A PILOT CASE STUDY OF THE RELATIONSHIP BETWEEN THE SMILE PROGRAMME, THE THEORIES OF LEARNING, EXPRESSION, MEMORY AND READING OF MARCEL JOUSSE AND OUTCOMES BASED EDUCATION.

By
Vuyisa Nonelwa Kona

A PILOT CASE STUDY OF THE RELATIONSHIP BETWEEN THE SMILE PROGRAMME, THE THEORIES OF LEARNING, EXPRESSION, MEMORY AND READING OF MARCEL JOUSSE AND OUTCOMES BASED EDUCATION.

By
Vuyisa Nonelwa Kona

Submitted in partial fulfillment of the requirements for the degree of
Master of Arts: Orality-Literacy Studies
University of Natal, Durban
1998

I, Vuyisa Nonelwa Kona,

declare that,

except for the quotations specially indicated in the text,

and such help as I have acknowledged,

this dissertation is wholly my own work,

and has not been submitted for a degree

in any other university

Signature....................................

Vuyisa Nonelwa Kona

Acknowledgments

I acknowledge deeply all those people who have helped me through all the stages involved to complete my dissertation:
Professor Edgard Sienaert and the Centre for Oral Studies, University of Natal, Durban for providing me with such a renewed world-view.

Joan Conolly, for her unrelenting faith in me, endless energy to fortify me when I had no more strength left and for going that extra mile in offering her supervisory services.

Daniella Brown and all the people at SMILE for their undoubted readiness to help in any way they could.

Nokukhanya and Nomusa from Christopher Nxumalo for their time and encouragement

Linda Bukhosini and Bo Zungu who provided me with insights about Chesterville township.

My friend, Nonandi Gwagwa for entrusting me with her computer and printer without which I would not have completed this dissertation.

Moraka Msimang who negotiated that I make use of the Caltex computer even after I had been retrenched.

My cousin, Vuyo Kona for his computer expertise which saved me from losing my data again.

My sister, Nondwe for her support and the fascinating stories about her sojourn as an English teacher at Maganise School.
My sister Chumi for her encouragement when things were tough.
My mother for her prayers and encouragement.

All my friends who were always available to offer their support.

My fiance, Nkanyiso Peters for his generous reserves of support, patience and understanding even when I thought all was lost.

All those children who have to learn in a language which is not their mother tongue, who served as a source of my inspiration to conduct this study.

Abstract

Learning through a language other than one's own mother-tongue presents similar problems world-wide. In South Africa, the shift from mother-tongue tuition to learning through the medium of English at Grade 5 (approximately 10 years of age) has a highly problematic and contested history. This study addresses the problem with specific reference to the SMILE project, the theories of Marcel Jousse and Outcomes Based Education.

In Chapter One, the study examines the context of learning and gives an indication of the extent of the problem. It introduces the SMILE and the theoretical and practical components of the study.

Chapter 2 outlines the process used to collect data by means of:

- A literature review

- Interviews

- Observations

- Participant Workshops

- Reports on Field Trips

- An informal Survey

Chapter 3 records the data gleaned from the process outlined in Chapter 2.

Chapter 4 relates the data recorded in Chapter Three to the Theories of Marcel Jousse. In this way, the practice in the SMILE project is shown to relate the Theories of Learning, Expression, Memory and Reading of Marcel Jousse.

Chapter 5 relates the data recorded in Chapter 3 to OBE Critical Outcomes and Underlying Principles which are required of all learning and teaching programmes accredited and assured by SAQA.

I will conclude my study by highlighting and suggesting the following:

- How SMILE has succeeded in their quest for enhancing English learning among non-mother tongue speakers.
- How an evaluation of SMILE could assist in any learning situation and in furthering the needs of OBE.
- How starting with the spoken word enhances learning
- Compilation of stories from children for their reading books and how this impacts on their learning.
- How theories of Marcel Jousse could be incorporated in learning situations
- How use of dance, movement could be used as a primary means of learning

Table of Contents

List of Illustrations

CHAPTER 1

As a non-mother tongue speaker of English, I empathise with those whose learning is impeded by having to learn through a language which is not their mother tongue. So it was predictable that when I discovered a programme like the St. Mary's Interactive Learning Experience (SMILE) that facilitated the learning of English as a language of instruction, my interest was aroused. Any intervention which facilitates successful learning for children in this predicament is not to be disregarded. In my research I wish to highlight the plight of children who have to learn in English which is not their mother tongue. The article below puts the problem in context.

Problems experienced by children in other schools

A newspaper article by Abdul Milazi, Sunday Tribune July 12th 1998, Pg 3

"Girl claims her arm was broken because she could not spell in English."

A seven year old child Noluthando Duma from Umzumbe district on the South Coast was beaten by her teacher until her tendons were severed and her arm was fractured because she had spelt apparently 'wrong' three times. She faces the grim uncertainty of having her arm amputated if it does not heal. Her mother, Florence Duma has been to the school to lay a complaint and says she was made to feel like a nonentity, treated with disdain by both teacher and principal because she is illiterate. She then consulted the local 'induna' who referred her to the police. This has resulted in her being ostracised by the community as it is believed that she could have handled the matter differently and did not really have to involve the police. It is apparent that nobody in the community sympathises with her. Detective Cele of the Port Shepstone Child Protection Unit has indicated that a lot of such cases of Child abuse in rural schools go unnoticed due to the ignorance of parents with regard to their rights.

1

The essence of this article is that Noluthando is a non-mother tongue speaker of English who is now psychologically and physically scarred for life because she could not spell in English, in fact, her whole being is scarred. It is such gruesome acts by teachers that I am concerned about which need to be uprooted as they erode the purpose of learning and have a negative impact on the image and efficacy of the South African education system as a whole.

This event did not just occur in a vacuum, but seems to be precipitated by the pressure to learn in a language that is not a mother tongue for the children. The teachers themselves come from a background where mistakes were corrected through humiliation and corporal punishment. I believe that such gross handling of learning situations where children are terrorised by their educators should not be tolerated. Whilst the intervention of the Police can be sought and disciplinary hearings can be used, they will deal with the problem only superficially. It is quite clear that the problem is so deep-rooted that a systemic change has to be effected. On moral grounds, I feel that it is the duty of everybody in the field of education and the society at large to make sure such cases as that of Noluthando can only be referred to as misdeamenours of the past.

Through (SMILE), I will showcase that the Noluthando's of this country need not be scared to go back to school, but that the teachers will accept them as they are, make them comfortable with their mistakes and correct them appropriately. I wish to also highlight that SMILE tries to re-ignite a rare component so critical in any learning situation: that is happiness, abundance of expression and fun which consequently lead to success in learning. The acronym (SMILE) is such a fortunate acronym as it does conjure up exuberance in expression.

St.Mary's is a school situated in Kloof where the SMILE offices are situated. I will elucidate that SMILE is based on a premise that happiness and fun are key ingredients to success in any learning situation.

SMILE is a national education programme which seeks to improve learning of English as a non-mother tongue. This programme is run in different schools and different provinces, but for the purpose of this study I will confine myself to Christopher Nxumalo Primary School in KwaZulu-Natal in the Chesterville township[1]. SMILE developed as a result of an urgent need to assist non-mother tongue speakers of English with the change over from mother tongue instruction to English from Grade 5. This change over apparently resulted in a lot of Grade 5 children dropping out of school as they could not cope with having to learn in a new language that they did not understand. In order to achieve a set goal, the SMILE programme is divided into three major areas:

1. Junior Primary Teacher Training Programme where teachers are introduced to the principles of the programme.

2. English Classroom Reinforcement Programme where teachers are observed in action in the classroom, implementing what they have already been exposed to.

3. English Oral Conversation Skills Programme also called Oral Reinforcement. This is the part that involves a host school which is well equipped and has English mother tongue speakers (EMTS) [2] interacting with the children from schools where English is not the mother tongue and facilities are limited. In my study the host school is Durban Girls High School which is in a Durban suburb called Glenwood and the guest school is Christopher Nxumalo Primary.

---

[1] Township is a low socio-economic residential area.
[2] EMTS is my own abbreviation for English non-mother tongue speakers.

Children visit the host school once a week to interact and learn in an environment where English is the mother tongue and where facilities for learning are abundant.

My first contact with SMILE was in 1994 at the Northcrest Primary School where I attended a SMILE presentation. This is where I learned that SMILE's mission is to enhance English learning skills, thus improve proficiency among children whose mother tongue is not English.

In 1996 I had a much closer contact with SMILE as a Project Manager dealing with Educational projects. The success, the vibrancy, the energy of SMILE personnel and teachers who had been through the SMILE tutelage aroused my curiosity and interest. I wanted to know what motivated the SMILE project, how it worked and how it achieved its success under such conditions of minimal resources and dwindling levels of moral within the teaching staff generally.

During the same year (1996), I was exposed to the Theories of Expression, Learning, Memory and Reading of Marcel Jousse. I then realised that there were connections between what SMILE practised and Jousse's Theories. I have explored these connections in this study. I also realised that what Outcomes Based Education (OBE) required was already being practiced by SMILE. This meant that I needed to make the connection between SMILE and OBE. In order to clarify what OBE is. I also had to explain what it was not, through a comparison between OBE and what I coined EBO[3].

In my study, I will elucidate the approach used by SMILE to overcome the problems experienced by both learners and teachers at schools where English is not a mother tongue and at Christopher

---

[3] EBO is my own abbreviation for the education system where focus is on objectives of the lesson. This is called Objectives Based Education, when abbreviated it is OBE which stands for Outcomes Based Education. For clarity, I will call it Education by Objectives, abbreviated as EBO.

Nxumalo Primary School in particular. I will relate the SMILE practice and learning strategies to the Theories of Marcel Jousse and how SMILE fulfills the requirements of OBE.

CHAPTER 2

What did I do? - Methodology

In conducting this study, I undertook the following modes of investigation:

1. Literature overview

1.1 I read books pertaining to Learning and Expression, Outcomes Based Education and documents on the National Qualifications Framework and the SAQA bulletin.

1.2 I read SMILE texts that are used by teachers as a guideline and used by children as reading material with exercises that also involve writing and drawing.

1.3 I gathered information from the KwaZulu Natal Print Media -Mercury-a daily newspaper and The Sunday Tribune, a weekend newspaper.

2. Interviews

I conducted informal interviews with the following people:

2.1 SMILE personnel:

Daniella, Linda Swinbourne, Constance, Di and Bette.

2.2 Teachers from Christopher Nxumalo:

Nomusa and Nokukhanya..

2.3 A teacher from Durban Girls High School:

Mary.

2.4 Chesterville Residents:

Bo and Linda Bukhosini.

2.5 My sister, Nondwe who is a teacher at Maganise Primary School near Umtata in the Eastern Cape.

In all my interviews I avoided using a questionnaire because I wanted to have as much interaction with the respondents as possible as this can be curtailed when a written questionnare is used. I thought there would be aspects I would miss if I had structured questions. I wanted to hear my respondents' voices, see their faces, observe their movements and so enrich my data with all the implicit meanings that respondents often express verbally and through movement, but find difficult to translate or even transcribe onto paper. I wanted them to feel free to say whatever came to mind about the project. However, I had prepared questions that I would ask during the interview and had written and rehearsed these before the interview.

The interviews were conducted as follows:

Interviews

Date	Place	Time	Interviewee	Duration
April 1996 and 8th May 1997	SMILE office	11h30 14h00	Daniella - SMILE Director	30 minutes 45 minutes
13th Nov. 1997	SMILE Office	10h00	Linda Swinbourne SMILE Cofounder	20minutes
13th Nov. 1997	SMILE Office	10h30	Constance - SMILE Facilitator	40minutes
13th Nov. 1997	SMILE Office	10h45	Di & Bette - SMILE Facilitators	20 min.
May 1996	Christopher Nxumalo	9h30	Nokukhanya - Teacher	15 min.
28th May 1997	Christopher Nxumalo	11h00	Nomusa - Teacher	30 min.
17th Sept. 1997	Durban Girls High	16h00	Mary - Teacher	15 min.
20th Feb. 1998	Keep Durban Beautiful	9h03	Bo – Chesterville resident	20 min.
16th March 1998	Playhouse Offices	9h00	Linda Bukhosini - born in Chesterville	25 min.
December 1997 -May 1998	My Home-Glenwood	-	Nondwe - Teacher at Maganise School-Eastern Cape	over a period of 6 months intermittently

4. Observations

3.1 I observed Grade 5 children being taught at Christopher Nxumalo in Chesterville which is a township outside Durban.

3.2 I observed a Grade 5 class in session in the Eastern Cape in Umtata at Maganise Primary School.

3.3 I observed the same children from Christopher Nxumalo participating in the Oral Reinforcement session at Durban Girls High School in Glenwood which is one of the suburbs[4] in Durban.

3.4 I observed children from Christopher Nxumalo performing during a Cheque Hand-Over.

The details of the Observations are as follows:

Observations

Date	Place	Time	Incident	Duration
May 1996	Christopher Nxumalo School	9h30	Grade 5 English Lesson	30min
28th May 1997	Christopher Nxumalo School	9h30	Grade 5 English Lesson	30 min.
2nd March 1998	Maganise Primary School	10h00	Grade 5 English Lesson	30 min
17th Sept.1997	Durban Girls High School	14h30	Oral Reinforcement	1h30 min

---

[4] Suburbs are middle class socio-economic residential areas.

4. Workshop Participation

I was a participant observer at the SMILE offices during a teacher workshop for all schools that have a SMILE presence. I was a participant observer during a presentation Skills course in Cape Town. The details of the Workshops are as follows:

Workshop Participation

7th October 1997	SMILE Offices	9h00	Teachers' Workshop- Participant	3 hours
19th-20th March 1998	Cape Town	8h30	Presentation Skills Course	14 hours

5. Field Trips

5.1 I accompanied the children from Christopher Nxumalo who went on trips to The Animal farm and The Sea world. The details of the Field trips are as follows:

Field Trips

5th Nov. 1996	Sea World - Durban	13h00	Trip	3 hours
12th Nov. 1997	Animal Farm- Durban	12h00	Trip	3 hours

6. Informal Survey

6.1 I conducted an hour long informal survey at Durban Girls High School on 52 children who assisted SMILE during the Oral Reinforcement session on the 8th April 1998.

7. Relating data to Jousse's theories and OBE

When I had collected all the data, I related SMILE practice to Marcel Jousse's theories.

I analysed all the Interviews, Observations, Workshops, Field Trips and Informal Survey in relation to the theories of Marcel Jousse and found connections which constitute Chapter 4.

In designing Chapter 5, I looked at the differences between OBE and EBO. I also examined the relationship between the Critical Outcomes and the Underlying Principles of OBE and SMILE classroom practice.

CHAPTER 3

In this section I provide a detailed account of all the data collected as part of this study. I numbered all my data for easy referral, as I will be relating the data to the theories of Marcel Jousse in Chapter 4 and OBE in Chapter 5.

1. Literature Overview

1.1 The Written word underpinned by the Gestual[5] and the Oral mode- SMILE Texts

SMILE Texts were a source of enlightenment as they are communicative and enhance the skill of communicating in English among children whose mother tongue is not English. These booklets explain things so clearly to both the teacher and the child. The guidelines in the booklet are clearly written and explained and the teachers are never in doubt as to what they are supposed to do. I also discovered that teachers had collected the stories in the books from the children so that the children could identify with the reading material. The following Guidelines were gleaned from a SMILE booklet on pages 1-6.

Statements that encourage teachers to use visual aids and imaginative descriptions to involve pupils in learning activities similar to those described in the booklets are often used. Teachers are also reminded about the power of bringing the experiences of the children to the classroom to facilitate and enhance learning.

Guidelines common in all the lessons:

a. The theme starts with a rhyme that corresponds with the theme of the lesson. This should be learned and practiced with children acting out what they are saying.

b. The booklet contains pictures pertaining to the lesson appearing as often as possible.

---

[5] Gestual mode is through movement of body and hands.

c. There are flash cards with words for spelling to be written by teachers to show learners

d. Spelling is done through the 'Look, cover, write' method.[6]

e. Teachers are reminded to introduce children to writing and reading only when the children have been exposed to certain aspects of the language like vocabulary.

f. Teachers encourage children to read aloud.

g. There are illustrations of words under pictures to be labeled and coloured in.

h. Teachers are encouraged to make children act and talk about the theme of the lesson.

I also read a Sunday Tribune newspaper article by Abdul Milazi on problems experienced by children who have to learn in English which is not their mother tongue.

1.2 The primary learning theory and the anthropology of geste: Jousse

In *The Oral Style* 1990 and *The Anthropology of Geste and Rhythm* 1997 Jousse identifies the four laws of human expression: Mimism, Bilateralism, Rhythmism, Formulism.

According to Jousse, human expression, learning and memory are interconnected and there is no way of dividing the process of learning and its application to our existence. It would be impractical to extricate the human being from the experiences, thus their being manifest in different ways one of which is expression. This means that whenever human beings express themselves, their experiences are intertwined with the expression itself. I will argue the relevance of Jousse's theory to the learning that happens at Christopher Nxumalo and the principles that underpin the SMILE project. Conolly (1996) and Frow (1998) whose theses are underpinned by Jousse's theories provided me with deeper insight into the ideas of Jousse as applied in learning.

---

[6] 'Look, cover , write' method used by SMILE to practice spelling of words following this sequence.

1.3 Outcomes Based Education (OBE)

Spady (1994) provided me with a sound understanding of OBE to learning. I also read on OBE, the history and the establishment of the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA) and how the two bodies NQF and SAQA relate to OBE.

1.4 Movement and its impact on expression and learning: Laban

My sources were Laban (1980), Hodgson & Preston Dunlop (1990) and Thornton (1971). The primacy and impact of movement on learning/ communication is central to Laban's fascination with movement. The role of movement in relation to people's routine unearths the mystique that is still harboured about this natural phenomenon - movement, which is in itself communication/ learning/ expression. It is from Laban that I got deeper insight into movement and the pivotal role it plays in man's overall existence, as proposed by Jousse. I also read a Mercury newspaper article by David Coleman about Phillips which prompted me to read Phillips'1984 dissertation on Speech which is underpinned by Laban's Theories.

1.5 How children perceive and understand language learning

The perception of language by children highlights that children use language to express themselves and their understanding of the world around them, their awareness of language and its uses were gathered from Sinclair & Jarvella (1980), Donaldson, Grieve & Pratt (1983).

1.6 Learning a non-mother tongue language

Siguan & Mackey (1987) were consulted on the process of learning a non-mother tongue language with particular reference to English.

1.7 Use of books to enhance learning a language

Hunter-Grundin (1979) and Inglis (1973) provided me with insight into the importance of connections that children make with books that they read and their own experiences. Ways in which books should be used to enhance and complement learning of language are clearly noted.

1.8 The inter-relatedness of all natural phenomena

I read on the Systems Approach to learning which states that learning depends on a set of related systems and is not a linear process, as discussed by Capra (1982). His illustration of the world as a set of related systems is clearly defined. Capra introduces the term 'interconnectedness' which implies that each and everything that occurs around man or is done by man within the environment has an impact in as much as the environment has an impact on man, and expression/communication/learning by man. Events and any other occurrences that capture the spirit of existence are manifest in language and language is another vehicle to communicate these events and this to me is a classical illustration of the interconnectedness of all natural phenomena.

2. Interviews

2.1 Interviews with Daniella: SMILE Director - April 1996 & May 1997

I conducted two interviews with Daniella Brown. One interview was conducted in April 1996 and the other one was conducted in May 1997. I have condensed the two interviews so as to avoid repetition. Daniella is the Director of SMILE and was a teacher for many years.

She said she had seen the problems experienced by children who had to learn in a language that was not their mother tongue. When the project was conceived, the main aim was to prevent children from dropping out of school.

a. Daniella wanted to introduce SMILE as a project that enhances the process of learning and teaching.

b. The project aimed to improve the learning, teaching and proficiency by users of English as a non-mother tongue. This would further obviate children doing Grade 5 dropping out of school as they battled with English which was the language of learning. The reason the founders started SMILE was because of their experience and concern as teachers themselves about those children who had to learn in English whilst this was not their mother tongue. The result was that children battled with other subjects which also had to be learned in English and ended up dropping out of school or being labeled as 'stupid' if they could not cope. They then thought that if children were taught in a way which would make them proficient in speaking English, they would cope with writing and reading easily and be able to understand concepts in other subjects as well.

c. She indicated that children were encouraged to be involved in their learning. She wanted me to experience the SMILE principles implemented in one of the classrooms at Christopher Nxumalo.

d. She further noted that even though the principle was the same in rendering SMILE as an educational project, their main interest was in identifying the problem in a particular school and dealing with it as an individual case, as needs are different from one school to another. She also emphasised the use of different teaching methods to make lessons more exciting and fruitful.

e. Daniella also highlighted the problems experienced by both teachers and children at Christopher Nxumalo. (I clarify these problems separately in this section).

f. When I asked her about results, she produced reports that proved that children who had been on the SMILE programme had dramatically improved their English language skills.

g. She went on to state that children started off shy and scared to communicate in English in class and anywhere else. As time progressed, the children became more expressive and were no longer shy to talk - they seemed to 'blossom' as she put it. She ascribed this to the encouragement that children were given by teachers and High School students at Durban Girls High to express themselves without fear of making mistakes, because SMILE regards mistakes as part of the process. Daniella also stated that SMILE encourages children to use full sentences and have them refrain from expressing themselves in monosyllables. She further mentioned that the teachers are always encouraged never to ridicule children for making mistakes, but to ask other learners to assist or even give them cues to find the appropriate answer.

h. She said learning to SMILE, means trying again and again, practicing and making mistakes as this is taken as part of the learning process. Giving an opportunity to all learners to succeed was one of their objectives.

i. The process of teaching and learning had to be conducted in a more cooperative way, where children would be encouraged to converse, make mistakes along the way, repeat the good things and learn in a free environment where games and full body use were encouraged.

j. The use of games and fun activities in their classrooms, she said, had to be done because through years of teaching, it has been discovered that children like acting out, performing, dramatising and singing. These attributes were reinforced during their lessons be they inside the classroom or outside the classroom at Durban Girls High School which is used as the host school. All the different ways in which a lesson could be taught were reinforced, as therein lay the success of the project.

k. Daniella went on to state that at SMILE, the environment they tried to perpetuate is that of learning without the stress of having to talk properly and give 'correct' answers or face the wrath of the teacher. Through this approach they try to perpetuate spontaneity in learning as they believe it brings in the richness that would otherwise be missed in modes of teaching where children are desk-bound and are encouraged to talk only when they can provide the 'correct' answer. On being asked about the trips to the host school once a week, she said their main reason was to share resources with the children from disadvantaged backgrounds . The 'outside classroom' at host schools was introduced as they believe that children learn and grasp more when playing and thus 'learn without even knowing' so there is none of the stress and strain which normally accompanies the process of learning in conventional classrooms.

l. Daniella also mentioned that they believe that communication relies on the use of the whole body and not just the mouth. SMILE encourages communication through the use of the whole body and spontaneous re-play in class and particularly at Durban Girls High where movement and dance is explored as a means of learning.

m. The notion they have at SMILE is that of 'discovery learning' i.e children learn through their own experiences and discover what they learn through their whole bodies.

n. She also mentioned that they feel very strongly about using the child's previous experience and encourage teachers to use this previous knowledge when they begin lessons and throughout the lesson. This is prompted by their belief in continuity of knowledge between what is learned at home or outside the classroom and what is learned at school.

o. To SMILE, the context in which the children grow up and what they confront when at school has more impact than the syllabus in schools.

