, i.e. language as it is used in a real context
- using the target language as a vehicle for classroom communication
- organising learners into small groups to maximise the amount of communicative practice they receive

The teacher assists performance by:

- overlooking some errors to encourage fluent language usage
- allowing learners to interact with each other as well as the teacher, i.e. the learners are allowed to play an active role in the classroom
- using pair and group work in their classes
(Wallace, 1990)
- using what learners already know to help them discover more about English

5.2.7 The teaching of Thinking Skills

Through the implementation of the following TASC principles, the teacher assists performance by:

- adopting a model of the problem-solving process and explicitly teaching this
- identifying a set of Basic Skills and Thinking Tools and gives training in these
- developing vocabulary to suit the learner
- giving ample practice in both the skills and the strategies
- giving attention to the motivational aspects of problem-solving
- modelling thinking skills leading the learner from dependence to becoming an autonomous learner
- enabling the learner to transfer skills to new contexts
- emphasising co-operative learning in small groups
- encouraging learners towards self-monitoring and self-evaluation
- encouraging learners to develop their metacognitive knowledge

(Wallace and Adams, 1990)

The researcher had to take cognisance of the above-mentioned variables and in so doing, these variables played an important role in the lesson observation, undertaken in the selected schools, as the essence of the research question hinged on the implementation of these variables.

5.3 Participants: Schools, teachers and learners.

5.3.1 Choice of schools

Two ex- DET schools were selected. One was a rural Combined School and the other one was an urban Public Primary School. Both schools fell within the zone covered by the researcher in her official duty. Proximity of the schools was a determining factor in the choice of the research context. Consideration of travelling time and lesson times was also a mitigating factor.

SCHOOL A: A large urban Black Primary School, with an enrollment of 1200 pupils (SSA-Std 5). The school is in a relatively good socio-economic area, although a squatter camp had made an appearance on its borders. The teaching corps at this school was very stable, in that teachers had been there for many years (8-15 years), some from their first appointment.

SCHOOL B: A rural Combined School (SSA - Std 10). The majority of the pupils were the children of farm labourers in the area. A fairly high absentee rate was noted among the teachers.

5.3.2 Choice of Participants

The principals of the two selected schools were consulted and the purpose of the exercise was discussed with them. The researcher then met the teachers of Grade 3 and Grade 4 in the presence of the principal and permission was obtained from them for the researcher to observe two ESL lessons

5.4 Ethics

It was necessary to take into consideration the influence that a White outsider might have had on the manner in which the Black pupils responded to their teacher, especially as language lessons were being observed. Many Black pupils are normally shy when it comes to oral work in the second language, so the presence of an English speaking White person could have altered their behaviour. It could have changed the content of their interaction.

The influence of an observer on the teacher also had to be considered with respect to the lesson presentation and interaction with the pupils. Suitable dates and times were arranged with the teachers for the observation of lessons. The researcher assured the teachers that her presence would be purely observational and that they, personally, were not being "evaluated" in the departmental sense, (i.e. a critical evaluation of their teaching performance by a departmental official), but that both the researcher and the teachers shared an interest in the new material and the impact it would have on the pupils. The teachers were very willing to co-operate and welcomed the researcher into their classrooms, which certainly led to the development of a congenial situation and pleasant atmosphere in which to work.

Another issue that had to be considered was the ethical issue of being a non-participant observer. Maintaining confidentiality of person, lesson content and teaching style was essential from the outset, in order to maintain good

working relations with the teachers. The research was to span six school weeks, visiting each teacher at least once a week. The work that is finally reported in this dissertation, should be recognisable only to the teacher concerned.

5.5 Choice of design

A key consideration was that the research project should be relevant to the professional work of the researcher. As explained in chapter three, thinking skills and communicative language teaching are both receiving renewed interest in the primary phase, especially in the new democratic South Africa and in the Reconstruction and Development programme for education in the country. Many schools still use materials which emphasise low level skills and it was decided that the trialling of Language in My World would give a good indication of whether ex-DET teachers of ESL were able to cope with the implementation of well-designed materials without the benefit of inset. In reality, that is the usual practice. Teachers simply receive materials and are expected to use them efficiently, and often in the process, good materials are rendered useless by inferior teaching.

Inferior teaching could be the result of the lack of motivation on the part of the teacher, or the lack of skill and knowledge to implement unfamiliar material. Very often there is conflict between the methodology practiced by the teacher and the requirements of the new textbook and the lack of flexibility and innovation on the part of the teacher results in the book being used in a manner other than what it was designed for.

The fact that the researcher in her official capacity, would be in a position after completion of the academic exercise to share her findings and initiate discussion towards possible curriculum changes, lent credibility to the exercise.

5.5.1 Qualitative method

The researcher decided that qualitative research techniques such as fieldwork in the educational settings, interviewing, asking questions, conversational data, observations and interaction were the appropriate instruments /techniques to apply to this case study. Qualitative research comprises methods which are not strictly formalised and the flexibility of the qualitative method allows for the observation of wide ranging responses throughout the development of the study.

Mouton and Marais (1988), state in this connection, that the researcher is able to become involved with the phenomenon in an effort to provide insight as to the complexity of its nature.

5.6 Data collection techniques

5.6.1 Learner questionnaire

A simple questionnaire (Appendix 1) was administered to the learners at the start of the research project. This was done in an endeavour to find out how much English the learners were actually exposed to. This information would equip the researcher better to judge the level of lessons observed. It

was assumed that the questions posed in the questionnaire used words well within the vocabulary range of Grade 3 and Grade 4 learners. The teacher was requested to explain the concept of a questionnaire to the pupils in the mother tongue and then, through a blackboard demonstration, instruct them in how to complete the simple form e.g. where to place the cross. Each question was then read aloud in English and once again explained in English, and thereafter the learners were asked to complete the forms individually. This proved to be a tedious task, due to the limited language ability of the learners. The teacher had to resort to assisting individuals in some of the classes. Judging from the results, (Appendix 1 and 2), it was obvious that English comprehension is very poor and English vocabulary at this level very limited. Reliability of the results could be affected by the lack of understanding of the written word.

5.6.2 Teacher questionnaire

The teacher questionnaire was administered a week before the study ended. The purpose of the questionnaire was to get the teachers to reflect upon their role as ESL teachers. The answers given by the teachers to this questionnaire formed the basis of questions asked later in the semi-structured interviews. Because of the informal nature of the exercise, the teachers did not feel threatened at all. Their participation was regarded as a contribution to possible curriculum changes and this added a sense of importance to their participation.

Responses to the teacher questionnaire (Appendix 5) bear testimony to their sincerity and their weaknesses, and yet reflect much of the problem areas as discussed in chapter

one of this dissertation. A conscious effort was made by the researcher not to influence the responses of the teachers, but some participants might have been inclined to respond according to what they perceived to be the expectations of the researcher. Most people, according to Mouton and Marais (1988), " *try to give answers that make themselves appear well-adjusted, unprejudiced, rational, open-minded and democratic*" (Mouton and Marais, 1988: p89).

5.6.3 The observation schedule

The researcher compiled her own observation schedule including criteria deemed necessary to assess whether thinking skills were being taught intentionally and whether communicative language teaching was taking place. The schedule was also based on the variables discussed in section 5.2.

In drawing up the schedule (Appendix 5), the researcher considered the following aspects to be important:

- Classroom seating arrangements
- Teacher-pupil relationships
- Pupil activity
- Evidence of the characteristics of CLT
- Questioning skills of the teacher

5.6.3.1 Classroom seating arrangements

It was felt that consideration of this aspect was necessary as the seating arrangements would impact on the type of activities planned by the teacher. Often in ex-DET schools, pupils sit three or four to a double desk or even share seating, thus restricting movement. This however, was not

the case in the schools selected for this study. Classrooms had adequate furniture and were spacious enough for movement during lessons to take place. Space was allowed on the observation schedule for the researcher to draw a classroom plan of the seating arrangements, to correlate with the activities which took place.

5.6.3.2 Teacher-pupil relationships

In a CLT setting, the teacher needs to play a less dominant role than in teacher-centered methods. As CLT and its effects, was an important component of the focus of this research, it was felt that the relationships between teacher and pupil and pupil and pupil, the atmosphere created by these relationships, and the development of learning resulting from these relationships, needed to be observed within the CLT framework.

5.6.3.3 Pupil activity

Both CLT and TASC endorse the active involvement of pupils in their own learning. It was therefore necessary to clarify and identify tasks in which pupils took part either individually, in pairs or in groups and to allow for comment regarding this activity. Conversely, passivity on the part of the pupils needed to be recorded.

5.6.3.4 Characteristics of CLT

The list of characteristics based on the ELET checklist was used, as well as a list of resources necessary for use in the classroom where CLT is taking place. An assessment could be made as to whether these were present in a lesson.

5.6.3.5 The skill of questioning

Because questioning is a vital component of any thinking skills programme and a necessary component in any communicative language lesson, the researcher paid special attention to the following basic components of the skill of questioning: phrasing of question, focus, distribution, direction, prompting and redirection. The researcher also noted evidence of advanced components of questioning such as comprehension, application, analysis, synthesis and evaluation. When the analysis was done, the questions were actually examined in the light of whether they were assessing pupil performance or assisting pupil performance through the ZPD as suggested by Tharp and Gallimore (1989).

5.6.4 Fieldnotes

The researcher kept a notebook, recording all the actions and interactions that took place during the lessons observed. Strong emotions, positive and negative behaviours, questions, classroom arrangements and descriptions of teaching aids, were recorded. The researcher reflected on this data when analysing the transcribed lessons.

5.6.5 The use of the tape-recorder

Whole lessons were tape-recorded. The recordings provided the means by which the lessons could be transcribed and later analysed. When the researcher listened to the tape-recordings and consulted the corresponding observation schedules and fieldnotes of the particular lesson, it was then possible to complete sections of the schedule that had been omitted during the lesson. This activity also served to reinforce what the researcher had initially noted during the actual lesson, and to contribute to what had been omitted. It was then with the three instruments together, that the final analysis of the lessons could be made. It was felt that sufficient data had been obtained in this manner, to provide insight into the manner in which ESL was being taught in Black primary schools. This data could be used to formulate future improvements in the approach to Inset for ESL teachers.

5.6.6 The semi-structured post lesson interview

As one of the major tools of social research is the interview, the semi-structured interview was embarked upon. Central to the interview is the issue of asking questions and this is often achieved in qualitative research through conversational encounters (Hitchcock and Hughes, 1989: p79). Constraints of time led the researcher to choose the semi-structured interview which is far more flexible than the structured interview.

"It is one which tends to be most favoured by educational researchers since it allows depth to be achieved by providing opportunity on the part of the interviewer to probe and expand the interviewees responses."

(Hitchcock and Hughes, 1989: p83).

In this school-based research the researcher made use of interviews and conversations as a source of data, which was later analysed together with the lesson transcripts, and this assisted in the final recommendations and conclusions being drawn up.

From the onset of this study, the researcher was aware of the need to develop a rapport and empathy with the participating teachers. It was hoped that once this rapport had been established, deeper more meaningful information would be obtained from those being interviewed. The success of such interviews depends heavily on the relationship that is developed between interviewer and respondent.

The researcher made it quite clear to the teachers at the start of the project that they personally were not being assessed and that their participation played a vital role in curriculum development. The presence of the researcher in their classroom was to be seen purely from an observational aspect and as such, a more equal relationship allowed the semi-structured interview to develop into a conversation.

Although the interview assumed the appearance of a natural conversation, the researcher was able to guide and steer the conversation in the service of the research interest. The issue of "why interview?" was important to the researcher, as it was seen as an opportunity whereby issues would be revealed that could be explored in depth at a later stage. To avoid any anxiety, or self-consciousness developing during the interview, the researcher chose not to tape-record or take notes during the interview. At the risk of making errors, the conversation was written up from memory after visiting the teacher. This was not such an onerous task, as major themes did emerge from the data and the researcher did work from a rough checklist of ideas she wanted to explore. These ideas emanated from the questionnaire that the teachers had filled in at an earlier stage.

5.6.7 Triangulation

Cohen and Manion (1989, p239) describe triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. In this study the use of fieldnotes, tape-recordings, questionnaires and interviewing constitute triangulation. The combination of these techniques enabled the researcher to see the project from a broader perspective. Triangulation was further enhanced through inviting an English Subject Advisor to observe a lesson together with the researcher. The advisor's impressions of the lesson were discussed with the researcher.

5.7 Conclusion

The data collection techniques as described in this chapter would provide sufficient information needed to address the question under investigation.

The methodology outlined above is considered justifiable as it illuminated the dynamics of the ESL classroom situation and encouraged the teachers to reflect on their practice in their unique settings.

An analysis of the lessons observed is described in the following chapter.

CHAPTER SIX

THE PROCESS OF ANALYSIS: THE DIFFICULTIES AND THE SOLUTIONS

6.1 Problems with the observation schedule

The observation schedule (Appendix 5), proved to be rather cumbersome and too long. The researcher felt that her presence in the classroom during lessons would make it possible for her to complete the schedule and modify it if necessary, as the lesson proceeded. However, it was too long and in practice sections actually overlapped. It did include all the variables considered to provide assistance in the ZPD, i.e. communicative language methods, questioning skills, instructional strategies and cognitive structuring, but it did not lend itself to easy recording during the lesson observation, as the researcher was simultaneously making fieldnotes in a separate journal and tape-recording lessons.

6.2 Analysis of the lessons

The lessons referred to in this chapter offer a fairly comprehensive picture of the teaching and learning practice in ESL classrooms in two ex-DET schools. Once the task of transcribing the lessons was complete, each lesson was carefully studied and sections systematically extracted for discussion, as they corresponded with the four chosen means of assistance as suggested by Tharp and Gallimore (1989), as well as the correspondence with the principles of communicative language teaching. The

smaller units were then examined in detail and are presented later in this chapter.

6.2.1 The activity setting

An important part of this analysis centered around the interaction of teacher and pupil in the activity setting. By activity setting is meant the context in which collaborative interaction, intersubjectivity and assisted performance occurs - in which teaching occurs (Tharp and Gallimore, 1989:p 72). Activity settings include cognitive and social components and it is for this reason that they are significant in the research undertaken. It is within the activity setting that the tasks are performed, teachers model strategies and pupils are assisted to move through their ZPD.

6.2.2 Goals of Language in my World lessons

The goal of the "Language in my World" series was to combine the systematic development of problem solving and thinking skills with the development of language across the curriculum. By providing the teacher with good lesson material, it was hypothesised that the teacher would be a model to the learners by means of the way he/she used a variety of skills and by the way he/she approached the work. It was envisaged that the teacher would encourage learners to express their own ideas and that the teacher would be willing to allow the learners to talk freely and discuss relevant issues. The emphasis on sharing and learning together about real-life experiences was envisaged

and teachers were encouraged to develop learners' minds and help them grow emotionally. An awareness of these characteristics, was therefore important in the lesson analysis.

6.2.3 Pre- "Language in my World lessons"

As was explained in chapter five, two lessons were observed with each teacher, using different material, before the implementation of "Language in my World". This was done in order to make a comparison between the teaching methodology used by the teacher while using a traditional textbook and then using a book based on thinking skills.

Excerpts of lessons based upon the traditional textbook appear below, for comparison with the lessons from "Language in my World", which are later discussed in detail. It can be seen, after comparing these lessons with the examples of lessons from "Language in my World" which appear in appendix 6, that there appeared to be little change in the teaching style, nor in pupil involvement in their own learning.

6.2.3.1 Excerpts of pre- "Language in my World"
lessons

TEACHER H: (28/02/95)

Teacher: Each time we write a name , a name of a person, a name of a school, a name of a street, a name of a cat, a name of a dog, we use what you call a capital letter. That is a big word. A capital letter. We say Nonhlanhla.(Teacher writes it on the chalkboard). You see, it is a big letter. It is a capital letter. So if I name my cat, I give my cat a name. So I say, Pussy. Pussy. (Writes Pussy on the chalkboard). It has got a big letter at the beginning.(Writes Lindiwe on the chalkboard) Lindiwe, Lindiwe, We start it with a big letter. You see that? Yes? Alright. Alright lets open our books at page 8. (pupils start to move) Don't stand up. You have got your books. Open to page 8. Alright. Alright. Alright. Look at the picture on page 8. Tell me what do you see on that picture? Yes Marx?

Pupil: A dog.

Teacher: Yes, good. A dog. What else?

Pupil: A girl.

Teacher: Yes, good. A girl. What else?

Pupil: A boy.

Teacher: Yes. We are going to read about the dog Ears. Ears is written with a capital letter. There is a big letter at the beginning. So it means Ears is the name of something. So it means that Ears is the name of something. Alright, you listen to me. I'm going to read the passage. I'll read it twice. I'm going to read it twice. You listen to me. You look at the book.

Teacher starts to read the passage. After completing the first sentence, the pupils immediately start to read in unison.

Teacher: No, no! I will read twice and you will listen to me. I will read twice.

Teacher attempts to read the passage, but once again gets interrupted by the pupils after the first sentence.

Teacher: NO! NO! I will read twice. I'm going to read.

Teacher reads the passage.

Teacher: I will read it again. (Teacher reads it again). I will read it again. (Once more the same passage is read).
Alright, let's all read now.

Pupils repeat each sentence after the teacher.

Teacher: Alright let's listen to that group. You

read aloud.

Group reads aloud in unison.

Teacher: Very good. Very good. Who's going to read for us? Who's going to read for us? Yes? You read.

The lesson continued in this fashion, with the teacher dominating, and very little natural interaction or movement and discussion taking place.

