

**The feasibility of critical pedagogy in the English Second  
Language classroom: comparative case studies of Senior  
Primary classrooms**

**by**

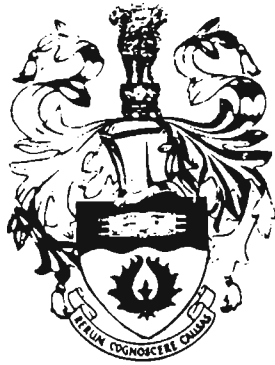
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**submitted in fulfilment of the requirements for the degree of MASTER OF  
EDUCATION in the Department of Curriculum Studies in the Faculty of:  
Education at the University of Durban/Westville.**

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**March 1996**

**I should like to express my sincere appreciation to the two funders who so generously supported my research**



**UNIVERSITY OF DURBAN-WESTVILLE**



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## **ACKNOWLEDGEMENTS**

At the outset, I need to record my gratitude to the KwaZulu Department of Education for giving me permission to carry out my research in the Umlazi circuit. In particular I need to acknowledge the kindness of the principal and staff of the "Abantwana" Higher Primary School who welcomed me into the school and sacrificed their lessons, partially or in total, every Wednesday. The principal, of "Barnabas Shaw" Primary graciously opened the doors of his school for me to observe his Standard 5 class for several weeks. In particular, I must acknowledge the support and co-operation of "Ndalo" and "Susan" for agreeing to teach the Sounder-curriculum and putting up with me and my endless questions during the time I spent at their schools.

I am also indebted to Mr. Aaron Rose, principal of Van Riebeeck Park Primary School for making it possible for me to have the time available on my time-table to conduct my research in Umlazi and in Pinetown each week.

In respect of the funding of the project, I must again record my indebtedness to Nelson Moodley, Nehru Naidoo, Pradeep Maharaj and Nyne Govender of the Research Administration of the University of Durban-Westville who acted on my behalf on numerous occasions in order to secure funding for my project. Many thanks are due to Laura Rossler and Linda Ntombela of Shell South Africa (Pty) Limited who believed in my project and finally secured the funds that made the research project a financial success.

Jonathan Jansen, my supervisor, was a good friend and a wise counsellor at all stages of the research project. He accorded me much freedom to follow my instincts and to make the necessary decisions, but he also knew when it was appropriate to offer words of encouragement or words of advice. I benefited immensely from the many discussions we had, his insights into the politics of the curriculum were an inspiration to me and gently shaped my own thinking.

Sue MacHutchon of Kloof Word Processing Services, typed and re-typed, made the computer do miracles, and tolerated my fickleness for commas and full-stops in the right places with patience and forbearance. Mention must also be made of Brian Holmwood's art-work in the Sounder-workbook. For the many pupils who studied the Sounder-curriculum, the dividing line between success and failure was undoubtedly the illuminating art-work. To both Sue and Brian I owe an invaluable debt as their particular talents enhanced my own work immeasurably.

(ii)

Finally, to my family, Bronwen, and the girls, Sian, Meryl and Lyndall who allowed me to pursue my goals without ever complaining. For the silences and moodiness which would have driven many to abandon their spouse and father, my family accepted me and loved me instead. What more could any man wish for?

In many respects qualitative research is an exercise in human relations. Research is meeting people, sharing ideas, dialogue and interaction with others, even conflicting sharply over sensitive issues. Research is a means whereby we come to know each other more intimately and a means whereby we bring about subtle changes in our society, thus creating a more just and peaceful society for all to live in. I pray that this thesis will have do precisely that. To all the people, those mentioned above, and the many who were not mentioned by name, who worked with me and influenced me, I say thank you. For the conclusions reached, and for any opaqueness which may exist, between these covers, I take full responsibility.

**Ian Edwards**

December 1995

## **ABSTRACT**

The aim of the study was to explore the feasibility of critical pedagogy in a sampling of English Second Language classrooms in the Durban-Pinetown region of KZN. I was situated at the Abantwana Higher Primary School for eleven weeks for the first phase of my data collection. Access was negotiated with the Barnabas Shaw Primary School in Pinetown towards the end of August, this ESL-school provided me with a contrasting site for the purposes of comparison. At about the same time I commenced with my case survey of the English Second Language classrooms in the Model C (B) schools. The survey was viewed as a third site in the case study.

The construct of "critical pedagogy" was placed within the context of critical theory as this theoretical vantage point was ideally suited to probing and exposing the underlying historical and social relationships of the education problem in KZN. Critical pedagogy is a specific instance within critical theory. The research was qualitative in nature, using comparative case studies of primary classrooms in KZN; supplemented by a case survey of 107 pupils. A popular children's novel was used to develop a critical curriculum suitable for Std 5 pupils. This workbook was used in the classrooms included in the study, and as a means of observing pupils' response to critical teaching processes.

The research was described as an ethnographic case study because of the more bounded nature of the research and because of the fact that it was conducted over a fairly short period of time. Nevertheless, the principles of classical ethnography applied. Data was collected by means of sustained observation and participant observation, supported by interviews, questionnaires and document collection. Data analysis took place during the process of data collection and was on-going and cyclical in nature.

The research was initially described as an exploratory study, however, towards the end of the data analysis phase it appeared that the study was more explanatory in nature, as I had become aware of the inter-relatedness of the conditions which were required for the successful introduction of critical pedagogy in the English Second Language classroom. These linked conditions were described as causal links in the final chapter and a feasible set of recommendations were made in respect of the reconstruction and development of critical teaching in the senior primary phase in the historically disadvantaged schools of KZN. The inevitability of political influences on the curriculum and classroom pedagogy emerged during the final stages of the process of data analysis, and the recommendations thus included an appeal to the politicians of this province to address the issue of violence and racial integration in the province with expediency in order to normalise the provision of education for all its citizens.

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### **GLOSSARY OF ABBREVIATIONS**

ANC	African National Congress
DEC	Department of Education and Culture
DET	Department of Education and Training
ESL	English Second Language
FLE	First Language English
KZN	KwaZulu Natal
KZDEC	KwaZulu Natal Department of Education and Culture
MOI	Medium of Instruction
NED	Natal Education Department
NGO	Non-government Organisation
NECC	National Education Co-ordinating Committee

## **CHAPTER 1**

### **1. INTRODUCTION**

#### **1.1 Statement of Purpose**

The purpose of the study is to explore the feasibility of critical pedagogy in the English Second Language classroom.

#### **1.2 Rationale**

Curriculum policy in apartheid South Africa was shaped by adherence to a narrow ideology. Morrow (1990) argued that aims in education in South Africa were blurred, or ceased to exist altogether, as a result of the apartheid ideology (1). The Christian National Education dominated curriculum generated an education system which disadvantaged the black population of South Africa. Racial segregation in education was the cornerstone of national education policy. Calvinistic-Afrikaner values influenced curriculum content for many generations. The inherent inferiority of the black pupil was assumed, and curricula were constructed with this assumption in mind. Furthermore, the authoritarian nature of these apartheid curricula favoured and promoted the political ideology of the Afrikaner rulers. Resistance or challenges to the curriculum was repeatedly rebutted by oppressive and often violent retaliation; the authoritarian and narrow constraints of the apartheid curriculum was the very anti-thesis of any form of critical thinking.

A curriculum based on the principles of critical pedagogy will therefore challenge the content of the curriculum as well as the prevailing conditions in the classrooms of the disadvantaged sector<sup>2</sup> of South Africa. Critical pedagogy does not accept the status quo in society where political injustice is evident without asking critical questions and challenging the perpetrators of injustice. Critical pedagogy is people-orientated, and as such it focuses on social distortions as experienced by people in the field. A critical pedagogy is therefore eminently suitable as a platform for investigative research into the prevailing conditions in the classrooms of the historically disadvantaged sector of South African society.

### **2. CONCEPTUAL/ THEORETICAL FRAMEWORK**

#### **2.1 Critical Pedagogy**

In this study critical pedagogy is viewed as a specific instance within critical theory. In the context of this research the term 'critical pedagogy' will be understood to mean a pedagogy that questions and

challenges the canon of knowledge that we bring into the classroom. Educators ought to consider more carefully what counts as really useful knowledge, knowledge contained in the curriculum that challenges rather than accepts passively and which results in a critical consciousness, (2). Critical pedagogy is emancipatory, the historical and social experiences of pupils are taken as the starting point for further development in a critical classroom pedagogy. Critical pedagogy therefore takes into account all that is implied by the accumulation of cultural politics and ideology (3). It is firmly grounded in radicalism and as such is guided by ethical principles which ensure that the human rights of our pupils are safe-guarded in classroom pedagogy (4).

## 2.2 Critical Theory

A group of scholars, the so-called Frankfurt School of Critical Theory made a powerful contribution to social and education research. It was the work of these scholars that I consulted for a theoretical framework. Critical pedagogy as understood in this study is firmly based on the work of these critical theorists, (Habermas 1975; Adorno 1979; Horkheimer 1972/73) as well as those who applied, elaborated and interpreted their work in educational research (Apple 1982(a) (ed.); 1982(b); 1983; Giroux 1981(a); 1983(a); Anyon 1979; 1988).

Critical theory as proposed by the Frankfurt School, probes and exposes underlying social relationships. Critical theory is a radical reconstruction of the meaning of human emancipation, it focuses on the problems of race, gender and class which influence and shape events in society. Giroux holds that fundamental to all interpretations of critical theory is the prominence of critical thinking as a process of critique in the struggle for self-emancipation and social change (5).

Critical theory is viewed as an alternative to the logical positivism of the Vienna Circle (6) and the interactional terms of the interpretive approach (7). Initially under the influence of Marx the early critical theorists distanced themselves from the economic and political features of Marxism and emphasised the cultural and ideological aspects of social life (8). Habermas attempted a synthesis of these approaches, the result being an approach to research which was found to be eminently suitable for research studies undertaken in the social environment of political domination and societal dislocation; and where the reconstruction of society was required (9).

Critical theory therefore views knowledge in the context of human social evolution. This means that knowledge is contextualised both historically and socially. In this respect, I discerned three points of relevance for my research.

- a) the critical theorists' view of knowledge which makes it possible for the researcher to highlight repressive and emancipatory features of society (10);
- b) the critical theorists' view of knowledge is not value free, and hence the function of the researcher is to explain distortions in communication at the individual or social level (11);
- c) the critical theorists' view of the researcher as a participant observer in the social life-world he is maintaining and reconstructing (12).

### 2.3 Freirian Principles as applied to the classroom

Paulo Freire's writings are firmly located within the context of critical pedagogy. The term Freire uses in Pedagogy of the Oppressed for "critical thinking" is "critical consciousness", he defines "critical consciousness" as "learning to perceive social, political and economic contradictions" (13). The following Freirian principals are fundamental to the development of a critical consciousness and were used as were a basis for the construction of a critical curriculum;

- (a) the paramouncy of problem-posing;
- (b) dialogics as a means towards critical thinking.

#### 2.3.1 Problem-posing

Of problem-posing Freire had the following to say:

"Whereas banking education anaesthetizes and inhibits creative power, problem-posing education involves a constant unveiling of reality. The former attempts to maintain the submersion of consciousness; the latter strives for the emergence of consciousness and critical intervention in reality" (14).

Problematizing the curriculum takes place within the context of the world. Freire adds:

"In problem-posing education, men develop their power to perceive critically the way they exist in the world with which and in which they find themselves" (15).

The critical curriculum used for this research was designed to be problem-centred curriculum.

#### 2.3.2 Dialogue

The problem-posing approach leads naturally to Freire's second critical principle. He says that:

"Without dialogue there is no communication, without communication there is not true

education" (16).

When analysed dialogue implies a verbal function. Hence the word becomes the essence of dialogue. Freire perceives two dimensions within the word, namely, reflection and action, viz action + reflection = word.

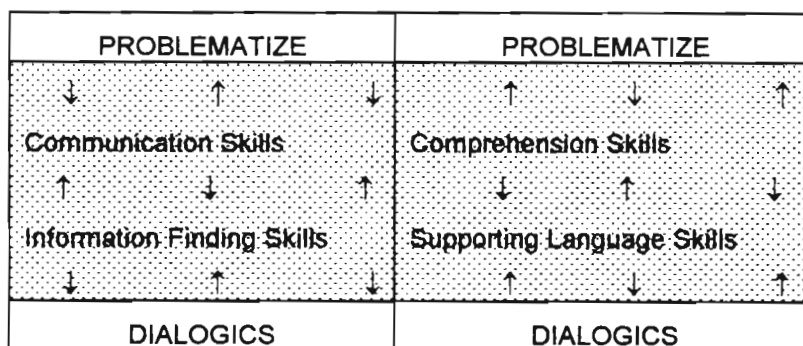
For Freire a close mutual dependence exists between these two dimensions "that if one is sacrificed - even in part - the other immediately suffers." Dialogue is the same as praxis, an existential necessity of life, and as such Freire observes that as humans we are not "built in silence, but in word, in work, in action - reflection..... dialogue is the encounter between men, mediated by the world, in order to name the world" (17).

### 2.3.3 Freirian Principles as applied to the critical curriculum

The Freirian principles of problem-posing (i.e. to problematize) and dialogue influenced four major thinking processes:

1. communication skills;
2. comprehension skills;
3. information-finding skills;
4. supporting language skills.

The relationship between the principles and the major thinking processes may be represented diagrammatically as follows:



Three concepts based on the principles of critical pedagogy were used in this research study:

#### 2.3.3.1 Critical Content

What is to be learnt? The ethical principles of race, class and gender ought to feature in a critical curriculum. The critical curriculum ought also to be based on the popular experiences of the pupils. Some forms of knowledge have been marginalised eg. certain voices have been eliminated from the history books, these distortions ought to be corrected (18). Critical curriculum content would have to confront the issue of the powerful impact of the liberal arts on the school curriculum in South Africa. The powerful influence of Hirst on liberal education is discussed by Le Roux (1985), he concluded that for Hirst "a liberal education is essentially a cognitive experience, an understanding of the interrelated forms of knowledge" (19). South Africa is a Third World country with a situation that is vastly different to that of Europe and Britain and consequently the value of local content ought to be considered for a critical curriculum.

#### 2.3.3.2 Critical Process

This means the selection and utilization of critical thinking methods by the teacher. The classroom becomes learner-centred, Shor's metaphor "the withering away of the teacher" (20) applies here. The process of learning is dialogical as pupils interact to link curriculum content to society. In the Freirian system social practice is what is being studied, while "dialogue" is the form or process of study (21). Contextualised skill-development is applied to critical content in order to stimulate critical thinking (22). Instead of the chant, or the recitation, or the sentence completion exercise (23), critical processes would suggest the skills of analysis, abstraction, generalization, categorisation, etc. Principles and themes are preferred to the reproduction of meaningless and often incoherent content. Themes are more conducive to accentuating social concerns than excessively content-laden and anti-dialogical teaching.

#### 2.3.3.3 Critical Thinking

This means the experience of the pupil in relation to the content and the critical process. Thinking skills enable an individual to deal with the world and with knowledge. It includes the re-definition of the role of the teacher and his/her traditional prerogative of being in possession of esoteric knowledge. Critical thinking as understood in this research, implies *inter alia* problem-posing dialogue, asking critical questions, and discriminatory listening, etc. Critical thinking relates the critical content, by means of the critical process to the daily experiences of the pupil, and ultimately to the world beyond the walls of the classroom.

### 3. METHODOLOGY

#### 3.1 What is understood by the term "English Second Language" (ESL) and why was the ESL-pupil the focus of this research study?

Ellis and Tomlinson (1980) differentiate between English as a native language, English as a foreign language and English as a second language.

"A speaker of English as a native language acquired English naturally as a young child. He does so usually because his parents use English as their normal means of communication.

"A speaker of English as a foreign language is usually taught English as a subject at a school or college and lives in a country where English is not normally used. He does not normally learn English from his parents.

"A speaker of English as a second language usually lives in a country where English is not the native language of the indigenous inhabitants. However, in his country, English is frequently used as a means of communication between speakers of different native languages and as the language of particular activities such as education, commerce and politics" (24).

The third definition describes the pupils who were the focus of this research, these pupils are effectively learning all their subjects through the medium of a second language and are therefore at a grave disadvantage. My interest was in the ability of these pupils to apply critical thinking processes in their second language.

#### 3.2 Why was the Std 5 pupil used for this research study?

The Std 5 year is the final year of a pupil's primary schooling, but in reality, it is the first year of the third phase of schooling. Most secondary school curriculum documents commence with the Std 5 year, and merely continue when the pupils are physically present in the high school environment. Std 5 is therefore a critically important year as the pupils are being prepared for secondary education. Many pupils are already adolescents, while others are entering adolescence during this year, and as such they are better able to cope with a problem-centred curriculum based on the principles of critical pedagogy. Finally, much attention has been given to the Std 3 year in other research studies (25); by Std 5 the ESL-pupils have been learning through the medium of English for almost 3 years and I was interested in investigating the preparedness for secondary school of these ESL-pupils from the point of view of their language competency.

### 3.3. The value of children's literature

A critical curriculum could have been designed by using eg. history, or environmental studies. However, it was my opinion that the ESL-pupils' difficulties lay in the domain of language and communication, and that they deserved to be exposed to the best which a language could offer its learners as an aid to learning viz. its literature.

In one of the final reports of the Threshold Project MacDonald makes reference to the value of literature in the primary school. She observes that "the single most important conclusion that we have come up with, based on observation, testing, and careful reading of the literature, is that a reading, or literature programme, in its broadest sense should be created for black children. Literature has value both as an instructional medium and as a motivational tool, and it is quite simply failing to be cultivated (26).

Children's literature in the primary school would

- \* give pupils access to the world of the novel and stimulate an interest in reading;
- \* provide an opportunity for meaningful interaction to take place between pupil and teacher;
- \* encourage active involvement of the pupils in the imaginary world of the novel;
- \* cultivate a critical responsiveness from pupils.

The critical curriculum, based on *Sounder*, by W.H. Armstrong was designed to satisfy these literary principles, while at the same time serve as a means of supplanting over-used school-based learning experiences.

### 3.4 The choice of the novel on which the critical curriculum was based

The choice of the novel on which the critical curriculum was to be based had to be more than a popular children's novel. Critical pedagogy is emancipatory, the historical and social experiences of the pupils are taken as the starting point for a critical classroom pedagogy. The novel therefore had to have a point of contact with the real-life experiences of the pupils. *Sounder*, by W.H. Armstrong, more than most other children's novels, satisfied the criteria for a critical curriculum based on the principles of critical pedagogy that could be implemented in the ESL-classroom. It is a story of a man, a boy and the dog *Sounder* who are all victims of an appalling system of racial discrimination. Set in the Southern States of America during the early years of this century, the novel explores the suffering and anguish of a family as they struggle to survive during the long months of a particularly harsh winter. When the father is jailed for an indefinite term for stealing a ham-bone, the young boy begins to learn the realities of a society dominated by white racists. The boy demonstrates courage and determination as he makes many journeys in search of his father. He learns to cope with the social stigma of having a father in jail. He learns what it means

to be black and uneducated. The novel develops into a "serious, but not a bitter story" (27), as the author explores various political and social themes related to the central issue of racial discrimination.