2.1.1 Problems experienced by children at Christopher Nxumalo Primary School - Source-Daniella Brown

At Christopher Nxumalo children experience problems in their learning and communicating their knowledge of what is learnt due to the following factors:

a. Children are taught through the medium of English which is not their mother tongue.

b. They then find it difficult to grasp concepts presented at school as these are in English in which they are not proficient.

c. Teachers also have a problem in clarifying concepts for the children because their mother-tongue is not English.

d. Consequently, performance of both teachers and children is not satisfactory and does not lend itself to the desired outcomes.

e. Learners experience problems in all the other subjects at school as these are presented in English.

f. There is lack of exposure to English as the learners stay in Chesterville whose inhabitants are predominantly Zulu speaking. Their main source of English speaking people is Television, which is dominated by American English that does not follow the rules of English grammar.

2.1.2 SMILE OBJECTIVES – (source) Daniella

a. SMILE aims to make children confident in speaking English which is not their mother-tongue through encouraging them to speak freely without being afraid of mistakes they make. This confidence is demonstrated not only through speech but also through the whole body i.e non-verbal cues also are great telltale signs of the 'psycho-physiological' state of the child, Jousse (1990:53).

b. This in turn trickles down to other learning avenues, which need expression in English, as it is the medium of instruction.

c. SMILE encourages learners to share resources, experiences and knowledge which translates into the trips from Christopher Nxumalo School to Durban Girls High School where there are a lot of learners who are EMTS. In this different atmosphere, children from Christopher Nxumalo School get to interact, and get acquainted with EMTS. The facilitators who are learners themselves and teachers who teach at this school who are also EMTS.

d. SMILE wishes to have children exposed to the 'real thing', as they believe this stimulates the child's thinking and performance.

e. In their lessons, SMILE endeavours to make children aware of the space that they have to use as they interact i.e the freedom to move around in class as they learn and express themselves. The children are made to appreciate the space and experience the rhythm, the movement and the life so to speak, which is not only theirs but also to understand others.

2.2 Interview with Linda Swinbourne: Cofounder of SMILE - 13th November 1997

Linda has taught for 17 years in both predominantly black schools and the then racially segregated white schools. She also taught in several Non-Governmental Organisations (NGO's) which provided training.

a. Linda believes that if you create a stress-free environment, then you will enable children to realise their potential.

b. When this project was conceived, the goal the facilitators had in mind was to have children whose mother tongue was Zulu to be able to understand subjects taught in English.

c. The facilitators could see that to achieve this, they had to have these children talk English first and foremost.

d. SMILE staff started off by going to class: they observed what was going on and then made suggestions in light of the environment.

Theirs is not a prescribed method, but an approach, which takes into account the peculiarities of the environment of the learners and teachers. She stressed that they get cues from the environment. She indicated that children who learn in a stress-free environment that challenges their thinking and encourages them to draw out from experience, bring out the best in children: "they just blossom" as she puts it.

e. Linda highlighted the use of children's previous experience as pivotal and critical in any learning situation utilised by SMILE. They then showed the teachers how to implement this strategy during workshops run for teachers.

f. She stressed the need to watch something happen before one can attempt to do it, which is what they do during workshops. To quote her, "Do not just tell, show them."

g. She highlighted that the teachers who are least skilled in this innovative approach are the most obsessed with control. Those who know how to let children express themselves without fear, show a fair amount of confidence. She maintained that the role of the teacher is to guide and facilitate learning, which takes place even outside of the classroom.

h. She believes that every child has the potential to succeed and that it is the duty of the teacher to create an environment where a child will maximise learning and minimise failure.

2.3 Interview with Constance: SMILE Facilitator - 13th November 1997

Constance had been a SMILE facilitator for three months when I interviewed her.

It was very clear that Constance was enthusiastic about SMILE from the beginning to the end of the interview. In fact, with her, I found myself sitting there and listening whilst she was talking without a lot of questions from me. I suppose that is why I thoroughly enjoyed this interview and discovered later that I had spent more time with her than I spent with all the others I interviewed.

In a sense this did not feel like an interview, it was an 'interaction' because the term 'interview' has a tendency of implying formality and rigidity where the interviewer is supposed to be in control by asking questions. This did not have to happen with Constance: she was overflowing with enthusiasm. Indeed she was ecstatic about what she was telling me. Constance has taught for nineteen years in a school where English was not a mother tongue, and her mother tongue is Zulu. Before joining SMILE as one of their coordinators, she was a school principal and had since resigned. I can still see Constance's glowing face and feel her warmth as she told me that ever since she started with SMILE, she felt 'brand new' in the field of teaching. She highlighted that the lessons are in themes instead of grouping them according to 'verbs', 'adjectives' that box information and result in a skewed/lopsided learning environment.

a. Constance believes that in the conventional way of teaching, emphasis has been more on teachers and the knowledge they bring to children in class rather than focusing on what the child already has which they call **'prior-knowledge'**. SMILE has made her aware that children do bring knowledge to the classroom. Knowledge starts at birth, that she knows, but has never put this to the test as she has been using the Education by Objectives (EBO) method all these years where children are thought to be 'tabula rasa'- (blank slates) to be filled with information.

b. She believes a child has something to contribute in class, as a classroom is only an extension of what happens outside its confines.

c. Constance noted that she believes that the SMILE approach enhances the learning process because the teacher assesses learning as s/he goes along. Consequently, teachers manage to pick up mistakes as soon as they happen and assessment is continuous. No one waits for exams or tests to find out about mistakes that have lingered for some time and have been embedded and get very difficult to uproot when they are eventually discovered.

d. In the conventional approach, rigid time frames are set through the syllabus whilst in the SMILE classrooms teachers are guided by the children's knowledge and their needs. The theme book is used as a guideline. In the theme book there are no prescribed deadlines for some aspects of learning to be covered. The manual that teachers are given reminds the teachers to start with the spoken word and teach through games in a relaxed atmosphere.

e. She believes that children learn more in a relaxed atmosphere as it happens in SMILE classrooms. This is demonstrated by her story of David in Hammarsdale. This child was branded as 'stupid' and was in 'class D' which was for 'slow learners'. To all the teachers who taught him, it was a nightmare even to try to make him understand the simplest of concepts. When the same David was introduced to a SMILE lesson, Constance was able to bring out the best in David and had him participating in the very first lesson. David surprised them: he could think and respond like any other normal child. The class teacher at that school was amazed at the results as she had never believed that there was anything that could have been done for David - there had been no hope for him.

f. Constance believes children learn more when they are involved in finding and providing answers themselves.

g. The fact that children are not ridiculed nor punished for having given an inappropriate answer created satisfaction at their having tried and participated even if they did not get it right. Other learners in class are asked to help with answers and when the correct answer is given they are

made to repeat it and the one who has given a wrong answer then knows what is appropriate. The correct answer is also repeated and the teacher explains why the answer is appropriate without ridicule.

h. Children learn more when they make 'noise'- (the label that other teachers use which Constance calls 'productive communicative interaction') than in a quiet classroom.

Constance believes children used to get stifled, stunted in a way, because the teacher gave answers and only gave an opportunity for children to get involved when it was time to provide 'the answers' as the teacher would like them to be presented.

i. Constance stressed that whatever is done in SMILE lessons is always reinforced: repetition feeds memory and thus learning takes place.

j. Through the sequencing of events, sentences, pictures and dramatisation whilst in class learners learn more as they are actively involved. Constance also believed that a stress free environment where children learn without fear was very conducive to learning and renders the child free to play out what has been impressed upon him/her.

k. With regard to Oral Reinforcement at Durban Girls high School, Constance believes that children get exposed to EMTS and they get to hear how the language is spoken as a mother tongue. This then makes them aware of the real way of speaking the language because in their schools, English teachers were not EMTS. She indicated that she had observed that those children not exposed to this type of programme were truly different to those who get the exposure to EMTS, as they lack the confidence and are not always completely fluent in English.

l. She believes that the role of this Oral Reinforcement is to emphasise the communicative approach and reinforce what has been learned in class or vice versa.

m. The idea of having children see real things e.g. fish and be asked to write a story about what they have seen later was noted by Constance as appealing and a very effective tool for teaching.

n. She likes the fact that the SMILE programme is implemented in the classroom and teachers had to practice under the tutelage of SMILE facilitators. Teachers are not just taught and then left to fend for themselves in the classroom without the assistance of the SMILE facilitators.

o. Constance believes that the SMILE approach should not be confined to teaching of English only but should also be used in other subjects as she believes it is the cornerstone of any learning process.

p. She also noted that this approach supports the aim of Outcomes Based Education (OBE) which is being advocated by the Department of Education.

2.4

Interview with Di and Bette - SMILE Facilitators - 13th November 1997

Di has worked with SMILE for 2 years and Bette has worked with SMILE for 4 years. I interviewed the two facilitators at the same time.

a. They told me that they hold SMILE in high regard because children are encouraged to speak and be involved in group work, thus entrenching team spirit.

b. Children are encouraged to talk freely without fear of being ridiculed for their mistakes and they gain confidence through this.

c. They also believe in what they call 'prior -knowledge' as the child has something to offer in terms of expression. Di and Bette noted that a child has experience just from living, from existing and builds on it, meaning that the experience is cumulative as s/he goes along and gets exposed to other happenings/ impressions.

d. On the effectiveness and success of the programme, they had one classic example of a class of children who captured impressions at a slower rate than others and were labeled, 'slow learners'. These children were put through the SMILE approach for six days. The results were an eye opener for the teachers of the school because they had given up hope for these children who were very slow and were regarded as inhibiting the progress of the teachers, which also threatened the teachers' finishing the syllabus.

As a result of the SMILE programme, these children started to speak, and even made an effort to write. Di and Bette said that these children had never shown these skills before, i.e. they had been unable to express themselves, thus were branded 'slow learners, and disinterested'.

e. They emphasised that the SMILE approach only works if the teacher divides the class into groups as this has proven to be an effective way of teaching.

f. A success story was given upon request: A teacher from Ntuzuma can now run training workshops for teachers in adjacent schools and results are satisfactory. This means that children can now express themselves freely even if they make mistakes. A number of teachers who have been using the SMILE approach are vowing never to go back to the conventional way of teaching as they have experienced growth in themselves and have helped realise hidden potential in children to express themselves and participate in learning.

g. Some teachers who had been feeling de-motivated have been inspired to remain in the teaching profession as the classrooms are now full of action and stress-free for both the teacher and the learners. Di & Bette mentioned that the teachers now see 'eager little faces' prepared to express what has been impressed on them whether it is in the classroom or outside of it. This exuberance showed by the learners motivates the teachers to carry on and has made them aware that their duty is not only to tell learners what the answer is, but also to let children express themselves through the word of mouth and through their whole bodies.

26

2.5 Interview with Nokukhanya - Christopher Nxumalo Teacher - May 1996

I visited the school to see the SMILE project in action and teachers implementing the principles during each lesson. Nokukhanya was born and bred in Chesterville and was introduced to SMILE in 1996. I asked Nokukhanya how she rated the SMILE project in terms of success in achieving its objectives, and why she rated them as she did.

a. Nokukhanya said she rated the project very highly because the children who started on this project had progressed from the time they started, and this progress was demonstrated in their reports and actual performance. She stated that the children seemed to be more active, more eager to learn, no longer shy or scared to express themselves in English even if they made mistakes. They had changed significantly after being introduced to this programme.

b. She referred to use the of monosyllables which she had observed when children had just started the SMILE programme and how this tendency declined with time, as the children were always encouraged to use full sentences in the normal way of talking. She stressed the importance of using words in context to get their true meaning and she said this got lost if children use only monosyllables during lessons. Nokukhanya explained the importance of using full sentences to get the true meaning of what is being expressed. She noted that when children are still being introduced to the SMILE approach, they show an inclination to use monosyllables. Use of monosyllables, she stated, results in the loss of meaning and that word ends up being used out of context. Consequently, the children's understanding of the language is curtailed and they never achieve the desired outcome of being proficient in the use of English.

c. She also commented on the **Oral Reinforcement** done at Durban Girls High School as this was where the children got more time to speak with EMTS, which she thought was good for exposure and enhanced their proficiency in English.

d. She went further to attribute her own growth and development to SMILE as she believed that she now knows how to utilise the children's past knowledge in any lesson. She believes that children bring with them knowledge into any learning situation. This then challenged the teacher to be prepared to learn and accept this as a reality as she went along. SMILE had been an eye-opener as she was now able to apply what she had learnt from the workshops regarding the use of a variety of teaching strategies so that children could grasp more and be fully involved in their learning.

2.6 Interview with Nomusa -Teacher at Christopher Nxumalo - 28th May 1997

Nomusa started teaching at Christopher Nxumalo two years ago and was introduced to the SMILE programme in 1997. I asked her to be candid about the programme and tell me how she felt about it and give reasons why. This is what she had to say:

a. The approach used by SMILE gives teachers an opportunity to use more innovative methods of teaching which make children easy to deal with. Teachers are more able to make children participate in class. Nomusa felt that the transformation they undergo as teachers seems to be so drastic that they are left wondering why they never tried this 'natural' way of inculcating knowledge before.

b. Nomusa noted that for them as teachers under SMILE, their lessons were now exuberant and no longer boring both for the teacher and the children, as there was free participation on the part of the children. Children become eager to learn when they are allowed to be responsible for their learning. This can be in the form of tasks for groups where all children have a role to play. This even brings out the shy learners to participate in the process. The children then get an opportunity to practice again and again until they succeed like others.

c. Group work has been of vital importance as the children are closer to one another and help each other in a successful way. In groups, children are each given a chance to have a role to play, where even the shy pupils get a chance to participate without fear of rejection.

Nomusa also noted that teachers in other grades that were not under SMILE wished that they could also be assisted. The teachers also commented on the confidence other children who attended SMILE lesson had compared to the other learners: they were 'different' as she put it.

d. Workshops run for teachers to practice what they should do in class have helped a great deal as they are able to put themselves in the shoes of the learners and what it feels like to be in groups and to be involved in a learning situation.

e. The workshops are done over a period of time with follow-up visits to see if the teachers are practicing what they have been taught. The importance of repetition is quite clear.

f. Nomusa also felt that SMILE is in tune with what is advocated in the OBE. This was evident in the encouragement of children to learn through making mistakes and practicing. Teachers are not bound by the syllabus and are able to give children enough time to achieve the desired outcomes.

g. She also noted that the approach used by SMILE focuses on what the learners need and what they know (Recognition of prior knowledge). This posed a challenge to some teachers who like to be the focus of the lesson because they believe that they are endowed with more appropriate knowledge on a particular subject.

h. The teacher acts as a 'facilitator' rather than the 'one who knows all the answers' and in this way draws information needed out of the children. In the process children are reminded of their prior experiences to reinforce the answers. The experience they have is linked to what they are learning and expressing in class.

i. She commended SMILE for having taught them to use what is available and be innovative in producing teaching aids like use of materials from home, asking children to bring things considered to be waste, like paper, empty cartons etc. to learn from. The materials used by SMILE are related to what the children know i.e they can identify with them.

The booklets provided by SMILE have clear illustrations which give cues to what is to be focused upon thus, learned and committed to memory. Nomusa was also grateful for the Computers which they won as a prize from a competition they entered through the encouragement of SMILE. These computers were going to be part of the Resource Centre which would be open to all members of the community on Saturdays. Nomusa and Nokukhanya had already started to attend computer courses so as to assist other teachers within Christopher Nxumalo School, the children and the community at large.

Nomusa Commented on Oral Reinforcement at Durban Girls High School as follows:

j. The children are given a chance to practice what they have been taught in class at Christopher Nxumalo. She went on to note that SMILE is always on the lookout for more information and revisits some aspects of its project to suit the needs of that particular school, hence they do not claim to have a single recipe for success but learn as they go along themselves. They see this process as also enriching their project and what it stands for.

k. Nomusa mentioned that Oral Reinforcement 'consolidates' what has been learned in class and children are also given an opportunity to talk more because the approach is communicative. She highlighted that the teachers appreciate that SMILE seeks their involvement in the compilation of the reading booklets for children.

l. A spontaneous comparison of the SMILE project with a conventional classroom was made. Nomusa had observed that children in conventional classrooms are generally lethargic. She attributed this lethargy to very little opportunity given to children to converse and express

themselves unless they are providing that 'correct' answer the teacher wants. Meanwhile the SMILE lessons are characterised by exuberant learners and active involvement in the learning process.

m. Nomusa maintained that in conventional classrooms, shy and so called 'slow learners' remain the same and never venture out to contribute, as the focus is mainly on those who are 'smart' and quick and eager to learn. She said, "During our days of schooling a lot of teachers would show confidence and relished the fact that they were *sihamba nabahambayo'* which means 'moving with the movers'. Hence no effort was made to involve those who for whatever reason found it difficult to participate in class. The best ever involvement one would ever witness in these classrooms, was with the teacher always in front, transmitting knowledge.

n. She went on to mention that statistics show a marked improvement in the children's ability to converse freely in English, this can be seen from the reports. Nomusa noted this achievement proudly.

o. From Nomusa's comments I gathered that SMILE works on a basic tenet that in order to learn a language and be proficient in it, learners need to talk the language before they can start writing and reading it.

p. The challenge was that the SMILE approach is more demanding than the conventional one because the teacher has to concentrate on involving the children more, rather than talking and giving answers. Merely providing answers is much easier as the teacher already knows from other sessions through years of experience, what the answer is without considering the needs and knowledge children might have pertaining to the theme of learning.

q. Nomusa mentioned that even if a child has given a wrong answer, the child is commended for having made an effort because it shows the willingness to participate in his/her learning.

2.7 Interview with Mary - Durban Girls High School Teacher -17th September 1997

Mary teaches at Durban Girls High and is responsible for organising the pupils doing grade eleven to help the children from Christopher Nxumalo on their weekly visits.

I asked her what she had to say about the SMILE project broadly and the following were her recollections of what she thinks the programme does.

a. Mary said she likes the approach used by SMILE of allowing the children from a disadvantaged background i.e. Christopher Nxumalo to come and share resources in places like Durban Girls High School.

b. Mary had observed that a bond forms between the children from the two schools and becomes a learning situation not only for the children from Christopher Nxumalo School: the children from Durban Girls also came out of the sessions informed and enlightened about these other children who come from a totally different background.

c. Mary believes that when children are given free reign to express themselves, they learn even better than one would think they would considering the conventional mode of learning where children are supposed to be desk bound and say the least with their mouths and write a lot.

d. The progress of the children from Christopher Nxumalo was significant. During the first part of the year the children were shy and therefore showed little inclination to interact with children from Durban Girls High School. Mary noted the way they just seemed to 'blossom' after a few months into the programme. She said this 'blossoming' was in the form of the exuberance the children started to show, eagerness to express themselves with the knowledge that no one would laugh at them even if they made a mistake.

e. As the organiser of the grade 11 pupils, Mary highlighted that they even have a waiting list of children who have registered to help in the coming year. Children showed a lot of enthusiasm to be involved in this programme. She attributed this to the growth and development of the

children from Durban Girls High: they are eager to help younger children from a disadvantaged background.

The relationships that are formed between them and younger children from a different cultural milieu were also cited as their reason to join SMILE. The children believed it made them more culturally sensitive, thus enabling them to help build a new South Africa.

f. The significance of the friendships created between these children could be seen when the year ended. Mary noted that the teachers like her and the children from both schools shed a lot of tears when the year and the programme ended.

2.8 Interview with Bo - Chesterville resident -20th February 1998

I interviewed Bo Zungu who was born and bred in Chesterville. He works as a coordinator for Keep Durban Beautiful, an NGO that seeks to educate communities to conserve nature and keep their environments clean. Bo grew up in Chesterville and happens to be the last born who was left behind to take care of his nephews and nieces. His mother died in 1990 and his sisters, the parents of these children, had since married and moved.

a. Bo voiced his concern about the crime and high rate of pregnancy in Chesterville. By virtue of being a community worker, Bo was very concerned about the social fabric in general, because it seems to be so threadbare at this stage. He had to say about the place :

b. As the families have grown, almost all the owners have had to erect 'imijondolo' - shacks at the backs of their yards to accommodate additional members of the family. In some instances the owners had to rent out a room or two as a means of getting extra income or as a means to survive as many are unemployed. At this stage, Bo offered me information on the profile of Chesterville, which he gathered in his capacity as Co-ordinator of Keep Durban Beautiful. (See Table on Profile of Chesterville in this section.

c. The owners of the houses were mainly elderly people, who also had to educate, feed and clothe their grandchildren whose parents have disappeared, died, or got married and had to leave the illegitimate children behind.

d. Bo also mentioned that another factor compounding the problem of shacks was the proximity of the Township to town, hence even those people who were employed in Durban but come from afar, end up renting rooms in Chesterville.

e. He indicated that due to the fact that people were never allowed to extend their homes, when families grew or when they progressed. They decided to move to other townships like Umlazi or Kwa-Mashu where they could extend their existing houses. The bylaws in Chesterville preclude any form of renovation to the existing houses.

f. This had also resulted in the brain drain as almost all educated and professional residents of Chesterville left for better places as soon as they could afford it. For instance, renowned musicians like Linda Bukhosini who went to the world class Julliard School of Music is from Chesterville. Bo thought children who stayed in Chesterville, hardly identified with her as she left a long time ago.

g. From what Bo said, it became clear that there was very little in the form of positive role models for the growing children of Chesterville. He regards role models as people whom the children see in their locality on a daily basis.

h. He further ascribed the high levels of crime and teenage pregnancy to lack of inspiration as there were very few grown-up people to look up to: the only grown ups available are grandparents who are not educated and do not seem to inspire the young ones. This resulted in lack of discipline because grandparents are old and have since lost their vigour to insist on proper behaviour.

2.8.1 Profile Of Chesterville Township- source - Bo Zungu

Chesterville is a Township in Kwazulu-Natal situated about 8 kilometres inland from the city centre populated by predominantly Zulu-speaking people.

Population	estimated at 35 000
Type of Dwelling	2 bedroom municipal houses, with kitchenette, lounge, shower & toilet. Most houses have shacks at the backyard - '*imijondolo*'
Income per household	R1 500 per month - 8 people per household on average
Electricity	Available
Sanitation, running water	Available
Parks	4
Playgrounds	2
Tennis Court	1
Library	1 under resourced
Primary Schools	Christopher Nxumalo - 511 registered learners
	HP Ngwenya - 625 registered learners
	Ukukhanya Kwelanga - 704 registered learners
High Schools	Chesterville High – 1102 registered learners
Mother Tongue	Zulu

Chesterville is a poor township when one considers that there are about 35 000 people who only have 1 library, 1 Tennis court, 2 playgrounds and 4 Parks to share. Such a dearth of resources can only have a negative impact on the community.

