

**AN ANALYSIS OF TEACHERS' USE OF VARIOUS MEANS OF  
ASSISTING LEARNERS' PERFORMANCE IN THE SECOND LANGUAGE  
LESSONS WHERE NEW MATERIALS ARE BEING TRIALLED**

BY

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Submitted in fulfilment of the requirements for the degree of  
**MASTER OF EDUCATION**  
at the University of Natal  
Pietermaritzburg

DECEMBER 1998

## DECLARATION

I hereby declare that this dissertation, unless otherwise indicated in the text, is my own original work. It has not been submitted in any form for any degree in any other University.

A handwritten signature in black ink, appearing to read 'Muzi Erick Madlala', written over a horizontal dotted line.

**MUZI ERICK MADLALA**

## ACKNOWLEDGEMENTS

I would like to express my thanks to the following people without whom this dissertation would not have been possible:

- My supervisor, Prof. Harvey B. Adams for his guidance, patience and constructive criticism.
- Senior Education Management (Msinga and Pietermaritzburg) for granting me permission to observe teachers of the schools under their jurisdiction.
- The principals, teachers and the learners of the three schools.
- My wife, Penelope, daughters, Zinhle and Senamile, and the son, Singabakho (we are yours) for being supportive during trying times.
- C.S. Gumede, Sanele, L.E. Dladla and my cousin, Nomthandazo Madlala, for their assistance in the typing and proofreading of this dissertation.
- My brothers, Mbuso, Mlungisi, Zazela, Mzingelwa, Musa, Mbukeni and Bonginkosi, for their unparalleled and unbiased guidance and motivation.
- Mrs Julie Dyll for the final editing and typing of this dissertation.

## ABSTRACT

This dissertation investigates the impact on classroom practice of the use of new language texts which are based on the Thinking Actively in a Social Context (TASC) model, and the principles of Communicative Language Teaching (CLT). Draft materials of a newly published series, *Language in My World*, were used by the researcher.

The central aim of the study was to establish whether the use of the new materials, without accompanying in-service training in their use, would effect any change in the teaching methodology of the participant teachers, as well as a change in learner involvement.

A qualitative, non-participatory method of observation was applied. Four teachers from one rural ex-Department of Education and Training (DEC) school, and seven teachers from two ex-KwaZulu-Natal Department of Education and Culture (KDEC) rural schools, participated in the study. Lessons were observed over a period of six weeks. The research design, the field work, and analysis of the observed lessons are described and recorded.

The findings indicate aspects of classroom practice which hinder the effective learning and teaching of English as a second language. Learners were not taught by adequately trained teachers. In most of the lessons observed, the teachers engaged in the 'recitation script' and there was no sensitization of learners to show their understanding of the texts. Learners were not given the opportunity to analyze the information received in the light of their own experiences and emotions. Teachers needed to be taught about the principles of CLT. The climate at many schools (not enough classrooms, no toilet facilities, no learning resources), is not conducive to learning.

The implications of the findings are considered. Certain recommendations from the findings are made which will enable teachers to develop their professional knowledge and improve their teaching practice.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 INTRODUCTION

The specific focus of this study is to investigate and analyze the use of new materials in English language classrooms. As the field of second language pedagogy has developed and matured over the past few decades, authors and researchers have experienced a number of reactions and counter-reactions in methods and approaches to language teaching. Researchers have defined and redefined the construct of communicative competence. They have pressed valiantly toward the goal of learning how best to teach communication. This has manifested the search for ways to teach English Second Language (ESL) successfully in order to bridge the communication gap.

Language teaching was based on the strong emphasis of teaching learners how to 'form' correctly, that is, to manipulate the structures easily and without error. 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, 1981:2).

The researcher observed the use of new materials based on communicative language teaching (CLT) in English Second Language (ESL) classrooms in ex-Department of Education and Training (DET) and KwaZulu-Natal Education Department (KDEC) secondary schools. An analysis was made of teacher-learner interactions in order to provide first-hand information about the problems the teachers and learners are confronted with during language lessons.

Brown (1987) offers the following characteristics of a definition of CLT:

- Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving intended meaning (p.213).

The researcher had been an assistant teacher for more than five years and during this period had observed the lack of interaction between teacher and learner. This normally emerged when various teachers asked their counterparts in other schools to take part in exchange teaching. Visiting teachers would teach the same sections in English, i.e. literature, composition and passages of comprehension.

Despite all the efforts, there is still a recurring dissatisfaction across the spectrum, i.e. economic, political, social and education, with the learners who finish Grade 12. They cannot successfully exhibit knowledge they have acquired, either through writing or speaking. Learners should be taught and encouraged to write in their own words, instead of regurgitating phrases from the text books to pass examination.

Since English is the medium of instruction in the schools to be studied, the researcher felt that teachers and learners were not well equipped with the methods and approaches that are required in order to fulfil the criteria of CLT.

The purpose of this study is not to solve problems which beset education as a whole, but to gather, clarify and analyze information and make this available.

## **1.2 IMPLEMENTATION OF A NEW CURRICULUM**

Since English is widely spoken in South Africa and is a prerequisite in the economic world, there is a need for curriculum designers and planners to seriously look into the workability so that a curriculum which will cater for literacy, and a communicative approach to language in order to develop language competency and proficiency to the learners. This will help eradicate the 'recitation script' which teachers are so attuned to. The recitation script is the state where teachers ask questions knowing that there will be no thinking processes involved as learners come out with already-known answers (Tharp & Gallimore, 1988). We are living in an increasingly changing environment, so a curriculum that will cater for innovative ideas and memory-enhancing capabilities merits a great deal of attention.

## **1.3 CURRICULUM 2005**

The newly designed Curriculum 2005 (Department of Education and Training, 1994), which caters for Grades 1 to 12, seeks to overcome the shortcomings of previously existing curricula. Its main concern is the promotion of literacy, i.e. for the learner to be accessible to the world (through the spoken and written language) and to acquire and create knowledge through the development of multiple capacities within all learners. This will enable them to make sense of their worlds through whatever means they have available, not only through the use of texts and books. Its aim is to develop learners' understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate beliefs, actions and relationships.

It is said that one masters the ability to communicate by communicating with others. After learners have been taught, they are expected to develop an understanding and knowledge of grammar. This will empower them to communicate clearly by using grammatical structures (e.g. word-order) correctly. Through this, the learners become aware of their language usage in whatever contexts. Throughout learning, language plays a very important role

in that learning is mediated through language as the learner interacts with new knowledge, materials, teachers and other people.

#### **1.4 ENVISAGED ASSISTANCE PROVIDED BY TEACHERS TO LEARNERS DURING LEARNING**

Humans have long been concerned to come to grips with the environment and to understand the nature of the phenomena it presents to their senses. A person may thus draw upon an individually accumulated body of knowledge and skills derived from encounters and acquaintance with facts and events in their environment. Where solutions to problems clearly lie beyond personal knowledge, a person may make use of the wider or different experience of other people in the immediate circle, i.e. the teachers, parents and authorities. The culture of human beings is learned, and through language it is transmitted from generation to generation. The transmission does not occur spontaneously. It requires a mechanism, a social device, an institution of some kind, providing a method of instruction, which will pass on knowledge of what is in storage, or at least some essential part of this knowledge from adults who have taught it to the young who have not learned it. Education is the term which we now employ to identify this mechanism (Vygotsky, 1978).

The opportunity for learning is greatest when the learners take full responsibility for identifying the purpose of their learning and shape and focus themselves for communicating with another person who really exists. This will enhance their impetus to sustain effort through several drafts and give the teacher justification for demanding accuracy and good presentation.

## 1.5 TEACHERS' EXPECTATIONS

Since learning and teaching do not take place in a vacuum, it is the responsibility of both teachers and learners to engage in this process. It is a two-way communication. Thereafter, as teachers are perceived to be more knowledgeable than learners, it is then up to teachers to make sure that they nurture learners in the right direction.

It is for this reason that the researcher felt that for genuine and positive learning to take place, teachers need to adopt the means of assisting learners' performance in their zone of proximal development (ZPD), as suggested by Tharp and Gallimore (1988), whereby communicative aspects of the language can be explored. This is confirmed by Bruner (1985) who states, "There is no way, none, in which a human being could possibly master the world without the aid or assistance of others, for in fact, the world is others" (p.25).

The teachers expect the learners to work with them to accomplish the learning objectives. The objectives cannot be achieved overnight. It is a demanding and arduous task. As Graves (1983) succinctly puts it,

There is a process to follow and to learn. There is a road to travel, and there is someone who has already made the trip ...  
There is a long painstaking, patient process demanded to learn how to shape the material to a level where it is satisfying to the person doing the crafting (p.67).

What is spoken to a learner is later said by the learner to the self, and later is abbreviated and transformed into the silent speech of the learner's thought. It is like a musician who continuously practices (under the vigilant guidance of an expert) his songs until he becomes a virtuoso. It is this repeated manipulation which catapults him to become the most renowned singer.

## 1.6 THE FOCUS OF THIS DISSERTATION

Communication has occupied too little space in school practice when compared to the enormous role that it plays in children's cultural development. Teaching of reading, speaking and writing should be a contemporaneous event which is geared towards the production of would be good readers and speakers. It is often said that teaching a person to speak is to teach him to think.

A theoretical framework based on the work of Vygotsky and the interpretation of his work by Tharp and Gallimore (1988, 1989) will be considered. They have devised six means of assisting performance in the ZPD, but the researcher has decided to use only three means which he feels are a *sine qua non* in learning:

- *Questioning* - ideas and opinions are elicited from the learners, rather than short factual responses.
- *Feeding back* - the teacher has to inform the learner as to where he went wrong and how to rectify it, as well as what was almost right and how it can be improved.
- *Modelling* - offering behaviours which are to be gradually mastered.

The instructional materials, *Language in My World* (Curriculum Development Unit, Natal University, Pietermaritzburg, 1996, in press) are based on an explicit model of teaching thinking. The intention is to bring about change in learners and in the teacher through the communicative approach to language teaching, which is an interactive teaching based on Vygotskian principles. The materials underpin the development of the learners' critical thinking skills, knowledge and attitudes.

Chapter Two will deal extensively with theoretical considerations which, *inter alia* consist of Vygotsky's (1978) influence, especially the mediating role of




teachers, Tharp and Gallimore's (1988) means of assisting performance, Bandura's (1977) social learning theory, communicative language teaching and classroom research. The theoretical considerations based on Vygotsky's social development in the historical context (Krashen, 1985), CLT, means of assisting performance in the ZPD, and *Language in My World* materials, were used in the observation in the classrooms.

Chapter Three describes the research design and methodology. Three schools were visited and the interaction between teachers and learners observed and recorded in detail. In most cases the duration of periods was 35 minutes for a single period and 70 minutes for a double period.

Chapter Four is a detailed analysis of transcripts of the lessons observed. Problems and difficulties the researcher encountered are discussed. Here, the focus is on the three chosen means of assisting performance (Tharp & Gallimore, 1989), i.e. modelling, questioning and feeding back.

Chapter Five is a concluding chapter which reports the findings. Learners emerge from a background where they are not generally exposed to good models of English, they are taught by teachers who are not qualified or are under-qualified, and they do not have access to educational resources. All of these exacerbate their incompetence in English language. As a result of under-qualification and insufficient exposure to good models of English, the teachers' use of grammatically incorrect questions, wrong pronunciation and ambiguous questions have a bearing on the learner's learning and their lives after leaving school. The researcher recommends that emphasis should be given to communicative competence and aural comprehension. This will require changes to teacher training, both at the pre-service and in-service levels. Limitations of the current research and areas requiring further research are also discussed.



## CHAPTER TWO

### THEORETICAL CONSIDERATIONS

#### 2.1 INTRODUCTION

Traditional language teaching in South Africa has for some time been characterised by passivity and poor performance by the learners. For years, teachers have been engaged in what Perkins (1992) calls 'parochialism' where the emphasis has been on the "correct usage of the grammatical rules" rather than focusing on the content of the particular subject. The syllabus was designed in such a way that even during learners' utterances or in their written products, emphasis was placed upon competence and accuracy rather than upon communicative effectiveness. Language specialists working in conjunction with English Language Educational Trust (ELET) have recently come together to revise the syllabus for English as a Second Language. This was because of sentiments by educationists *inter alia* Ellis (1991), who puts it as follows: "There has been a growing disillusionment with contemporary approaches to the teaching of English as a second language" (p.5).

This has encouraged language specialists to try and do something to alleviate the lack of communicative ability in learners which is evident even in those who have passed written examinations in English as a second language. Wong-Fillmore, 1985:24) states that:

...a common belief held by language-learning specialists is that the best situation for language learning is one that is relatively 'open' in structure, and in which learners can talk freely with one another even during instructional activities. We assume that in such settings learners can get maximum contact with classmates, and through this contact get the practice they need in using it.

This will give learners ample opportunities to learn in a rather 'open' environment where they are free from anxiety and agitation. In this venture they can defend their statements and actions. It should be the teachers' prerogative to find out from the learners how and why they have arrived at particular answers. This helps learners' cognitive aspects to grow because the learners are then given opportunities to state their input.

Cultural influences mean that society provides the child with goals and structured methods to enhance his development. Language is one of the key tools created by human kind for the organization of thinking. Tools such as language have developed throughout history, and so the cultural condition joins the historical one. One of Vygotsky's contributions is the use he makes of history and metatheoretical analysis of psychology as an orientation to his psychological research. As Lakatos (1970:75) points out "philosophy of science without history of science is empty, and history of science without the theory of science is blind". Man has a historical nature and then psychology needs history to understand man, while at the same time history requires psychology to explain the human actions that produce historical change.

Leont'ev (1981:56) states that "Human activity assimilates the experience of human kind". This means that humans' mental processes (their higher psychological functions) acquire a structure necessarily tied to the socio-historically formed means and methods transmitted to them by others in the process of co-operative labour and social interaction. But it is impossible to transmit the means and methods needed to carry out a process in any way other than in external form - in the form of action or external speech. Learning puts the learners in a dependent position, so it is important that they experience some training in acting independently. Failure to transfer or reminisce on 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 of second language. They tend to overlook the notion that we learn to communicate by actually communicating with others. What is of paramount significance in CLT (to be discussed in Section 2.2.1) is the importance of communication in a language and being able to confidently and communicatively exhibit the knowledge acquired during learning. The grammatical rules are indeed essential, but the primary core of CLT is to teach learners to communicate the right thing at the right time.

## **2.2 VYGOTSKY: SOCIAL DEVELOPMENT IN THE HISTORICAL CONTEXT**

In traditional teaching, the teacher was perceived to be all knowing and learners acted as vessels into which knowledge had to be poured. Schooling was characterised by a particular form of discourse, which is called by Tharp and Gallimore (1989) 'a recitation script'. Learners generally sat silently, followed directions, read assigned texts, filled out worksheets and took tests. There was little dialogue or interactive teaching, as would characterise communicative teaching. This kind of learning is distinctly at odds with the ideas of Vygotsky. He regarded education not only as central to cognitive development, but as the quintessential socio-cultural activity. In order for learning to be a success, educators and learners have to devote all their efforts to the process. Vygotsky (1978) stated that knowledge begins from the inter-psychological and proceeds to the intra-psychological aspect. In teaching, it is then prudent to work at both of these levels.

### **2.2.1 Language**

Vygotsky (1978) believes that language in the form of private speech guides cognitive development. Language is learnt just as anything else, by the repetition of those behaviours that lead to some kind of positive result. The learners learn the language in instructional conversations in which learners learn through interactions with teachers and or other learners. According to Woolfolk (1995:47), "language provides a means for expressing ideas and asking questions, and it provides the categories and concepts for thinking".

Here language is seen particularly as a social or cultural phenomena: it is a part of society, it is partly shaped by society and in certain circumstances it also itself shapes society. Language provides a screen or filter to reality; it determines how speakers perceive and organize the world around them, both the natural world and the social world.

### **2.2.2 Thought**

Language to a large extent determines thought patterns. There seems to be no question that languages are as much culturally based as they are innate. McAllister (1985:11) states that communicative competence consists of the knowledge of "what to say to whom, and how to say it appropriately in any given situation". This is echoed by Gumperz (1972:205) when he says:

... whereas linguistic competence covers the speaker's ability to produce grammatically correct sentences, communicative competence describes his ability to select from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behaviour in specific encounters.

### **2.2.3 Culture**

Culture and language are seen as linked. Wardaugh (1986:211) defines culture as:

... consisting of the particular knowledge and beliefs that members of a community have which enable them to operate in a manner acceptable to the group, and in any role that the group finds acceptable.

Knowledge and belief are communicated between members of a group through language.

So language and culture are inseparable entities and their inseparableness is borne out by Gregerson (1977:156) where he says: "Language can be studied not only with reference to its formal properties but also with regard to its relationship to the lives and thoughts and culture of the people who speak it".

The beliefs and values as well as the needs of a particular society are therefore reflected in the language. Hudson (1980:83) concurs with this:

As for the relation between languages and culture, most of language is contained within culture, so it would not be far from the truth to say that a society's language is an aspect of its culture.

Culture and language are so tightly related that they may be considered aspects of the same thing. Cultural changes tend to occur along with language changes, and then the two proceed to reinforce each other.

#### **2.2.4 Internalization**

Vygotsky (1978) postulates that the interaction between learning and development, or between child and adult, takes place in the ZPD. For him, psychological functions appear first inter-psychologically, or between people, initially the child is regulated from outside by some informed other person, usually the mother. Only later are these functions internalized as intra-psychological functions. According to Vygotsky, there has to be an external mediator, the more capable person, to usher in social artifacts, i.e. culture, into the child, thus the child internalizing them. Vygotsky posited that children internalize and transform the help they receive from others and eventually use these same means of guidance to direct their subsequent problem-solving behaviour.

Meadows (1993) sees internalization as part of the construction of consciousness through human social interaction. Internalization plays a pivotal role both in the learning and development of a child. Cognitive development

is to be understood in terms of the child being trained to behave in ways which the culture has developed as cognitively useful. By so behaving, and by practising and reflecting on what is done, the child internalizes the cognitive skills of the culture and can develop them and pass them on to the next generation.

Development involves, as is said, initially interpersonal use of psychological tools, which increasingly become available for intrapersonal use.

Social life creates the necessity of subordinating the individuals' behaviour to social demands and in addition creates complex signalization systems - the means of connection that direct and regulate the formation of conditional connections on the brain of individual humans (Vygotsky, 1960, trans. by Werstsch, 1985:245).

### **2.2.5 Mediation**

Mediation is stressed by Vygotsky (1978) as an important facet of the learner's learning experience. The learner responds to stimuli in the environment, but, initially stimuli in the environment are mediated to them through their closest caregivers, usually their mothers and later teachers. Teacher can enrich the learners' language environment by focusing not just on correct or incorrect usage, but on the expressed utterance. For example, if a learner says "I writed my name"; teacher could respond, "you wrote your name". In this way, the teacher maintains the learners' interest and at the same time introduces a different grammatical construction that the learner can observe - and adopt. 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.

### **2.2.6 Zone of proximal development (ZPD)**

The zone of proximal development (ZPD) is defined by Vygotsky (1978:86) as the

... distance between the actual development 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 peer.

Vygotsky (1978) introduced the notion of ZPD in an effort to deal with two practical problems in educational psychology: the assessment of learners' intellectual abilities and the evaluation of instructional practices. With respect to the former, he believes that existing techniques of psychological testing focused too heavily on intra-psychological accomplishments and failed to address the issue of predicting future growth. This ZPD is discussed more fully below in Section 2.3.

### **2.2.7 The activity setting**

The term activity setting refers to those occasions when collaborative interaction, inter-subjectivity, and assisted performance occur and when teaching occurs. (Cole 1985, Tharp and Gallimore 1988:189). They are of the opinion that any teacher should create new activity settings in which joint activity will increase the competence of supervisees. All those who participate will be influenced, will be assisted, will develop a new inter-subjectivity, and will advance in the development of capacities to assist. Activity setting will be discussed in detail in this chapter.

An analysis of this research will revolve around the interaction of teachers and learners in the activity settings. Interaction includes communication and exchange of ideas and opinions, the implication is that there must be mutual influence at least in a way which requires reaction towards others'



communication. In communicative language teaching one of the recipes for effective learning is the good environment where the interaction takes place.

### **2.3 THE ZONE OF PROXIMAL DEVELOPMENT (ZPD)**

Vygotsky wrote about collaboration and assisting learners through demonstration, leading questions, and introducing the initial elements of the solutions to tasks. He further asserted that the intellectual skills learners acquire are directly related to how they interact with others in specific problem solving environments. Leont'ev (1981:28) who was Vygotsky's pupil, noted in a discussion many years after Vygotsky's death:

American researchers are constantly seeking to discover how the learner came to be what he is, we in the Union of Soviet Socialist Republic are striving to discover not how the child came to be what he is, but how he can become what he not yet is.

In a nutshell what this says is that a Vygotskian approach to education must not only analyze teaching and learning as part of existing instructional practices, but must also create fundamentally new, advanced instructional activities. In other words, it must produce learning by facilitating new forms of mediation.

Interest in the problem of how a child can "become what he not yet is" can be traced, in part, to Vygotsky's analysis of ZPD. One of his chief reasons for introducing this construct was that it allowed him to examine those functions that have not yet matured but are in the process of maturation, "actions that will mature tomorrow but are currently in embryonic state" (Vygotsky, 1978:86). According to Vygotsky, instruction in the ZPD calls to life in the learner, awakens and puts in motion an entire series of internal process of development. Then, it awakens and rouses to life an entire set of functions which were previously in the stage of maturing, which lay in the ZPD.

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 argue that "learners all have uniquely different ZPD's while at different ages and coming from different cultural groups" (1989:31). It is the opinion of the researcher that Vygotskian theory will play a pivotal role in the assisting performance because it posits a strong, dialectic connection on the one hand between external, i.e. social and practical activity mediated by cultural tools, such as speech and writing, and on the other hand the individual's intellectual activity.

#### **2.4 THE TEACHERS' ROLE IN PROVIDING SCAFFOLDING**

Bruner (1985) refers to the act that the teacher performs as 'scaffolding'. Scaffolding is defined by Bruner as "the process of learning task to make it possible for the learner, in Vygotsky's words, "to internalise external knowledge and convert into a tool for conscious control" (Bruner, 1985:59). Learners learn best when they are engaged in academic tasks which are clearly introduced to them and which they can proceed through steadily, making consistent progress with few failures (ideally almost none), when they have to work independently, when the teacher is there to provide feedback and guidance.

'Scaffolding' is used as a metaphor for the method which is designed by teacher to help the learners during their learning to develop, mature and be physically involved in their learning process. The builder uses scaffolding in order to reach the top of the house. The primary motive for using scaffolding is because the top of the house is not easily accessible to him, so he has to get assistance to reach the top. Scaffolding is used for a certain period of time, i.e. until such time he has accomplished the task at hand.

An example can be traced when a teacher teaches a poem. Poetic devices, i.e. sense, intention, feeling and tone have to be explained to the learner. It suffices to say that the interpretation of the poem is an individualistic opinion,

the learner will have to use devices in order to get the meaning of the poem. The learners will be able to effortlessly manipulate the knowledge given to them and then on their own be able to fully implement what was given to them.

Meadows (1993) avers that the learner has to engage in the following: (1) describing own activity (2) answering own self-dialogue questions and (3) cognitive self-guidance. This echoes Vygotsky (1978) in his assertion that the learner should be able to first describe himself and his activity to others. Scaffolding is used by a teacher for interactional support, often in the form of adult-learner dialogue, that is structured by the adult to maximize the growth of the learner's intra-psychological functioning. In their shared activity the teacher is interacting with unseen processes, the in-the-head strategies used by the learner to produce the overt responses of writing or speaking. Teachers systematically shape their joint experiences in such a way that the learners will be drawn into taking more and more responsibility for the day's work.

Within a learning programme, because the teacher selects texts on an increasing gradient of difficulty, the scaffolding of teacher support continues, always at the cutting edge of the learners' competencies, in their continually shifting ZPD. The teacher creates a lesson format, provides scaffolding, within which she promotes emerging skill, allows for the learner to work with the familiar, introduces the unfamiliar in a measured way, and deals constructively with slips and errors. The teacher calls for the comprehension of texts and for the detection and repair of mismatches, when they occur. The teacher passes more and more control to the learner and pushes the learner gently but constantly, into independent, constructive activity. The learners' naivety is sometimes catapulted forward to a greater extent if they engage themselves in interactive processes. The dialogical relationship which is established enables learners to affirm their level of ability in the context of the lesson and in it they are stretched towards their potential ability. Scaffolding does not involve simplifying the surface-level task (Tharp & Gallimore, 1989) - instead,

the teacher keeps the task level constant, but varies the learner's role (i.e. provides more or less assistance, as the case may be).

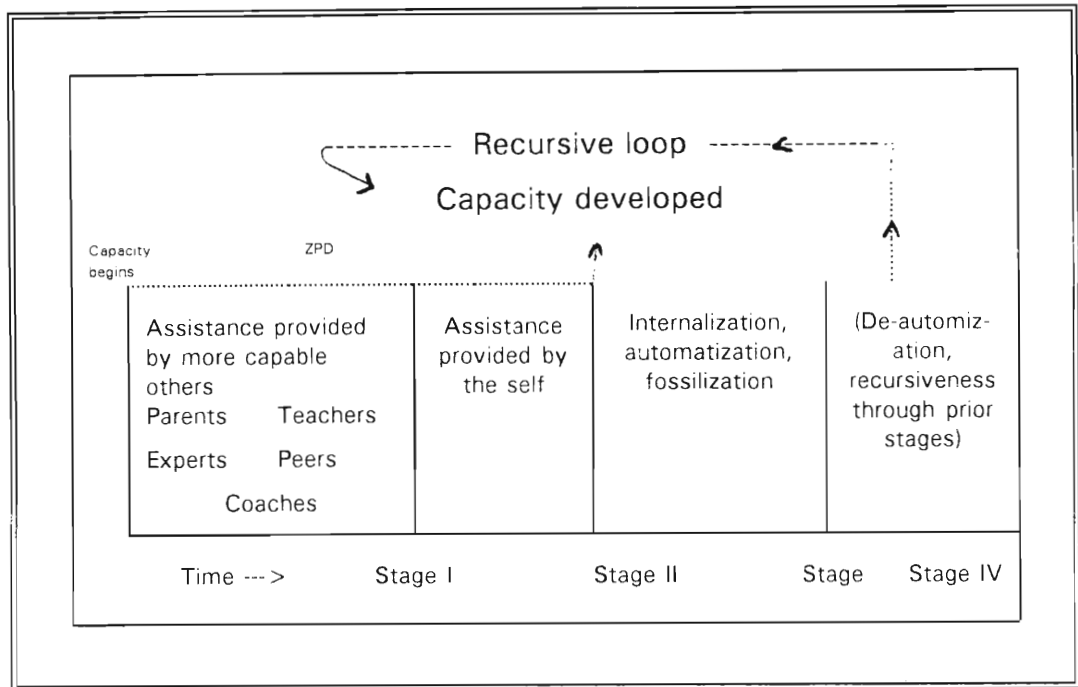
Within the classroom environment, the teacher has to create an atmosphere whereby an appropriate period of time is allowed for a learner to produce an answer, regular and extensive feedback is provided, specific rather than general praise is given, and achievements are acknowledged in a positive but non-intrusive way.