### 3.5 Why was a novel which reflected a local situation not used for the critical curriculum?

Cognisance was taken of the merits of the work of local children's authors, however, it seemed that a degree of remoteness in the political background of the novel was desirable. Furthermore, a degree of objectivity in respect of the setting of the novel would hold critical value. Pupils would then be required to make their own inferences. The critical curriculum had to make it possible for pupils to confront the culture of domination through "action in depth" (28). In other words the teacher would not think for the pupils. Freire points out that confidence must be expressed in the people's "ability to think, to want, and to know" (29).

## 4. OVERVIEW OF THE LITERATURE

The literature review examined Marx's contribution to radical theory, and in particular the application and development of his social theory by Lenin, Stalin, Gramsci, Althusser, etc. The literature reviewed the work of the theorists in the period prior to 1980 from the point of view of the reproduction which takes place in the schools in the interests of the ruling class. The work of Bowles and Gintis (1976)(30) was cited as a classic example of reproduction literature. While Giroux (1982; 1983(a)) contributed to the reproduction literature he also moved into the period of despair (1980-1985) when the dominant mood in the literature was that schools were social sites of resistance. The contributions of other Euro-American scholars were reviewed (31), including the re-launch of an earlier contribution made by Freire (32). Events in South Africa were also reviewed, with scholars such as Nkomo (1984), Hyslop (1988) and Jansen (1990) (33) contributing significantly.

The period of intervention and reconstruction was ushered in during the second half of the 1980's and once again Giroux's writings testified to a new "language of possibility" (34) as the literary mood swung away from despair to one of hope. Political events in South Africa moved towards a settlement as political negotiations were embarked on. In South Africa the era of intervention sparked off numerous projects by NGO's and private entrepreneurs into the re-building of classrooms. Reconstruction of the curriculum was undertaken. Two recent research studies in Southern Africa were reviewed and their limitations noted. The value of the writings of the radical scholars was highlighted in the literature review with critical pedagogy as a particular instance within radicalism, and its relevance for educational reform in South Africa.

## 5. THE MAIN FINDINGS

The findings were described as links, as one condition could not exist adequately without the existence of the other. Six conditional links had to exist in the ESL-classroom and a further three in the environment before critical pedagogy could be considered as a feasibility in the ESL-classroom.

1. The value of the teacher as a good role-model for English.
2. The value of the construction of curriculum materials at local school level.
3. The value of contextualised language teaching in preference to the grammar-only approach.
4. The value of the oral component in the acquisition of language.
5. The value of the teacher's own critical consciousness in relation to the development of the pupil's ability to think critically.
6. The value of racial integration in respect of the development of language and critical dialogue.

The conclusions of the research study in respect of the environment of the school focused on the wider community, the school community, and the parent community. These contexts provided the support systems required by the pupils and teachers. They were viewed as being critically important custodians of a secure environment in which critical pedagogy could develop. Implications of these wider links were socio-political in nature which verified one of the basic premises of critical pedagogy, viz that the politics of the curriculum is an ever-present reality.

## 6. LIMITATIONS

Firstly this study was severely limited by cost and time constraints. The cost of multiple sets of the novels, Sounder, and replacement teachers' salaries could not be accommodated in the research budget. The focus of the research was therefore changed from replication, to comparison, with a case survey to deal with unanswered issues. Secondly, the focus of this research was the curriculum, however, many non-curricular issues emerged during the data analysis phase which were noted for their significance but could not be developed to any degree of depth.

## 7. SIGNIFICANCE

This research comes at a critical period in the history of South Africa, and KZN in particular. The local elections of May 1996, followed the general elections of April 1994. This interim period roughly covered the period of the research. It was a period of intensive re-organisation of education in the province. This research can therefore be viewed as a contribution to the debate and prioritising of critical issues for reconstruction. Of interest is the fact that the main findings include issues which have received

considerable media coverage, viz. security at schools, particularly in the light of the increase in violence in KZN, and the language clause for education to be included in the new constitution. Other critical issues highlighted by this research but not usually reported in the press was the distressing culture of non-learning prevalent in many of our schools. In general, the significance of this research seems to verify the concerns expressed in the writings of other educational leaders in the field (35).

## 8. ORGANISATION OF THE CHAPTERS OF THE DISSERTATION

The chapters of the dissertation were organised as follows:

### Chapter 1

Statement of purpose, and an introduction to the research, and a clarification of the key research concept, critical pedagogy.

### Chapter 2

The literature review.

### Chapter 3

The research design.

### Chapter 4

The first research question is addressed in this chapter in respect of an analysis of the prevailing conditions in the ESL-classrooms.

### Chapters 5 and 6

The second research question is addressed in these two chapters in respect of an analysis of the theoretical implications for the ESL-classrooms of the critical curriculum.

### Chapter 7

The third research question is addressed in this chapter which includes the conclusions, limitations and recommendations for further research.

The remainder of the dissertation is a collection of annexures which include, *inter alia*, the critical curriculum and other instruments, details of interviews conducted, and samples of work done by pupils.

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## **CHAPTER 2**

### **1. LITERATURE REVIEW**

#### **1.1 Introduction**

This chapter reviews the literature of the radical school as pertaining to education. Three distinct periods in the historiography of radical education literature has been discerned:

1.      Reproduction Literature (pre- 1980);
2.      Resistance Literature (± 1980 - 1985);
3.      Reconstruction Literature (± 1985 to the present).

The purpose of this review is to provide a solid theoretical and literary platform for an understanding of the research design which follows in Chapter 3. I also review two recent studies which were undertaken in Southern Africa where the focus was much the same as the present study but conclude that the absence of a radical theoretical base seriously impedes the effectiveness of these studies in respect of socio and political redress. Critical pedagogy can only be understood within the context of radical theory, in this respect the literature review will lay the foundation for the research design which follows in Chapter 3.

#### **1.2 The Reproduction Literature (pre-1980)**

Marx had little to say about education except in relation to the polytechnic yet his social theory provided the theoretical framework for the education reproduction theorists of the 1970's. The concept of class is central to Marx's analysis of human agency and society. For Marx the concept class has economic connotations (1). He conceptualised society in terms of a two-fold division, viz. an economic base and a superstructure (2). Productive forces determine the relations of production to which correspond the ideological, cultural and social ideas of society (3). In classic Marxist terms the economic base therefore determines the superstructure of education. In the *German Ideology* Marx (and Engels) state that in every form of society there exists "a sum of productive forces .... which is handed down to each generation from its predecessor" (4).

The idea of the reproductive nature of society was developed by Bowles and Gintis in their 1976 classic, Schooling in Capitalist America. Camoy and others have argued quite consistently that

reproduction takes place in its most organised form in the schools, in the interests of the dominant society (5).

Marxists view the State as a vehicle for the dominant class to reproduce and perpetuate relations of production. Lenin provided a complex analysis of bourgeois education and its implications for the transition to socialism. He saw that one of the greatest obstacles to a non-elitist socialist education was the connection between the inherited education system and the former bourgeois political apparatus (6).

Gramsci developed the theories of Lenin and Stalin. In his approach the State becomes an instrument of bourgeois domination, and as such a struggle arises over the control of consciousness (7). The struggle is class-based, the hegemony of the dominant class is overcome, inter alia, by scrutinising the role of the intellectuals in society. Unlike Lenin, Gramsci held that the State schools were crucial to mobilise a counter-hegemony to the dominant ideology reproduced in bourgeois schools (8).

Althusser focused attention on the State as the "ideological apparatus" of the bourgeoisie. His understanding of ideology was another major concept to be added to the conceptual development of the curriculum as a political text (9). In this context ideology means, "a way of viewing the world" (10), and "meanings and ideas that structure the unconsciousness of students" (11). Ideology emerged as a central feature in curriculum studies (12). Allied to the concern with ideology was the concept of the "hidden curriculum" (13). Giroux has written at length about the hidden curriculum (1982; 1983a). According to him, the hidden curriculum tends to support the status quo, particularly in respect of class, race and gender.

The so-called 'new sociology of education' movement emerged in England and the United States in the 1970's. Scholars such as Young, Esland and Keddie challenged the "received perspective on the curriculum" (14), on the grounds that it was "unsubstantiated, incomplete" and that these approaches to the curriculum ensured the "continuance of the process of social control" in society.

Keddie (1971), together with other sociologists from this tradition, provided some illuminating ethnographies of classroom behaviour and how the received perspective is reproduced in the daily activities of teachers, and even of the pupils (15).

Within the same tradition, Basil Bernstein points out that society reproduces "knowledge it considers to be public" and that this reflects "the distributions of power and principle of social control" (16).

In another volume Bernstein holds that these processes of selection and transmission of knowledge "have their source in the social division of labour" which includes the principle of control, or domination and class consciousness (17).

Pierre Bourdieu and Jean-Claude Passeron view the State and the public education system as serving the interests of a particular class. A class-structured school system features prominently in their approach. The means of reproduction is through the teaching and the language used in the classroom. The cumulative effect of "cultural capital" will, in the final analysis, determine a pupil's opportunities in school. Bourdieu and Passeron hold that the academic die has in fact been cast in the primary school.

Cole (1988) points out that the radical sociologists referred to above endeavoured to reveal the political nature of educational knowledge. Moore (1988) asserts that these sociologists were unable to link the school and the classroom to the capitalist economy, the essential links on which political radicalism depends were missing. Moore's judgement is that this approach was thus "fundamentally flawed" (18).

Bowles and Gintis' Schooling in Capitalist America filled an essential void in the field of reproduction theory, with Apple (1988) describing their work as a more coherent lens through which to view the schooling process (19). Their critics argued in turn that their work lacked the cultural component, and that it was too deterministic and simplistic to assume an economic base to the exclusion of the cultural and ideological dimension (20). They were also charged with overlooking issues of gender and race (21).

Subsequently Bowles and Gintis have criticised themselves (22), but also re-asserting their original position by saying that their work was an "emancipatory alternative to the current system of conservatism" (23).

The reproduction theorists have provided us with some useful concepts whereby to view the curriculum, however, at about this time the critical theorists of the Frankfurt School were beginning to despair as they realised that the reproduction theory offered very little hope for change, or what Giroux calls "a language of possibility" (24).

Reproduction writings in South Africa merely imitated and reflected Euro-American theories of the time in their critique of the capitalist underpinnings of apartheid education and society (25). Very little research or writing pertaining to critical pedagogy from the pre-1980 period exists in South Africa. Very few Black writers from the tradition of radical pedagogy appear to have made any meaningful contribution during this period; according to Jansen this is particularly true of work done in the field of curriculum studies (26). A few White writers in this tradition emerged as can be seen in Kallaway's volume, Apartheid and Education: the Education of Black South Africans (1984).

The reproduction period explained the cause of the problems, but it offered no solutions within such a deterministic model of school and society (27).

### 1.3 Resistance Literature (± 1980-1985)

As a reaction to the period of reproduction the theoretical and ideological construct "resistance" emerged as holding distinct advantages for analysing the relationship between the school and the wider community (28). According to Giroux the notion resistance served as an aid in understanding why subordinate groups experienced failure. Schools were more than instructional sites, Giroux argued for schools to be viewed as social sites. The analysis of what happened in the school had shifted from functional educational psychology to a political analysis. The resistance construct was also useful in developing a critical pedagogy. Resistance includes a critique of all forms of domination and as such the critical functions of the individual are prominent in resistance theory. Following on from this radical theory will have emancipation as a guiding interest (29). Giroux makes it clear that resistance is not merely a label for every form of oppositional behaviour. It is an "analytical construct" (30), it retains an interest in radical-consciousness as well as collective consciousness around issues of power and social determinism (31).

According to Pinar and Bowers (1993) the concept of resistance was launched in 1981. Willis noted the resistance among his working class boys to the official and the hidden curriculum. Resistance theory in respect of the curriculum was developed quite extensively in the early 1980's (32).

Giroux demonstrated the short-comings of both conservative and radical curriculum theorists, while Aronowitz described resistance as a positive step for radical educators (33). Notions of struggle and empowerment begin to appear in the literature. Giroux claimed that "struggles can be waged over administrative and curricular issues" (34).

In 1982 Apple identified specific sites where resistance is likely to take place, he alludes to sites where issues of race, class and gender were problematic. But for Apple reproduction and resistance theory is inseparable. He fears that resistance can be "viewed as determined by the interest of capital, not by those resisting" (35). Other scholars concurred, eg. Willis (1981); Giroux (1983a); Apple and Weis (1983).

Resistance appeared to be another form of reproduction. Giroux (36) calls for a re-launching of Paulo Freire's 1970/1971 pedagogy for the opposition. He asserts that change in social, political and economic structures of society is essential as the source of class-based power and domination.

Events taking place in South Africa during the period under review reflect the reality of the writing of the resistance theorists. The writings of Nkomo (1984), Hyslop (1988), and Jansen (1990) bear testimony to this. Nkomo notes that one of the causes of the resistance in South Africa has been the exclusion of Blacks from the process of policy formulation. The central thesis of his volume is that the ethnic Black universities developed a distinct student culture of resistance which challenged the policy and authority of the government (37).

Hyslop (1988) focuses on school student resistance. Piecemeal changes to the education system were perceived by scholars as reproducing a capitalist labour force for a repressive society.

The National Education Crisis Committee (NECC) emerged in 1985 and gave the People's Education movement a more constructive orientation. Khanyile, of the NECC, claimed in 1986 that the grievances of the people included the authoritarian structures of the Department of Education and Training, the content of the curriculum and the teaching methods employed in the schools (38).

Jansen's search for a liberation pedagogy is based on personal experience of the violence and oppression experienced in schools by scholars and teachers alike. As a professional he argues for alternative curriculum programmes. In the face of opposition his focus changes from "protest" to "awareness" to "struggle for people's power" (39). He concluded that struggle for liberatory pedagogy insists on participatory classroom relationships as one of its goals (40).

#### 1.4. **Reconstruction Literature** (± 1985 to the present)

After 1985 the theorists perceived the need to reformulate radicalism in such a way that "human agency" is employed in the development of alternative schools, curricula and pedagogies as direct challenges to the dominant pedagogy (41). Hence the possibility of 'meaningful intervention in schools' is raised as an alternative to resistance. Attempts are made to close the gap between theory and praxis. Giroux's writings after 1985 testify to 'a language of possibility' (42), and a shift to action and practice (43). Freire and Shor's joint efforts see the re-emergence of 'conscientizacao', or critical consciousness now applied to the classroom. Apple's thinking moves along similar lines, the concept of praxis is fundamental, it includes an understanding of what happens in school as well as solving of daily problems (44). The focus is then on daily educational practice; so too Shor's "critical teaching for everyday life" (45).

If we acknowledge the centrality of critical perspectives for classroom pedagogy we still have to answer the question, "how to bridge the gap between the textbook and the classroom?" The ANC discussion document (December 1993) refers to "strategic entry points" (46), Whitty uses the term "intervention strategies" (47), Apple and Weis of "meaningful intervention" (48), Pinar and Bowers of "daily educational practice" (49) and Shor of "everyday life" (50). This then was the entry point into the field for me, as the researcher, at the level of everyday life.

In South Africa "People's Education" (1985) emerged as a concrete set of reconstruction practices within the framework of resistance politics. The discourse on "reconstruction and development" in South Africa represents a political agenda which co-incides with current debates within critical theory to move beyond resistance to a "language of possibility."

What do we mean by "People's Education" in the post-apartheid period of South Africa's history? One of the basic principles of the Reconstruction and Development Programme (RDP) of the ANC is that reconstruction and development is essentially "a people-driven process", development "is not about the delivery of goods to a passive citizenry, it is about active involvement and growing empowerment" (51). This principle depends on democratisation of the state and civil society (52). Education is no exception. Decision-making must include teachers and pupils who represent the everyday interests of "the people" of everyday life in the classroom.

Decision-making requires new skills (53) and this, in turn, implies that the education of our children must prepare them for critical citizenship, this can only be realised if the curriculum in the classroom be based on the principles of critical thinking.

The literature review indicates very clearly that the struggle in South Africa for a liberation pedagogy is paralleled in the theories of reproduction and resistance of the radical education theorists in North America and the United Kingdom.. The literature review also demonstrates how South Africa has moved decisively away from resistance to intervention strategies. Political changes in South Africa have naturally played an important role in intensifying the interest in strategies of reconstruction and development.

If meaningful reconstruction and development is to take place in education, then research initiatives will have to inform such a programme. Policy-decisions in education need to be influenced by empirical research. The literature review reveals that very little research has taken place in SA along the lines of the Fuller and Snyder (1991) Life in a Botswana Classroom study or MacDonald's (1990) Threshold Project. A further consideration which emerges from the literature review is that the writings of radical theorists such as Freire, Shor and Illich, have only recently become freely available in South Africa. Jacobson's Index records that the official dates of unbanning for these scholars are all after January 1991 (54). Hence research based on the educational insights of these scholars has not been possible. Critical thinking as a cognitive strategy, or as an activity in higher order thinking for intellectually gifted pupils has frequently featured in formal research studies. However, the survey in the following paragraphs indicates that no formal research in the field of critical pedagogy appears to have been conducted in the RSA.

### **1.5 The need for research in the context of critical pedagogy**

A data base scan of available research literature in critical pedagogy was conducted on my behalf by the Centre for Science Development in April 1994. Two further data base scans were conducted by the University of Natal (Durban) and the University of Durban-Westville in 1994. These scans confirmed the findings of the earlier scan by the CSD. A variety of key-words were used to access all possible combinations of critical pedagogy with literature and the ESL-classroom. Much research has been conducted in the field of critical thinking in recent years. Du Plessis (1993) focuses on critical thinking and the role of the school, Pym (1991) links critical thinking to an activity-based approach in the geography classroom. Oosthuizen (1970) explored the conceptual framework of critical thinking while Saunderson (1979) focused on critical judgement of thinking training programmes. Mandew (1991) researched critical thinking in respect of teacher training. The foregoing research suggests that there is an interest in critical thinking in academic circles, but that very little formal research has been done in respect of critical thinking in the context of critical pedagogy (55).

Du Plessis and Oosthuizen's field of research was psychology, while Pym and Saunderson researched in fields apparently quite unrelated to the primary school and the curriculum in particular. Meyer's interest was critical thinking as related to philosophy. Mention must also be made of Dixon's (1993) research in respect of ESL-reading. His work focused on a critical evaluation of current ESL-research utilising think-aloud protocols (56), but once again their research has not been based on the principles of critical pedagogy.

Adams and Wallace have been active in the ESL-classroom for many years. They have an undisputed interest in critical thinking. The value of their work is that it is related to the local context of KZN, and that it has a strong emphasis on problem-solving and co-operative learning, both essential elements of critical pedagogy (57).

While their work is of eminent value for the upliftment of education in the Pietermaritzburg region, it is not firmly located within the framework of critical theory as an approach to understanding school-society relationships. Their work does not appear to be focused specifically at the primary school pupil and furthermore it lacks the essential element of social criticism which characterises critical pedagogy. Critical thinking within the context of critical pedagogy is viewed as a socio-political strategy (58) and not merely as intellectual gymnastics. The conclusion can therefore be reached that no formal research has been conducted in KZN, and possibly in the RSA where the feasibility of critical pedagogy has been investigated in respect of the ESL-primary school pupil.

Two studies that need to be examined a bit more closely were conducted beyond the borders of KZN, their research findings and recommendations did influence the focus of this research and it is necessary therefore to outline briefly the main conclusions of their research as related to my own work on critical pedagogy in the ESL-classroom.