TEACHER E: (03/03/95)

Teacher: Look at number 5. What do you see at number 5? What do you see at number 5? Yes Xolani? What do you see?

Pupil: A boy.

Teacher: You see a boy? Is the boy standing up or sitting down? Is the boy standing or sitting down?

Pupil: The boy is standing up.

Teacher: The boy is standing up. Good. Let's look at number 6. What do we see? Is it a boy? Is it a boy? Yes?

Pupil: The girl is sitting.

Teacher: Is she sitting up or sitting down?

Pupil: The girl is sitting down.

Teacher: Good. The girl is sitting down. Let's look at number 9. That man. What is that man doing. Come along. What is that man in number 9 doing. The man is falling. Is the man falling up or down?

- Pupil: That man is falling down.
- Teacher: Yes. Right. Falling down. Close your books now. Look at the teacher. Where is the teacher sitting? Is she sitting up or sitting down?
- Pupil: The teacher is down the table.
- Teacher: The teacher is sitting on the table. She is up on the table. She is on the table. Now what is she doing? Where is the teacher? Yes? Ja?
- Pupil: The teacher is standing.
- Teacher: Is she standing on the side or is she standing on the ground?
- Pupil: She is standing..
- Teacher: She is standing on the ground.
She is standing on the ground.
She is standing on the ground.
(Teacher calls a pupil) Stand here.
Stand up on the chair. Is she standing up or down? Is she standing up or down? Is she standing up or down?
- Pupil: She is standing up.
- Teacher: Yes, she is standing up.

Edwards and Marland (1982, 1994) began research fifteen years ago on what goes on in children's heads when teachers are teaching. In an interview with a pupil he received the following answer.

*" ..I do usually get the important bits, cause you learn to kind of half listen and half not listen, and you just learn to do it **CAUSE HIS VOICE IS ALWAYS THERE**" (Edwards and Marland, 1982).*

Edwards (1982,1994) refers to this scenario as the sea of blah. The teacher stands at the front of the room and blahs all over the place. The sea of blah fills the room and the pupils bob up and down in this sea. Every now and again they go under and take a gulp, then bob up again for air and then down again.

The situation becomes frustrating for the learner as this generally forms the pattern of lessons given day after day. As one studies the transcribed lessons both in the excerpts included in this chapter and in Appendix 6, the analogy of the sea of blah becomes more and more relevant in the analysis of the lessons.

6.3 A DETAILED CONSIDERATION OF THE " LANGUAGE IN MY WORLD" LESSONS OBSERVED IN TERMS OF THE IDENTIFIABLE VARIABLES

6.3.1 General observations

It was assumed that in the observation of eight different teachers, a variety of lesson presentation would be observed, as each teacher interpreted the material in her own unique manner. But, this was not the case.

Few of the teachers ever gave the impression of having planned the lessons well, or produced meaningful teaching aids to accompany the lesson.

The reseacher noted that some lessons which started off as "Language in my World" lessons, **did not follow through with the module.** Teachers seemed to go off at a tangent with something else more familiar to them, once again indicating lack of thorough preparation and a complete neglect of the teacher's page. Teachers did indicate in the teacher questionnaire (Appendix 4) that they did not always consult the teacher's page.

Lessons appeared to be taught as "subject entities" with no relevance to real life situations or links with previous lessons. Pupils were never told what they were going to achieve in the lesson, nor what the aims or objective of these lessons were. From examples of the transcribed lessons, the reader will notice that many lessons started in a similiar fashion, *"open your books at lesson no--. What can you see in the picture?"*

The teachers displayed an authoritarian approach and discipline never seemed to be a problem. Pupils were well-behaved (in the sense that they obeyed all instructions given to them and no unruly behaviour was observed) and respectful, but sadly not all pupils were involved in the learning situations. Too often pupils never contributed a word to the lesson except in the drill, *" repeat after teacher",* sections of the lesson.

Only one teacher used genuine group work methods in that she interacted entirely with one group of ten

pupils for the duration of the lesson, while the other three groups worked independently with another activity.

The teacher maintained contact with the other three groups by constantly reminding them of the need to be working, e.g. "Groups 2,3,4, we are working, we are working!"

Teachers all maintained a central position in front of the classroom. A very definite division was evident between teacher on one side of the line and pupils on the other. This type of situation is not favourable to the kind of assistance which is envisaged in the Vygotskian model, as it precludes the possibility of interactive learning which takes into account the ZPD'S of the pupils.

The teacher who used group teaching methods had a warmer and more intimate relationship with the pupils and the level of communicative ability of the pupils in this class (Grade 3), was noticeably more fluent than even the Grade 4 classes, where no group methods were used. One of the advantages of withdrawing children into a small language group was that the teacher could use the opportunity to listen to what the children were saying and notice discrepancies which might otherwise pass unheeded. ESL children naturally transfer sounds from their mother tongue to the new form of speech and often familiar sounds replace the correct English phonemes, e.g. "d" replacing "th" and "v" replacing "w". These can be sensitively isolated when the child is in a small group.

The teachers attitude is of cardinal importance in second language teaching. If she approaches her subject in a positive and enthusiastic way, she will illicit a positive and enthusiastic response from the pupils and motivate them to want to learn to speak the second language. Learning depends greatly on enjoyment. Lessons should be presented in such a way that learning to speak the language will be an enjoyable experience. The fact that the Grade 3 pupils were progressing better with regard to vocabulary development and confidence to communicate and answer in the second language, than the Grade 4 pupils, was a tribute to the teacher whose efforts were rewarded with interest and enthusiasm from the pupils.

6.2.2. Specific observations

6.2.2.1 Communicative Language Teaching (CLT)

If the goal with the CLT approach is to enable pupils to communicate competently, then the teachers sadly "missed the boat".

Spontaneous activities for communicative language practice were absent. Group activities were restricted to colouring in worksheets, with the exception of one teacher who planned meaningful group activities, though even then the group activity hinged more on vocabulary building than actual communication. In some of the lessons observed there were pupils who never uttered a single word except when phrases or words had to be chanted in unison or repeated after the teacher. It was obvious that these pupils did not understand what they were being

expected to repeat. Some actually looked as if they were simply mouthing the words and even mumbling along in unidentifiable language. These pupils were not playing an active role in the lesson, were not being required to engage in a variety of skills and neither did the language usage have a functional use for them outside of the classroom.

David Norman (1986), refers to this type of practice as "whole class practice" (Norman, 1986; p 14). It is generally inadvisable to practice in the whole group context as the majority of pupils are more or less inactive, little or no co-operation takes place and the pupils who are performing are put at risk. The three principles needed to promote ESL as discussed in chapter two, i.e. task principle, meaningfulness principle and communication principle, need attention. The teachers who were observed, rarely incorporated these principles into their lessons. The task principle requires language to be used for meaningful tasks. The meaningfulness principle demands that pupils are engaged in tasks where authentic language is used and the communicative principle requires activities that involve real communication.

EXAMPLE OF A LESSON WHICH INCLUDED A VARIETY OF SKILLS

TEACHER E: (06/03/95)

Teacher: Where am I standing?

Pupil: You are standing near the desk.
(Teacher moves behind the desk).

Teacher: I am standing behind the desk. Where am I standing?

Pupil: You are standing behind the desk.

Teacher: Sibongile come to the front. Stand behind the desk. What are you doing?

Pupil: I am standing behind the desk.

Teacher: Class, where is she standing?

Pupils: She is standing behind the desk.

Teacher: Who can put this book under the table?
(pupil performs the action)

Teacher: Who can put this book on the cupboard?
(pupil performs the action)

Teacher: Sit on your desks.

Pupils: (pupils sit on their desks)

Teacher: What are you doing?

Pupils: We are sitting on our desks.

Teacher: Sit under your desks. What are you doing?
(pupils perform the action).

Pupils: We are sitting under our desks.

Teacher: Thank you. Sit down. These are the words you will fill into the sentences.

(Flashcards with the prepositions are stuck onto the board. Pupils attention is drawn to them.)

Let us complete the sentences. The book
is the table.

(A pupil goes forward to select the correct flashcard and put it in the correct space.)

Teacher: Very good. The book is under the table.
Once all the sentences are completed in this manner, the pupils read them out in unison, then the flashcards are removed from the blackboard and the pupils then complete them individually in their books.

This teacher did endeavour to include writing skills, listening skills, comprehension and reading skills into her lesson and different pupils were called upon to enact the instructions.

Activities that are truly communicative according to Johnson and Morrow(1981), have three features: information gap, choice and feedback. An information gap exists when one person in the exchange knows something that the other person does not know. If both persons know the answer the exchange is not really communicative.

EXAMPLES OF LESSONS ILLUSTRATING NO INFORMATION GAP

TEACHER G: (25/02/95)

Teacher: What is the date today?

Pupils: The date today is 25 February 1995.

Teacher: What day is today? What day is today?

Pupil: The day today is 24.....

Teacher: Not the date, the day.

Pupil: The day today is Friday

TEACHER B: (01/03/95)

Teacher: Do you remember colours? Do you remember colours?

Pupils; Yes.

Teacher: What colour is your shirt?

Pupil: The colour of my shirt is white.

Teacher: What colour is the wall?

Pupil: The colour of the wall is white.

Teacher: What colour is your tunic?

Pupil: The colour of my tunic is black.

In true communication the speaker has a choice of what he/she will say, and how she/he will say it. If the exercise is tightly controlled so that pupils can only say something in one way, the speaker has no choice and the exchange is not communicative. This is illustrated in the following example.

EXAMPLES OF LESSONS THAT LACK THE FREEDOM OF CHOICE

TEACHER: F (21/02/95)

Teacher: What can you see in the picture?

Pupil: Tree

Teacher: Say, I can see a tree.

Pupil: I can see a tree.

Teacher: Good. What else can you see in the picture?

Pupil: Bird

Teacher: Say, I can see a bird.

Pupil: I can see a bird.

TEACHER D: (15/03/95)

- Teacher: This family has got Grandmother and Grandfather. This is a family. There is Grandmother and
- Pupil: Grandfather.
- Teacher: And Grandmother. At the top of this family there is.....
- Pupil: Grandmother and Grandfather.
- Teacher: Next to mother there is.....
- Pupil: Grandmother.
- Teacher: Next to grandmother there is.....
Next to Grandmother there is.....
- Pupil: Mother.
- Teacher: Who is next to Grandfather?
- Pupil: Father.

True communication is purposeful. The teacher can evaluate whether the purpose has been achieved based upon the information she receives from the pupil. If she does not provide the pupil with feedback then the exchange is not really communicative. The following extract from a lesson given by Teacher F, started off in a meaningful way but the teacher failed to give feedback, thereby ceasing to make the exchange communicative. The pseudo-communicative nature of the exchange is evident. The teacher reveals that she is not really paying attention, by changing the topic after the child gives an incorrect answer.

EXAMPLE OF A LACK OF PURPOSEFUL COMMUNICATION

TEACHER F: (21/02/95)

- Teacher: Make sentences about grandmother. Who would like to try? Try! Hands up!
Do you have a grandmother at home?
O.K. I'll make you an example of my grandmother. My grandmother lives at Imbali. Here is my sentence. Let's all make sentences. What does she do for you?
- Pupil: My grandmother is washing.
- Pupil: My grandmother is cooking.
- Pupil: My grandmother is sweeping floors.
- Pupil: My grandmother is falling.
- Teacher: What makes her fall?
- Pupil: Down.
- Teacher: Grandmother is falling down. O.K. Ja. Now let's read the passage. I can see the chickens. Repeat after me.
- Pupils: I can see the chickens.
- Teacher: I can see the birds.
- Pupils: I can see the birds.
- Teacher: I can see grandmother.
- Pupils: I can see grandmother.

Role -playing is important in the communicative approach as it gives the pupils the opportunity to practice communicating in different social contexts and in different social roles. The following example shows how the teacher missed the opportunity to make (what the researcher thought was going to be)a role-playing exercise into a communicative activity.

EXAMPLE OF AN UNSUCCESSFUL ATTEMPT AT ROLE-PLAYINGTEACHER D: (15/03/95)

Teacher: Right, now I want the members of the family. Who is going to be grandfather? Maduna, come here. He is

Pupils: Grandfather.

Teacher sprinkles chalk dust in his hair.

Teacher: Grandfather has white hair.
Who is grandmother?
Nombuhle come here. Who is going to be father. Who is going to be mother?
This is mother. (Teacher beckons a girl to come forward)
This is Sindile. This is Musa. This is baby sister (Gives the pupil a doll to hold)
Right look at these people. How many are they? Count them.

Pupils: They are seven family.

Teacher: They are seven members of the family

Pupils: They are seven members of the family.

Teacher: Name each.

The situation lent itself to a chance for dialogue in which the pupils could express themselves freely and spontaneously, yet the teacher maintained tight control, resulting in a rather useless exercise, with the pupils returning to their seats having said nothing.

Another feature of communicative language teaching is overlooking of errors in order to allow language to

flow fluently and to prevent inhibiting the pupil from participating at a later stage for fear of embarrassment.

EXAMPLES OF THE TEACHER EMPHASISING ACCURACY OVER COMMUNICATION

TEACHER E: (06/03/95)

Teacher: Look at me. This is a book. The book is
ON the desk. All of you.

Pupils: De book is on de desk.

Teacher: THE, THE, THE. Not de, de, de.

Pupils: THE book is on THE desk.

TEACHER G: (25/02/95)

Teacher: Read the word.

Pupil: Rela.....

Teacher: Relative, relative, relative.

Pupils in unison: Relative, relative, relative.

Teacher: NOT re..re..tive.Re..LA..tive.

Say it again.

Pupils in unison: Relative, relative, relative.

TEACHER H: (21/02/95)

Teacher: Alright there are a few of you who are not
reading properly. There is a "S" at the
end of milkshakes. Read again.

Pupils; I like red milkshakeS
I like blue milkshakeS
I like yellow milkshakeS

TEACHER B: (01/03/95)

Teacher: Using my senses. Say it all of you.
 Pupils; Using (Pronounced USSing) my senses.
 Teacher: Right, we have learnt about the vowels.
 This is a,e,i,o,u.(Teacher emphasises
 the U sound)This is U. Not ussing, but
 Using. Come to the next block. Read.
 Pupils: Using my senses.

In all the lessons drill featured prominently. As we continue through the lesson examples, what is demonstrated is the fact that all of them reveal a drill which incorporates an initiation by the teacher, a response by the pupils and a follow-up response by the teacher. This type of teaching is not communicative.

6.3.2.2 Instructing

In the lessons which the researcher observed, there were few opportunities given to the pupils to take the initiative for their own learning. Tharp and Gallimore suggest that instructing, as a means of assistance, does not stand on its own. (Tharp and Gallimore, 1991, p181). The purpose of instructing is to bridge the gap between their present behaviour and their potential behaviour within their individual ZPD. The teacher therefore needs to practice instruction in conjunction with other means of assi-

stance, e.g. feedback (Tharp and Gallimore, 1988, p56). When instructing is done with feedback, then the pupils will know whether they are achieving the goal of the exercise and progressing through the ZPD. Perkins (1992) considers informative feedback to pupils regarding their performance to be an essential component of learning.

The researcher felt that in most cases, the teachers' instructing ability lent heavily towards being dominant and authoritarian and hence the pupils were not given the opportunity to move into a stage of self-instruction. Teachers held tight control of the lessons.

The examples which follow, have been selected by the researcher to support this observation that pupils were not given the opportunity to take the initiative for their own learning and to show that the teachers maintained tight control of the lesson and activity setting.

EXAMPLES OF THE MANNER IN WHICH TEACHERS ESTABLISHED CONDITIONS FOR LEARNING.

TEACHER B: (16 /03/95)

This teacher used the technique of making pupils recite an action rhyme from the module in "Language in my World" entitled "Themba Says" and then related it to parts of the body. The vocabulary which was to be used in this lesson was based on this rhyme and well rehearsed. The concept of plurals was to be taught in the lesson and linked with this prior knowledge of the body parts.

However, the activity that was later to be performed proved that the dialogue had been rehearsed in lessons prior to the implementation of "Language in my World" and prepared for the observers' benefit, rather than to allow pupils to conduct their own dialogue with a partner. Each child said exactly the same thing, in the same order and at great speed.

TEACHER: Who can come and tell us about
herself? Who can try? Tell us,
tell us about yourself.
(A pupil comes forward)

PUPIL: This is me.
My name is Bheki.
My surname is Mfeka.
This is my head. I have only one
head.
This is my nose. I have only one
nose. I smell with my nose.
This is my ear. These are my
ears. I hear with my ears.
This is my neck. I have only one
neck. I turn with my neck.
This is my arm. I have two arms.
I stretch with my arms.
This is my eye. These are my eyes.
I see with my eyes.
I have ten fingers. I can touch
with my fingers.

TEACHER: Very good my boy. Who will try next?
(The next pupil repeated the whole process.)

A slight improvement on this exercise was conducted by the same teacher the following week.

TEACHER: So I want two persons can go there in front. One is going to ask the other one about himself. Who are those? Hands up. Who can go in front. Come up. Come up. Try.

(Two pupils go forward.)

P1. What is your name?

P2. My name is Goodenough.

P1. What is your surname?

P2. My surname is Mfeka.

P1. How old are you?

P2. I am nine years old.

P1. Where do you live ?

P2. I live at Imbali.

P1. Who is your sister?

P2. My sister is Patience.

P1. She is younger or older than you?

P2. She older than me.

P1. She is schooling?

P2. She is working.

P1. Who is your brother?

P2. My brother is Bakhela.