The techniques of scaffolding have the following characteristics applicable to instruction. Scaffolding:

- 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.

(Greenfield, 1984:118)

According to Vygotsky (1978), instruction influences development in that good learning precedes and leads development, as the tasks that the learner can accomplish in collaboration today, he or she can accomplish alone tomorrow. Tharp and Gallimore (1989) enunciated four stages where assisting performance can be applied, as indicated in Figure 1 below.



**Figure 1:** The genesis of a performance capacity: progression through the ZPD and beyond (from Tharp & Gallimore, 1989:250).

#### 2.4.1 Stage I

At this stage the learner is still in a state of confusion, anxiety and self-doubt. It is then imperative that assistance be provided by the more capable others. The learner slowly becomes aware of what is entailed in the language and how to go about understanding the meaning of the performance. The teacher models some skills and the learner develops understanding during conversation. The rate of working together is immensely increased and the learner now seems to see things as the teacher sees them. Leont'ev and Luria (in Foreman & Cazden 1985:325) imply that a learner's learning must not be confined to his/her stage of intellectual development. It is the responsibility of the adult to make sure that the learner is moved beyond that stage and moved further into the ZPD where learning will take place. Interpersonal relations therefore play an important role in any teaching situation because teaching,

according to Vygotsky, is nothing other than social transaction of meaning. As Bruner (1985:25) says, "[teaching] it is a social vehicle which is a fundamental vehicle, the driving force, of education". The teacher is there to structure activities for the learner so that the learner gradually gains control over the activities and the tasks the learner needs to perform. The teacher has to problematize a situation and provide as few clues to the learners as possible. Through discussion, deliberation and negotiation, the learner gains some mastery. It is important to note that teachers' responsibility for task performance at this stage gradually declines, with a corresponding increase in the learner's proportion of responsibility.

#### **2.4.2 Stage II**

The learner at stage II is at what Vygotsky calls 'the flowers' that will mature tomorrow. Vygotsky used metaphor in calling the learner 'the flower' who is still at the stage where assistance is still needed, and the learner is not yet independent. The learner at this stage cannot be said to be answerable to the actions, thus this answerability will be improved as time goes on. The learner has taken over the responsibility, and is now able to assist his/her own performance on the task. Once self assistance is reached, this is a significant point in the development of a performance capacity. Performance that was assisted by external means is now beginning to be assisted, guided, and described by the self. The learner may use self-controlling language or self-directed speech as a form of assisting performance, the source of which is the self. One may at this stage question, praise or scold a learner for using correct or incorrect language.

#### **2.4.3 Stage III**

Language arises initially as a means of communication between the child and people in the environment. As Mitchell and Mitchell (1994:31) point out, language releases the learner from dependency on immediate and concrete experiences and allows for thinking about people, objects and events that are

not immediately present. Only subsequently, upon conversion to internal speech, does it come to organize the learner's thought, that is, it becomes an internal mental function. It is at this stage that task execution is smooth and integrated, and its regulation has been internalised and automatised. The learner has emerged from the ZPD. The learner can at this stage manipulate the use of language without self-correct. The learner has successfully mastered the task and he no longer depends on the advice of the teacher to accomplish what he wishes to. We can safely say he has accumulated enough expertise to tackle the problem at hand. It is clear that the learners in Stage III are, as Adams and Wallace (1990) say, able to believe in their ability to influence their own destiny, to establish an internal locus of control and an image of themselves as progressively efficient learners and problem solvers.

#### **2.4.4 Stage IV**

The earlier stages of development (i.e. stages I, II and III) recur over and over again in the lifetime of an individual as new capacities are developed. The developmental stages encompass a mixture of other-regulation, self regulation and automatized processes. What one formerly could do, one can no longer do. Slightly environmental changes or individual stress can affect the formation of a capacity. The self-reminding process by the teachers when things go wrongly is consistent with the prediction of Vygotskian theory that self-directed speech can be reactivated under conditions that require conscious self-regulatory cognition. Just as the readiness of a teacher to repeat some earlier lesson for her learners is one mark of excellent teaching, so one mark of excellent schooling is a system for providing opportunities to refresh teacher skills with occasional doses of assistance by others. The goal, again, is to proceed through assisted performance to self-regulation and to exit the ZPD again into a new automatization.

## 2.5 STRATEGIES OF THE TEACHER AS MEDIATOR

During the interactive process of language teaching, the teacher has to help his learners to move through their ZPD. In this type of learning and teaching the teacher can focus on:

- Promoting more complex language and expression. The teacher elicits more extended learner contribution by using a variety of elicitation techniques, such as invitations to expand, questioning statements and pausing to encourage further response.
- Promoting the bases for statements or positions. The teacher promotes learners' use of text, pictures and reasoning to support an argument or position by gently probing: 'what makes you think that?' 'Show us where it says.....'.
- A challenging, but non-threatening, atmosphere. The teacher creates a challenging atmosphere that is balanced by a positive affective climate. The teacher is more collaborator than evaluator and learners are challenged to negotiate and construct the meaning of the text.
- General participation including self-selected turns. The teacher does not hold the exclusive right to determine who talks; learners are encouraged to volunteer or otherwise influence the selection of speaking turns.

It may be said that the tongue is the tool of thought. The learner uses speech in order to accomplish a task at hand. Speech not only facilitates the learner's effective manipulation of objects but also controls the learner's own behaviour.

In assisted or mediational teaching, the teacher is the cultural agent who guides instruction so that learners will master and internalize the skills that permit higher cognitive functioning. Scaffolding, in practical terms, may



include giving learners more structure at the beginning of a set of lessons and gradually turning responsibility over to them to operate on their own. For example learners can be taught to generate their own questions about material they are reading. Early on, the teacher might suggest questions, model the kinds of questions learners might ask, but later learners take over the task of generating questions.

Vygotsky believes that knowledge starts from outside and moves inside. He states that to make schooling significant one must go beyond the classroom walls, and beyond empty verbalisms. School knowledge grows into the analysis of the everyday. He further states that learners internalize and transform the help they receive from others and eventually use these same means of guidance to direct their own subsequent problem-solving behaviours. In many traditional classrooms, teachers are the controllers of behaviour and receivers of the answers rather than the facilitators and guiding agents which Vygotsky suggests.

Tharp and Gallimore (1989) have carried out an analysis of effective mediational teaching. The focus here is not on transferring skills, as such, from those who know more to those who know less, but on the collaborative use of mediational means to create, obtain, and communicate meaning. They identify six means by which teachers can assist learners' performance in their ZPD's.

## **2.6 MEANS OF ASSISTANCE IN THE ZONE OF PROXIMAL DEVELOPMENT**

The researcher felt that in order to overcome insurmountable obstacles in education, it is then imperative that we need a setting at schools where all the participants will be able to express themselves. The researcher also felt that Tharp and Gallimore's six means of assistance are indispensable and it is through their indispensability that the researcher had chosen the three, *viz.* feeding back, modelling, and questioning.

### **2.6.1 Feeding back**

Vygotsky (1978:92) points out the pre-eminence of motivation in relation to learning and development. He states:

...if we ignore the learner's needs, the incentives which are effective in getting him to act, we will never be able to understand his advance from one developmental stage to the next, because every advance is connected with a marked change in motives, inclinations and incentives.

Feeding back informs the learners about their progress and how to improve their performance. Feeding back to learners information on their performance can be done in many forms: achievement test data; instantaneous teacher responses to learners conversation, and grades on work sheets. Feeding back can be easily observed in interactive and responsive teaching. In addition, opinions from the learners regarding their progress are solicited and accepted. When the discussions have to do with matter of fact, however, it is important that they get feedback on the accuracy of their performance, and what steps are necessary to improve this.

### **2.6.2 Modelling**

Modelling is the offering of behaviour for imitation. Imitation is probably the principal mechanism by which new behaviours are initiated, at least until language maturity is reached. In most everyday learning, people usually achieve a close approximation of the new behaviour by modelling, and they refine it through self-corrective adjustments on the basis of informative feedback from performance and from focused demonstrations of segments that have been only partially learned. Bandura (1986) is of the opinion that in many languages the word for 'teach' is the same as the word for 'show'. It is difficult to imagine a culture in which language mores, vocational activities, familiar customs, educational, religious and political practices, are gradually shaped in each new member by direct consequences of their trial-and-error

performances without the benefit of models who display the cultural patterns in their behaviour. If learners had no opportunity to hear speech it would be virtually impossible for them to learn the linguistic skills that constitute a language. It is doubtful whether one could ever shape individual words by selective reinforcement of random vocalizations let alone grammatical utterances. The incessant imitation of some speech skills and pronunciation is enhanced during modelling and thereafter the learner becomes more self-regulated.

### **2.6.3 Questioning**

Questioning is an indispensable tool in teaching and learning. Ideas are discovered by the dialectical method. A high degree of awareness and a bit of cunning are needed to help educators avoid the pitfalls of talking too much and including too little discussion on the part of their learners. Bouncing questions back to learners lets them know that the teacher has confidence in their abilities, reinforces the practice of raising questions and provides opportunities for learners to develop their own critical thinking faculties. The teacher uses different types of questions to enhance learning. Assessing questions are used to discover the level of learners' ability to perform without assistance. Assisting questions are used in order to produce a mental operation that the learners cannot or will not produce alone. An assisting question provides prompting of that mental operation.

## **2.7 ACTIVITY SETTING**

Moll (1990:11) points out that central to Vygotsky's notion of the ZPD are "the specific ways that adults socially mediate or interactionally create circumstances for learning", and he emphasizes that the child is not passive but "an active organism helping create the very circumstances for his or her own learning". The ZPD represents a useful metaphor for describing the dual process of reciprocal negotiation of identity and of collaborative generation of knowledge.

Vygotsky emphasized that the zone of proximal development (ZPD) is extended through problem-solving under guidance or in collaboration with more capable peers. In every learning situation there must be somebody who in the eyes of others is more capable than them and they look upon for guidance. So assistance often flows from the more competent to the less competent participant - from teacher to learner. Tharp and Gallimore (1988:89) say:

A central feature of the interpersonal plane is its intersubjectivity. In joint activity, the signs and symbols developed through language, the development of common understanding of the purposes and meanings of the activity, the joint engagement in cognitive strategies and problem-solving-all these aspects of interaction influence each participant.

It is within the activity setting that the tasks are performed. In CLT teachers model strategies and learners are assisted to move through their ZPD.

A context is created where learners can voice their experience; a meaningful and socially relevant context is integrated with active use of language in written and oral modalities; but learners are challenged to use their developing language skills for higher-order thinking.

### **2.7.1 Communicative Language Teaching**

If the objective of teachers of ESL is the learners' attainment of good communication skills, then they do not have to put much emphasis on grammar, but need to concentrate on the context. Freedom of expression is impeded if teachers keep on dwelling on grammatical mistakes because this will inevitably exacerbate the silence which teachers constantly meet in the language classroom. If teachers follow relentless pursuit of grammatical rules, the learners will feel discouraged and perhaps fearful, and always be on the

look-out for grammatical mistakes. It is then unlikely that learners can successfully learn to communicate while at the same time guarding against lapses or the wrong use of the language.

Freire (1970) distinguishes between two kinds of education: banking and libertarian. Banking education involves the act of depositing knowledge into the learner. The students 'receive, memorize and repeat' and there is no real communication. There is an uncritical acceptance of things as they are from the teacher. On the other hand, in libertarian education, the teacher and learners are partners. Meaning is inherent in the communication. Through it learners are involved in acts of cognition and are not simply empty-headed, waiting to be filled with information. The process is a dialectical one. Sometimes the teacher is a learner and the learners are teachers, through which all individuals can benefit. This co-operative relationship is important to second-language teaching for it leads to meaningful interaction about content which is of interest to the learner. If we consider the development to include the learners' actual levels with the target language and the learners' potential levels, then Vygotsky's theory makes sense for learners learning a second language at any age whether cognitive structures are already highly developed or not.

In traditional classrooms, the communicative rights of teachers and learners are very unequal indeed. In the traditional classroom, teachers usually tell learners when to talk, what to talk about, when to stop talking and how well they talked.

Wankowski (1981:63) has the following to say about the importance of communication during language learning:

For neither learning nor teaching is a process, nor can they ever be fully controlled. They are, if they can be defined, a continuous social interaction between individuals, who are

themselves a product of interaction with the world around them.

The principles of CLT are contrary to the notion which was statutorily recognized, that learning in black schools should be of a trivial nature, in that the learners will be unable to apply what they had learnt outside the school environment. It attempts to reduce the stigma that is attached to traditional schooling. In the CLT approach to teaching, self-exploring and self-activity by the learner is central. It raises many possibilities regarding the presentation of the subject matter to the learners. CLT theorists aver that learning should be learner-centred. Stonier (1992:20-21) states the importance of the learner-centredness of the lessons in communicative language teaching. He maintains that "whether the class is reading, writing, speaking or carrying out any other activity which involves the use of English, focus should be on the learners and their learning rather than the teacher". Thus the learners should always be actively involved in the lessons and the teacher should act as a guide and facilitator. By engaging themselves in communicative language, it is perceived that the learners will be able to interact with different people from all walks of life and to produce language in response to functional and social demands of social interaction.

Allwright and Bailey (1991) claim that language learning happens as a result of the reaction between the elements that go into the classroom, the teacher and the learner. They state that both teachers and learners do not go to classrooms empty-handed: the learners bring with them their experience of learning and life to the classrooms. They further state that learners come to class with their own reasons for being in the classroom and their own particular needs which they hope to see satisfied. Teachers also bring their experiences of life, learning, teaching and the syllabus embedded in the text book.

Allwright and Bailey (1991) maintain that no matter what these participants bring to the classroom everything depends on how they react to one another when they get into the classroom, and that it is constant interaction which helps the learner. In choosing whether to co-operate or not, learners make a significant contribution to the management of the interaction and to the success of the lesson itself. In support of the preceding discussions, Stonier (1992:19) states that as far as possible the teacher should create situations where the learners need to communicate in English. He further states:

If they ask a question, it should be because they need information and not only because they are practising the structure of a question. After all this has been done the learners should be able to imbibe and internalize the language in its perspective.

Brown (1987) concurs with Stonier that accomplishment of objectives would be evident in the learners if they are able to:

- attempt to build fluency. It is important to note, however, that fluency should never be encouraged at the expense of clear, unambiguous, direct communication.
- deal with unrehearsed situations under the guidance but not control, of the teacher.
- apply knowledge to practical situations.

### **2.7.2 Vygotsky and second language**

Mitchell and Mitchell (1994:31) point out that language releases the learner from dependency on immediate and concrete experiences and allows for thinking about people, objects and events that are not immediately present. Only subsequently, upon conversion to internal speech, does it come to organize the learner's thought; that is, it becomes an internal mental function.

According to Vygotsky, speech and action play important roles in attaining solutions. Both processes seem to be intertwined and interwoven. Rieber and Carton (1987) concur with Vygotsky in that they say the learner learns a second language with conscious awareness and intention and the development of the second language moves from above to below. The learning of a second language in school presupposes a developed system of meanings in the mother tongue. Vygotsky argues strongly that mental structures are formed through social interaction and it is when a teacher follows learner-centred approaches that the learner can discover and learn and internalize the new truths. When a learner is confronted with a problem, he has to visit his hypotheses which he has used successfully in the past and select the best solution. He has to engage himself in what Adams and Wallace (1990:28) call the "prioritization of possible solutions and selections of the best alternative at looking at the immediate, mid and long term consequences of each solution."

Vygotsky views internalization as a process whereby certain aspects of patterns of activity that had been performed, move onto an internal plane. All interaction, he asserts, starts from the inter-psychological plane. He further maintains that the learner develops because of outside help from more capable adults. The communicative significance of the behaviour does not exist until it is created in adult-learner interaction. This results in the combination of the learner's behaviour into a sign on the inter-psychological plane. This can only be achieved through properties of inter-psychological functioning, such as its dialogical, question-answer organization.

### **2.7.3 Krashen and second language**

#### **2.7.3.1 Krashen and the I + 1 concept**

The Zone of Proximal Development (Vygotsky, 1978) and the work of Krashen (1985) both explain, at least in part, the cognitive operations involved in language acquisition. Krashen's hypothesis relates to the distance between



actual language development of learners (represented by '1', meaning input) who are said to be using their acquired knowledge, and that only when caused to focus consciously on the form of their utterances, do they activate their learned knowledge.

The input hypothesis claims to explain the relationship between what the learner is exposed to in a language (the input) and language acquisition. It involves four main issues.

- The hypothesis relates to acquisition, and not to learning;
- People acquire language best by understanding input that is slightly beyond their current level of competence: an acquirer can move from a stage 1 (where 1 is the acquirer's level of competence) to stage  $I + 1$  (where  $I + 1$  is the stage immediately following 1 along some natural order) by understanding language containing  $I + 1$ ;
- The ability to speak fluently cannot be taught directly; rather, it emerges independently in time, after the acquirer has build up linguistic competence by understanding input.
- If there is a sufficient quality of comprehensible input,  $I + 1$  will usually be provided automatically.

According to Krashen, when a learner is simply given information as in traditional teaching she/he does not go beyond the information given. Krashen maintains that the main ingredient in promoting second-language acquisition is the provision of an authentic communicative environment, in which learners, in order to develop their communicative abilities, need to engage in the process of communication in much the same as they do when they are with their parents acquiring their mother tongue.

A methodology that takes account of Krashen's views on the second-language acquisition process would ensure that learner were afforded the opportunity

to be communicative in an authentic situation, so that they could become engaged in the production of meaning with a partner who facilitated their acquisition, through the provision of feedback (not error correction) via utterance reformulations, expansion and repetitions.

### **2.7.3.2 Communication intent**

According to Krashen, acquirers of a second language need to be provided with adapted speech which is rough-tuned to their present level of understanding. In this way, the learner is provided with simple codes that facilitate second language comprehension which emerges and develops as growing competence in the second language. This is echoed by Perkins (1992:45) where he says: "People learn much of what they have a reasonable opportunity and motivation to learn". So this is an indication that teachers have to go all out to ascertain that the opportunity that is given to learners is worthwhile. It would be fruitless to have learners who purport to have been thoroughly taught engaging themselves in some acts which indicate their inert or naïve knowledge. In second-language learning, teachers should not be too concerned about the ubiquitous practice of rushing to finish (i.e. 'cover') the syllabus. This is anathema because effort would be channelled towards the completion of the syllabus at the expense of learner's communicative competence. Teachers usually find when they revise that they have finished the syllabus 'on paper' but cognitively and communicatively the learners have reverted to what Perkins (1992) calls 'fragile knowledge', i.e. much of what they should know or be able to do is meaningless and what they do know is inert and cannot be applied.

### **2.7.3.3 The strong versus the weak version of CLT**

In a learning situation where the objective is to have the learners be masters of their own learning, teachers have to use their power and authority to see to it that learners are motivated or given some activities which stimulate their thinking and communicative skills. Jones and Jones (1986:76) suggest that

teachers have the power to influence learners because they "control the satisfaction of essential physical and psychological needs"; an influence that is intensified by the learners' view that teachers possess "considerable knowledge and responsibility for evaluating (the learners') knowledge, social skills and attitudes".

With the strong version of CLT, the emphasis is on unconscious acquisition of language competence through authentic communicative activities which are close to real-life situations. It is not a case of merely activating existing but inert knowledge (Howatt, 1984). This is what Howatt (1984:279) describes as "using language to learn it" as opposed to the weak version which he describes "as learning to use the language". The role of the teacher in the weak version is to provide learners with opportunities in which their knowledge of the language can be used for communicative competence which is developed, achieved and promoted by the use of the language in meaningful, communicative activities.

#### **2.7.3.4 Information gap**

The term information gap refers to the stage where the teacher creates situations where there is an absence of or lack of information. Then in that situation the teacher assists the learners to construct utterances which provide the minimum information. If one were to have a real communicative approach one would have one learner who is in the position to tell the teacher or another learner something currently not known the recipient.

An example of information gap is given below:

Teacher: Why do you think it is good to learn English?

Learner: It helps us to communicate.

Teacher: Yes, next one. What is your opinion?

Learner: One feels proud to speak another language other than one's language.

Teacher: Yes, and what is your view on what he has said?

Learner: One understands the culture of the speakers of the language by communicating with the native speakers.

## **2.8 LANGUAGE IN MY WORLD**

We are living in ever changing times, so it is important for us even in education to keep abreast with new developments. *Language in My World* (Wallace & Associates 1996, 1997) is a new series which had been recently inaugurated to focus on the development of the learners' thinking and problem-solving skills which enhance the development of learning outcomes.

*Language in My World* is a series of learning programmes (Grades 1 to 12) based on a communicative approach to language, drawing upon learners' knowledge and life experience. The teacher has to allow the learners to express themselves. This will inculcate and add an impetus in their interaction once they know they are given time to say things the way they perceive them. The learners are given the opportunity to bring in their previous knowledge and experience to tackle the problem at hand. The traditional notion that the learners are vessels to be filled with information is not compatible with CLT.

A new society requires citizens who have learned to think critically, write clearly, argue cogently, speak eloquently, analyze and evaluate information, ask questions and make decisions and judgements based on ethical considerations. 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 is presented as the opposite of the traditional 'recitation script' which is characterized by mere rote memorisation of facts thrust into empty and passive vessels.

*Language in My World* incorporates the essential ingredients of language learning in that it has the characteristics of Thinking Actively in a Social Context (TASC) through which the following ought to be achieved:

- Develop the qualities of personal initiative, independent and creative thinking, appreciate the self as an empowered maker.
- Appreciate all forms of cultural expression and activity; learn to live and work in an multicultural, multilingual society (Adams & Wallace, 1990:19).

### **2.8.1 *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 was based was designed by Adams and Wallace (Adams & Wallace, 1990). The TASC model is intended to be used as a framework for teachers, and although it was developed with black learners and teachers in KwaZulu-Natal schools, the writers feel that the TASC model could have universal application in wide variety of social, political and economic situations.

### **2.8.2 TASC**

When this acronym is broken it represents the following:

Thinking - we are all capable of learning to think more effectively.

Actively - we must be active and involved in our learning.

- Social - we need to talk about our ideas with other people. We must share ideas and listen to what other people think.
- Context - we all learn to think better when we understand to context, the meaning or the situation we are in (Adams & Wallace, 1990:22).

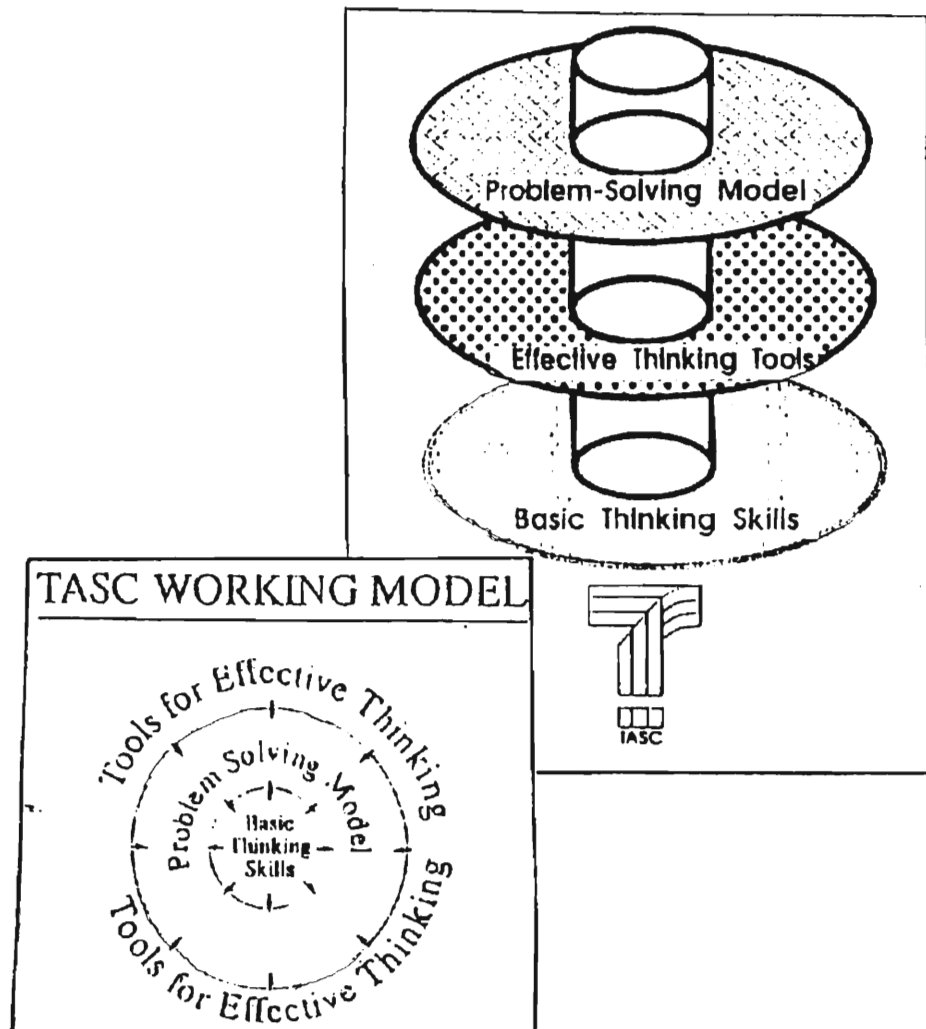


Figure 2: Thinking actively in a social context (TASC) (From Adams & Wallace, 1990)

The authors of TASC assume that everyone can become a better learner provided that they are taught in the right way. In its model, it has embedded the following: basic thinking skills, tools for effective thinking and problem-solving models.