## **2. THE THRESHOLD PROJECT**

The Threshold Project had its beginnings in a pilot project which was conducted in 1985 by the Institute for Research into Language and Arts of the HSRC. It transpired from the early research that Black children were experiencing difficulties with the change of medium of instruction in Std 3. At first it was assumed that the difficulties were as a result of ineffective language teaching methods. It soon became apparent though that a more "complex nexus of factors" (59) influenced the teaching-learning situation in Black primary education. The Threshold Project addressed itself to the nature of language and learning difficulties that Std 3 pupils experience when they changed from mother-tongue to English as medium of instruction.

The value of the Threshold Project findings as related to the present research may be summarised as follows:

### 2.1 Language knowledge and skills

One of the main findings of the Threshold Project was that children were not ready to learn up to ten subjects in a second language when they entered Std 3. The listening, speaking, reading and writing skills of the children were poorly developed, and further scholastic progress was impeded, as the entire ESL-curriculum was based on these language skills. The question which this raised was whether significant progress had been made by the time the pupil had reached Std 5? The Std 5 year is significant as it is usually the year before formal entry into secondary education. If teachers were introduced to new styles of teaching ESL, would this wider exposure to language experience and skills-based teaching enhance the quality of teaching observed in the classroom, or were there other factors which influenced academic progress?

### 2.2 Thinking Skills

MacDonald is quoted as saying that one of the most important recommendations of the Threshold Project researchers is that both teachers and pupils needed to be shown clearly what new ways of thinking a formal education required and how these new ways could be both taught and learned (60). Critical thinking does not appear to come naturally hence it seemed natural for me to assume that critical thinking did not feature very highly in the ESL-curriculum. This academic hunch was further reinforced by the Fuller and Snyder study carried out in the classrooms of Botswana, (see paragraph 3 below). It seemed therefore that the need existed to explore the feasibility of critical thinking in the traditionally disadvantaged schools by means of a case study. MacDonald observed that "schooling today is largely the creation of an urban, technological, industrialised culture", she added further that "the tasks and the thinking skills which our tests require are largely those found in an urban, technological culture" (61). This conclusion was one of the primary objectives of this research, i.e. how to introduce teachers and pupils to new ways of thinking and to new ways of teaching critically. Critical thinking, according to MacDonald, is problematic for many children, but it is much more bewildering for Black pupils who have to cope with the problems of communication as well as the potential complexities of critical thinking, hence the tentative nature of the title of this thesis, "the feasibility of critical thinking."

### 2.3 School-based learning experiences

The researchers concluded that "local teaching style" needed to be developed (62). The development of materials was seen to be an important step in making changes to the entire situation of teaching and learning in the classroom. Hence the critical curriculum was prepared for implementation, as a possible instrument for bringing about change in the children's learning experience in the classroom.

### 2.4 Literature

I have already made reference to MacDonald's poignant statements on the value of literature as an instructional medium (see chapter 1 para. 3.3) and repetition is thus unnecessary, save to emphasize the fact that the critical curriculum, based on Souder, by W.H. Armstrong was designed to satisfy the principles of a critical pedagogy for children's literature, as a means of supplanting the over-used school-based learning experiences which MacDonald exposed in her Threshold Project.

The limitations of the Threshold Project is clearly the fact that critical thinking is conceptualised as a cognitive strategy and not as a socio-political criticism. This is evident in their volume entitled Reasoning skills and the curriculum (63). Chapter 2 is entitled "*Conceptions of intellectual competence*" (64) while chapter 3 reads as "*Five approaches to the teaching of thinking*" (65). Critical pedagogy is a people-orientated strategy and is within the grasp of all pupils and citizens.

While MacDonald calls for "a literature programme, in its broadest sense" (66) for black children, I'm not persuaded that she conceives of literature as the core of the English language curriculum. If this is not the case, then the impact of the literature will inevitably be fragmented and the socio-political strategy of the critical pedagogy for children's literature will be impeded - and possibly cease to exist altogether.

## 3. THIRD WORLD CLASSROOMS OF BOTSWANA

To formulate the problem of the Third World classroom more rigidly I used the research of Bruce Fuller and Conrad Snyder conducted in Botswana, and published as Vocal Teachers, Silent Pupils? Life in a Botswana Classroom (67). Researching for the Florida State University, Fuller and Snyder studied teacher behaviour in the classrooms of Botswana. They observed 127 primary school teachers three times each. Their observation "snapshots" were focused on:

- (a) how teachers used class time;
- (b) how frequently instructional material was used;
- (c) how much and what kind of social interaction took place between teacher and the pupil (68).

Their initial motivation for focusing on the classroom and the curriculum needs to be quoted fully as it confirms my own thesis in this respect.

"Considerable evidence is now available on the human and material inputs that more likely boost pupil achievement in the Third World". They claimed that text-books, exercise books and teacher literacy levels were more related to pupil achievement than "peripheral symbols of quality, including variation in teacher salaries and the character of school facilities." (69).

These remarks confirmed my early view that reconstruction and development in the field of the traditionally disadvantaged primary school ought to focus on the "human and material inputs" of the classroom rather than on bricks and mortar. Furthermore, I had come to the conclusion that teacher behaviour in the classroom and the curriculum had to be problematised, I gleaned further data from the Fuller and Snyder article which helped me to narrow the field down in an attempt to obtain a clearly defined organisational focus. The Life in Botswana Classrooms study was essentially a quantitative study, however, Robert Prophet and Patricia Rowell conducted a preliminary ethnographic study which prepared the way for the Fuller and Snyder study. In a four point summary of the consistent features of the Botswana classroom, Prophet highlighted the following:

- (a) teachers ask for factual information through sentence-completion exercises, pupils (individually or in chorus) simply add the missing word;
- (b) teachers often ignore the answer elicited from a pupil; seldom does the teacher probe to establish whether understanding has taken place;
- (c) pupils offer random responses when they do not know factual answers; no reward is given for verbal attempts at reasoning towards a solution;
- (c) a premium is placed on "elite language", while the inter-relationship between the constituent parts of a whole is rare (70).

I concluded that an initial attempt at researching the quality of the teaching and learning in the ESL-classroom had to focus on the curriculum, which implied content as well as process. The Botswana teachers in the studies referred to above were undoubtedly typical of teachers in KZN, where factual input and anti-dialogical teaching prevailed. Hence the intervention curriculum had to focus on critical processes that emphasised dialogue and problem-solving. These

processes would shift the emphasis from the teacher to the pupil. The emphasis would also shift from factual recall to understanding. The critical curriculum would emphasise critical thinking, and instead of "vocal teachers and silent pupils", the classrooms would resound with "vocal pupils and silent teachers"!

The Fuller and Snyder (1991) study was a valuable contribution in that it contributed substantially to an understanding of the Third World classroom. However as I have already observed, apart from the Prophet and Rowell preliminary study, their research was quantitative in nature and ignored the human aspect which is characteristic of qualitative research. Their study highlighted the anti-dialogical aspects of Third World classrooms but they did not contribute significantly towards critical content, processes or thinking. A theoretical framework appears not to exist, and hence no true reconstruction of classroom practice can ensue as pertinent issues such as ethics of human rights, social critique, and human emancipation have not been addressed. Thus their study was not based on the principles of critical theory, and a radical critical pedagogy cannot be based on their work.

#### 4. CONCLUSION

The legacy of the apartheid regime was a society that had been seriously disrupted with huge sectors of the population alienated from essential resources and subsequently disadvantaged for decades. However, inasmuch as the dislocation of South African society took place within a socio-political context so too must reconstruction take place within the wider context of society. Critical theory views society from the perspective of liberation and helps us to understand human needs with compassion and with a deeper understanding of the aspirations of the people for freedom and societal change and educational reform in particular.

The research design in chapter 3 was based on the principles of critical theory using the insights of the radical theorists as reviewed in this chapter in order to investigate the feasibility of a critical pedagogy at the level of everyday life in classrooms of the ESL-pupils of KZN.

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## **CHAPTER 3**

### **1. RESEARCH DESIGN**

#### **1.1 Research Goal**

The object of the research was to look at the feasibility of critical pedagogy in the ESL-classroom.

#### **1.2 Research Questions**

1. What are the prevailing conditions in the ESL-classrooms in respect of critical pedagogy prior to the introduction of a critical curriculum?
2. How will the introduction of a critical curriculum influence critical pedagogy in the ESL-classroom?
3. What conditions are required for the successful introduction of critical pedagogy in the ESL-classroom?

#### **1.3 Research Strategy**

This research could be described as an ethnographic case study. Ethnography in its anthropological sense is synonymous with participant observation, it is supported by interviewing and is usually applied to a single-setting over an extended period of time. Yin (1994) stresses the evidence of detailed observational fieldwork in classical ethnography (1).

Case studies on the other hand are more bounded investigations conducted over a less extended period of time. The case study does not depend as heavily on participant observation, and according to Yin (1994) the case study can include a limited amount of quantitative material (2).

My study could however, be described as an ethnographic case study (Stenhouse 1990) (3) since it contains elements of both ethnography, (i.e. detailed description based on participant observation) and case study research, (i.e. a bounded study within a limited time frame).

#### **1.4 Sampling**

The KwaZulu Department of Education and Culture was approached for permission to conduct my research project in schools under their control. Permission was duly granted and I was advised to negotiate access to schools with the Circuit Inspectors.

The purpose was to observe pupils in the historically disadvantaged schools administered by the former-KZDEC. As I was teaching on the Bluff at the time, I made contact with the Umlazi Circuit Office, some of the Umlazi schools being relatively close to my own school. In consultation with the Circuit Inspector, the Abantwana Higher Primary School was cited as being fairly accessible, poorly

supplied with curriculum materials and equipment. The principal and teachers were reportedly well disposed towards students and research initiatives. Abantwana had several Std 5 classes, a degree of replication could therefore take place on the same site.

A contrasting site was required. I made contact with a few "Model D" schools and ultimately secured access to the Bamabas Shaw Primary School, a church-aided Primary School for ESL-pupils. My decision to use Bamabas Shaw, was motivated once again by its accessibility to my own school, but furthermore, Bamabas Shaw provided an excellent contrast to Abantwana. There were small class groups, adequate curriculum materials and generally the learning environment was stimulating. Above all, I was finally persuaded to use Bamabas Shaw because of the Principal's interest in my Sounder-workbook and his high regard for the capabilities of his English teacher.

My third "site" was the case survey. A more detailed discussion on why I decided to conduct a case survey appears in Chapter 6, however, in short, I felt a need to survey a "third category" of ESL-pupil viz. those not quite as privileged as those at Bamabas Shaw, but not as disadvantaged as at Abantwana. The schools I included in the survey were schools known to have a fairly large number of ESL-pupil enrolments. I chose schools from Brighton Beach, on the Bluff, in a line along the Old Main Road, to include Pinetown South and New Germany. These schools tended to glean data from ESL-pupils about the conditions in the disadvantaged schools of the greater Durban South region and Clermont.

## 1.5 Instrumentation

Multiple sources of data were collected using several instruments.

### 1.5.1 Observation Protocols

Observations were the prime means of data collection. A programme for monitoring progress in the classroom was negotiated with each of the schools concerned (4). I endeavoured to visit each school at least once a week. Observation periods were at least ½ hour per visit, followed by a brief interview with the teacher to discuss the lesson. Initially, the observations focused on the prevailing conditions in the ESL-classrooms, however, once the Sounder curriculum had commenced the observations focused on the effect of the critical curriculum on teaching and learning in the classroom. Interviews with the teachers focused on the problems arising from the Sounder critical curriculum.

Classroom observation was structured. An observation schedule was designed which aided me in my observations (5). The observation schedule focused on the critical thinking skills in relation to the teacher and pupil response during the monitoring periods.

### 1.5.2 Interview Schedules

Informal interviews were conducted with each teacher after each monitoring period as I probed the response of teacher and pupils to the most recent lessons in the critical curriculum.

Structured interviews were also conducted with principals and senior education personnel, these interviews were used to collect data on specific issues and to corroborate observations made in the classrooms (6).

### 1.5.3 Questionnaires

The teachers were asked to complete a questionnaire at the beginning of the study. The purpose of the questionnaire was to collect descriptive data about the school and the experience of the teacher. A teacher profile was conducted on each teacher at the outset of the monitoring phase in order to establish the educational background of individual teachers (7).

At the commencement of the period of observation, each pupil to be included in the case study was asked to complete a questionnaire which collected basic factual data, such as age and language preferences (8).

Instead of a concluding interview, a Concluding Questionnaire was designed towards the end of each data collection phase which focused specifically on issues which had emerged as being site specific, and where I hoped to probe the teacher's view on these critical issues (9).

### 1.5.4 Document Collection and Analysis

"Documents" were collected in the form of extracts from pupils' books once the Sounder-critical curriculum had commenced. These extracts (or in many instances, entire sets of papers) were invaluable in evaluating the degree to which the critical curriculum was either succeeding, or failing, and specifically in what areas the curriculum was problematic for the pupils (10).

### 1.5.5 Case Survey Questionnaire

For the case survey I used was a close-ended questionnaire (11); the data collected was coded and entered on "The Schedule", and analysed in the same way as I had done with the Barnabas Shaw data, i.e. by searching for patterns and tendencies in the numerical data. Yin claims that the results would be mainly quantitative (12). Some of the results of the survey were certainly quantitative and had to be interpreted in qualitative terms. However, some of the questions yielded qualitative answers and were analysed and recorded as such.

I was able to exercise a degree of control over the choice of respondents. I requested the principals to include the first 20 or 30 (depending on the size of the school) ESL-pupils in the school, commencing with the Std 5 classes. The questionnaire included questions which made it possible for me to cross-check the pupils' language status. Where pupils were found to be FLE-learners I withdrew them from the survey.

## 1.6 Data Analysis

Data analysis and data collection took place during the process of collecting data. Data analysis was therefore on-going and cyclical in nature. This meant that I was afforded opportunities to cycle back into the field common themes and emerging patterns which could then be verified during a subsequent round of data collection.

Field notes and write-ups took place during or immediately after a contact had taken place.

The process of data reduction was by means of the following methods:

### 1.6.1 Contact Summary Sheet

These sheets were a more formal presentation of the raw field notes. Field notes were re-written or summarised in respect of problems, themes and issues emanating from the research questions (13).

### 1.6.2 Keys, codes and patterns

Numerical data obtained from questionnaires were coded and entered onto schedules (14). The keys to the various codes have been included at the end of the schedules, or as introductory notes to the relevant paragraph. Analysis was on the basis of key theoretical concepts. I summarised my numerical data in the tables and applied the logic of regular quantitative research in my search for patterns and tendencies in the summarised results. I used the term "correlation" to describe this process. A high correlation between two variables would imply a tendency for a particular kind of behaviour to influence, or result in another. A poor correlation would naturally imply the opposite.

Data obtained in this manner was used to confirm and verify observations and content obtained from interviews.

### 1.6.3 Interim Site Summaries

The interim site summary was an interim review of the findings and looked critically at the quality of the data supporting these findings. The interim site report gave an indication of what ought to be on the agenda for the next round of data collection. These interim summaries were the first attempt at deriving a coherent and meaningful report on each site. At Abantwana I wrote these interim reports after sets of papers had been collected and evaluated. Frequently these interim reports generated new questions which I endeavoured to find answers for during the following and subsequent site visits.

### 1.6.4 Cross-site analysis

Cross-site analysis took place during the composition of the case report. I was assisted in making my analyses by means of the "critical thinking analysis schedule" (15) and the correlations I deduced from the data on this schedule. I was not able to design a similar, or corresponding schedule for the Abantwana case, and relied more on my reports and interim reports based on participation and observation.

## 2. **VALIDITY**

Validity is defined in this study as the extent to which the findings can be trusted. Issues such as "truth value", "transferability" and "consistency" were of concern to me, and hence the following strategies were used to enhance the validity of this study.

### 2.1 **Multiple sources of evidence**

A variety of sources were used to gather and compare the data derived from my classroom observations. I was a key participant at Abantwana and was thus able to observe and compare pupil responses to my curriculum material. During the classroom observation period I was conducting interviews with senior personnel of the Education Department as well as other practitioners in the field of ESL-education. I was also collecting documentary evidence from the classroom, and my questionnaires were gathering data from pupils and teachers included in the case study. The case study survey gathered data on ESL-pupils in the Model C (B) schools.

### 2.2 **The chain of evidence**

I endeavoured to maintain a chain of evidence throughout the data collection and the data analysis phases. The case descriptions were endeavoured to give a chronological view of the case study, while the theoretical analyses were based on the circumstances of the data collection as outlined in the case

descriptions. The argumentative style of the cross-case discussions was designed to "take the reader along" with me from the initial data collection phase to the conclusions reached.

### 2.3 Respondent validation

The draft case study report for Barnabas Shaw was presented to Susan, and Mr Warren for reading and validation. The Abantwana case study, in view of the sensitive nature of the report, was presented to an experienced subject advisor, of the ex-DET for comment. Other sections of the draft findings were presented to specialists in the field. In particular, I approached two remedial teachers to read and comment on the theoretical findings of the case study. All recommendations were noted and appropriate changes made to the case study reports.

### 2.4 Pattern-matching and explanation building

These techniques were applied during the data analysis phase. Pattern displays in the two schedules were sampled and reproduced in the tables for further analysis. Each of the sections on theory-building had its own cross-case discourse in which explanations for observations made were teased out from the raw data. These cross-case discussions were used as links for further analyses and ultimately for conclusions and recommendations.

### 2.5 Transparency

My instruments have all been included as annexures. I endeavoured to remain as transparent as possible in my reporting of research procedures and events which took place during the data collection phase. To this end I used the actual words of participants where I reported on reactions or responses to situations.

My formal interviews were recorded on a micro-cassette recorder and transcribed verbatim shortly after the interview. Some of the interviewees elected to remain anonymous. I respected this request and did not make any direct reference to these interviews in my reporting.

Furthermore, I endeavoured to write my reports either during or within hours of a period of observation, in order to minimise inaccurate reporting. The actual replies of pupils I recorded during the lessons. I noted as much detail as possible during the lessons, and endeavoured to include these in the case descriptions.

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## **CHAPTER 4**

This chapter addresses the first research question, and serves to provide a solid base for an understanding of the prevailing conditions in the ESL-classrooms in respect of teaching and learning.

Section 1 addresses the pupils' language profiles, while Section 2 focuses initially on the environment of the respective schools, and then on the teachers and their respective classrooms. Instruments used to collect this data have been indicated throughout the chapter.

This section highlighted the perception which exists in South Africa that English is viewed by many to be the language of empowerment. Secondly, the site comparison indicated the importance of a supportive community for education. Education is essentially a non-profit making activity, and community involvement in schools enhances the quality of education a school can provide. Thirdly, the cross case discussion on the teachers indicated the importance of the teacher as a good role-model for English, this chapter raises for the first time, the significance of what I describe as the "Ndalo-factor" in the disadvantaged sector of education. Finally, the classroom comparisons verified once again the value of a stimulating learning environment, together with the importance of the role of the teacher in the classroom as a critical person employing critical strategies in his/her classroom pedagogy.

### **1. THE PUPILS' LANGUAGE PROFILES**

#### **1.1 Language Profile**

The following questions were asked of all pupils who were included in the case study:

1. What was the first language you ever learned?
2. What is your mother's language?
3. What is your father's language?
4. What language do you speak most often at home?
5. Do you speak English regularly to anyone other than your English teacher(s)?