2.9 Interview with Linda Bukhosini: Ex- resident of Chesterville -16th March 1998

I interviewed Linda Bukhosini who grew up in Chesterville and got her Primary education at Christopher Nxumalo. Linda grew up in Chesterville even though she now lives in Musgrave Road on the Berea, an affluent Durban suburb.
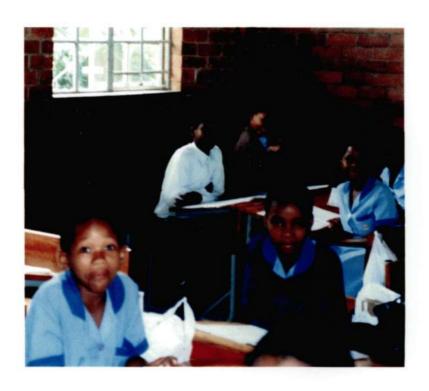
She grew up in a very strict household and learned to uphold the family values of education and disciplined lifestyle. Linda is a renowned soprano opera singer who was trained at the world famous Julliard School of Music in New York. She is married to another music maestro, Bongani Tembe.

a. Linda left Chesterville in her 20's to attend the Julliard School of Music on a scholarship. When she came back it was only a matter of logistics that she and her husband should settle in a suburb as their busy work schedule in the world of theatre means coming back home very late at night very often. They were concerned about their safety and that of their daughter if they continued to live in the Township.

b. Every Saturday, Linda and her husband coordinate Music lessons at Christopher Nxumalo School for children in Chesterville.

c. When I asked her why she got involved in such ventures, Linda highlighted her passion for giving back to the community what she had achieved and hoped that children would emulate her.

d. Linda believes that their holistic approach to teaching will enable the children not only to learn to sing, but also equip children in life-skills to be appropriated later in life.

e. Linda sees herself as having not left her home (Chesterville) as she goes there every Saturday to run her project. I do believe that there are some children who regard Linda as their role model despite the fact that she no longer resides in Chesterville.

2.10 Interviews with my sister, Nondwe: Teacher at Maganise Primary School in the Eastern Cape - December 1997 - May 1998

I asked my sister to tell me how she taught her learners to grasp concepts in English and how she taught them the language, which was not their mother tongue. I gathered the following insights over a period of six months of conversations and have consolidated them into one report.

a. Nondwe admitted, somewhat defensively that she makes learners memorise most of the time as she believed this was the only way to make them remember. She was defensive about this because she knows that a lot of teachers are against this form of teaching as it is labeled 'rote learning'. She feels that the education system itself had long denigrated memorisation as rote learning. Whilst she was at the Teacher Training College, they were always reminded never to encourage children to memorise anything. On the other hand, she believes good results can be achieved through memorisation as it worked for her whilst she was still young and it seemed to work well for the children and enabled them to recall easily.

b. She also told me that despite their problems with English and expression in this language, she really commended them on their inclination to act, perform and sing. This skill would come out during cultural days where children were supposed to sing and dance to celebrate their culture.

c. In her effort to illustrate their performance, she would end up performing herself so that I could experience what she used to experience. She even lamented their lack of technological paraphernalia like a video camera to capture such beautiful ensembles of movement, which obviously had been passed on from generation to generation.

d. When Nondwe could not perform the actual acts as appropriately as she wanted, she would end up saying, 'I just wish you could see them when they do this. It is the only way for you to see, experience what I am trying to explain.'

Children at Christopher Nxumalo School working in groups: **Collecting information, critically analysing, organising and learning together.**
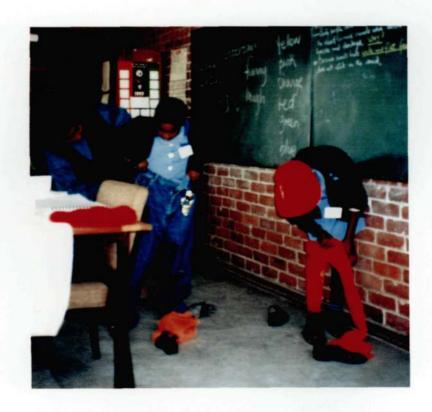
e. Her most memorable lesson was of a child who had to tell a story about the riverside and animals found therein. When he failed to explain verbally what he wanted to put across, he would end up performing, making sounds of things that happen and would move his body to mimic the actions of crocodiles in the river, the stones, the mud splashing as the crocodiles moved around. He would then call upon her in Xhosa saying " *Jonga* Miss" meaning 'Look Miss', asking her to look at him and watch so that she could get the message that he acted out.

f. This use of gestures to explain occurrences was rampant in her class and even though she used to force the children to talk 'properly', she had since accepted that maybe this was the easiest way for them to express themselves as they battled to do so in English.

3. Observations

I will now record what I observed in the SMILE lessons that I attended.

3.1 Lesson 1 'Types of Food'-Grade 5:Christopher Nxumalo School, Teacher - Nokukhanya May 1996

a. The children were seated in groups of six, facing the front.

b. The teacher moved around the classroom as she facilitated the lesson.

c. The lesson was introduced through use of pictures that were mounted on the wall.

d. The children had to create a story around what they could see and had to organise themselves in groups so as to answer in turns. They also showed a lot of enthusiasm in the activity.

e. When questions were asked, those who answered appropriately were thanked and the teacher made the learners repeat correct answer through rephrasing the same question.

When inappropriate responses were given, other learners were asked to assist. Inappropriate answers were handled positively and productively.

Children at Christopher Nxumalo School demonstrating 'clowns' in a SMILE class:

Movement, freely combined to reveal the inner state through ex-pression.

f. The teacher also corrected misunderstandings or incorrect use of the language as the lesson proceeded and did not wait for another lesson to do this. Integration and relating of concepts were very apparent elements of this lesson, as the information was not compartmentalised.

g. Children were encouraged to use full sentences whenever they responded. When I asked why this was done, the teacher said this was another way of making children learn how to speak the language properly and another way of getting to know those children who had problems expressing themselves. For those who had problems with the language, it was easy to just say the one word they thought would be the correct answer i.e. know the word in isolation and hide their lack of understanding of English.

h. Nokukhanya also reminded the children that the information they had from other sources like home and other teachers and subjects was worthwhile even in that lesson. She made connections through use of examples to explain this concept.

i. At the end of the lesson, she allowed them to read aloud from their books, to discuss answers and to respond in writing.

j. The children had to colour in and label pictures according to what they had been reading.

3.2 Lesson 2 'The Clown'- Grade 5:Christopher Nxumalo School, Teacher - Nomusa - 28th May 1997

a. Children were introduced to the lesson through a drawing of a clown that was mounted on the wall for all to see.

b. They were then asked to tell where clowns were found and what they do and also had to recall the trip. What I could observe was that when children were asked to participate and recall what they had seen, they were eager to participate and exuded a lot of energy as they started responding in their groups. Learners were always encouraged to use past experiences through

questions relating to what they did or experienced outside the school premises or during playtime in school regarding clowns.

c. When asked questions by the teacher, the learners seemed to recall easily, as they had been involved in the learning process. The questions were answered in turns that each group had.

d. A child who gave an inappropriate answer would be assisted by others and asked to repeat the appropriate answer and an explanation by the teacher would be given after which the whole class had to repeat the correct answer.

e. The children were given time to volunteer to come forward and dress like clowns with materials provided. To make this fun, the teacher had two learners do this and the one who finished dressing up first was the 'Learner of the Day' and all children in class applauded. The clapping of hands was repetitive as they did not just clap once but ended up with a rhythmic sound.

f. When the demonstration of clowns was over, the teacher showed the children pictures of clowns and asked them to describe what they were seeing. The pictures were colourful, depicting the types of clothing like baggy trousers, painted faces, big noses, funny caps, oversized shoes etc.

g. Questions on the clothing worn by the children were asked and I watched them respond with laughter, talking, pointing and giggling. When inappropriate answers were given like 'this is a trouser' instead of 'this is a pair of trousers', others would be asked to tell the way we normally refer to this type of clothing and explanations as to why this was so were again given by learners, like 'it is a pair because there are two similar openings for legs.' Other items identified as a 'pair' were named by the learners viz. shoes, spectacles etc.

h. The teacher made the children repeat after she had rephrased the question about clothing worn by clowns, the colours usually worn and why certain items were called 'pairs'.

i. Those who gave inappropriate answers were helped by other learners in class and had to repeat appropriate answers. They were reminded of their trip to the circus the previous month and asked to recall what had happened at the circus and to describe it.

j. The learners then used the reading books and were allowed to read aloud, discuss answers, then answered some questions in writing.

k. There were pictures to be coloured in and questions to be answered in writing at the end of the lesson.

3.3 Lesson 3 'Weather': Grade 5, Christopher Nxumalo School, Teacher - Nomusa - 28th May 1997

a. The seating arrangement was in groups and the teacher moved around to get the different groups and individuals to participate.

b. The teacher introduced children to the theme of the day viz. 'Weather'. The teacher guided the children to give the correct answers through cues and never said "That is a wrong answer" but instead said things like, "You are almost there, remember the trip to…, what did so and so do?" in an effort to remind the child.

c. When one learner had given an inappropriate answer, other learners were asked to assist in giving their answers. The learner who had given an inappropriate answer was asked to repeat the appropriate answer and the teacher explained why the answer was correct.

d. The teacher asked the learners to recall what they knew from home or what other teachers in other subjects had said regarding the theme of the lesson so as to relate concepts.

e. When children answered and expressed themselves, they were encouraged to move freely. The teacher did this through moving around and asking them to come out to the front to demonstrate what they were expressing as the session proceeded.

f. Pictures were also introduced and the children were asked to tell what the pictures depicted, and what colour they were. In this way a story came out without the teacher telling the story to the children. For instance a picture with people in beach thongs, shorts and vests would depict hot weather and a relevant story would come out of it. The children then created a story around the picture that they could see. They were able to link what they were taught with what was seen in their normal daily existence. A link was drawn between what they saw and what was said through use of their voices, bodies and minds as communication proceeded in class amongst the learners and the teacher.

g. Words were also revealed on flash cards and children were asked to form full sentences by actually demonstrating how a sentence should be constructed. They got to see the words in context i.e. words that pertain to the theme and their meaning which was not just a definition they would get from a dictionary. This was done by asking children to come to the front of the classroom and 'be' the words that form a sentence. The children could stand anywhere and were supposed to read the words that form a sentence until the sentence had meaning to it. What characterised this process was movement and a lot of repetition as children moved around in search of the correct sentence. The teacher explained to them why the sentence was correct and the learners were made to repeat why the sentence was correct.

h. The teacher encouraged those who were not participating to get involved by assigning individual tasks to groups. Each member had to be somehow responsible for an aspect of a group task that was given.

i. The teacher moved around in the classroom from group to group monitoring progress and assisted where children were having problems.

The teacher was then able to pick up or observe those who were not participating in the group work and drew them out by repeating the assigned tasks for them to do.

j. Full use of the body could be observed as children read and got involved in this task. The teacher also encouraged children to use full sentences and not use monosyllables when answering. As the lesson unfolded I could see the teacher using rhyming words that were repeated. When I asked the reason behind this, the teacher told me that they had found that children were better able to differentiate between words that rhyme. They also easily knew that even if words might have similar sounds, but have different meanings, viz. rain, pain, drain, appearing on the poster that was pasted on the wall.

k. The children were also asked about different types of weather and asked to imitate the sound of thunder, rain etc. The teacher asked them to think of thunderous days and recall the sound of rain on windowpanes, roof and the sound of thunder. All this they had to visualise, then had to be said out aloud by the children. These different types of weather were explained according to the seasons of the year i.e. it normally thunders and rains during summer etc.

l. Children were asked to read aloud and do exercises accordingly. The exercises were done in writing and children were asked to read out their answers. All this was still done in groups where the children were asked first to converse before writing down an answer. Each exercise had a drawing, which needed to be coloured in by the learner.

m. As I also had been provided with the reading books, I saw the relevance to the children's situation/ environment in the material provided. These books had been developed in cooperation with the teachers at Christopher Nxumalo, so that the children could identify with them as the stories were about things they had experienced themselves or had been experienced vicariously.

3.4 Lesson 4 'A Day at the riverside': Grade 5, Maganise Primary School, Teacher Nondwe **2nd March 1998**

Profile of Maganise Primary

Maganise Primary School is in the Eastern Cape and is about 10 km from the town called Umtata. The school is situated in a rural area called Ncambedlana. Most of the children come to school bare foot, some without underwear as the parents cannot afford this type of luxury or in some cases do not see the need for such items of clothing as the place is somehow rooted in the past. I got this information from my sister, Nondwe who has taught at this school for nine years.

My aim was to observe a class, which did not apply SMILE principles, i.e. a lesson underpinned by Education by Objectives (EBO) so that I could make comparisons. The comparison between lesson underpinned by Objectives Based education (OBE) and (EBO) is dealt with in Chapter 5.

a. The lesson started with the teacher telling the pupils what the lesson was going to be about. The children were then asked to read a paragraph of the comprehension from their reading books.

b. The children were seated as individuals in rows, facing the teacher at the front.

c. As the children read from their books they stumbled across some unfamiliar words and would then start gesticulating.

d. Nondwe also asked learners to tell a story about a day at the riverside, and those who battled with pronunciation would then gesticulate more, mimic the way a snake moves or the way different birds sing, the sound of water, the sound of pebbles thrown into the river, falling on mud etc.

e. On pronouncing a word incorrectly the teacher would correct the pupils and only ask others to assist occasionally and I discovered that those who were selected to help were the 'brighter' ones in class.

f. As the lesson progressed the teacher would highlight other aspects of the language that had been dealt with in the past and remind them of the basic principles regarding these aspects e.g.

tense, plural etc. In some instances words that were unfamiliar were explained in the mother tongue.

g. The teacher encouraged repetition of correct answers as the lesson went along.

At the end of the lesson, the teacher asked the learners to write answers to the comprehension questions individually and quietly.

3.5 Observation of children at Durban Girls High School -Oral Reinforcement Session - 17th September 1997

What posed limitations on my observations regarding this exercise was the fact that children are divided into groups and do different tasks at the same time. I ended up observing and noting three groups because of this, meaning I had to move around as the different groups did different things.

SMILE encourages children to move freely to express themselves, as is the case when I observed them out in the open playing games. SMILE has realised that children are not given enough opportunity to move freely in class. The outdoor classroom at Durban Girls High has proven to be a source of enlightenment and freedom of expression to the children.

Task 1: 'Touch the Utensil'

a. The facilitator, a grade 11 pupil from Durban Girls High School, told the children what was to be done during the lesson. The facilitator told the learners that they would be blindfolded and asked to fumble around and feel for an item in the bag full of different utensils, then describe to the group what the item was and its uses as the learner took it out of the bag. This was a follow-up on a classroom lesson at Christopher Nxumalo School.

b. Each child was given a chance to do this and if one learner gave an incorrect answer, others were asked to help with the answer and the learner who had given an incorrect answer was made to repeat the correct answer.

c. The group was encouraged to clap hands as an incentive for the appropriate answer. The facilitator to make sure that the children put these items in context adds another dimension of explaining why these were used.

d. The facilitator also reminded or encouraged the children to say what these utensils or items were normally used for at home.

e. The children were then given pencils to draw what they had seen e.g. 'draw a cup on a saucer with a teapot in the middle of the table' and were each given an opportunity to name each utensil as they pointed at the drawing they had drawn. They then explained the purpose of each utensil in full sentences.

Task 2: 'Utensil Collection'

This was a game where children were shown a picture of the utensil or the actual utensils and had to collect a set with relevant utensils to make tea, etc.

a. This was done through giving one item to each child. The children then had to ask for more items to make up a set e.g. tea set, dinner set, etc.

b. This same group was shown pictures and was asked to name or label the utensils and specify the use of each utensil viz. 'this is a cup, we drink tea out of a cup'.

c. They were also asked to match these utensils according to how they are utilised e.g. a cup goes with a saucer and not with a plate unless food is also going to be served.

d. This was done individually and if one learner experienced problems, another learner was asked to help with an answer.

e. The appropriate answer was then explained and repeated by the one who did not get it right and then by the whole group.

Task 3: 'Making pudding'

a. Instructions to make a pudding were read out by individuals and they were given tasks such as pouring in ingredients as others read out instructions.

b. All the utensils that were going to be needed were on the table. The learners were asked to point out which utensils were going to be used for each particular purpose viz. for scooping pudding mixture, for pouring milk, etc. The ones who were giving instructions to go about mixing the ingredients were doing only that. Others were mixing the ingredients as the others gave instructions like 'take the spoon and scoop half of...' In this way; all the children in the group had different roles to play to achieve a common goal.

c. During the process of mixing the pudding, children took turns to beat the mixture together and this was done rhythmically.

d. When the pudding had been made they each were asked to say what was used to make the pudding and how it was made. This was a repetition of what they had done in the beginning.

e. As much as the facilitator tried to make all children participate some were too shy to participate fully and time was against them to involve all the pupils to the fullest.

Task 4: 'Sing and Dance'

This was the last stage of the session at this school and served as a summary of all the tasks or lessons that the children had been exposed to during the afternoon.

a. They were shown items on flash cards and had to sing and dance as they were prompted by the different items shown by the facilitator.

Children at Christopher Nxumalo School dancing and singing during a Cheque Hand-Over: **Engaging the universe, reflecting the great rhythm and balance of bodily movement.**

b. As they sang, they acted out what was on the pictures and this was done in a rhyme and had rhythm. They swayed from side to side, moved around as they relived what the song was all about.

c. Their breathing seemed to serve as a cue to what was to follow and this was regular amongst all the learners.

They continued singing and only stopped when the song ended and they stopped at the same time continuing with the rhythm. The whole performance was characterised by repetition of lines, verses and the dancing itself.

3.6 Cheque Hand-Over at Christopher Nxumalo Primary School: 11th June 1997

The children performed in groups and individually outside the classroom

During this presentation, the children performed in the following ways:

- one was the Master of Ceremonies

- some did simulated TV interviews

- some related experiences on a fishing trip

- the whole group gave a rendition of the school prayer and songs.

- one proposed the Vote of Thanks

a. I asked teachers i.e. Nomusa and Nokukhanya both of whom are practicing SMILE, how the children learned to present stories and create a picture that left the listener thinking the experience was 'for real'. In the words of my colleague Leonard Ntunzela, these children could evoke feelings through the stories they told.

b. Nomusa and Nokukhanya highlighted that children had learned this in class in many lessons under SMILE guidance, meaning that the content has been drawn out from the children and perfected through practice and repetition to be enacted in front of the audience.

c. When the children were singing, I observed their breathing which seemed to act like a cue for them to continue to the next verse. This seemed to create a smooth flow of the process and there was harmony and balance as the children swayed as if to a tune as they continued singing.

d. At some stage, the children stopped singing and just stomped their feet, moved from side to side, jumping up and down. This movement on its own was loaded with meaning: they were happy, it showed on their faces, they glowed and had such broad smiles as they continued moving.

e. Right through the presentation one child acted as 'Master of Ceremonies' for the day. She seemed to glide smoothly over the day's proceedings. I found later when I asked her how she had come to know what to do on that day. She told me she had seen this being performed before by others on similar occasions and was only acting out what had been impressed upon her before. This was Nobuhle who is now a scholar at Durban Girls High School.

f. Some children talked about trips to the river on fishing day. What was clear as they told the stories obviously prepared prior to the performance, was their confidence and the good command of the English language which is not their mother tongue. I could actually see what happens when one is to take a fishing trip and what actually happens when the fishing is done at the river.

g. Some children simulated TV interviews and the performance was also of high quality and very believable.

h. The teachers responsible, Nomusa and Nokukhanya did indicate that during lessons in preparation for this event, children were encouraged to repeat things over and over again. They had rehearsed everything they were doing that day.

4. Workshops (Participant Observation)

4.1 Teachers' Workshop: (OBE), SMILE offices Facilitated by Linda Swinbourne -7th October 1997

I was a participant observer in this workshop that focused on OBE and challenges that face both teachers and the education department as a whole. The facilitator was Linda Swinbourne from SMILE.

The purpose of the Workshop was to highlight the OBE principles and encourage those teachers who had not already begun, to start right away. This was a follow-up on previous workshops about OBE.

The workshop unfolded in the following manner:

a. Linda told us that OBE should not be seen as a threat to teachers but a way of achieving the best results in education. It is a tool that encourages success but not failure through encouraging learners to participate in their learning without fear of having mistakes magnified and used against them.

b. Linda went over the principles of OBE with the assistance of teachers in the group.

c. She also illustrated ways of using this method successfully - the 'How' of starting OBE.

d. A comparison of EBO and OBE was made through asking questions from the group and comparing previous examination question papers based on the EBO approach and those based on OBE, which SMILE had designed.

e. Question papers from previous examinations were given to us to analyse and state the shortcomings of the questions posed and these were discussed by all groups with the guidance of the facilitator.

f. When the analysis was being done each person had a task so that all of the members of the group could participate.

g. Linda noted that this comparison was being done so that teachers could see the difference between OBE and the EBO mode of teaching. This in turn would help teachers know what they had to avoid in order to implement the OBE principles.

h. Mr Bhengu, a teacher from Inchanga mentioned that he had a class of 100 pupils. He wondered how possible it would be to assess children continuously in such big numbers. His lament was 'where does one begin in such instances?' Linda did concur that it is impractical to implement OBE and achieve outcomes in such large numbers and this was a challenge being faced in many poorly resourced schools.

i. Even though there were no ready answers, Linda did indicate that she and other teachers like Nomusa from Christopher Nxumalo would arrange to go and assist teachers like Mr Bhengu on how to go about implementing OBE principles. She did, however, mention that his problem would not be easy to solve, as it was the number of pupils that was making it impractical even to begin.

j. Linda highlighted the importance of visiting other teachers in other schools to share experiences and resources and help. She also emphasised the spirit of teamwork in such seemingly insurmountable tasks.