An important TASC principle is that throughout activities, learners will be required to develop their metacognitive knowledge, i.e. information about their own cognition, as well as their metacognitive skills (executive processes). Constant introspection and guided reflection by the learners are essential if they become aware of their thinking processes (Adams & Wallace, 1990:17)

### **2.8.3 TASC methodology**

Educational planners in South Africa, when developing Curriculum 2005, (Department of Education, 1994) decided that the new curriculum has to consider four issues:

- the world of work and the world of learning need to come together.
- learners must be able to use knowledge and skills to solve real-life problems.
- education must prepare learners for life outside school.
- The National Qualifications Framework (NQF) ensures that all learners move easily between work and education.

In order to implement the above, the teachers will have to use the following TASC principles:

- Adopting a model of the problem-solving process and explicitly teaching this.
- Selecting and appropriate model for the teaching of communication.
- 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.
- Encouraging learners towards self-monitoring and self-evaluation.

(Wallace & Adams, 1990)

#### **2.8.4 *Language in My World***

*Language in My World* materials deal with both teacher and learner in the classroom setting. Reading, writing and learning materials from Grades 1 to 12 have been written, with various pictures depicting lessons which are relevant to the learners' social contexts. The materials are based on TASC in that they encompass the above-mentioned TASC teaching principles, Effective Thinking Tools, Problem Solving Model and Basic Thinking Skills. When we use language, our main objective is to communicate in our context.

#### **2.8.5 *Language in My World* and its relationship with the principle of CLT**

The primary aim of CLT is to communicate and the tool of communication is language. In *Language in My World*, learners use language across the



curriculum. Language is used to organize thinking, to solve problems and to monitor and reflect on what they has been learned.

#### **2.8.6 Role of teachers in learners' second language development using *Language in My World***

As *Language in My World* is learner-centred, it is the responsibility of teachers to act as facilitators during the learning process. Authentic language has to be used. Authentic language is defined as that which is created to fulfil some social purpose in the language community in which it was produced. Authentic speech needs to be made comprehensible by one method or another if it is to be useful to the learner. Teachers also need to:

- be models to their learners in the way they question, think and approach their work;
- encourage the learners to express their own ideas;
- develop vocabulary to suit the learner;
- encourage learners towards self-monitoring and self-evaluation;
- adopt a model of the problem-solving process and explicitly teaching this;
- lead the learner from dependence to becoming an autonomous learner;
- emphasize co-operative learning in small groups (Adams & Wallace, 1990).

The presence of an authentic text with cross-cultural perspectives enables learners to see the relevance and importance of various backgrounds. With this adopted material learners can use appropriate communicative strategies for specific purposes and situations. By using the TASC methodology, *Language in My World* helps young learners to lay the foundation for learning

through assisting them to achieve both critical and specific outcomes. After the teachers have applied TASC, the learners are expected to familiarize themselves and apply the following successfully:

- Show an understanding of the complexity of problems and how each action has a widespread consequences;
- Understand the purpose of education and how it relates to the world of work, appreciate how all workers contribute to society (Adams & Wallace, 1990).

Two examples are presented which illustrate type of material - content and lessons from *Language in My World*.

**Teacher F: 19/8/97**

Teacher : It is a female or male?

Learners : (In unison) Female.

Teacher : I am glad we have a female. Do you know what this means (She writes Matsepe-Cassaburi on the board). It is called a double-barrelled name. Do you know why?

Learners : No.

Teacher : (Teacher explains her maiden and current name thus showing them a double-barrelled name). The second name indicates that she is married. Men, however, can never have double-barrelled names. Do you know anyone with double-barrelled name?

Learners : (Silence)

Teacher : Winnie .... ?

Learners : Winnie Madikizele-Mandela.

Teacher : She is the former wife of our President. Eastern Cape?

Learners : Raymond Mhlaba.

Teacher : Is it true? He was, but now?

Learners : (No answers forthcoming).

Teacher : Rev. Arnold Stofile. Our book is outdated. It has to be renewed.  
Northern Cape, who is the Premier - all of us.

Learners : Manno Dipico.

Teacher : Do you know that he is the youngest premier? I know he is not  
married. North West?

**Teacher A: 8/9/97**

Teacher : Yes. It can be possible or impossible to touch like death. Can we  
touch death?

Learners : (In unison) No!

Teacher : You cannot touch death? Who is the speaker?

Learners : Kotu.

Teacher : He uses adjectives. It will be easy for us to use adjectives. Give  
me the adjectives describing the city. How was the city? Speak  
aloud.

Learners : Large.

Teacher : 'Large' describes city. He saw a large city. Large, city, which is  
an adjective?

Learners : (all) Large

Teacher : Speak aloud. How were the cities?

Learners : Large.

Teacher : Buildings?

Learners : Tall.

From the excerpts it is then clear that the teachers were trying to interpret the context of a South African situation. In teaching the learners, the teachers were explicating the current events so that the learners would be accustomed to them. The teachers encouraged interactive learning. The learners are

interactively engaging themselves in pursuit of the knowledge of current events. Adjectives are taught in such a way that there is a real life situation. This stimulates the learners' interests in that adjectives describe their South African cities and premiers.

## **2.9 CONCLUSION**

From the above it can be concluded that it is important and necessary to investigate the communicative aspects of language teaching and learning. Many learners have been for many years on the receiving side of a transmission type of teaching, and have become deeply impregnated with the idea that their role is a passive one. They have lost confidence in themselves and can hardly imagine that they themselves have something to give. An area requiring a good deal of research in this country is the relationship between second language learning and the social context within which the learning is expected to take place.

Within any classroom the learners represent a rich source of experiences, inspiration, challenge and support which, if utilized, can inject an enormous amount of additional energy into the tasks and activities that are set. However, all of this is dependent upon the skills of the teacher in harnessing this energy. This will lead to what Aoki (1984) has called 'critical venturing' where a community of teachers involved in a development activity use their multiple perspectives as a means of providing opportunities for a reciprocity of interpretation. The teaching approaches, such as the emphasis on active learning and cooperative group work, can help in creating more responsive learning environments, where learners can be treated as individuals whilst at the same time taking part in experiences that encourage higher achievement.

The question often asked is: Are the expectations not perhaps too high in view of the factors which militate against effective language learning, such as class size, absenteeism by both learners and teachers, inadequately trained

teachers and inadequate facilities? The cumulative effect of indifferent teaching due to inadequately qualified teachers is also a problem which requires concerted attention.

## CHAPTER THREE

### THE RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

The theoretical considerations in Chapter Two (communicative language teaching) gave the researcher the foundation upon which to focus the research methodology. This was done in an endeavour to determine whether teachers use various techniques which Tharp and Gallimore (1989) refer to as 'means of assisting learners' performance' in second language whilst using *Language in My World* learning materials. Why is the teaching of second language lagging behind other subjects and the learners are not comfortable in the use of a second language? How can this situation be improved, or what mechanisms can be put in place to improve these much-needed skills in teaching?

Evans (1995:75) says the following:

The most noticeable factors observed in the researcher's own experience were the predominance of the transmission mode of education, rote-learning and syllabuses overloaded with content at the expense of relevant learning experiences for most pupils.

The researcher felt that there is a need to review the process of teaching as it is practised by the majority of teachers at present within the context of South Africa. Blyth (1995:54) is of the opinion that:

For too long the majority of student teachers, particularly in the traditionally 'black' colleges, have been given skills and trained in their use as if they were like garden tools which, if used in the correct way, will produce success in the presentation of their lessons.

The research was based on observation of the interaction between the teachers and learners during English Second Language (ESL) lessons. The material the researcher used was *Language in My World* (Wallace & Associates, 1996, 1997, in press) which is primarily based on the communicative approach to teaching language. This presupposes that there should be a real sharing of ideas among the teachers and learners. What was supposed to be projected was a communicative encounter between the role players, with the teacher taking more of a facilitative position than dominant role. A more detailed description of *Language in My World* is given in Chapter Two.

The researcher was present in the classroom at all times during the learning phase, and the interactions between the teacher and learners were recorded for later analysis. The researcher adopted the role of a non-participant observer, which gave him enough time to observe and take down field notes during lessons and tape recording the lessons.

## **3.2 RESEARCH METHODOLOGY**

### **3.2.1 Qualitative method**

Croll (1986) identifies two kinds of approach a researcher can employ to collect data through observation, i.e. systematic and ethnographic techniques. Croll (1986) defines ethnographic techniques as the approaches whereby the observer attempts to arrive at the social processes in the classroom for the subjects being observed, and conveys this by means of field notes. The researcher decided that qualitative research techniques such as field work in the education setting, observation and interaction would be appropriate in this study. The researcher required a flexible approach within which to work. The researcher wanted to gain an understanding of the teachers' worlds and the factors influencing their practice which meant dealing with values and subjectivity. McMillan and Schumacher (1993:373) view qualitative research as the process "based on a naturalistic-phenomenological philosophy that

views reality as multilayered, interactive, and a shared social experience interpreted by individuals."

Qualitative research is concerned with understanding the social phenomena from the participants' perspective. Understanding is acquired by analysing the many contexts of the participants and by narrating participants' meanings for these situations and events (Robson, 1996). Qualitative research may use a case study design, meaning that the data analysis focuses on one phenomenon, which the researcher selects to understand in depth regardless of the number of sites, participants, or documents for a 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 study. There are, however, problems one encounters in classroom observation which might hinder the smooth flow of observation. Mouton and Marais (1988), state in this connection, that the researcher is able to become involved with phenomenon in an attempt to provide insight into the complexity of its nature.

Various researchers have, in the past, aired their concerns in as far as ethnographic method is concerned. The arguments raised are that the researcher personalizes the observation and there exists doubts about the authenticity and validity about what the researcher has reported. Although it is difficult not to be personally involved in the classroom observation, it is the opinion of Holy (1984) that the researcher has to focus on the subject at hand and all that is happening in the classroom, whether negative or positive, should be his priority.

Though aware of and appreciating the controversy surrounding the use of the ethnographic methods in classroom observation, the researcher was convinced that this was the best method by which data relevant to the aims of this study could be collated. Arguing in defence of the ethnographic methods of research Holy (1984:18) states:



We do not observe everything that is there to be seen. An observation is made, it is the product of an active choice not a passive exposure. Observing is a goal directed behaviour, an observation report is significant on the basis of a presumed relation to a goal.

### **3.2.2 Non-participant observation**

During observation, the observer may undertake participant or non participant observation. It is imperative then that the observer acquires the particular linguistic patterns and language variations of the individuals observed, because language conveys these social constructions. Observation is an active process which includes facial expressions, gestures, tone of voice, and other un verbalized social interactions which suggest the subtle meanings of language.

Gay (1987:206) defines non-participant observation as "the process whereby the observer is on the outside looking in and does not intentionally interact with the object of the observation". The observer is not directly involved in the situation to be observed. In such a situation the observer purposely does not control or manipulate anything, and in fact works very hard at not affecting the observed situation in any way.

The intent of non-participant observation is to record and study behaviour as it normally occurs. As an example in the classroom, the behaviour of the teacher, the behaviour of the learners, and the interactions between teacher and learners can best be studied through naturalistic observation. Although the researcher is non-interfering, he/she actively seeks different views of events from different participants and for confirmation. Wilson (1977:256) is of the opinion that by observing for a long time different participants in many contexts, the observer "elicits data that is nearly impossible with other approaches, and he has access to some unique kinds of information".

### 3.2.3 Triangulation

Triangulation is defined by Denzin (1978) as the cross-validation among data sources, data collection strategies, time periods and theoretical schemes. This is concurred by Robson (1996:383) who defines it as follows, "It is the use of evidence from different sources, of different methods of collected data and of different investigators. It is an indispensable tool in real world enquiry".

It is particularly valuable in the analysis of qualitative data where the accuracy and reliability of the data is always a concern. Triangulation provides a means of testing one source of information against other sources. It is normally used by researchers to enhance the credibility of their research. In this study the comparison was of similar data gathered by different means i.e. field notes, tape recordings and observation.

### 3.2.4 Classroom research

Campbell, Draft and Hulin (1982:109) have the following to say about research:

Significant research is a process, an attitude, a way of thinking. Significant research is accomplished by people who are motivated to do significant research, who are willing to pay in terms of time and effort.

The researcher has to be knowledgeable about the types of the classroom that are to be researched. Classroom research covers the following:

- **Convergence** - coming together of two or more activities or interest e.g. of an idea and a method.
- **Real world value** - the problem arising from the field and leading to tangible and useful ideas and ;

- ***Concern for the theoretical understanding*** - the ethics of classroom research should be on a par with the needs of the observed teachers. In other words there should be a sort of a collegiality between the observer and the teacher (Robson, 1996).

Kemmis and Mc Taggart (1981) suggest three distinct purposes of research as follows:

*Exploratory* research is conducted in order to find out what is happening, seek new insight and to assess phenomena in a new light.

*Explanatory* research seeks an explanation of a situation or problem, usually in the form of causal relationships.

*Descriptive* research seeks to portray an accurate profile of persons, events or situations. It requires extensive previous knowledge of the situation to be researched or described in order to identify appropriate aspects on which to base the gathering of information.

### **3.3 RESEARCH DESIGN**

#### **3.3.1 Research questions**

The research question upon which the investigation is based is, How do teachers who have not received specific training in CLT approach to language teaching, use various means of assisting learners' performance? (Tharp & Gallimore, 1989).

It has been the feeling of the researcher for some years that there is a urgent need for the enhancement and improvement of language teaching at schools. This has been highlighted by the ELET's (1987) holding of seminars for English second language teachers. It was then that the researcher felt the need to improve teachers' ability to develop the learners in the implicit and explicit manipulation of English as the second language. The research question upon

which the investigation is based is, *do teachers who have received no specific training in the CLT approach to language teaching, use various means of assisting learners' performance (Tharp & Gallimore, 1989) to help the learners to achieve and improve their skills in communicative language?*

### **3.3.2 Participants: schools, teachers and learners**

#### **3.3.2.1 Choice of schools**

The researcher decided to observe one school from the Ex-Department of Education and Training (DET) and two from the erstwhile KwaZulu Department of Education and Culture (KDEC). This was done because the researcher was of the opinion that some of the schools were not fully equipped and were poorly staffed. The researcher had a feeling that as the schools were not physically well equipped, there existed a possibility that they also had less qualified teachers. These schools were chosen because they are representative of hundreds of schools in rural KwaZulu-Natal where the resources available and approach to teaching are both limited by a variety of factors.

#### ***School A***

This was a large rural Secondary School with an enrolment of approximately 750, from Grade 8 to Grade 12. Most of the teachers had been in this school for 6 years or more with only three who had been there for 2 to 3 years.

#### ***School B***

It was also a large rural Secondary School with enrolment of 1000 learners from Grade 8 to Grade 12. It was surrounded by a large community and catered for the learners in the immediate vicinity. There was no electricity in the school and the furniture in most classes was in a state of dilapidation. There were approximately thirty teachers, but during the researcher's stay

there he saw only about twenty five teachers so there was a fairly high absentee-rate among the teachers.

### ***School C***

This was a combined school (Grade 1 to 12) with enrolment of approximately 1000 learners. It catered for the children of labourers. The school was well fenced and had electricity in all classrooms. It was well furnished and the desks were still in good condition. The school appeared to be well managed.

#### **3.3.2.2 Choice of participants**

The researcher approached the principals of the schools and sought permission to observe their teachers. The researcher fully explained to the principals concerned the purpose behind his visit. The principal then referred the researcher to the Head of Department of English who, in turn introduced the researcher to the relevant teachers. Consent was obtained from the teachers. However, the teachers complained about the size of their classes, which would inevitably make observations difficult. In one school, Grade 8, because of its magnitude, had to be divided into two classes to enable the researcher to observe. A total of fifteen (15) lessons was to be observed over a period of six weeks.

At the time of undertaking the research, the qualifications of the teachers were unknown to the researcher. Although the researcher had an idea that many black teachers, especially in rural areas, are unqualified or underqualified, this knowledge was not a yardstick to have preconceived judgements about their abilities to perform. Their qualifications and experience are given below:

- ***Teacher F***  
Qualifications: B.A. (UNISA), P.T.D. (Mpumalanga College of Education).  
Experience: 13 years
  
- ***Teacher B***  
Qualifications: B.A. (Hons.), University of Science and Technology, Kumah, Ghana.  
Experience: 10 years.
  
- ***Teacher A (School A)***  
Qualifications: P.T.D. (Mpumalanga College of Education).  
Experience: 6 years
  
- ***Teacher A (School B)***  
Qualifications: P.T.D. (Mpumalanga College of Education).  
Experience: 3 years.
  
- ***Teacher C:***  
Qualifications: S.T.D. (Eshowe College of Education)  
Experience: 4 years.
  
- ***Teacher D:***  
Qualifications: P.T.D. (Appelsbosch College of Education)  
Experience: 4 years
  
- ***Teacher Z:***  
Qualifications: Std. 10.  
Experience: 8 years

- **Teacher X:**  
Qualifications: Std. 10  
Experience: 4 years
  
- **Teacher Y:**  
Qualifications: P.T.C. Madadeni College of Education.  
Experience: 18 years
  
- **Teacher W:**  
Qualifications: Std. 10.  
Experience: 3 years.

When the researcher asked teachers for their qualifications, it was discovered that 6 were qualified as teachers, one had a degree (but not a teacher's diploma), 3 had Std. 10, and therefore some were not qualified to teach in secondary schools.

### **3.3.2.3 Negotiations with teachers of classes to be observed**

It was of paramount importance that, from the outset, the researcher unequivocally and unreservedly explained to the teachers about the preservation of anonymity and confidentiality in as far as they were concerned. This was done in an endeavour to get the fullest co-operation possible from them. The researcher had to explain in detail that his mission was purely an observation and not an evaluation of their merit as teachers. One teacher had asked whether the researcher would want to see her lesson plan, to which the answer was no. The researcher was of the feeling that the teachers were under the illusion that they would be critically evaluated. The researcher assured them that his presence was to observe the interaction between the teacher and the learners and his primary motive was to observe the behaviour of the learners *per se*. This had a profound impact in that the teachers were more than happy that it was not them that would be evaluated.

The researcher went further, explaining that had it not been for the complexity of recording that he had to do, he would have merely left the tape-recorder in the classroom and would not have been present himself. It was explained that the chances of the teachers and learners speaking indistinctly and therefore the interaction not being recorded, were the main reasons for his presence. The researcher would have to supplement by jotting down notes of, for example, the gestures which would not otherwise be recorded. Rapport was thus created as a result of the researcher making teachers aware of his position and purpose. An assurance was also extended to them about the availability of the finished notes and records of the lessons so that they could verify the accuracy of the researcher's assertions.

The framing of the lesson material *Language in My World* was given to the teachers a few days before the actual observation so that they could familiarize themselves with the content. This was done so that the teachers should have freedom of choice as to which lesson to start with, the researcher not wanting to be prescriptive.

### **3.3.3 RESEARCH TOOLS**

#### **3.3.3.1 The observation schedule**

The researcher compiled his own observation schedule. Anderson and Burns (1989) identify some of the instruments which are at the disposal of the researcher intent on the observation of classrooms. These include:

- (a) Categories to focus on, and rating scales which are used to record observational information,
- (b) Video or audio tape recordings which are used to record verbal interactions which are then later transcribed, and
- (c) The taking of notes on things interesting to observer.



In this study both (b) and (c) were used. This was done in order to retain the strengths of each method at the same time reducing the effects of the limitations known to be associated with each of them. The researcher was aware that he would have to give conscious attention to active and open-minded observation. It was active in the sense that the researcher had to listen, and observe critically all that was happening during the observed lessons. He needed to check whether the means of assisting performance (Tharp and Gallimore, 1989) were indeed being used. This turned out to have been a useful decision because the recorded data enabled the researcher to have reliable extracts which could be quoted verbatim thus improving validity. In drawing up the observation schedule, the researcher considered the following aspects to be of paramount importance:

- Actors: the names and relevant details of the learners involved.
- Activities: the various activities of the actors i.e. games play, mimic, group work etc.
- Time: the sequence of events
- Goals: what actors are attempting to accomplish
- Feelings: emotions in particular context i.e. positive and negative feelings
- Learners' and teacher's activity
- Evidence of the use of the three selected means of assisting performance
- Envisaged usage of the means of assisting performance *viz*: questioning, feeding back and modelling

### **3.3.3.2 Variables to be considered**

As explained in Chapter Two, Tharp and Gallimore's (1989) six means of assisting performance had been derived during research into communicative

language teaching. The researcher focused upon three means of assisting performance, *viz.* questioning, modelling and feedback. The material used in this study, *Language in My World*, is based on Communicative Language Teaching (CLT) and Teaching Actively in a Social Context (TASC). Both CLT and TASC endorse the active involvement of learners in their own learning. It was also necessary to clarify and identify tasks in which learners took part either individually, in pairs, or in groups. Both CLT and TASC embrace the use of group work, authentic learning and interactive learning.

The development of the observation schedule (Appendix 1) was the result of the consideration on the work of Vygotsky (1978) which is compatible with his approach to teaching. The idea of teaching as assistance in the ZPD as developed by Tharp and Gallimore (1989) provided the framework within which the variables mentioned above could logically be included. The following headings give an indication of the extent of the categories used in the observation:

### ***Questioning***

- (a) The teacher asks questions to assess learner performance so that the learner can be enabled to move forward by:
  - Testing their recall of information
  - Finding out their current level of performance
- (b) The teacher assists learner performance by:
  - Interpolating questions during performance
  - Provoking thought, using questions
  - Encouraging learners to construct answers on their own
  - Requiring learners to verbally make connections between bits of information
  - Enabling learners to develop comprehension
  - Asking learners to verbalise their mental operations

- Giving the opportunity to express / extrapolate and make references and deductions (Blyth, 1995).

### ***Modelling***

Modelling is an indispensable means of assisting performance. The teacher, as a model, provides the learner with vital information which he/she can internalise. The teacher assists learner performance by:

- Providing a behaviour to be imitated - e.g. pronunciation, sentence structure, metacognition
- Allowing the learners to do modelling as well (peer modelling).

The negative impact of poor or misdirected modelling is also significant in the classroom.

### ***Feedback***

It is imperative that learners should be informed of their progress during their learning. It is not good for teachers to make assumptions about the progress of their learners. Feedback can be provided by:

- Informing the learners about their progress
- Responding with positive supplementation, i.e. reinforcement. Correct the learners if the response is deemed incorrect
- Empathising and creating a rapport with learners.

#### **3.3.3.3 Field notes**

The researcher kept a note book to record all the actions and interactions that occurred during the observation of lessons. This was done in an endeavour to supplement the recording. Field notes offered an opportunity to test any

conclusion the observer could have provisionally arrived at, thereby overcoming the limitations of recordings.

The field notes recorded classroom arrangements, the description of teaching aids, and at some stage the movement of the teacher. As the lesson proceeded, the field notes recorded the content of lessons, any significant observations, interpretations and questions about what transpired. The researcher reflected on the quality of the data, making notes of any that may have arisen during the contact with lessons. A relationship of trust and co-operation was gradually built up through the regular contact.

Did the teacher's lesson inject enthusiasm and interest to the learners? On some occasions, the researcher, as observer, simply assumed an unobtrusive role in the classroom, 'looked at, listened to and recorded' the teaching and learning activities that went on (Van der Bergh, 1988).

Frequent positive reinforcement helps uncertain learners know they are on the right track and encourages them to persevere. The learners must not only think about the right answer from the content perspective, but they also need time to formulate how they will communicate their response. This would be reflected on in detail when the transcribed lessons were analyzed. Notes that would be addressing the research question and which would be supporting or elaborating on the audio recording, were recorded in the note book.

#### **3.3.3.4 The use of a tape-recorder**

It is crucial to have a system which allows one to capture information unambiguously and as faithfully and fully as possible. Therefore whole lessons were tape-recorded. The use of tape recorders appeared to be essential to the researcher because a record of observation is made on the spot, during the event. Human beings are fallible, and inevitably notes made after the event are subject to greater distortions particularly where there were intervening events. So one could not guarantee the authenticity of human recall *per se* without

using other assisting devices. This activity also served as a reinforcement of what the researcher had initially noted during the actual lesson, and to add to what had been omitted.

The methods of recording also changed during the course of the observation period as the researcher became aware of what worked easily, and what did not. The main object, however, was to accumulate 'rich details' about each setting, about the 'feel' of the school, available resources and facilities, the learners and teachers, the conversations held as well as the 'feelings and hunches' experienced as an observer (Taylor & Bogdan, 1984).

#### **3.3.3.5 Pilot study**

A pilot study is a preliminary stage of any data gathering by the researcher, which helps the researcher to discover some of the inevitable problems of converting his design into reality. The pilot study is conducted on a small scale before the actual study to reveal defects in the research plan. A pilot study is carried out to identify problems that are likely to be encountered during the proper survey. This is confirmed by Hodgson and Rollnick (1989:3) when they say: "Trouble awaits those unwary souls who believe that research flows smoothly and naturally from questions to answers via a well-organized data collection system."

The researcher will be describing the pilot study under 4.2 in Chapter 4.

### **3.4 CONCLUSION**

In this chapter the research question and the methods of data collection have been described. The following chapter will describe the methods of analysing the data which were employed in this study. This chapter will also present illustrations (from lesson transcripts) of the general points which emerge from the study.

## CHAPTER FOUR

### THE PROCESS OF ANALYSIS : DIFFICULTIES AND THE SOLUTIONS

#### 4.1 INTRODUCTION

In this chapter the primary motive of the researcher is to analyze the data which was collected during the observation of the lessons. The researcher will attempt to show whether or not the three means of assisting performance (Tharp and Gallimore, 1989) which he has chosen to investigate were indeed used by the teachers. The data that will be analyzed consist of tape-recordings made during the actual observation of the lessons, together with field notes made on the spot by the researcher.

#### 4.2 PILOT STUDY

A pilot study is a preliminary data gathering by the researcher, which helps the researcher to exclude some of the inevitable problems before undertaking his final gathering of data, and so that modifications can be made at an early stage.