(see the Pupil Information Profile and the Student's Language & Literature Profile, Annexures 7 & 8 respectively.)

- \* The Umlazi pupils answered "Zulu" without exception for questions 1,2,3 and 4 and for question 5 they answered "No".

- \* Occasional replies were received from pupils with Tswana, Xhosa or Sotho ethnic backgrounds.
- \* Some ESL-pupils from the one private school and the Model C schools tended to answer English for questions 1 and 4, and Zulu for questions 2 and 3. Some of those pupils then contradicted themselves by answering "No" for question 5.
- \* I classified these pupils as ESL and included them in the case study.

### **Illustration 1**

#### Connie

- |    |  |                    |
|----|--|--------------------|
| 1. | What was the first language you ever learned?                                | English            |
| 2. | What is your mother's language?  | Zulu               |
| 3. | What is your father's language?  | Zulu               |
| 4. | What language do you speak most often at home?                               | English            |
| 5. | Do you speak English regularly to anyone other than your English teacher(s)? | Yes, to my friends |

When I queried Connie's reply with her teacher I was told that she was a below average pupil, that her language abilities were generally weak. I classified her as ESL.

### **Illustration 2**

#### Lance

- |    |   |  |
|----|---|--|
| 1. | What was the first language you ever learned?                               | English  |
| 2. | What is your mother's language?   | Zulu   |
| 3. | What is your father's language?   | Zulu   |
| 4. | What language do you speak most often at home?                              | Zulu   |
| 5. | Do you speak English regularly to anyone other than your English teacher(s) | I speak English with my friends as I stay with the Coloureds |

His teacher described him generally as a below average pupil, I classified him as an ESL- pupil.

### Illustration 3

#### Phillip

Phillip did not complete his questionnaire and when I asked him to complete his profile about six weeks later I received two very different types of answers.

#### First Reply

- |    |   |                  |
|----|---|------------------|
| 1. | What was the first language you ever learned?                               | English          |
| 2. | What is your mother's language?   | English          |
| 3. | What is your father's language?   | Xhosa, Afrikaans |
| 4. | What language do you speak most often at home?                              | English & Zulu   |
| 5. | Do you speak English regularly to anyone other than your English teacher(s) | Unanswered       |

#### Second Reply

- |    |  |   |
|----|--|---|
| 1. | What was the first language you ever learned?                                | Xhosa   |
| 2. | What is your mother's language?  | Xhosa   |
| 3. | What is your father's language?  | English   |
| 4. | What language do you speak most often at home?                               | English or Afrikaans  |
| 5. | Do you speak English regularly to anyone other than your English teacher(s)? | Yes, I like to speak English so I can improve my <i>uaurb</i> ? |

His teacher described him as an average pupil. He received some above average assessments in his language profiles. I classified him as an ESL- pupil.

I came to know Phillip as a serious-minded pupil, so I concluded that he had been genuinely confused about what replies to make. This probably explained the incomplete questionnaire on his first attempt.

### Illustration 4

Another minority classification emerged as my questionnaires were returned, these pupils I classified as "formerly ESL", and they were not included in the case study. I cite the replies of Randall and Nola for the purpose of illustration:

	<u>Randall</u>	<u>Nola</u>
1. What was the first language you ever learned?	English	English
2. What is your mother's language?	Ewe	Sotho
3. What is your father's language?	Ewe	Afrikaans
4. What language do you speak most often?	English	English
5. Do you speak English regularly to anyone other than your English teacher(s)	Yes	Yes

Ewe is one of the indigenous languages of Ghana.

## 1.2 Conclusions

1.2.1 From the above illustrations a tendency can be discerned for pupils who have been exposed to English MOI for a prolonged period of time to question or doubt their home language, and they may eventually cite English as their main language.

1.2.2 In South Africa it cannot be assumed that because a pupil has a dark skin that he/she is automatically an ESL- pupil. South Africa is a changing society and so too the language preferences of its citizens.

1.2.3 In KZN (and my statement here is probably true of the whole of South Africa) the ESL- classroom is to be found in three different school situations:

### 1.2.3.1 In the townships and rural areas of the disadvantaged sector of the RSA

The schools in this category account for the overwhelming majority of ESL- pupils in the RSA and is the prime focus of this research.

In this environment the pupils hear very little English. The medium of instruction is "officially" English from their Std 3 year, but many teachers may revert to Zulu, or one of the other indigenous languages, unofficially in order to clarify subject content.

### 1.2.3.2 In private schools for ESL- pupils, or the "Model D" type of schools

In these schools the medium of instruction is English from Class i to their matriculation year. Examples of such schools would include, Carrington Heights Junior Primary, North Crest Primary, the John WESL-ey School and Rosburgh High School. But while the medium of instruction may be more consistently English than in a township school, the pupils still speak to each other in their indigenous language.

### 1.2.3.3 Model C (B) schools

Many pupils have been admitted to these schools recently and are learning alongside FLE-pupils. Naturally English is the medium of instruction and pupils communicate with each other in English. Very little Zulu (or other indigenous languages) is either heard or spoken. This model of schooling is viewed by many Zulu parents as being most beneficial. A random sampling of comments from the Model C(B) case survey testifies to this view:

- |                  |  |
|------------------|--|
| ex Clairwood:    | because they 'didint teach to good                           |
| ex Ju Bily:      | to improve my English  |
| ex Santkotshe:   | I change schools because they don't learn to talk<br>English |
| ex Clemaville:   | so I can speak better English and have a better<br>education |
| ex Assegai:      | the children didn't speak proper English                     |
| ex John WESL-ey: | because it had more whites in it.                            |

## 1.3 **English as medium of instruction**

Stonier (1992) draws attention to English as the language of empowerment in South Africa. She says that English could be valuable for the following reasons:

- 1.3.1 It is a useful language for communication and negotiation in South Africa where the people have many different mother tongues. We need a common language to communicate, *inter alia*, at the work place; in shops and public places;
- 1.3.2 English is an international language.
- 1.3.3 fluency in English is to the advantage of students who wish to study at college or university (2).

The following comments taken from the Pupil Profile Questionnaires serves to reinforce the accuracy of Stonier's observation:

- "Where ever you go in the world you'll be able to communicate with people".
- "Because you can't get a job without knowing it".
- "I can give you respect from other people".
- "Because I will learn many things".
- "It is a communicational language".

## **2. THE PREVAILING CONDITIONS IN THE ESL-CLASSROOMS IN RESPECT OF CRITICAL PEDAGOGY PRIOR TO THE INTRODUCTION OF THE CRITICAL CURRICULUM**

### **2.1 The environment of the ESL-classroom**

#### **2.1.1 Umlazi and the Abantwana Higher Primary School**

The Abantwana Higher Primary School is situated in Umlazi North. Background information on Umlazi was sparse. It appeared that very little had been written on the history of Umlazi. This certainly was the view of Mr Peter Johnston, a representative of Durban Municipality's Urban Strategy who, at the time, was writing a history of the Durban Metropolitan Region which included Umlazi. Mr V.S.A. Zama, the acting Township Manager of Umlazi, described the city as the biggest city of its kind in South Africa. He claimed that Soweto was, in fact, a combination of several towns, and thus, with a population of 1,2 million Black residents, Umlazi could claim to be the largest Black city in South Africa. This population figure agreed favourably with the statistics recorded in the Race Relations Survey of 1993/1994 (3).

According to Mr Peter Johnston, the American Board Mission had been established in the Umlazi Glebelands area in 1836 and in 1856 an Anglican mission was established (4). This was also where the South African government situated one of its large native reserves which was also the site of the strife-torn hostels.

The Nationalist Government decided unilaterally that its black population consisted of several groups of "nations", each of which was entitled to a homeland. As a result of this policy ten predominantly rural areas were designated as "homelands". The citizens of these homelands were accorded some rights, for instance, the former KwaZulu self-governing territory was given a legislative assembly and a certain measure of local power (5).

Umlazi was first developed in 1963 on the site of the native reserve, which was 18 km south of Durban and close to three industrial areas. Unlike Kwa Mashu and Chatsworth, which was developed by Durban Municipality, Umlazi was developed by the South African Government. The administration of Umlazi was taken over by the former KwaZulu legislative assembly in 1972.

Umlazi is a sprawling city of contrasts. My contact in Umlazi, Mr Zama, informed me that there were mansions in the city but also many shacks (6). 15% of the population were living in above average conditions, while there were 50% who were average households, the remainder were living below the poverty line. He stressed the fact that there were many welfare families in the city.

Political unrest and violence in Umlazi reached a peak during 1985, and according to Mr Zama, the violence has been simmering since then, with sporadic killings, especially over weekends. He was adamant that there were more IFP supporters in the city, even though official statistics indicated that the ANC was in the majority. Mr Peter Johnston, on the other hand, was of the opinion that Umlazi was an ANC stronghold, his informants holding that the IFP supporters were situated more in the Umbumbulo region. Strong dissention on this issue appears to exist in the city.

Umlazi fascinated me. I felt attracted and challenged at the thought of conducting my research in this city with its short, but turbulent history. Somewhat awed at being a conspicuously "out of context" White man in this huge Black city, I set about making the necessary arrangements to spend an unspecified number of weeks in Umlazi. My first phonecall to the Umlazi Circuit Office was not a very encouraging experience, as the circuit inspectors I spoke to were very suspicious of my motives. "Why do you want to come to Umlazi?" I was asked, "don't you know they will kill you?" I stood firm, I wanted to come. My first attempt to see a circuit inspector collapsed as a result of poor communication. My second attempt was somewhat more successful, but on arrival I soon learnt that no one seemed to know that I was coming. I waited patiently, until I was granted an opportunity of putting my request to the circuit inspector - not the one I had made the appointment with originally. Once the "paper-work" had been completed and my credentials as a *bona fide* researcher established, the atmosphere of the interview became more relaxed and arrangements were made for me to conduct my research at the Abantwana Higher Primary School in Umlazi North.

On 2nd August I met a teacher at the Circuit Office who happened to be late for school because his transport arrangements had let him down that day. He directed me to the school. Once we had left the busy roads of the suburb, the feeder roads to the school became very steep and winding. Pot-holes in the road abounded. While trying to avoid these "dongas", I also had to try to avoid the chickens and the dogs that roamed the street quite freely. The school was surrounded by a good sturdy concrete fence, but I did notice a few breaches in the fence, used quite conveniently by pupils and adults alike

as unofficial entrances to the school. The land surrounding the buildings was ungrassed and dusty, only one tree provided a bit of welcome shade for my car. One section of the school building was considerably older than the wing which housed the Std 5's and the principal's office, which was an unused classroom.

There was no sign of a school garden, weeds were much in evidence, and from one of the classrooms a "soccer field" was to be seen. The field was overgrown and the poles of the goalies box was characteristically crooked. Near the "entrance" to the school I recall seeing a large petroleum drum overflowing with empty beer cans and other kinds of alcohol bottles.

There was no telephone, no secretary's office, no media centre, no school hall. They did have electricity and a small photo-copier but I got the impression that photo-copying was for administration purposes only. The classrooms were spacious but barren. A biology chart produced by the Shell Oil Company always caught my attention when I taught in the Std 5B classroom. Apart from this chart, the walls were bare. There was very little in these classrooms other than desks and chairs. The children sat in rows, two per desk, and on some occasions, when classes were combined, even three per desk. I noticed that one classroom had not been supplied with a teacher's desk and chair. The main teaching aid in all the classrooms was the chalk-board.

I was never able to establish precisely how many pupils there were in each class as the numbers appeared to vary from week to week. It seemed though that the smallest group was about 40 and that the largest group was about 52 to 55 pupils. The largest class I taught was a combined group of 60 pupils. When more than one teacher was absent, I observed a group of about 150 pupils being taught by one teacher!

These children enjoyed drama. The Std 5C class was very proud of their recitation, "The Happy Wanderer". They proudly demonstrated their choral verse to me. While the Std 5A class very excitedly presented their 10 minute playlet on water for me in the classroom. This playlet had been awarded first prize in an inter-school competition. The pupils obviously enjoyed acting. The props? A few pieces of scrap-metal which lay hidden behind the door, and which could be assembled quickly for each production! Sadly, I was not able to arrange for these pupils to produce their play at my school on our stage.

### 2.1.2 The Barnabas Shaw Primary School

The Barnabas Shaw Primary School is situated in the heart of Pinetown, a modern city surrounded by business and industry. The greater-Pinetown region has been described as one of the fastest growing metropolises of South Africa. While many of the pupils come from Clermont, to the north of Pinetown, and from the townships to the south of the city, there are those who commute daily from as far as Umlazi, KwaMashu, KwaDabeka and Hammarsdale (7).

Barnabas Shaw is a private church-aided school. The new school building was completed during the earlier part of 1995. Funding for the buildings was from the private sector as well as a non-government organisation. The buildings, as well as the grounds were aesthetically pleasing. The fields were all grassed and gardens were being established alongside the walkways.

The size of the classes were restricted to about 25 pupils each. The classrooms were spacious and attractive. Lighting was good, and the pupils were all comfortably seated.

In a professionally produced prospectus for the school, the question is asked, "Why do we believe that our school can provide the best education for your child?" Some of the replies made to this question are as follows:

**We provide a Christian based education.**

**We are supported by many people, companies and churches throughout South Africa.**

**Our staff, qualified and experienced teachers, are dedicated to your child's progress.**

**Our approach to the pupils is one of positive encouragement.**

**Individual attention towards the children is intensified in the first year of formal education.**

Other marketing points contained in the prospectus included the media centre, the modern and progressive pre-primary and junior primary campus, sport, including the services of a professional cricket coach, outings, a school vehicle, health check-ups, holiday trips to the Drakensberg, the Cape etc.

My impression of Susan's Std 5 classroom was very positive. The room was a double classroom, designed to be a science room. The classroom had a storeroom for equipment. Access to the storeroom was from the classroom. An expensive-looking microscope was on display as well as a large termite nest. A healthy aquarium was situated in one corner, and a computer in another corner. On the walls were charts produced by the Shell Oil Company on garden ecology and gymnosperms.

The 25 children in the class were grouped, and there was enough space between the groups to ensure that the noise level of one group did not distract the other groups. I was told that the pupils were very keen to act, and that they enjoyed preparing assemblies, especially where they were required to do some acting on the stage.

Early in the term, I was invited to attend a magnificent production of Ipi-Tombi, produced by Susan and the pupils of Barnabas Shaw Primary. The school received some assistance from NAPAC with the dance routines. The children did up to three performances a day to packed audiences. The newspaper reviews were very complimentary. The school was asked to take the production to other centres, but this proved to be impractical, and the show ended on a very high note in the school hall on the Saturday evening. The success of this production was largely attributable to the fact that it became a community project. Members of the local church community assisted with the music, the costumes, props, catering etc.

The Barnabas Shaw School was established in 1989 "to give Black pupils an education equal to [that] of White pupils in the days of apartheid" (8). The school has had a very short history but the description above of the facilities and accomplishments of the school tends to explain why Mr Warren, the principal compared the school's history and rapid expansion to a "little seed that grew into a huge tree" (9).

### 2.1.3 Cross-case discussion

The contrasts between the Abantwana and Bamabas Shaw sites were profound. The only points of similarity appeared to be the Shell Oil Biology charts and a common interest in drama among the pupils of both schools.

Abantwana was situated in a big city that did not provide its children with an adequate sporting and cultural infrastructure, while Bamabas Shaw was situated in a smaller city that was able to provide more opportunities for its children. The school was situated close to a large public library. The city of Pinetown has its own public sporting facilities in Lahee Park with most schools and colleges maintaining their own sporting facilities and media centres. The contrast then is one of a school situated in a city which is a product of an era of historical disadvantage and a school which is a product of Christian social concern situated in a politically stable city which benefited substantially from the era of discrimination in South Africa's history.

The contrast mentioned above in the supporting environment is significant and of some relevance to the curriculum, but the immediate surroundings have further implications for the curriculum. Pupils learn how to care for their environment if their immediate surroundings are aesthetically pleasing. Attractive gardens and well-cared for buildings develop qualities such as loyalty and pride in young learners. A close identity develops between pupils and their school and its ideals. So too, do achievements in sport and culture boost a pupil's self-image. It seems as if extra-curricular activities have an indirect influence on a pupil's performance in the classroom. While no empirical research can be cited in support of these statements, my own experience has shown<sup>7</sup> over the years that extra-curricular activities contribute significantly to the development of well-balanced and confident pupils.

Abantwana was controlled and funded by the ex-KZDEC. The appearance of the grounds and buildings, the acute shortage of materials and teaching aids was a sure sign of the accumulated effect of the lack of funds on human endeavour in and around the school. By way of contrast, Bamabas Shaw had been built by funds donated by a large South African company. International funders also supported the Bamabas Shaw-project. Community awareness and involvement in the life of the school was by means of the prospectus and press reporting. The needs of the school has frequently been put before the local church community.

It may be alleged that my comparisons and contrasts are unfair - and they probably are - but this cross-case discussion has served to highlight the importance of funding and community involvement in education, and its effect on the success of curricular activities in the classroom. With no school hall, or media centre, or duplicating machines and teaching aids, can we expect teachers to successfully teach pupils to think critically? This crucial link between critical thinking and the curriculum on the one hand, and funding and school governance on the other hand, is a theme to which we will have to return in the final chapter.

## 2.2 THE TEACHERS

### 2.2.1 Ndalo

#### 2.2.1.2 A Personal Profile

Ndalo was a fairly experienced teacher, she was in her 11th year of teaching and had been teaching Std 5 for 6 years. She had a matric, as well as a teaching diploma which she obtained at Umbumbulu College of Education. Her Primary Teachers' Course was an arts orientated course, while in her diploma she specialised in English. It appears that the duration of her initial training was six years, two years for the PTC and four years for the diploma. She was on study leave for a part-time qualification during the period that the case study was being conducted at Abantwana. It would appear therefore, that Ndalo was a well-qualified and fairly experienced primary school teacher.

#### 2.2.1.2 The Literature Profile

Ndalo's previous experience in teaching primary literature, included the Pathways New Day-to-Day English Course which she taught to Std 5 pupils. The pupils did not have a copy of the novel.

#### 2.2.1.3 Ndalo and critical teaching

When asked about the use of critical teaching methods in her lessons, she replied as follows:

**Yes, I use critical teaching methods to awaken the criticism ability among the pupils, thereby preparing for analysis in a later stage.**

When asked whether she had any problems with the existing curriculum content, she responds by saying:

**Yes. It is communication problems as it is a second language, coupled by lack of teaching aids, i.e. slides, overhead projector and recorders.**

She was asked whether her pupils were able to think critically, her reply was as follows:

**Partially by virtue of standards**

#### 2.2.1.4 Obstacles to critical teaching in the ESL-classroom

Ndalo was asked to list the most important obstacles in respect of critical teaching in the classroom. She listed the following as being the most obstructive (not necessarily in rank order):

- 1. Over-populated classroom**
- 2. Lack of parent-teacher relationship.**
- 3. Curriculum materials not available.**
- 4. Insufficient in-service courses.**

The following were rated as obstacles, but not as highly obstructive as those mentioned above:

- 1. Curriculum content.**
- 2. No expertise developed during initial training.**
- 3. Critical teaching not possible in the ESL-classroom because of a poor grasp of the language by the pupils.**

Ndalo did not tick discipline as a possible obstacle to critical teaching in the ESL-classroom.