4.2 Workshop Participation: 'Presentation Skills'-Cape Town Facilitated by Evelyn, 19th - 20th March 1998

Evelyn Pickering-Dunn from Parr Lamond and Associates conducted this. From her own presentation it became clear that her beliefs in learning and expression were similar to those espoused by Jousse.

a. Evelyn highlighted the tragedy of our society that has created barriers to stop us from expressing ourselves spontaneously. She believed that human beings are the most creative when they act spontaneously. This she clarified with an example of brainstorming which gives rise to a host of creative ideas which otherwise would not have surfaced.

b. She stressed the importance of body language and mentioned how important it is for the presenter to be in touch with the audience and not to have audio-visual aids take over, as is the case with contemporary trainers and presenters.

c. I volunteered to give instructions on how to draw what Evelyn gave to me on a piece of paper. I was not allowed to use any body language, but was only allowed to read and tell other participants what to draw. I battled not to use my body and my hands in the process and Evelyn had to remind me not to move. The result was that only one person drew anything vaguely resembling what I had described. This demonstrated the importance of body language in communication, expression and learning.

d. I told the class about an article I had read, where companies would be able to cut down on travel costs to far away places by using animated objects via a computer instead of sending delegates to present speeches. Evelyn's counter argument was that she believes that the speech loses meaning and no rapport is ever established with the listener if the presenter relies heavily on audio-visual aids.

e. Evelyn further had us practice breathing techniques to avoid tension before a presentation and highlighted the importance of proper breathing to enable us to talk properly and be articulate.

f. Her belief in experience as having a moulding effect on people was demonstrated when she showed us a picture with supposedly two pictures in one, where from one angle there appears an old lady with a long chin and from another there is a beautiful young woman. She then

indicated to us that there are other things that other people have seen in this picture viz. a hamster and a monster eating a victim.

g. Evelyn noted that the above example proved that people see things according to their outlook on life and their experiences and their physical abilities as well: for example, it was her son who 'saw' a monster in the picture and was later diagnosed as being partially sighted at the age of eleven.

h. She went on to mention that all these perceptions had to be taken into consideration as they encapsulate what each individual brings to a formal learning environment, hence, no one has a right to state that a picture has only one perspective.

i. We were given time to write our speeches to be presented the following day and had to practice our speeches. Evelyn suggested that we continue practicing in our rooms and listen to our voices and look in the mirror for posture, gestures, and facial expression.

j. On the morning of the last day, we were again given time to practice until we felt ready. Evelyn took each of us to practice breathing which would help us to deliver our speeches coherently and rhythmically. She highlighted the importance of taking a deep breath before the first word and of reminding ourselves right through the speech to breathe to avoid speaking too fast.

5. Field Trips

SMILE has made it a tradition that at the end of each year, the children from Christopher Nxumalo are taken out on a trip as a form of celebration. The trips are a form of entertainment for the children and have an educational dimension as will be highlighted below.

5.1 Sea World: facilitated by the Sea World presenter -5th November 1996

It was on a Friday afternoon and the weather was miserable. I had promised caps and T-shirts for the children and had to do what I dread the most, drive through the rain. I did not look forward to this presentation. However, when the presentation started, everything changed as we all got engrossed, listening, watching the seals perform. The atmosphere changed as I forgot about my misery.

There was a tutor who started off by introducing the different seals and called them by their names. All presentations were done in English and all the tutors were EMTS. What I observed was that the children switched over from Zulu to English as it suited them. For instance, they would use Zulu when talking amongst themselves during a break and would revert to English when they wished to communicate with one of the teachers. The children did this easily and spontaneously.

a. A brief history and an account of the way these animals survive was given.

b. The mental capacity that these animals had to learn like human beings when trained was highlighted.

c. The tutor also noted what type of person could become a tutor at the Sea World.

d. The seals had to perform and the tutors gave instructions as if to human beings. We watched the seals throwing balls, dancing, moving around, and showing off.

e. As I watched, I could see the children's eyes riveted on what they were watching. Their faces lit up as the seals danced and flapped their tails rhythmically. The children seemed to be drinking in what they were watching, savouring it.

f. After the show, I saw one of the children starting to mimic what these creatures had been doing and looking so happy to have actually seen the real thing. I overheard some noting how they

would brag to others back home and could not wait to get home to tell mom, siblings and friends. I asked them as a group if this was their first time to see the show as it was with me. It transpired that only two out of 48 children had seen this before. For most of them this was their first impression.

g. At the end of this session, I had to present certificates to the children and this was done next to one of the seals which children were also allowed to touch. The children seemed to enjoy touching the seals as they commented about the smooth and slippery bodies of these creatures.

5.2 Animal Farm: facilitated by tour guides and the presenter, 12th November 1997

Whilst we were waiting outside for other teachers from Durban Girls High to arrive, the children from Christopher Nxumalo used Zulu to converse amongst themselves. The teacher also used this language to talk to them as we waited. Yet, when all the others arrived, the children easily and spontaneously switched over to use English to greet Mary the teacher from Durban Girls High. The Manager of Animal Farm who welcomed us spoke in English and is an EMTS. The children showed that they understood the language as they did as we were told as the Manager showed us around. The presenter who was to give a lesson on cows was Zulu speaking, but she predominantly used English in her presentation and mixed it with a bit of Zulu to translate when she felt it necessary.

a. Children were shown different kinds of domestic animals in their different settings i.e. how they would be seen in the countryside.

b. There were tour guides who explained what each domestic animal liked to eat, how it behaved in different circumstances, what happens when it gets hungry, ill etc.

c. The children were also told how to take care of the different animals and reminded about the importance of taking good care of the animals as chickens give us eggs and cows give us meat and milk.

d. As this tour continued, some children could not withhold themselves. They started pointing at certain animals they knew like chickens, pigs, and would burst out saying, 'look at the chickens, pigs, etc. and a story as to where they saw them would unfold. The teacher had to remind them to wait until the tour guide had finished.

e. The tutor demonstrated the whole process of milking the cows in front of the children. The tutor then asked a few children to demonstrate how they would milk a cow. After the children had finished demonstrating amid laughter and enjoyment, they tasted the milk. It was at this stage that the children used Zulu as they joked with each other and answered some questions asked by the tutor.

f. The tutor also conducted a lesson on how cows feed, when they sleep, what they provide for mankind and then she asked questions which the children eagerly answered.

g. The presenter used a lot of repetition as she would say something to the audience, then ask the children to repeat what she had said.

6. Informal Survey on Grade 11 pupils from Durban Girls High

I conducted an informal survey at Durban Girls High School to get information pertaining to the following:

- Place of residence.

- Parents' occupation.

- Extra-mural Activities.

- Reasons why the children joined SMILE.

My aim was to get the profile of these children who interact with children from Christopher Nxumalo School. There were **52 participants** with ages ranging between 16 and 17 years.

6.1 Parents' occupations included 73% in commercial/industrial employment, 26% who were professionals, 21% who were self-employed, 17% who were employed by the state and in para-statals and 13% who were educators. The rest were either home executives, ministers of religion, unemployed, retired, medically boarded or deceased. There were four school monitors among the participants.

6.2 Sport

There was an interesting array of sporting activities ranging from individual sport to team sport.

75 % were involved in Individual sport and 25 % did Team sport.

6.3 School service clubs/ Committees

16 pupils were involved in Interact and the rest belonged to Student Counselling, Junior Achievement, The Environmental Club and others.

6.4 Cultural Activities

7 pupils belonged to the Toastmasters club and others ranged from Debating team, Photography, Piano, Film Club etc.

6.5 Community Service

Involvement ranged from Alter Server, Church Youth group, Church Reach Out Project, SAPS youth Desk, Sunday school teacher with one pupil involved in each.

6.6 Reasons for being involved with SMILE

There were various reasons given for participating in SMILE.

Of the 52 participants:

a. 46 wanted to help others.

b. 38 said they enjoyed working with children.

c. 14 wanted to provide assistance to the community.

d. 13 were keen to improve English of others.

e. 11 wished to contribute to the new South Africa.

f. 7 were involved for self-fulfillment.

g. 3 said they enjoy teaching.

h. One was involved because friends were also involved.

In the next Chapter, I will demonstrate how SMILE practice as detailed in this chapter, relates to Jousse's Theories of expression, learning memory and reading.

CHAPTER 4

JOUSSE'S THEORIES OF EXPRESSION, LEARNING, READING AND MEMORY IN RELATION TO SMILE

In this chapter I will explain different aspects of Jousse's theories of expression, learning, memory and reading. I will then illustrate how these theories underpin aspects of SMILE practice and learning. The illustrations will be drawn from data reported in Chapter 3. I deal with the Context in relation to impressions and expressions that are experienced by the anthropos[7] through the four Anthropological Laws discovered by Jousse viz. Mimism[8] Bilateralism[9] Rhythmism[10] and Formulism[11] I will also look at the different types of im-pression[12] and ex-pression[13] and how Mnemotechnical [14] devices enhance the process of learning and expression.

The Context

Jousse (1997:70) describes the relationship that we have with our surroundings, the context, the universe thus, "Through his whole corporal and spiritual being and like a kind of microcosmos[15], man receives and renders the countless actions of the macrocosmos in the form of propositional gestes." This means that the anthropos uses his/her whole being to express the universe the way it has been impressed upon him/her in a complex triphasic process that happens in the following manner:

An Acting one - acts on - an Acted upon.

---

[7] The anthropos is a human being.
[8] Mimism is the tendency for man to receive, register and re-play gestes by imitation.
[9] Bilateralism is the tendency for man to express himself in a balanced manner.
[10] Rhythmism is the return of the natural phenomena at equal intervals.
[11] Formulism is the creation of a formula or pattern through bilateralism and rhythmism.
[12] Im-pression is what is 'pressed in'; therefore in-pressed; therefore im-pressed.
[13] Ex-pression is what is 'pressed out'; therefore ex-pressed.
[14] Mnemotechnical devices are aids to memory e.g repetition.
[15] Microcosmos is a small universe/world.

This process retains our own world view which is reality as it is im-pressed upon us and this shows that the world is interconnected, nothing exists in isolation. Ex-pression and learning all occurs in a particular context. When children learn, they are in a context that also shapes the way they conceptualise the learning content. The place or environment within which the learners find themselves in the process of learning, whether it is at school, playgrounds, work or home is a context for learning. This then means that what the teacher does to the environment in class in terms of learning through use of materials and creating an environment conducive to easy learning is the context.

The way children are treated as they learn and communicate gives rise to a particular context. What I observed at Christopher Nxumalo, Durban Girls High, Maganise Primary, etc. was learning happening in different contexts. The importance of the context to this study is that the concept that I deal with is learning and this can only happen in a context which in turn dictates how the process of learning is going to unfold. The way the process of learning unfolds also has an impact on the end result that is the outcome or performance that is demonstrated to prove that learning has indeed occurred.

It is also worthy of note that a context is not only what is there, but that the teacher can also create it as learning occurs. This is what is referred to as 'creating an environment conducive to' depending on what the outcome is supposed to be. I will illustrate how SMILE creates a context conducive to successful learning and how the background of the children and teachers is taken into consideration as the programme continues. The context within which we find ourselves is the closest to our own reality, and that is the 'concrete reality'

The 'concrete', the 'real'

It is the "concrete geste[16] beneath the mimeme[17] that Jousse (1997:545) calls the 'concrete', the 'root' from which to base our learning, our im-pressions and ex-pressions. Jousse (1997:544) notes the importance of concretism in expression thus, "Only by making the gestes re-play spontaneously, or otherwise having the geste underpin each word, can the oral language be truly explained." SMILE encourages that language be used concretely in context, hence they always ask pupils to respond and interact orally through use of full sentences and their whole bodies. In all lessons expression is done first through the use of the body and the oral mode. Refer to the following:

- *Observation 3.1 (d); 3.2(b); 3.3(b)* where children were encouraged to use oral expression and body movement.

Jousse has identified the concrete form of expression as that which is immediate to its own reality. This is first and foremost gestual and the natural progression being the laryngo-buccal[18] mode. According to Jousse (1990:xxi), it is the "real thing" that captures the imagination of children and helps them grasp and commit things to memory using their whole being. That is why he reminds us to: "Never forget that a child's interest is gripped much more by the name of a plant that he can see, touch pick, handle, taste, smell than by a word that is there, written on a piece of paper that does not correspond to anything living."

My understanding of the concept described above, is the importance of letting children be close to the real source of information that they are supposed to learn, understand and remember.

---

[16] geste is an expression by the whole being that has been 'received', 'registered' and 're-played'

[17] Mimeme is meaning retained in memory to be 're-played'

[18] laryngobuccal mode is the use of the larynx and lips to produce articulated vocal expression (sound).

We all know what a difference it makes to touch, smell, hear and see events happening around us. We have a natural tendency to have embedded in us what we experience with all our full senses: the 'real thing' captures our senses more as Jousse highlights below. "The harmonies of what is real, are richer than all our dictionaries and more subtly nuanced than all our music," says Jousse (1997:87) emphasising the role played by the 'real thing' in the process of learning. Children from Christopher Nxumalo School are taken to Durban Girls High School to meet EMTS. The vibrancy that characterizes these sessions at Durban Girls High School captures his notion so well. In this instance, what is 'real' for the children from Christopher Nxumalo is listening to the EMTS express themselves and interacting with them. The interaction between these children is that the ex-pressions of the children from Durban Girls High are 'real' impressions to the children from Christopher Nxumalo. Refer to the following:

- *Observation 3.5 Task 1 (a, b)* where the children were blindfolded and then had to touch utensils, name them and describe what they were used for. The taking in (impression) is that of touching (tactile) the utensil and then the recalling what that shape stands for from a previous lesson or from home. The touching of the utensils that are the 'real' thing facilitates the learning process.

The trips to the Sea World and the Animal Farm demonstrate that SMILE acknowledges that the real thing matters most to children. At the Sea World the children saw and touched the seals and got to see them perform their tactics like dancing, playing ball as instructed. At the Animal Farm children saw the different domestic animals that they normally refer to in class.

These children live in a township with minimal chances of having cattle, pigs, geese and other domestic animals in their habitat. Hence, to many children these trips expose them to natural phenomena that they might not have experienced before.

These trips are first im-pressions to many children and their meaning is very close to the conceptual source, thus it is easy for the children to remember things learned in the concrete mode. Refer to the following:

- *Field Trip 5.1 and 5.2* where the children from Christopher Nxumalo School were taken to these places to see 'real' animals like seals.

At Christopher Nxumalo in all the lessons observed, the teachers made an effort always to bring to the fore, the 'real' thing to class, to make the lesson more stimulating, thus much easier to learn. This was done through simulation, use of models, pictures and the 'real' items. Children were encouraged to refer to the 'real thing' and use it for easy recall, viz. the trip to the circus, taking children to Durban Girls High School, bringing clothes that are normally worn by clowns into the classroom, making children imitate the sounds of thunder etc. Refer to the following:

- *Observation 3.1(c)* where children were presented with a picture mounted on the wall to create a story.

- *Observation 3.2 (b, e)* where children were asked to recall what they had seen at the circus and relate a story about what they had seen and they were also asked to demonstrate clowns and to wear baggy clothing that the teacher had brought.

- *Observation 3.3 (k)* where the teacher asked children to imitate sounds of things they knew like thunder, rain etc.

In the next section I explain what an 'im-pression' and an 'ex-pression' is according to Jousse and relate that to SMILE practice.

Im-pression and Ex-pression

Jousse (1990:3) describes how children can best be encouraged to learn thus, " the true way to educate a child is to let him play in and out, and holistically, the realities he has received in all his

fibres." This means that a child is to be exposed to what is being learned more than once until the knowledge is embedded in the learner. SMILE does this through encouraging teachers to allow children to get involved actively in their learning and through expressing themselves in whichever way spontaneously without fear of their mistakes and by using their whole bodies. The children are given ample time to demonstrate and perform more than once.

When learning occurs, there has to be an 'im-pression'. This 'im-pression' then, comes out of the 'im-pressed' person in the form of an 'ex-pression'. It becomes practically impossible to separate 'ex-pression' from 'im-pression' as it is only what has been 'im-pressed' into us that gets ex-pressed. What is being ex-pressed in front of the other person is an 'im-pression' to the learner. Consequently the process of learning revolves around 'im-pressions' and 'ex-pressions'.

Jousse (1997:69) elucidates how children learn thus, "For indeed to know an object in some depth, the 'human composite' must first receive within itself, and thus become capable of replaying consciously and intelligently, a number of this object's transitory actions upon some other object." The essence of this message is that man first has to intussuscept[19] to grasp the external world, internalise and synchronise the actions that come from nature and are 'im-pressed' upon the anthropos and become gestes, as Jousse (1997:661) notes.

When children ex-press themselves, they not only ex-press what can be seen or touched, but also bring forth another avenue of the invisible. Jousse (1997:150-151) highlights this aspect of ex-pression thus, "the child does not have to confine itself to the ex-pression of the immediately

---

[19] To intussuscept is to grasp the universe and internalising it.

visible world alone. A child mimics in visible, concrete terms what is otherwise not visible which is also a part of the environment in which we coexist." The implication behind this statement is that ex-pression goes beyond what we can see, it goes deeper into the intangible and the invisible, but which is rendered sensible and alive through ex-pression.

All the senses are involved when children look, touch, feel and listen and these are im-pressions which when pressed in, are externalised as ex-pressions. The child who was imitating the seal at the Sea World was ex-pressing what had been im-pressed upon him during the performance by the seals. Refer to the following:

• *Field Trip 5.1 (f)* where the child mimicked the seal.

Use of pictures and flash cards that are im-pressions stimulate the children's thought processes as they learn, hence they tend to remember the things learned in this manner, and demonstrate this skill. At Christopher Nxumalo School in class and at Durban Girls High School flash cards and pictures were used to stimulate thinking. The way learners reacted to this way of teaching was evident as they related stories associated with the pictures with ease and enjoyed the game that came with use of flash cards. For instance, the teacher brought the children to the front with each child holding a flash card to form a sentence. The learners ended up being the ones who eagerly corrected the sentence formation. Refer to the following:

• *Observation 3.2 (a, b, c)* where children had to recall trips through pictures used as prompts and seemed to recall with ease.

• *Observation 3.3 (f,g)* where children were shown pictures so as to relate a story about the picture and had flash cards shown to them and demonstrated sentence formation. All the activities that children became engaged in were ex-pressions.

65

Jousse (1997:413) maintains that the process of 'im-pression' has to be active so that the learner grasps fully what is being 'im-pressed' thus, "When you attend one of your professor's lectures, your mouth does not articulate at the very moment his mouth does...it is precisely this passivity that is your weakness." This "passivity" conjures up images of children quietly seated in rows, listening to the teacher or reading texts that they cannot even identify with, as is the case in conventional classrooms. Jousse then, advises educators to let the learners be actively involved in their learning and feel the lesson as it proceeds so as to have all the information intussuscepted into their whole beings. In this way, the children will retain what has been learned and be able to re-play it when necessary.

The result would be that, when children have to recall and re-play all this information learned in this active mode, the 'ex-pression' would be as active and full bodied as that which was 'im-pressed' upon them before. The activity characterised by enthusiasm and the energy exuded by the children in SMILE lessons makes children actively involved in the learning process and this important component is evident in the following:

- *Observation 3.1(c, d, i)* where children were creating stories around a picture mounted on the wall with enthusiasm and read aloud towards the end of the lesson.

- *Observation 3.2 (b, c, e, g)* where children were encouraged to recall trips and the class became full of action from children as they were also called upon to demonstrate 'clowns'. The teacher also encouraged them to talk as she asked questions about what clothing clowns wore.

- *Observation 3.3 (e, f, g)* where the teacher encouraged the children to move freely as they expressed themselves, where children told a story from the picture shown and had to demonstrate sentence formation through flash cards shown to them.

"After all why force the child to learn his lesson in a whisper when you are going to require him to repeat it out aloud?" Jousse (1997:7) asks this rhetorical question regarding the way children are taught in schools which is contradictory to the way they are supposed to 'ex-press' themselves and how they are supposed to learn naturally. Jousse shows how, from his observations, he discovered that children learn more if they are active as they do so when learning outside the classroom. Teachers in the SMILE project encourage children to move about and be active in the process of learning. Refer to the following:

- *Observation 3.1 (g, i)* where children were encouraged to use full sentences and had to read aloud and be active in their learning.

- *Observation 3.2 (b, e, g)* where children were encouraged to recall what they saw at the circus, they were called upon to demonstrate how clowns wear their clothes and this unfolded into a lesson in which activity abounded.

- *Observation 3.3 (e, f, g)* where children were encouraged to move around freely as they expressed themselves, had to formulate a story around pictures shown and flash cards with words were shown for the children to make sentences to get used to the words as they see them. In this way, children became so engrossed in these activities that the information they were gathering was deeply rooted in their fibres: they were encouraged to get completely involved in the process.

Children from Christopher Nxumalo School communicate in Zulu when at home. They get more exposure to English at school as compared to their homes because English is the language of learning, hence there are high expectations for them to communicate in English. The question that arises is, "How best can teachers encourage children to learn English and be proficient in its use?"

67

Jousse (1997:9) illustrates that the best way to learn a language is to learn it from the 'root', hence he quotes his teacher who noted that Jousse would only be able to learn Greek which was not his mother tongue, from its roots which in essence is the geste. Siguan and Mackey (1987:77-80) have noted that a non-mother tongue language can be acquired at the following stages.

a. At the same time as the first language.

b. After the first language, by a spontaneous process.

c. After the first language, by an academic process - This is where SMILE fits in as English which is a non-mother tongue language to children at Christopher Nxumalo School is learned after the mother tongue is acquired, through academic means.

Sinclair, Jarvella and Levelt (1980:17- 22) note that it has been observed that children learning a new language have acumen in judging appropriate use of language depending on the listener and the situation, the complexity and form of language. I observed this aspect at the Sea World and the Animal Farm when children were able to discern which language to use in different circumstances and how to address people of different calibres and status. This I call 'code switching'.

For instance, when the children addressed their teachers who had accompanied them and teachers from Durban Girls High School.

They used English and when addressing their peers, they used Zulu. I observed code switching when children from Christopher Nxumalo were at the Sea World and at the Animal Farm. Refer to the following:

- *Field Trips 5.1 and 5.2: Introduction* where the children easily switched from using English when communicating with teachers, to Zulu when they communicated with classmates.

From my own experience, a non-mother tongue language can be learned quite easily at the same time as one learns the mother tongue. I grew up in Soweto, Johannesburg and at home my parents insisted that we speak Xhosa which is our mother tongue whilst outside of home we used to speak Zulu. We have up until now maintained this trend and switch easily between the two languages. It was an advantage for us that we were exposed to a new language at the same time as the mother tongue and interacted with the mother tongue speakers of Zulu on a daily basis. The children at Christopher Nxumalo School do not meet the EMTS on a daily basis, thus their learning of English will not be as fast as it would have been if the situation was different.

Ex-pression takes many forms and I will highlight its different forms in the following section.

Different forms of Ex-pression

When people 'ex-press' themselves, they use certain ways to communicate their thoughts and feelings. These different forms of 'ex-pression' are the use of the whole body, use of the voice and writing. All these forms are used to communicate, but none of them fulfills ex-pression the same way. They are different, yet they complement each other.

There is however, what Jousse describes as the primary means of communication (movement) which might be coupled with other forms of 'ex-pression' as the need arises. Jousse regards movement as the primary means of communication because whoever is ex-pressing natural phenomena or feelings uses his/her whole body.

69

Jousse (1997:10) traces how language evolved thus, "the first stage Manual Corporeal Style, living expressive geste or mimodrama[20], which projects itself in mimic silhouettes, and which, given stable form on a surface, results in mimograms[21] which is a visual form of expression. Later, the second stage transforms these gestes into laryngo-buccal gestes that develop to the point where they become a means of intercommunication at which stage we have Oral Style. After further use and development, all the concretism of the Oral Style reaches a point where it becomes algebrasation[22] and we get the Written Style." My understanding of this evolution of expression is that use of gestures and movement of the whole body is the primary means of communication. This then is followed by involvement of the voice that transforms movement into the sound we hear when the voice is being used. It is during this stage that we get the Oral mode that relies on the voice. The Written Style follows where all that has been said by the voice and has been portrayed through movement is put down on a surface and takes on an identity of its own. When writing occurs, the inclination is that of becoming algebrised. The written word then becomes removed from the natural, concrete phenomena.