In this research, a pilot study was duly run, and the researcher discovered that non-participant observation was not as easy and practical as he had thought it would be. Observing participants seemed to be a problem in that the researcher had preconceived ideas which did not materialize. Some of the participants did not fully cooperate and one of them inexplicably absented himself on the day of the observation.

The researcher sought the advice of an expert in observation research who advised him to change the approach and attitude towards the participants. It was intended that the research design selected for, and applied in this study should fulfil the requirements of research described by Mouton and Marais

(1988:156), as follows: "Research - a collaborative activity because of which a given phenomenon in reality is studied in an effective manner with a view to establishing a valid understanding of that phenomenon." The final research proved valuable and there existed a certainty that data from the initial study also helped in the procedure to be followed when analysing the data gathered. This is substantiated by Bogden and Biklen (1992:97) when they say: "By learning the perspective of the participants, qualitative research illuminates the inner dynamics of situation-dynamics that are often invisible to the outsider."

#### **4.3 DIFFICULTIES THE RESEARCHER ENCOUNTERED IN USING THE OBSERVATION SCHEDULE AND HOW HE SOLVED THEM**

The researcher believed that his presence in the classroom during the lesson would make it possible to evaluate the observation schedule and to modify it as necessary. The researcher could deduce that the teachers were uneasy about his presence in their classrooms. This uneasiness could have been attributed to their thinking that the researcher would ask to look at their schemes of work. The researcher felt that his presence had created a wrong perception. The teachers were under the illusion that they would be 'evaluated'. There was also some excitement among the learners as they did not know the researcher. The teachers told the learners that the researcher had come there to check how they interacted in ESL. This had an impetus in that some wanted to excel in their interaction, thus making the lessons more lively and interesting.

The reason for this choice was that it lends itself to frequent changes such as questioning or modelling during the teaching of a lesson. It lends itself also to different types of lessons, ranging from 'teacher-tell' or purely transmission of lessons (both of which might make use of rote learning), to lessons involving a discovery-learning approach.

#### **4.3.1 Tape recorder and recording**

In schools where there was no electricity, the researcher had to resort to a battery-operated tape recorder, and this had a detrimental effect on the quality of sound production. The learners at some stages spoke too indistinctly and occasionally the teachers moved away from the direction of the tape recorder and this necessitated the researcher to use his field notes to supplement some gaps in the lessons.

#### **4.3.2 Participation by teachers of classes to be observed**

One specific problem arose in the case of School B. The researcher had gone to School B the day before the observation of lessons was to commence, to confirm the arrangement with the teachers. At that stage the researcher could feel that he had established a rapport with the teachers and they were very co-operative. They went to the extent of providing the researcher with their timetable. Arrangements were made with non-participating teachers that they sacrificed their periods for the morning, and would be 'repaid' after observation had taken place. When the researcher came to school the following day it was discovered that one of the teachers had inexplicably absented himself. The Head of Department (Languages) and the researcher had to defer the observation to a future date.

When the teacher in question arrived at school, he informed the researcher that he had forgotten what lesson(s) he had to teach, so the researcher had to start all over again. Then, unexpectedly, the inspectors arrived at the school to carry out an inspection, and they were naturally given priority over the researcher. The researcher was unfortunate in that the inspectors decided to start with the teachers who were to be observed. By the time the 'inspected' teachers finished, they were tired and were not prepared to be observed.



### **4.3.3 The size of classes and seating arrangements**

Because of the large size of the classes it was practically impossible for communicative language teaching to be accomplished in its authentic form. The researcher had to ask the teachers to divide Grade 8 class into two classes. This did not make any substantial difference because the class consisted originally of 120 learners. Even when divided into two groups of 60 learners per class, there was still a problem, considering the characteristics of CLT, i.e. each learner has to be given ample opportunity to learn. After all these attempts the class was still congested and there was no free movement from either teacher or learners. The learners were confined in one area and some were seated four in a desk intended for two learners. In this situation, the teacher mostly resorted to 'recitation script' and learners engaged themselves in answering in unison. The teachers did attempt to organize group work, and this appeared to be effective in some lessons.

## **4.4 ANALYSIS OF THE LESSONS**

The lessons referred to in this chapter offer a fairly broad picture of the teaching and learning occurring in ESL classrooms in black schools. Once the task of transcribing the lessons was complete, each lesson was thoroughly studied and relevant sections systematically retrieved for discussions, as they corresponded with the three chosen means of assistance as suggested by Tharp and Gallimore (1989) as well as with the principles of communicative language teaching (CLT). The lessons observed were examined in detail and are presented later in this chapter.

## **4.5 GENERAL OBSERVATIONS**

In each lesson which was observed, the teacher did not specify why the learners had to read the pamphlets other than to say, "Let us read the pamphlets in front of us so that we can answer the questions afterwards".

It was noted that there was only an instruction to read for understanding so that you may answer questions. The majority of the teachers, with the exception of teachers F and X, did not tell their learners what the aim or objective was. Teachers F and X did try to link materials to some sense of meaning for learners.

The teachers were the dominant figures stealing the show most of the time. Harmer (1991) discerns between the teacher who is a controller and the one who is a facilitator. A controller is the one who sees himself as an expert and the lessons he presents are teacher-centred and the emphasis is on teaching instead of learning. Learners seldom get opportunities to explore and discover things on their own. If learners ever get a chance to talk, the emphasis is on how to say things correctly. Since in this approach the teacher is the only person talking, slow learners are seldom catered for. An example is given below.

**Teacher B: 17/9/97**

Teacher : Rest-places are places where they do what?

Learners : Chaos.

Teacher : So the synonymous word for disorder is 'chaotic'? The word comes from 'chaos' meaning disorder.

This type of questioning necessitates a one-word answer only. There were no interactive and communicative aspects of the language. Here, the teacher had pre-emptively expected one correct answer from his learners.

A good facilitator is a teacher who will base his lessons on the needs of the learners. Learners will interact in communicative events. This type of teaching makes the learners use the language appropriately in different situations where it is required. What they say is of great concern to the teacher. In this approach that is, what Flanders (1970:3) felt that: "... the teacher's most

important activity was his direct person-to-person contacts. This type of contact is most clearly manifested through verbal interchange."

#### **4.5.1 Factors supporting effective language communication in the classrooms**

##### **4.5.1.1 Group work**

In second language learning, theorists propose several advantages for group work and co-operative learning. These include increased student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input (Long, 1985).

Out of ten teachers that were observed only two used authentic group work methods in that they both interacted fairly well with groups. These teachers established a rather friendly and accepting climate in that they had to move from group to group interacting with each in turn. One teacher kept the groups on their toes when she said, "I will point any group at any time - no order followed". She posed a question and said, 'Group four?' then 'Group six?' and so on. She promptly and indiscriminately pointed to any group. The learners appeared energetic and eager to learn. This was inferred from their behaviour of raising hands and standing up to direct the teacher's attention towards themselves, even though the teacher was still busy interacting with another group. Breaking a class into small groups provides more opportunities for learners to interact with each other, think out loud, and see how other learners' thinking-processes operate - all essential elements in developing new modes of critical thinking.

##### **4.5.1.2 Seating arrangements**

The physical setting is important to both efficiency and comfort in classwork. In all classes the researcher observed, the desks were normally in straight

rows, so learners could clearly see the teachers but not all of their peers. The assumption behind such an arrangement is obvious: everything of importance comes from the teacher. The standing of the teachers in front of the classes for most of the time had some negative repercussions in that it caused division between them and their learners, thus precluding interactive learning. The teachers are seen as 'the ones' on the other side and 'us' on this side of the fence. Adjai (1980) contends that this arrangement of having the teacher standing in front of the class is not planned to promote effective learning because those who are shorter, short-sighted, hard of hearing and, in most cases, the naughty ones, were made to sit in front. If the learner is naturally short she/he will always sit in front until she/he leaves school. This arrangement is like a lock step. Learners are locked up in the same system and pace. The seating conjures up images of a jail, in that there is no free movement. This type of situation is not favourable to the kind of assistance which is enshrined in the Vygotskian model, as it precludes the possibility of interactive learning.

There are some good reasons why consistently democratic relations could well be established for both autocratic and *laissez faire* modes of operation. It ill behoves a nation that is straining itself in democratic directions to maintain in its classrooms non-democratic relationships between teachers and learners. Although a teacher is an authority and in authority, his ideas are subject to both learner and teacher criticism, as are those of learners. The situation is arranged so that the learners are encouraged to think for themselves. Failure to adhere to the above amounts to perpetuating the past injustices.

## 4.6 A DETAILED CONSIDERATION OF THE LESSONS IN TERMS OF THE CHOSEN THREE MEANS OF ASSISTANCE

### 4.6.1 Questioning

In most of the lessons observed, simple lower order questions demanding only recall of information dominated the lessons, closed and complex groupings of questions, followed by rhetorical questions which did not require any response and certainly did not allow any time for response.

#### 4.6.1.1 Questions that assess performance

Questions of a mediational type are intended to determine the developmental level of the learners. The gist of this type of questioning is simply recall of information by learners without them being assisted in any way. Such questions were very common in all lessons that were observed. There was no occasion in which any of the teachers used a series of questions to develop a form of dialogue which would have assisted the learners in their learning. The questions were phrased in such a manner that they necessitated the correct answers to the questions which were asked. The intersubjectivity of the lesson was conspicuous by its absence in these lessons. Teachers acted as receivers of answers rather than the mediators of the learning.

#### *Examples of lessons illustrating questions that assessed performance*

**Teacher F: (19/8/97)**

Teacher : Perhaps by next year they will have a new Premier.  
Who can guess who will become the Premier - no one knows, maybe Mr Masondo, Free State?

Learners : Terror Lekota

Learners : ... was ...

- Teacher : He was ... and now?
- Learners : Dr Ivy Matsepe - Cassaburi
- Teacher : Is it a female or male?
- Learners : *(in unison)*. Female.

**Teacher F: (19/8/97)**

- Teacher : Do you know that H. Kriel is the only white Premier?  
Which political party does he stand for? Can you  
guess? *(There is a substantial pause and no answer  
forthcoming)*
- Learners: National Party.
- Teacher: Very Good, National Party, our Premier?
- Learners : IFP.
- Teacher : What does IFP stand for?
- Learners : Inkatha Freedom Party

From the above lessons it is then clear that the questions asked only required one-word prescribed answers and most of these were given in unison. The teacher was not guiding or acting as a facilitator: instead he was almost putting the answers in the learners' mouths. In this type of learning, communication can never be improved because the learners are only involved in a regurgitative practice which is the antithesis to communicative language teaching.

The following two excerpts indicate the teachers engaging in what is commonly called 'recitation script'.

**Teacher C: (9/9/97)**

Teacher : A song that is sung by many people. Let us go on. Who decided that Nkosi Sikele l'Afrika should be the anthem of the African National Congress?

Learners : Leaders of ANC decided the song to be sung.

Teacher : Chosen as the song for the movement. When was this hymn sung of ANC?

Learners : In 1925

Teacher : What happened in 1925?

Learners : ANC began to grow in 1925.

Teacher : When was the first democratic election in South Africa?

Learners : In 1994.

**Teacher X: (4/9/97)**

Teacher : What do we do with water?

Learners : Drink - wash.

Teacher : What else does rain do to nature?

Learners : Animals drink.

Teachers : Animals drink water in order to survive. Water is also indispensable for your life.

Learners : Yes.

Teacher : What about fruits, vegetables, trees? They look green when there is rain. The country becomes beautiful. It is as green as ...?

Learners : Grass.

From the above excerpts it is shown that the teachers in some instances did engage their learners in the memory-enhancing skills. This does not follow the characteristics of CLT which state that the learners have to be innovative and inventive in their learning.

#### **4.6.1.2 Questions that assist performance and examples**

Such questions are intended to help learners in their progress through their ZPD. Questioning calls for active linguistic and cognitive response, by provoking a creation by the learners. There is a mental and verbal activation of the learners, which provides them with practice and exercise. Tharp and Gallimore (1988) are of the opinion that during this exercise of the learners' speech and thought, the teacher will be able to assist and regulate the learners' assembling of evidence and their use of logic.

#### ***Examples of lessons illustrating questions that assist performance***

**Teacher B: (17/9/97)**

Teacher : Is he greeting the country? I do not think so.

Learners : He is referring to us.

Teacher : So he is referring or greeting us as people of South Africa?

Learners : Yes.

Teacher : It is his wish that people of South Africa should have peace, love and understanding among themselves. He wishes them to have a good day. He is referring to all of us. People from all walks of life. What work does this man Dumisani do?

Learners : He is a driver.



- Teacher : He is a truck-driver. Let us look at this sentence: "The summer fields are green and fertile". Why are the summer fields green?
- Learners : It is green because of grass.
- Teacher : In summer the fields are as green as grass. What causes the grass to be green? Why is the grass green?
- Learners : Soil.

This example shows that the teacher did attempt and succeed in moving his learners in their ZPD. This is evident in what Plato calls "eliciting of information through dialogue, and question and answer" methods.

**Teacher C: (9/9/97)**

- Teacher : Good. Let us look at the feelings about the national anthem. The first question is: What are your feelings about the national anthem? Do you like your national anthem? Give reasons for your answer. Do you understand?
- Learners : Yes.
- Teacher : Why do you like your anthem?
- Learners : It is a prayer.
- Teacher : She likes it because it is a prayer to God. Very good.
- Learners : It deliver peace to the nation?
- Teacher : You mean it preaches a message of peace. What do you think?
- Learners : It is good when the countries of the world will stand and sing their national...

- Teacher : Their national anthem?
- Learners : Yes.
- Teacher : Why do you think it is important to have a national anthem?
- Learners : We .... identify to sing the anthem as people.
- Teacher : You mean you are identified as people by your national anthem?
- Learners : Yes.

The teacher and the learners have found common ground in that they are all involved in communication. The learners freely express themselves and air their views.

**Teacher W: (18/9/97)**

- Teacher : Of what? By who?
- Learners : Song.
- Teacher : What song? By who? Who sings the song?
- Learners : Us ... Nkosi Sikelel' iAfrika
- Teacher : And what else?
- Learners : The other song for that country.
- Teacher : You mean the other national anthem of another country is also sung?
- Learners : *(Nodding his head)*
- Teacher : You nod your head - do you agree?
- Learners : Yes.

The question is a double-pronged one which might cause confusion to the learners and it is inevitable that they might utter the incorrect response. They did not exhibit much comprehension of the text and the teacher was not explicit in his questioning.

**Teacher X: (4/9/97)**

Teacher : Let us look at the 'rainbow'. What is a rainbow?

Learners : It is on the sky up there. (*He points up to the sky*).

Teacher : That may be so that it is up in the sky, but what is it that is up there?

Learners : I know it but I do not have words to explain. It - is a thing beautiful.

Teacher : Thank you, you have played your part. Let's hear others what are they going to say.

Although at some stages teachers had difficulty eliciting the information they expected from the learners, they were able to move learners forward in their comprehension through the use of questions to extrapolate on the problem in hand. Teachers at some stages broke the impasse by providing answers or by leading the learners to answers so that the lesson could proceed.

When Pica (1987) speaks of language as the negotiation of meaning, he refers to the various means by which teachers and learners negotiate the meaning of input so as to make it comprehensible and personally meaningful. Teachers constantly go beyond the text as a way of aiding learners' language learning. According to Krashen (1985:18), "the more the effort that the teacher puts into making input comprehensible, the more the language of the second language learner is being developed."

#### 4.6.1.3 Questions that provoke thought and example

Another form of question which assists is those designed to provoke thought. The use of this question was minimal.

##### *Example illustrating questions that provoke thought*

**Teacher C: (9/9/97)**

Teacher : Good. Let us look at the feelings about the national anthem. The first question is, what are your feelings about the national anthem? So you like your national anthem? Give reasons for your answer. Do you understand?

*[The teacher, however, inadvertently used closed questions which warranted one-word answers and yet in the same breath the learners were expected to proffer their reasons]*

Learners : Yes.

Teacher : Why do you like your anthem?

Learners : It is a prayer.

Teacher : She likes it because it is a prayer to God. Very good.

Learners : It delivers a peace to the nation.

Teacher : It delivers peace to the nation.

Learners : Yes.

The researcher had already used this example in a different category. It falls, however, under this category because the researcher was of the opinion that this example is relevant and precise to show both the questions that provoke thought and at the same time the teacher acknowledging the correct answer.

#### 4.6.1.4 The use of 'non-questions'

The type of questions the teacher asks is also important. Often teachers ask what appears to be a question, but which does not actually require an answer. This will have a bearing on the learner who will be called upon to answer. The onus is on the teacher to make sure that his question is of good quality and capable of being understood.

A teacher, when phrasing questions, should bear in mind the following two points:

- Firstly, are learners familiar with the language in the questions?  
To use words in a question that learners do not understand assures that the question will not be understood.
- Secondly, are questions organized into a logical sequence?  
By organizing questions in terms of the processes of thinking, learners will be better able to follow and understand the ideas under study.

#### ***Examples of lessons illustrating ambiguous questions***

##### **Teacher C: (10/9/97)**

Teacher : Read this last paragraph. How do you eat it? What must you do before you begin eating? What rules do you follow?

Learners : Wash hands.

Teacher : When? Before or after eating?

Learners : Wash your hands.

Teacher : When must one wash one's hands? Is it before one eats or after one eats it? Do not get confused.

If the question had been clearly phrased, there would have been no room for confusion. The initial question was succinctly phrased, but when the learners answered, the teacher created confusion by asking an irrelevant question.

***Examples of lessons illustrating the use of rhetorical questions***

**Teacher F: (18/8/97)**

Teacher : Yes, he is still the Premier - Western Cape?

Learners : Hermanus Kriel.

Teacher : Do you know that H. Kriel is the only white Premier?  
Which political party does he stand for? Can you guess?  
*(There is a substantial pause and no answer forthcoming).*

***Examples of non-questions***

**Teacher B: (5/9/97)**

Teacher : How are you today?

Learners : *(All standing up)*. We are fine thank you.

Teacher : Thank you. Get seated. Who can tell me as we are living here? Are you pleased tell me. Speak aloud.

**4.6.2 Providing feedback**

Learners need to hear their teacher's approval of what they have done. This feedback should be comprehensive enough to convince the learners. It is not enough to acknowledge that something is not done correctly. The learner must see where she/he has gone wrong so that she/he can put it right or ask for assistance. This is going to make him/her grow so that in future she/he does not depend much on other people's help. For learners to accept

correction, the teacher should not make a big fuss about errors. This in fact, will depend on the type of activity given to the learners.

**Teacher F: (19/8/97)**

Teacher : I am very well, thank you, you may be seated.  
OK class, today we are going to use pamphlets I have given you. Do you all have them? *(She moves from the front to verify among them whether they all have them. After satisfying herself she returns to the front of the class).*

Learners : Mine is not the same like Johnny's. Why?

Teacher : *(Goes forward to look at it).*

Learners : No madam, he has upside down.

Teacher : No! He had his lesson upside down you mean.

Learners : Yes, upside down.

Teacher : No! He had his lesson upside down, you mean.

Learners : Yes, upside down.

In this example, the teacher made use of her gestures in order to reinforce the feedback. The gestures made it easier for the learner to discern the difference from what he had uttered. Corrective feedback plays a decisive role in making the lesson more explicit.

**Teacher C: (10/9/97)**

Teacher : No answers? I am waiting.

Learners : Me think he means the treating of something in Durban.

Teacher : You mean the treatment of somebody in Durban?

- Learners : Yes.
- Teacher : You are absolutely correct. Any other answers?
- Learners : I see many faces here. (*She holds up so the teacher can see*).
- Teacher : What about many faces/people? Does that have anything to do with 'A Durban Treat' perhaps?
- Learners : Yes, Durban ... treat people ... many people nice.
- Teacher : So Durban is treating people well?
- Learners : Yes.

In the above extract, although the errors from the learners commonly occur, the teacher ignores them because they do not impede the context and thereby the teacher subtly feeds back the correct answers.

**Teacher C: (10/9/97)**

- Teacher : How was the day?
- Learners : Hot and very hungry.
- Teacher : I beg your pardon? The day was hot and very hungry? (*Emphasis on hungry*).
- Learners : Yes.
- Teacher : How is it possible? Does the day - become hungry? Is it a human being?
- Learners : Sir - here ... says, "The day is hot and humid, and they are very hungry". (*But when he reads the sentence he ignores the comma*).



Teacher : No, no. I think you are making a big mistake. Let us read the second paragraph again. "Dumisani, Sarafina and Joseph arrive in Durban at about 10 o'clock in the morning. The day is hot and humid, and they are very hungry." You must be careful of the punctuation. There is a comma after the word 'humid', do you see it? And there is a word 'they' referring to people. OK?

Learners : Yes.

The lessons indicate that the teacher tried to apply the correct means of assisting the performance to his learners. He is attempting to move them forward in a collaborative and interactive process within the Vygotskian model. The teacher in the above excerpt subtly corrected the grammar and unambiguously informed the learners that they were giving the wrong information. The learner showed some readiness and preparedness to defend and substantiate the reason for his answer. Had he not ignored the comma, his argument would have been a sound and legitimate one.

***Example of a lesson illustrating the lack of feedback***

**Teacher A: (16/9/97)**

Teacher : Large is an adjective - define ...

Learners : City. There is a word township.

Teacher : In which paragraph?

Learners : First paragraph (*He reads in order to substantiate his assertion*).

Teacher : The land? What is the adjective that defines the land/earth?

Learners : Stood up.

Feeding back is an indispensable tool in the furtherance of the communicative language teaching. By and large it enhances the learners' chances of moving forward to what Vygotsky calls from other regulation to self-regulation. In the last lesson, the teacher left his learners in the lurch in that he did not feed back to them the correctness or incorrectness of the answer that was given.

#### **4.6.3 Modelling**

One of the first means of assisting performance discussed by Tharp and Gallimore (1988) is that of modelling which is concerned with the way in which the learners are influenced by a demonstration of a way of behaving so that they are consciously aware of what is required of them.

Vygotsky (1978) saw imitation as an important process in development from 'other regulation' to 'self-regulation' in order to accomplish this. The teacher has to use his/her professional skills to apply modelling to the best advantage for the learners under his/her instruction.

Tharp and Gallimore (1989:178-179) have the following to say about the significance of modelling. "The socialization of children and other new members into culture is largely accomplished by their imitation of mature members' culturally organized but unreflective acts". Modelling plays a decisive role in the second language acquisition. During communicative language teaching, the distinctive styles of the teacher as a model of social behaviour, that is, his or her aggressiveness, friendliness, aloofness, cooperativeness, calmness, etc. will act as the initiator of novel behaviour in the learner, or will modify or trigger off existing patterns.

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.

Bandura 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 internalize, without needing to act overtly (Bell-Gredler, 1986).

***Examples of lessons illustrating modelling***

**Teacher B: (5/9/97)**

Teacher : Whereabouts in Paulpietersburg?

Learners : At or near the bottle store.

Teacher : Which bottle store?

Learners : The one on top of me.

Teacher : You mean the other above your house?

Learners : Yes.

In order to bring the message home, the teacher engaged himself in the pointing out of the place described. He used both his hands to elucidate that the bottle store is above the house. The teacher had to resort to the mother tongue to explain in detail the difference in meanings between the two sentences. He also explained the difference in the use of 'on top of' and 'above'.

**Teacher D: (11/9/97)**

Teacher : We use what - when there is more than one person.

Learners : Do.

Teacher : Come again and correct the sentence.

Learners : He does not see my family.

Teacher : (*Modelling the sentence*). He does not see his family - you see you cannot use 'my' because it is not your family but it is ...

Learners : Him, his.

**Teacher C: (10/9/97)**

Learners : What? I can't hear you.

Teacher : (*All silent*)

Learners : They are ... taken away and eaten. All of us. Full sentence - do not forget.

Teacher : They ... taken away and eaten.

Learners : They are taken away and eaten. (*Modelling the whole sentence*). Understand? Make sure you do not repeat the same mistake.

**Teacher Y: (3/9/97)**

Learners : What other languages are spoken other than Zulu?

Teacher : English, Afrikaans, Zulu and Xhosa.

Learners : Do you know what do we mean when we say a language is your mother tongue?

Teacher : (*There is silence - nobody seems to know the answer*)

Learners : Do not get confused with the word 'tongue'. I am not referring to this tongue. (*She touches her own tongue*). I am referring to the language that is spoken by the whole family, sisters, brothers. In other words, the language you understand better when it is spoken, and you can answer freely in it, unlike English or Afrikaans.

Teacher : Zulu.

In the above example, the teacher had to use gestures in order to explicitly make the point. The touching of her own tongue did have an effect in that the learners did discern the difference and their subsequent answer was correct. There are, however, very few examples of modelling in the excerpts.

#### 4.6.4 Missed opportunities to provide assistance in learners' ZPD

The questions that a teacher asks during communicative language teaching should be clear and concise. The questions should be within the mental capability and comprehension of the learners. The teacher may be an expert in his field but if the questions that are posed are grammatically incorrect, this will inevitably destroy the purpose they were designed for. The learners will be unable to make connections and see relevance in what they are learning. Perkins (1992:52) states that "students need clear information about the process - about what the performance should look like blow by blow rather than just about the facts students are to use."

#### *Examples illustrating missed opportunities to provide assistance in the learners' ZPDs*

**Teacher A: (15/9/97)**

Teacher : What is the name of the province you live in?

Learners : KwaZulu-Natal.

Teacher : KwaZulu-Natal. In short, we live at KZN. In your pamphlet there is a title "where do we live?" and the second page has a map. If you look there are provinces and their premiers. What is our premier?

Learners : Mr Ben Ngubane.

The teacher could have asked to learners to tell him what they saw on the map rather than telling them that there was a map, provinces and premiers. This could have led to various answers from the learners and they would have explained their reasons for stating their assertions.

**Teacher A: (15/9/97)**

Teacher : I want you to write all the provinces in their alphabetical order. What will be the second province?

Learners : Free State.

Teacher : No, if you look alphabetically, A, B, C, what alphabets will follow?

Learners : Gauteng.

From the excerpt, there is no room for the learners to understand what is required of them. The mentioning of alphabets and its relationship with the province does not bring the desired message to the learners. It is then ironic that the answer was a correct one, although the question was not thoroughly phrased.