Abantwana, while being administered by the ex-KZDEC, followed the curriculum of the ex-DET. I found Ndalo to be very restricted by the syllabus. It seemed as if she did not feel she could deviate too much from the syllabus. Two possible reasons for this rather inflexible situation have been suggested.

### 2.2.1.5 Ndalo and the curriculum

(a) The fairly prescriptive nature of the syllabus document

Three quotations from the ex-DET syllabus document will serve to illustrate this assertion:

For aural (the listening skill) *inter alia*, the following is required:

"Recognising the way in which the voice is used (stress, intonation, etc.) to express subtleties in meaning for example, What ...! What! What? and the different variations of meaning through switches in emphasis:

I know the place

I know the place

I know the place

I know the place" (10).

For writing the syllabus required the following:

"Adequate written work is essential, and the following requirement must be complied with:

1. Language exercises must be done regularly every week.
2. A paragraph, a short narrative/description or a comprehension exercise every week.
3. A letter every fortnight" (11).

For language structures and usage the following quotation is cited as a further illustration:

"Adverbs and adverbial phrases of manner, place and time to be used in structures such as:

He walked home slowly (very slowly).

He walked home (to his house).

He walked home yesterday (the day before yesterday).

NOTE: Some attention should be given to the structure involving the normal sequence of manner, place and time (eg. The choir sang very well (manner) in the hall (place) last night (time)" (12).

NOTE: Underlining and parentheses from the original.

(b) The continued administration of the external Std 5 examination

The syllabus states quite clearly how each pupil's year mark will be computed:

1.	Oral mark	
	Reading aloud	10 marks
	Speaking on set topic	10 marks
	Informal conversation on everyday topics	<u>10 marks</u>
		<u>30 marks</u>

**N.B.** Marks must be collected throughout the year.

2.	Six 30 minute tests to be set throughout the year, to cover a wide range of topics from the syllabus.	20 marks
3.	One passage of narrative or descriptive writing (100 words maximum) (Choice of six topics) Letter (60 words maximum) (Choice of three topics) Comprehension (Passage, ± 100 words) (Language questions included in the questions)	30 marks  20 marks  50 marks
		<u>100 marks</u>
	TOTAL	<u>150 marks</u> (13)

The one non-critical curriculum lesson I observed on 6 September was a grammar lesson. On this occasion she commented to me that "the only way to approach ESL was by means of grammar". In the Concluding Questionnaire Ndalo appeared to have accepted that the grammar-only approach had limitations, she wrote:

~~No (the present syllabus for English) is not (adequate), it needs to be changed  
..... because it deals with grammar only.~~

Asked whether she would consider an alternative approach to teaching English to ESL-learners, she replied:

~~Not yet, since I'm still having some problems caused by (the) old syllabus and it will take time to base the approach to the new syllabus.~~

Understandably, Ndalo was "locked" into a system which dictated what had to be taught, and then examined the content by means of an external examination. An examination orientated system would undoubtedly influence the feasibility of critical teaching, and the prevailing approach to classroom pedagogy would have a negative influence on the possibility of critical teaching in the ESL- classroom.

When I discussed this situation with the circuit inspectors, the following remarks were made:

~~It is a traditional exam ... the Std 5 exam is more continuous assessment nowadays, but the Std 5's are very syllabus-bound. This situation is very traumatic for the child.~~

~~These exams are set by the teachers nowadays, the cost of setting up an external exam is costly, teachers who mark have to be paid, it doesn't appear that the Std 5 exam is much of a factor these days.~~

~~The Std 5 examinations were more centralised in the past, these days this exam does not lead to certification; more freedom is being given to the teachers in the classrooms for continuous assessment, but on the other hand, the teachers haven't said that they are not happy with the present system.~~

#### 2.2.1.6 Discussion

From the above data, the picture emerges of a situation in transition. However, from my observations two facts were clear:

1. that the teachers were still very examination-orientated;
2. the "syllabus" was taught and treated with respect.

Ndalo was understandably confident with the grammar-only approach to English. But her content was not critical, neither were her processes. In fact it would not be a travesty to state that processes were entirely absent in Ndalo's teaching. Critical thinking is not possible where pupils have to rely on rules, or commit to memory meaningless bits of information. The "problems" the learners wrestled with were problems of memory and non-critical factual re-call. There was some evidence of quiet discussions, but these discussions were designed to help each other out of a teacher-imposed dilemma. "Problems" and "dialogue" was thus not focused on socio-political issues beyond the classroom. Freire's "the banking concept" appeared to be the prevailing approach to education in the ESL-classroom I observed.

From the discussion, it is obvious that Ndalo's teaching was not literature-based, and from her responses to the Teacher's Personal and Literature Profile questions (see Annexure 6), I was not too sure that she knew how to approach a literature-based curriculum for the primary school. I was not convinced that she fully understood what was meant by "critical teaching". This can be clearly seen in her reply to the following question:

"Do you use critical teaching methods in your lessons?"

Yes, to awaken the criticism ability among the pupils, thereby preparing for analysis in a later stage.

Finally, Ndalo warmed to the idea of a participatory curriculum for English. The idea of sharing ideas with other teachers appealed to her. However, when the same question was put to the circuit inspectors two of the replies were as follows:

No, this wouldn't work, especially when you consider that some teachers are under-disciplined. This type of syllabus would be a problem, rather well-formulated and structured syllabus documents. This is also important for control purposes. Only a mature person can cope with democracy in the syllabus.

The answer is probably no! Not that they are not able to do it, but the work ethic at present is not good. But workshops would be useful, and it would be nice to see how other teachers do it. Let them work alongside other teachers.

## 2.2.2 Susan

### 2.2.2.1 A personal profile

Susan was a fifth year teacher, she was completing her first year as the English subject teacher in Std 5. She had a matric as well as a degree. English and Economics were her major subjects for her B.A. degree. She had a one year post-graduate diploma in practical teaching. She did her teacher training in Essex in the United Kingdom. Susan could possibly be described as being a fairly inexperienced teacher, particularly in Std 5. This was her second year of teaching at Bamabas Shaw.

### 2.2.2.2 The literature profile

She indicated that she had previous experience in teaching literature to primary pupils. She had taught, *inter alia*, The Cay, I heard the owl call my name, and some of the C.S. Lewis' Namia stories. Susan compiled her own exercises for her literature curriculum, and invariably all the pupils have had a copy of the book being studied.

### 2.2.2.3 Susan and critical teaching

When asked about the use of critical teaching methods in her lessons she had the following to say:

Yes, they are trained to think, respond and ask questions, respond to themes, feelings, ideas and debates.

When asked about whether she had any problems with the existing curriculum content, she shrugged her shoulders and said:

It doesn't really matter to me, I do my own thing anyway.

Are her pupils able to think critically?

Yes they have learnt to, but some battle to think or change to that way of thinking, especially 'newish' pupils.

#### 2.2.2.4 Obstacles to critical thinking in the ESL-classroom

Susan did not complete this section of the profile so what follows here comes from the interview I had with the principal of Bamabas Shaw Primary School, Mr Trevor Warren.

Mr Warren seemed to feel that the lack of in-service courses was a problem to his school. Being a church-aided private primary school his teachers were often not included in the mainstream of developments taking place in education.

He felt that critical teaching was not always possible in the ESL-classroom because of the poor grasp of the language by the pupils. The language ability of the pupils varied so widely that it made critical teaching very difficult.

Mr Warren added that most teachers developed an innate ability to teach critically, even if this had not been stressed in their training.

**You develop an instinct for what is right.**

With regard to curriculum content possibly being a problem, Mr Warren replied in the same way as Susan did later,

**You do your own thing in English.**

Pupil discipline was not a problem at Bamabas Shaw.

#### 2.2.2.5 Susan and the curriculum

As stated previously, the Bamabas Shaw Primary School followed the curriculum guidelines of the ex-NED, and as such Susan was being neither disrespectful nor unprofessional when she stated that she "did her own thing" in English. Curriculum documents in the ex-NED schools have, in most instances, been guidelines and a measure of freedom was granted to teachers of this ex-department to interpret the contents of syllabuses to the specific needs of their pupils. Perhaps more than the other subjects, the English curriculum planners entrusted teachers with complete freedom in developing the syllabus for the classroom. Most teachers of English are either theme-based or literature-based in their approach to English. This means that the theme of the

literature becomes the context (or the core) of the critical curriculum. Teachers are required to do the following in compiling their own critical curriculum for the year:

1. Make decisions about literature (or themes) that will be used as the core of the curriculum for the year;
2. Acquire (or compile) a list of critical thinking skills.
3. Consult the syllabus guide for the language skills required for the particular standard being taught; it is expected that a list of these language skills be compiled and filed in a journal or subject file and kept on hand for easy reference when schemes of work are being developed.
4. Collect material for the novel (or theme) to be taught from text-books, media centres, workshops, other teachers, and in more recent times, teachers have been writing their own comprehensions, language exercises, etc.

In this respect, a remark made to me by a subject advisor for English Second Language from the ex-DET has relevance: "Your own material always works best for you and your pupils" (14).

A few illustrative quotations from the ex-NED syllabus document for English will serve to underscore what has been said above:

"The underlying assumption of the syllabus is that the receptive skills (listening and reading) and the expressive skills (talking and writing) cannot be acquired in isolation, but need to be developed in an integrated process including the pupils' own experience, the rest of their school experience (language across the curriculum) as well as their experience and needs beyond school" (15).

"One of the goals for written communication in the same syllabus is that pupils learn how to think more effectively - more critically, coherently, creatively and deeply - so they will be able to formulate a logical argument to express a point of view, to defend it, or evaluate the position adopted by someone else" (16).

In the 1993 edition of the same syllabus Language Study was renamed as Language in Action. The reason for this change was included in the following quotation:

"While it must be stressed that linguistic competence rather than the academic study of language should be the main aim, some understanding of how language works will help

pupils to appreciate the principles underlying their own speech, reading and writing more fully. Such understanding should, in turn, help them to communicate more effectively, to appreciate literature more fully and to understand how language is used for a variety of purposes" (17).

The approach which has been outlined above was the prevailing approach in Susan's ESL-classroom before I came to Barnabas Shaw. In summary, Susan's approach was:

1. contextualised , i.e. it taught the pupils more than the language;
2. critical, i.e. it was a holistic approach which educated the whole pupil and not merely one aspect eg. the cognitive.
3. liberatory, i.e. the language she taught met the needs of the pupils, and not the teacher, it was a language for life.

It may be argued that in this section I have inadvertently applied a syllabus document intended for the FLE-classroom to the ESL-classroom. My action I defend as follows:

1. the guidelines and content of the FLE-syllabus document has been used successfully at Barnabas Shaw, and at many Model C(B) schools with ESL-learners.
2. we are dealing with an approach (or critical processes) and not the actual content;
3. implicit to this approach is the freedom accorded to teachers to select material which will be suitable for their pupils, hence the success of this approach depends on the liberation of the teachers from the narrow adherence to the prescriptive constraints of a particular syllabus document.

#### 2.2.2.6 Discussion

Susan's classroom pedagogy was theme-based. She had already taught a number of themes before I met her in October 1995. While her themes appeared to have lacked a measure of inner cohesion, it was abundantly clear that the pupils were accustomed to discussing socio-political issues. This I could gauge from the fact that their responses to the racial themes of Souder were quite spontaneous:

Susan: Why do the people in the story not have names?

Pupils: Maybe because of racism?

Participatory curriculum construction is a developmental experience and younger teachers need the encouragement and guidance of more senior colleagues in their attempts at constructing critical curricula. As teachers become more experienced, so too do they grow in their competence in respect of English critical curriculum construction.

No local content was evident in Susan's earlier themes. However, where her content may have lacked a bit of cohesiveness, her lessons certainly had not overlooked the importance of critical processes. Her pupils were expected to ask questions and were complimented for asking good questions. On the other hand, they were scolded for being remiss when an unfamiliar word or an obscure issue was not queried. It was no surprise for me to find that aspects of the Sounder critical curriculum were being questioned by some of the pupils. On my first observational visit I was required to answer their questions, which they put to me very politely and very confidently.

Instead of classroom silence, there was noise, instead of the choral "yes" and "no" there were eager hands in the air and arguments. The pupils were grouped which facilitated frequent group discussions. Susan gave a strong lead when she addressed the class as a group, during group discussion time she "withered away" (18). The fact that the pupils commenced with their discussions spontaneously convinced me that they were familiar with group discussions during their lessons.

Susan's classroom was learner-centred, she actively encouraged all pupils to participate fully in her lessons. She was confident in her subject and did not feel daunted at the prospect at having to construct the details of her English curriculum. Her own English was outstanding. The pupils had a good role-model in Susan. There would be no need to learn rules and rehearse tone of voice, stress and various patterns in sentence construction. The pupils could model their own language on the model provided for them by their teacher.

### 2.2.3 Cross-case discussion

As a discussion has already taken place on the teachers in the above section (para. 2.2.1.6 and 2.2.2.6 respectively), this cross-case discussion will merely discuss a few salient issues.

- 2.2.3.1 Ndalo was undoubtedly the more experienced of the two teachers. She also had more qualifications than Susan, though the precise nature of these qualifications I was not able to establish.
- 2.2.3.2 Neither of the two teachers had had much experience with teaching primary school literature. Susan's curriculum was theme-based and she was thus better able to adapt to a literature-based approach to English as both approaches contextualise a theme or a novel and the critical skills are integrated into the content.
- 2.2.3.3 Susan did not feel threatened by an unstructured curriculum and she had already experienced much freedom in developing the content of her curriculum. Ndalo was very syllabus bound, this restriction was integrally linked to the Std 5 external examination. Susan's curriculum assessment was continuous, with an internal end-of-year examination for the Std 5 pupils.
- 2.2.3.4 Ndalo tended to misunderstand the meaning of the term "critical teaching", and from this I can conclude that processes and skills did not feature in her curriculum. It certainly did not appear in her syllabus document. Susan believed that critical teaching was possible in the ESL-classroom, and she proceeded to develop a critical consciousness in her classroom. It is interesting to note that earlier Mr Warren had indicated that critical thinking was not always possible in the ESL-classroom because of the poor language ability of the pupils.
- 2.2.3.5 The importance of the teacher as a good role-model for English became significant in the contrasts between these classrooms. A teacher whose first language is English is probably better able to adapt her classroom pedagogy to critical teaching, while still remaining conscious of the language needs of the ESL-pupil. The teacher whose first language is not English may perpetuate the tradition of learning a second language by means of drill and syntax. This certainly has been the prevailing point of departure for second language tuition for decades.
- 2.2.3.6 Ndalo must be assessed against the socio-political circumstances of her society and in particular, her ex-department. It is therefore important that we hear what she is saying when she complains about curriculum materials not being available, or when she says that their classrooms are over-populated, see para.

2.2.1.4. In the next chapter I describe this as the "Ndalo factor", viz. Ndalo, the teacher, in the context of the historically disadvantaged sector of South Africa.

## 2.3 In the classroom

### 2.3.1 Ndalo

I was not able to observe Ndalo in the classroom as frequently as I would have liked to. After the first week or two of teaching the critical curriculum Ndalo's enthusiasm appeared to wane. I attributed this to the Std 5 trial examination which appeared to keep Std 5 teachers very busy. Shortly thereafter the pressure of her own examinations began to build up and Ndalo was away from school for four consecutive weeks. I also wondered whether the critical curriculum was an approach which was too unfamiliar and consequently created unnecessary stress at an awkward time. It is also possible that in my absence she had been experiencing problems with the critical curriculum, and decided that a mutually acceptable solution to the dilemma she found herself in would be to make her classes available for me to implement my curriculum and observe the pupil response for myself. The following comment from the Concluding Questionnaire seems to verify this:

**Sounder was a nice novel but it was long for Std 5 Black students. These pupils need some pictures in the books to help their understanding. If the vocabulary used was more simplified, I think it would be more better for my pupils.**

I therefore only observed Ndalo teach two lessons, one lesson on 23 August and one lesson on 6 September. She was quite forceful in her approach, yet at the same time she never lost contact with the pupils. She did stop to listen to the pupils very sympathetically and treated those who gave incorrect answers very kindly. On 6 September I wrote the following comment:

"Ndalo certainly does have a good rapport with her pupils. She is a good teacher and the pupils respond to her. They are keen to learn."

During one lesson I observed the chalkboard was used quite extensively. Ndalo complained quite frequently about the lack of teaching aids in the school. I realised afresh how teachers rely on the chalkboard when modern teaching aids are not available.

Her questioning technique was good, but the knowledge elicited was primarily factual. The sentence completion-phenomenon was evident in her lessons, so too the choral of replies of the class, pupils usually chorusing with a "yes" or "no". She did probe when answers were not forthcoming, but despite the availability of the critical questions in the workbook, her questions did not focus on processes but on the factual content of the novel.

The pupils were given a fair chance to answer and when they failed Ndalo usually gave the answer. One of the lessons I observed was a grammar lesson based on the Std 5 trial examination paper. I found Ndalo more relaxed in this lesson than I had observed during the other two lessons when she was teaching the critical curriculum. She remained seated and was smiling throughout the grammar lesson while the pupils came up to the chalkboard to attempt the answering of the questions. She also permitted more dialogue in this lesson and rewarded the pupils verbally for correct answers. As with dialogue the critical curriculum did provide opportunities for group work and problem-solving. The closest Ndalo came to "problem-solving" was when the pupils were confronted with the problem of finding the correct solution to their trial grammar paper. She did not withdraw from the lesson, and assisted the class step by step.

Throughout my 12 weeks at Abantwana I was conscious of classroom silence. Pupils spoke to each other in barely audible whispers. It is true to conclude therefore that some inter-pupil dialogue did take place, but I did sense a certain degree of passivity. What I was looking for was interested, curious and excited people who were keen to ask questions. But at the same time they were not obviously bored or fidgety.

Ndalo's own literacy was adequate. When speaking to the class any weaknesses in her grammar and accent was not really noticeable. Neither did I notice any inappropriate use of terminology.

In making a final evaluation of Ndalo in the classroom, I would say that when she was teaching the familiar syllabus with its grammatical content, she came across as a confident teacher who genuinely understood the problems of her pupils. Her lessons emphasised factual knowledge while critical processes and critical thinking were not evident at all in these lessons. Ndalo was quick to praise her pupils for good memory work. Reciprocal listening, problem-solving and healthy dialogue were not in evidence in the lessons I observed. Judged therefore by the circumstances in which she

was teaching Ndalo can be described as a good teacher, but lacking in the skills of critical teaching.

### 2.3.2 Susan

As with Ndalo, circumstances did not permit more frequent classroom observation. Rehearsals for the school play and a visiting speaker disrupted the timetable and the Std 5 pupils were not always available. Later in the term the end of year Std 5 examinations were in progress and formal lessons were not possible but contact with Susan and the written work of the class was still possible.

My first and lasting impression of Susan was that her enthusiasm and dedication to her work was most infectious. She accepted the challenge of teaching the Sounder critical curriculum without hesitation and taught the pupils with conviction. The critical teaching which pervades the activities of the workbook, she presented to her class skillfully. Much progress took place in my absence and hence my frequent interviews with her were useful in that I was able to remain up to date with developments in the classroom. During these interviews I answered many questions about the critical curriculum which came from the pupils as well as Susan. As the curriculum developed critical questions were put to Susan about the workbook, she in turn conveyed these questions to me.