Corporeal-Manual Expression (Movement of Hands and Body)

Jousse (1997:64) maintains the **primacy of movement** by highlighting that even amongst people coming from the most distinguished circles where movement is somewhat curtailed, use of hands to evoke responses or 'ex-press' meaning has been observed. According to Jousse (1997:658)

---

[20] Mimodrama is the expression of geste.
[21] mimogram is a visual form of expression.
[22] Algebrisation is expression removed from the concrete.

Gestual 'ex-pression' is an aspect that is more profound and deeper than verbal language. Conolly (1996:14) illustrates Jousse's term 'gestual' thus, "The Gestual Theory encapsulates all that we as humans do when we use our psycho-physiological abilities to negotiate our relationships with ourselves, others and the rest of the world." This implies that 'ex-pression' is done first and foremost through movement. During the Cheque Hand-Over, when children stopped singing and just stomped their feet, jumping up and down, moving from side to side, they were continuing to 'ex-press' themselves, without the 'adjunct of speech.' Refer to the following:

- *Observation 3.6 (d)* when children only stomped their feet.

- *Observation 3.2 (e)* where children clapped hands repetitively and also dressed up and acted like clowns. Their movement was filled with meaning as the children were getting ready to act like clowns. They said nothing with their mouths but their movements carried many messages. As they acted like clowns in a circus, they were ex-pressing what had been previously im-pressed upon them.

In corporeal manual ex-pression, words are not adequate but movement of the body is so profound and adequate that it can stand on its own and bear more meaning to the ex-pression without being translated onto paper through writing or through use of the voice. Jousse (1997:489) describes this phenomenon thus, "The primordial mimodramas of the 'Human Explanation' are too dynamic to be contained on a mere sheet of paper.

They can only be understood by accessing concrete man, i.e. the total human composite, at the level of thinking, miming and enacting life which is exclusive to no milieu." The significance of this statement is that movement is inherent to all humanity. Hence, Thornton (1971:113) concurs that, "Some acts of ex-pression are beyond words and defy transmutation to canvas, stone or any other medium. The human body alone is a suitable vehicle." Refer to the following:

- *Interview 2.10 (c)* where my sister, Nondwe performed what the children did in class as no words whether written or oral, could explain what she expressed with her movement.

The only vehicle for 'ex-pression' was movement of the body. Hence, Laban (1980:96) states that "Movement can say more, for all its shortness, than pages of verbal description."

The spontaneity of using gestures whilst communicating, when words fail us is illustrated by Jousse (1997:63-64) thus, "This mimismological gesticulation becomes naturally more pronounced if the speaker is searching for words. This is both psychologically and generally, typically exemplified by the explanation of a spiral staircase: A spiral staircase is a staircase which goes like this!" At this time the person explaining uses the hand to demonstrate what he/she cannot capture with words. Refer to the following:

- *Interview 2.10 (e)* where my sister, Nondwe related how a child gesticulated in his effort to communicate and asked for her attention by saying *"Jonga* Miss." meaning "Look Miss" whilst he used his body to convey a message. This child knew that if he showed through movement what he was failing to say with his voice, the message would be clearer.

- *Field Trip 5.1 (f))* when the child at the Sea World mimicked the seal, the only suitable means of ex-pression was his body: he could not say in words how happy he was and how he liked what the seal had done as he watched. He used his body as a conduit to ex-press meaning.

He expressed what he had seen, how happy he was, his spiritual being had been touched by the im-pression, so he did the act, performed, ex-pressed what had been pressed in, im-pressed and thus learned and remembered.

Jousse (1990:9) maintains that," The main bulk of movement and dance expression consists of motor elements, which can be freely combined to reveal something about the inner state of the

72

moving person." This implies that whenever people move, they are expressing their innermost feelings that would otherwise not be accessible nor known. Refer to the following:

- *Observation 3.6 (c)* where the rhythmic, balanced dancing coupled with rhythmic, balanced singing at Christopher Nxumalo during the Cheque Hand-Over in a sense showed the innermost state of the children. However as they continued the performance, I could see that it was not only them doing the act and moving, but that the movement itself did something to them: it evoked something in them, they became more elated as they continued, and it showed on their smiling faces.

Ex-pression through use of the body is then 'transposed' into the laryngo-buccal mode where the larynx and lips are used. I will deal with laryngo-buccal ex-pression in the next section.

Laryngo-buccal Expression (Speech)

Jousse (1997:206) illustrates how Larygo-buccal ex-pression is different from corporal-manual ex-pression because it is not silent, "it utters sounds, or better still, sonorous mimemes at varying pitches." It is these sounds which have timbre and pitch that are characteristic of sound.

Jousse (1997:90) also notes how speech unfolds thus, "The laryngo-buccal geste prevails more and more and starts to gain an independent life of its own." This means that as ex-pression continues through movement, it then starts to be translated into sound that is made by the voice.

SMILE has taken a stance that highlights the pivotal role-played by the 'communicative approach' that they encourage for successful learning. The children are encouraged to talk, to use their speech organs to ex-press themselves on numerous occasions until their ex-pressions show insight

into the language they are learning which is English. Children are encouraged to talk even if they make mistakes as this is understood as part of the process of learning. Those children who are shy or are labeled as slow learners are encouraged to talk about their experiences that relate to the learning content. The reading books that are provided by SMILE are underpinned by the laryngo-buccal mode as children are taught rhymes and have to read out aloud and ex-press all that has been learned orally. SMILE does all this because their goal is to engender a good command of English and this can be achieved through practicing until the skill has been acquired. Teachers give children an extra opportunity to use their voices in *all the Tasks under Observation 3.6* and this enhances their oral skills, hence the sessions at Durban Girls High School are called **Oral Reinforcement.** Children at Christopher Nxumalo School are encouraged to use full sentences which are more appropriate in this context because it is envisaged that at the end of the lessons, children should be able to converse in full sentences and not in monosyllables.

"With his ears, a country child hears the sounds of things very often, and such sounds are thus sounds re-played like an echo more spontaneously and more clearly in his auricular[23] and laryngo-buccal gestes," says Jousse (1997:87).

Jousse stresses the importance of hearing when oral ex-pression is being used. For the children at the Animal Farm and the Sea World, it was im-portant for them to listen to what the presenters were saying so that they could recall what had been im-pressed through their 'auricular faculty'. Hence, during the presentations, everybody had to listen, take in the im-pressions that were auricular in nature to be later recalled and ex-pressed orally. Jousse (1997:214, 215) maintains that, "The most recent anthropological insights confirm, remarkably and fortuitously, the fundamental role of the ex-pressive throat " He goes further to note the pivotal role- played by the

---

[23] auricular - through the ears.

throat thus, "Neither a lifeless script, nor any instrument nor a fixed disk will ever access the subtle and global analysis of this human gift."

Jousse (1997:191) also explores breathing as an aide to recitation and laryngo-buccal gestes, thus "The living have breath." This breath is divided into the nasal breath -the 'rouha' which 'irradiates' life into the throat 'nafsha' which 'transforms living into speaking. The breathing of the singing children at Christopher during the Cheque Hand-Over was in unison. Every time they had to sing the next line, I could see them breathing, then they would continue with the song. It was as if breathing was giving them new life, rekindling the energy to continue singing. Refer to the following:

- *Observation 3.5 Task 4* where children breathed as they continued singing.

- *Observation 3.6 (c)* where children sang the school prayer and breathed as if to get a cue to move to the next line or verse and to regain the momentum.

- *Workshop 4.2 (e, k)* where Evelyn also advocated breathing as an important aspect of speaking well and coherently.

Jousse (1997:668) explains that, "Since oral language is simply the transposition of the global geste onto the laryngo-buccal mechanisms, we must accept that we can understand this oral language only to the degree that we can grasp the underlying mimeme."

According to Donaldson, Grieve and Pratt (1983:141), this concept of understanding language through underlying mimeme is regarded as that of acquiring language through "talk in relation to tasks". This is espoused below and is based on a belief that "Since most of what goes on in the classroom is designed to contribute to some part of the overall curriculum, it may be helpful to

75

think of most of the activities that children engage in, in terms of tasks, each having a goal with respect to some area of the curriculum that provide its content." Refer to the following:

- *Observation 3.5 Task 1 (b)* where children used their voices to describe what type of item they were holding. They used their voices to relate to tasks and what they could see, or what they had seen in the past.

- *Observation 3.6 (c, e)* children sang, and talked about trips to the river through use of the voice. No song would have been heard to dance to if the voice had not been used. Relating a story about the riverside could not have been heard without the voice. If they had been asked to write what they related verbally, then their 'ex-pressions' in terms of gestures, the pitch of their voice would have been lost. Moreover, a song is a song when it is sung. No amount of writing can do justice to an unsung song.

- *Observation 3.3 (d)* where children created a story around the pictures shown, they had to use the voice. They were talking about what they had seen happening and had been im-pressed upon them. The high pitch, faster pace of their voices tells the listener that this was exciting and funny.

Right through the story telling session, the children were reliving the mimeme that had been embedded in them when they saw, had an im-pression of what they were then relating in the form of an ex-pression. For want of a better explanation, something in their voices told me, they were happy. Their voices were happy as they were relating a happy event.

I will now deal with 'writing' which is a form of 'algebrised ex-pression'.

Algebrised Ex-pression (Writing)

Writing is a form of ex-pression presented in a codified structure, which is achieved through use of symbols and signs on paper or a firm surface. Records kept in writing are there to keep information intact and information in writing can reach different people in all corners of the world. Whatever is being ex-pressed in the written mode is removed from the immediacy of the person. It is then the duty of the teacher to allow children to write about what is closest to them viz. their own experiences before they can begin to draw and write about other people's experiences.

The drawings that children produced are what Jousse calls mimographism. Jousse (1997:94) says of drawing, " Overflowing with mimes, the child cannot resist projecting them gestually onto the walls in the form of a miming 'shadow theatre' in which he plays the shadows fighting each other. Even better, as soon as he has a piece of charcoal or pencil in his hand, he 'reifies' these evanescent propositional mimemes in the shape of mimograms or spontaneous drawings. Drawing is the child's writing." The significance of this statement is that drawing is writing which is a spontaneous thing to children as they project impressions on walls, paper etc. Hence when they are called upon to draw, they do this naturally.

For those with children, it is not uncommon to arrive at home and discover walls covered with drawings in any form and with whatever they can lay their hands on to write. At Durban Girls High School, children from Christopher Nxumalo School are called upon to visualise the utensils from past im-pressions and draw them as a form of ex-pression. Refer to the following:

- *Observation 3.5 Task 1 (f)* the children were given pencils to draw the utensils as the facilitator told them and also had to point at each utensil and say what it was and what it was used for.

Jousse (1997:102-103) describes the written text thus, "A text is a series of miniature mimodramas. The microscopic delicacy of the details is as remarkable as their multiplicity. It is up

to us to magnify these delicate miniatures which awaken life by using all our revitalising gestes." The implication of this statement is that the written mode is removed from the actual 'mimodrama', hence, the 'microscopic delicacy' which needs to be 'magnified'. The only way to overcome this deficiency is to write in such a way that what is being ex-pressed clarifies the writer's meaning. SMILE gives children an opportunity to write about their experiences first by asking teachers to collect stories from the children then these stories are used for the booklet that SMILE provides. It is critical for children who are learning a new language to be able to identify with the written expression, as they then tend to remember it more easily and enjoy it more than something totally removed from their circumstances. This means that introducing new concepts warrants the introduction of related concepts in the form of the children's own experiences. Refer to the following:

- *Observation 3.2 (j)* children were given time to write and colour in drawings in the reading book. The written material in these books corresponded with what the children knew. The stories in the booklet were children's experiences collected by teachers from the children. The pictures they had to colour in, corresponded to the written word.

Hence, when the children had to write their answers pertaining to the material already in front of them, they could easily make connections because they were writing about their own experiences, their own surroundings.

- *Observation 3.5 Task 2 (a, b)* where the children were shown pictures of utensils and had to label them in writing and match them according to utility. They related the picture to the concrete item and were able to match these accordingly because they had seen these utensils before and knew what purposes each utensil served.

Jousse (1997:535-536) notes why writing was used in the Oral Style milieu by stating that it was mainly used for 'justness' or accuracy, to verify in case of error or hesitation about things that had been learned off by heart. His own mother, who could read and write only very little, taught him to sing and recite the catechism before he could start reading and writing. She would only refer to the Bible locked away in the cupboard when he was showing signs of hesitation as he recited. Jousse warns us about the danger of relying on the written expression to the detriment of memory, where learners can no longer recall, nor exercise their natural mnemonic faculties through memory.

From the booklets provided by SMILE, the children are given tasks of changing and joining sentences in writing. Right through the booklet, the importance of having the written word coincide with action is highlighted. This is done to remind children that what they see written down is linked to activities in class. In this way, even though the written word is removed from the conceptual source, it is not foreign to the realities that children are accustomed to, hence they identify with it because it is their own experience and their context.

Refer to the following:

- *Observation 3.1 (i, j)*

- *Observation 3.2 (j, k)*

- *Observation 3.3 (l, m)*

Where children were allowed to respond in writing and colour in pictures that related to the whole lesson which was about their own experiences.

Im-pressions, Ex-pressions and learning follow Jousse's Anthropological Laws of Mimism, Bilateralism, Rhythmism and Formulism that I deal with in the next section.

Mimism

Jousse notes that what 'plays in' as an im-pression is 'played out' as an ex-pression in some way or the other. Mimism is the natural tendency that man has to capture what is being done in his/her presence: the innate ability to 'receive', 'register' then 're-play' that which he/she saw or heard. It is only through mimism that children are able to ex-press what has been 'im-pressed' upon them through the different stages of first receiving the im-pression, registering the 'im-pression' then 're-playing' in the form of an ex-pression all that was im-pressed. Jousse illustrates this phenomenon which he calls mimism quite clearly in the following manner:

"Whether he is seated at the feet of his teacher or is standing before him, the apprehender is essentially a receiver." " Apprehending is, therefore, essentially a question of childlike suppleness and receptivity that banishes rigidity, stiff neckedness and resistance," Jousse (1997:408). The 'suppleness', the pliability as I wish to call it, which is an ingredient to mimism - to 'receive', that is inherent in the children in any situation is explained.

When SMILE children are being taught, the 'suppleness', the 'pliability' and readiness to receive is utilised, refer to the following:

- *Interview 2.5 (a)* with Nokukhanya a teacher from Christopher Nxumalo School, highlights this suppleness of the children by relating how children become eager to learn, easy to teach and become cooperative. She has noted that when children are called upon to be actively involved and responsible in their own learning, this helps the teacher to function successfully.

- *Observation 3.1 (d, e, g)* where children were prompted through the use of pictures and encouraged to participate even if they made mistakes.

Children were encouraged to use full sentences and relate what they were learning to something they had learned previously. The involvement of the children in this way, created a sense of responsibility for their learning and enhanced their thinking and ex-pression as they recalled all that they knew from previous environments. This 'suppleness' that Jousse refers to reminds me of a saying in Xhosa: *'Bagotywa bebatsha'* -which in context means that children are easy to mould, to infuse with meaning, information, whilst still young. Direct translation would read-'bent young' or 'bend them whilst young'. This saying, indeed, pertains to the inherent suppleness that makes it easy for children to imbibe.

Learning through mimism is not a localised activity, but involves the whole being as I will explain the next section.

Mimism through the whole being

When children learn, they utilise the whole being and intussuscept from watching, listening and touching. Experiences that people go through are all psycho-physiologically propelled.

This means that experiences are 'received, registered and replayed' through use of the whole being. According to Jousse (1997:70), thinking involves all the senses, thus the whole of the being is engaged in this process: "In reality, man thinks with his whole body, he thinks with his hands, his feet, his ears, as well as with his brain. Psychological activity is an activity of the whole - it is not a localised activity." Refer to the following:

- *Observation 3.1 (d); 3.2 (b); 3.3 (e)* when the children created a story around a picture shown by the teacher, they exhibited the full inclusion of their senses and their bodies.

They talked, changing their tone of voice and gestures to correspond with what they were ex-pressing. They were animated as they recreated the stories from previous experiences and this showed in their speech and mannerisms. It was indeed clear, that thinking and ex-pression is not a localised activity but involves the whole being.

"Mimism allows man to hold the whole universe within him. He is the microcosm possessing the macrocosm, when this re-playing of the macrocosm becomes conscious, a strange phenomenon occurs. In mimism all things are alive," says Jousse (1997:163). In essence, man is naturally endowed with the ability to take in gestes as he/she sees them, then process them through the whole being and redesign them guided by our previous impressions. In more simple terms, mimism occurs when, "The initial behaviour triggers a response which causes further behaviour where the first act influences the second idiosyncratically," says Jousse (1997:646). This initial behaviour is whatever could be im-pressed upon the child. When this im-pression is captured, it then becomes embedded inside the child and later gets ex-pressed. There seems to be a chain reaction that where one action is initiated then all others follow suit in a repetitive, creative cycle which generates more understanding and knowledge.

Jousse (1997:63) asserts that mimism is an innate quality of man, quoting Aristotle thus, "For miming is congenital to the young Anthropos, who differs from other animals in that he is the greatest mimer and that he acquires his first knowledge through Mimism." In this way Jousse is showing that mimism is not in any way a struggle that a child has to go through as s/he interacts with the world and people around him. It then becomes obvious that mimism is an innate gift to human beings and calls for minimum effort. Children learn actively through looking, listening,

touching and feeling which is second nature and should be taken advantage of when teaching. Refer to the following:

- *Observation 3.2 (b)* where children were asked to recall what they saw at the circus. The way they responded showed that they were playing out what was played into them in everything they said and did, making the whole process alive.

Jousse (1997:658) notes that "...because we can only identify and know the essence of reality as it exists within ourselves. We can only access this reality insofar as it is received through our multiple reception apparati." This means that we are able to re-play what we received and registered as we saw it, heard, felt it and also use our previous experiences. We interpret and recreate natural phenomena the way we perceive them. Refer to the following:

- *Observation 3.5 Task 2 (a)* the children were given different items and had to collect a set viz. tea set. The process of collecting the items, was a replay or repetition of previous occurrences where they had to make tea at home and had used certain items that they could then see and touch again. It then got easy for them to collect the sets as required because they were recreating what had happened before. They were re-playing what they perceived as a reality to them.

.

Jousse mentions that in mimism all things are alive and this concept can be observed in operation as the children express themselves in the above situation. To the children, it is as if what they are ex-pressing is happening in the immediate present, meanwhile it is simultaneously a recreation, a re-play, an ex-pression of what was imbibed and im-pressed before. At the Sea World one child mimicked the way seals flapped their tails. He enlivened that action, his "mimisming" was the act

itself held within him, in a sense, the universe was within his body: he was indeed, twisting the universe around his little finger. Refer to the following:

- *Field Trip to the Sea World 5.1 (f)* where the child mimicked the seal.

- *Observation 3.2 (a, b)* where the teacher showed pictures to stimulate the children's thinking about other circumstances where they had seen a clown i.e trips to the circus.

- *Observation 3.1 (d)* where children had to create a story around pictures that were shown. In such instances as the above, the impression was the picture shown to the children and the expression was their relating a story according to what they were looking at (picture) with what they had seen in the past. When the learners told a story about what they had seen at the circus, they expressed that reality as if it was happening at that time. They in a sense relived, 'replayed' what was received, therefore impressed at the circus and what was registered in the process. All these were then evoked by another impression that was in the form of pictures shown. The story that unfolded in class was an expression that had been impressed and expressed before repeatedly. Jousse (1997:64) also explains that mimism in children is so natural that they have to be restrained not to show its omnipresence, hence they are "always bubbling with life play out charming little mimodramas" of things that happen around them. He further illustrates this through his anecdote of children copying things that houseguests do.

These are, guests' mannerisms, their gait, which are copied to perfection by children to the embarrassment of the parents as they express all gestes that they are confronted with in their environment.

It is then this "bubbling with life" that Jousse refers to, the "blossoming", the "active", "co-operative" child that the interviewees refer to that is manifest in children eager to do anything that

the teacher asks them to do, thus contributing to the learning process. This attests to the fact that children enjoy being involved in their learning. Refer to the following:

- *Interview 2.5 (a)* with Nokukhanya, where she mentions that children become eager to learn and co-operate when they have been introduced to SMILE because they like to participate in their learning.

- *Interview 2.4 (d)* where Di & Bette refer to the children 'blossoming' after being involved in SMILE lessons.

- *Observation 3.1(d)* where children became actively involved as they told stories around the pictures shown.

- *Observation 3.2 (b, c)* where children were asked to participate through recall and they showed eagerness to participate.

- *Observation 3.3 (f, g)* where children are called upon to create a story around the picture shown and when they had to look at flash cards and formulate a sentence.

Jousse highlights the single, global meaning that movement has and the inborn capacity of man to be **bilateral** as man ex-presses what has been im-pressed in him/her. "There is only one, single, fundamental grammar: The Anthropology of Geste irradiating in the whole of the bilateral miming Composite," Jousse (1997:288). I will now deal with bilateralism in the next section.

Bilateralism

Jousse (1997:271), describes bilateralism, thus, "It is then man who creates the sense of right and left through his/her movement whether it is sideways or backwards and forwards,'" without which Jousse believes the world would not make any sense at all. It would seem that this bilateralism also affects the way we see objects, hence, Jousse (1997:284) mentions that "Objects have also been

subjected to the influence of bilateralising geste of the little child. These are no objects that have 'right-ness and 'left-ness' as intrinsic properties per se. The Anthropos… creates for them a 'right-ness and a 'left-ness'" A child has two hands with one referred to as the left and the other referred to as the right hand. For instance when people are giving directions to a certain place, they will start saying, turn to the 'left' or 'right'. This in a way gives a sense of direction and right-ness and left-ness that is created by the anthropos.

According to Jousse (1997:275) "Bilateralism is truly the spontaneous law of omnipresent human balance." Jousse (1997:287) also notes that "When man balances himself, the distribution of gestures of his hands will also be balanced. If he makes a given gesture towards the right he will, straight away, make another similar gesture to the left." Refer to the following:

- *Observation 3.5 Task 4 (b)* where the children sway from side to side as they sing and dance, they jump up and down, move backwards and forwards. When one arm is stretched to the front the other one is stretched to the back.

"Real human language does not have words on the one hand, melodies on the other and rhythm on yet another, and so on. All parts come into play and inter penetrate intimately in order to set off and to direct subtle parallel balancings within the organisms," says Jousse (1997:27).

When children at Christopher Nxumalo recited the school prayer. They did not merely project their voices for us to hear the sound, but coupled with the voice was the use of the whole musculature, hence the whole body was engaged in the activity and not just one localised part of the anatomy. Refer to the following:

- *Observation 3.6 (c)* where children sang using the voice and moved from side to side, with the voice complementing movement, creating that balance which is inherent in all expression and all learning.