**Teacher A: (15/9/97)**

Teacher : As a class work write a letter to your friend very close to you. You will invite him to your house - inform him of things to carry to your place. Whether - all those things to carry. It must be written by one person in a group and we will share our ideas. Involvement of these questions. mention things that will be in your letter.

*(The teacher could have let the learners air their views in the letter they were supposed to write. He is very prescriptive and they cannot freely express their opinions.)*

**Teacher Y: (3/9/97)**

Teacher : And other part of the question is what province of expression is used?

Learners : *(All silent)*.

Teacher : To take the coals back to Dundee. It is normally said when a person gives something to the person who has more than the giver has. In other words you do not have to give something to the person who has more than yourself. OK?

Learners : Yes.

This illustrates the teacher moving away from the original question asked, and rather describing a saying. This may have led to the learners being confused.

## **4.7 SPECIFIC OBSERVATIONS**

### **4.7.1 Communicative language teaching**

The aim of this sub-topic is to show how CLT can be enhanced by both the teacher and the learner. Communication becomes successful learning when the teacher creates an atmosphere where there will be a challenge among the learners. This is achieved by the teacher allowing the course of learning to proceed without dominating the process. He should guard against asking questions and then preempting the learners' answers.

#### 4.7.2 Information gap

By an information gap is meant when one person in an exchange knows something that the other person does not know.

##### Teacher F: (19/8/97)

Teacher : (*Teacher writes KwaZulu-Natal*). Next one

Learners : Gauteng.

Teacher : Very good. Our fathers work where?

Learners : Gauteng.

Teacher : In Gauteng. Class, all say 'In Gauteng'.

Learners : In Gauteng.

It is clear from the above that all the learners appeared to know the answer as they were all involved in answering in unison. If both persons in an interchange already know the answer, the exchange is not really communicative. There was no soliciting from the teacher to have his learners proceed through their ZPDs to arrive at the right answer.

The goal of the CLT approach is to enable learners to actively communicate. This was not a feature of most of the lessons observed. There were some learners who, during all whole lessons, never uttered a single word except when they repeated the answers after the teachers. The communicative principle which requires activities that involve real communication was unfortunately not a major feature of the observed lessons. The next two examples demonstrate this assertion.



**Teacher F: (19/8/97)**

Teacher : Who is the Premier of KwaZulu-Natal?

Learners : Frank Mdlalose.

Learners : ... was ... not now.

Teacher : They said he was ... not now.

Learners: : Mr Ben Ngubane.

Teacher : It is now Ben Ngubane. If you listen to the news and watch TV you will know all this. It is good you know current news. I am very glad. Gauteng?

Learners : Tokyo Sexwale.

Teacher : Perhaps by next year they will have a new Premier. Who can guess who will become the Premier? No one knows, maybe Mr Masondo.

**Teacher A: (16/9/97)**

Learners : What other things he saw?

Teacher : He saw a black smoke.

Learners : Where was that black smoke?

Teacher : That black smoke was came from factories.

Learners : I think what you are saying is the black smoke came from factories. Did I hear you correctly?

Teacher : Yes.

Learners : At the end of the last paragraph, who wrote this story?

Teacher : Eskia Mphahlele.

### 4.7.3 Reading silently

Problem solving, dialogue, sometimes heated exchanges of opinion can all contribute to the development of critical thinking - but so can silence. Good teachers know that serious thinking demands periods of silence, reflection, and incubation that are uninterrupted by any words no matter how well intended or meaningful. Part of learning to think critically involves quite pondering - letting things 'simmer' or 'cook' awhile before opening one's mouth. Learners need time to mull over and digest all the new information, concepts, and methodologies being presented to them.

#### *Examples of lessons illustrating using silence to encourage reflection*

##### **Teacher Z: (17/9/97)**

Teacher : Let us read the passage, silently. I will give you a short period of time because it is not very long passage. Be watchful of everything.

Learners : *(All look attentive and taken by the story).*

Teacher : Are you finished? Let's see - the answers will tell me whether you read attentively or not. Let us recap in lesson 4. Is Dumisane married? How do you know?

Learners : Yes. He has children.

Teacher : Show me the sentence which supports what you say.

Learners : I do not see my family every evening.

**Teacher C: (10/9/97)**

Learners : OK! Let's us read the passage silently so that we can answer the questions.

Teacher : *(All appear to be very attentive as they read the passage).*

Learners : Can anyone tell me who is the speaker in this passage?

Teacher : Dumisane.

Learners : Who else?

Teacher : Children - his.

Learners : How many children does he have?

Teacher : She have two children.

**Teacher D: (11/9/97)**

Teacher : Let us read the passage with great care and attention. You will tell me what is it all about afterwards.

Learners : *(They start reading the story. Others read loudly and there is confusion and disorder).*

Teacher : No, no you better read it silently so that others cannot be disturbed.

Learners : Yes. *(They read silently).*

Teacher : Are you ready? Can we proceed?

Learners : Yes.

#### 4.7.4 The learners' incorrect utterances

The teacher should not discourage learners from uttering wrongly but should correct the inaccuracy and encourage the learners for trying. Learners should be taught to answer clearly and with confidence.

##### 4.7.4.1 Tolerance of errors

It is almost inevitable that during the course of a lesson, a learner is going to give a wrong utterance. But learners usually try their best to give correct answers, and the teacher should try and determine the reason for an incorrect response by either repeating the question or rephrasing it, thus trying to get to the root of the problem. In order to have genuine communicative language teaching, teachers have to persevere and be prepared to work collaboratively to look for a correct answer. It is a teacher's duty to know where to find information and work with learners as they seek answers to their questions. It is not good always to simply supply the correct answer when a problem arises.

#### *Examples of lessons illustrating teacher assisting in correcting errors*

##### **Teacher D: (11/9/97)**

- Teacher : What do you see on the face of the paper - in front of the paper I gave you?
- Learners : Truck/lorry
- Teacher : What else do you see?
- Learners : Cattle.
- Teacher : How many cattle?
- Learners : One.

- Teacher : One beast: 'Cattle' refer to more than one. OK. Why is the beast on the truck? You think? Yes, there is one beast on the truck.
- Learners : Take ... the beast ... I do not know ... to the farm to kill and eat.
- Teacher : You mean the driver is perhaps delivering the beast to the farm to have it slaughtered?

**Teacher C: (10/9/97)**

- Teacher : Who else?
- Learners : Children ... his ...
- Teacher : How many children does he have?
- Learners : She has two childs.
- Teacher : He has two children. We use 'he' when it is a male and 'children' is the plural of 'child'. Understand?

A teacher has to develop a classroom climate where there is supportiveness, but does not need to regard every utterance that is made by the learners.

**4.7.4.2 The non-tolerance of errors by teachers**

Schrag (1987) documents the 'prevalence and stability' of certain dominant teacher behaviours that have become known as the 'recitation script'. Teaching, despite recent psychological and educational theories, has changed little over the last century in this respect (Adams, 1994). Adams confirms that little has changed over the years by documenting the evidence as the 'recitation' as contrasted with Socratic patterns of verbal interaction in the majority of classrooms around the world:

Schooling is an end in itself, imparting all the knowledge (and occasionally skills) that the learner is ever going to need. The teacher must know all the answers; no enquiry or use of references is encouraged. Learners cannot know anything about a topic until it has been taught in school, i.e. everyday experiences do not count. Activity is non-collaborative: pupils are passive and have the expectation of having something done to them ... (1994, in press).

Examples hereunder will reinforce this:

***Examples of lessons illustrating non-tolerance of errors***

**Teacher A: (15/9/97)**

Teacher : In your group look at the capital city. Fourth one.  
Group 2.

Learners : KwaZulu-Natal.

Teacher : Group 6 - sixth one?

Learners : Northern Cape.

Teacher : Not right. Group 7?

Learners : North West.

Teacher : Not exactly. Group 8?

Learners : Mpumalanga.

Teacher : Group 9, seventh province? Alphabetically.

Learners : North West.

Teacher : Not exactly.

From these lessons it is then clear that the teacher was only interested in the correct utterance. What is interesting is that he did not give corrective

feedback to the learner. The learner's problems are also compounded when, after the answer is given, the teacher makes a vague comment such as 'Not exactly'. It is not clear whether she means that the learner is almost correct or not at all correct.

**Teacher D: (11/9/97)**

Teacher : His family. So we agree that his complaint is that he does not see his or he does not approve of not seeing his family.

Learners : Yes.

Teacher : We find out that even though Dumisane complains about the hard work he does, what is it that he likes most?

Learners : He don't see his family. (*Others are howling at him in an endeavour to rectify the mistakes*).

Teacher : (*Showing signs of intolerance*). I have continuously stated we do not use what ... when we use subject that is singular but you keep on repeating the same mistakes over and over. What is wrong with you?

Learners : He ... does ... not ... Miss (*Showing signs of agitation and fright*).

Teacher : Yes, I must say a thing once and it must stay here. (*She indicates her head*). Understand. I do not want to lose my temper. OK, let's proceed. My question was, what is it that he likes most?

Learners : (*Apparently they are afraid to try after that outburst from the teacher*).

Teacher : Yes, I am waiting for an answer. Why are you so nervous now? I will not harm you - relax please.

The teacher creates some form of uneasiness among her learners and they respond by keeping quiet. Ironically she is the cause of this and even though she says "I do not want to lose my temper", it is clear that she has already done so. Aggression inculcates passivity among learners.

The typical pattern of interaction that is prevalent in the classroom is one which the teacher talks, and learners respond, and the teacher makes another comment. Learning is a long process that will continue long after the learners have left school, so the learners need skills to be imbedded in them so that they can apply them in their lives. All the functions of the learners, from the simplest to the most complicated aspects of their persons, are involved in learning and are unfolded and developed by it so that they gradually become responsible human beings. It is apparent from this lesson that the teacher and her learners were not communicating clearly. The teacher was not certain as to what she wanted and the learners were confused as to what was expected of them.

#### **4.7.4.3 Reinforcing correct utterances**

Whenever a question is asked and the answer is given promptly and correctly by a learner, the teacher should, without repeating the answer, determine that everyone in the class also understands the question and the answer and that everyone has heard the answer.

#### ***Examples illustrating teacher acknowledging the correct answers***

**Teacher F: (19/8/97)**

Teacher : Let us look at Premiers - that is a new word for us.

Learners : No ... the word ...

Teacher : It is not a new word? ... What is the Premier?

Learners : It is a person who leads the country.



Teacher : A person leading the province. Very good, give her a big clapping. (*Huge clapping form the class showing appreciation*).

**Teacher C: (9/9/97)**

Teacher : Why do you like anthem?

Learners : It is a prayer.

Teacher : She likes it because it is a prayer to God. Very good.

Learners : It deliver a peace to the nation.

Teacher : It delivers peace to the nation?

Learners : Yes.

Teacher : You mean it preaches message of peace? What do you think?

Learners : It is good when the countries of the world will stand and sing their national ...

Teacher : Their national anthem?

Learners : Yes.

In some of the lessons the teachers had some shortcomings in their use of grammar. There were some errors and these would have a negative impact on the learners in that teachers were modelling incorrect behaviour. Examples below will confirm this.

#### 4.7.4.4 Examples illustrating illogical sequencing

**Teacher Z: (17/9/97)**

Teacher : Do you know what to do? We look surprised.

Learners : No.

Teacher : You cannot remember how to punctuate. Discuss it with your partner. You will find out.

From this lesson, the learners could not make out what the teacher was trying to get them to do. It would seem the learners were confused, yet the teacher said to them that they should discuss among themselves.

#### 4.7.4.5 Word order errors

##### *Examples illustrating word order errors*

**Teacher A: (15/9/97)**

Teacher : You will invite him to your house inform him of things to carry to your place. Weather - all these things to carry. Involvement of these questions.

**Teacher F: (19/8/97)**

Teacher : Supposing you want to travel elsewhere and you will be able to know which clothing to bring. Whenever you take the journey it is important to know the climate of that particular province.

**Teacher B: (15/9/97)**

Teacher : Collect pictures from magazines and decorate tomorrow on your class - with the pictures.  
*(This represents a bewildering and confusing instructions to learners. It is then clear that the teacher will not get the response he expects from the learners).*

**4.7.4.6 Redundancy**

The unnecessary repetition of the same meaning has an impact on the understanding of the learners. In CLT the learners are taught to express themselves cogently and concisely, yet the shortcomings of teachers destroy this practice.

**Teacher F: (19/8/97)**

Teacher : Supposing you want to travel elsewhere and you will be able to know which clothing to bring. Whenever you take the journey it is important to know the climate of that particular province.

It is often said we learn to communicate by communicating with others. Whatever is uttered, is internalized and will be used later on. The learners from the above lesson will obviously and inevitably listen to the teacher and then copy and model the wrong grammatical structures.

**4.7.4.7 Metacognition and self regulation**

During their learning the learners have to regulate their own learning. This is gradually achieved by them being guided by more capable teachers. The learners have to adopt and use some strategies to make them think about their own thinking.

The knowledge that one can fail to understand something either by failing to achieve a coherent representation of it, or by achieving a coherent, but incorrect, representation, is an example of metacognitive knowledge.

Nickerson, Perkins and Smith (1985) have the following to say:

Perhaps the most obvious way in which experts differ from novices is in the fact that they know more about their area of expertise. However, there are other important differences as well. Experts not only know more, they know they know more, they know better how to use what they know, what they know is better organized and more readily accessible, and they know better how to learn more skill (p.100-101).

Metacognition is manifested by making individuals more knowledgeable about their own abilities and limitations and about how to use those abilities and to work around limitations effectively. An important aspect of skilled performance is the ability to determine whether one is making satisfactory progress toward the objectives of a specified task and to modify one's behaviour appropriately if progress is not satisfactory.

***Example of a lesson in which metacognitive experience is demonstrated by the learners***

**Teacher C: (10/9/97)**

Teacher : The passage describes what?

Learners : Bunny Chow.

Teacher : What about it?

Learners : Dumisani ... childs ... (*Others correcting him*) ... children

Teacher : Yes, children ... carry on.

Learners : Dumisani and two children.

The learners learnt so spontaneously as a consequence of their experience in situations in which they were being taught other things. The fact that the learners learned not only what they were being taught, but also something about the learning process *per se* was an interesting finding and one that received considerable attention.

Nickerson, Perkins and Smith (1985) unanimously agree that learners develop their ability to assess their own capabilities and limitations *vis-a-vis* the cognitive commands of a specific task:

The ability to monitor and evaluate one's performance on the task, and to decide whether to persevere, to modify one's strategy or to quit are clearly valuable skills for people to have (p.105).

#### **4.8 CONCLUSION**

Dulay, Burt and Krashen (1982:3) say:

Learning a second language can be exciting and productive - or painful and useless. It also appears that the most beneficial language environment is where language is used naturally for communication. While some aspects of language may need conscious study, the acquisition of the basics of a language are best accomplished in context where the learner is focused on understanding or expressing an idea, message, or other thought in the new language.

From this it is then clear that for communicative language teaching to succeed, teachers have to be fully equipped with the expertise that helps the teaching of the language.

In the lessons that were observed, it was apparent that a lot of concerted effort will be required to train teachers in the correct phrasing of questions. Questions that provoke thought were infrequent, and where they did occur,

were mainly of low quality, with the teacher giving no opportunity for learners to think and analyze their own answers. One-word questions were frequently used. This then led to the unacceptable wrong answers being given because the learners either were not given time to think about the answers, or they did not fully understand the questions.

Teachers need to give learners time to make plans and work things out and to identify and analyze their own mistakes before intervening with the right answer. Learners should, wherever possible, be allowed to tackle difficult tasks for themselves and be given as much responsibility for their own work as possible to enable them to become independent learners. Brown and Campione (1986) make similar points, describing the overall approach as providing an 'expert scaffolding' which supports the learning activities initially but which is progressively withdrawn as the learner becomes self-supporting. Learners need the stimulus of discussion, dialogues and debate to shake them from their own mental structures, but they also need a sense of security as they formulate and test new modes of thinking.

In the second-language classrooms which were observed, it seems to the researcher that teachers need extensive training in the formulation and use of questions. With limited training and the lack of language proficiency on the part of teachers, genuine communicative language teaching is unlikely to be achieved.

In the following chapter, the researcher will discuss the findings of the analysis of this Chapter Four. What transpired in Chapter Four in as far as the shortcomings and deficiencies will be highlighted in Chapter Five.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.1 INTRODUCTION

In CLT, the traditional arrogance of the teachers in regarding the learners as the less knowing is unacceptable. But in almost all of the lessons observed, it was obvious that there were two sides of the coin so to say: the educational 'haves' instructing and informing the educational 'have nots'. It was like the verification of the statement, "the wish to preserve the past rather than the hope of creating the future dominates the minds of those who control the teaching of the young" (Enright & McCloskey, 1988).

If the purpose of schooling is to educate learners, then all teachers must contribute to learners' achievement of curriculum objectives. Language cannot stand apart from content learning; rather, language should be acquired through content learning just as content may be learned through language.

#### 5.2 SUMMARY OF FINDINGS

If it is our contention as teachers that we would like to produce learners who are competitive in the labour market, then they can be made to compete by communicating cogently and confidently. In South Africa, English is a widely spoken language; it has also become the most widely taught as a second language. Black learners emerge from an educational background where they are not generally exposed to good models of English even though English is the medium of instruction. Nuttal and Murray (1986:223) present a terse summary of the situation in Black schools. They say that:

Learners in Black schools in South Africa spend many hundreds of hours over a number of years attending classes in English as Second Language, and yet the successes of these learners in

acquiring communicative competence in these languages are extremely modest, and are certainly not commensurate with the time and effort expended on the language teaching programme.

The learners sit in large classes of anything up to a hundred, their teachers are poorly or not trained at all. These learners can be said, with some justification, to be disadvantaged.

The learners are hampered by:

- *Being taught by teachers who are not qualified*, and as explained in Chapter Three, the majority of the teachers observed had vast experience in teaching, though most of them were trained to teach at the primary phase as their qualifications suggest. It is conceded, however, by the researcher, that their experience and acumen in teaching ESL in secondary level superseded their qualifications because they exhibited passable skills.
- *Inaccessibility to learning aids* such as overhead projectors or computers. The learners find themselves on the receiving end because the teachers cannot and would not be in a position to use the most recent aids, as in most schools there is no electricity. In some schools, learning aids have been requisitioned, but they were unusable.
- *Poor facilities at schools* (not enough classrooms and toilets) which impede the smooth running of teaching and learning. In one school the researcher visited, there was only one toilet for female learners, and the male learners did not have one at all. This would inevitably have a debilitating effect on the performance of the learners, as the atmosphere was not conducive to learning. Overcrowded classrooms were the order of the day, and the teachers could hardly move between the desks. This had a bearing on the group work activities.



It is then clear that transformatory process needs to be put in place to pursue and accomplish learning objectives. Even if there are teachers who have expertise in the use of teaching aids their knowledge will not be utilized.

During observation of the lessons and their analysis in Chapter Four, it has emerged that the three means of assisting learners to move through their ZPD (Tharp & Gallimore, 1988) which were chosen by the researcher were not adequately exploited by the teachers who were observed.

### **5.2.1 Overuse of one mode of questioning by teachers**

Questioning is a skill that needs to be learned and practised if it is to be used effectively in the classroom. Learners at all age levels can and do learn information, make comparisons, solve problems, analyze situations, create, make judgments and form values. Of course, the degree of sophistication of the questions at each cognitive and affective level must be adjusted to the learners' intellectual maturity levels, and the quality of their answers will vary by the level of their understanding.

Presenting questions effectively requires knowledge of factors involved in interpersonal communication and the ability to make use of these factors in dynamic classroom setting. Reacting to learners' responses requires sensitivity to individual feelings and the ability to listen and respond in ways that encourage thought. In the lessons that were observed, the failure of the teachers to encourage learners to develop their abilities to question may be the result of a system of education which is not centred on developing inquiry attitudes and skills of learning. It is through the acts of questioning and using information that knowledge gets its vitality, but most of the teachers who were observed, emphasized having learners know information instead of making use of it.

### **5.2.2 Feedback**

The teacher needs to be responsive to learner contributions while having an initial plan and maintaining the focus and coherence of the discussion. In most cases the teachers did not bother to respond to learners' answers, and more often teachers carried on with their lessons without informing learners. At some stages the lack of corrective feedback was noticeable.

Thus, the teaching of English as a second language should be integrated with the teaching of other academic content that is appropriate to learners' cognitive level. Enright and McCloskey (1988) have clearly expressed the importance of genuine interaction in the classroom as follows:

Students fully develop language and literacy through using the second language in many different settings, with a wide variety of respondents and audiences (including themselves), and for a wide variety of purposes. Students' language and literacy development is facilitated by a comfortable atmosphere: one that values, encourages and celebrates efforts to use language, that focuses primarily on the meaning and intention of utterances and messages rather than on their form, and that treats 'errors' as a normal part of becoming increasingly better thinkers and communicators (p.21).

### **5.2.3 Modelling**

In a learning situation it is expected that learners should look at their teachers as role models. It is then prudent that teacher should try by all means while teaching to correctly model the relevant behaviour, e.g. pronunciation.

In order to succeed in CLT, the teachers need to have maximum expertise in the channelling of communicative aspects into their learners. It is with language that we create that which is to be communicated.

Campbell (1985) emphasizes the role of modelling in the acquisition of the second language:

Children learn by relating the world to their own experiences. Learning by relating what happens in the world to what happens in one's individual experience is a psychological principle related to the relationship between learning and the application of all our senses to the problem of knowing. Experiencing an event not only stimulates into play all the human senses variously but engages human psycho-psychological interaction (p.98).

As analyzed in Chapter Four, modelling was of poor quality. The teachers resorted to incorrectly formulated questions, thus leaving learners in a state of confusion.

### **5.3 IMPLICATIONS**

As mentioned before, the quality of pronunciation was of a low standard. This will have a negative impact on the learners because they will have learnt the wrong pronunciation which will have a detrimental effect on their learning and their entire life.

If teachers use ambiguous and incorrect questions, they will not accomplish the objective they intended to achieve. This will spill over to other subjects because English is the medium of instruction. Learners' education is hampered in that they internalise concepts incorrectly.

Greater cognisance should be taken of the fact that learners of English Second Language come from a group whose objective in learning the subject is two fold, i.e. preparation for further formal education and preparation for normal daily social interaction. A more 'communicative' approach should underlie its

design, but in practice the emphasis appears to be on mastery of fragments of language in the hope that the final product will be proficiency in English.

#### **5.4 RECOMMENDATIONS**

To be proficient in a subject is, after all, not only to grasp a content, but also to understand how to use it. Teachers of ESL subjects would do well, then, to recognize the role that language plays in their subjects, and specifically to build opportunities for their learners to learn patterns of their areas of work.

The incessant use of incorrect questions, ambiguous questions, grammatically incorrect sentences, word order errors in English is a vicious cycle with no end in sight. Poor teaching results in poor ability to become good communicators in English; therefore some concerted effort needs to be put in place to address this issue as speedily as possible. The classroom context needs to be more deliberately manipulated to provide learners with opportunities to develop greater communicative competence.

It must always be remembered that reading and writing form the basis of learning and testing in the South African education system. Any intervention which can demonstrably improve the language competencies must, therefore, be welcomed, since they impact on the very foundation of the learning process.

It is true, of course, that other subjects like Mathematics involve the manipulation of various mathematical symbols, but the processes by which these are manipulated, and the significance attaching to such manipulations, are none the less actually constructed in language. Regardless of the content they teach, or the age group of their learners, all teachers should see themselves as teachers of language, seeking to develop their learners' language abilities.

It is not going to help much to have new and innovative materials such as *The Language in My World* books, whilst the primary problem is the under-qualification or non-qualification of teachers. With regard to the aims inherent in English, it is recommended that greater emphasis be placed on following:

- (i) Aural comprehension, i.e. the ability to listen to a person speaking English and being able to demonstrate that understanding has occurred;
- (ii) Ability to speak English: at present this oral component is not given the care and attention it merits. The syllabus should be designed to encourage teachers to pay regular attention to oracy as part of their method towards improving the communicative competence of learners;
- (iii) Communicative competence, i.e. the teaching of effective language use in varying situations. The syllabus should be designed as to lay greater stress on verbal expression since this will form an important part of daily communication for the learners on completion of their schooling. The oral component of the syllabus should be given high priority as well because this forms an important part of communicative competence in English in all walks of life. The unifying thread necessary for subject coherence could be communicative relevance. This coherence derives from the concentrated focus of the second language learner.

#### **5.4.1 School policy on language**

It is further recommended that the principals collaboratively sit with their teachers and design language policy for their schools. This will include inter alia:

- Arranging a programme of meetings of the teachers of the subject.
- Familiarising teachers with available resources, guides, publications, etc. to help improve teaching.
- Formulating a *modus operandi* to encourage contact with other subjects.

- Ensuring that teachers have the most recent syllabuses.
- Giving guidance on the control and supervision of learners' work.

It needs to be brought to the notice of the teachers that one of the most important aspects of CLT is the use of group work. In groups, the learners then enact situations where appropriate word usage would occur. This facilitates communicative competence in a much more creative and holistic way than the teacher - desk, blackboard - book method of literacy learning based on present practice and reinforcement. Learning through activity involves the whole person, and it stimulates the imagination and creativity innate in every person. Thus, schools should have access to as many audio-visual materials as possible in order to promote a greater understanding amongst the learners.

#### **5.4.2 Pre-service and in-service teacher training**

New and good learning materials have been put in place but their implementation will depend on the quality of the teachers. 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 (p.326).

Since English second-language teaching method is the focus of much research today, it is imperative that teachers be given the opportunity to keep abreast with trends and developments. It is further recommended that a programme for pre-service and teacher in-service training be offered. A committee which will see to it that there are courses and seminars where teachers will be

nurtured in CLT has to be put in place. In these courses the presence of the subject advisors should be thoroughly stressed. The purpose of such centres where courses will take place would be to improve the level of performance of teachers currently engaged in the teaching of English as a Second Language. If the level of teachers' competency could be raised, the level of learners' performance may also rise.

Genesee (1994:172) is of the opinion that we need to expand our knowledge in as far as the teaching of the second language is concerned. He goes further and says:

Teachers who lack repertoire lack the flexibility to respond to learners' needs. Teachers who know only one way to teach a skill or concept have no fall back opinions if observations indicate that this one way is ineffective or inappropriate for a given individual or group of students.