P1. She is schooling?

TEACHER: HE is schooling.

P1. He is schooling?

P2. Yes.

P1. Where he is schooling.

P2. Mehlokazulu.

Another two pupils come forward and the same thing is done again, obviously rehearsed. As this topic appears in the Grade 1 and Grade 2 syllabus, there has been no extension of the vocabulary in Grade 4.

TEACHER D: (15/03/95).

Every lesson started with the same chorus being chanted and the pupils told, "Very Good. Sit down." The chorus had no relation to the lesson which followed, but the teacher felt that the pupils were ready to give her their undivided attention after the choral verse was completed and they had been praised for their efforts.

TEACHER C : (01/03/95)

This teacher started her lessons with, "*Good morning boys and girls. What is the date today?*"

Pupils chanted in unison, " *The date today is one March nineteen ninety six*". The teacher followed this up with , "*Thank you Sit down.*"

The other five teachers after greeting the pupils, referred immediately to :-

"*Today's lesson is lesson no -. Let us all read the topic. All of us.*"

Or they started with "*Let us look at the picture. What can you see in the picture?*"

INSTRUCTIONS TO COMPLETE THE TASK.

In each lesson observed the teachers ended with an activity, which in most cases included drawing, filling in missing words or drawing up a table, to demonstrate that the pupils had internalised the

information from the lesson. Detailed instructions were given to the pupils as to what was expected of them. The pupils accepted the instructions without question and the teachers presumed that the pupils understood what was expected of them. Whether they did or not was not really questioned by the teacher. Instructing as a means of assistance becomes inextricably integrated with all other means of assistance, yet this integration is found to be lacking in the examples referred to in this chapter, as no feedback or guiding of the pupil through to the point of independent endeavour occurred.

EXAMPLES OF INSTRUCTIONS TO COMPLETE THE TASK.

TEACHER H: (21/02/95)

TEACHER: O.K. Now I am going to give you a worksheet. You must draw and colour in. If I say draw a yellow banana, what will you do?

PUPIL: Draw a yellow banana.

TEACHER: Take out your pencils and crayons.

(In the above activity the teacher resorted to explaining in Zulu as there were pupils who could not follow the English instructions e.g. one pupil when confronted with the instruction, "If I say draw a red hat what colour will the hat be?" answered the teacher, "Brown".

TEACHER H: (21/02/95)

Teacher: Thank you. Alright, you close your books and do the worksheets for me. You are to work in pairs. Work with your

partner. (Partners simply meant the person sitting adjacent to you). Colour in there. You draw me a picture. Use the colours.

(While colouring in four outline drawings, the pupils spoke quietly to one another in Zulu).

TEACHER B: (28/02/95)

Teacher: In your exercise books, draw yourself. Label all the parts of your body. Use your pencil, not a pen. Label all the parts of the body. Head, eyes, ears, nose, mouth.

Pupils simply did as they were told. There was no indication that they knew why they were doing the exercise, They had not been assisted to move forward at all.

TEACHER C: (25/02/95)

Teacher: The block is called a puzzle. You have got to fill in these vowels. From the bottom to the top. From the left to the right. Those words can't talk. Can you see? Do you see? From left to right. These are not full words. Work with your friend. Can you put the vowels so the words can be full words. Work in pairs. Work in pairs. Work together. Work together. (teacher starts to walk around the room,

in between the groups). We also work the words from left to right. Others are this way, others are that way. Those who are finished stand up. (A few seconds silence) We are going to write all those words we have made out of the puzzle. (Teacher hands out slates and chalk) Write on the board all the words you have made on the puzzle. Just do it. What do you need? There is the board and the chalk.

This represents a bewildering number of instructions to nine and ten year olds who have to try to apply vowels that they chanted together in the lesson (See appendix 6, lesson by Teacher C)

Very little discussion actually took place when the pupils were instructed to work with their partners. The pupils simply searched for the words from the text and pointed them out to one another. Much pressure was put on the pupils to work hastily in this activity.

TEACHER D: (15/03/95)

Teacher: There are seven members in this family.

Pupils: There are seven members in this family.

Teacher: Name them.

Pupils: Grandmother, grandfather, mother, father, Musa, Sindile and Baby sister.

Teacher: Very good. This is our family. Right. Sit Down. Now we are going to write. We are

going to fill up those sentences. We are going to answer questions. We are going to fill up those sentences. Right. (Teacher hands out the books and pupils proceed to fill in the missing words , copying the sentences from the text.)

EXAMPLES OF LESSONS WHERE THE TEACHERS TELL PUPILS TO
INTERNALISE THE INFORMATION.

TEACHER G: (25/02/95)

Teacher: Who can read the words for me.
Pupil: Match the vowels.
Teacher: Match the vowels. Say it again, all of you. Vowels, vowels, vowels.
Pupils in unison: Vowels.
Teacher: Vowels.
Pupils in unison: Vowels, vowels, vowels.
Teacher: Who can read the vowels at the bottom of the page?
Pupil: a-e-i-o-u
Teacher: All of you. Close your eyes. Say the vowels.
Pupils in unison: a-e-i-o-u
Teacher: Faster!
Pupils in unison: a-e-i-o-u
Teacher: Faster!
Pupils in unison: a-e-i-o-u

Perkins (1992) argues that repeating ideas/phrases/words from the text does not exercise understanding. *"To practice understanding, learners must engage in activities that require reasoning and*

explanation"(Perkins, 1992: p50). It is highly unlikely that the pupils understood the concept of vowels after the lesson referred to above.

Tharp and Gallimore (1989), suggest that when a person is working within a model of teaching which is defined as assisting in the ZPD, that teaching and learning has to be purposeful and it has to be a joint activity. The teacher, when planning the lessons, needs to design interactive contexts in which the pupils can be assisted in their learning. The kind of assistance as envisaged by Vygotsky cannot be achieved in the type of settings referred to in the examples in this chapter. Interactive learning in the true sense of the word does not take place due to the transmission style of teaching i.e. in these examples the teacher is simply passing on knowledge to the child and not taking into account the ZPD of the pupils. Pupils are dependent on the authority of the teacher, i.e. insisting on rote learning, and the potential for a learning experience becomes inhibited. The result of mediation in the social context is the internalisation of what is shared in the interaction. Vygotsky argues strongly that mental structures are formed through social interaction and it is when a teacher follows child-centered approaches that the child can discover and learn and internalise the new truths.

Another example of making pupils internalise information is illustrated in the following extract from a lesson given by Teacher F.

TEACHER F: (21/02/95)

- Teacher: What can you see at the bottom of this picture?
 (Holds the book up and points to the bottom of the picture). This is the bottom of the picture. This is the bottom of the picture. What can you see at the bottom of the picture? What can you see at the bottom of the picture?
- Pupil: Chickens.
- Teacher: I can see chickens.
- Pupil: I can see chickens.
- Teacher: What can you see at the top of the picture? This is the top of the picture. This is the top. What can you see?
- Pupil: I can see a bird.
- Teacher: What can you see on the left of the picture? This is the left of the picture. (pointing). This is the left of the picture. This is the right of the picture (pointing). This is your left side.

6.3.2.3 Questioning

In all the lessons observed, simple lower order questions demanding only recall of information dominated the lessons, followed by rhetorical

questions which did not require any response and certainly did not allow any time for response.

EXAMPLES OF RHETORICAL QUESTIONS.

TEACHER G: (25/02/95)

Teacher: What was our last lesson? Our last lesson was "Themba Says".

TEACHER A: (08/03/95)

Teacher: What are the products of milk? O.K.
I'll tell you. Chocolate is made from milk. What else is made from milk? Tell me. I've already told you chocolates, maas, toffees, cheese. What else?

Pupil: Powdered milk.

Teacher: Yes, Klim, Nespray, Lactogen. Do you know these? Made out of milk. Do you know milkshake? Also made out of milk Open your book to lesson six. What do you see in the picture?

Pupil: A cow.

Teacher: A cow. Very good.

TEACHER G: (25/02/95)

Teacher: Those words can't talk. Can you see? Do you see? Can you put vowels so the words will be full words? Work with your partner.

QUESTIONS THAT ASSESSED PERFORMANCE.

These questions which formed the bulk of the questions asked in the lessons observed, simply tested recall of information and did not really assist with the level of performance. They did not extend the concepts being taught. The teacher simply became a receiver of answers rather a mediator in the Vygotskian terms. The majority of the lessons exhibited this type of questioning, as can deduced from reading the transcripts in Appendix 6. The following extract also illustrates "non-questions" or quasi-questions (underlined) which do not require an answer from the pupils.

TEACHER C: (24/02/95)

Teacher:	Right, there are some pictures in your book. <u>Who can tell me,</u> Oh, just give me all the things you can see in the picture.
Pupil:	Juice.
Teacher:	There is juice.
Pupil:	Cake.
Teacher:	Yes.
Pupil:	A half cake.
Teacher:	<u>A half cake?</u> Oh, a small piece of cake.
Pupil:	Biscuits.
Teacher:	That's good. There are biscuits. What else?

Pupil: Frying pan.
Teacher: Good a frying pan.
Pupil: A table.
Teacher: Yes, a table cloth. Yes, Sifiso?
Pupil: Rice.
Teacher: Yes, rice in a bottle.
Pupil: A girl.
Teacher: Yes, a girl.

This lesson was about foods which contain sugar. The teacher accepted incorrect answers without drawing the pupil's attention to the topic under discussion and using the opportunity to emphasise verbal communication which in turn encourages confidence and develops language skills and thinking skills. In communicative language lessons, the teacher overlooks errors to encourage fluency, but in this example, the teacher could have used these errors to encourage discussion and draw attention to the topic being discussed. The main consideration of correcting should be to encourage and guide, to be constructive and to concentrate on errors which interfere with understanding. At no stage was there any expectation on the part of the pupils to explain, describe or qualify any answer they were giving. The expected level of cognitive activity involved was very low. The fact that pupils gave incorrect answers to the question indicated that the concept was not fully understood. They were used to simply naming objects in pictures. This seems to be done regularly. This particular teacher asked questions that were grammatically incorrect and this too, could lead to confusion on the pupil's part as it makes it

difficult for them to interpret the question and provide a correct answer. The importance of the teacher's skill and ability to teach English as a second language cannot be over emphasised. Lack of experience, initiative and technique can cause the pupils to become confused and bored.

Whorf (1966), states: *"The child in the Junior Primary is not acquiring the words of ESL in order to solely communicate with others at school, he is living and working through the language which permeates the whole of his reasoning powers, his thought processes and his emotions"*
(Whorf, 1966; p48).

An example of grammatically incorrect questions is illustrated below.

TEACHER C: (24/02/95)

Teacher: What does the cake taste? If you eat the cake, what is the taste of the cake?

Teacher: If you eat the sweets, do the sweets have sugar?

Teacher: If we eat fish, do you think it has sugar?

Another example of this problem is illustrated below.

TEACHER D: (15/03/95)

Teacher: Who is next to mother?

(What the teacher actually meant was, "Who is older than mother?")

QUESTIONS THAT ASSIST PERFORMANCE

This type of question is designed to help pupils in their progress through their ZPD. Only two teachers really attempted this type of question. Pupils were stimulated to a higher level of mental operation, albeit only a short sentence in place of a single word.

TEACHER A : (08/03/95)

Teacher: What is the man doing?

Pupil: The man is on a horse.

Teacher: The man is riding a horse.

Stand up group one. Ride a horse like that man. Down Nellie. Down Manana. What are they doing?

Pupils: They are riding a horse.

The teacher was able to get pupils to move forward in their understanding through the use of questions to extrapolate on the problem in hand. It is also much easier to function in front of a small group such as was found in this class. The smaller the group, the greater the activity level of each individual pupil. In the following example by the same teacher, as in the one above, the interpersonal activity forms the basis for the eventual internalisation of the concept.

Teacher: What is this. Do you know this?
(pointing to the picture).

Pupil: It is a broom.

Teacher: What is the girl doing with the broom?

Pupil: She is sweeping.
 Teacher: (Mimics someone sweeping)
 Look at me. What am I doing? I'm doing
 just like that girl. What am I doing?
 Pupil: I.....You are sweeping.....the room.

Perkins (1992) states categorically that learning is a consequence of thinking. Retention, understanding and active use of knowledge can be brought about only by learning experiences in which learners think about and think with what they are learning (Perkins, 1992: p8).

TEACHER E: (06/03/95)

The lesson given by Teacher E, Appendix 6, lesson 5, is an example of an attempt to assist pupils in their performance, by actively involving them in their learning, and then by questioning them to ascertain if they have understood fully.

Unfortunately, questions that provoke thought, questions to encourage the construction of answers and questions to make verbal connections were very infrequent in the lessons observed.

6.3.2.4 Cognitive Structuring

Cognitive structuring will differ from context to context and from teacher to teacher, depending on their philosophy and approach to teaching. But, whatever the differences may be, it must be remembered that the aim of cognitive structuring is to assist the pupils to organise their understanding

of what is being taught to them. To assist the pupil to internalise knowledge, to understand better, to comprehend lesson concepts, the teacher should present lesson material in a structured manner. In the lessons observed, structure and consistency of theme was not always evident. The approach to teaching which follows the "recitation script" is not concerned with the conscious structuring of knowledge. At the end of the research period the researcher was of the opinion that the pupils in all of the observed classes had been deprived of cognitive structure due to poorly planned and presented lessons. One exception however, was demonstrated by the Grade 3 teacher who presented a lesson on opposites. A vignette from this lesson is given below.

EXAMPLE OF A LESSON DEMONSTRATING COGNITIVE
STRUCTURING.

TEACHER A: (27/02/95)

The teacher had a variety of teaching aids on display on a table in the front of the classroom. e.g. a bucket of water, an empty bucket, stones of varying sizes, paper, full boxes, empty boxes, sticks, envelopes, tissues, teabags, wet and dry socks.

Teacher: Who can tell me the meaning of the word
 "opposites"?

Pupil: Big and small.

Teacher: Good. That is a good example. Look at
 this stone.(teacher lifts the largest

stone on the table).Who can find its
opposite?

Pupils eagerly raise hands. One is selected to choose
a smaller stone from the table.

Teacher: Good. What have you got in your hand?

Pupil: A small stone.

Teacher: (imitating someone carrying a very heavy
stone) My stone is also very

Pupils in unison: Heavy.

Teacher: Petros's stone is very.....

Pupils: Light.

Teacher: Good. What else do we have on our
table?

Pupil: (goes forward to the table)
A long stick and a short stick.

Pupil: (pointing to the objects)
Full bucket and empty bucket.

Pupil: Dry sock and wet sock.

Teacher: You are good pupils. Who can show me a
tall person and a short person?

A pupil names two children in the class that fit the
description.

Teacher: Who can show me a fat person and a thin
person?

A pupil points out two children that fit the
description. Pupils all chuckle.

During this time, flashcards with the opposites are
stuck on the blackboard. At a later stage of the
lesson, pupils all read the words in unison, then
selected words are "written in the air", by all the
pupils. Finally pupils are given piles of pictures
which have been cut out of magazines and newspapers,

all depicting things other than what had been used in the physical examples in the first part of the lesson, e.g. animals large and small, foods sweet and sour, clothing old and new, vehicles fast and slow. Pupils were then instructed to work in groups and find as many opposites as they could in a space of five minutes. Each group then showed their "opposites" to the rest of the class. Teacher first wrote them on the board and after reading them through with the pupils, rubbed out the opposites and requested the pupils to complete them in their books.

Metacognition

If learners are to regulate their own learning they need to develop strategies which are metacognitive in nature. They have to be taken through activities which allow them to think about their thinking. Rarely did this occur in the lessons observed, but the following vignette is an example of a simple exercise where the pupils were expected to "think about their thinking".

The teacher who taught solely by group methods, concluded one of her lessons in the following way.

EXAMPLE OF A LESSON IN WHICH METACOGNITIVE EXPERIENCE IS DEMONSTRATED

TEACHER A : (08/03/95)

Teacher: You are a good class. Let us clap hands for ourselves. Now we are going to play a game. Five go this way. Five go that way. Don't start till I tell you.

(Pupils all stood around two tables on which a pile of cards with the letters of the alphabet written on them, were spread out. The teacher had made the cards herself).

These are cards. You are going to use the cards to make the words we have learned today. Don't start till I tell you. You are now ready to start. Make words. Help each other make words. I will come and see your words. Let's check. When you finish one, make another one. It must be exactly like the words on the board.....You are getting it now. You can do it. This one is not right. (Teacher points out an error in the spelling of a word). Make another word.

The teacher, by introducing this activity, allowed pupils to become active in the learning situation, to engage in collaborative activity and to negotiate meaning in producing their answers with the group. The concept was reinforced through incorporating a variety of skills into the lesson.

6.4 Modelling

Modelling is a process of offering behaviour for imitation. Language development is pulled along through imitation. A problem encountered with ESL teaching is the poor language proficiency of the

teachers. These errors could have a significant impact on the pupils' language acquisition. Shaping or structuring of an explanation is done through correct language usage. A brief summary of the common errors made by teachers during the presentation of the ESL lessons can be presented in two categories:

- Pronunciation, intonation and stress.
- Grammatical (syntactical and lexical)

These errors impact on the effect that "teacher as model" has on the pupils as well as affecting the way the pupils organise what is being taught to them.

6.4.1 Pronunciation

- SHORTENED VOWELS e.g.

" if you eat meat" (it)

" What is the girl doing? (gel)

" Chocolate is made from milk" (chocolit)

"What do you see in the book?" (wut)

- LENGTHENED VOWELS e.g.