Jousse (1997:289) illustrates the interdependence between oral and global expression which is movement of the whole body and further describes why children move from side to side when reciting, "Oral portage (transfer) is therefore simply a follow-on from global portage or transfer. The mouth merely follows the mechanisms of the body and the hands. Global meaning does not exist on one side and oral meaning on the other. That is why a child who has a lesson to recite, rocks his body in a balancing motion while reciting with his mouth... But he does have a reason, and an undeniable one at that! He is a global being. He is ONE. He does not have his mouth on the one side and his body on the other. In pedagogics we have forgotten all too often the corporeal manual bases which are linked automatically to oral irradiation." When children were singing during the Cheque Hand-Over at Christopher Nxumalo School, they swayed from side to side and seemed to be breathing in unison on a cue to the next verse, their "corporeal manual bases" were indeed automatically linked to "oral irradiation."

When I observed the children, I could not miss the balance as the children were singing and dancing. Refer to the following:

- *Observations 3.5 Task 4 (b, c); 3.5 (c)* where the children breathed in unison: their bodies through movement constantly projected what they said with their mouths.

The children did not just stand there, immobile, projecting their voices, but sang with their voices which followed on the movements of the body until there was fusion of the two. Nobuhle, the child who acted as Master of Ceremonies at the cheque presentation talked and moved from side

87

to side and balanced her speech with movements of her body. Whilst she talked, the pitch of her voice, the tone, the tempo, corresponded with her movements. Above all, rhythm infused Nobuhle's actions. As she talked, there seemed to be a synchronicity in operation, contributing to the smooth flow of the proceedings. Refer to the following:

- *Observation 3.6 (e)*

Jousse (1997:288) further notes that to separate the two i.e. oral and gestual expression is tantamount to 'mutilation', maiming of the whole process of im-pression and ex-pression thus, "The balancing of propositions surges spontaneously from the whole of the human organism. So much so, that I am justified in saying that to cut the link which exists between the balancing of the whole body and the balancing of oral propositions constitutes a kind of mutilation." I experienced this kind of 'mutilation' when I had to give instructions from a drawing without being allowed to use my whole body.

I was only allowed to speak, hence, the whole process felt lopsided to an extent that I could feel the deficiency - something was surely missing from my ex-pression. I strongly suspected that what I was trying to express what was not being im-pressed upon the other delegates as I wished. The balance between the oral and the gestual expression was indeed the missing link. Refer to the following:

- *Workshop 4.2 (c)* where I felt that my ex-pression had no balance as I was not allowed to move my hands and body whilst talking.

Phillip's interest in this subject of balance in expression is said to have grown out of her "growing up in Durban, she recalls the mesmerising fascination of watching African work gangs on the roads

and in the fields, wielding picks or hoes, the rhythm of their voices attuned to their physical efforts." Phillips describes the balance between speech and movement thus," It was then that I first became aware of the unity that exists between audible movement - speech sounds- and physical movement," Interview by David Coleman: The Mercury: Page 3, June 26, 1997. In her illustration of "Laban's analysis in relation to Audible movement (gesture of speech and visible movement (gesture)," Phillips (1984:8) states that "It is obvious that factors that influence visible movement patterns, will inevitably affect audible movement patterns." She goes further to note that "Original speech was the audible gesture of articulation and part of the total response. Words contain postures, gestures, shapes and effort."

In the next section I deal with rhythm which relates closely to balance.

Rhythmism

According to Jousse (1997:678), "Rhythm is the return of an identical psycho-physiological phenomenon at biologically equivalent intervals." Jousse highlights that in learning of any kind, rhythm plays a pivotal role. Hence Jousse (1990:14) unravels the omnipresence of this rhythm by highlighting that there is no activity that can escape rhythm. What one can deduce from his perceptions of movement is that rhythm is the centrepiece of movement and that rhythm is innate. "Rhythm is collectively and continuously imbricated[24] the rhythm of our hearts, the rhythm of our breathing..", says Jousse (1990:57). This rhythm can never exist without balance that is achieved because the anthropos is bilateral by nature. Refer to the following:

* *Observation 3.6 (c)* when children sang and danced their movement from side to side was an exchange that was manifest through innate bilateralism and rhythm.The interval in between

---

[24] Imbricated means to have gestes embedded to be replayed the way they were 'received'

these exchanges of movement from side to side, movement up and down created rhythm, hence rhythm and balance are mutually inclusive.

The way people express themselves is rhythmical and projects nature itself, which is inherently rhythmical, therefore, logical. Jousse (1997:194-195) explains that, 'It is equally and simultaneously 'logicising': it orders logically.' The implication of this statement is that as this rhythmic movement occurs, it is not disjointed or without harmony but has a sense of logic built in with it. Therefore, rhythm creates a logical flow of gestes, of natural phenomena at large. Refer to the following:

- *Observation 3.5 Task 4* where the children sang and danced repetitively at seemingly equal intervals, in unison. The singing and the song itself had rhythm and 'logic', built into it as the verses were such that they were sung in a progressive nature i.e logically. I could hear when they were coming to the next verse or line and when the song was about to end. The dancing corresponded with the rhythm of the song, their stomping feet, movements to the sides and up and down were threaded together rhythmically, the whole process was rolled into one, filled with rhythm, logic and balance. Right through this process there was no haphazardness, but a smooth logical flow from first step to the last.

- *Observations 3.1 (g)* Children were encouraged to use full sentences that are rhythmical compared to monosyllables. I could hear presence of rhythm in the children's voices and their speech that is balanced with their movements as they ex-pressed themselves.

- *Observation 3.2 (b, e)* where children were encouraged to recall from previous experience. They exuded energy balance and rhythmical movement. They also demonstrated 'clowns' and as they moved, there was rhythm.

- *Observation 3.3 (e, g)* children's thinking was prompted with flash cards and children had to demonstrate formulation of sentences. This process of sentence formation was characterised by repetition which gives rise to rhythm.

- *Observation 3.6 (c)* during the Cheque Hand-Over, children sang and threaded the words together as they sang at almost equal intervals. They breathed in unison and then they would continue to the next line or verse. There was rhythm throughout the activities.

Rhythm and Bilateralism together create a formula and I will discuss this process called formulism in the next section.

Formulism

Formulas help the children remember what has been im-pressed and ex-pressed repetitively. When the children replay gestes again and again they use the formula which develops out of the process of rhythmic repetition. According to Jousse, the interaction of rhythmism and bilateralism creates formulism which is a natural progression. It is then the rhythm of a bilateral anthropos who receives im-pressions, registers them within the whole being and re-plays gestes in the form of balanced and rhythmical ex-pressions, that creates a formula.

Jousse (1997:656) states that the prerequisite for a formula is repetition, hence, he explains that, 'One of the most powerful notions associated with formulas is the notion of returning events' which is repetition.

Formulism is a memory aid. Memory is paramount in learning situations as it is what goes inside, gets stored into our whole being, through the formulas. In learning situations, it is what is recalled that is important. It is remembering all that became im-pressed i.e. the ability to properly 'register'

and 're-play' what was 'received'. What is recalled has been im-pressed into the learners over a period of time through repetition and gets ex-pressed again. **If formulism helps learners remember, then it should underpin any learning situation because learning is about remembering. Remembering is aided by rhythmic repetition that in turn creates a formula.**

Jousse (1997:385) states that, "Any reciter from an ethnic oral style milieu is a supreme master of a vast mnemonic treasure of formulas, which he said and re-said daily and rhythmo-melodically since his earliest childhood." As the balanced rhythmic gestes happen repetitively, I visualise and sense, the meticulous sculpting of the ex-pression, through the repeated im-pressions, creating a perfect ensemble, a mosaic of gestes that are embedded then get ejected in a formula or a pattern. Nomusa said that the children at Christopher Nxumalo rehearsed their songs that they rendered during the Cheque Hand-Over, hence their performance was logical and flowed nicely: they expressed what had been impressed repeatedly before. All they were doing was re-playing a series of formulas. Refer to the following:

- *Observation 3.1 (e)* where children repeated 'correct' answers then the process gave rise to a formula. The children, in a sense were like the 'reciters' that Jousse refers to as they were also reciting the songs they sang and the speeches they rendered.

- *Observation 3.2 (g, h)* children were asked to repeat different colours, type of clothing, what 'pair' meant and the teacher also rephrased answers until the children understood the 'correct' answer.

The repetition of im-pressions and ex-pressions creates a formula through which learners remember. It is not the word alone that is remembered or recalled but the formula, unit or words strung together in a rhythmical and bilateral pattern that makes it easy to recall, thus easily

expressed as the need arises. When the children sang the School Prayer at Christopher Nxumalo, they did not all know all the words in the prayer, so how did they remember? The prayer is balanced and rhythmical and has been sung over and over again before. In this way it has developed formulaic patterns and can then be recalled with ease.

Frow (1998:72) notes how her grandchild risked "banishment from the table rather than give up the satisfaction of repeating a newly acquired phrase - mawee mawee quite contwawee -Mary, Mary quite contrary." Repetition performed by a bilateral human being in a rhythmic manner creates a formula. It is so natural for man to express him/herself and communicate what has been im-pressed into him/her: the urge to repeat and to re-play what has been imbibed is too strong to resist. This rings true in the saying 'what goes round comes around' or a saying in Xhosa and Zulu -'*Abake babonana bayophinda babonane'* which emphasises the returning of events as nature would have it.

When children from Christopher Nxumalo were shown pictures and were asked questions they were encouraged to use full sentences. The pictures were but im-pressions of gestes that were im-pressed when they were at the Circus, Sea World etc. These pictures acted as 'memory jostlers'. The children were able to revive gestes that were played in and out when they were at the Circus. It is this repeated process of im-pressions and ex-pressions i.e the 'receiving', 'registering' of gestes that must later be 'replayed' and recalled from memory by means of the formula. What then becomes expressed is a formula, an ensemble of gestes that were learned over and over again and ex-pressed and impressed several times. Refer to the following:

- *Observation 3.5 Task 4 (a-d)* the children were shown flash cards and started singing and dancing. This process was repeated several times where they sang and danced as they had done

before. They remembered to sing and dance the same way they did before, through the formula or the pattern that was created through repetition.

I will deal with repetition in detail under Mnemotechnical devices in the next section.

Mnemotechnical devices -Aids to Memory

Mnemotechnical devices are methods we use to remember events, information, and surroundings that we occupy. These methods are im-pressions that help us ex-press ourselves whenever necessary.

In this section I will explain what **memory** is and deal with the following mnemotechnical devices: **Repetition, Rhythm, Rhyme, Onomatopeia.**

Memory

Jousse (1997:141) says of memory, " Memory is a conscious re-play of Mimes. ... So when we speak of memorisation, we speak of this often unconscious interactional montage which we bring wholly into our conscious before realising it in the gestual and rhythmic mechanisms which we have already studied further."

Jousse (1937:S 17-3-1937) is quoted as having said that "Memorise in order to comprehend. The more you memorise, the better you will comprehend because everything will be within you in obediential potency. Memory is comprehension from within the gestes that are repeated and

replayed." Memorising is the committing to memory, the imbibing and keeping the gestes within the whole being, repeatedly.

This means that to memorise fosters and enhances the learners' understanding of what is being learned. The more this process gets repeated, the more the im-pressions get embedded within and the better is the re-play and ex-pression of the gestes. When we learn, we commit gestes im-pressed upon us into memory through first receiving, registering these gestes. When we re-play these gestes later, we use our memory to retrieve what was embedded in us before.

Jousse (1990:165) further highlights the importance of memory by indicating that "memory is not something accidental to the life of the mind but rather a precondition of thought at all levels. He goes on to state that. "For if what we knew now would be wiped out by new experiences then there would be no continuity, but rather a staccato in our lives where our life would begin with one experience then end abruptly as soon as new experiences came through." Vansina (1985:8) also notes that "Reminiscences are perhaps the most typical product of human memory."

My perception of memory then, is that it creates the link in the learning process, it creates a link in life itself. If nothing was remembered after having had it im-pressed upon learners, then the process would have failed. Through memory, continuity is achieved in learning and in life in general. Refer to the following:

- *Observation 3.6 (b)* where Nomusa and Nokukhanya mentioned that the children's performances during the Cheque Hand-Over were a repetition of what had been done before during practice sessions. They were ex-pressing what had been im-pressed and ex-pressed before and had thus been committed to memory.

- *Observation 3.1 (h); 3.2 (b); 3.3 (d)* where teachers encouraged children to use previous experience and knowledge during SMILE lessons. The previous experience that the children ex-pressed, had been kept in memory.

Repetition

Jousse (1997:135) notes that "repetition is the mother of memory" which means the gestes that are repetitively, rhythmically played into us also are bilaterally played in and all this gets embedded in us as a formula and also gets ex-pressed as a formula. When we memorise, we repeat what is to be committed to memory until it is easy to recall, hence repetition aids memory. This concept of repetition whilst teaching can be clearly observed at Durban Girls High School as the objective of taking children there is as much to expose them to the 'real' thing as it is to reinforce or repeat what was learned in class at Christopher Nxumalo. Nomusa and Nokukhanya reiterated this. Refer to the following:

- *Observations 3.1(c); 3.2(d, h); 3.3 (c)* children were made to repeat 'correct/ appropriate' things so that they could easily recall them when necessary.

- *Observation 3.5 in all Tasks* was a form of repetition of what the children had been previously exposed to hence these sessions are referred to as **Oral Reinforcement.**

The importance of having children exposed to the same learning experiences more than once (**repetition**), puts children at an advantage of being able to perform outcomes confidently: it enhances their memory. Spady (1994:53) acknowledges that repetition is of essence if outcomes are to be performed as they should and if knowledge is to be committed to memory, thus, "The first time through is not an adequate indication of what students will ultimately be able to do. Nor will it necessarily "stick" unless reinforced and practiced on a continuing basis."

The following recitation that is recited by children from Maganise School demonstrates repetition and how it enhances learning:

English	Xhosa
Ukumkani Xolilizwe Sigcau	**King Xolilizwe Sigcau**
A! Xolilizwe	**Greetings! Xolilizwe**
Ngumval'ovalel'iinkomo zamaXhosa	**The protector who protects Xhosa cattle**
Inkulu kumaXhos'a semaXhoseni	**The greatest amongst the Xhosa Tribe**
Ngunyana kaBhungeni ka Sigcau	**Son of Bhungeni, of Sigcau**
Usela kumanz'omlamb'I Nciba neNxuba	**You drink water from the river Nciba**
Khon'ukuze azikhothulule zitshe tu.	**So that the water is finished**
A! Xolilizwe	**Greetings! Xolilizwe**

This recitation is amongst others recited by children at Maganise Primary School in the Eastern Cape. It focuses on praising King Sigcau of the Pondo Tribe.

The beginning 1. *A! Xolilizwe* and the end of each verse is *A! Xolilizwe*, which is repetition, is a form of a humbling, reverent greeting used for royalty.

The second line *'kumaXhosa asemaXhoseni'* emphasises with repetition the origins of King Sigcau. *Ka Bhungeni, ka Sigcau* when uttered creates a formula. *'Ka'* -(Of) which refers to parents/ancestors - is used twice on the third line and that is repetition. In Xhosa when one wants to boast about his origins or to show others that he/she is of high social standing one uses *'Ka'* often. *'Nciba'* and *'Nxuba'* in the fourth line are rivers that both start with 'Nc' and 'Nx'-cliques.

Rhythm

What is repeated in ex-pression and learning situations happens rhythmically, hence the inherent rhythm is also an aid to memory.

Jousse (1997:549) states that "Man has, and is therefore constituted by, a rhythmic memory which re-plays, gestually and globally and intelligently, a rhythmed universe..."

Jousse (1997:98) maintains that there are "two basic rhythms inherent in any living geste" and these are "the rhythm of intensity and the rhythm of duration". Jousse also goes further to note the pivotal role played by rhythm on memory thus, "not only will the dominant rhythm impose its regulating structures on all propositions of that language, but its automatic nature will also greatly facilitate improvisations, memorisation and rememorisation." This is the reproduction of gestes or an occurrence of any natural phenomenon at equal intervals as discussed under rhythm. Jousse notes that in learning of any kind, rhythm plays a pivotal role hence he states that there is no activity that can escape rhythm. I am compelled to note that movement then is the centrepiece of movement, indeed of human expression. "Rhythm has also been observed to have a marked influence on memorisation as certain strongly rhythmic phrases are more easily memorised than prose," states Jousse (1990:20).

Rhyme, which is characterised by rhythm and balance is another aid to memory which I deal with in the next section.

Rhyme

Jousse (1997:93) refers to the significance of the "psycho-physiological and mnemonic nature of the monotonous balancings mnemotechnically linked by rhyme." Jousse(1997:357) notes the impact of rhyme on memory thus, "rhyme must above all construct and instruct memory" A rhyme

is described as sounds or words that result in a balanced, repetitive pattern. The purpose of the rhyme then is to help people remember by being able to keep and recall information that is learned. The essence of successful learning through use of rhymes is only achieved through **repetition** and this is what the teacher makes the children do until they know the rhymes by heart. When the learners can recite the rhymes, they are recalling formulae, which are created through repetition of the bilateral being.

The utterances in the rhymes also have balance and rhythm, hence they can be learned and committed to memory in the form of a formula. From a SMILE reading book that is given to each child in class, the rhymes below have to be learned 'by heart'. The book is divided into themes where each theme has a rhyme. Children from Christopher Nxumalo School recite the following rhymes:

1.

I am a funny clown	**I never have a frown**
I have a big red nose	**Long feet and big fat toes**
Come and laugh with me	**Oh! What fun I can be**

When I utter and listen to this rhyme, the word 'clown' rhymes with 'frown'. 'Nose' rhymes with 'toes'. 'Me' rhymes with 'be'. The essence of this rhyme is fun: the words like 'funny', 'big red nose', 'long feet and big fat toes', 'laugh' 'fun' all point to the happy and funny environment that comes with clowns. The children learn what clowns look like and what they do.

2. Count Up

I am looking for a house,

Said the little brown mouse.

A first room for breakfast,

A second for tea,

A third room for supper,

And that makes three.

A fourth room to dance,

A fifth room to play ball,

A sixth room to sleep in,

And that makes six in all.

The use of this 'count up' is that it makes it easy for the children to count and remember numbers in sequence by relating them to the words. This rhyme enables them to remember easily because of the balance and the rhythm that is inherent.

The following words rhyme:

'house' and 'mouse.'- line 1 and 2.

'tea' and 'three' - line 4 and 6.

'ball' and 'all' - line 8 and 10.

3.

My sister, Lyn, is very thin

My mother, Pat is very fat

My brother, Cort is very short

My father, Tig is very big

As for me, I'm as small as can be!

When this rhyme is done, the children are supposed to demonstrate what they are saying. For instance, they have to show with their hands what thin looks like etc.

This rhyme helps the children know what the words 'thin', 'fat', 'big' and 'small' refer to in real circumstances, hence the use of mother, brother etc. Through this exercise the children are able to demonstrate that their whole being is involved as they use their hands and body to show the different sizes of people. There are also internal rhymes which only occur within the line and not at the end of the line. The children use association to remember the different sizes of people.

The internal rhymes are the following:

'Lyn' which rhymes with 'thin' - line 1

'Pat' which rhymes with 'Fat' - line 2

'Cort' which rhymes with 'short' - line 3

'Tig' which rhymes with 'big' - line 4

'Me' which rhymes with 'be' line 5

When the children say 'Lyn', they remember 'thin' etc.

In rhymes and recitations that are about the universe, one comes across onomatopoeia which also aids memory. I deal with onomatopoeia in the next section.

Onomatopoeia

Jousse (1997:217-218) refers to onomatopoeia as "phono-mimemes" which are a "reverberation of the sounds of objects and interactions of these objects" and it is these reverberations that linguists refer to as onomatopoeia. The sound of the word imitates or echoes the sense of the word. Jousse goes on to note the inherent nature of the child to happily vocalise these sounds

Reading together: children in a SMILE class at Christopher Nxumalo.

which are recitations that make learners understand more, thus learn more. SMILE also uses onomatopoeia to enhance learning because these are "reverberations" that they have heard and know of, thus their understanding and learning is enhanced. Refer to the following:

- *Observation 3.3 (k)* where Nomusa encouraged the children to use these words when she asked them to tell her how it thunders and what the rain on the window panes sounds like etc. Nomusa encouraged the children to vocalise the sound that is produced when it thunders, rains and when it is windy. The sounds that the children were uttering were "reverberations" which children already knew from nature itself. It was then easy for the children to associate the sounds with the actual natural phenomena like thunder, soft rain etc. Another reason that could make it easy for them to recall is that Zulu onomatopoeia are clicks that are very rich in rhythm and sound.

Phonetic examples in Zulu and Xhosa:

For thunder - gqwa- gqwa [!g]wa - Zulu, Xhosa click.

For heavy rain - dyi, dyi [d]yi - Xhosa click.

When the words above are mentioned, the sounds of natural phenomena become very clear.

The last mode of im-pression that Jousse identifies, and the one most removed from concrete reality is reading, which I deal with in the next section.

Reading for optimal learning

What we read is a translation or a 'synopsis' of the concrete geste, thus it is 'algebrised' or removed from the concrete mode through the codified structure of symbols used. Throughout the Theory of learning, expression and memory Jousse does not refer to reading as a spontaneous form or source of learning. According to Jousse, learning can occur in the absence of reading

through all the other modes already discussed. Jousse highlights that there is no way that written words can have the same meaning for different people because we attach meaning to them in accordance with our own experiences. Jousse (1997:103) goes on to ask what it is that we can revivify in each word with our own experience and surroundings? Jousse believes that there is what he calls quick reading of things far removed from ones reality that during that time "none of the concrete intussusceptions encountered has the time to re-play fully." This implies that the true meaning of the text is somehow lost. Then he notes that there is the type of reading which has an 'intimate contact with concrete reality', Jousse (1997:101). This statement implies that the author has to also be concrete in terms of relating his/her subject matter.

Jousse (1997:103) describes what happens when we read something that relates to our concrete reality thus, "As we read each proposition, we feel arousing within us, either simultaneously or randomly, a visual tableau, an auricular melody, or one of those very delicate re-plays, which we have analysed recently, of odours smelled, of flavours tasted, of words and sounds spoken."
This is the type of reading that the children at Christopher Nxumalo need so as to make sense out of what they are reading and this is the type of reading they get.

I also believe that when we read, we should have all our senses evoked through the words in the text. This can only be achieved if the words in the reading text are strung together in such a way that they can be 'heard', 'touched', 'smelled'. I am trying to clarify that the distance between children's reality and what they read about is directly proportionate to how much and what they will understand and learn. Refer to the following:

- *Observation 3.1 (i), 3.2 (j), 3.3 (l)* where children were asked to read out aloud from their reading books.

The stories were about things they could identify with, things they knew. As the children read, they had all their senses involved as they had been to the circus and had seen what clowns do and what the clowns' clothing looked like.