~~Why are the dictation passages so short?~~

~~Why are the words so hard, next time you write a book, please give the meanings.~~

~~Why is there no table of contents?~~

~~Why do we have to learn these American words?~~

The pupils were obviously questioning what they were learning. Having been a FLE-student, and teaching through the medium of her mother-tongue, Susan was naturally a very good role-model for English. She was a fairly forceful teacher, but not in an ugly, autocratic sense of the word. She insisted on well-formulated answers to critical questions. If the pupils' answers to her questions were in some way vague she returned the answer to the class for others to discuss and improve on. I was interested to see how the pupils argued, contradicted and interrupted each other. They quarrelled quite vigorously about the answer to the following question:

**True or False?**

**"The boy and his mother enjoyed the Joseph stories"**

The thrust of Susan's lessons was therefore on her questioning technique, at times her questions were directed at the class as a whole, but this technique was varied by group discussion. The pupils were grouped so that group consultation could take place without the movement of pupils or furniture. Her questions focused on processes rather than factual knowledge. When the issues raised by the questions were satisfactorily resolved, Susan rewarded her pupils for good reasoning. Much dialogue took place, in fact at some stages I felt that the class was becoming a bit unruly; Susan did call them to order, but it was obvious that the pupils had all entered into the discussion rather heartily!

Problem-solving was evident in the sense that Susan's lessons were problem-centred. She did not hesitate to raise sensitive issues either. I found the pupils to be very conscious of racism, Susan and the class had obviously discussed this aspect of the novel earlier.

**Question: Why didn't the boy go to school?**

**Pupil 1: Maybe he was black.**

**Pupil 2: Or maybe because of racism.**

Susan was comfortable with these issues and dealt with them openly, sympathetically, yet also critically.

Her pupils were very fidgety and I wondered whether they were bored, as there was constant movement of hands, feet and sometimes even turning around. But then a hand would unexpectedly shoot up into the air and a question would be asked about an unfamiliar word, or expression.

**What are Sunday clothes?**

**What is white-wash?**

I concluded that despite my perceptions about their restlessness, they were listening and thinking.

While Susan focused much of her lesson time on dialogue and processes, she was not oblivious of the need to attend to the basic language skills. So during one lesson she asked them to write down ten words they had not understood, a composite list was compiled on the chalkboard for the whole class to discuss and look up meanings in their dictionaries.

Susan was teaching Std 5 English for the first time, and in evaluating Susan against her background of inexperience with Std 5 ESL-pupils, I can say that her compassion for her pupils and their learning problems, together with her enthusiasm and lively approach evoked very positive responses from her pupils. But for me, it was her very natural approach to critical teaching that persuaded me to evaluate her as an above average teacher.

On 22 November I wrote in my evaluation of her lesson:

"If the teacher thinks critically, then the pupils will think critically."

### 2.3.3 Cross-case discussion

There were many differences between the two teachers in their respective classrooms. Yet there were also some points of similarity.

Ndalo frequently complained about the pressure of teaching, and studying at the same time. She complained about the demands on her voice of the excessive amount of oral work expected in second language teaching. Susan also frequently complained about the demands of teaching on her and the responsibilities of being a single-parent and a breadwinner. Stress was a common factor.

Both teachers had a good rapport with their pupils, and appeared to have a good grasp of the needs of their pupils. Both teachers searched for answers in their questioning techniques, but whereas Susan questioned for good thinking skills, Ndalo probed for memory recall. The contrast here is between factual content and critical processes. Dialogue and problem-posing as defined for critical pedagogy in Chapter 1 (para. 2.2.2 and 2.2.3) was not evident in Ndalo's lessons. Her lessons were characterised by silence, whereas Susan's lessons were noisy and the pupils were overtly interactive.

The choral replies and sentence completion phenomenon, a characteristic of the Third World Classroom (19), was very evident. I was fascinated by the way they responded in the plural, viz. "Yes, we do!" Sentence completion was very polished, and on cue. Researchers have tended to attribute negative connotations to the choral reply-phenomenon (20). I soon grew quite accustomed to these responses and viewed these as indicators that the class' concentration had not lapsed.

Ndalo never appeared to mention socio-political issues. Issues of race did not arise in her "discussions" with her classes. Susan on the other hand, was bold and confident in her approach to the issues of race. Could it be that for Ndalo racial issues were too sensitive for classroom discussion? Abantwana being situated in a marginal ANC/IFP constituency may not have been an ideal forum for socio-political issues. Could there have been a life-threatening possibility for Ndalo in a city that had experienced so much violence in recent years? Susan's handling of these issues may therefore be viewed with admiration as the same political tensions would surely have applied to the Bamabas Shaw learners as for the Umlazi learners.

Ndalo and Susan, both under stress, but for different reasons, were both aiming to prepare their pupils for secondary school yet the route each chose to achieve this goal was worlds apart.

### 3. REFERENCES

1. Ellis, R. and Tomlinson, B. 1980, Teaching Secondary English: a guide to the teaching of English as a second language. Longman, Essex, England, page 1.
2. Stonier, cited in MacPherson, C.R.B. et al 1992, Teaching English: a handbook on the communication approach. Lexicon Publishers, Johannesburg, page 1.
3. Cooper et al 1993/94 Race Relations Survey, South African Institute of Race Relations, Johannesburg, p.358.

The writers in the Survey give credit to The South African Township Annual for their information. In a table on the availability of amenities for South African townships for 1993, the population of Umlazi is given as 1 000 000 with Greater Soweto 3 200 000. Since 1993 many families have fled the violence of the rural areas, and informal settlements have increased. The figure of 1 200 000 quoted to me by Mr Zama in December 1995 was probably an estimate, and the actual population figure could in fact be higher.

Having read this report Mr Peter Johnston replied as follows:

Population estimates are always exaggerated. I doubt if Mr. Zama has any scientific backing for his estimate, but this department does. With the knowledge of existing occupancy rates from a recent study and the number of dwellings both formal and informal, the population is estimated at 268 500. Mr. Zama is about one million off the mark.

Mr. Peter Johnston, Durban Municipality, Urban Strategy, 22 February 1996.

4. Nasou 1975, Standard Encyclopaedia of Southern Africa, Number II, Nasou Limited, Cape Town, p. 49.
5. Butler, J., Rotberg, R.I., Adams, J. 1977, The Black Homelands of South Africa, the political and economic development of Bophutatswana and KwaZulu. University of California Press, Berkley. Number 21 in the series "Perspectives on Southern Africa", p.1.
6. The 1993 South African Township Annual estimated that 22 000 shacks (informal settlements), with an average occupancy rate of 1:8 existed in 1993. Formal housing units were estimated to be 29 576 with an occupancy rate of 1:13 (the highest in the RSA).  
(1993/94 Survey pages 327 and 328)

Availability of amenities in Umlazi from the statistics cited in the same annual referred to above included 3 stadiums, 1 basket/netball court, 9 soccer fields, 3 public halls and 1 library. (1993/94 Survey pages 357 and 358).

(Hillcrest, an up-market traditionally White suburb of 5 000 residents has 1 library, 2 . bowling greens, 5 tennis courts, rugby grounds in addition to all the sporting facilities and swimming pools of 5 schools).

7. *The Highway Mail* 8 September 1995, p. 14.
8. ibid
9. ibid
10. Department of Education and Training (1986), Syllabus for English (Second Language), Standard 5, paragraph 1.3, p.2.
11. ibid., paragraph 4, p.5.
12. ibid., paragraph 4.9.4.9, p.7.
13. ibid., p.8.
14. Liz du Preez, 15 December 1995.

15. Natal Education Department (1993), Syllabus for English First Language, Standard 5, p.3.
16. Ibid., p.31.
17. Ibid., p.17.
18. Ira Shor's popular metaphor, Shor 1980/1987, p.98.
19. See para. 5, Chapter 1, p
20. Ibid.

## **CHAPTER 5**

### **1. INTRODUCTION**

This chapter and chapter 6 addresses the second research question viz. how the introduction of a critical curriculum will influence critical pedagogy in the ESL-classroom. Case studies of the two contrasting sites are presented, firstly from a descriptive point of view, and then from a theoretical point of view.

The longer of the two sections is a section I have called "theory building" as these passages evaluate a feasibility of the four major critical thinking processes in respect of critical pedagogy.

I used the following organisational structure to formulate the case study descriptions:

1. Bewilderment
2. Productivity
3. Denouement

The two case descriptions were concluded with a single cross case discussion.

The organisational structure of the theoretical passage is as follows:

1. Communication
  - 1.1 Listening Skills
  - 1.2 Oral Communication Skills
  - 1.3 Reading Skills
  - 1.4 Writing Skills
2. Comprehension Skills
3. Information-finding Skills
4. Supporting Language Skills

See Chapter 1 page 4 for a diagrammatic representation of the relationship between the four major thinking processes and the two principles governing these four processes.

The analysis of these skills were concluded by a cross case discussion relevant to the domain of each particular skill.

## 2. CROSS CASE DESCRIPTIONS

### 2.1 Abantwana Higher Primary School Case Study Description

Three distinct phases can be discerned in the data collection phase at Abantwana:

1. Bewilderment 16.8.95 to 6.9.95
2. Productivity 13.9.95 to 18 10.95
3. Denouement 25.10.95 to 1.11.95

#### 2.1.1 Bewilderment

At Abantwana several reasons for my bewilderment can be cited:

- (a) I was expecting to observe lessons, with possibly one or two opportunities to teach (i.e. participate) a lesson;
- (b) I was expecting the critical curriculum to be implemented by Ndalo;
- (c) I was expecting the data to be collected from one class;
- (d) I was expecting everything to run smoothly!

I was very naïve and soon to be disillusioned, as none of the above expectations ever materialised.

On 16 August, my first day of observation at Abantwana, Ndalo was not present at school and I observed a first year Edgewood student, Mr. Gumede teach Listening Skills I (4) to Std 5C and Std 5B. Ndalo told me that he had achieved a fair degree of success with the pupils on the introductory material to the critical curriculum. The following week Ndalo taught two oral lessons which I observed. She did some vigorous questioning on the earlier part of the novel, this was followed by further questioning, based on the full-page picture of the kitchen (5). At the end of these lessons I sensed that all was not well. Ndalo was exhausted. In my report I wrote:

Ndalo complained that there was a strain on her voice because she had to teach English to 5 classes, and that most of her lessons were done orally, and as there were no photocopiers or roneo machines, there was very little opportunity of giving her voice a rest.

23 August 1995.

The following week the teachers were engaged in a rather lengthy staff meeting and the classes were unattended. I offered to teach some lessons, and finding no progress with the critical curriculum since my previous visit, I proceeded to make the most of the opportunity. My Pupil Information Profiles had not been completed. I also assisted the pupils in completing these. Later, before leaving the school I was advised that the following week the pupils would be writing their Std 5 trial examinations. I began to wonder if a "normal week" was possible. I duly arrived on 6 September to observe Ndalo do the corrections of a few examination questions which had been written up on the chalkboard. These 'trial examination' questions were all grammatical questions, and included, *inter alia*, a question on degrees of comparison, pronouns, verbs, abbreviations, etc. She remained seated throughout this lesson, and seemed more relaxed and much happier than when I had last observed her in the classroom. The pupils struggled with the answers, frequently chorusing either "yes" or "no" to her questions. What I found interesting was her confident remark later that all her pupils were ready for high school.

She informed me that she would not be at school for a few weeks, and asked me to take her classes for her on a Wednesday morning. I readily grasped at this opportunity. This event marked the transition to the period of productivity at Abantwana, but an unpleasant experience with Ndalo occurred soon after this visit to the school.

The school did not have a phone. I had arranged with Ndalo that I would phone her at home on the Monday evening after she had commenced with her study leave, in order to establish what the arrangements were for my first Wednesday at school without her. This is normal procedure for teachers substituting for teachers on leave. I phoned her at 19h00, she was not pleased at all that I had phoned:

I have not prepared anything for you. Is this the only question you have to ask me? How many other questions do you have? I'm listening to the news. I can't phone you, I've lost the key of the phone, you teach anything you want to. (18 September 1995).

I gathered that I could expect no further help from her. I was on my own.

### 2.1.2 Productivity

I was not sure how long Ndalo would be away from school. I was also not sure which classes I would be teaching. I realised very soon that even without Ndalo I could not expect to find a set routine. Each week was different. I therefore came prepared to teach a variety of lessons to any class, and I had to remind myself frequently not to be too disappointed if it should transpire that I was not able to participate in any teaching. Fortunately this never happened. During this period the only teaching in English these pupils received were my lessons on a Wednesday morning. The children were usually very pleased to see me, and I came to know some of them by name. It was not uncommon for a few pupils to leave the classroom at the end of the lesson; and follow me to my car, and then in very broken English ask me to assist them with their application to a particular Model C High School. They wanted to know about school fees, and buses and admission papers etc. I obliged, as much as I was able to.

Possibly the most frustrating aspect of these weeks of productivity was the fact that the materials were not available for my lessons. They always seemed to be in "another" class, or locked up in a cabinet. Ndalo had the key. I would have to be resourceful and plan for any eventuality, if I wanted to utilize my time profitably. I therefore photocopied pages from the critical curriculum and the novel of the work I was expecting to cover in one lesson at my own school. I memorised the story and told the story to them using much simpler English and much dramatic effect to hold their attention. I used the chalkboard and relied on their memories for the recall of relevant content. Despite the obstacles this was indeed the most productive period of the research, as creative innovation was high on my agenda in order to achieve my goals before Ndalo returned to school.

It became apparent that I would not be able to complete the critical curriculum and the novel given the limited contact I had with the pupils. The case study had assumed that some teaching would take place in my absence (see Annexure 5A). I decided that the best I could do was to ensure that I had covered each of the critical thinking skills in the critical curriculum at least once. If I was able to replicate this with other classes, this I would regard as a bonus. I was successful in achieving these amended goals.

Another aspect of this period of productivity was my relationship with the other Std 5 teachers. More than once I had other members of staff sitting in on my lessons, I was able to talk to these teachers quite openly about education, and soon we began to share

in "classroom talk" quite naturally as all teachers and colleagues do. I had been accepted as a colleague.

### 2.1.3 Denouement

By the time a smiling and very friendly Ndalo returned to school on 25 October, I was satisfied that no more new data was possible and that it would be judicious to indicate to the school when I would conclude my case study. I told Ndalo that 1 November would be my last day. I asked her to complete my Concluding Questionnaire (Anexure 11A). I had decided on a Concluding Questionnaire because during the preceding weeks I had tried several times to set up an interview with the principal, Mr S. Ntombela, but in vain. He did not appear to be at school very often, and with no telephonic contact with the school, I found it very difficult to make an arrangement with him. I had discussed this with both Ndalo and Mr Ntombela, but neither of them appeared to want to commit themselves to a set date or time. I decided that I would include a few of the most important remaining questions in a Concluding Questionnaire and formalise it as a natural conclusion to the teacher-student relationship as with any college student. Ndalo mislaid her copy of the Questionnaire. But by 1 November I was able to anticipate such mishaps and I had come prepared with another copy of the Questionnaire. She completed the questionnaire for me while I chatted to the pupils informally, having given them each a 'marshmallow mouse' as a thank you present. It was while I was walking up and down the rows that one of the girls unexpectedly reached for my arm and rubbed it briskly a few times. From the serious look on her face I could see that she did not intend to ridicule me in any way. There was no reaction from anyone else. Neither did I react. For her it was important that she touch me - and I had no objection!

During this period of denouement I discovered why the curriculum materials were in such short supply in the classes I had taught. The books had been divided equally between the five Std 5 classes. Ndalo had made a sincere start with the Sounder critical curriculum in all her classes, but abandoned the project at some stage in August, probably just prior to the Std 5 trial examination. She did say a few times that she didn't have time for Sounder as she had to teach the syllabus.

I knew at the outset, that the implementation of the critical curriculum might not have been possible at Abantwana, but I think the reason(s) ought to be phrased in Ndalo's words, taken from the Concluding Questionnaire:

Sounder was a nice novel but it was long for Std 5 Black students. These pupils needs some pictures in the books to help their understanding. If the vocabulary used was more simplified I think it would be more better for my pupils. (1 November 1995).

Ndalo's assessment of her pupils' ability was absolutely correct, but there was also lack of preparation and her resistance to any suggestion of planning. Then too, the routine of the school. On 18 October I wrote in my report:

One factor, and one factor alone remains constant, and that is that here nothing is constant.

My last day at Abantwana was a sad occasion. By now I had become quite well-known in the area. I often saw friendly "strangers" greet me as I drove up the steep slopes to the school each week. The pupils were particularly friendly on my last morning, and I was quite taken aback by the frequency with which I was asked to come to teach various classes.

"Please sir, come and teach us, we don't have a teacher."

Where were the teachers? This request puzzled me, it did not appear that many Std 5 teachers were at school that morning as more pupils than usual were wandering around on the verandahs. Once Ndalo had completed the Concluding Questionnaire a semi-circle of pupils was formed around me - I felt very conspicuous - Graham, the Isibonga, assisted by one of the girls, proceeded to recite a long praise-song they had composed in my honour, a traditional way of saying thank-you. It was an emotional experience, I did not understand much of what Graham said to me, but I was deeply moved by the gesture. I knew that I had achieved something, but exactly what I would find out only when I shook hands with Ndalo. It had something to do with relationships, something to do with fear and mistrust of each other's motives as a result of the policies of the apartheid government in legislating against integration.

In parting, Ndalo said to me:

**You have been the first White man to teach them. You have taught them that they need not fear the White man. You have broken down their fear of White teachers and White schools.**

The implementation of my critical curriculum may not have been a success, but I had learnt a lesson in the importance of building relationships with those from whom we had been separated for too many decades. It ought not to be necessary for one citizen to touch another in order to ascertain whether the other was real!

## **2.2 Barnabas Shaw Primary School Case Description**

The same headings as was used for the Abantwana case description applies to the Barnabas Shaw Case case description:

1. Bewilderment 18.10.95 to 1.11.95
2. Productivity 15.11.95 to 27.11.95
3. Denouement 29.11.95 to 4.12.95

### **2.2.1 Bewilderment**

As with the Abantwana, the initial phase of the data collection process at Barnabas Shaw had its frustrations. Susan had told me that the school would be producing the Egnos Lakier, Bright Blue production of Ipi-tombi, she assured me that she would be teaching the critical curriculum daily, but that the amount of teaching time would be drastically curtailed as a result of rehearsals. Susan and I agreed to meet in her apartment on a Wednesday afternoon at 16h00 until the school timetable had normalised and I was able to visit the school for observation. I would have preferred to meet Susan on the school campus where we would have been able to discuss items of work, but two other problems had first to be worked around:

- \* Susan dedicated her afternoons to the Street Children; she was one of their regular afternoon teachers at the shelter;
- \* the contact time was further complicated in that she was a single parent; she did not have a car, and was thus dependent on family and friends for transport.

The only contact I was thus able to make during the first three weeks was on a Wednesday afternoon at her very modest apartment in central Pinetown. We had three very worthwhile interviews. After our first interview I wrote:

The contrast is almost unbelievable, she just seems to know how to go about it. It appears also that her enthusiasm has rubbed off onto the pupils ..... possibly Susan is just the right kind of person to teach the critical curriculum because her exposure to multi-cultural education in London has made her more sensitive to racial issues, and how to handle them (18 October 1995).