It is also recommended that teachers should be sensitized to the inhibiting effect of constant correction of grammatical errors. An occurrence of errors should be viewed as part of learning. There is an urgent need for educational planners to construct and implement programmes which will prepare teachers adequately for the new demands of the present realities in the teaching of English. The teachers, in implementing some of the lessons from *Language in My World*, tried to compensate for the past deficiencies of black English second-language learners, but ended up spoon-feeding the learners. If the learners are spoon-fed, then this will destroy the purpose of CLT. The learner will inevitably become dependent upon teachers. Teachers should be encouraged to develop strategies whereby the academic needs of the learners are addressed, while simultaneously developing abilities within the learners that will enable them to work independently.

Every effort should be made to assist teachers in retraining in the basic skills of literacy. In order to have a virtuous cycle where the learners can confidently

communicate in English, we need teacher-trainees trained in CLT so that by the time they finish their diploma they will be more proficient in the language. Teacher-trainers at the Colleges and Universities need to change and be able to see the relevance and importance of CLT in schools. Some teachers acknowledge that their language proficiency is deficient, so it is important that there should be a bridging course for second-language learners which will cater for language development.

CLT centres on problem-posing and critical discussion. Learners and teachers are invited to problematize. Through a process of critical reflection, teaching and learning become forms of research and experimentation rather than an education whereby the teacher teaches and the learner listens. A participatory action research approach could be used in the educational programme in order to ensure teacher responsiveness is accommodated as part of the educational process.

If the finding that the existing classroom context does not provide and / or allow for sufficient opportunities for the learning of wide range of strategies and forms for communicating is correct, it is suggested that teachers need to deliberately create such opportunities using common everyday life situations with which learners can identify.

A collaborative classroom environment, one in which learners see other learners as resources, needs to be fostered. The classroom is to be viewed as a workshop where learners work together to ask questions, figure out ways to answer their questions, and also practice oral and written language collectively and independently.



## **5.5 LIMITATIONS OF THE CURRENT RESEARCH AND AREAS REQUIRING FURTHER RESEARCH**

This study was undertaken on a small scale because the researcher was a part-time student. The time and resources were against the researcher. The researcher confined his observation to three schools and ten teachers, and a small number of lessons was observed.

The number of variables considered was deliberately restricted. Only three variables were chosen, rather than a comprehensive study of all variables. The former would, perhaps, have brought a much broader and detailed analysis of the lessons.

Although the researcher was hoping to be non-participant throughout the whole lesson observations, teachers were in some way or the other influenced by the researcher's presence. Firstly, the researcher provided the lesson material, so it is more than reasonable that they would try by all possible means to put more effort in order to impress this person. The researcher had initially informed the teachers that they would not be evaluated, but his presence in the classrooms listening to them teaching and jotting down items, had an influence on their behaviour. Teachers went to the extent of telling untruths in order to have fullest co-operation from the learners. So his presence in the classrooms had a bearing on the behaviour and attitude of both teachers and learners. Before the lessons commenced the researcher clearly explained to learners that they should not bother much about his presence because he was just a 'visitor' to see how they progressed with their English lessons.

An area requiring further research is the inclusion of more schools and a more comprehensive study which will encompass all the variables as suggested by Tharp and Gallimore (1988). The researcher has since realized that there is a lot of work that needs to be done by other researchers in this field. The

researcher fervently hopes that if more second-language teachers are personally involved in the implementation of CLT practices in schools, the rate of literacy and competency among the learners will be improved.

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**APPENDICES**

**APPENDIX I**

**Lesson Observation Schedule**

**APPENDIX II**

**Transcripts of the lessons observed**

Teacher F

Teacher Y

Teacher X

Teacher B

Teacher A

Teacher C

Teacher C

Teacher D

Teacher A

Teacher A

Teacher Z

Teacher B

Teacher W

**APPENDIX III**

**Examples of written work which  
accompanied the lessons of Grade 8  
learners**

## APPENDIX I

## LESSON OBSERVATION SCHEDULE

NAME OF SCHOOL .....

NAME OF TEACHER .....

STANDARD .....

NUMBER OF LEARNERS .....

TIME OF LESSON .....

TOPIC .....

LESSON DURATION .....

## 1. CLASSROOM CLIMATE

## 1.1 Seating arrangements in the classroom

	YES	NO
Do learners share seating?	<input type="checkbox"/>	<input type="checkbox"/>
Do they stay seated for the entire lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Learners sit in rows / groups and teacher stands in front of the classroom?	<input type="checkbox"/>	<input type="checkbox"/>
Any effect of seating arrangement on the learning itself?	<input type="checkbox"/>	<input type="checkbox"/>

## 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 learners?

	YES	NO
Does he have time for individual consultation with learners?	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Discipline

How did the teacher deal with discipline problems?

- |                                      |                          |                          |
|--------------------------------------|--------------------------|--------------------------|
| • Ignored them                       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Dealt firmly with them             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Allowed them to disrupt the lesson | <input type="checkbox"/> | <input type="checkbox"/> |
| • Become upset and agitated          | <input type="checkbox"/> | <input type="checkbox"/> |

What caused the problems?

- |                        |                          |                          |
|------------------------|--------------------------|--------------------------|
| • Overcrowding         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Uninteresting lesson | <input type="checkbox"/> | <input type="checkbox"/> |
| • No books             | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. Characteristics of CLT

Are the following characteristics present in the lesson?

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Learners are actively involved                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Learners interact with one another as well as the teacher          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Some learner errors are overlooked to encourage use of language    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Teacher does not dominate the lesson                               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Learners have real reasons to communicate                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Teacher uses his own ideas, other teacher's ideas, other resources | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO
<b>2.1 Questioning</b>		
Do questions warrant a 'yes' or 'no' answer?	<input type="checkbox"/>	<input type="checkbox"/>
Any leading questions used?	<input type="checkbox"/>	<input type="checkbox"/>
Are questions asked to assess performance?	<input type="checkbox"/>	<input type="checkbox"/>
Are questions asked to assist performance?	<input type="checkbox"/>	<input type="checkbox"/>
Are they asked to waste time?	<input type="checkbox"/>	<input type="checkbox"/>
 <b>3. Learner activity</b>		
Was the task clearly prescribed?	<input type="checkbox"/>	<input type="checkbox"/>
Were the learners bored?	<input type="checkbox"/>	<input type="checkbox"/>
Were the learners occupied?	<input type="checkbox"/>	<input type="checkbox"/>
Were all of them involved?	<input type="checkbox"/>	<input type="checkbox"/>
Was the activity done in groups? or	<input type="checkbox"/>	<input type="checkbox"/>
Did the learners work alone?	<input type="checkbox"/>	<input type="checkbox"/>
Were there periods of inattentiveness during lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Were learners controlled by teacher or task?	<input type="checkbox"/>	<input type="checkbox"/>
Did they volunteer answers?	<input type="checkbox"/>	<input type="checkbox"/>
How was the level of language?		
• Good	<input type="checkbox"/>	<input type="checkbox"/>
• Average	<input type="checkbox"/>	<input type="checkbox"/>
• Weak	<input type="checkbox"/>	<input type="checkbox"/>

YES NO

**4. Instructional strategies**

Evaluation : Assess what they already know

Elicitation : By asking questions

Lectures :

Instructs : Explains what learners should do

Inquiry : Centred

**4.1 Teaching materials**Teaching aids are used to promote discussion  Teaching aids appropriate to the lessons  No teaching aids used at all  **5. Impression on the lesson**Well prepared lesson  Plenty of learner participation  Scarce learner participation  Enjoyment on the part of the teacher/learners  Learners work alone  Learners are passive  Learners are active  Too much teacher talk  Interesting lesson  Dull lesson

**APPENDIX II**

**Transcripts of the lessons observed**



A transcript of the lesson "Where do we live" which was observed on 19 August 1997. It was a double period lesson i.e./hour.

**TEACHER F:**

T. Good morning class

P. Good morning Madam

T. How are you class?

P. (In unison) we are very fine, thank you Madam. How are you madam? (At this stage the whole class is on its feet)

T. I am very well, thank you, you may be seated. O.K. Class today we are going to use pamphlets I had given you. Do you all have them? (She moves from front to verify among them whether they all have them. After satisfying herself she goes back to the front of the class)

P. Mine is not the same like Johnny's? Why?

T. (Goes forward to look at it).

P. No Madam he has upside down

T. No! He has his lesson upside down you mean

P. Yes, upside down

T. (Checks whether that is so) turn it over Brian, you see it is the same

P. Thank you Mam, I got it

T. Tell me class where do you live? Yes Siph

P. (At this stage most of them have their hands up) I live at Keats Drift

T. Whereabouts in Keats Drift?

P. Kwa-Latha

T. Yes, anybody else staying at Keats Drift?

P. Yes, he is my brother

T. So you mean you are staying with him?

P. Yes

T. Where else do others live?

P. Yes, in Greytown

T. What about Greytown?

- P. I stay there.
- T. Where is there? You mean Greytown?
- P. Yes.
- T. Give me the full sentence. Where do you live?
- P. I live in Greytown.
- T. Excellent. They have mentioned some of the places we live in. Are there any neighbours here?  
Do you know what is a neighbour?
- P. Yes, is a person who stays next to you.
- T. Yes, that is correct. Any neighbours here?
- P. Yes, This one lives under me.
- T. Come again, where? Do you mean further down from your house?
- P. Yes.
- T. Where do we buy groceries?
- P. Muden, Greytown, Shops, Pietermaritzburg.
- T. Yes, Muden and Greytown are our towns. What is the name of our province? All of us.
- P. (In unison) KwaZulu-Natal.
- T. How many provinces do we have in South Africa?
- P. (In unison) Nine
- T. Give me the names of the provinces. Start with our own province. We say in English "Charity begins at home" (at this stage the teacher moves towards the chalkboard)
- T. Yes.
- P. KwaZulu-Natal
- T. (Teacher writes KwaZulu-Natal) next one?
- P. Gauteng
- T. Very good! Our fathers work where?
- P. Gauteng
- T. In Gauteng. Class all say - In Gauteng.
- P. In Gauteng.
- T. The third one?
- P. Free State
- T. We no longer say Orange Free State

- P. (In unison) Free State.
- T. The fourth?
- P. Northern Cape.
- T. Fifth one?
- P. Eastern Cape
- T. Sixth one?
- P. North West.
- T. Seventh one?
- P. Western Transvaal
- T. Is there any province by that name?
- P. No.
- T. Cape province is divided into how many parts?
- P. Western, Northern, Eastern Cape.
- T. Eighth one?
- P. Mpumalanga
- T. The place where the sun rises. It was Eastern Transvaal. This is not Mpumalanga next to Hammarsdale. Do you know it?
- P. No (a rousing No.)
- T. The ninth one?
- P. Northern Province
- T. (The teacher asks them to show her the names of the provinces in their lesson). (She goes around checking the correctness of their answers). Tell me the name of the Ocean next to Western Cape?
- P. Atlantic Ocean
- T. Very good. Who arrived in the Cape in 1652?
- P. Jan van Riebeeck
- T. Which company sent him to the Cape? You did this in your Grade 5?
- P. Dutch East India Company.
- T. Dutch East India Company. (Emphasis and modelling the name) Cape Town was found by van Riebeeck. Name the ocean found next to our province. (There is silence - pupils pondering about the answer).

- P. Indian Ocean
- T. It is Indian Ocean. Very good. In the Cape when do they have rains?
- P. In winter
- P. In KwaZulu-Natal. When do rains fall?
- P. Summer
- T. (Models the whole sentence) - rains fall in summer in KwaZulu-Natal).
- P. (In unison) rains fall in summer in KwaZulu-Natal.
- T. Which is the capital - what is the capital - who can try to explain what is the capital.
- P. Ulundi.
- T. No, explain to me what is meant by capital?
- P. Capital is a big city.
- T. What is the next answer?
- P. It is the city where we buy goods.
- T. Both answers are correct. It is the place where the cabinet stays to make rules/law of that province - that city is called the capital city. KwaZulu-Natal what is the capital? Charity begins... you know you must start at .....
- P. (In unison) Home
- T. Respect your parents before ....
- P. Other people
- T. KwaZulu-Natal - City?
- P. Pietermaritzburg
- T. In KwaZulu-Natal we are lucky we have two cities.
- P. Ulundi.
- T. We are lucky, I do not know which is the capital. (The teacher inadvertently writes the name of the pupil on the chalk board) and there is laughter from the class). I am old my children. Northern Cape?
- P. Kimberley
- T. What is found in Kimberley?
- P. Mine
- T. Mining. North West?
- P. Mmabatho

- T. All of us "Mmabatho" (Teacher writes the name on the board). This is Sotho name - unfamiliar to us in other words we do not use it every day. Mpumalanga.
- P. Nelspruit.
- T. All of us Ne - l - spr - uit.
- P. (In unison) Ne - l - spr - uit.
- T. Let us look at Premiers. That is a new word for us.
- P. No - the word ....
- T. It is not a new word .. what is the Premier?
- P. Is a person who leads the country.
- T. A person leading the province. Very good give her a big clapping. (Huge clapping from the class showing appreciation).
- T. Who is the Premier of KwaZulu-Natal?
- P. Frank Mdlalose
- P. .... was..... not now.
- T. They said he was .... not now.
- P. Mr. Ben Ngubane
- T. It is now Ben Ngubane. If you listen to the news and watch T.V. you will know all this. It is good you know current news. I am very glad. Gauteng?
- P. Tokyo Sexwale.
- T. Perhaps by next year they will have a new Premier. Who can guess who will become the Premier.....No one knows, may be Mr. Masondo. Free State?
- P. Terror Lekota.
- P. .... was...
- T. He was..... and now?
- P. Dr. Ivy Matsepe-Cassaburi
- T. Is it a female or male?
- P. (In unison) female.
- T. I am glad we have a female. Do you know what this means (She writes Matsepe-Cassaburi on the board). It is called a double-barrelled name. Do you know why?
- P. No.

- T. Do you realise that there are different places, areas in South Africa?
- P. Yes.
- T. Yes, you must know when will the rains fall in different parts of the country. Supposing you want to travel elsewhere and you will be able to know which clothing to bring. It is good that we know where we stay, and then we know the outside world. We have looked at the provinces, capital cities and Premiers. Whenever you take the journey it is important to know the climate of that particular province. For now take out your language exercise books and write down (1) names of the provinces, (2) names of the Premiers of those Provinces. For your home work you will write a letter, but I will tell you later.
- P. (They all take out their exercise books and start reading and answering the questions.)

A transcript of the lesson "Where do we live"? which was observed on 3 September 1997. School C  
Teacher Y 1 hour lesson.

T. Good morning class

P. Good morning Sir

T. Are we all fine today I suppose?

P. (All standing up) Yes, We are fine thank you

T. Thank you, you may be seated. Today we are going to do "Where do we live". It is there in your paper I have given you. In your Grade 6 you did Geography and I assume you are familiar with the vegetation in your province. Can you tell me two big rivers in your province.

P. Tugela River

T. What else?

P. Msunduzi

T. Yes, Msunduzi river which was in floods in 1995 and many people living nearby were washed away and most of them have not been found till today.

There are rivers which are used for irrigation purposes. Do you know what irrigation means?

It is when people use water to grow their plants i.e. cabbages, potatoes, mealies, carrots, etc.

They use buckets and pipes to water the vegetables. What are the fruits that are found in Durban?

P. Oranges

T. Thanks very good. Where does one get oranges from.

P. They are many in Muden

T. So one finds many oranges in Muden? So in short oranges grow in Muden.

P. Yes

T. You get them cheap when you go there, and they are very nice. What other fruits are in KwaZulu-Natal?

P. Banana

T. Where do we find too many banana? Whereabouts in KwaZulu-Natal?

P. Pietermaritzburg and Dundee.....I.....saw banana in Dundee

- T. Yes, but it must have been that people were selling them, they must have bought them from somewhere. Where are bananas grown? City? It is a big city which is situated near the sea....ocean. Which city is that?
- P. Durban
- T. Excellent, Durban. When do rains fall in KwaZulu-Natal?
- P. Summer
- T. Yes, you normally notice that we have rains in summer, that is why we normally have plenty of mealies and potatoes in December time. Let us now proceed to the languages that are spoken in our province. Let's start with the language that you speak at home.
- P. Zulu
- T. Anybody here speaking other language at home?
- P. No
- T. What other languages are spoken other than Zulu?
- P. English, Afrikaans, Zulu and Xhosa
- T. Do you know what do we mean when we say a language is your mother tongue?
- P. (There is silence nobody seems to know the answer).
- T. Do not get confused with the word "tongue". I am not referring to this tongue (she touches her own tongue) I am referring to the language that is spoken by the whole family, sisters, brothers. In other words the language you understand it better when it is spoken, and you can answer freely in it unlike English or Afrikaans
- P. Zulu
- T. Yes, Zulu but there are others who do not speak Zulu as fluent as us, as we do not speak their languages as fluent as them. By the way do you know how many official languages are in South Africa?
- P. 4, six, 8 (It appears there is a lot of guessing)



- T. You mean to tell me you are a South African you do not know the languages spoken. They are eleven official languages. So you see there are many people in South Africa speaking all these languages. When you go to various places in South Africa you will encounter problems in not understanding other languages. However we have one language which is the main language.....is mostly spoken in South Africa - it is an international language - it is spoken even in overseas countries like England, Australia, Ireland. Which language is that? Do you know what international means?
- P. No
- T. The whole world. Yes, which language is mostly spoken in South Africa
- P. Afrikaans ... English .....Zulu
- T. Is Zulu spoken in Northern Province. Where there are mainly Sepedi speakers. Will they most of them understand you when you speak Zulu. I doubt
- P. Sir ... there... no Zulu people America?
- T. Are you asking whether there are Zulu people in America or not?
- P. Yes
- T. There are but they are not the residents there. Some went there to study others to work. it is not their place of birth. Let us try and answer the question. Which types of industries and mines are there in your area? What are industries? mines?
- P. Industries where fathers work
- T. What do they do at the industries?
- P. Work and come back afternoon
- T. Yes but what type of work do they do?
- P. They never tell us
- T. In other words you do not know
- P. Yes
- T. An industry is a place which has many machines or where a certain product like shoes is manufactured? In English you must note we do not use "build" like in zulu but we use "manufactured" OK.
- P. Yes
- T. Where are shoes manufactured in your area?
- P. Bata

- T. Yes Bata Manufacturing Company
- P. Yes
- T. What do call the place where coals are found? What are coals? Do you know
- P. Black things - round to make fire
- T. What are coals made of?
- P. Wood
- T. What do you do with coals? What do our mothers use coals for
- P. Put on the stove
- T. To do what? Why put it in the stove (teacher emphasises in)
- P. She uses coals in the stove when she is cooking food?
- P. Yes
- T. What else are coals used for other than cooking? What do your..... mothers do with coals when it is cold?
- P. Warm the house
- T. How? with what?
- P. Putting them on.... in the stove to warm us.
- T. Yes, what else do we use the coals for? You have mentioned cooking and warming us in winter.
- P. Braai ..... roasting
- T. Excellent. We use coal when we braai or roast meat. We no longer have hearth <sup>stoves</sup> were we can put fire to roast the meat as we did do in ancient - olden days. Where are coals.... which town in KwaZulu-Natal where we find too much coal. What province do you know about that town and coal
- P. (Hesitant to raise their hands. Appear to be unsure of the answer)
- T. Your hand is up lady. Try
- P. It is Newcastle.... (others are objecting to the answer and saying... Dundee)
- T. Which is the correct on - Dundee or Newcastle?
- P. Dundee
- T. And the other part of the question is what province expression is used?
- P. (All silent)

- T. To take the coals back to Dundee. It is normally said when a person gives something to the person who has more than the giver has. In other words you do not have to give something to the person who has more than yourself. OK
- P. Yes
- T. Although you mentioned some of the coals, you did not finish them all. So your homework go home and think about things that are used by coals - household chores ... house hold practices.

School C. 1 hour "God Bless Africa".

- T. Before we could read the passage about Sontonga and what he wrote; lets quickly look at the paragraph. What do you call a person who writes poems?
- P. Poemit
- T. Yes, other one
- P. Poetry
- T. (Grinning) and a collection of poems?
- P. (Silence)
- T. He is a poet. What do you call the one who writes songs?
- P. Singer
- T. Not exactly not the one who sings but writes the songs? Do you discern the difference?
- P. No.... if.....he.....write song he sing the song.
- T. But the question is who writes song?
- P. (Silence)
- T. You do not know, he is a writer. In your paper what do you see?
- P. People ... big material with colours
- T. Do you mean you see many people and big material. (He goes forward to check that big material). Oh! you are referring to the flag of South Africa. Do you mean you see many people and a flag.... Southern African flag? What does the flag have on it that you notice?
- P. Colours
- T. How many colours? What do they.... the colours suggest or symbolize?
- P. Many
- T. What do they suggest? That's another question
- P. Beautiful, the flag
- T. Beautify the flag in what way?
- P. (No answer forthcoming)
- T. What do you think about many people with their flag.... South African flag? What are they doing with the flag?
- P. Nothing
- T. Why do you think it is there? Why did they place it there?

- P. No reason
- T. Just for fun. There is no reason
- P. Yes
- T. Do you see that the flag and people are multi-coloured? Do you understand this word "multi-coloured" or is it new to you?
- P. (Silence but they show affirmative by nodding their heads)
- T. You will have to utter some sounds so that I can hear your response.
- P. Yes
- T. Multi- means "many", so it means there are many people and many colours on the flag. Many colours on the flag stand for many people of South Africa. Different races. OK. We are a nation of many cultures and values. We are not the same, there are blacks, whites, coloureds, brown people but we are united in one country or in one flag. OK.
- P. Yes
- T. Let us look at the "rainbow" what is a rainbow?
- P. It is on the sky up there (He points up the sky)
- T. That may be so that it is up the sky but what is it that is up there?
- P. I know it but I do not have words to explain. It...is a thing beautiful
- T. Thank you, you have played your part. let's hear others what are they going to say.
- P. (Silence)
- T. Yesterday I checked in my dictionary the real meaning of this word. It is imperative for you to have a dictionary. A dictionary is an indispensable commodity. Do you know the word "indispensable commodity"
- P. No
- T. It is something, a property that one cannot do without because of its importance. Rainbow means a bow-shaped (uses his hands to show something like a bow) - display in the sky of the colours of the spectrum, caused by the refraction and of the suns rays through rain. So the dictionary explains that we only get rainbow when there is rain. You see... what does rain give us in the end?
- P. Water
- T. What do we do with water?
- P. Drink .... wash

- T. What else does rain do to nature
- P. Animals drink
- T. Animals drink water in order to survive. Water is also indispensable for your life.
- P. Yes
- T. What about fruits, vegetables, trees. They look green when there is rain. The country becomes beautiful. It is as green as.....
- P. Grass
- T. Very good. When does the rainbow appear on the sky?
- P. Summer
- T. So it is an indication of abundance - plenty of food when there is rain.
- P. Yes
- T. If you look at the colours how are they? What can you say about them?
- P. Beautiful
- T. Yes, their beauty portrays the beauty we have or the hope we have for our country and as the topic states "God Bless Africa" it is a sort of a prayer to God to ask to help us. The rainbow is on the sky, up there where there is God. You know in Zulu we associate sky with God, we believe he is up there. Behind our minds we hope for the best for our country. We can make our country as beautiful as the colours of the rainbow. I hope you can now be in a position to discuss and tell other people about your country.
- P. Yes
- T. You see our lesson predicts the best for the future. It prophesies the best things we anticipate for our country. We are appealing to God to help us prosper and grow to heights as far as the sky. We say in English "The sky is the limit" meaning anything is achievable as long as our hopes and imaginations do prosper. We can accomplish good things, for our country. We must have what we call "patriotism" Do you know what this means - patriotism
- P. No

- T. Patriotism is the love one has for one's country. A person who loves his country is called a patriot. So we must be proud of our country and the achievements we have had so far since the democratic elections in 1994. The passage espouses the idea ..... highlights the idea of communicative excellence among the citizens of South Africa. It is the responsibility of all people of South Africa to help one another and have love for one another. A lot of effort has to be attained in order to have a sound and viable country. Any comments or questions about what we have done today.
- P. No
- T. We then end our lesson there and tomorrow we will have to write and make a poster for your country. You will have to tell me what do you expect for your country.
- P. Yes, Sir

A transcript of the lesson that was observed on 17 September 1997. Lesson: Good Morning, South Africa.

**TEACHER B. Grade 8**

**Teacher:** Today I want us to be very very careful and try to think carefully before we answer the questions. When you read this passage, please make sure that you follow what is being discussed and think about the next move of the character, speaker of the passage. It is important to think because this passage involves a lot of current things in our country. We are not going to rush things. Understand?

**Pupils:** Yes.

**Teacher:** Where have you previously seen this title, 'Good Morning, South Africa?' Think back, where did you see it?

**Pupils:** (Some are hesitant to answer and others are mumbling).

**Teacher:** You can't remember or you do not know?

**Pupils:** We know

**Teacher:** All of you. Where did you see this?

**Pupils:** TV

**Teacher:** You saw it on television?

**Pupils:** Yes.

**Teacher:** Yes, thank you it was one of the programmes on TV. If you can think again who was greeting who?

**Pupils:** The person on TV

**Teacher:** Greeting who?

**Pupils:** I do not know

**Teacher:** Think

**Pupils:** Us

**Teacher:** The person on TV was greeting us- the viewers? Do you know what viewers are?

**Pupils:** No

**Teacher:** It is the people who are watching - looking at T.V. What do you call a person on TV ?



**Pupils:** A person

**Teacher:** Yes, he is a person but what is the name given to him?

**Pupils:** A white man

**Teacher:** That's correct, he is white, but what do we call him? What does he do? What does he do with the programme? I want a single word.

**Pupils:** Announcer

**Teacher:** An announcer is the person whom we hear on the radio but the one on TV is called a ..... the word starts with a p.....

**Pupils:** Preacher

**Teacher:** Yes, there is a preacher who does what to the programme? You are almost there to the answer.

**Pupils:** (No answer)

**Teacher:** She / he is a presenter .... he presents the programmes on TV.

**Pupils:** Thank you

**Teacher:** So we can say the presenter wishes the viewers ..... us to have a nice day. We said earlier on he was greeting us. Do you think is he greeting South Africa as a country or what?