"Fish? Fish on a farm?" (feesh)

"Show me a red milkshake" (meelk)

"Read the vowels" (vowells)

"Show me a lorry" (lawree)

" chickens, yes." (cheekins)

" A shop , Nellie" (shorp)

- FLATTENED VOWELS e.g. "Which animals (enimels) live on the farm?" also "birds"(beds)

- SUBSTITUTED VOWELS e.g. apples (eiplz)
first (fest)

6.4.2 INCORRECT PREPOSITIONS.

- e.g. "How many wheels in a bicycle?"
"Open books on lesson three"
"Write the words in the chart"

6.4.3 OMISSION OF THE ARTICLE.

- e.g. Where is sugar?
Winners will be first to put hands up.
You also see cake?

6.4.4 REDUNDANT ARTICLE.

- e.g. There came a red milk.
The foods in the top picture they have the sugar.
Let's do the revision of our yesterday's lesson.

6.4.5 WORD ORDER ERRORS

- e.g. All the things that have you mentioned.
Have you all ever seen a cow?

6.4.6 ILLOGICAL SEQUENCING

- e.g. If you eat the cake, what is the taste of the cake?
If I can write my name, my name is Nomusa.
If we write vowels, so we know it is Nomusa.
What does the cake taste?

6.4.7 INSUFFICIENTLY STRUCTURED

Do you know these? Made out of milk. Do you know milkshake? Also made out of milk.

I'm going to tell you a story. All look at me. About a magic cow. It has seven colours like a rainbow. After the rain.

6.4.8 STRESS AND INTONATIONAL PATTERNS

In Zulu, the penultimate syllable is usually lengthened and stressed, therefore this tendency is exhibited in the English that the Zulu teacher uses when communicating in English, e.g. "Is that an animal?"

6.5 Conclusion

It is naive to suppose that change can simply be forced on teachers by introducing the right materials. It is apparent from these lessons that the teachers needed to be given training in the use of new materials. Involving them with methodologies and materials with which they are not familiar was a bewildering experience. Teachers needed to be shown new ways of thinking a formal education requires and how these new ways can be taught and learned.

It was also apparent from the lessons observed that real questioning, i.e. questions that require pupils to think and respond, is another area which requires training. The evidence strongly suggests that the teacher is the

decisive factor. He/she can render good materials totally ineffective. This is because the language proficiency of the teacher is inadequate for oral-aural teaching; there is mother tongue interference; the teacher is unable to implement genuine communicative strategies like authentic learning, group work, interactive teaching, role-playing, games and dialogue.

Teachers have proceeded to the teaching profession with this low level of English proficiency and therefore low standards of ESL have been perpetuated.

6.5.1 Limited learning situation

The organisation and management of the second language classroom should be such that the communicative activity is given precedence over formal work in the language lessons, but from the lessons referred to, we see that the learning situation is too limited to prepare the pupils for the range of skills which they will need from Grade 4, onwards. New ways of teaching and learning are needed to widen the childrens' range of language experience and skills and to relate it to other subjects which the pupils study.

The observations in this research, being concerned with second language acquisition, were made from a communicative point of view. The conclusion reached here, is that there are comparatively few opportunities for genuine communicative language use in second language classrooms. ESL teachers continue to emphasise form over meaning and accuracy over communication. The language of the text was not too difficult for the pupils or the teachers. New materials should be explicit as to what is

expected of the teachers, without being prescriptive. However, the language and the concepts contained in the modules taught, were never extended at any stage. Teachers' ability to extend and encourage discussion was missing as was the use of visual aids which could have assisted greatly to promote thinking and encourage discussion.

6.5.2 Teacher perceptions about English teaching methods

It was apparent from the lessons, the questionnaire and the interviews with the teachers, that teachers believed that they were teaching thinking skills and that they were using communicative language methods. All agreed that the new materials made them aware of thinking skills, yet this was not reflected in the lessons observed. Teachers have a misguided perception of both thinking skills and communicative methods. The fact that both parents and pupils have a positive attitude to English as a medium of instruction, suggests that an improvement in language acquisition could become a reality if only the teaching methods could improve. Pupils are at present being denied the opportunity to experience English language in the communicative manner, simply because teachers are confused about the concept.

It is suggested by Davey (1996) that " teachers need to realise that language development at school is everyone's responsibility and not only the language teacher's. Getting teachers to implement a policy of language for cognitive development requires many changes in teacher's attitudes" (Davey, 1996; p76).

An interesting fact to emerge from the interviews with the teachers, was that all those who had children of their own had placed them in Model C (ex White) schools, in order to improve their English language acquisition. Reasons given include:

- they would hear English correctly spoken (Teacher H)
- they will become fluent in English (Teacher C)
- the teachers use more stimulating methods" (Teacher A)

When questioned as to why they did not make teaching aids to accompany their lessons to stimulate and assist their pupils' progress, their answers included:

- are expensive to make (Teacher G and B)
- not enough time as the classes are too big (Teachers G and E)
- have to teach too many subjects (Teachers C and E)
- should be provided by the department (Teachers D and F)

The aim of second language learning, **namely to enable pupils to converse naturally and spontaneously**, is seldom realised in the type of lessons indicated in this study. The information gathered from the pupil questionnaire (Appendix 1 and 2), was shared by the researcher with the teachers, in order to stimulate in the teachers, an awareness of the paucity of English language exposure that their pupils actually had. This was done in the hope that the teachers would realise the responsibility that they faced in teaching ESL efficiently.

CHAPTER SEVEN

SUMMARY OF FINDINGS, IMPLICATIONS FOR TEACHER TRAINING AND CURRICULUM DEVELOPMENT AND SUGGESTIONS FOR FURTHER RESEARCH.7.1 Introduction

The literature reviewed in chapter two and chapter three, indicates that there is agreement among educationists regarding the importance and significance of the promotion of thinking and the implementation of communicative language teaching methods for ESL. However, among researchers, there are vastly different opinions regarding the ideal curriculum to achieve this goal. The problems and frustrations experienced by ESL teachers with regard to implementing the curriculum were noted by the researcher while the teacher was implementing the schools-based thinking skills programme.

7.2 Summary of findings

The teachers observed by the researcher, could be classified, according to Beeby's (1966) Hypothesis of Educational Stages, as being at Stage 2: Formalism, trained but ill-educated. They displayed characteristics pertaining to this stage :

- rigid adherence to syllabus
- textbook bound
- tight discipline
- emotional life of pupils ignored

These observations were verified through the use of the observation schedule (Appendix 5), the teacher

questionnaire (Appendix 4) and the semi-structured post lesson interviews.

7.2.1 Teacher conceptions which impacted on effective learning in this study

It was apparent from the interviews conducted with the teachers, that their conception of their role as teacher was what Keiny (1994) would call "instrumental". They saw themselves as technicians, carrying out someone else's plans and in so doing , mechanically executed the "what" and the "how" of teaching. Knowledge was viewed primarily as an external entity and it was their responsibility to instruct and transfer that knowledge to a passive learner who needed to be externally motivated by tests and results. This aspect can be seen in the lesson examples in Appendix 6, especially a lesson like that of Teacher F (The Rainbow Cow). Consequently the learning goal became a product.

A developmental view of learning was considered a middle class view or " luxury view" which did not pertain to their situation but fitted in better with the ex-Model C type school. Apparent from this type of perception, is the fact that teacher perceptions rely heavily on the socialisation into the existing practice and this becomes problematic in effecting change. As a result of this conception of their role the following major problems were found to impact on the teaching and learning of ESL.

7.2.2 Over-emphasis on content

The traditional curriculum transmitted via the "recitation script" has been a disabling one. It deterred efforts to establish progressive approaches, e.g. thinking skills and communicative approaches. The research reported here shows clearly that teachers, when faced with new and threatening situations tend to fall back on traditional content type lessons. The emphasis on drilling of content, simply leads to superficial understanding and lack of transfer to other relevant situations. This (drill) technique is inappropriate to the thinking skills approach and does not take cognizance of different learning styles of the learners.

7.2.3 Difficulty in identifying appropriate skills within the CLT and Thinking Skills paradigms

The lack of clarity regarding essential skills to teach has been referred to as "*the haziness about what is meant by thinking*" (Beyer, 1984: p486). Teachers experienced difficulty in identifying general skills and subject specific skills. One has to be aware that checklists of skills for the teachers could lead to a restrictive curriculum, but in the research undertaken, it was obvious that the teachers would have benefitted from an explanation and discussion about thinking skills prior to the trialling of the new material in order to make the lessons more meaningful. Only one teacher (Appendix 6, Teacher F) made reference to what skill had actually been learnt in the lesson. "*Today I have learnt bottom, top, left and right*", which the pupils then had to repeat after her.

7.2.4 Difficulty in posing questions

Sternberg (1985), stresses that the ability to set appropriate questions is a vital factor in promoting the efficacy of a thinking skills curricula. He states that many schools-based programmes fail due to the lack of expertise in this area. As noted in Chapter 6 of this research, teachers did not pose problems for the pupils, but simply gave them answers. This was done at the expense of productive thinking and as has been mentioned in 7.2.1, the drilling of content led to a superficial understanding and lack of transfer to other relevant situations.

7.2.5 Lack of active fostering of transfer

Salomon and Perkins (1989), describe transfer as being central to the act of learning:

" any learning involves transfer. A person cannot be said to have learned something unless the person displays that learning on some other occasion"
(Salomon and Perkins, 1989: p115).

Adams (1989) refers to transfer as :*" the primary goal in a course of thinking"* (Adams, 1989: p30). The researcher felt that transfer, in the case of these typical school-based lessons, would probably be minimal as there did not appear to be active use of the information and the knowledge acquired, was what Perkins would term, *inert knowledge*. Lack of correspondence between the tasks undertaken in the classroom with everyday problems and activities is one of the stumbling blocks to meaningful transfer. Sternberg

(1985) supports this finding by stating that transfer within typical school-based programmes is minimal.

7.2.6 Non-Adaptability of teachers

On the whole, the teachers displayed an inability to apply appropriate methods. Teachers do not know how to accommodate as well as challenge all types of learners. Due to entrenched ideas and teaching styles, and also pressure from parents, the change will not be easy to make. The suddenness of the introduction of this method (CLT, as well as the thinking skills approach) to the ex-DET teachers, could be the cause of the teachers feeling less than confident or even somewhat inadequate, especially with regards group teaching / co-operative learning, where they feel they have had inadequate training. It was also evident from the interviews that preparation for the new approach made inroads on their time and that the teacher guidelines, which it was assumed would assist them in their preparation, were actually very difficult to follow. Interpreting theory into practice is a difficult exercise for the teachers as is adjusting the time allocation to accommodate the new approach. Concluding this dissertation, necessitates comment regarding the fact that **no change in methodology was observed when the new material was used.** The impression that the researcher gained regarding the use of the new material, was that a textbook, no matter whether "good" or "mediocre", was regarded by the teachers as simply a "textbook" and as such it was used in the same manner as any other textbook previously used, i.e.

- to be followed word by word with little deviation from the text
- to simply omit that which they (the teachers) do not understand
- to be used with little variation from one lesson to the next
- as an indispensable part of every lesson

7.2.7 " Culture of silence"

Another aspect where teachers are going to have to adapt, is in the area of the "culture of silence" in the classroom. This "culture of silence" in ex-DET primary schools is camouflaged by chanting, repeat-after-me lessons , drill and rote learning methods. It is a condition where conversion to interactive learning is going to be a slow and difficult process. Embedded in the culture and ingrained in the community is the belief that teacher knows and pupils listen. It will only change as teachers' attitudes change, when teachers teachers share approaches with one another through networking and when those with the expertise lead the others along. Teachers will have to take cognizance of the various factors influencing the learning process and adapt or develop teaching styles and strategies to enhance this process.

7.2.8 Lack of knowledge regarding cognitive operations

Beyer (1984) suggests that many teachers display a lack of knowledge regarding cognitive operations that constitute the individual skills to be taught and practiced.

As the teachers are unable to specify cognitive steps involved in any given thinking skills, it stands to reason that the teaching of the skill is inadequately done.

Beyer states that :

" until we can specify at least some of the cognitive steps involved in any given thinking skill, the teaching of that skill will remain a hit or miss- a nebulous exercise with imprecise learning outcomes"
(Beyer, 1984: p488).

The teachers that the researcher observed also demonstrated that they did not have the expertise to accommodate the explicit teaching of metacognitive skills in their lessons. Sternberg (1985) and Borkowski (1989) both stress the need for knowledge of thinking processes to be personalised by pupils, yet this element rarely featured as a component of lessons observed.

7.2.9 Lack of clear communication

Teachers' instructions are quite often not as clear to pupils as the teachers perceive them to be. The skill of clear communication is an aspect that should be well practiced at pre-service level in order to perfect it such that teachers' instructions suit the level of development of the specific group of pupils being taught.

7.2.10 Co-operative learning

A lack of appreciation of the importance of linguistic interaction and group dynamics has a negative influence on the efforts to promote thinking (Costa and Marzano, 1987). Teachers in this study failed to use interactive methods, group work or work in pairs to best advantage. Teachers dominated the classroom talk and did not encourage pupil talk other than to extract one word responses from pupils.

7.2.11 Failure to relate new knowledge to prior knowledge

The success of a lesson is determined to a large extent by the teachers' ability to guide pupils to perceive logical organisation of new principles, ideas and facts which have been taught in the lesson. This can happen at any stage of the lesson. This skill involves the teacher in supplying a cognitive link between the previous and the new knowledge and drawing attention to the major points during presentation of the new subject matter. However, this seldom

happened in the lessons observed. These lessons appeared to be compartmentalised topics, isolated and independent, unrelated to previous lessons and they each concluded with a nebulous written exercise. Mossom (1989), in Mathfield (1992) supports the fact that this type of lesson will prove unsuccessful by stating that: "*Lessons will prove unsuccessful if they are taught as one off experiences*" (Mossom, 1989; p323).

7.2.12 Failure to establish frames of reference

The teacher's task of creating frames of reference based on the pupil's existing knowledge, everyday experiences and situation, is closely linked to the previous point. This is essential to enhance understanding of new knowledge. In this study, the textbook was used in both the rural and the urban school in the same manner i.e. without modification or adaptation within the pupil' frame of reference, In order to establish frames of reference, the teacher needs to develop the skill of organising and teaching subject matter from different perspectives and different points of view, in order to accommodate individual differences and so increase pupil understanding. Teachers needed to relate new knowledge to real-life situations and the pupils' everyday experiences, and perhaps associate the new knowledge with other subject areas e.g. the lesson on the "Rainbow Cow ", included in the new materials to introduce a bit of fantasy, could have been taught in conjunction with the geography syllabus, which at this level includes dairy farming. The concept of a "milkshake" would possibly be unknown to the rural children, therefore the material needed modifying for

them. This did not occur, resulting in a rather meaningless lesson.

7.2.13 Lack of essential teaching skills for the teaching of language and thinking skills

Language teachers, and especially second language teachers, need to engage in a process of continual professional development. Because of the mismatch between home language and language of teaching, it is vitally important for ESL teachers to improve their teaching skills. It is only from the independent efforts of ESL teachers in their own classrooms that advances in language teaching will be made. These advances will occur when teachers are prepared to explore principles and experiment with techniques. Whether this is done individually or collectively is not the issue, but it cannot be brought about by imposing fixed ideas, specific material or rigid time-tabling on the teachers as is the present situation in the ex-DET schools. Teachers need to be encouraged to take the initiative in pedagogic planning. They need to be guided towards critical appraisal of ideas, and the informed application of these ideas in their classrooms, and then use whatever is right for their situation.

7.2.13.1 Failure to utilise informed choices

There have been many well-known language teaching methods in use. To discuss these numerous methods would be beyond the scope of this study. Some have been around for a long time, but it is up to the teacher to make an informed choice as to which one he/she will be able to use successfully in his/her unique situation. The teacher, the learner, the learning process, the teaching process and the target language are all aspects to consider when choosing a suitable method. Decisions regarding the choices will have profound implications on each of these five aspects.

" Making informed choices is after all what teaching is all about" (Larsen-Freeman, 1986: p1).

Ex-DET teachers are not making informed choices about their ESL teaching , nor for that matter, on curriculum in general. They are accustomed to the "top-down " approach, and this has not proved to be successful. School-based models have to be developed and the use of facilitators to work on site with teachers, needs to be implemented.

Teachers need to gain an understanding of the principles on which different methods are based and of the techniques associated with each method. In the interests of becoming informed about existing choices, teachers need to be encouraged to investigate alternative methods in their classrooms, rather than continue to teach as they were taught. They also need to take cognizance of the various factors influencing the learning process and adapt or develop teaching strategies to enhance this process.

7.3 Implications for curriculum development and teacher training

The strong presence of a lack of necessary knowledge, expertise, language proficiency, and preparedness among ex-DET teachers, as detracting from effective ESL teaching and learning, and the effect that this has on the manner in which they use new materials, have implications for curriculum development and teacher training. As Keiny (1994) points out, the instrumental conception of the teacher role needs to be replaced with a developmental conception of the teacher role (Keiny, 1994). To improve the teaching of thinking in the primary schools, it is suggested that curriculum development and teacher training initiatives promote two main alternative approaches, namely, school-based curriculum development and pre-service (Preset) training and in-service (Inset) training.

7.3.1. School based curriculum development

This study demonstrates the importance of conducting classroom based research to determine the extent to which change is realised through classroom practice. **It is the teachers themselves who need to become the prime agents of change.** The teachers need an increased sensitivity to what is really happening in their classrooms and in their unique situations.