SMILE encourages children to read out aloud because, when they read aloud they can hear and listen to their voices. When they hear their voices, they are better able to internalise what they are reading and have it embedded in all their fibres. The sound of their voices makes the children who are reading and the listener hear the expression. Both the reader and the listener are able to hear when there are problems with the language or ex-pression. Reading out aloud revives the content read and in a way injects life into something that is not close to reality.

Jousse cautions us not to expose and burden children with bookish knowledge before they are ready for it. He also he goes further to advise that if the contents of the book read are not commensurate with the child's experiences of the world and the way he/she relates to it. Consequently, the information becomes confusing, as the child cannot identify with it. SMILE places a lot of emphasis on the readiness to read, meaning that, children have to be at a certain level of knowledge before they are allowed to read. The booklets provided by SMILE act as a reminder for the teachers to encourage children to speak about the subject matter when they are reading. This helps children to grasp and understand what they are reading about.

Hunter-Grundin (1979:76-79) provides an illustrative example of the perceptions children have of reading books if they themselves cannot identify with the written word or the story told: "A little boy of five and a half was asked what he was reading, and he replied, ' My reading book'"

When asked what it was about, he looked puzzled, and then explained, 'It is not about anything-its my reading book!" This implies that if children are not 'ready to read', they will not 'read' in such a way that words make meaning for them, their reading will be removed from their reality.

In all SMILE lessons, Reading is always done at the end of the lesson and underpinned by a geste and very close to the conceptual source. Children only start to read when they are ready which means that they are primed for this exercise through body movement, talking and pictures at the beginning of each SMILE lesson.

In the next chapter I will deal with OBE in relation to SMILE practice.

CHAPTER 5

Outcomes Based Education (OBE) in Relation to SMILE

Introduction

In this chapter I will deal with the Critical Outcomes and Underlying Principles that underpin

Outcomes Based Education (OBE) and how OBE relates to SMILE. I will also give an overview

of the National Qualifications Framework (NQF) and the South African Qualifications Authority

(SAQA). I will further demonstrate the difference between OBE and the EBO system where focus

is on objectives of the lesson and the intent of the teacher.

Background to the NQF and the SAQA

According to the LLL doc.[25] (1996:17-18), "As early as 1992 the National Education Policy

Investigation and Education Renewal Strategy emphasised the importance of integrating general

education and vocational training into a coherent system. The NQF itself was first proposed in the

ANC Education Department document, Policy Framework for Education and Training, in January

1994. In April 1994 a National Training Board Report: Discussion Document on a National

Training Strategy Initiative fleshed out the concept for the training world, while the Centre for

Education Policy Development released its Implementation Plan for Education and Training, with

a chapter on the NQF, in May 1994. Towards the end of 1994 an Interministerial Working Group

was mandated by the Ministries of Education and Labour respectively to consider among other

issues - the implementation of an NQF. On 2nd June 1995, the Draft National Qualification

Framework Bill was published and, on the 4th October 1995, the South African Qualifications

Authority Act 1995, (Act no 58 of 1995) was gazetted."

---

[25] LLL doc. is my own abbreviation for the Life Long Learning discussion document.

The main point of the establishment of the NQF was to bring about transformation that will be in the form of redress, and the promotion of equity, productivity and economic competitiveness and quality in learning. All these aspects should be seen as mutually inclusive because they are interwoven. Hence a holistic view pertains to any deliberations to make this venture a success as proponents of the NQF have also highlighted the interconnection, so to speak.

In the LLL doc. (1996:48), it is mentioned that the EBO curricula are content-based, with rigid time frames to learn prescribed content. Assessment takes place at various points during the year and during examinations, but learners can only move from one class to the next at the end of the year. "For the same reasons that the NQF which regulates standards and qualifications, is outcomes-based, curricula developed in accordance with NQF requirements should also be outcomes based." This means that learners are required to demonstrate their achievements of the outcomes irrespective of methods that helped them get there.

This shift away from the EBO mode of teaching where teachers focus on what they have to offer calls for a shift in perspective. This is what Capra 1982: xviii, calls a " new paradigm" where the old perspective has to give way to new paradigms.

Objectives of the NQF

In the LLL doc. (1996:19) it is stated that the NQF seeks to promote integration between academic and applied knowledge, theory and practice through the following means:

1.   Facilitate access to and mobility and progression within education, training and career paths.

2.   Enhance the quality of education and training

3.   Have a positive influence on redressing past unfair discriminations in education, training and employment opportunities

4. Fulfill the personal development of each learner and social and economic development of each learner and to maximise social and economic development of the nation at large

When the NQF had been established it was decided that for it to function optimally, there had to be a body to oversee that the objectives were going to be achieved and that records and publications to that effect were provided. The South African Qualifications Authority was then conceived.

South African Qualification Authority

SAQA was established to oversee the growth and development of the NQF through policy formulation and publishing. The LLL doc. (1996:25) explains that according to the SAQA Act of 1995, the main aim of establishing SAQA was to have it oversee the development and the implementation of the NQF with other responsibilities of registration of national standards and qualifications. This responsibility is achieved through establishing criteria for registration of bodies that set up educational and training standards. SAQA also has to accredit bodies responsible for monitoring and auditing of achievements and ascertain that registered qualifications are internationally comparable.

As this section mainly focuses on the OBE system that is characterised by Outcomes, I will explain what outcomes are.

What is an outcome?

"An outcome is a culminating demonstration of the entire range of learning experiences and capabilities that underlie it, and it occurs in a performance context that directly influences what it is and how it is carried out. These defining elements clearly tell us that an outcome is not simply the name of the learning content, or the name of a concept, or the name of a competence or a grade but an actual demonstration." LLL doc.(1996:24).

Outcomes then, should be seen as the end result of a learning process which is manifest in performance within a particular context. According to Jousse, learners apprehend and register information that is impressed upon them through their whole body, recall and replay this as proof of what they have learned which culminates in certain actions projected by the learner. What the learners see, hear etc. is impressed on their whole being and they then act out what has been impressed upon them. What they express or 'play out' is the 'outcome'.

I also believe that outcomes are manifestations of learning that are performed and demonstrated by the learners. They can only be observed through expression that is the vehicle for knowledge acquired. As evidence that outcomes matter when they have been achieved: the children who had been through the SMILE programme during the Cheque Hand-Over, were envied by those who had not been through the programme as they showed such confidence and proficiency in using English whilst they were playing different roles. What they had learned and had achieved as an outcome was being witnessed as they participated in their respective roles. Another example is that of Nobuhle who is now doing grade seven at Durban Girls High and is showing signs of being very comfortable with the environment.

She can communicate in English properly with children whose mother tongue language is English and from reports, she did very well in class as she is being continuously assessed. What she learned whilst under SMILE tutelage is now being appropriated in another environment to her advantage.

"How are these outcomes developed?" Is a question that will be answered in the next section.

Criteria to develop outcomes (LLL doc.1996: Appendix E: 3)

- The outcomes have to be appropriate to the learners' abilities. This touches on readiness of learners to embark on certain things. This reverts to what Jousse notes about pushing learners to acquire what they are not ready for nor capable of viz. making children write before they have even comprehended enough vocabulary in English. SMILE inculcates in teachers the importance of allowing children to learn what they are ready to learn so that they are able to perform outcomes as expected.

- Emphasis should be on experiences that develop a positive sense of self, which is essential in and enjoyment of both life and learning. The linkage between life itself and learning is notable which should imply that learning cannot be extricated from realities of life itself. This aspect of linking life and learning is vivid at Durban Girls High School where play and fun is made to provide a conducive learning platform for the children from Christopher Nxumalo School. When children from Christopher Nxumalo School interact with children at Durban Girls High School, the experience is that which develops a positive sense of self. As can be seen in Observation 3.5 in all the Tasks that children are involved in reinforce what they already have been exposed to at Christopher Nxumalo School. As all this information gets reinforced, the children's self esteem is enhanced and this impacts positively on the learning process.

Spady (1994:10,11) highlights that in order to put OBE purposes and premises into action the four

principles have to be taken into cognisance:

1. Clarity of focus which guides instructional planning and delivery

2. Expanded opportunity and support for learning success

3. High expectations for all to succeed

4. Design down from culminating outcomes.

A description of an outcome that is a component of OBE, how outcomes should be developed and

the principles that underpin OBE lead me to the actual heart OBE.

OBE Components

The LLL doc. (1996: Appendix E:1) states that OBE "is founded on the belief that all students can

learn and achieve results, and that the responsibility of schools is to enable them to do so."

Spady (1994:3,5) describes OBE thus: "A system based on outcomes gives top priority to ends,

purposes, learning, accomplishments, and results. Often, an outcomes based approach requires

placing the systems traditional definers and shapers - time, procedures, programmes, teaching, and

curriculum - in a subordinate position. Outcomes must take precedence over time: "successful

learning results are more important to instructors in outcomes based models than the schedule they

follow or the methods they use." Spady (1994:8) also goes on to state that "...the OBE paradigm

that shapes decision making patterns of concrete action is the viewpoint that WHAT and

WHETHER students learn successfully is more important than WHEN and HOW they learn

something."

The manner in which learning occurs is not really the focus, hence knowledge gleaned from all walks of life is acceptable. This further implies that there is reinforcement of the interconnectedness of natural phenomena as noted and elaborated by Capra 1982. SMILE encourages the use of prior learning or knowledge to confirm their trust in the inter-relatedness of issues in life all round. SMILE takes it upon themselves to create conditions which allow this concept to permeate by for example taking children from Christopher Nxumalo to Durban Girls High to share the resources and interact with other children from a different background and cultural setting. Refer to the following:

- *Observation 3.5 in all Tasks* where interaction of children from different backgrounds happens: the children are made aware that even if people seem different, they actually are the same in that they can all express themselves and learn successfully.

SMILE is interested in enabling children to appropriate the knowledge acquired and this goes back to having learners learn in such a way that they see the world or aspects of life and their learning as interrelated. It is what the learners do after the outcome has been performed that has significance. This implies that children should be in position to handle different scenarios from the knowledge gained. SMILE also prepares the learners to utilise knowledge gained after the outcome has been performed in later life. The emphasis on learning through talking the language is of essence to them and this is the end result. This proficiency gained through the SMILE lessons catapults the children to greater heights, as they then are able to grasp concepts and perform well in other programme areas. The learners also get a better chance of learning further as they feel more confident and this will enhance the possibility that they will be highly efficient workers in the future: this has an impact on the children's personal lives and on the economy as well.

A comparative analysis of OBE and EBO helps clarify what is meant in both instances.

112

Differences between OBE and EBO

The shift from EBO to OBE has been inspired by the sheer need to change focus so that the desired outcome is achieved and can be also demonstrated by the learner at the end.

1. According to the LLL doc. (1996:27) EBO systems are characterised by a focus on **what the teacher will do and what he/she should achieve** at the end of the lesson, while OBE focuses on **what the leaner will manage to do at the end of the lesson.**

- Spady (1994:6,7) regards this concept of focusing on performance at the end of the lesson as, **"focus on increasing student's learning and ultimate/culminating performance** abilities to the highest possible levels before they leave school. Mistakes are treated as inevitable steps along the way to having students develop, internalise, and demonstrate high-level performance capabilities. Ultimate school achievement is directly reflected in what students can do successfully at or after their formal instructional experiences have ended."

SMILE focuses on what the learners do after they have gone through the process of learning. Their interest is on whether children can converse proficiently in the medium of English, read and write coherently. Emphasis is on what happens afterwards, when the lesson is over. Spady (1994:2) notes that "When the notion of an ultimate result is applied to the end of the student's career in school, rather than particular segments of curriculum or blocks of time, OBE often uses the term 'Exit Outcome'"

SMILE takes the responsibility of ascertaining that all children that go through their lessons do succeed at the end. The teachers encourage children to express themselves properly through listening to others in class.

This is evident when a child makes a mistake and is assisted by others in class and is then asked to repeat the correct answer. Constance, one of the SMILE staff related a story of a child named David who had been branded hopeless at a school in Hammarsdale. After the very first SMILE session, David showed interest and started participating. Refer to the following:

- *Interview 2.3 (e)* where David showed that he could participate in class.

- *Interviews 2.1 (g); 2.2 (g); 2.4 (d); 2.6 (b)* where a dedication to involve all learners and have them achieve goals as set is an obvious element of SMILE.

- During *Observations 3.1 (e); 3.2 (d); 3.3 (b, c, h)* teachers asked the learners who had not given the appropriate answer to repeat the correct answer from one of the other learners and she also clarified why the answer was 'correct' and the non-participating learners were encouraged to participate.

Focusing on the culminating performance of the child leads the teacher into being able to use what Spady (1994:36) calls, **Instructional coaching** rather than curriculum coverage - seeking to achieve the best from all learners. This means that the teacher is guided by the needs of the children and not by a rigid syllabus, which dictates that, certain learning areas should be finished by the teacher irrespective of the progress of the children. When teachers follow the syllabus, they are focusing on themselves rather than on children who are learning and the result is that some children are left behind and never get an opportunity to catch up.

However, when they are guided by the children's needs, the teachers are able to include all learners in the process of learning. SMILE teachers are encouraged to have all learners participate, hence, Nomusa and Constance comment on the power of being able to draw out the

shy ones or so called ' slow learners' and see them interact and perform outcomes as set out. Refer to the following:

- *Observation 3.1 (f)* where the teacher was guided by the kind of information the children needed. She corrected the children as the lesson went by and clarified misunderstandings as the lesson proceeded.

- *Observation 3.3(b, h, i)* where the teacher gave cues for children to participate and encouraged them to participate even if they were not sure of their answers. This instilled confidence in themselves and made them appreciate that their answers would be acceptable and analysed only after they had provided them. The teacher also assigned tasks to all children in groups and encouraged the non-participating learners into the task.

- *Interview 2.3 (e)* where Constance relates the story of David who participated in class after the very first SMILE lesson because he was encouraged to do so and given time to be actively involved.

- *Interview 2.6 (c)* where even the shy learners are to be given time to participate.

The purpose of OBE as noted by Spady (1994:9) is that it rejects the popular perception that students of different aptitudes or abilities should be given different curricula and learning opportunities, thereby leaving some children lagging behind whilst others are always ahead. Spady also illustrates that all students can learn and achieve the required skill or knowledge within different time spans.

According to Spady, there are high expectations for all learners to participate in their learning and succeed. He believes that schools have control over the conditions that directly affect successful learning.

2. In the LLL doc. (1996:27) it is noted that EBO modes describe the **intent of teaching** whilst OBE focuses on the **outcomes of learning**. Spady (1994:36) also notes that learning has to be **Outcome defined** rather than **calendar defined** and this will make the time span alterable. This means that learning hinges on outcomes and performance of the learner instead of being based on what the syllabus stipulates in terms of dates and timing of achievement. SMILE encourages teachers to focus on outcomes demonstrated by learners rather than focus on the 'finishing' of the syllabus as defined in the calendar.

This is observable during the lessons at Christopher Nxumalo where the teacher tries to involve all the pupils with the use of the communicative approach where children are encouraged to say what they know. Those who do not grasp what is being learned are asked to repeat until they provide the appropriate information with the assistance of other classmates. Refer to the following:

- *Observation 3.3 (b, c, f)* where those who were not sure of answers were encouraged to remember, making sure that the children who gave inappropriate answers knew what was appropriate through repetition. Pictures were introduced for children to create a story around.

3. The LLL doc. (1996:27) highlights that EBO systems **have stipulated time limits** where a certain content is to be learned i.e. syllabus and duration and focus is on opportunities provided for learning.

4. While Spady (1994:36) notes that **Time span is alterable in OBE** and has to tally with the needs of the learners and teachers, i.e. how complex or how easy is it to achieve certain desired results, rather than how long it should take both teachers and learners to go through the **set curriculum** in EBO systems. EBO systems are guided by a **rigidly structured curriculum** with a rigid time span for learning and more often than not there are no clearly defined

outcomes, with both the syllabus and means of assessment seen as 'ends in themselves'. Refer to the following:

- *Interview 2.6 (l, m)* Nomusa notes that in EBO classrooms children are not given enough opportunity to be active in their learning and those who take longer than others to perform outcomes are left behind.

- *Interview 2.3 (d)* where Constance states that SMILE does not set time limits for children to learn as EBO methods do set rigid time limits.

- *Observation 3.3 (h)* where even those learners who did not participate were encouraged to participate because the focus is on outcomes and not on rigid time span.

What is noted as SMILE practice in these interviews and observations relates closely to OBE approaches. When teachers are informed by the learners' needs in the process of learning, they are able to give those who need more time to learn a particular area of knowledge than others. This is what Spady (1994:36) describes as **expanded opportunity** rather than **constrained opportunity**. This means that children should be given as much time as they need to demonstrate their knowledge of the learning content.

Children at Christopher Nxumalo School are given numerous opportunities to learn and be able to show that they have indeed captured the essence of what is to be learned through performance. Children are offered sufficient time to learn and reinforce their learning through the visits to Durban Girls High School once a week. In this case, opportunities abound for children to learn and perform through conversing which is the ultimate goal of the programme, that is to make children communicate in English even though it is not their mother tongue with precision and

understanding for others who are listening. Repetition is one aspect that gives the learners an expanded opportunity to learn and perform outcomes as set out.

Refer to the following:

- *Interviews 2.1 (h)* where children are supposed to be given expanded opportunities to learn.

- *Interview 2.2 (a)* where children are to be enabled to realise their potential.

- *Observation 3.1 (e), 3.2 (d), 3.3 (c)* where children were given time to participate and if they made a mistake they were given time to repeat the correct answer. In this way, the learners got used to the fact that it was their contribution in whatever form that mattered and had impact on their performance.

- *Observation 3.5 in all Tasks* where children were given more time to repeat what they had learned before through the different activities.

Spady acknowledges that people learn at different paces which is why the outcomes and learning programmes should not be designed around rigid time frames and rigid curriculum, but should be designed so as to allow variations as the needs of the children and the teacher present themselves. This notion of inherent differences among learners is acknowledged by SMILE, hence the teacher is always on the lookout for the learners who might take more time to learn/grasp certain concepts. This is done through involving those who seem lost and may not want to participate because they might not be confident about what they know.

This means that the quiet ones are the ones who are encouraged to participate by asking the eager ones to give an opportunity to those who have not contributed to say something too.

4. Spady (1994:36) EBO modes **penalise learners for making mistakes** and the faster ones or those lucky enough not to commit a 'crime' are rewarded by good reports and high marks: this

is documented as a means of collecting grades. The sad outcome to this method is that "Those who are slower never get the opportunity to truly catch up because their record of earlier mistakes cannot be erased." What is almost never assessed or documented is what either kind of student ultimately can do successfully to match this accumulation of grades.

"OBE modes encourage children to continue expressing themselves irrespective of mistakes and make children understand that mistakes are part of the process of learning. When children are made aware that mistakes are part of the learning process, their needs are taken into consideration and they are then given an expanded opportunity to learn, as noted previously.

5. Spady (1994:36) notes that in EBO approaches a **comparative/competitive stance** is taken where the number of students who cannot make the grade is increased. Spady also notes that OBE is based on, **criterion validation** rather than **comparative evaluation**. This is what has to be observed in the demonstration of meaning, "an approach to assessment, evaluation and credentialing that requires assessors to gather the most accurate and pertinent information possible on a student's performances and to determine whether that information matches components of the outcome." In all the SMILE lessons observed, children were not compared with their classmates, but focus was on making each learner know which was the appropriate way to express a certain concept that was being discussed at that time.

6. Spady (1994:36) highlights that OBE is characterised by a **collaborative structure** rather than **cellular structure** where teachers in different schools regard themselves as being 'on their own': In OBE approaches, staff members are encouraged to collaborate and come up with effective ways to enable learners to achieve high level performance to culminate in a cluster of complex competencies that can only be achieved over time. This is what SMILE does through the

Workshops that are regularly held for teachers. They encourage teachers to share information, experiences within the school and also encourage them to visit other schools and share resources. Refer to the following:

- *Teachers' Workshop 4.1(g, h, i)* where a teacher from Inchanga sought a solution to his problem of big numbers in one classroom.

Linda Swinbourne noted the importance of sharing information and resources and dealt with OBE and how teachers could be assisted to understand and implement OBE.

7. Recognition of prior learning

EBO modes do not lay any emphasis on prior knowledge or learning. The report on National Commission On Higher Education (NCHE) (1996:66) highlights the shift from a society which regards learning as a once off process that only occurs in formal environments and this implies that learning is to be seen as a process that recurs indefinitely and thus must be seen as a life long process. It is further noted that "In a learning society, the important thing is to learn how to learn." LLL doc. (1996:30) also notes that OBE, recognises prior learning which places great emphasis on knowledge acquired outside of the formal school setting and encourages learners to make use of knowledge gained prior to the actual classroom situation. SMILE always encourages use of prior knowledge during each session in class as it was demonstrated during Observations. Refer to the following:

- *Observations 3.1 (h); 3.2 (b); 3.3 (d, k)* where teachers encouraged children to use prior knowledge.

- *Interviews 2.1 (o); 2.2 (d); 2.3 (a, b); 2.4 (c)* where these interviewees note the importance of use of the learners' prior knowledge.

I will now briefly compare a SMILE lesson underpinned by OBE with a typical EBO lesson at Maganise in the following way:

SMILE -Christopher Nxumalo School	Maganise Primary School
1. Lesson started with the spoken word	Lesson started with reading of comprehension
2. Seating arrangement in groups, group operation	Seating arrangement in rows, individual operation.
3.Use of Pictures, flash cards, demonstrations encouraged	No pictures, no flash cards, no demonstration.
4. Teacher always asked other learners to help with the appropriate answer.	Teacher provided the appropriate answer herself
5. The teacher encouraged repetition of correct answers	The teacher encouraged repetition of correct answers.
6. The children were allowed to read aloud at the end of lesson and discussed in groups.	The children were told to read quietly and worked individually.
7. What the children read had been written by them previously as a contribution to the booklet.	Unknown persons, not children themselves, authored what the children read.

SAQA has ruled that all learning programmes will be underpinned by Critical Outcomes (CO's) and the Underlying Principles (UP's). In this section which follows, I will define critical outcomes, identify the CO's and UP's, and show how these are implemented by SMILE.

In this section I will address the Critical Outcomes and Underlying Principles that underpin all teaching and learning in OBE and how SMILE practice demonstrates them.

What are Critical Outcomes?

In the LLL. Doc. (1996:26) Critical Outcomes are described as those Essential Outcomes[26] that transcend curricula. This is characterised by being wide ranging to inform the whole process of teaching and learning where learners will able to appropriate knowledge gained in one context on other circumstances that may arise. OBE is underpinned by essential outcomes that are also responsible for setting standards and curriculum development.

In the LLL doc. (1996:27), emphasis is put on the flexibility and holistic nature of the process of learning thus, "The underpinning role allocated to the essential outcomes should ensure that conceptual development and transferable learning remain constantly in sight and that approaches to teaching and learning are both holistic and developmental,.."