During these interviews we were of mutual assistance to each other. I was happy to expound on the merits and possibilities of the Sounder critical curriculum, while Susan reported on the successes and the problems of the critical curriculum. Frequently, Susan would say, 'The children say I must ask you this ....." But she also asked her own questions, eg. "Why is this in the workbook?" This question-orientated approach I found most encouraging because it implied that the teacher and the pupils were thinking.

After our second interview I wrote:

The discussion of the racial component (of the critical curriculum) has been very popular, the pupils want to know about apartheid, and about what happened to them .... apparently they all felt that the man in the book had been treated unfairly and that he should not have gone to jail for stealing the ham, they were very angry with the White policeman; I remember how the Umlazi children had laughed and chorused, 'Yes, the man was bad'. (25 October 1995).

I enjoyed these interviews and looked forward to Susan's reports and I documented as much detail as I could recall and from the brief notes made during these interviews.

My own timetable for a Wednesday had been constructed in such a way that I could be away from my school for observations without leaving unattended classes. But this particular arrangement did not suit the Barnabas Shaw School. After the Ipi-tombi production was over I became a bit desperate in that I needed to be in the classroom with Susan. I decided to employ a substitute teacher for myself on a Wednesday morning which would give me even greater flexibility with the timetable to fit in with Susan. My first observation lesson (8 November) did not materialise! Susan had

forgotten that Barnabas Shaw was hosting representatives from the "Feed the Babies" feeding scheme. I had to re-schedule again, and seek ways of making up for lost opportunities. I knew that Susan was teaching the critical curriculum, and this was a great comfort, but I was concerned that I was not being exposed to the classroom situation in which so much was happening. I was not collecting evidence, and I had to find another way of collecting as much data as possible in a very short period of time. Once again creative innovation was high on my agenda, and soon after the nadir of the "Feed the Babies" let-down, I conceived the idea of the critical thinking analysis (Annexure 12). This schedule was designed to put each of the 24 participating pupils under a microscope (so to speak) and to ask critical questions of each pupil in respect of critical thinking and the supporting language skills. The questions would focus primarily on the major critical skills, as listed in the Pupil's Hierarchy of Critical Thinking Skills (Annexure 3), and as integrated into the critical curriculum. But a few other questions would also be asked about each pupil's supporting language skills.

Susan's responses would be encoded and once the schedule was complete, I would have a fairly comprehensive "snapshot" (6) of each ESL-pupil's ability to think critically as well as the role of the supporting language skills in critical thinking.

When I made my first observational visit to Barnabas Shaw I would be very focused in my observations. So too Susan, she would know what I needed to know about each of her pupils. In fact this schedule had come about as a result of a very innocent question which Susan had put to me:

**"What would you like to see when you visit us?"**

### 2.2.2 Productivity

The productive phase of my short sojourn at Barnabas Shaw was indeed intensely productive. Susan was almost breathless at times in her zeal to accomplish as much as possible for me. We had our pre-class discussions either in the staffroom or on the playing fields. Apart from the lesson observations I gathered the data from the books I was given to look through. On each visit I gave Susan one or two questions to complete and encode for the critical thinking schedule. I was pleased when she commented that the questions were easy to answer. My object was to ensure that these little tasks were not to be too onerous.

Soon the data I required on each pupil began to build up, and the codes on the schedule were beginning to look quite impressive. During this period I was able to visit the school twice a week. I came armed with a short list of outstanding items, Pupil Information Profiles not handed in, incomplete profiles, Susan's own personal profile had not been returned. I could see that the end of term deadlines had added a lot of stress to Susan, so I generally chose the route of patience. My patience was rewarded because a steady flow of data was building up. On 24 November a rather embarrassed Susan told me that the Std 5's would be writing formal examinations the following week. After a moment's thought, I assured her that this would not be a stumbling block. I was still able to collect data from our regular discussions before each lesson, the schedule was gathering data from Susan's observations in my absence, and while the pupils were writing their examinations, I would be able to view some of the earlier work done in their books on the critical curriculum. Susan used Comprehension 5 (7) as one of her tests. She marked and scored this test, and I was able to look at these results on my last visit to the school. By the 25 November I knew that I had almost completed my data collection at Bamabas Shaw. Without Susan I would not have accomplished as much as I had in such a short period of time. The successful implementation of the critical curriculum was entirely attributable to this short lady whose capacity to love and serve the less privileged citizens of our society was infinitely greater than her stature.

### 2.2.3 Denouement

The denouement was very short, one final observation period where I reviewed the pupil's test scripts on Comprehension 5 (29 November). The results were most encouraging as it showed once again the value of a pupil's life experiences in respect of critical responses to literature. Susan did not penalise the pupils too severely or poor syntax, and as the content of their answers were invariably good, the class's overall performance was an above average result. Some of these papers I have included among the annexures and a more detailed analysis has been undertaken in the section on theory building.

The final interview took place at Susan's apartment on 4 December. Schools had already closed for the year and I needed Susan to complete the critical thinking analysis and the Concluding Questionnaire. I had adapted the Concluding Questionnaire slightly in order to focus more pertinently on the issues which had emerged at Bamabas Shaw. There were questions I needed to have clarified or confirmed which had not

arisen at Abantwana. In general, page one remained the same for both sites, while page two was more site specific.

We discussed a few remaining issues, and then I concluded the interview, my final contact with Bamabas Shaw had ended. I knew somehow that this school would always be special to me, because of Susan. In a few short weeks she had changed my expectations about critical pedagogy and the ESL-classroom.

In an earlier report I had written:

A truly most encouraging interview! More than I ever dreamed of. Their discussions on racism I encouraged. I explained to Susan that critical pedagogy does admit to the inevitability of a political curriculum, and that discussion of socio-political issues, either directly or indirectly related to the main themes of the novel is to be welcomed (25 October 1995).

The new directions which had emerged in my thinking were attributable to Susan's faithful commitment to the terms of our original undertaking (see Annexure 5B). She taught her pupils under much stress because of the short term and the interruptions. When aspects of the critical curriculum were not clear and acceptable to the pupils she gave me confident and truthful feedback. An important feature of Susan's relationship with me was her confidence and transparency. She asked questions about the critical curriculum and even complained,

**It is very difficult to put yourself into someone else's shoes", she remarked to me one day about having to teach my critical curriculum. She even fired questions at me during the lessons, and caught me somewhat off guard!**

Critical pedagogy was a feasibility in the ESL-classroom but only under certain circumstances. These "circumstances" I had to tease out from the material I had collected at Bamabas Shaw.

## 2.3 Cross-case discussion

2.3.1 The case studies at both sites had their respective high points and low points. At both sites I had to make on-site changes to data collection techniques. The case study was a qualitative study, people were the focus of the research, and this cross-case

analysis will embark on the sensitive task of comparing some of the people involved in the two cases. The personal integrity of the teachers concerned (or by implication, any other person) is never in question at any stage of the comparisons to be carried out. Comparisons can be hurtful. It is regrettable that historical factors in the administration of our education have necessitated such comparisons. Hopefully, research of this nature will ensure that such comparisons will not be necessary in the future.

- 2.3.2 I encountered similar administrative hiccups at both sites; the return of questionnaires was an on-going anxiety, and interestingly the Concluding Questionnaire was not a priority for both Ndalo and Susan. It would appear that our irritating data collection instruments do not rate very highly on the list of priorities of busy teachers! At both sites I experienced forgetfulness and embarrassing situations where my scheduled arrival at the school had been overlooked. When this happened at Abantwana the staff invariably re-arranged classes and teachers by means of a hastily convened consultation on the verandah outside the classrooms. Barnabas Shaw had the privilege of a telephone, and arrangements could be cancelled!
- 2.3.3 More serious though were the timetable disruptions which made in-roads into the amount of time available for teaching and learning in the classrooms. The reasons varied from teacher absence, to rehearsals for a play, to visits of psychologists, to examinations etc. Timetable interruptions are either internal, i.e. they have been created by the principal and staff of the school, or they are externally imposed on the school. External disruptions are slightly more harder to control as they are frequently imposed on the school in the name of the bureaucracy, eg. "important administration from headoffice has to be ....", or "an important meeting has to be attended by ....." Both of these excuses resulted in classes being unattended at Abantwana. The Barnabas Shaw type of school and the Model C (B) schools are not guiltless in this respect either. Timetable disruptions is a malady which has very serious consequences for the curriculum and for teaching and learning in the classroom, and must be dealt with in a very disciplined manner.
- 2.3.4 Both Ndalo and Susan were teaching under stressful conditions. Ndalo had five very large classes of English to teach. By all accounts, this is quite a demanding timetable. Her timetable did not allow for any non-teaching periods, but then she had no extra-mural responsibilities; I presume she had a car, she lived in a comfortable home in Woodlands with her husband and family. Susan, on the other hand, had smaller classes, she was a Std 4 class teacher who taught English to Std 5 daily. The possibility of

some non-teaching periods is not excluded, but she also had the extra-mural Street Children's classes in the afternoons. Susan also had the additional financial burden of being a single parent with no motor car. Both teachers spoke to me of the stressful conditions under which they were teaching. During the third term and concluding at the end of the third week of the fourth term, Susan had directed and produced the school play Ipi-tombi. For this production she also had responsibility for the script, the choreography and the costumes. In Umlazi Ndalo frequently referred to the fact that the school was unable to provide her with a wide range of attractive materials and stimulating audio-visual aids which could assist in lessening the demands for the teacher's time and "knowledge".

2.3.5 The qualifications and experience of the two teachers have already been discussed and analysed. But it may be relevant to observe again that of the two, Ndalo was certainly the more experienced and in possession of more qualifications. It is not easy to compare degrees with diplomas, but on balance between the two, Susan had much less experience with Std 5 English than Ndalo had.

2.3.6 Relationship issues are more difficult to analyse. In many respects, interaction in the classroom is about relationships (8), and relationship issues are more difficult to analyse than numerical data collected in a quantitative study.

2.3.6.1 At Abantwana I was a bit of an oddity. The children had to touch me to see if I was real. They wrote in letters to parents and friends and told them that the White-man, "Mr. Ean" had come to teach them. But at Barnabas Shaw the pupils took very little notice of me, in fact they felt free to put their critical questions to me during my first visit to the school. When the Abantwana children spoke to me they whispered and cowered. I have established from another source that this deferential attitude is quite common, and would thus venture to argue that this attitude may indeed be a major stumbling block to critical teaching in the ESL classroom. The teacher is viewed on a pedestal, as an authority figure, and dialogical communication is not possible. Barnabas Shaw pupils were not rewarded for agreeing with the teacher. Neither did I frown upon them for suggesting that my dictation passages were too short!

2.3.6.2 The relationships that Ndalo and Susan had with their respective classes were healthy, but in very different ways. Ndalo's classes were very dependent on her. They related to her in a manner which was traditionally correct and acceptable.

Susan's classes were also dependent on her, but they had been taught skills that set the process of independent thinking strategies into motion. They were already able to cope at quite a competent level without her. If the favourable results of Comprehension 5 is used as a measuring instrument, then Susan had been very successful. Comprehension 5 included a high percentage of critical questions. According to Susan, the pupils were not given any assistance before the comprehension was administered as a test.

I detected many signs of healthy respect for Ndalo among her pupils. Her classes co-operated with her and she enjoyed her pupils. This was also true of Susan. Her classes were much noisier. The classroom methodology used by these two teachers was so vastly different, and sadly, so too were the results.

2.3.6.3 What was more relevant perhaps for the "success" of the critical curriculum was the relationship of the two teachers with me. Susan asked many questions, she queried aspects of the critical curriculum, but Ndalo was not as transparent as Susan. Analysis of this difference is difficult. Subjectivity is difficult to rule out when making assessments of situations in which you are participating. When compared with Susan, it became obvious that Ndalo did not ask questions, and my questions irritated her. She was friendly and polite at school, and I wondered whether she mistrusted the researcher-teacher relationship, and therefore endeavoured to cover-up with demonstrations like "The Happy Wanderer". Susan was comfortable with me even when she was unsure of herself. When she was unclear on a particular point in the critical curriculum she did not hesitate to ask my opinion in front of the class. Ndalo could not relax. Had I also been placed on a pedestal, an unchallenged purveyor of esoteric knowledge? It was almost as if a hierarchy of intelligensia existed, and that the lower levels of the hierarchy were not expected to question those on the levels higher than themselves. A decidedly anti-dialogical environment.

2.3.7 The question that still persists is why the critical curriculum did not succeed at Abantwana? Some of the more obvious answers include:

- \* there were too many interruptions
- \* Ndalo did not want to teach the critical curriculum
- \* the language was too difficult for the pupils
- \* the Std 5 trial examination and the syllabus was a problem

All of these "stumbling-blocks to critical teaching" may be argued away.

2.3.7.1 Susan also had interruptions to contend with.

2.3.7.2 Ndalo did not teach the critical curriculum after a particular point, her reasons may be questioned as follows:

- \* the critical curriculum could have been completed despite the trial examination, and despite Ndalo's unfortunate absence from school;
- \* the critical curriculum was not too difficult for the pupils, my own participation in the case study verified this; some adjustments to the level of difficulty may have had to be made, but this was not an insurmountable problem.

2.3.7.3 Certainly the pupils were always willing to learn; Ndalo had the necessary insights into the racial themes to present the issues to the pupils for discussion, but the fact remains that she did not. She had the materials before her for stimulating lessons, she had an insitu mentor, but she did not avail herself of the opportunities.

2.3.7.4 Ndalo was an experienced and well-qualified teacher, yet she remained committed to the security of the syllabus.

2.3.7.5 What emerges is the "Ndalo-factor". It hinges on issues such as

- \* planning and preparation; did she ever study the teacher's guide (see Annexure 2), and the introductory letter (see Annexure 5A); did she give the critical curriculum a fair chance to succeed?
- \* critical communication; why was she not able to communicate with me?
- \* why was she not more vigorous in promoting a liberatory curriculum?
- \* commitment to change; she complained about the discrepancy in the quality of education between our two schools, but was she really committed to change?

The "Ndalo-factor" will be further analysed in the final chapter.

### 3 THEORY-BUILDING

The case study also had a theoretical purpose. The critical curriculum was the instrument which measured the feasibility of four major critical thinking skills and the two dominant features of Freirian pedagogy. The case study report therefore had to analyse the data from a theoretical point of view as well, and in the process develop the causal argument of the feasibility of critical teaching in respect of the ESL-classroom.

The case study descriptions were structured separately with a concluding cross-case discussion. However, the theoretical cross-case comparisons were carried out simultaneously in this section on theory-building as I felt that this more difficult route would have a greater theoretical impact. To quote Yin once again, I felt that if I structured my theoretical report well "the entire sequence" could produce "a compelling statement" (9).

#### 3.1 Communication Skills

##### 3.1.1 General Introduction

Communication Skills included the entire range of skills required for clear and coherent communication. The communication activities in the critical curriculum were problem-centred and a dialogical approach was suggested throughout.

##### 3.1.2 Listening Skills

###### 3.1.2.1 Introduction

For a listening activity the pupils were expected to possess the necessary auditory skills to retain what they had heard read to them until they were presented with the questions. They then applied various micro critical skills from the macro processes of analysis, synthesis and evaluation as they made their selection from the alternatives offered to each question.

The number of items included in the Listening Skills activities increased progressively, as did the degree of difficulty. Listening Skills may also be described as a listening comprehension, particularly in the cases of Listening Skills 3, 4 and 5 where more items that require recall and understanding were included (10).

### 3.1.2.2 Abantwana

Initially the pupils from Abantwana struggled with this activity.

Firstly, they struggled with the procedure, i.e. having not done a listening skills exercise before, they were a bit bewildered by the instructions.

Secondly, they struggled with the length of the passages; there was too much to remember and too many unfamiliar words.

Needless to say, our first attempt was somewhat disastrous. Being in a position to repeat the activity with other classes, I varied the strategy.

1. The length of the passage remained unchanged; pupils followed in the books while I read, they used the critical curriculum, but worked in pairs, or in small groups and searched for the correct alternative from the text. Dialogue was permitted at all times.
2. The length of the passage remained unchanged; pupils followed in the books while I read; they did not use the questions in the critical curriculum, rather I changed the questions slightly in order to eliminate obscure vocabulary that may have been a stumbling block to understanding; I gave them the alternatives verbally, using the chalk-board to record my alternatives, as the activity progressed. Dialogue was permitted.
3. I told the story dramatically to the class, using as much action and expression as an ESL-classroom permitted. The story was essentially the same, as in the prescribed passage. The pupils now had the added advantage of drama (i.e. visual input), while the degree of difficulty had been simplified in my dramatised version of the story. The questions were administered as in 2 above. Dialogue was permitted.

Interestingly the best results were from the third amended strategy.

Std 5B was exposed to this type of activity more often than the other classes and became quite confident on their third attempt.

On 13 September I wrote:

Listening Skills were very weak today. Both classes still have to use the book, so it is not really a listening skill, neither is it critical. Auditory memory is not being tested (i.e. how well did you listen and remember).

On 20 September I wrote :

A very encouraging set of papers from Std 5B, no novels no workbooks. Most pupils get full marks, I told the story dramatically and asked them to write the correct alternatives down, this good result indicates:

- (a) that the pupils enjoyed the story and therefore remembered the details;
- (b) that they were listening with understanding
- (c) that they remembered how to do the exercise because of previous experience.

On 20 September I wrote further:

"I cannot stress enough the importance of giving the ESL-pupil vocabulary and then requiring them to make a discriminatroy response. In other words, they are learning new words quite effortlessly. Their short term memories are involved in dialogue with words and about words. Std 5B had the added advantage of being exposed to fewer words, but nevertheless the Std 5C result was encouraging as the pupils were exposed to a living language."

### 3.1.2.3 Bamabas Shaw

The data collection at Bamabas Shaw was somewhat different to what transpired at Abantwana. I reviewed the pupils' books for the first time on 1 November and noted that the listening skills activities had been done "correctly", i.e. according to the guidelines given in the critical curriculum. Susan was asked to rate each pupil's listening skills critically based on the following question, "How would you rate the pupil's listening skills?"

The encoding was as follows:

A = average, which means the pupil's listening skills are adequate for normal functional communication

AA = above average, means that the pupil listens critically and that he/she is able to respond in an above average manner which indicates good integration of what has been heard; also implies good retention of what has been heard.

BA = below average, normal communication is frequently impaired.

The correlation of the listening skills with other variables have been summarised in the tables below:

(a) **Correlation of average listening skills assessments with number of years English MOI, general assessment and English language frequency.**

PUPIL NO.	LISTENING SKILLS	NO. OF YEARS	GENERAL ASSESSMENT	LANGUAGE FREQUENCY
2	A	3	A	I
4	A	4	BA	F
8	A	7	A	I
9	A	1	BA	FO
14	A	7	A	FO
16	A	7	AA	I
17	A	3	A	I
22	A	3	A	I
23	A	3	BA	FO

N = 9

(b) **Correlations of below average language skills assessments with number of years, English MOI, general assessment and English language frequency**

PUPIL NO.	LISTENING SKILLS	NO. OF YEARS	GENERAL ASSESSMENT	LANGUAGE FREQUENCY
1	BA	7	BA	I
5	BA	1	BA	I
15	BA	5	BA	I
20	BA	4	BA	I
24	BA	3	BA	FO

N = 5

(c) **Correlation of above average language skills, assessments with number of years English MOI, general assessment and English language frequency**

PUPIL NO.	LISTENING SKILLS	NO. OF YEARS	GENERAL ASSESSMENT	LANGUAGE FREQUENCY
3	AA	4	AA	I
6	AA	6	AA	F
7	AA	7	AA	F
10	AA	4	AA	I
11	AA	7+	A	FO
12	AA	3	A	I
13	AA	5	AA	I
18	AA	7+	A	FO
19	AA	5	A	FO
21	AA	7	A	F

N = 10

TOTAL: 24

(d) **Averages for number of years English MOI**

CATEGORY	NO. OF YEARS
Below average	4,0
Average	4,2
Above average	5,5+

**Keys and codes for correlation tables**

**Number of years**

Incomplete years have been rounded off.