Stenhouse (1975) suggests that: "*it is not enough that teachers' work is studied, they need to study it themselves*" (Stenhouse, 1975: p143).

The teacher needs to be in a position to adjust and create curriculum situations to suit the changing needs and progress of individual children. Teachers need to be encouraged to test and adapt material in their own classrooms and not feel obliged to follow materials verbatim. In this respect, the support has to come from management who should not be prescriptive and authoritarian. Principals need guidance in this respect, in the management of democratic school-based curriculum development. An awareness has to be created among ex-DET teachers that the curriculum is dynamic rather than static, and that content based curricula have little place within a thinking skills model.

A piecemeal approach such as the one studied in this research will fail to bring about results of any significance, i.e. it will be ineffective. As can be seen from the lessons referred to, the teachers merely resort to their old methods. If one hopes to achieve meaningful results at classroom level where they count most, then it cannot be done in isolation. Teachers have to be given ongoing support by advisers, NGO's and colleagues in the field otherwise their isolation forces them to lose confidence and resort to the easy way out, i.e. the recitation script with which they feel most comfortable.

7.3.2 Pre-service teacher training

Pre-service teacher training needs to be reassessed in the light of the thinking skills approach. College courses need to develop the teacher as a thinker, a person who does the "what" and the "how" but also **reflects** on the "why". The course needs to develop the person who is one who can make choices and own the process (Keiny, 1994). It is suggested that Thinking skills courses form an integral component of teacher training courses to equip teachers to cope with the skills they need to develop in the classroom e.g problem-solving skills, communicative skills, research and recording skills, manipulative and creative skills, to mention just a few. It was noted in the answers tended in the teacher questionnaire administered by the researcher, as well as in discussion with the teachers participating in the study, that a true understanding of the term "thinking skills" is lacking. All believe they are intentionally teaching thinking skills, yet the lessons reveal a blatant exclusion of thinking skills. Unless the teacher is able to imaginatively incorporate these skills into lessons and feel totally competent in his/her ability to use the same skills in his/her daily life, they will remain the type of teacher who relies heavily on the textbook and the transmission type of methodology. A move from the transmissionist mode of teaching to experiential teaching has to be inculcated and a break with the past fundamental pedagogy and recitation script mindset has to take place.

A further stumbling block to change and an aspect which needs to be focused upon in Preset is the student teacher's mental model of how learning occurs. Part of the training needs to get teachers to reflect on their implicit models of pupil learning. By making their implicit models explicit, Strauss (1993), suggests that discussing the models and reflecting upon them will enable the teachers to then make real to themselves alternative models. If this is not done, teachers will assimilate instruction within the framework set by their mental models and no change will take place.

7.3.2.1 Need for theoretical underpinning of programmes

A firm theoretical foundation for the development of thinking skills programmes and communicative language teaching is important. Teachers need an overview of the theoretical underpinnings of both thinking skills programmes and communicative language teaching approach.

In the case of thinking skills, an appropriate model needs to serve as a basis for the development of teacher training. This model, once internalized, will assist teachers to plan and develop their own models in the classroom situation. Wallace (1988) refers to the "new" role of the teacher as being *"..competent and independent learners who have a personal and accessible repertoire of such skills"* (Wallace, 1988: p117).

7.3.3 In-service training

After attending any form of regional training, Inset, courses or practical workshops, teachers need follow-up visits, support programmes and "cluster school" committees, (based on geographic proximity for convenience) to maintain progress. An infrastructure for ongoing support is vital. Where this is not available, teachers are not able to cope satisfactorily. In this regard Subject Advisory Services needs to be extended. In provinces where there has been one adviser to approximately twenty five schools eg. Free State, the ongoing and regular support afforded the teachers has resulted in significant overall improvement in the professional development of the teachers (examples of successful projects were given by advisers in the Free State Region at the Farm School Conference, held at Thaba Nchu, 1994). In KwaZulu Natal, where there is only one primary subject adviser to 1200 schools, this development remains a dream.

7.3.3.1 Training in new materials

Teachers require **intensive** Inset / workshops before new materials can be implemented. Model lessons can be given by an expert in the field and teachers invited to attend. They can also be encouraged to network with those who have more expertise before they will be in a position to present meaningful lessons, from the new materials,

themselves. Research undertaken by Primary Science Project (PSP) (1992), Science Education Project (SEP) (1985), English Language Educational Trust (ELET) 1995, shows that teachers who have undergone training in the use of materials tended to achieve results of a different order from non-trained teachers, the former used strategies which gave pupils more autonomy over their learning situations and at the same time they were able to reflect more systematically on their own actions.

The teachers indicated both in the questionnaire and the interview their need for Inset. Provision of Inset must be done on a continuous basis to keep teachers up to date with new methods and new materials. It was noted from the questionnaire given to teachers that none of them had attended an ESL course in the past two years (some maybe even longer).

The implementation of the common interim core syllabus by all schools in the country, should be a means of creating harmony and uniting teachers. This will lead to networking and enable previously disadvantaged teachers to learn from colleagues with the available expertise. Ex-DET teachers, because of their misguided conceptions about communicative language teaching and thinking skills need to upgrade their performance through seeing lessons in action and then be guided to undertake research in their own situations thereafter. Simply providing the materials

and expecting change to take place does not occur. Teachers cannot function effectively without the necessary support and encouragement to develop themselves and their subject knowledge. The researcher believes that the potential for good teaching is out there in the field. It needs to be nurtured to bring it to fruition.

7.4 Limitations of the current research and areas requiring further research

The time constraints on this study undertaken by the researcher, did not allow for immediate follow up of a number of problematic aspects which unfolded as the study progressed. These problematic areas will be summarised and it is suggested that further research could be undertaken to find solutions to the problem areas as listed.

- One of the major areas requiring further research, is the language proficiency of ex-DET teachers. The language proficiency of teacher trainees should, at both the entrance and exit level of Colleges of Education, be a determining factor as to whether they are admitted to college and whether they graduate as teachers.
- An interesting attitude that became obvious in the interviews conducted with the teachers participating in the study and implicit in the teacher questionnaires completed in the study, relates to how teachers see their professionalism. Many of the teachers felt that they had grown to enjoy their work, but they did not choose teaching, "it chose them" through sheer circumstance e.g. availability of bursaries for study, guaranteed employment etc. The whole aspect of career choice, professionalism

- and the impact that both have on classroom practice would provide valuable information for teacher programme planners.

- A changing ascendancy between rival theories of learning as well as a shift in focus towards essential outcomes and higher order thinking skills has taken place recently. Methodological changes need major support in terms of both Preset and Inset. Inappropriate pre-and in-service training in the past has resulted in limitations concerning the necessary teaching skills and the expertise for the teaching of thinking skills in particular. Teachers are seldom if ever asked about what their needs for Inset are. Teachers would identify needs different to those suggested by Inset stakeholders, resulting in an observable lack of continuity on the continuum between pre-service and in-service training and thus visible inadequacies occur in the classroom as a result of this problem. A comparison of teacher needs for Inset and the Inset providers presumed needs of teachers would provide interesting and valuable research for future studies.

- The inability of teachers to plan appropriately for assessment of activities undertaken in lessons involving thinking skills has a debilitating effect on learners and a demotivating effect on teachers trying to work within this paradigm. A relevant curriculum for teacher training is thus long overdue, and this should include knowledge concerning cognitive operations and the vital role of

metacognition and wholebrain learning. The emphasis now placed on the learner taking control over organisation of work, on metacognition, on self-assessment and self-reinforcement has implications for assessment practices. This paradigm shift will likewise need to be considered in both Preset and Inset in the future.

It goes without saying that relevant experiential learning on the part of the trainees should constitute an essential component of the training.

- Materials developers need to be aware of the importance of making the materials relevant to the pupils' everyday situation, whilst not making it too complicated for the teachers. The key to effective schooling is to understand the range of student learning styles, and to design instruction and materials that will respond directly to individual learning needs.

Decontextualised topics detract from meaningful learning taking place. It would be most beneficial to teachers if publishers and authors would workshop their materials with teachers, explaining firsthand the objectives and intentions envisaged for the material, and in so doing set the teachers at ease in using methodologies with which they are not familiar. At the same time, teachers are to be encouraged to develop their own curriculum materials to suit the learning styles of their pupils.

An investigation into the degree of teacher involvement in the design and development of curriculum materials in the South African context, is needed in the post-apartheid education system.

- One of the functions of the ESL teacher in the formal system is to prepare learners for life-long learning. A key impact of this preparation must be learning to reflect on their own learning progress and to take action to ensure their own continued progress. It was noted by the researcher, that this aspect of reflection by the pupils, was neglected in the lessons observed even though reflecting on work done, is one of the suggested TASC teaching principles. Self-assessment needs to take on a higher profile than in the past and the extent to which it is practiced in the classroom would lend itself to an interesting and useful investigation.

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APPENDIX 1

QUESTIONNAIRE FOR PUPILS

TO BE FILLED IN BY STD 1 (GRADE 3) AND STD 2 (GRADE 4) ESL PUPILS

AGE :

AREA :

A. Do you speak English to :

1. Mother
2. Father
3. Grandmother
4. Grandfather
5. Uncles and Aunts
6. Friends
7. Teachers
8. Shopkeeper

<u>OFTEN</u>	<u>SOMETIMES</u>	<u>NEVER</u>

B. Do you have a radio in your home?

Do you listen to English programmes on the radio?

Do you have a T.V. in your home?

YES	NO
YES	NO
YES	NO

When do you watch T.V.?

1. Only at weekends

2. Every evening

3. Every afternoon

When do you watch T.V.? -

Afternoons only

Evenings only

Weekends only

ALL three of the above

RURAL	URBAN
24%	60%
29%	22%
47%	8%
0%	4%

C. Do you read English books?

Do you read English Magazines?

Do you read Zulu Books and Magazines?

RURAL		URBAN	
YES	NO	YES	NO
81%	19%	72%	25%
Spoilt : 3%			
19%	81%	40%	55%
Spoilt : 5%			
100%		91%	9%

D. Do your parents buy the daily newspaper?

Do you read the daily newspaper?

E. Do you enjoy studying English at school?

RURAL		URBAN	
YES	NO	YES	NO
57%	43%	70%	25%
Spoilt : 5%			
35%	65%	32%	53%
Spoilt : 15%			
78%	22%	76%	4%
Spoilt : 20%			

APPENDIX 2

COMPARISON OF RURAL STD 1 AND URBAN STD 1

AVERAGE AGE : 8 YEARS 6 MONTHS

A. Do you speak English to :

	OFTEN		SOMETIMES		NEVER	
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
Mother	5%	3%	32%	24%	62%	33%
Father	0%	3%	16%	27%	83%	40%
Grandmother	0%	0%	14%	10%	86%	80%
Grandfather	0%	0%	8%	10%	92%	80%
Uncles and Aunts	0%	0%	30%	27%	70%	70%
Friends	0%	0%	35%	23%	65%	77%
Teachers	0%	4%	95%	41%	5%	24%
Shopkeepers	0%	4%	49%	18%	51%	65%

B. Do you have a radio in your home?

Do you listen to English programmes
on the radio?

Do you have a TV in your home?

RURAL		URBAN	
YES	NO	YES	NO
95%	5%	76%	4%
Spoilt : 20%			
6%	94%	67%	13%
Spoilt : 20%			
45%	55%	75%	8%
Spoilt : 17%			

C. Do you read English books?

Do you read English Magazines?

Do you read Zulu books and Magazines?

Do your parents buy the daily newspapers?

Do you read the daily newspapers?

Do you enjoy studying English at school?

YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO

THANK YOU FOR FILLING IN THIS INFORMATION

APPENDIX 3

COMPARISON OF QUESTIONNAIRE RESULTS FOR STD 2 RURAL AND URBAN SCHOOLS

Once again the number of spoilt papers from the urban school proved to be rather distressing. - Pupils either put crosses over both YES and NO or crosses in all three columns of section A. It had apparently been hastily conducted by the teachers.

Instructionns had not always been obeyed as a number of pupils actually wrote the words YES and NO next to the questions instead of putting crosses over the selected answer. Following oral instructions is a skill which needs to be developed with these children.

A. DO YOU SPEAK ENGLISH TO:

	OFTEN		SOMETIMES		NEVER	
	Rural	Urban	Rural	Urban	Rural	Urban
Mother	12%	9%	43%	40%	60%	28% S 23%
Father	0%	7%	40%	16%	60%	55% S 22%
Grandmother	0%	7%	20%	13%	80%	66% S 14%
Grandfather	0%	7%	34%	16%	66%	69% S 8%
Friends	0%	12%	68%	37%	32%	37% S 15%
Teachers	12%	19%	86%	39%	2%	24% S 18%
Shopkeeper	6%	9%	60%	17%	34%	50% S 24%

B.1 DO YOU HAVE A RADIO IN YOUR HOME?

Rural 91% Yes - 9% No
Urban 62% Yes - 15% No - 23% Spoilt

2. DO YOU LISTEN TO ENGLISH PROGRAMMES ON THE RADIO?

Rural 50% Yes - 50% No
Urban 55% Yes - 22% No - 23% Spoilt

3. DO YOU HAVE A T.V. IN YOUR HOME?

Rural 91% Yes - 9% No
Urban 62% Yes - 16% No - 22% Spoilt

4. WHEN DO YOU WATCH T.V.?

Afternoons	Rural 40%	-	Urban 20%
Evenings	Rural 49%	-	Urban 57%
Only at weekends	Rural 0%	-	Urban 15%
All three of the above	Rural 0%	-	Urban 5%

C.1 DO YOU READ ENGLISH BOOKS?

Rural 100% Yes

Urban 56% Yes - 34% No - 10% Spoilt

2. DO YOU READ ENGLISH MAGAZINES?

Rural 71% Yes - 29% No

Urban 43% Yes - 47% No - 10% Spoilt

3. DO YOU READ ZULU BOOKS AND MAGAZINES?

Rural 94% Yes - 6% No

Urban 57% Yes - 34% No - 9% Spoilt

4. DO YOUR PARENTS BUY THE DAILY NEWSPAPER?

Rural 57% Yes - 43% No

Urban 44% Yes - 47% No - 9% Spoilt

5. DO YOU READ THE NEWSPAPER?

Rural 51% Yes - 49% No

Urban 22% Yes - 59% No - 9% Spoilt

6. DO YOU ENJOY STUDYING ENGLISH AT SCHOOL?

Rural 100% Yes

Urban 70% Yes - 17% No - 13% Spoilt

APPENDIX 4.TEACHER QUESTIONNAIRE RESULTS

At the end of the trial run, the teachers were requested to complete a questionnaire. The results of this questionnaire are detailed below; the responses as the teachers expressed them.

1. DO YOU HAVE REGULAR SUBJECT MEETINGS TO DISCUSS METHODOLOGY AND INNOVATIONS RELATING TO THE TEACHING OF ENGLISH SECOND LANGUAGE?

TEACHER A.-- Yes we do.

TEACHER B.-- Yes, once a month.

TEACHER C.-- No meetings are held at our school.

TEACHER D.-- No meetings are held at our school.

TEACHER E.-- Yes, we meet at least once a month.

TEACHER F.-- Yes, on a monthly basis.

TEACHER G.-- No, one is held only if there is a need.

TEACHER H. --No, we don't have meetings.

2. IF YOU WANTED TO CHANGE YOUR METHOD OF TEACHING ENGLISH, WOULD YOU FIRST HAVE TO CONSULT YOUR PRINCIPAL OR HEAD OF DEPARTMENT?

TEACHER A.--No, because as I am the teacher, I'm the manager in my classroom.

TEACHER B.--No, the changing of methods is the class teacher's concern.

TEACHER C.--I would first discuss it with the principal.

TEACHER D.--Yes, I would discuss with the principal.

TEACHER E.-- No, teacher is master of her class and she knows them better.

TEACHER F.--No, teacher knows what is best for her class.

TEACHER G.--Yes, I have to explain to them the reasons why I want to change.

TEACHER H. --No, I just change during lessons when seeing that kid do not understand.

3. DO YOU THINK IT NECESSARY TO CHANGE THE METHODOLOGY PRESENTLY BEING USED TO TEACH ENGLISH SECOND LANGUAGE IN YOUR SCHOOL?

TEACHER G.--Yes, English books must be changed in order to correspond with the core syllabus.

TEACHER B.---I don't think it is necessary as we use group teaching in our school.

TEACHER C.-- No, I think the method which is now used is worthwhile to me as a teacher and also to the pupils.

(THIS TEACHER USED ONLY DIRECT TEACHING TO THE WHOLE CLASS ,A VERY STRUCTURAL APPROACH, DOMINATED BY TEACHER TALK AND ROTE LEARNING.THE PUPILS SIT IN GROUPS AND THE TEACHER IS UNDER THE IMPRESSION THAT THIS IS GROUP TEACHING.)

TEACHER D.--Yes, to help pupils understand the language better.

TEACHER E. -- Personally I don't think there is a need because teachers doesn't use just one method but can use any methods from various sets of books.

TEACHER F.--No, the teacher must use different methods when teaching a lesson and different books.

TEACHER A.--No. I am satisfied with the results I'm getting .
(THIS TEACHER WAS EXCEPTIONAL. SHE TEACHES ONLY ONE GROUP AT A TIME , COMMANDING ALL THEIR ATTENTION, GIVING EACH CHILD THE OPPORTUNITY TO ANSWER. EVERY LESSON OBSERVED WAS A SHEER JOY. HER TEACHING AIDS ARE VERY GOOD AND SHE PUTS A TREMENDOUS AMOUNT OF THOUGHT INTO EACH LESSON).