The SAQA bulletin (May/June1997: 5-6) notes the importance of incorporating these Critical Outcomes in learning situations. It is stated that there should be a justification that should satisfy SAQA as to the exclusion of any one of the Critical Outcomes and that exclusion of Critical Outcomes will have an implication on the registration of that particular qualification.

Critical Outcomes identified by SAQA as follows:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

2. Work effectively with others as members of a team, group, organisation, and community.

3. Organise and manage oneself and one's activities responsibly and effectively.

4. Collect, analyse and critically evaluate information.

5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

I will now demonstrate how the CO's and UP's are incorporated in all SMILE programmes.

1. Identifying and Solving problems and making responsible decisions: The implication is that children should be exposed to tasks that allow them to solve problems instead of having the teacher solve them and make responsible decisions. This process involves creative and critical thinking, because when trying to solve a problem, one does not accept the first solution that appears but has to think critically before making a decision.

Children at Christopher Nxumalo were divided into groups and each individual had a role to play to make sure that all learners participated and got to make responsible decisions as they went along with tasks given. Refer to the following:

- *Observations 3.2 (g); 3.3 (g)* where the teacher made children think and decide what 'pair' referred to and where children were shown flash cards and had to form full sentences. Learners were encouraged to identify problems, practice responsible decision-making and be creative thinkers.

---

[26] Essential Outcomes are now called Critical Outcomes according to the SAQA bulletin May/June (1997:5-6) issue as it was felt that essential outcomes would be called Critical Outcomes because they were regarded as "critical for the development of the capacity of life long learning"

2. Children should be encouraged to **work effectively as members of groups or teams**. SMILE has the children in teams right through all the sessions. Working in groups enhances children's ability to resolve conflict when it arises and reinforces team spirit. Spady (1994:36) regards this concept as, **'cooperative learning'** rather than **'contest learning'**: infusion of teamwork and successful learning for all. In SMILE classrooms, when children were encouraged to help one another, they consequently learned to cooperate. This was clear in class when others assisted those who had not given the appropriate answer. Teamwork was encouraged hence, even the seating arrangement was in groups. Refer to the following:

- *Observations 3.1 (e); 3.2 (d); 3.3 (c, h)* where the teacher asked other learners to assist a learner with an answer and where the teacher assigned tasks to the different groups so as to involve all learners in teamwork.

- *Interviews 2.4 (a); 2.6 (c)* where group work is held in high regard as it enhances team spirit.

- *Observation 3.5* at Durban Girls High School children interacted with others from a different background and learned to work as a team.

In order for children to work effectively as team members, they have to know that they are all included in the process of learning through what Spady (1994:36) calls, **'inclusionary success'** rather than **'selection categories'**. There are no bell curve thinking practices, no quotas nor limits for learners of different aptitudes. As already mentioned, SMILE teachers always included even those lagging behind in terms of knowledge or performance so that all could learn and share experiences. In SMILE classrooms, when tasks were given out, every learner had a task to do as a contribution towards the total task. Refer to the following:

- *Observations 3.1 (a, d), 3.2 (c), 3.3 (a, i)* children were always in groups where all children were given an opportunity to learn and be involved in the process, even the shy learners were encouraged to participate.

- *Observation 3.5 in all Tasks* where children from Christopher Nxumalo got to interact with other children from a different background emphasises the interest SMILE has on ascertaining that children are encouraged to work effectively as members of groups. They also worked in groups as they go through their tasks during the Wednesday afternoons. Even when they were reading, they did this as groups and were encouraged to discuss rather than work as individuals. As the children were engaged in classroom activities, the learners worked as groups and all had a role to play for a fruitful encounter. The importance of team spirit pervaded the whole environment, hence children were encouraged to assist one another in groups and to share information.

3. Organising and managing themselves responsibly and effectively My understanding of this aspect in the context of SMILE is that children are given an opportunity to work on their own with the teacher acting as a facilitator allowing the children to organise themselves and achieve results. In their groups, children were taught to each have a responsibility which has to contribute to the outcome. Refer to the following:

- *Observations 3.1(d), 3.2 (b)* where children were asked to create a story around a picture and had to organise themselves in terms of who would say what in their groups.

- *Observation 3.5 in all Tasks*, the children have to organise themselves effectively as they give a turn to each one of them to contribute.

4. The learners should get engaged in situations where **critical thinking and analysis of concepts** is encouraged or reinforced. During SMILE lessons, the teacher acted as a facilitator who intervened when the group seemed stuck or needed guidance. The children were given cues to arrive at the answer through showing of pictures, and flash cards were shown for them to create a story or sentences. Refer to the following:

- *Observation 3.1 (c, d)* where there was use of pictures to stimulate thinking and create a story around the picture.

- *Observation 3.2 (a, b, f, g)* where children were asked to recall previous experiences through pictures and were encouraged to demonstrate what they knew. The teacher also asked questions that called for critical thinking where with the children's help, she explained certain English expressions e.g why do we not say 'this is a trouser'?

Observation 3.3 (d, f, g) where children had to recall past experiences, were shown pictures to create a story and words revealed on flash cards for children to demonstrate how sentences are formed. These exercises made children to think critically as they had to create the links with what they had seen in the past, with a picture on the wall. As this was done through a series of activities that encapsulate a lesson, teachers acted only as facilitators who did not give ready made answers but allowed children to use their own experiences, bring in and utilise what they already knew from a different environment like home.

5. Focus on **communicating effectively**: This implies that children should be encouraged to express themselves clearly such that those listening are able to grasp what is being expressed. Communicating effectively can be demonstrated by learners through being able to converse properly and freely in the targeted language and write, read in that particular language. This also

involves being able to understand any form of communication in that language i.e be able to listen and respond appropriately to others communicating in that particular language.

Communicating effectively in English is the focus of the SMILE programme, hence the children are given ample opportunity to express themselves through the use of the whole body, use of their voices, through writing then reading.

SMILE focuses on Communication as a learning area that incorporates other learning areas. The objective is that of making learners able to interact effectively with others and the world around them. The outcome should be that of understanding English that is a non-mother tongue and being able to have good command of this language as it is the language of learning. Without a proper understanding of the language of learning, learning is limited.

In SMILE lessons emphasis is on the spoken word where children are encouraged to talk even if they are not sure or make mistakes. Emphasis on the spoken word is evident in all the lessons that I observed: the lesson always started with the spoken word. Reading was always done towards the end of the lesson because of the belief that learners have to first demonstrate their knowledge of the spoken word before they can begin reading. Refer to Section on Reading and to the following:

- *Observations 3.1 (i); 3.2 (j); 3.3 (l)* where reading is done towards the end of the lesson.

Use of full sentences instead of monosyllables was also encouraged as the focus is on normal conversation/talking, which brings balance between the spoken expression and movement. Refer to the following:

- *Observations 3.1(g)* where children were encouraged to express themselves using full sentences.

- *Observation 3.2 (b)* children were encouraged to talk, tell stories of what they know and this makes them communicate their feelings and the information they have.

- *Observation 3.3 (e)*, the teacher encouraged free movement and asked the children to come forward and demonstrate with action, what they were saying with their mouths.

When children from Christopher Nxumalo School are taken to Durban Girls High School for an Oral Reinforcement session, emphasis is on communicating effectively. Refer to the following:

- *Observations 3.5 Task 1(e)* where children were asked to draw the utensils in pencil.

- *Observation 3.5 Task 2 (b, c)* children were asked to label, match utensils according to their use and state why.

- *Observation 3.5 Task3 (d)* children were asked about the process of making pudding. Throughout all these instances, the aim is that of enhancing the way children communicate and express themselves in English.

In SMILE classrooms, teachers always encouraged children to read out aloud from their reading books. Reading out aloud makes children hear their own voices which enhances their expression, as they can clearly hear themselves when communicating appropriately and when something which is not quite right.

The teachers also allowed the children to discuss amongst themselves how certain questions should be tackled. The last part of the lesson was when they were given a chance to write down the answers, draw and colour in drawings that were in the booklets. Refer to the following:

- *Observations 3.1 (i, j); 3.2 (j, k); 3.3 (l, m)* where teachers allowed children to read out aloud, discuss questions and write answers down, followed with colouring in pictures drawn in the booklet.

128

6. Children are encouraged to use science and technology effectively and care about the environment and the health of others: Children are taught about the significance of technology in learning and life in general. SMILE has been fostering this aspect to an extent that the SMILE teachers were encouraged and assisted in entering for a competition where the school won computers. These computers have now been installed and Christopher Nxumalo has a Resource Centre, which is open to the community at large. The SMILE teachers attended a computer course and are the ones who assist members of the community on the use of the computers on Saturdays. The children have time that is solely devoted to their learning through use of computers. Refer to the following:

- *Interview 2.6 (i).*

This also entails exposing children to topics that deal with the environment and ascertain that children are taken to see places where environment is held in high regard. SMILE exposes children to environmental issues through visits to places like the Animal Farm and Sea World.

Children became aware and were educated about the lifestyle of the different animals and how to take care of them. Refer to the following:

- *Field Trips 5.1 and 5.2.*

7. Demonstrating an understanding of the world as a set of related systems - This implies that teachers should encourage learners to relate concepts and understand that what is acquired in one setting can also have a bearing in other circumstances which might seem unrelated. Consequently, children learn to appreciate that learning is not only what is acquired in the classroom and that the different subjects that they learn are all related in some way.

The LLL doc (1996:48) states that, "This implies that provided learners can demonstrate their ability to attain the required learning outcomes, it does not matter what content helped them to do so or where, when and how they acquired such ability." This statement clearly shows that there is no rigidity nor prescription, but guidelines and a structure to follow is provided. This notion also inspires the concept of the inter-relatedness of life. It means that the content that will lead to the learner being able to exhibit thorough knowledge. Having acquired such information or 'know-how' from sources outside of the school premises is totally acceptable and is credited.

According to Spady (1994:36) this is **concept credentialing** rather than **content segmentation**. An interconnectedness of content and concepts is sought, allowing for an integrated application of what has been learned. Refer to the following:

- *Observations 3.1 (f, h); 3.2 (b); 3.3 (d)* where the teachers reminded children of integration of concepts and children were encouraged to bring in knowledge gleaned from other sources.

- Interviews *2.1 (o); 2.2 (d) 2.3 (a, b), 2.4 (c); 2.6 (h)* where previous knowledge is supposed to be taken into consideration in all lessons.

SMILE tries to revive and reintroduce the conjugation that naturally exists between schoolwork and play/leisure through their encouragement of bringing in a component of play to learn. They see education as a process whereby the qualities of children get developed taking cognisance of their social and cultural background, thus making this learning process a meaningful whole. SMILE has a wide view of education and does not compartmentalise it, but sees it in a total context: the approach is holistic.

I will deal with the Underlying Principles in the next section.

Underlying Principles

After much debate, it was felt that as much as the Critical Outcomes seemed enough, there were other broader educational goals that other role players felt were of "vital importance", hence the five Underlying Principles were included. "In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:" SAQA bulletin, (1997:6).

1. Reflecting on and exploring a variety of learning strategies.

2. Participating as responsible citizens in the life of local, national and global communities.

3. Being culturally and aesthetically sensitive across range of social contexts.

4. Exploring education and career opportunities.

5. Developing entrepreneurial opportunities.

1. Reflecting on and exploring a variety of learning strategies is encouraged by SMILE. The teachers are encouraged to use a variety of learning strategies to make the lessons more exciting and more informative. Refer to the following:

- *Interviews 2.1(d), 2.5(d), 2.6(a)* where teachers are encouraged to practice different, innovative ways of teaching to make the process more exciting, thus fruitful.

- *Observation 3.1 (c, i, j)* where the teacher presented pictures to children to create a story that related to the picture. The teacher allowed children to discuss, read, write and colour in pictures.

- *Observation 3.2 (a, b, e)* where children had to create a story around a picture, and were also encouraged to demonstrate clowns.

- *Observation 3.3 (f, g, j)* where children were shown pictures to create a story, had words revealed on flash cards.

Children represented the words that formed a sentence through demonstration and used rhyme for sounds that pertain to the lesson. Taking the children to Durban Girls High School is a different kind of learning strategy.

- *Observation 3.5 Task 1(a, e)* Children used their sense of touch to learn, they were made to talk and were made to draw what they had touched, seen and talked about.

- *Observation 3.5 Task 2 (a, b, c)* where children were asked to collect sets from different items shown to them, shown pictures and had to label them accordingly.

- *Observation 3.5 Task 3 (a, c)* children read through instructions to make pudding and also got involved in the actual making of the pudding.

- *Observation 3.5 Task 4 (a-d)* children read through flash cards, sang and danced according to what they could see. All these different strategies stimulated the children's thinking and enhanced their learning which in turn reflected in the children's eagerness to express themselves and learn more. All the above are different strategies that SMILE encourages so as to make learning more exciting, thus easy to grasp and remember.

2. Participating in the life of local, national and global communities: Children at Christopher Nxumalo are made to appreciate that learning does not end in the classroom through the visits to Durban Girls High School. The Resource Centre that has since been equipped at Christopher Nxumalo makes the children aware that the community of Chesterville is also part of their school as the Resource Centre is open to the community of Chesterville. Refer to the following:

- *Interview 2.6 (i)*

3. Encouraging learners to be Culturally sensitive – Teachers encourage children to have respect for others coming from different cultural backgrounds and to also value their own culture. This is reinforced through the visits to Durban Girls High School where Christopher Nxumalo Children meet with mother tongue speakers of English who come from a different cultural background. Interaction amongst these children then brings out both the cultural differences and commonalties. Refer to the following:

- *Interview 2.7 (e)* where Mary comments on the cultural sensitivity that gets enhanced and the learning that takes place not only on the part of the children from Christopher Nxumalo but the enlightening interaction for the children from Durban Girls High School.

- *Observation 3.5 in all Tasks*, where children interacted with children from a different cultural background and became enlightened about each other's commonalties as human beings and cultural differences i.e. children from Christopher Nxumalo School and children from Durban Girls School.

- *Informal Survey 6.6 (c, e)* some children from Durban Girls High School indicated that they wanted to help others as a form of community contribution and others said that they got involved with SMILE because they wished to contribute to the 'new South Africa'[27]. Cultural sensitivity cannot be acquired through books, teachings and the media only, but can be seen unfolding in its own natural way and that is what I could observe at Durban Girls High School.

4. Exploring education and career opportunities: SMILE does this through the interest they show in the progress of children even after they have achieved outcomes as set in the beginning. The children are made aware that education does not mean writing tests and examinations, but that there is more in terms of education and career opportunities.

---

[27] 'new South Africa' is the new dispensation which has replaced discrimination

Nobuhle's case is a classical example of the interest and effort that SMILE puts to further the children's education and ultimately their career. Nobuhle is now a student at Durban Girls High School because SMILE takes it upon themselves to also explore better education prospects for the learners.

5. Developing entrepreneurial opportunities - When children have been taught in ways that are underpinned by Critical Outcomes and Underlying Principles as mentioned, they have their sense of entrepreneurship enhanced. The result is that children under the SMILE project are able to think broadly and act accordingly regarding their future prospects.

According to Hetherington (1994:11-12), entrepreneurs have the following characteristics:

- They are non-conformist hence, they have an inquiring mind and always think of doing things differently.

- They enjoy solving problems because they like a challenge.

- They are daring.

- They are optimistic and always believe in themselves.

- They are independent.

Hetherington also illustrates the innate entrepreneurial spirit that some children have: Studies have shown that of the 25% children who start kindergarten with an entrepreneurial spirit, only 3% graduate with it. Hetherington attributes this decline to the education system that rewards learners for being "conformists" who "regurgitate" what has been taught without any questioning. It is such results that the OBE seeks to turn around so that children's capabilities are not stifled as they evidently are under the EBO mode. There is correspondence between what Hetherington provides about entrepreneurs and what SMILE does with learners. Children are taught to think creatively

134

and appreciate that there are different ways in which a problem can be solved. Linda Swinbourne maintains that SMILE believes that every child has the potential to succeed. This becomes evident when teachers manage to make every learner believe that they can 'make it'. All learners in class are encouraged to participate even if they make mistakes, there is no one left behind. Consequently, the children begin to feel more confident not only in speaking English, but as whole beings in all spheres. SMILE nurtures the entrepreneurial spirit that children naturally have.

All of the foregoing demonstrates that SMILE engenders the Critical Outcomes and Underlying Principles of OBE as espoused by SAQA in the Education ruling of the new South Africa.

CONCLUSION

In this study I have:

- Collected data that I needed as part of the investigation.

- Recorded the data in the form of :

- Literature Review

- Interviews

- Observations

- Field Trips

- Informal Survey.

With all this information I have managed to relate Jousse's Theories of Expression, Learning, Reading and Memory to the SMILE Project at Christopher Nxumalo Primary School. In this study I have dealt with ways in which SMILE overcomes problems that children who are not English mother tongue speakers experience in the learning of English. I have identified the ways in which SMILE succeeds in their quest to enhance the process of learning English, as follows:

- Learning happens first and foremost through movement and oral expression.

- Learning happens in a happy environment through use of games, singing-rhymes, recitations and dancing.

- Learning hinges on the learner's previous experiences.

- Learning is achieved through repetition.

- All learners have potential to succeed.

- Learning is enhanced by use of drawings.

SMILE's success is demonstrated in the following ways:

- The improvement in both teaching and learning of English as a non-mother tongue.

- The improvement of morale amongst teachers.

- The team spirit formed between teachers from different schools.

- The improvement in learning other subjects amongst the children who are under the SMILE Project.

- SMILE tries to make learning pleasurable and memorable.

- SMILE has a positive impact on the lives of children at Christopher Nxumalo School.

I have demonstrated how the SMILE approach is underpinned by the Critical Outcomes and the Underlying Principles of OBE. Through this exercise, I have highlighted the following:

- The National Qualification Framework (NQF) and its purposes.

- The objectives of the South African Qualifications Authority (SAQA).

- The Differences between Outcomes Based Education and Education by Objectives.

In my study I have demonstrated that children learn in the following ways:

- Children learn best in an environment 'conducive to learning'.

- Children learn best when their previous experience is utilised.

- Children learn best from concrete personal experience.

- Mistakes are part of the learning process and should be corrected in a supportive environment, not punished.

- Children learn in formulas and patterns that support memory in a rhythmical, balanced bilateralised manner.

- Children learn at their own rate and pace.

- Children learn through dance and movement.

- Children's drawing is the child's early form of writing.

- Children learn to write best when they express in writing what they know.

- Children learn to read best when they read about what they know.

- Children learn best when they are involved in the learning process.

- Children learn through imitation and practice.

- Children learn through spontaneous expression.

Ideas for further research and Recommendations

The data collected in this case study indicates that SMILE has succeeded at the Grade 5 class at Christopher Nxumalo School and in improving the proficiency of English. I believe that SMILE has the capability and capacity to be implemented on a National Scale with the support of the Education Department. SMILE should be investigated more widely. Use of SMILE on a National scale could also act as an approach to demystify OBE and bring it to the end user in a more immediate and accessible mode. The implication is that teachers from different schools could benefit from being put in contact with SMILE through in-service training sessions. SMILE runs workshops as part of their core services, hence, this exercise could be familiar terrain that is characterised by a wealth of experience and success, for those who might want to access it.

SMILE provides ongoing support to all the users of this programme. Provision of such services to ascertain that OBE is implemented appropriately to suit the needs of the learners could be rendered as part of the package deal. Feedback on the progress of the programme could be given by SMILE on a regular basis as this is also one of their strengths.

Further Studies in the following would also be worthwhile:

- How starting a lesson with the spoken mode enhances learning.

- How theories of Marcel Jousse can be appropriated in learning situations.

- The compilation of stories from children for their reading books and how this impacts on their learning.

- Use of host schools like Durban Girls High School and how this can be of mutual benefit.

English as a language of learning in South Africa has posed numerous challenges in the education system and communities at large. There has been enormous pressure on all concerned to improve understanding and proficiency in English. As soon as the language of learning is not a mother-tongue, a chasm is created. The Department of Education and the society at large have an enormous task of ascertaining that teachers are fully equipped to deal with all that comes with teaching in an English medium which to many South Africans is not a mother-tongue. For learning to succeed as demonstrated in this study, the expertise and guidance of projects like SMILE has to be sought so as to enhance the learning of English which has an impact on all the other learning areas which are also learned in English.

BIBLIOGRAPHY

Abdul Milazi
1998

Sunday Tribune, July 12, "Girl claims her arm was broken because she could not spell in English." Independent Newspapers, KwaZulu-Natal.

Capra, F.
1982

The Turning Point, Richard Clay Ltd. Great Britain

Conolly, J.
1996

From Mimism to Music in the Child: An Oral-Style Contextual Reading of The Primary Learning Theory of Marcel Jousse with special reference to Rudolph Laban, Unpublished M.A. Dissertation, University of Natal, Durban.

David Coleman
1997

The Mercury, June 26, Independent Newspapers, KwaZulu-Natal.

Department of Education

A Report on the National Commission on Higher Education: A Framework for Transformation, Pretoria

Department of Education
February 1996

Life Long Learning Through a National Qualifications Framework: Discussion Document, Pretoria.

Donaldson, M.; Grieve, R. & Pratt, C.
1983

Early Childhood Development and Education, Basil Blackwell Publisher, Oxford.

Frow, F.
1998

Improving Adult Mother-Tongue Literacy Learning Through The Application Of The Insights Of Marcel Jousse, Unpublished M.A. Dissertation, University of Natal, Durban.

Hetherington, I.
1994

The Forgotten Heroes, The Free Market Foundation, Sandton.

Hunter-Grunding, E.
1979

Literacy, Harper & Row Ltd. London.

Inglis, R.
1973

A Time to Learn, Peter Owen Ltd. London.

Jousse, M. 1990	*The Oral Style* (Translated by Sienaert E. and Whittaker R.) Garland Publishing, New York
Jousse, M. 1997	*The Anthropology of Geste and Rhythm,* Edited by Sienaert E. and translated in collaboration with Conolly, J. Centre for Oral Studies, University of Natal.
Laban, R. 1980	*The Mastery of Movement,* (Revised by Ullman, L.) Macdonalds & Evans Ltd. Great Britain.
Phillips, N. 1984	*An Enquiry Into The Phylogenesis Of Speech With Special Reference to The Implications of Laban's Analysis Of Movement,* Unpublished M.A. Dissertation, University of Natal, Durban.
Siguan, M & Mackey, W. 1987	*Education and Bilingualism,* Kogan Page Ltd. Unesco, London.
Sinclair, A.; Jarvella, R. & Levelt, W. 1980	*The Child's Conception of Language,* Springer-Verlag Berlin, New York.
SMILE	*Smile Needs You. South Africa Needs To Smile.* Alba Printers.
South African Qualifications Authority May/June 1997	*SAQA Bulletin,* Published by the Office of The Executive Officer, Volume1, Pretoria.
Spady, W. 1994	*Outcomes-Based Education Critical Issues and Answers,* American Association of School Administrators.
Thornton, S. 1971	*Laban's Theory of Movement,* Macdonald & Evans Ltd. Great Britain.
Vansina, J. 1985	*Oral Tradition as History,* James Currey Ltd. Thornhill Square, Islington, London