**Pupils:** Yes

**Teacher:** Is he greeting the country? I do not think so

**Pupils:** He is referring to us

**Teacher:** So he is referring or greetings us as people of South Africa

**Pupils:** Yes

**Teacher:** It is his wish that people of South Africa should have peace, love and understanding among themselves. He wishes them to have a good day. He is referring to all of us. People from all walks of life. What work does this man, Dumisani do?

**Pupils:** He is a driver

**Teacher:** He is a truck-driver. Let us look at this sentence. 'The Summer fields are green and fertile.' Why are the Summer fields green?

**Pupils:** It is green because of grass

**Teacher:** In Summer the fields are so green as grass-like. Causes the grass to be green? Why is the grass green?

**Pupils:** Soil

**Teacher:** Because the soil - where the grass grows is fertile. Give the antonyms of the following words from the passage. Beautiful.

**Pupils:** Ugly

**Teacher:** Yes, huge?

**Pupils:** Big

**Teacher:** Antonym not synonym

**Pupils:** Small

**Teacher:** Yes, noisy

**Pupils:** Keep quiet

**Teacher:** Quiet fertile?

**Pupils:** (No answer)

**Teacher:** Barren. We will now proceed to do synonyms. You will give the words synonymous to the ones I will give you. The words that mean the same meaning. 'Large'?

**Pupils:** Huge

**Teacher:** Popular

**Pupils:** Famous

**Teacher:** A person that is famous is the person that is known by a lot of people like Soccer players and TV presenters because we often see them on TV. Discuss.

**Pupils:** Rest - places

**Teacher:** Rest - places are places where they do what?

**Pupils:** Chat

**Teacher:** So the synonymous word of "discuss" is 'chat' Chaotic? this word comes from "chaos" meaning disorder.

**Pupils:** Noise

**Teacher:** Noisy. We see that although he (Dumisani) does not see his family on regular basis but that does not stop him from wishing his fellow - country men good luck. Ironically there are some people who are unfortunate like him, who do not spend most of their time with their loved one. Be that as it may he states that life must go on. Let us look at his concluding remarks where he says 'although I do not see my family' but he wholeheartedly wishes all people of South Africa a warm and good morning. This was a very good and interesting lesson. You showed by your answers that you listened to me.

A transcript of the lesson that was observed on 16 September 1997. School B. Grade 8B Teacher :  
Teacher A.                   , hour lesson "Flying High"

T.           (Before the lesson commences the teacher requests one learner to clean the board for her).  
Good. Thank you. You are very responsible.

P.           Thank you Miss

T.           We are going to look at the comprehension "Flying High" after that we will answer the  
questions. One of you must read the first paragraph.

P.           (Read the first paragraph)

I flew over large cities with tall buildings. I saw black smoke from  
factories and township chimneys. I saw hundreds of shiny minibus  
taxis in the townships and on freeways. Railway lines crossed the  
land between cities. I saw the gold mines and the diamond fields.

T.           Thank you. 2nd paragraph please.

P.           (Another one reads the second paragraph).

The country towns looked sad and lonely. They stood on earth that  
was empty and grey. Here and there veld fires burned. Winter's here  
again I thought. I flew over fields which were ploughed and watered.  
Here I saw rich, winter crops. I flew over land that was dry and brown.  
Here only thorn-trees and small bits of grass grew. I saw the long  
roads which stretched out across our huge country. I saw winding  
rivers which moved slowly to the sea.

T.           Thank you. We say winding - Winding all of us (Modelling winding) It is pronounced like a "Y"  
OK. I hope we all hear. I understand what is happening. Read the first paragraph again.

P.           (Re-read the first paragraph until he finishes it).

T. As we are reading this comprehension. Look at the pictures .... passage you will see communication between the pictures and the passage. Bear in mind that this was a dream from somebody. (At this stage she pauses to allow learners to re-read the passage silently). He was dreaming when he was in the city not in the rural area. He saw different things. In his imagination he saw the pictures. It is clear that he was in the city because we see railway lines and freeways. Let us look at the last paragraph.

P. (He reads the last paragraph)

In my dream flight I saw the beauty and the sadness of our country.

In my dream flight I saw all the differences in our land."

(Adapted from the dream of our time by Es'Kia Mphahlele)

T. Thank you. As he was dreamaing he saw things that were sad and happy. I think we all understand the whole passage. Let us look at the questions that follow to see whether we did understand what we read. This tells us that a person by the name of Kotu lived in Pretoria. let's see the first question? Where was Kotu when he had this dream?

P. At the hospital

T. No, he was.... let's look to confirm the answer. Oh! yes he was in hospital. Good. What things did he see when he dreamt? What was happening during his dream?

P. He saw large cities and minibus

T. What other things he saw?

P. He saw a black smoke

T. Where was that black smoke?

P. That black smoke was came from factories.

T. I think what you are saying is the black smoke came from factories. Did I hear you correctly? Is that what you intended to convey?

P. Yes

T. At the end of the last paragraph, who wrote this story?

P. Eskia Mpha.....hlele

T. The story .... it is.... by Eskia Mphahlele. let us proceed to question No. 2. The instruction is from the beginning of each sentence in Column A with the correct preposition in Column B and the correct ending in Column C. Use the passage to help you.

	A. ACTION	B. PREPOSITIONS	C. WHERE
1.	I flew	in	earth that was empty & grey
2.	I saw smoke	on	the sea
3.	I saw minibus taxis	from	large cities
4.	The country towns stood	to	factories
5.	I saw rivers which moved slowly	over	the townships

I will divide you into ten groups. I will ask question to a certain group and wait for five seconds, and then move to the next group if I do not get a satisfactory answer. I will start with any group. Yes No last group.

- P. I flew over the large cities
- T. Good. That's correct. I flew over the large cities (she emphasizes over and large cities. I saw smoke - (she points at the group in front of her). Yes
- P. from factories
- T. Repeat and give the whole sentence
- P. I saw smoke from the factories
- T. Yes, No. 3
- P. On the township
- T. No
- P. in the town
- T. I saw minibus taxis in the township. No. 4 refer to the passage. Group 4.
- P. On that earth
- T. The country towns stood on earth that was empty and grey. The last one.
- P. I saw....
- T. Rivers
- P. To the sea
- T. Yes. We will now do question No. 3. We must find all the adjectives that go with these nouns from the passage.

Cities	Buildings	Smoke	Winter	Towns
roads	Rivers	Earth	Land	

- Before we do the following, let me ask you this question. What is an adjective?
- P. Huge, large city
- T. What are adjectives?
- P. It is a word that..... noun

- T. What does it do to the noun - I want a verb
- P. (Silent)
- T. Defines the noun. What is the adjective that defines the city in the passage?
- P. Large cities
- T. Sorry, yes. Buildings? What adjective?
- P. All building
- T. As you are in groups. Write adjectives related to those nouns. This is not an individual work. Work as a group and only one person will write. I will give you three minutes and it will be three minutes. (The teacher goes to the chalk board and writes the ff:

ADJECTIVES

NOUNS

cities  
buildings  
smoke  
winter  
towns  
roads  
rivers  
earth  
land

What you will have to do is to fill the empty spaces under adjectives, but the word must agree with the noun next to it. OK. I think you are left with one minute.

- P. (Grumbling) Oh! We are writing Miss!
- T. Yes you must look at your passage to see whether you can find it. Three minutes is over.  
Group 2 adjective define "smoke"
- P. Black smoke
- T. (She writes "black" on the board) Group 4 minibus?
- P. Shiny
- T. Taxis Group 10
- P. Mini taxis (all laugh)
- T. We have minibus. For towns Group 3.
- P. Town?
- T. Yes
- P. Country towns
- T. We say the adjective word that defines the noun
- P. Just the town
- T. Pardon : town is the noun and I want adjective
- P. Country
- T. Group 3
- T. Why are you so quiet. Look for it.
- P. City
- T. We are looking for adjective from the passage

- P. I flew over the large city
- T. Large is an adjective define ...
- P. City. There is a word township
- T. In which paragraph?
- P. First paragraph (he reads in order to substantiate his assertion)
- T. The land? What is the adjective that defines the land/earth
- P. Stood up
- T. I think empty/grey is the word. You must continue with towns, lands - from the passage. Do not just take the word because it is next to the noun but look at the adjective which defines the noun. As your homework what you are supposed to do in the passage... You are writing to show your feelings - imagine you dream. You must write the passage and the passage must be in simple past tense. I must have picture of your dream. Imagination about the dream you are going to write to me. It will be better if you can write in groups, sharing your ideas among your colleagues.
- P. (They are discussing some points to use).
- T. As soon as you are finished then one person will write the ideas you have brought and we will deliberate them and subsequently all of us will have to write them in our books.
- Thank you



A transcript of the lesson "God Bless Africa" which was observed on 9/9/1997. It was a one hour lesson. Teacher C School A : Grade : 8

Teacher : (Before introducing his lesson to his class, he retreats towards the chalk board and writes "Comprehension - Nkosi Sikelel'i Afrika" by Enoch Mankayi Sontonga). Today we are going to learn about someone that was good and special in the history of South Africa; something very very interesting. His name is Mankayi Enoch Sontonga. Let us look at the background of the song. It is a very emotional and interesting song. Who can tell me the national anthem of South Africa? What title do you give to it? How would you begin?

P. Nkosi

T. Nkosi meaning the person in authority or in charge of something. He is being addressed by the singer. Let us stand up and sing Nkosi

P. (All stand up to sing)

T. Ready?

P. Yes (All sing the first, second and the third verses)

Nkosi Sikelel'i Afrika

Maluphakanyis' udumolwayo

Yizwa nemithandazo yethu,

Nkosi Sikelela

Thina lusapholwayo.

Morena boloka setjhaba sa heso

O fedise dintwa le matshwenyeho,

O se boloke, O se boloke morena

Setjhaba sa heso, sejhaba sa Afrika.

Sounds the call to come together

And united we shall stand

Let us live and strive for freedom

In South Africa our land.

T. Thanks, it was so brilliant. Sit down let us look at the passage. We shall answer the questions that follow. I read. (The teacher reads the passage).

Enoch Mankayi Sontonga was a teacher in one of the Methodist Mission Schools in Klipspruit in Gauteng. It is said that he had 'a gift for song'. He wrote his songs down on bits of paper at first, and then copies them all into an exercise book. He wanted to publish his songs but he died before he could do this.

Nkosi Sikelel'i Afrika was one of Sontonga's famous hymns. He wrote it in 1897, and it was sung for the first time in 1899. It was sung on the day that Mr. M. Boweni, a Shangaan Methodist, became a church minister. It was a day of great joy.

As the African National Congress began to grow, its leaders chose Nkosi Sikelel'i Afrika as the anthem for their movement in 1925. This hymn was sung at the end of meetings. After the first democratic election in the history of South Africa in 1994, it became part of the national anthem of the whole nation.

- T. (Teacher finishes reading the passage). I am giving you five -three minutes to look carefully making sure you understand all the words. Let me ask some few questions before we go back to the second reading. Who was Enoch Sontonga?
- P. He was the teacher in one of the Methodist Mission Schools.
- T. Good. He was one of the teacher at the methodist. When was Nkosi Sikelel'i Afrika written? When did Sontonga write Nkosi Sikelel'i Afrika?
- P. It was written in 1897.
- T. When was it sung for the first time?
- P. In 1899
- T. Now let us read the story silently and make sure you understand all the words.
- P. (They all read silently)
- T. Good. let's look quickly at the following questions. What do you understand by saying he had a "gift for song"? You say a person is gifted what do you mean?
- P. He had a gift to write.
- T. It means he had a special gift. Where did he work? What did he do? That is two questions in one.
- P. (Softly) In Klipspruit - Gauteng.

T. We are recording what is going on so speak loudly. This is not a powerful instrument. Understand?

P. Yes

T. The next questions says "what did he do"?

P. He was a teacher.

T. Good I want somebody to read the next question.

P. What happened in 1897?

T. What happened in 1897?

P. The national anthem - wrote in 1897

T. You mean it was written in 1897?

P. Yes it was written in 1897

T. Let us move to the next question which day was "a day of great joy"?

P. Was when Mr. M. Bowen, a Shangaan Methodist became a church minister.

T. Good, that is very good. What is a national anthem?

P. It is a song

T. What is a song?

P. It is Nkosi Sikelel'i Afrika

T. What is it?

P. Famous song.

T. Look at "National"

P. It is song that is sing in South Africa.

T. It is a song that is sung in South Africa.

P. Yes

T. When you sing your "Boom-Shaka" - the popular music - is it a national anthem?

P. No

T. A patriotic song. Do you know what patriot means?

P. No

T. A patriot is a person who loves his country. So it is a patriotic song for the whole nation.

P. A song -sing-the whole nation.

T. A song that is sung by many ideas. Let us go on. Who decided that Nkosi Sikelel'i Afrika should be the anthem of the African National Congress?

- P. Leaders of A N C decided the song to be sung.
- T. Chosen as the song for the movement. When was this hymn sung by A N C?
- P. In 1925
- T. What happened in 1925? Yes.
- P. In 1925 A N C began to grow.
- T. A N C began to grow in 1925. When was the first democratic election in South Africa?
- P. In 1994
- T. The first democratic election in the history of South Africa was.....
- P. In 1994
- T. Good. let us look at the feelings about the national anthem. The first question is "what are your feelings about the national anthem"? Do you like your national anthem? Give reasons for your answer. Do you understand?
- P. Yes
- T. Why do you like your anthem?
- P. It is a prayer
- T. She likes it because it is a prayer to God. Very good
- P. It deliver a peace to the nation.
- T. It delivers peace to the nation?
- P. Yes
- T. You mean it preaches message of peace. What do you think?
- P. It is good when the countries of the world will stand and sing their national.
- T. Their national anthem?
- P. Yes
- T. Why do you think it is important to have a national anthem?
- P. We..... identify.....to sing the anthem as people.
- T. You mean you are identified as people by your national anthem?
- P. Yes
- T. Well, each and every country has its national anthem. Before we finish our lesson it is important to note that at the meetings of the United Nations Organisation (UNO) the national anthems of various countries are sung before the sessions. Let us all stand up and close by singing the national anthem.

P. (All stand up and sing the three verses of national anthem).

A transcript of the lesson that was observed on 10 September 1997. Teacher C.

School A. 1 hour lesson.

Grade : 8 Lesson : A Durban treat

T. (Before embarking on the lesson itself the teacher asks the pupils whether they know where Durban is) where is Durban? What is Durban?

P. Is a city or town

T. Why do you say that?

P. Because there ..... team called Durban City

T. You are saying it was called Durban City. So it was from Durban you mean?

P. Yes

T. The title of the passage is "A Durban treat". Do you see it? (She moves around between the desks to check whether all do have the paper). Why do you think the writer calls it "A Durban treat"? Yes.

P. (A lot of them pondering about the answers)

T. No answers? I am waiting.

P. Me think he means the treating of something in Durban

T. You mean the treatment of somebody in Durban?

P. Yes

T. Yes you are absolutely correct. Any other answers?

P. I see many faces here. (She holds up so that the teacher can see)

T. What about many faces/people. Does that have anything to do with "A Durban treat" perhaps?

P. Yes, Durban..... treat people ... many people nice

T. So Durban is treating people well?

P. Yes

T. OK! Lets read the passage silently so that we can answer the questions

P. (All appear to be very attentive as they read the passage)

T. Can any one tell me "who is the speaker" in this passage?

P. Dumisane

T. Who else?

P. Children ..... his.....

T. How many children does he have?

- P. She have two childs
- T. He has two children. We use "he" when it is a male and "children" is the plural of "child".  
understand?
- P. Yes
- T. We also use "has" if the subject/speaker/doer is in singular form eg. He has a pen. Is it clear  
to all of us?
- P. (In unison) Yes
- T. The passage describes what?
- P. Bunny chow
- T. What about it?
- P. Dumisane ..... childs ..... (others correcting him) children
- T. Yes, children carry on
- P. Dumisane and his children
- T. By the way what are the names of his children?
- P. (All simultaneously) Serafina and Joseph!
- T. How was the day?
- P. Hot and very hungry
- T. I beg your pardon the day was hot and very hungry? (emphasis on hungry)
- P. Yes
- T. How is it possible? Does the day..... become hungry? Is it a human being?
- P. Sir, ..... here..... says "The day is hot and humid, and they are very hungry". (But when he  
reads the sentence he ignores the comma)
- T. No, No I think you are making a big mistake. Let us read the second paragraph again.  
Dumisane, Serafina and Joseph arrive in Durban at about 10 O'Clock in the morning. The day  
is hot and humid, and they are very hungry. You must be careful of the punctuation. There  
is a comma after the word humid, do you see it? And there is a word "they" referring to  
people. OK
- P. Yes
- T. So the day is hot and three people are hungry. Is that understood? Do you understand what  
I have explained to you?
- P. Yes

- T. Let us look at the history of bunny chow. Look at your paper. When and where were the bunny chows started?
- P. In 1940 ..... Durban
- T. Use a full sentence. Bunny chows .....
- P. It started.....
- T. (Interrupting) ..No, no start with "Bunny chows were ....."
- P. Bunny chows were started in Durban in 1940
- T. Do you see it is written 1940's this means we are not sure of the exact date and year. It could be between 1940 - 1946/48.
- P. (Hand up) Miss..... or Sir what is take - a ... ways?
- T. Anybody have .....sorry..... has an answer? You see even teachers does ....do make mistakes
- P. Yes
- T. What is an answer? What are take-aways? All of us ta-ke .....a.....ways
- P. Ta - ke .....a.....wa....ys
- T. Thank you. Yes I am still waiting for an answer.
- P. (There is silence as there is no answer from pupils)
- T. OK. You do not know
- P. Yes
- T. What do I mean when I say go away?
- P. Leave the place
- T. Yes, where did you get/buy this pen of yours?
- P. Shop
- T. You paid for it and took it away from the shop you mean?
- P. Yes
- T. So in short "take-aways" are goods/things that we buy and take them with us home. In the case of food it is like asking for fat cakes and paying for them once you have paid for them they are then.....
- P. eat
- T. What? I can't hear you
- P. (All silent)
- T. They are ..... taken away and eaten all of us. Full sentence do not forget



- P. They.... taken away and eaten
- T. They are taken away and eaten. (Modelling the whole sentence) Understand, make sure you do not repeat the same mistake. What are bunny chows and how are they made?
- P. Tasty meals
- T. Answer is unfinished. Who can finish it off?
- P. They are very popular today
- T. You are answering the "what" part of the question. How are they made? That is the question
- P. Bread
- T. Come again you said something about bread
- P. They make bread
- T. They are made from bread. OK
- P. Yes
- T. Let us proceed to the next question. Why are bunny chows nourishing? Do you know what does "nourish" mean?
- P. No
- T. It is something which is good for you..... help.... it has something good....how can I explain it simply. Something that will help us to grow. OK
- P. They are nourishing because... are rich in proteins. (There is grumbling from pupils).
- T. What is the noise for
- P. He leaved - they are rich
- T. He left out "they". Thank you for noticing that. It is good we are all together learning. Repeat it. Wait a minute I made a mistake, he left out "because beans" Is it correct?
- P. Yes
- T. Read the last paragraph. How do you eat it? What must you do before you begin eating? What rules do you follow?
- P. Wash hands
- T. When? Before or after eating?
- P. Wash your hands
- T. When must one wash one's hands? Is it before one eats or after one eats it? Do not get confused.
- P. After you .....

- T. Good : Wash your hands after you have eaten it. Yes
- P. Yes
- T. At Grade 4 you were told that you must wash hands after eating. Why was that. What is good?
- P. Germs
- T. What about germs? What are germs?
- P. Little..... thing.....things..... air
- T. They are little things found in the air
- P. Yes
- T. Are they good/bad for us? All of us
- P. Bad
- T. So it is clear that you are taught once you finish eating make sure to clean your hands. It is good for your health. (Teacher imitates washing of hands and touching the left side of body as if to feel the heart beat). Do you all understand.
- P. Yes
- T. Are there any questions? Anything you did not.... you understood everything we did? Any questions? I see no hands up. So it means you all understood. It was a good lesson because it dealt with food, we all like food especially with proteins. ... they help our bones to be strong.

I will see you tomorrow. You can ask your mothers to show you how to make/cook bunny chows if they know how to cook it.

A transcript of the lesson " Good Morning, South Africa" which was observed on 11 September 1997.

Teacher D.

School A. Duration 1 hour. Grade 8

T. Good afternoon class

P. Good afternoon Sir

T. Are you all well today?

P. Yes

T. Today our lesson is lesson 4 titled "Good Morning, South Africa". I assume all of you have it. Have you ever travelled long distances? Say from Durban to Dundee?

P. Yes

T. How and when did you travel?

P. Bus..... taxi

T. When

P. Last year

T. Where were you heading to?

P. The ball

T. No, no (He smiles) I do not mean using your head like in soccer. I mean where were you going to?

P. Ladysmith

T. From?

P. Greytown

T. What do you see on the face of the paper....in front of the paper I gave you?

P. Truck/Lorry

T. What else do you see?

P. Cattle

T. How many cattle?

P. One

T. One beast. "Cattle" refer to more than one. OK. Why is the beast on the truck? you think? Yes there is one beast on the truck.

P. Take ..... the beast.... I do not know....to the farm to kill it and eat.

- T. You mean the driver is perhaps delivering the beast to the farm to have it slaughtered. We use "slaughter" if we take the life of an animal and "kill" if it is a human being. Understand.
- P. Yes
- T. Let us read the passage with great care and attention. You will tell me what is it all about afterwards.
- P. (They start reading the story. Others read loudly and there is confusion and disorder)
- T. No, no you better read it silently so that others cannot be disturbed. OK
- P. Yes (they read silently)
- T. Are you ready? Can we proceed?
- P. Yes
- T. Let us start with section (b) where sentences have to be joined. Use the passage to help you join the sentences below. Do you remember what did we say a conjunction is?
- P. We say little word connect two sentences.
- T. We said conjunctions are little words which connect sentences. OK.
- P. Yes
- T. Let's do this one. Usually I drive loads from Johannesburg to Durban. I drive back again.
- P. Usually I drive heavy loads from Johannesburg to Durban and back again.
- T. Yes. Usually I drive heavy loads from Johannesburg to Durban and back again. (Teacher emphasizes and to show that it is a conjunction). Are you aware.... did you notice that he left out second drive because the sentences have been joined and it is now one sentence. There is no need to repeat the word. Is there any other word which is in both sentences, and has been used once in the sentence after being joined?
- P. Yes.... I.... is absent
- T. Yes, "I" has been omitted or left out. OK. The second one is : It is a lonely job. I travel at night. The radio keeps me company. Passage will assist you to find the correct answer.
- P. It is a lonely job because I travel at night, but the radio keeps me company.
- T. You see "because" and "but" are conjunctions.
- P. Yes
- T. OK. let us now look at what the characters.... the story teller has to say about his journey. Between which two cities does Dumisane travel?
- P. Between Johannesburg and Durban.

- T. Where does he see the flat lands?
- P. (Speak indistinctly) Sta...te
- T. Where? Come again, I heard you say United State or I am mistaken?
- P. Free State
- T. Yes you have got it right
- P. Thank teacher
- T. What is so interesting about Durban that the driver notes? Do you understand the question?
- P. Yes, beaches (others say holiday-makers).
- T. Yes, it has coastline of sandy beaches and noisy holiday-makers. What else is in Durban that is mentioned by the driver, Dumisane?
- P. Ships
- T. What are ships? You must note that we are not referring to "sheep" but sh.....ips
- P. Is something stand....water and big
- T. It is a big vessel like the motor, but it moves in water unlike the car. It carries goods and everything transporting it abroad. Do you understand "abroad" what it means?
- P. No
- T. Abroad means the countries which are far from us like America, England and so forth. We say you board the ship meaning you get into it. What it is...Dumisan's complaint on the passage? What is it that he do do not like or rather he does not like or approve of?
- P. His family
- T. He does not like his family? Come again.
- P. He don't see my family
- T. You mean.... what did I say when do we use "does" "do" when how many people are involved?
- P. More than one
- T. We use what..... when there is more than one person
- P. Do
- T. Come again and correct the sentence
- P. He does not see my family
- T. (modelling the sentence) He does not see his family. You see you can not use "my" because it is not your family but it is....
- P. Him, his.....

- T. His family. So we agree that his complaint is that he does not see his family or he does not approve of not seeing his family.
- P. Yes
- T. We find out that even though Dumisane complains about the hard work he does, what is it that he likes most?
- P. He don't see his family (others are howling at him in an endeavour to rectify the mistake)
- T. (Showing signs of non-perserverance) I have continuously stated that we do not use what... when we use subject that is singular but you keep on repeating the same mistakes over and over. What is wrong with you?
- P. He.....does.....not....Miss (showing signs of agitation and fright)
- T. Yes, I must say a thing once and it must stay here (she indicates her head). Understand. I do not want to lose my temper. OK. Lets proceed. My question was what is it that he likes most? Eh!
- P. (Apparently they are afraid to try after that outburst from the teacher)
- T. Yes I am waiting for an answer. Why are you so nervous now. I will not harm you - relax please
- P. He... alive . That is why he is happy
- T. Excellent what he likes most is that he is alive. All of us.
- P. What he likes most is that he is alive.
- T. How does he address the new day? Do you know what to "address" means? I am not referring to the address/the place where you stay. You get me.
- P. Yes
- T. How **does** he greet the new day? It is there in your paper. Yes. All of us
- P. Good morning, South Africa!
- T. This has been an interesting lesson so I hope you enjoyed it. Are there any questions you would like to ask or any other comments or opinions you would like to query or discuss. Anything that is not clear or you are unsure of.
- P. No
- T. I will have to give some work like this tomorrow so that I can see whether you really understood or not.

A transcript of the lesson which was observed on 15 September 1997. School B

Teacher A Grade 8A

1 hour lesson "Where do we live"?

T. Good morning class

P. (All standing up) Good morning Miss.

T. You may be seated. Good. We are going to look at different countries. In your History and Geography lessons you must have learnt about the provinces and names of various provinces in South Africa. Name different provinces.

P. (Most of them have their hands up) Gauteng, KwaZulu-Natal, Eastern Cape, Northern Cape, Mpumalanga, North-West, Free State.