TEACHER H.--Yes, because pupils cannot speak English. The method should be communicative language so that pupils can be able to speak and pronounce words in English.

4. WHAT DO YOU UNDERSTAND BY THE TERM " COMMUNICATIVE LANGUAGE TEACHING" ?

TEACHER A.-- Oral teaching.

TEACHER B.--This is the teaching of oral work where pupils are able to communicate with the teacher very easy.

TEACHER C.-- The language whereby the pupils can be able to understand what the teacher is talking about.

TEACHER D.---I can understand that pupils can communicate / speak English fluently and that will promote the pronunciation and reading.

TEACHER E. --- I think this is the method which deals mostly with communication that is it prepares the child for the outside life.

TEACHER F.--It is the language that is used to communicate with each other.

TEACHER G.--I think it means pupils together with the teacher must communicate when the lesson is on.

TEACHER H.----I understand that pupils be talt to speak and talk English.

5. WHAT METHOD WAS RECOMMENDED BY THE COLLEGE AT WHICH YOU TRAINED?

TEACHER A.--- English through activity.

TEACHER B.--- Group teaching.

TEACHER C.--- Self discovery method and discussion.

TEACHER D.--NO ANSWER

TEACHER E.--- English through activity.

TEACHER F.--- English through activity.

TEACHER G.--- Listen and say, Individual learning, Look and say, Group teaching

TEACHER H.--- Question and answer, Telling Method.

6. DO YOU INTENTIONALLY TEACH PUPILS THINKING SKILLS?

TEACHER A.--Yes.

TEACHER B.--Yes.

TEACHER C.--Yes.

TEACHER D.--I teach them skills.

TEACHER E.--Yes, children should be encouraged to think for themselves.

TEACHER F.-- Yes.

TEACHER G.-- Yes.

TEACHER H.-- Yes, particularly in Maths.

7. DID THE NEW MATERIALS MAKE YOU AWARE OF THINKING SKILLS?

TEACHER A.--Yes.

TEACHER B.--Yes.

TEACHER C.--Yes.

TEACHER D.--Yes.

TEACHER E.--Yes it did though some aspects are confusing.

TEACHER F.--Yes.

TEACHER G.--Yes.

TEACHER H.- Yes.

8. WAS THE LEVEL OF THE MATERIAL SUITABLE FOR YOUR PUPILS AND DID IT CORRESPOND WITH THE PRESENT SYLLABUS?

TEACHER A.-- The level was suitable for the pupils. It did not correspond with the syllabus. Pupils have never seen a rainbow cow, i.e. lesson 6. I think the cow should be in real colour they know. It did not correspond with the context.

TEACHER B.-- Yes it was suitable for my pupils.

TEACHER C.-- The level of the material was suitable for our pupils, and it does correspond with the present syllabus.

TEACHER D.-- Yes it is suitable, but I have not seen the new syllabus yet.

TEACHER E.-- No the level is a little lower, because some of the things they have learnt from SSA to Std One in "Bridge to English".

TEACHER F.-- The level was suitable, but the lessons are not within the context of the pupils. Most lessons are based on country life, yet most pupils know nothing about country life. Some pictures are not clear, yet most of the lessons refer to the pictures.

TEACHER G.-- No, but it corresponded with the current syllabus though.

TEACHER H.-- It was a bit lower, but the material suit the syllabus.

9. WERE THE VISUALS CLEAR AND DID THEY ASSIST THE PUPILS IN UNDERSTANDING THE TEXT?

TEACHER A.-- No they were not clear but the pupils did understand the text.

TEACHER B.-- Although the visuals were not quite clear, the pupils did understand the text.

TEACHER C.-- Some of them were not clear, e.g. kraal, sheep, lesson 7, Std 1, and lesson 9, the pigs.

TEACHER D.-- Yes and they assist pupils to answer questions and understand the stories below even before reading. Topics were interesting and even the pictures were easily discussed.

TEACHER E--- STD 1-The old woman, you cannot say whether she is a mother or grandmother and it is not clear what she is doing.

TEACHER F. -- Visuals were not clearly illustrated e.g. Pupils had difficulty to say what the woman in lesson one was doing, washing or not.

TEACHER G.--- This was not clear e.g. Lesson 4, 6, (STD 1) In lesson 4, I was confused because I say a dog barks but here it says Woof, Woof. I got lost.

TEACHER H.--Visuals were not clear enough but they correspond with the text in such a way that they understood the text.

10. DID YOU FIND THE TEACHER'S PAGE TO BE OF VALUE?

TEACHER A.-- Yes, it makes you think more of how to present.

TEACHER B.-- No, it's of no value.

TEACHER C.-- Yes, it did help me a little.

TEACHER D.-- Yes it was helpful but teachers need a tape for the songs. I can't read music.

TEACHER E.-- No, the manual is more confusing. You are not sure what you have to do until you present the lesson in your own way.

TEACHER F.-- I found it difficult to follow. It gave clues in some cases, so I had to use my teaching methods.

TEACHER G.--- Not at all.

TEACHER H.--- Not really.

11. HOW DID YOU GO ABOUT USING THE TEACHER'S PAGE?

TEACHER A.--- There were a lot of new words.

TEACHER B.--- I didn't use it. I did teach on my own way.

TEACHER C.--- I did not use it.

TEACHER D.--- I did not use it.

TEACHER E.-- I read it to find out what is expected and after finding that it's vague, I then added my ideas.

TEACHER F.-- I found it difficult to follow. It gave clues in some cases so I had to use my teaching methods.

TEACHER G.-- I changed it altogether to something that could suit the class.

TEACHER H.--- I did not use it.

12. IF YOU HAD FIRST BEEN GIVEN A COURSE / WORKSHOP ON THINKING SKILLS AND COMMUNICATIVE LANGUAGE TEACHING, DO YOU THINK THAT YOU WOULD HAVE TAUGHT THIS MATERIAL DIFFERENTLY?

TEACHER A.--- No, except if the book was available.

TEACHER B.--- No, I don't think so.

TEACHER C.--- Yes, because if you have a course first you come back to your school having many methods to use.

TEACHER D. --- Yes it will help us.

TEACHER E.--- Maybe it would have made it easier.

TEACHER F.--- It would have been much better if we had first been given a course.

TEACHER G.--- Yes, an example lesson, e.g. the lesson with "have /have not", "does / does not", can't be taught in one lesson.

TEACHER H.--- Yes it would have made a difference.

13. IS 'LANGUAGE IN MY WORLD' BETTER THAN/ MORE DIFFICULT THAN/EASIER THAN/ MORE EXCITING THAN/ LESS INTERESTING THAN MATERIALS YOU ARE USING AT PRESENT?

TEACHER A.-- It was very good.

TEACHER B.-----

TEACHER C.--- More exciting than. (*THIS TEACHER IS USING MOLTEÑO PROJECT*).

TEACHER D.-- Pictures are interesting but drawing to them is a little bit of a problem. Poems and songs are too long for Std. two children.

TEACHER E.--- It is less interesting since it is not in their context.

TEACHER F.-- It is less interesting.

TEACHER G.--It is confusing even to the teacher.

TEACHER H.--It was exciting and easier.

14. WHAT WAS THE PUPILS REACTION TO THE MATERIAL?

TEACHER A.--- Pupils were very much interested.

TEACHER B.--- Pupils did react positively.

TEACHER C.--- They enjoyed using them.

TEACHER D.--- Pupils enjoyed the lessons.

TEACHER E.--- They found it less interesting since it is not in their context.

TEACHER F.--- It was less interesting as lessons were based on things which are not in their environment.

TEACHER G.--- Pupils were more confused because they don't know about things in the lesson.

TEACHER H.--- They were answering and grasping easily.

15. WHAT ARE SOME OF THE PROBLEMS FACING YOU AS AN ENGLISH SECOND LANGUAGE TEACHER?

TEACHER A.--- Spelling mistakes made by the pupils and pronunciation made by the pupils.

TEACHER B.--- Spelling mistakes made by the pupils. Some of the pupils find it difficult to speak English, and are not familiar with English books even during their spare time they do not read books.

TEACHER C.--- My problem is that all the subjects are taught in Mother Tongue only except English and Afrikaans.

TEACHER D.-----

TEACHER E.--- English is still a subject with most pupils so they don't have confidence in talking in class.

TEACHER F.--- Pupils have limited vocabulary and no confidence in expressing themselves.
Some pupils are too shy to answer questions in Second Language. They cannot answer although they know the answer.

TEACHER G.--- Pupils do not follow English instructions because it's not their language. They do not use it as their medium of instruction. It is worse with the new allocation of time. There are lesser English periods.

TEACHER H.--- Pupils cannot pronounce well unless a teacher does drillwork on words.

16. DO YOU THINK THE PUPILS WILL COPE WELL WITH ENGLISH AS THE MEDIUM OF INSTRUCTION IN STD 3?

TEACHER A.--- Yes they understand English although some of them cannot express themselves, but next year they will be alright.

TEACHER B.--- Yes they will easily cope because most of the time we use English as the medium of instruction.

TEACHER C.--- Yes.

TEACHER D.--- Yes.

TEACHER E.--- I think they will cope because they do understand though they have difficulty expressing themselves.

TEACHER F.--- They will cope easily because they understand English only they have little vocabulary and that they are shy to answer questions.

TEACHER G.--- No I don't think so because all subjects are in Zulu and more periods are given to Zulu only few to English periods. At home too they speak Zulu.

TEACHER H.--- They can if this communicative English can continue for the whole year.

17. WHAT IS THE GENERAL ATTITUDE OF PUPILS AND PARENTS IN THE COMMUNITY TOWARDS ENGLISH?

TEACHER A.--- Positive attitude. They like English.

TEACHER B.--- They do like English very much, especially as the medium of instruction.

TEACHER C.--- Some of the parents sometimes use English and also the pupils particularly here at school.

TEACHER D.--- Positive.

TEACHER E.--- They like English and wish it to be the medium of instruction. This is the reason why some are sending their children to White schools even if it is a private school.

TEACHER F.--- They like their pupils to be fluent in English that is why they send them to White schools in town.

TEACHER G.--- Pupils like speaking English, the problem is as a teacher I have to teach all subjects in Zulu so their communicative skills does not get enough time.

TEACHER H.-- -----

APPENDIX 5LESSON OBSERVATION CHECKLIST.

NAME OF SCHOOL:.....
NAME OF TEACHER:.....
STD:.....
NUMBER OF PUPILS:.....
AVERAGE AGE OF PUPILS:.....
TIME OF LESSON:.....
LESSON TOPIC:.....
LESSON DURATION:.....

1. CLASSROOM CLIMATE.1.1 Seating arrangements in the classroom.

Do pupils share seating? YES /NO

Do pupils stay seated for the entire lesson? YES /NO

What is the effect of the seating arrangement on the atmosphere in the classroom ?.....

.....

.....

Arrangement of the classroom varies according to the nature of the lesson. YES / NO

Students sit in rows / groups and teacher stands in front of the classroom. YES / NO

1.1.1. POSTURE OF PUPILS.

Were pupils: RELAXED / ALERT / RESIGNED?

Did posture change during the class? YES / NO

Was the change due to: * change in activity

* teacher remarked on the way they
were sitting

* discomfort?

1.2 TEACHER / LEARNER RELATIONSHIPS.

Was the relationship between teacher and learners:

* warm and close

* cold and distant?

Did the teacher display dominant or affiliative behaviour
with the pupils?.....

Does the teacher have time for individual consultation with
pupils?.....

Does the individual consultation seem to be planned?

YES /NO

Was there encouragement of learner self-discipline?

YES / NO

1.3 DISCIPLINE.

How did the teacher deal with discipline problems?

* ignored them

* dealt firmly with them

* allowed it to disrupt the lesson

* became upset and lost the thread of
the lesson

* other strategies

What seemed to be the cause of the problem?

* boredom

* over-crowding

* shortage of resources

* badly prepared lesson

2. CHARACTERISTICS OF CLT.

(ARE THE FOLLOWING CHARACTERISTICS PRESENT IN THE LESSON?)

Students are actively involved.

Students learn through co-operation with one another.

Students interact with one another as well as the teacher.

Some student errors are overlooked to encourage fluent use of language.

Many skills are used in the lesson.

Students have real reasons to communicate.

Teacher does not dominate the lesson.

Teacher uses her own ideas, other teacher's ideas, other resources.

3. PUPIL ACTIVITY.

Was the task appropriate?
YES / NO

Was the task clearly prescribed?
YES / NO

Were the pupils busy or bored?

Was the task open or closed?

Were all the pupils involved?
YES / NO

Was the activity done in groups or did the pupils work alone?

Was the activity / passivity related to the amount of time the teacher was talking? YES / NO

Were there periods of boredom or inattentiveness during the lesson? YES / NO

Was there deliberate time-wasting?
YES / NO

Were pupils controlled by the teacher or the task?

Did pupils simply guess or speculate answers?

Were pupils keen to volunteer answers?
YES / NO

Was the level of language GOOD/ AVERAGE / WEAK?

4. INSTRUCTIONAL STRATEGIES.

- * lectures:
- * Instructs: explains exactly what pupils should do.
- * Elicitation: by asking questions.
- * Evaluation: assesses what they already know.
- * Lockstep: leads them through a tightly controlled sequence of activities.
- * Inquiry-centered

4.1 QUESTIONING.

(Coding in this section indicated by tallies.)

4.1.1 Higher Order Questions:.....

Middle Order Questions:.....

Lower Order Questions:.....

Follow up
Questions:.....

4.1.2 BASIC COMPONENTS OF THE SKILL OF QUESTIONING.

Phrasing. (Clarity and brevity).....

Focus. (Broad or specific.).....

Direction. (Whole class or selective).....

Distribution. (To all pupils or to specific pupils).....

Prompting. (Often or not at all).....

4.2 TEACHING MATERIALS.

Teacher teaches through them or with them.

Teaching aids are used to promote discussion.
YES / NO

Teaching aids are used to promote speculation.
YES / NO

Teaching aids appropriate to the lesson.
YES / NO

Teaching aids are interesting and challenging
YES / NO

Teaching aids too difficult, concept not understood.
YES / NO

No teaching aids used at all.

4.2.1 CLT RESOURCES

Newspapers
Magazines
Library Corner
Pictures
Puppets
Tape recorder
Realia
Old clothing
Other

5. POSITIVE IMPRESSIONS OF THE LESSON.

Lively teacher
Plenty humour
Well spoken teacher
Positive attitude towards the subject
Enthusiastic teacher
Well prepared lesson
Enjoyment on the part of the teacher and pupils
Plenty pupil participation

6. NEGATIVE IMPRESSIONS OF THE LESSON.

Dull learning activities

Learning activities too complex

Unimaginatively taught

Negative attitude on the part of the learners towards the subject

Too much teacher talk and little pupil participation.

Pupils afraid of teacher and do as teacher commands

Time wasting

Lack of intentional skills teaching

Lack of meaningful teaching aids

Pupils work alone most of the time

Pupils are passive rather than involved.

APPENDIX SIX: LESSON TRANSCRIPTS

TEACHER A: Lesson taught 08/03/95 to Grade 3 class, urban school.

Qualification: SPTD, Mapumalanga College.

Experience: 20 years

Lesson module: This lesson was taken from the textbook being used by the school, prior to the implementation of "Language in my World".

Teacher: Open your books to page 6. What can you see in the picture?

Pupil: A shop.

Teacher: A shop? Can you all see a shop? Show me.
(Pupils point to the shop in the picture)
Very good. Very good. A shop Nellie. A shop Manana. Very good. What else can you see?

Pupil: A boy is running.

Teacher: A boy is running. Very good.

Pupil: I see a lorry.

Teacher: A lorry. A lorry. I want you to see if you know a lorry. Show me a lorry. (Pupils all point to the lorry). You are a good class.

Pupil: I see a cow.

Teacher: What colour is the cow?

Pupil: It is brown.

Teacher: What colour? What colour? Is it brown?

Pupils in unison: No.

Pupil: It is black.

Teacher: Good.

Pupil: I see a bicycle.

Teacher: How many..how many.. how many wheels in a bicycle? Pupil: Four wheels.

Teacher: Very good. Let us all try. What can you see in the picture ?

Pupil: I can see a train.

Teacher: Can you see a train? Can you see a train? Can you see a train? O.K. Let us go on. Can you see bus?

Pupils in unison: Yes.

Teacher: What is the man doing?

Pupil: The man is.. the man is....

Teacher: Help him. Help him.

Pupil: The man is on a horse.

Teacher: The man is riding a horse.

Stand up group one. Ride a horse like that man.

(Pupils laugh as they rise). Down Nellie. Down Manana . What are they doing?

Pupils: Riding a horse.

The lesson proceeded in this fashion with pupils naming objects such as houses, sun, tractor, road, woman, broom, clouds.

Teacher: What is this? Don't you know this? (pointing to the picture) What's this?

Pupil: It is a broom.

Teacher: What is the girl doing with the broom?

Pupil: She is sweeping.

Teacher: (mimics someone sweeping)

Look at me. What am I doing?

I'm doing just like that girl. What am I doing?

Pupils: I....you are sweeping.....

(A lone voice adds) the room.

Teacher: Close your books. Put them together. Let us read now. Let us read these words on the blackboard. (Teacher points to the flashcards representing words of all the objects named from the picture.)

Claudia?car

Pupils in unison: car (3x)

Bolani?lorry

Pupils in unison:Lorry (3x)

Nomsa?bicycle

Pupils in unison:bicycle (3x)

Teacher: Say it again. Bicycle, bicycle, bicycle.

Teacher: Look at these words because we are going to write them just now.

The lesson proceeded through all twelve words in this manner.

Teacher: You are a good class. Let us clap hands for ourselves. Now we are going to play a game. Five go this way. Five go that way. Thank you. Don't start till I tell you. (Pupils stood around two tables on which there were a number of cards, made by the teacher, with letters of the alphabet drawn on them.) These are cards. You are going to make the words. Don't start till I tell you. Do you understand?

Pupils: Yes.

Teacher: Use the cards to make words. Winners will be the first group finished. Do you understand?

Pupils; Yes.

Teacher: You are now ready to start. Don't touch until I tell you. O.K. Make words. Start. Help each other to make words. I will come and see your words. Let's check. If you finish one word, make another one, another one. Quickly do it till you have made twelve words. Come, come, come, come. I want to see my words. It must be exactly like the

words on the board. (Teacher moves between the groups). You are getting it now. You can do it. This one is not right. (Teacher points out a mistake) Make another word. There are twelve words. You have 1-2-3-4-5- this side. You have 1-2-3-4 this side. Stop! there goes the bell.

TEACHER B: Lesson given 01 / 03 /95 , to Std two (Grade 4)
urban class.

QUALIFICATION: SPTD, Applesbosch College.

EXPERIENCE: 15 years.

Lesson module: My World is Beautiful

Teacher: Good morning boys and girls.

Pupils: Good morning Miss.

Teacher: Right, sit down.

Pupils: Thank you Miss.

Teacher: What is the date today?

Pupils: The date today is one March nineteen ninety
five.(Chanted in unison)

Teacher: Right. Lesson 8. Let's do the revision of our
yesterday's lesson.Right our yesterday's lesson
was lesson 8. Who is taller, who is shorter? Let's
read.Let's read , all of us.

Pupils: Who is taller? Who is shorter?

Teacher: Don't shout. Read again.

Pupils: Who is taller? Who is shorter?

Teacher: Again.

Pupils: Who is taller? Who is shorter?

Teacher: Short, shorter, shortest.

Pupils: Short, shorter, shortest. (3x)

Teacher: Tall, taller, tallest.

Pupils: Tall, taller, tallest. (3x).

Teacher: Who can show us tall, taller, tallest?

Pupil demonstrates by stretching his arms higher and higher.

Teacher: Who are tall,taller tallest?

Pupil points to pupils in the class.

Teacher: Who is short, shorter, shortest?

Pupil demonstrates by pointing to fellow pupils who are
shorter than one another.

Teacher: Who can read the sentences? Right, lesson 9. Read
the sentences. My world is beautiful.

One by one the groups read the title of the module- My world
is beautiful.

Teacher: Do you remember colours? Do you remember colours?

Pupils: Yes.

Teacher: What colour is your shirt?

Pupil: The colour of my shirt is white.

Teacher: What colour is the wall?

Pupil: The colour of the wall is white.

Teacher: What colour is your tunic?

Pupil: The colour of my tunic is black.

Teacher: What colour is this book? What colour is this
book?

Pupil: This book is....

Teacher: You are not touching it. You are not touching it.
The colour of THAT book is...

Pupil: The colour of that book is yellow.
 Teacher: What colour is the chalkboard?
 Pupil: The colour of the chalkboard is green.
 Teacher: Say it all of you.
 Pupils: The colour of the chalkboard is green.
 Teacher: Say it again all of you.
 Pupils: The colour of the chalkboard is green.
 Teacher: Right, mmh.. colour.... next one. What do I like.
 Using my senses. Using my senses. Say it. All of us.
 Pupils: Using (pronounced USSing) my senses.
 Teacher: Right we have learnt about the vowels. This is a, e, i, o, u. (Teacher emphasises the U sound).
 This is U. Not USSING but using.
 Come to the next block. Read.
 Pupils: Using my senses. Smell, smell, smell.
 Teacher: Again.
 Pupils: Smell, smell, smell
 See, see, see.
 Taste, taste, taste.
 hear, hear, hear.
 Teacher: Next one.
 Pupils: Touch, touch, touch.
 Teacher: Can you smell?
 Pupils: Yes
 Teacher: With what do you smell?
 Pupil: I smell with my nose.
 Teacher: Can you smell with your head?
 Pupils: No.
 Teacher: Can you smell with your leg?
 Pupils: No.
 Teacher: Can you smell with your arm?
 Pupils: No.
 Teacher: With what can you see?
 Pupil: I can see with my ears.
 LAUGHTER FROM ALL
 Pupil: I can see with my eyes.
 Teacher: IZEE, IZEE, IZEE. (teacher stresses the pronunciation of "eyes") Right you can see.
 Show me your eyes. (children point to their eyes)
 Close your eyes. Can you see?
 Pupils; No.
 Teacher: That means you can see with your eyes.

TEACHER C: Lesson taught 25 /02 /95 to Std Two, (Grade 4), rural school.

Qualifications: PTD , Indumisa.

EXPERIENCE: 13 years.

LESSON MODULE : A family puzzle.

TEACHER: Good morning class. How are you?

PUPILS IN UNISON: We are very well thank you, and how are you?

TEACHER: Sit down. Thank you. What is the date today?

PUPILS IN UNISON: The date today is 25 February 1995.

TEACHER: What day is today? What day is today?

The day today is.....Yes, Mitchell.

PUPIL: The day today is 24.....

TEACHER: Not the date, the day.

Another pupil: The day today is Friday.

TEACHER: Good. Give her a hand. {Pupils clap 3x }
The day today is Friday. All of us.

PUPILS IN UNISON: The day today is Friday.

TEACHER: Potato group.....

POTATO GROUP IN UNISON: The day today is Friday.

TEACHER: Cabbages.....

CABBAGE GROUP IN UNISON: The day today is Friday.

{IN THIS MANNER, THE TEACHER WORKED THROUGH THE ONIONS, BEANS AND CARROT GROUPS.}

TEACHER: You know the date and now you know the day.
 You must always know the day and the date .
 What was our last lesson? Our last lesson
 was "Themba says". O. K. Let's read the
 topic. Open your books.

PUPILS IN UNISON: Themba says.

TEACHER: Right. We are going to revise what we
 learnt. We are going to revise. Stand up.
 Right. Start.

PUPILS IN UNISON: { Recite the poem , doing the actions,
 Themba says touch your toes, head, etc }.

TEACHER: Oh, good. Sit down. Right, now our English
 lesson today will be lesson 5. Open on lesson
 5. Right. Who can read for me?

PUPIL: A family puzzle.

TEACHER: Good. A family puzzle. Carrots.....

CARROT GROUP IN UNISON: A family puzzle.

TEACHER: Cabbages.....

Cabbage group in unison: A family puzzle.

{ ONCE AGAIN THIS WAS REPEATED BY THE BEANS, ONIONS. AND
 POTATOES }.

TEACHER: Right . We have read the the topic. Now
 let's come to the green and pink block on
 our left. On our left. Who can read the
 words for me?

PUPIL: Match the vowels.

TEACHER: Match the vowels. Say it again, all of you.
Vowels, vowels, vowels.

PUPIL: Vowels.

TEACHER: Vowels.

PUPILS IN UNISON: Vowels, vowels, vowels.

TEACHER: Who can read the vowels at the bottom?

PUPIL: a, e, I, o, u.

TEACHER: a, e, I, o, u. Good.

TEACHER AND PUPILS: a, e, I, o, u.

TEACHER: All of you. Close eyes. Say the vowels.

PUPILS IN UNISON: a, e, I, o, u.

TEACHER: Faster!

PUPILS IN UNISON: a, e, I, o, u.

TEACHER: Faster !

PUPILS: a, e, I, o, u.

TEACHER: Open eyes. These are called vowels. The word cannot talk without the vowels . If I can write my name, my name is Nomusa.{ Writes name on blackboard }. If I pull out the vowels, then I write N- m- s- Read this word. Read this word. Can it talk? Say it. n-m-s. If we write vowels, so we know it is Nomusa. So the vowels help us to pronounce the words, to pronounce the words. Look at

the next block. The pink block. Who can read

the words? All of us.

PUPIL: Brother.

TEACHER: All of us.

PUPILS IN UNISON: Brother.

{ They continue in this fashion, reading the following words:
mother, father, sister, friend }.

TEACHER: I thought you won't be able to read that word
friend.
You're good. Next one, next one, next one.

PUPIL: Rela.....

TEACHER: Try again. Who can try again? Look at it.

PUPIL: Relative.

TEACHER: Relative, relative, relative.

PUPILS IN UNISON: Relative

TEACHER: Onions.....

ONIONS IN UNISON: Relative, relative , relative .

{ Once again , each group repeats the word three times }.

TEACHER: NOT re-r-tives. Relatives. Say it again.

PUPILS IN UNISON: Relatives, relatives, relatives.

TEACHER: Now read the sentence at the bottom. All of
you.

PUPILS IN UNISON: My relatives are my family.

My relatives are my family.

TEACHER: Start again. Start again. All of us.

PUPILS IN UNISON: My relatives are my family. My relatives are

my family.

TEACHER: Cabbages.....
Onions.....

{ Once again each group repeats the sentence three times in unison }.

TEACHER: Right. At the bottom there is a picture. Just look at the picture. 1, 2, 3. Just look quickly at the picture. Wiseman , look at the picture. Do you see the blocks?

PUPILS: Yes.

TEACHER: The block is called the puzzle. You have got to fill in those vowels. From the bottom to the top.

From the left to the right. Those words can't talk. Can you see? Do you see? From left to right. These are not full words. Work with your friend. Can you put in the vowels so the words will be full words?

{ Pupils start to work together }.

TEACHER: Work in pairs. Work in pairs. Work together, work together. { Starts walking around }.

We also work the words from left to right or top to bottom. Others are this way, others are that way. Those who are finished stand up.

We are going to write all the words we have made out of the puzzle. { Hands out slates and chalk }.

Write on the board all the words you have made on the puzzle. Just do it. What do you need? There is the board and chalk. (Teacher drops a slate).

Pupils in unison: Sorry!

TEACHER: Thank you. Which is the quickest group?

Oh no. Which is the quickest pair, since you are working in pairs.

RESEARCHER'S COMMENTS:

This lesson is a typical example of traditional interaction, where a lot of rote learning and memorisation is used rather than students drawing on their own skills to communicate their own ideas. The teacher resorted to endless repetition of the same words and sentences and did not attain the main objective of inculcating the structural patterns of the language. Pupils consequently can recall fixed sets of sentences in stereotyped situations, but break down in communication in situations requiring creative language ability. This phenomena was also observed by Lanham (1966) when he observed teachers' lessons, with the objective of assessing teacher language proficiency as being inadequate for oral-aural teaching.

The teacher is very dependent on the textbook and tends to dominate the lesson. The teacher spoke simply in order to communicate with the pupils, but adhered closely to the

language of the textbook, not extending the pupils at all. Teacher asks only lower order(recall) questions and often uses rhetorical questions, not really expecting an answer, e.g. " What was our last lesson?" and proceeds to tell them the answer. Another example of this is , "Who can read the words here?"- and she follows the question immediately with , "All of us".

The reaction techniques and responses of the pupils tended to be of two types:

- Teacher answering her own questions.
- Accept and repeat pupil answer, always simply accepted without further explanation.

Brief interaction occurs when pupils complete the puzzles in pairs and decide together on the vowels to be inserted in the words. Students learn through co-operation with each other and this did not happen to advantage in this lesson.

TEACHER D: Lesson taught on 15 /03 /95
 Teaching experience: 26 years
 Qualification: HPTD and JPTD, INDUMISO COLLEGE
 LESSON MODULE : THE FAMILY

Teacher; Good morning class.
 Pupils: Good morning teacher.
 Teacher: Sit down.
 Pupils: Thank you teacher.
 Teacher: We will first say our song.
 Pupils all rise and recite a rhyme.(this particular rhyme was recited at the beginning of every lesson observed with this teacher).
 Teacher: Look at the picture in your books. What can you see.
 Pupil: I see Musa.
 Teacher: Musa, Musa.
 Pupil: I see Sindile.
 Teacher: There is Sindile, Sindile.Right, this family has got other people.There is one person you have not mentioned.
 Pupil: There is grandfather.
 Teacher: Right. Father, mother, grandfather, grandmother, Musa, Sindile and baby sister.All these people are forming a family. They are forming a
 Pupils: Family.
 Teacher: This family has got grandmother and grandfather. This is a family. There is grandfather and.....
 Pupils: Grandmother.
 Teacher: And grandmother.
 At the top of this family there is.....
 Pupils: Grandmother and grandfather.
 Teacher: Next to mother there is.....
 Pupils: Grandmother
 Teacher: Next to grandmother there is.....
 Next to grandmother there is.....(very irritated tone).
 Pupil: Mother.
 Teacher: Good.Who is next to grandfather?

Pupil: Father.

Teacher: Father is next to grandfather. O.K. Who is next to mother? Who is next to mother? Yes?

Pupil: Sindile.

Teacher: Next to mother there is Sindile.

Pupils in unison: Next to mother there is Sindile.

Teacher: Next to mother there is.....

Pupils: Sindile.

Teacher: There is another one next to Sindile.

Pupil: Baby sister.

Teacher: Very good. Baby.....

Pupils: Sister.

Teacher: This family has got - 1,2,3,4,5,6,7 members. Right. Let us turn to the next page. There are things we want to find out about this family. Who are older than father and mother? Who are those? Yes, Happiness?

Pupil: Grandmother and grandfather.

Teacher: Are older

Pupils: Are older

Teacher: Than...

Pupils: Grandmother and grandfather are older than mother and father.

Teacher: Good. Who are older than Musa, Sindile and baby sister? Who are older than them?

Pupil: Father and mother is older.

Teacher: She mentioned father and mother. There are also other two, not only father and mother. Fortunate, Yes?

Pupil: Grandmother, grandfather, mother and father are older than Musa, Sindile and baby sister.

Teacher: Good. Who are the oldest in this family? Who are the oldest in this family? Who are the oldest in this family? Obedience, Yes?

Pupil: Grandmother and grandfather.

Teacher: I want the oldest in this family.

Pupil: Grandmother and grandfather are the oldest in this family.

Teacher: And this one is Sindile. And this one is Musa. And Sindile is carrying baby sister. (gives the pupil a doll to carry).

Teacher: Right, look at these people. How many are they. Count them.

Pupils: They are seven family.

Teacher: They are seven members of the family.

Pupils: They are seven members of the family.

Teacher: Name each.

Pupils: Grandmother, grandfather, mother, father, Musa,

Sindile, Baby sister.

Teacher: Very good. This is our family. Right, sit down. Now we are going to write. We are going to fill up those sentences. We are going to answer questions. We are going to fill up those sentences. Right. (Teacher hands out the books and pupils proceed to fill in the missing words, copying the sentences from the text).

TEACHER E: Lesson taught 06 /03/ 95 to Std 2 (Grade 4)
 class, urban school.
 QUALIFICATIONS: JPTD, Ndalen College.
 EXPERIENCE: 13 years.
 LESSON: Prepositions.

Teacher: Good morning class.
 Pupils: Good morning Teacher.
 Teacher: Look at me. This is a book. This book is ON the desk. All of you.
 Pupils: De book is on de desk.
 Teacher: THE , THE, THE, not de, de, de.
 Pupils: The book is on the desk.
 Teacher: The book is under the desk. (putting the book under her desk)
 Pupils: The book is under the desk.
 Teacher: I am standing NEAR the desk.
 Where am I standing?
 Pupils: You are standing near the desk.
 Teacher: I am standing behind the desk. (teacher changes her position). Where am I standing?
 Pupils; You are standing behind the desk.
 Teacher: I am standing IN FRONT of the desk. (Teacher changes position again) Where am I standing?
 Pupils: You are standing in front of the desk.
 Teacher: Come to the front Sibongile.(Pupil comes forward).
 Teacher: Stand behind my desk.(pupil does so) What are you doing?
 Pupil: You are standing behind the desk.
 Teacher: No, not you, but I. Repeat, I am standing behind the desk.
 Pupil: I am standing behind the desk.
 Teacher: Class, where is she standing?
 Pupils: She is standing behind the desk.
 Teacher: Sibongile, sit on the desk. (pupil does so).
 What are you doing?
 Pupil: I am sit on the desk.
 Teacher: Class what is she doing?
 Pupils: She is sitting on the desk.
 Teacher: Thank you. Sit down.
 Teacher: (Walks over to a picture on the wall).
 The picture is ON the wall.
 Where is the picture?
 Pupils: The picture is on de wall.
 Teacher: Not DE, the, the.
 Teacher: (to a pupil) Put the book IN the cupboard.
 (Pupil puts the book on the cupboard)
 Teacher: No, not on the cupboard, IN the cupboard.

(Pupil proceeds to open the cupboard and put the book inside).

Teacher: Who can put this book UNDER the table?

(Pupil performs the action)

Teacher: Who can put this book ON the table?

(pupil performs the action).

Teacher: Who can put the book behind the cupboard?

(pupil performs the action).

Teacher: Right. Sit ON your desks. (pupils perform the action)

Teacher: What are you doing?

Pupils: We are sitting on our desks.

Teacher: Sit UNDER your desks (Much giggling, as they climb under their desks).

Teacher: What are you doing?

Pupils: We are sitting under our desks.

Teacher: Stand NEAR your desks. (Pupils do so).

Teacher: Thank you. Sit down.

These are the words you will fill in the sentences. (the prepositions are written on flashcards and stuck to the board with prestik)
Let us complete the sentences.

The book is the table.