T. What is the name of the province you live in?

P. KwaZulu-Natal

T. KwaZulu-Natal. In short we live at KZN. In your pamphlet there is a title "Where do we live" and the second page has a map. If you look, there are provinces and their premiers. What is our premier?

P. Mr Ben Ngubane

T. Mr Ben Ngubane. What town or city is our province in?

P. Pietermaritzburg and Ulundi

T. Look at page two under the title "organise facts" and you will have to do this in its alphabetical order eg. Provinces : Capital City : Premier viz. Eastern Cape : King Williams Town and Raymond Mhlaba. I want you to write all the provinces in their alphabetical order. What will be the second province?

P. Free State

T. No, if you look alphabetically, A,B,C. What alphabets will follow?

P. Gauteng

T. Is she right or wrong?

P. Wrong

T. What is the right one?

P. Free State

T. Yes, I made a mistake when I said no. Capital?

P. Bloemfontein

- T. Third province?
- P. (All) Gauteng
- T. In your groups look at the capital city. Fourth one? Group 2
- P. KwaZulu-Natal
- T. Group three - fifth one?
- P. Mpumalanga
- T. Group 6 - Sixth one?
- P. Northern Cape
- T. Not right. Group 7?
- P. North West
- T. Not exactly . Group 8?
- P. Mpumalanga
- T. Group 9, 7th province. Alphabetically
- P. North West
- T. Not exactly
- P. Mpumalanga
- T. What is the right one?
- P. North West.
- T. NO. What is 8th province. Last group?
- P. (Silence)
- T. First group - What is the next one?
- P. (Silence)
- T. I will ask and start with any group. You are going to give me answers. OK. Observe your map.  
Who is the premier of Eastern Cape, Group 11.
- P. Raymond Mhlaba
- T. Who?
- P. Raymond Mhlaba
- T. You also know he was....there was a change ..... who is the Premier?
- P. Arnold Stofile
- T. KwaZulu-Natal, Group 8. Premier?
- P. Frank Mdlalose



- T. Was .... and now....
- P. Mr Ben Ngubane
- T. Let's look at pictures. What do you see other than Premiers?
- P. Ships
- T. What else?
- P. Cars, houses, boats, aeroplanes, trains.
- T. As a class work write a letter to your friend - very close to you. You will invite him to your house - inform him of things to carry to your place. Weather - all those things to carry. It must be written by one person in a group and we will share our ideas. Involvement of these questions. Mention things that will be in your letter. I will give you ten minutes to do it. Firstly do a draft.
- P. (At this stage learners are asking questions among themselves. There is a lot of deliberation among learners - some for and others against certain answers that come from members of the groups. They all come with their ideas and the only persons that are writing are those who write points).
- T. (She moves around up and down checking whether the groups are really deliberating on the answers. She checks whether all the members are actively involved in this lesson. She has her red pen to mark the wrong and the correct answers. There is a lot of argumentative responses. Some support their view points). We are left with 6 minutes.
- P. Oh! we still write
- T. Are you still writing
- P. Yes, we are still writing
- T. Yes you must discuss it with your friends/partners. I must mark your work you know that, hurry up. (She moves from desk to desk to mark learner's work) you must write things that are found in your province. Then we shall end the lesson here
- P. (Hand up) I do .... did not hear what to write
- T. You did not hear what, you had to write - (emphasis on did not hear? and model the whole sentence)
- P. Yes

- T. Write a letter to your friend telling him or her about the weather in your province and what should he bring when he visits you. And also state what do you like or dislike about your province. In other words make your own imaginations about your province.

A transcript of the lesson "Flying High" which was observed on 8 September 1997. Teacher :

(Teacher A)

(School A).Class :Grade 8

Duration : 1 hour

T. Good morning class

P. Good morning mam

T. How are you?

P. We are fine thank you

T. I hope all of you - we have this pamphlet (she raised it so that they can see which part is she referring to)

P. Yes

T. The story "Flying High" (Teacher narrates the story and the pupils are listening). You have to listen carefully (she reads). Listen carefully because I will ask questions afterwards. (She finishes reading and pauses for a while). Who is narrating the story?

P. Kofu

T. We see "I" that indicates it is Kofu that is speaking. (she reads the passage again). He was flying. It was his dream you are going to a ..... where was Kofu when he had his dream? Before you answer check the answer. Where was Kofu when he had a dream?

P. He was in the hospital.

T. He was in hospital, so he was playing. He was knocked unconscious. Who wrote the story? You have read it?

P. Kofu

T. Kofu wrote the story. While reading, read carefully there are questions to answer. That is the work you are going to do. This is the work.

Prepositions. Do you see?

P. Yes

T. We are going to match. When we are reading, understand it. What is preposition? Raise up your hands. Do you want to try? Use the correct preposition. Yes, Sir, try.

P. It is the main sentence. A word from two sentences.

T. No, Sir. What is it called - (using her lips but no sound coming out).

P. A conjunction

T. Say a conjunction is a word that joins two words. Preposition is a little word which shows connection between other words.

- T. Teacher explains her maiden and current name thus showing them + double-barrelled name).  
The second name indicates that she is married. Men, however can never have double-barrelled names. Do you know anyone with double-barrelled name?
- P. Silence
- T. Winnie.....
- P. Winnie Madikizela Mandela.
- T. She is the former wife of our President. Eastern Cape?
- P. Raymond Mhlaba
- T. Is it true? He was but now?
- P. (No answers forthcoming).
- T. Rev. Arnold Stofile. Our book is outdated. It has to be renewed. Northern Cape, who is the Premier - all of us.
- P. Manno Dipico
- T. Do you know that he is the youngest premier. I know he is not married. North West?
- P. Popo Molefe
- T. Yes, He is still the Premier? Western Cape?
- P. Hermanus Kriel
- T. Do you know that H. Kriel is the only white Premier. Which political party does he stand for?  
Can you guess? (There is a substantial pause and no answer forthcoming).
- P. National Party.
- T. Very good, National Party. Our Premier?
- P. I.F.P.
- T. What does I.F.P. stand for?
- P. Inkatha Freedom Party.
- T. I am sorry this is not a political lesson. Mpumalanga?
- P. Mathew Phosa.
- T. The last province Northern Province. Who is the Premier?
- P. Ngoako Ramathlodi.
- T. (All of us) Ng - oa - ko Rama - thlo - di
- P. Ng - oa - ko Rama - thlo - di
- T. This is Sotho word. It is not familiar to us.

- P. (In unison) Yes
- T. In our pamphlets..... action, preposition. Where you are going to fill the correct preposition - which preposition .....
- P. Matching .....
- T. Refer to your story eg. I flew..... fill the preposition. You want to try.
- P. I flew over a large city.
- T. I flew over a large city. Yes it means the actor is I. (At this stage the teacher turns her back to the class and approaches the board. She writes over large .....
- P. (In unison) City
- T. Suitable preposition - OVER - Sentence two : I saw smoke..... (she looks at the pupils)
- P. Answering
- P. I saw a minibus taxi in the township
- T. (Repeat the sentence with emphasis on preposition - IN) The correct preposition is .....
- P. (In unison) - In
- T. Do you have any questions? (She points at the pupil).
- P. Why use preposition?
- T. (directs the question back to the pupils)
- P. I think to get the meaning of the sentence
- T. Yes. Let us carry on. The country towns stood over/on in each earth that was empty and grey.
- P. On
- T. Repeat the correct answer (She goes towards the board to write the sentence). Read the last sentence. Yes, Sir
- P. I saw rivers which moved slowly to the sea
- T. Yes, Good. (Teacher repeats the correct sentence. Teacher writes the sentence on the board). It shows you have understood what you were reading. Let us proceed to the adjectives. What is an adjective? There are adjectives. Raise your hands. What is an adjective?
- P. A word defines verb
- T. It describes/modifies a noun. It tells us more about a noun. She said an adjective modifies noun. What is a noun? Yes.
- P. A word of place or person or other things.
- T. Yes. it can be possible or impossible to touch like death. Can we touch death?

- P. (In unison) No!
- T. You cannot touch death? Who is the speaker?
- P. Kofu
- T. He uses adjectives. it will be easy for us to use adjectives. Give me the adjectives describe the city. How was the city? Speak aloud.
- P. Large
- T. "Large" describes city. He saw a large city. Large, city, which is an adjective?
- P. (All) Large
- T. Speak aloud. How were the cities?
- P. Large
- T. Buildings?
- P. Tall
- T. Speak aloud and use the full sentence. Tall buildings.
- P. Tall buildings
- T. So tall is an adjective what about the towns? How were the towns? If you read you will find answers from the story. How were the towns?
- P. Thirty towns.
- T. I want adjective
- P. Lonely
- T. There are two adjectives lonely and sad. How was the earth?
- P. The earth was empty and grey.
- T. Grey and empty - these are colours. Which season is that where the earth is grey?
- P. Winter
- T. It is during winter time. It is not good during winter time unlike summer time. What about roads? What did the writer say about the roads?
- P. (There is a long silence) Long roads.
- T. In full sentence please.
- P. Long roads.
- T. Long is a .....
- P. Adjective
- T. What about rivers? There is adjective describe rivers. It is from the passage. Yes.

- P. Winding river
- T. Winding river (emphasis and model on "winding").
- P. Winding river
- T. All of us "Winding river"
- P. Winding river
- T. You are going to write work in your exercise books, your own dream. I do not know what your own dream is. Write your sentences in the past tense. Take out your exercise books - do this now.
- P. I : (all of them take out exercise books).
- T. No noise now. Write the work. Match the correct prepositions with the place where it happens.  
(At this stage all the learners take out exercise books and start writing and answering)

- T. In lesson before this one we found out who Dumisane was? What work did he do? Please remind me
- P. A driver
- T. A driver of what? Scooter? Bus or taxi. Elaborate on that?
- P. Truck
- T. So he was a truck driver. What did we say he travelled between which two cities?
- P. Durban and Johannesburg
- T. Let us read the passage, silently, I will give you a short period of time because it is not a very long passage. Be watchful of everything you read.
- P. (All look attentive and taken by the story)
- T. Are you finished? Let's see. The answers will tell me whether you read attentively or not. Let us recap in lesson 4. Is Dumisane married? How do you know?
- P. Yes. He has children
- T. Show me the sentence which supports what you say
- P. I do not see my family every evening
- T. Anything else to show that he is married. It can either be in lesson 4 or 5
- P. Two children
- T. What about children? What are their names?
- P. Serafina and .... Joseph
- T. The first part of the question. What about them?
- P. They .... he.... his father
- T. I think you want to say he is their father. Are you referring to two of his children?
- P. Yes
- T. Why were the children excited?
- P. Father take them to Durban
- T. Because their father would take them to Durban
- P. Yes
- T. What made them then excited other than being taken to Durban?
- P. To see the sea and people
- T. You mean holiday - makers - the people who are spending holidays by the sea are called holiday-makers. Understand
- P. Yes
- T. What do you see in front of your pamphlet?
- P. Buildings and people - many
- T. Many people?
- P. Yes
- T. Make sure what you say is clear and it does not confuse use. The children are pleading to their father - asking something from their father. What is it they want?
- P. Hungry



- T. You mean they are hungry and so what? Take it further
- P. Stomach
- T. Yes their stomachs are empty - hungry so what do they need?
- P. Food
- T. Very good. They are pleading/asking their father for food because they are hungry
- P. Yes
- T. Take out the sentence which states they are hungry
- P. There..... I am so hungry
- T. Yes you are correct. When you read the passage did it appear the children know what they were going to have. Support your answer.
- P. Yes .... no
- T. What is the answer? Is it both yes/no?
- P. No
- T. No, they did not know what they were going to eat? That's what you are saying? They know what they were going to eat?
- P. No, they did not
- T. What?
- P. Know to eat
- T. Did not know what they would eat
- P. Yes
- T. Why do you say that?
- P. Question ..... what's that!
- T. They ask question "what is that?" meaning they did not know the type of food. What food was it?
- P. Chow
- T. What, Bunny Chow. How is it made?
- P. Dig the bread and put meat or beans inside
- T. You mean you have to take out the soft part of the bread and pour meat or beans inside and that is Bunny Chow?
- P. Yes
- T. Why should you be careful when you eat Bunny Chow?
- P. Spill the curry all over yourself
- T. You must not take the sentence as it is OK. One must be careful when one eats Bunny Chow because one will dirty oneself by spilling curry on
- P. Yes
- T. How do you eat Bunny Chow?
- P. Eat soft bread on the top
- T. You start by eating the soft part before eating the crust
- P. Yes
- T. Who amongst you have eaten Bunny Chow? Hands up
- P. (No hands up)

- T. You have never eaten Bunny Chow in all your lives? You must ask your parents to take you out to any town. OK. You remember that we did Direct and Indirect speech. Punctuation rules do you remember them?
- P. Yes
- T. OK. We will do the following conversation with your partner in your exercise books and punctuate it correctly : please tell me now begs Joseph what is a Bunny chow my boy you must be patient for ten minutes replies his father with a big smile I am so excited I cant wait says Serafina
- P. (All of them take out their exercise books to write the language work that has been given to them)
- T. Do you know what to do? We look surprised
- P. No
- T. You cannot remember how to punctuate? Discuss it with your partner you will soon find out.

A transcript of the lesson "Where do we live"? which was observed on 5 September 1997.

(Teacher B)

Duration 1 hour.

Class : Grade 8

T. Afternoon class

P. Good afternoon Miss

T. How are you today?

P. (all standing up) We are fine, thank you.

T. Thank you. Get seated. Who can tell me as we are living here? (Are you pleased tell me. Speak aloud.

P. I live at C Section

T. Where is at C Section? which township?

P. At Dundee, Sibongile

T. (Nodding her head in appreciation), but if I wanted to find out your place and I am from Pietermaritzburg, give me directions, so that I can visit you. It is in which area? Which district?

P. District?

T. Yes!

P. I live at Paulpietersburg.

T. Whereabouts in Paulpietersburg?

P. At or near the Bottlestore?

T. Which Bottlestore?

P. The one on top of me.

T. You mean the other above your house.

P. Yes

T. I hope you have pamphlets. All of you.

P. Yes Miss

T. What do you see in the pamphlets?

P. I saw an aeroplane.

T. Aeroplane? Is there any aeroplane?

P. Yes

- T. What else do you see? (The teacher makes a gesture to the learners to fully understand the insinuation).
- P. I see a map
- T. There is a map in front of you. (She holds the pamphlet up in the air to show them the map). Do you see it?
- P. Yes
- T. From that map you are going to tell me and I will give you two minutes to find out the names of the provinces. Work with your partner to find out the province on the map, I hope people are discussing about the map.
- P. (There is silence. There is murmuring among the pupils, as they argue for and against different answers.)
- T. I hope people are discussing about the map they see!
- P. (They look perplexed - No answers forthcoming)
- T. Thank you. As you were busy with your partner. There are provinces - How many provinces are there in your country? Let us raise our hands -
- P. Nine
- T. Can you use a full sentence
- P. There are nine provinces
- T. (Modelling) There are nine provinces. Say after me.
- P. (In unison) There are nine provinces
- T. Which town is the capital city of province? Capital of your province? What is your province?
- P. KwaZulu-Natal
- T. You are living where?
- P. KwaZulu-Natal
- T. Tell me the town - the capital of your province
- P. Pietermaritzburg
- T. Pietermaritzburg is the capital city of .....
- P. KwaZulu-Natal
- T. You will give the correct answer
- P. Yes
- T. Who is Premier of KwaZulu-Natal? You said you are living in KwaZulu-Natal.

- P. Yes
- T. It is obvious that you know your fathers and mothers
- P. Frank Madlose
- P. Was - not now .....
- T. Do you agree with that? I saw your hand up. You are saying something different from his? Our Premier.
- P. Dr. Ngubane
- T. Yes, you do not listen to the news and changes in your province. Ben Ngubane - the one who succeeded Frank is Ben
- P. Yes
- T. Which language is spoken in KwaZulu-Natal? Yes?
- P. Zulu, English
- T. Only those?
- P. Afrikaans
- T. The most important are English and Zulu. There are some Xhosa's but there are not too much. Are there Sotho speakers?
- P. Yes/No
- T. Which - look at your map. Which province/s is/are your neighbours. Next to your province?
- P. Free State
- T. Free State. What else? Yes.
- P. Gauteng Province
- T. Your fathers work in Gauteng. Others will visit their father during September holidays. What else?
- P. Eastern Cape
- T. Ay! Some hands are up
- P. Mpumalanga
- T. You know the one in Hammarsdale?
- P. Yes
- T. You have read your map. Who is the Premier of Gauteng? Who is the Prime Minister of Gauteng. Look at your map, Premier of Gauteng where our fathers work? Yes.
- P. Sexwale

- T. Tokyo Sexwale. What is the capital of Mpumalanga? I hope you have looked at your map.  
(She points at the map). The answer is there.
- P. Nel .....
- T. .... Spruit. All said Nel-spr-uit
- P. (In unison) Nel-spr-uit
- T. They know Nelspruit because you normally visit because your fathers' work. Eastern Cape?
- P. Bisho
- T. What? (Showing uncertainty about the answer)
- P. Bisho
- T. Capital of Eastern Cape
- P. Bisho
- T. Who is the Premier of Eastern Cape? The Premier of Eastern Cape?
- P. (All raised hands) There is murmuring among the learners wishing and making gestures to the mistress's attention).
- T. Yes, all of us
- P. Raymond Mhlaba
- T. I am not sure (she shakes her head) Is it Mhlaba?
- P. But Miss..... written here - Mhlaba?
- T. Do you mean it is written on the map that it is Raymond Mhlaba?
- P. Yes
- T. What --- others say about this question?
- P. (Some hesitant to raise hands) It was..... but ..... we..... new .....one.....now
- T. Oh! you say it was Raymond, but we have a new one (Premier) now. Who..... that?
- P. Hermanus .... Kr - ie - I
- T. (With her eyes wide open) Kri...el. Eastern Cape?
- P. Yes I see here
- T. Show me. (She approaches the desk to confirm this). But you are looking at different Cape.  
You see.
- P. Yes
- T. Who is the Premier of North West? (Indicating by her head that she points at one of them by looking straight into his face) Yes.

- P. Mmabatho
- T. Who is the Premier there?
- P. Popo Molefe
- T. Speak up and use full sentence.
- P. (She raises her voice) The Premier of North West is Popo Molefe.
- T. The Premier is Popo Molefe (emphasis on the name). You say there is a ship there. So there is a sea. What do you call the ocean that is there? Look at the map. Yes.
- P. Indian Ocean
- T. Is it Indian or Atlantic?
- P. Atlantic
- T. If there is a ship it is obvious there is an ocean. Eastern Cape..... which ocean?
- P. Southern Ocean
- T. Which one? What is that? Southern Ocean? Because you do Geography it is your homework. Tomorrow morning I want an answer. It is.....
- P. Pacific
- T. You are not sure. You have magazines?
- P. No
- T. But your brothers/sisters have them?
- P. No
- T. In the office there is a lot of magazines. Collect pictures from magazines and decorate tomorrow on your class..... with the pictures. (At this stage she points out at the walls) or things that are found there. Pictures of your region. Use blank papers. Pictures of your region. Decorate the class tomorrow. I want to find it beautiful. Thank you for today. I will see you tomorrow.

- T. Let me ask you this question. What do you call a person who lives in a country ... who has a right to vote in that country?
- P. People
- T. What is the synonym of people?
- P. Citizen
- T. Citizens. What is the right to vote?
- P. (Silence)
- T. Franchise. Are you aware that each and every country has its anthem?
- P. Yes
- T. What is the national anthem of South Africa? Are you aware there was Afrikaans and English version of national anthems?
- P. No
- T. Since the democratic election in 1994 the government decided to fuse other verses in African languages i.e. Sotho and Nguni languages.
- P. Yes
- T. Our topic is "God Bless Africa" : What is a blessing?
- P. A blessing is something ..... God gives to people
- T. You mean it is something that God showers on people .... it is a luck
- P. Ancestors also gives bless people
- T. Yes it depends whether you are a christian or not, there are many beliefs, there are those who do not believe in God. By the way what do you call the non-belief in God or the person who believes in the non-existence (that there is no God) of God.
- P. (Silence)
- T. Yes. A person is called an atheist (He writes on the board) and the non-belief in God is called atheism) so it depends on your belief as to who gives blessing. In any case our constitution gives credibility or rights to all religions in South Africa so we do not have look down upon other religions because they are not ours. So we all agree that whoever gives or bestows blessing must be a person who is great. So our passage tells us clearly that the people or citizens of South Africa are asking God to bless Africa. What happens when there is a soccer match between South Africa and other countries i.e. Congo or Nigeria. What do spectators and soccer players do immediately before the kick-off?
- P. Singing
- T. Of what? by who?
- P. Song
- T. What song? by who? who sings the song?
- P. Us.... Nkosi Sikelel'i Afrika
- T. And what else?
- P. The other song for that country
- T. You mean the other national anthem of another country is also sung?



- P. (Nodding his head)
- T. You nod your head, do you agree?
- P. Yes
- T. When you pray or if you are given an opportunity to speak to God or the Supreme what would you ask from him?
- P. Rich
- T. Richness. You'll ask him to give you more money
- P. Yes
- T. Others? What would you ask?
- P. Father
- T. What about your father?
- P. Die
- T. So your father passed away so you would ask him to bring your father back
- P. Yes
- T. Why?
- P. I... have.... father (shows sadness on her face)
- T. Do not worry, my little girl that was God's plan to take your father. There are many people who do not have or lost their loved ones. Forget about it. It is part and parcel of life. We all have at some stage or the other in our life experienced difficult times. Let us proceed. Let us read the story about Enoch Sontonga, the writer of the national anthem. We will have to read silently so that we can not disturb the other class.
- P. (All start to read)
- T. You will have to write this exercise and complete the following paragraph. Use the words in the box to complete the paragraph below.

---

meetings	history	1925
anthem	chosen nation	sung
democratic	leaders	

---

- The - of the African National Congress - Nkosi Sikelel'i Afrika as the - for their movement in - . This hymn was - at the end of -. After the first - election in the - of South Africa in April 1994, it became the national anthem of the whole - .
- P. (The pupils take out their exercise books to complete the paragraph).
- T. The passage we have just read will help you to complete the paragraph. The second work that you will have to do is to choose the three most important things you hope will happen in our new South Africa. let us quickly do this. What do you hope for your country?
- P. I want peace
- T. You hope that peace will prevail
- P. Yes
- T. Violence

- P. Yes, we all wish that violence could come to an end here in KwaZulu-Natal. Yes there are many people who have died unnecessarily. What is your next hope? Yes.
- P. Love
- T. It is your hope that we have what we call positive communication and mutual understanding among our people. We can build our country if we understand and respect one another. We should all strive for the best.

APPENDIX III

EXAMPLES OF WRITTEN WORK WHICH ACCOMPANIED THE LESSONS  
OF GRADE 8 LEARNERS

8 September 1997

Flying high

Preposition

- 4/5  
08/09
1. I flew over large cities
  2. I saw a smoke from factories &
  3. I saw minibus taxis in the town ships
  4. The country towns stood on earth about
  5. I saw rivers which moved slowly to the sea

Date  
September 1997

Where do you live

<u>Provinces</u>	<u>Capital City</u>	<u>Premier</u>
1. Eastern Cape	Bisho	Arnold M. Stofile
2. Gauteng	Johannesburg	Yokyo Seswale
3. KwaZulu Natal	Pretoria	Ben Nkomo
4. Mpumalanga	Nelspruit	Matthew Phisoa
5. Northern Cape	Kimberly	Mannie Dipico
6. Northern Province	Pieterstroom	Rumathlodi
7. North West	Mmabatho	Popo Molefe
8. Western Cape	Cape Town	Hermus Kriel

08 September 1942

Propositions

Flying High

- 1. I flew over large cities.
- 2. I saw smoke from factories.
- 3. I saw minibuses taxi in the townships.
- 4. The country towns stood on earth that was empty and grey.
- 5. I saw rivers which moved slowly to the sea.

(5)  
5

08/09

September 1942

Where do we live

Provinces

Capital City

Premier

1. EASTERN CAPE

BISHOP

ANDREW M. SIOFIVE

2. FREE STATE

BLOEMFONTEIN

IVY CASABURI

3. GAUTENG

JOHANNESBURG

TOKYO SEKWALE

4. KAPAZULU-NATAL

Pietermaritzburg

BEN STUBBANS

5. MPUMALANGA

NELSPRUIT

MATHEW PHASA

6. NORTHERN CAPE

KIMBERLEY

MANNE DIPICO

7. NORTHERN PROVINCE

Pretoriusburg

NGOUKO RAMABHLODI

8. NORTH WEST

Mmabatho

POPO MOLEFE

9. WESTERN CAPE

Cape Town

HERNUS JAKIE

08/09

16.09.97.

Adjectives

- 0  
70  
1. Black  
2. Shiny  
3. Minibus  
4. ~~sad~~ country  
5. Stood  
6. Rich  
7. Over  
8. Winter  
9. long  
10. Winding

Noun

- Smoke  
minibus  
taxi  
towns &  
earth &  
winter  
crops &  
land &  
Road  
Rivers

16 September 1997

Std 6<sup>th</sup>

Provinces

Capital City

Premier

1. Eastern Cape

Bisho

Donald Stofile

2. Free State

Bloemfontein

Dr. Jey Makasane

3. Gauteng

Johannesburg

Sekiso Sekake

4. KwaZulu Natal

Durban

Ben Ngubane

5. Mpumalanga

Pretoria

Mathu Shona

6. Northern Cape

Kimberley

Manne Sepina

7. Northern Province

Pretoria

Ngqako Lomotho

8. North West

Potchefstroom

Topo Mlife

9. Western Cape

Cape Town

Hermanus Kriel

16 September 1997

33

Adjective

Nouns

1. Black

2. Shiny

3. Minibus

4. Country

5. ON

6. Rich

7. Winter

8. ON

9. Long

10. Winding

Smoke

Minibus

Taxis

Towns

Earth

Winter

Crops

Land

Roads

Rivers



?

Date 17/Sept.

16 September 1997

Sp Punctuation Punctuation

Please, tell me now begs: Joseph, what is a bunny chow  
my boy? You must be patient for ten minutes. Replies his  
7/9/97 father with a big smile: "I'm so excited I can't wait"  
Grandpa says Serafina.  
Go and Revise your punctuation.