(A pupil goes forward to select the correct flashcard).

Very good. The book is under the table.

THIS ACTIVITY TOOK PLACE FOR FIVE SENTENCES. PUPILS THEN READ OUT THE COMPLETED SENTENCES IN UNISON.

Teacher: We will write the sentences in our books.

THE BOOKS ARE GIVEN OUT AND PUPILS PROCEED TO COPY THE SENTENCES DOWN.

TEACHER:F

THIS LESSON IS INCLUDED FOR COMPARISON WITH THE LESSON GIVEN BY TEACHER H, ON THE SAME MODULE " THE RAINBOW COW"

Teacher: Good morning class.
Pupils: Good morning teacher, how are you?
Teacher: I am fine thank you. Sit down. O.K. Do you remember last time we visited the kraal or a farm? Do you remember that? Do you remember? What animals do we find on a farm? What animals are there?
Pupil: Cow.
Teacher: Cow. Good. What other animals? Yes?
Pupil: Chickens.
Teacher: Chickens, yes.
Pupil: Houses.
Teacher: Yes there are houses. Some are made out of mud.
Pupil: Tree.
Teacher: O.K. I mean animals.
Pupil: Donkey.
Teacher: Yes we find them on the farm. What other animals? Yes?
Pupil: Birds.
Teacher: Good. What else? What kind of animals? Name them.
Pupil: Window.
Teacher: Window? Is that an animal?
Pupil: Monkeys.
Teacher: Yes, what else?
Pupil: Fish.
Teacher: Fish on a farm?
Pupil: Lions.
Teacher: Yes.
Pupil: Horses.
Teacher: Yes. What else?
Pupil: Lions.
Teacher: Yes she has already mentioned that.
Pupil: Giraffe.
Teacher: Giraffe on a farm? Pigs, goats, sheep. mmh... O.K. Have you all ever seen a cow? Do you know a cow? Do you know a cow?
Pupils: Yes.
Teacher: What is a cow in Zulu?
Pupils: nKomo.
Teacher: It is a cow. A cow is found on the farm. Usually what colour is the cow?
Pupil: Black.
Pupil: Brown.
Pupil: White.

TEACHER: F

THIS LESSON IS INCLUDED FOR COMPARISON WITH THE LESSON GIVEN
BY TEACHER H, ON THE SAME MODULE " THE RAINBOW COW"

Teacher: Good morning class.
Pupils: Good morning teacher, how are you?
Teacher: I am fine thank you. Sit down. O.K. Do you remember last time we visited the kraal or a farm? Do you remember that? Do you remember? What animals do we find on a farm? What animals are there?
Pupil: Cow.
Teacher: Cow. Good. What other animals? Yes?
Pupil: Chickens.
Teacher: Chickens, yes.
Pupil: Houses.
Teacher: Yes there are houses. Some are made out of mud.
Pupil: Tree.
Teacher: O.K. I mean animals.
Pupil: Donkey.
Teacher: Yes we find them on the farm. What other animals? Yes?
Pupil: Birds.
Teacher: Good. What else? What kind of animals? Name them.
Pupil: Window.
Teacher: Window? Is that an animal?
Pupil: Monkeys.
Teacher: Yes, what else?
Pupil: Fish.
Teacher: Fish on a farm?
Pupil: Lions.
Teacher: Yes.
Pupil: Horses.
Teacher: Yes. What else?
Pupil: Lions.
Teacher: Yes she has already mentioned that.
Pupil: Giraffe.
Teacher: Giraffe on a farm? Pigs, goats, sheep. mmh... O.K. Have you all ever seen a cow? Do you know a cow? Do you know a cow?
Pupils: Yes.
Teacher: What is a cow in Zulu?
Pupils: nKomo.
Teacher: It is a cow. A cow is found on the farm. Usually what colour is the cow?
Pupil: Black.
Pupil: Brown.
Pupil: White.

Teacher: O.K. Thank you. What do we get from the cow?
Who can tell me? Who can tell me? Who can tell me? Sometimes we pour it on our porridge in the morning, or in our cornflakes in the morning.

Pupil: Milk.

Teacher: Good. Don't you know milk?

Pupil: Yes.

Teacher: What is milk in Zulu?

Pupil: uBisi.

Teacher: You don't know milk?

Pupils in unison: Yes.

Teacher: Milk, milk. From the cow we get milk. What else do we get from the cow besides milk?

Pupil: Grass.

Teacher: Grass from the cow? It is something that we eat.

Pupil: Rice.

Teacher: Rice from the cow? Mothers use it to cook. What is it? Yes, yes?

Pupil: Maas.

Teacher: Maas. Yes we do get maas when the milk is soured. What else? (Teacher breaks into an explanation in Zulu)

Pupil: nYama.

Teacher: Good it is meat.

Pupils: Meat.

Teacher: What are the products of milk? O.K. I'll tell you. Chocolate. Chocolate is made from milk. What else is made from milk? Tell me. I've already told you chocolates, toffees, maas, cheese. What else?

Pupil: Powdered milk.

Teacher: Yes! Klim, Nespray, Lactogen.... Do you know these? Made out of milk. Cheese, maas, yoghurt, toffee, milkshake. Do you know milkshake? Do you know milkshake? Also made out of milk. Open your books to page 6. what do you see in the picture? What do you see in that picture? What do you see in that picture?

Pupil: A cow.

Teacher: Good. What colours do you see?

Pupils: Red, yellow,.. blue.

Teacher: O.K. There's another colour, dark purple, called indigo. I'm going to tell you a story. All look at me. About a magic cow. It has seven colours like a rainbow. After the rain.

STORY. My father had a cow. When he tried to milk his cow, there came red milk in the bucket. My father was surprised. He put the bucket aside. My father took another bucket and tried to milk his cow. There came yellow milk. My father was

surprised. (This continues through all the colours of the rainbow). At last my father got white milk.

O.K. That's the end of my story. Do you like my story? O.K. That's the end of my story. Let's read.

Pupil: I like red milkshake.

I like blue milkshake.....etc

Teacher: O.K. now I'm going to give you worksheets. You must draw and colour in.

If I say draw a yellow banana what will you do?

Pupils: Draw a yellow banana.

Teacher Take out your pencils and crayons.

TEACHER G: Lesson taught 24/02/95 to Grade 4, rural school.

Qualifications: PTD, Indumiso College.

Experience: 13 years

Teacher: Let us open our books on lesson three.

(Repeated three times).

Teacher: Let us talk about sugar.

Let us talk about.....

Pupils: Sugar.

Teacher: Right. There are some pictures in your book.

Who can tell me, Oh, just give me all the things that you can see in your picture.

Pupil: Juice.

Teacher: There is juice.

Pupil: Cake.

Teacher: Yes.

Pupil: A half cake.

Teacher: A half cake? Oh, a small piece of cake. What do you see Jabulani?

Pupil: Cake.

Teacher: You also see cake.

Pupil: Biscuits.

Teacher: That's good. There are biscuits. What else?

Pupil: Frying pan.

Teacher: Good. A frying pan.

Pupil: A table.

Teacher: Yes, a tablecloth.

Yes Sifiso?

Pupil: Rice.

Teacher: Yes, Rice in a bottle.

Pupil: A girl.

Teacher: Yes, a girl.

Pupil: Sugar.

Teacher: Where is sugar? In which picture? Gugu, show us the sugar. No, that is rice in a bottle.

Pupil: Juice.

Teacher: Right. Let's go on. Let us go on. What do we call these? The cake, rice, juice, sweets, sausages, meat, fish. All these things that have you mentioned. What do we call them?

Pupil: Food.

Teacher: Let us go on. The top picture. Who can tell us all the foods in the top picture? Tokizaan, yes?

Pupils continue to repeat the names of the items in the picture. It tended to be directed towards the same pupils for answering.

Pupil: A cupboard.

Teacher: What? A cupboard? Oh, that is a box that contains biscuits. Right, a box of biscuits.

Pupil: A girl.

Teacher: What? A girl is a human being. You can't eat a girl.

Pupil: Icing sugar.

Teacher: On top of the cake. Right, let us go on. The bottom picture. Only food that we can find in the bottom picture. Only food.

Pupils once again repeat the items in the picture.

Teacher: Right, let us go on. What does the cake taste? If you eat the cake, what is the taste of the cake ?

Pupil: Tastes sugar.

Teacher: Right, that means that all the foods that are in the top picture, they have the sugar. Does the cake have sugar? Put hands up. Does the cake have sugar?

Pupil: Yes.

Teacher: The cake has

Pupil: Sugar.

Teacher: Do the sweets have sugar? If you eat the sweets, do the sweets have sugar?

Pupil: Yes.

Teacher: The orange juice has sugar. The orange juice has sugar. Let us all read. Foods that have sugar.

Pupils in unison. Cake has sugar. Biscuits have sugar. Sweets have sugar. Juice has sugar.

Teacher: How many cakes are we talking about?

Pupil: One cake.

Teacher: We are talking about one cake. Let me give you an example. Sipho has a white shirt. All repeat.

Pupils; Sipho has a white shirt. One Sipho.

Teacher: Another example. Gugu has a red jersey. She has a red jersey. I'm talking about one person. Who can make another example? Try Lucky.

Pupil: Teacher has a class.

Pupil: Tobani has a book.

Teacher: Try again.

Pupil: Wellington has a bag.

Teacher: Sweets have sugar. How many sweets are we talking about?

Pupil: Three sweets.

Teacher: How many sweets are we talking about Sifiso?

Pupil: Seven sweets.

Teacher: Yes. Lucky?
Pupil: Many sweets.
Teacher: Very good. Right, sweets have sugar.
Teacher: If we are talking about more than one thing,
that is two things, three things, hundred
things, million things, we always use HAVE,
HAVE, HAVE.
Pupils: Have, have, have.
Teacher: You want to try?
Pupil: Shops have money.
Teacher: Repeat three times.
Pupils: The shops have money, the shops have money, the
shops have money.
Teacher: Good.
Pupil: The schools have books.
Teacher: Good. Repeat.
Pupils: The schools have books (4x)
Teacher: We are talking about many schools. Do you
understand?
Pupils: Yes.
Teacher: If we eat meat, do you think it has sugar?
Pupils: No.
Teacher: If we eat meat, do you think it has sugar?
Pupils: No.
Teacher: If we eat rice, do you think it has sugar?
Pupils; No.
Teacher: If we eat sausages, do you think it has sugar?
Pupils: No.
Teacher: What I would like you to do, is this. Right,
you must take out your language books. Right,
we can make the chart. We can make the tables.
Right, write down all the foods that have the
sugar and do not have the sugar in your chart.

Is that clear?

TEACHER H: Lesson taught 21 /02/95 to Std One (Grade 3)
urban class.

QUALIFICATION: PTD, Indumiso College.

EXPERIENCE: 22 years.

LESSON MODULE: The Rainbow Cow.

Teacher: Open your books. Show me a red milkshake.

Pupils: (point to the picture)

Teacher: Very good. Show me a blue milkshake.

Pupils: (Point to the picture).

Teacher: Very good. Show me a yellow milkshake.

(This continues through all the colours of the rainbow).

Teacher: Alright, let's read the colours of the
milkshakes.

Pupils; Red,blue, yellow, green.....

Teacher: Say INDIGO.

Pupils: Indigo, indigo, indigo.

Teacher: You say you like milkshakes. Read the sentence
below.

Pupils: I like red milkshake.

I like blue milkshake

I like yellow milkshake.

(This continues through all the colours of the rainbow)

Teacher; Alright, there are a few of you who are not
reading properly. There is an " s" at the end of
milkshakes.Read again.

Pupils; I like red milkshakes.

I like blue milkshakes.

I like yellow milkshakes.

(This continues through all the colours of the rainbow).

Teacher: Alright. Thank you. You close the books and do
the worksheets for me. You are going to work in

pairs. Work with your partners. You colour in there. You draw me pictures. Use the colours.

20-02-1995

Hello

Hello my name is Mosible & I am Eleven years old.

I am in Std 2 & I have a brother.

His name is Zithemba. He is one year old.

He is younger than me. I have a sister.

Her name is ~~Zithemba~~ ^{Nw}she is 8 years old.

He is my brother not my sister.

Be careful of your spelling!!
Use full stops.

20-02-1995 Corrections

Date ? ? ?

Hello my name is Nathi I am ^{twelve} 12 years old.

I am in Std 2 & I have brother.

His name is ~~Nambale~~ He is 14 years old.

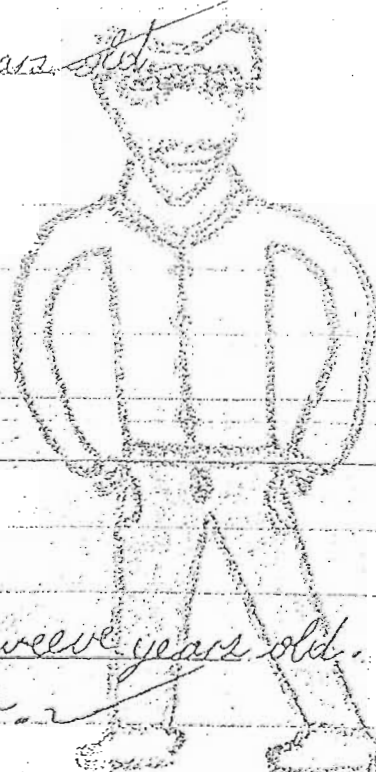
He is older than me.

I have a sister.

Her name is Bheki.

She is ^{forty five} 45 years old.

She is older than me.



20-02-1995

Corrections

Hello my name is Nathi I am twelve years old.

I am in Std 2 & I have brother.

She is forty-five years old.

for

20-02-1995

1 Hello my Name is Ithemba.

2 I Am ten years old.

3 I Am in ~~std~~ std 2.

4 I have a brother. His Name is Phumkhu.

He is seventeen years old.

He is older than me. I have a sister whose Name is ^{this} ~~for~~

She is fifteen years old.

She is older than me. write full stops

21-02-1995

Corrections

1 Hello my Name is Ithemba.

2 I Am ten years old.

3 I Am in ~~std~~ std 2.

4 I have a brother. His Name is Phumkhu.

22-02-1995

Who is older? Who is young

1 Grandmother and grandfather are older than ~~an~~ and father.

2 Grandmother and grandfather mother and ~~father~~ are older than Sindile, Mwa and baby sister.

3 Grandmother and grandfather are the oldest.

Good

X

22-02-1995

Who is older? Who is young

1. ~~grandmother and~~ grandfather are older than mother and ~~father~~.

2. ~~grandmother and~~ grandfather mother and ~~father~~ are than ~~older~~ Sindile Mwa and baby sister.

3. ~~grandmother and~~ grandfather are the oldest.

11-01-95

22 February 1995

Who is older? Who is younger?

Who are older than

- 1 Grandmother and grandfather are older than mother and father
- 2 Grandmother and grandfather mother and father are older
- Silindile Musa and baby sister
- 3 Grandmother and grandfather are the oldest.



22 February 1995

Themba says!

Themba says hands up!

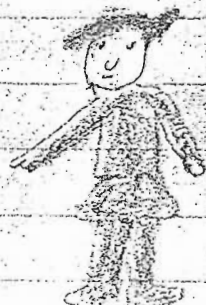
Themba says hands down!

Themba says arms folded!

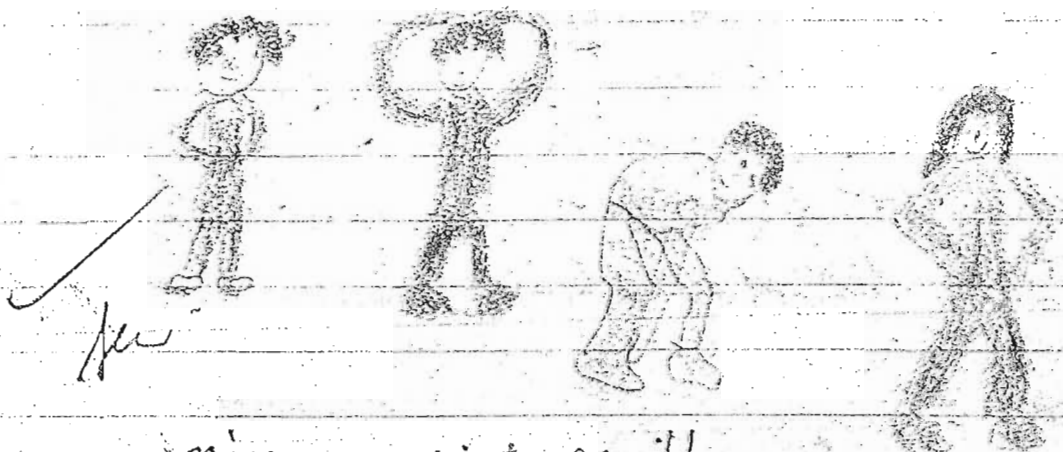
Arms up!

Themba says touch your head!

Themba says touch your toes!



Themba says hand on hips!
buck yer toes!



nice pictures !!

28-2-1995

Who is tall? Who is shorter?

Musa	3 Sindile
Nomusa	4 Themba
3 Gola	6 Sipho
	20 12 Lisa



28-02-1995

Who is taller? Who is shorter?

1. Musa
2. Nomsa
3. Zola
4. Simbule
5. Themba
6. Sipho

6/10 head

1. March 1995

My world is beautiful

1. I like to ~~smell~~ the red flowers.
2. I like to ~~see~~ the blue sky.
3. I like to ~~taste~~ the white cake.
4. I like to ~~hear~~ the black birds.
5. I like to ~~touch~~ the green grass.

5/10 head