A plus (+) sign indicates a pre-primary education through the medium of English.

**Frequency codes**

I = Infrequent use of English beyond the classroom, i.e. English too weak to communicate.

F= Frequent use of English beyond the classroom eg. to friends, family etc.

FO = Friends only

**Keys and codes continued**

**General Assessment**

The assessment was made by Susan after the pupils had completed the questionnaire. She was asked not to consult IQ sheets, or mark schedules, the assessment was simply a global assessment informed by the following question:

"How well is the pupil coping in class?"

A = Average

BA = Below average

AA = Above average

[Questions and codes remained unchanged for all the other correlation tables]

No patterns or tendencies were noticed for pupils were given average ratings when correlations were made with the other variables. Neither the number of years of English MOI, and the frequency with which English was used out of the classroom appeared to be significant influencing factors. Interestingly average listening skill pupils were variously assessed as average, above average, and below average globally. The same pattern-less correlation was

noticed with the above average correlations, except more consistency was discernable with average and above average global assessments. Neither were there any significant correlations with the number of years English MOI and English language frequency outside the classroom for the 5 pupils who were given below average listening skill ratings, but all 5 were assessed as being globally below average. This could indicate either that the pupils have poor cognitive ability, or that compensation for historical disadvantage has not been successful, or adequate. The below average ratings could also imply a mixture of historical and cognitive factors.

Above average pupils had been exposed to English MOI for longer than average and below average pupils. This tendency which was noticeable in all the averages summarised in the fourth table.

**3.1.2.4 Cross-case discussion**

The listening skills case is an interesting one, as there does not appear to be a significant gap between the Abantwana pupils and the Bamabas Shaw pupils, i.e. once the Abantwana pupils had become familiar with the listening skills

technique. The high number of pupils who were rated as being average and above average indicate once again that when the verbal component is absent, the pupils rely more heavily on the auditory mode and on non-verbal critical processes or on the visual mode, as was the case with some of the Abantwana pupils. Cognitive ability, and some of the other variables did not appear to be significant factors in discriminatory listening. What was significant however, was the importance of varying the strategies (or procedures) for listening activities; the needs of ESL-pupils are vastly different and teachers will need to be entrusted with the freedom to adapt and apply curriculum content to meet these diverse needs.

Attention must also be drawn to the fact that in the critical curriculum the listening activities were not only skills-based in respect of recalling what had been heard, but that some of the alternatives also required an understanding of the extract from the novel that was read. A listening activity may then be correctly described as a skill, but at times it must also be a discriminatory listening comprehension.

For Freire and Shor (11) listening is a foundation skill because successful dialogue relies on good listening. For MacDonald (1991) listening and speaking are the basic communication skills. She states:

"[These skills] are shared by all cultures because they are essential social skills. They also form the basis for acquiring the further skills of reading and writing .... a lack of these skills renders education virtually impossible" (12).

An interesting observation was made by Miss Heather Wilson, principal of Carrington Heights Primary, a "Model D" school which was established in January 1995 for the pupils of the Cato Crest informal settlement;

"Our black pupils come from an illiterate environment, they have an oral culture and pick up language so easily, they have good oral memories. Many of our pupils are encoding and decoding without understanding what they are doing. We therefore try to capitalise on this oral culture, and we do a lot of oral work first using a lot of stimulating material". (15 August 1995).

### 3.1.3 Oral Communication Skills

#### 3.1.3.1 Introduction

Reference has already been made to the importance of a pupil's oral skills in the preceding paragraphs on listening skills. Oral communication is essential if dialogue is to take place. MacDonald (1990) recommends that "listening and speaking should as far as possible be combined in a unitary activity, although it is expected that the child will be able to understand more than he will be able to produce" (13). The critical curriculum endeavoured to create opportunities for speaking in all the activities. Hence speaking (or the "oral") was not confined to one or two lessons in the week. It is also necessary to provide the pupils with the required vocabulary for their discussions. The literature based critical curriculum made this a possibility. Opportunities for dialogue ranged from speaking about words, eg. the choice of the right word (page 7), to a more highly developed form of oral communication, eg. the court case on page 33 of the critical curriculum (14).

#### 3.1.3.2 Abantwana

The point has been made more than once that ESL-pupils understand more than they are able to express in English. This is yet another reason why inter-pupil dialogue is the lifeline for the ESL-pupil. The ability to understand and to make an intelligible response varied quite considerably in the classes I observed or participated in.

The two experiences I describe below serve to illustrate the extreme difficulties being experienced by the ESL-pupils with oral communication.

1. The full-page picture on page 8 of the critical curriculum proved to be a highly successful aid in the oral lessons of 23 August and 30 August. It helped the pupils to visualise the domestic environment of a share-cropper. It was useful to refer to when reading. This picture was the focal point of Ndalo's lesson which I observed on 23 August but her questions were limited to the naming of the objects and furniture in the kitchen, and not unexpectedly the replies to her questions were either a choral "yes" or "no", or "I see a spoon", "I see a dog". When I taught from this picture on a later occasion I struggled as well. Despite the

detail and clarity of the picture, basic oral communication in English was not possible.

I wrote: 'Pupils are still struggling with the vocabulary; no matter how I phrase my questions the pupils continue to give one-word answers; when a slightly more complex sentence is used for an answer it is quite a noticeable occasion' (23 August 1995).

And a week later: 'I was conscious of the fact that many words are unfamiliar to them but I felt that for most of the lesson I held their attention and that there was a semblance of understanding. The thought is beginning to occur to me that it doesn't really matter if they don't understand every word, as long as they are being exposed to good language' (30 August 1995).

The critical questions like, 'how' and 'why' were not possible. Their replies were always mono-syllabic and reduced to literal reproduction of facts.

2. On the 11 October I realised that some of the more unfamiliar words from the novel had now become part of their vocabularies. With the aid of the picture on page 19, and by making a comparison with a peanut the word "kernel" had become quite familiar to them. However, when discussing the mother's intention to sell the kernels she had picked, and to give the meat back to its rightful owner it became apparent that some confusion existed in the minds of Std 5C. When I asked the class what they thought the woman planned to do with the meat they replied repeatedly, "she put it in the meal bag". I could not get across to them that she was going to give the meat back and to complicate matters the novel used the words "meal bag", it was not long before someone suggested that maybe she was going to sell the meat because she was carrying it in a meal bag, (viz. .... carrying the meat back). Confusion existed because of similar sounding words. I tried in vain to resolve this confusion. The possibility of variations in accent and pronunciation as a stumbling block to understanding is not ruled out.

This type of confusion during oral communication may not arise if the activities on the supporting language skills had been thoroughly taught in advance of (or concurrent with) the reading. Some key words that may give rise

to confusion can be taught by means of regular spelling, dictation and vocabulary exercises before they appear in the context of the novel.

While not entirely impossible, for many of the pupils at Abantwana, oral communication in English was an extremely difficult activity.

### 3.1.3.3 Bamabas Shaw

The data collected at Bamabas Shaw was encoded and included in the critical thinking schedule (Annexure 12).

The pupils were observed for their oral contributions to class or group discussions. Susan's observations were based on the following question:

"What kind of contribution does the pupil make to classroom discussions?"

Encoding was as follows:

VQ = Very quiet/withdrawn

AS = Answers sometimes

NC = Frequent contributions, a vocal pupil, but contributions are non-critical

CR = Frequent contributions, vocal; contributions are probing, sincere questioning and critical

HO = Less frequent contributions, not very vocal, but contributions are clearly of a higher order, critical, well formulated responses

The correlation of the oral contributions with other variables have been summarised in the tables below:

- (a) Correlation of average oral communication skills with pupil ages, number of years English MOI, general assessment, English language frequency and oral contributions

PUPIL NO.	ORAL COMM.	AGE	NO. OF YRS.	GEN. ASMNT.	FQCY.	ORAL CONTRIB.
1	A	13	7	BA	I	VQ
3	A	13	4	AA	I	AS
4	A	14	4	BA	F	VQ
8	A	13	7	A	I	AS
9	A	13	1	BA	FO	VQ
11	A	12	7+	A	FO	CR
15	A	12	5	BA	I	VQ
17	A	14	3	A	I	AS
18	A	12	7+	A	FO	AS
19	A	14	5	A	FO	CR
21	A	14	7	A	F	AS
22	A	13	3	A	I	AS
24	A	13	3	BA	FO	VQ

N - 13

- (b) Correlation of below average oral communication skills with pupil ages, number of years English MOI, general assessment, English language frequency and oral contributions

PUPIL NO.	ORAL COMM.	AGE	NO. OF YRS.	GEN. ASMNT.	FQCY.	ORAL CONTRIB.
5	BA	15	1	BA	I	AS
20	BA	14	4	BA	I	VQ
23	BA	14	3	BA	FO	AS

N = 3



to note that they were all three slightly older than the norm for a Std 5 class at the end of the year, (N = 12,5 yrs. cf. 15, 14 and 14). Younger pupils would appear to be in a more favourable position to adapt to ESL-education. For two of these below average communicators exposure to English beyond the classroom was infrequent while one of these pupils claimed to speak English to his friends, but this did not appear to have any influence on either his oral skills or his global assessment. The above average pupils were also interesting. Three pupils in this category did not contribute much to group discussions despite good linguistic skills, one (No. 14) had a Xhosa background. These pupils may possibly have been lacking in confidence, as their global assessments were average. The remaining five pupils in this above average category were more in line with what one would expect of above average pupils, i.e. good oral communication and critical or higher order thinking evident in group work. It is also interesting to note that these pupils were all age appropriate for the end of the Std 5 year. The above average pupils all had a fairly lengthy exposure to ESL-classroom teaching, i.e. between 2 and 7 years.

Critical thinking therefore appears to have a high correlation with good oral skills, and a fairly lengthy exposure to English as MOI. These critically conscious pupils are discernible in dialogical situations such as the group discussion. More pupils at Bamabas Shaw had been coded as I (infrequent) for the frequency with which they used English outside of the classroom, as the pupil population of this school was almost 100% black, hence when they were on the playground they spoke Zulu to each other. These pupils therefore heard very little English other than what was spoken in the classroom. Looking at the above average assessments this would indicate the importance to be ascribed to the teacher as a good role-model for English in the classroom.

When the number of years English MOI was averaged as per category the pattern remained unchanged.

#### 3.1.3.4 Cross-case discussion

Once again the critical importance of oral communication in all lessons in the ESL-classroom has been indicated. While the critical curriculum did make provision for the formal "oral", this is insufficient, dialogue must permeate all lessons. The Bamabas Shaw critical thinking analysis did indicate a tendency towards a high correlation between above average oral

communication skills and the frequency with which a pupil either uses or is exposed to English. The case-study also showed very clearly the value of pictures, particularly full-page pictures in conveying and clarifying meaning. The value of pictures ought never to be under-estimated, however, the limitations were also noticeable. The picture on page 8 appeared to elicit only factual answers, and curriculum planners and authors would be advised to anticipate the nature of questions and answers before pictures are included in workbooks. But on the other hand, the critical value of a picture (or any other kind of material) may be considerably enhanced if the pupils are provided with vocabulary and the concepts. Expressed differently, pupils must be stimulated to talk about something, but at the same time, correct vocabulary must be provided, directly and indirectly. The value of the supporting language skills in context is once again highlighted.

The Barnabas Shaw critical thinking analysis suggested that a pupil's ability to communicate critically accrued progressively over several years. A lack of confidence among the pupils was evident. Lack of confidence could not be "measured" at Abantwana, but I'm sure I can say without fear of reproach that it was a major stumbling block with the Abantwana pupils as well.

A comment by Eileen Stephens, teacher of English at Rossburgh High School, has relevance at this point. When asked what her major area of difficulty with her ESL-pupils were, her spontaneous reply was:

"Confidence! When they are confident they will copy the teacher. Once the fear has gone they will use the language, they need to be praised and encouraged."  
(November 1995).

Finally, it was significant that at Barnabas Shaw there were pupils who were not exposed to English beyond the classroom, and yet they were given above average global assessments. The oral communication skills were rated as being in average to above average bracket. This situation surely indicates very clearly the importance of the teacher as a role model in the classroom. Shor's concept of the "withering teacher" has merit as the emphasis shifts to the pupils and they are required to think and speak, but the metaphor of a "good shepherd" also has merit, the teacher must lead by example, but also know when to encourage and when to console.

The "good shepherd" will not "wither" to the extent that the flock has been abandoned, the less confident pupils will be identified and the "good shepherd" will leave the ninety-and-nine, and for a while will care for the one lost sheep. I'm sure Shor will agree:

"...Given this conception of liberatory education, the teacher's function is in constant motion in class. The teacher accepts a variety of roles, at oscillating distances from the action" (15).

### 3.1.4 Reading Skills

#### 3.1.4.1 Introduction

Reading, *per se*, was not included as a component of the critical curriculum, and as such I did not observe for reading during the data collection phase. Some theoretical observations about reading will therefore be made followed by a general conclusion.

#### 3.1.4.2 Research and ESL-reading

MacDonald (1990) makes the point that much research has been conducted on how young children learn to read, and that these basically Western learning strategies are transferred to ESL-pupils. She points out that the task of learning to read in a second language is more complex because the ESL-pupil has not internalised a comprehensive grammar of the second language (16). Thus the ESL-pupil "will have to use the relatively isolated information he (she) possesses about the new language" (17).

MacDonald highlights two further problems related to ESL-reading:

- \* Uncertainty exists about how much transference of mother tongue literacy skills is possible if English is constantly in competition with the mother tongue. "We do not know whether, or to what extent, the introduction of ESL-instruction before mother tongue literacy is well established is detrimental to the learning experiences of the children" (18).
  
- \* She points out that very little appears to have been written about learning to read in ESL-pupils in a context where there is very little environmental support (19).

#### 3.1.4.3 The MacPherson - Suggestion

From the above observations it is clear that the ESL-pupil will take longer to acquire the necessary reading skills. By the time a FLE-learner reaches the senior primary phase instructional reading is hardly necessary, certainly not in Std 5. But this is not necessarily the case with the ESL-pupil. MacPherson asked whether it was necessary to teach senior primary pupils to read aloud. She observed that silent reading, which includes a clear understanding of what is being read, is therefore more important than the ability to read aloud. Unless employed as television or radio announcers, or teachers, the workplace does not normally require adults to read aloud. Silent reading with good comprehension on the other hand, is required of most people in their occupations. She suggests that the emphasis on reading aloud be reduced.

"The continued and repeated teaching of silent reading/comprehension reading skills is absolutely vital" (20).

Compare the above with the syllabus requirements:

The minimum requirements of the reading programme are as follows:

Reading of a class reader from an approved graded series, with particular attention to pronunciation, phrasing and fluency, and also to extension of vocabulary and comprehension. While reading aloud will still be done regularly, silent reading must now receive considerable attention (21).

As already noted learning to read in the ESL-classroom is undoubtedly going to take longer for fluency and for comprehension. Furthermore, the ages of many Std 5 ESL-pupils is a significant factor in this discussion. The ages of many pupils are already between 14 and 17 years in Std 5 and the imminence of school drop-out is not unlikely. Serious consideration ought therefore to be given to the MacPherson suggestion.

#### 3.1.4.4 The Reading Dilemma

Opinions differ quite considerably as to where and how to integrate reading into the Std 5 English curriculum. Goals and purposes for reading are also endless,

- \* reading is viewed as an activity unrelated to other English language skills;
- \* reading is viewed as an activity closely related to comprehension;
- \* reading is viewed for its value in literature study;
- \* reading is taught as an aid to developing information finding techniques.

Reading goals would therefore include, inter alia:

- \* reading for fluency;
- \* silent reading;
- \* reading for pleasure (i.e. own choice);
- \* reading for knowledge;
- \* critical reading (i.e. literary appreciation etc.)

My own point of departure is that reading is firstly a communicative skill, i.e. it is another form of dialogue, but that the development of reading functions overlaps into other significant areas of the English language curriculum, eg. information-finding skills, comprehension skills, etc. Secondly, that reading is a critical skill, i.e. that more benefit will accrue to senior ESL-pupils from a critical approach to reading within a literature-based context. In a sense the organisation of the English language curriculum is an arbitrary activity as the acquisition of language is viewed as a holistic experience contextualised meaningfully into themes, literature-bases, etc. A further reference to the Threshold Project will add empirical support to what has been said thus far. Some conclusions will then be made to this section on reading.

#### 3.1.4.5 Helping the child to learn to read and teaching the child how to read

MacDonald (1990) cites two processes in modern reading theory which she says ought to be used interactively, she calls these respectively the "bottom up" and the "top down" processes (22).

##### (a) Bottom-up

Bottom-up processes rely on decoding which eventually becomes automatised, "there is a code emphasis, with a focus on the rapid and accurate identification of lexical and grammatical forms" (23). This

process is a data driven process, which means the schema is activated from below by small bits of knowledge (called the sub-schema) which collectively activates various schemata of the whole reading process. "Data-driven activation goes from part to whole ... from word to sentence, and sentence to discourse" (24).

The use of phonics is described as a bottom-up process. This process has been questioned by, *inter alia*, MacLean (1988), who claimed that children do not use phonics when reading, or even when learning to read (25). Another bottom-up process that has been used extensively with ESL-pupils is the method of developing extensive reading vocabularies. Carrell (1988) is concerned about this approach, particularly where words are taught out of context. Words can take on different meanings depending on their context. Carrell tended to favour fewer words (eg. keywords in a target passage), but contextualised in a topic or a theme, so that the meanings of the words and the background knowledge improved concurrently. Strong support for a literature-based critical curriculum exists in this recommendation (26).

(b) Top-down

Top-down processes are conceptually driven processes. The sub-schemata will account for a portion of the data (27). In other words the whole is expected to lead the learner to the parts, eg. from the growth of plants to knowledge about roots, stems and leaves.

This approach to schema theory research has been said by various researchers to be of value in understanding a text when learners are provided with background knowledge (28). However, the approach has been questioned for the ESL-learner as some difficulties can arise when a particular schema is culture-specific eg. English or Western culture. One solution posed by Carrell (1988) is to present pupils with a wide variety of real-life experiences, "teach in themes, and consolidate listening and speaking skills before going on to formal texts". Top-down processes include "reading for global meaning .... (and) ..... the willingness to take chances with interpreting meaning, and making predictions" (29).

Pupils are asked to:

- \* reconstruct what has been omitted;
- \* unscramble mixed paragraphs;
- \* find suitable words for close texts

The critical curriculum did not include reading, pupils were not required to read the text of Sounder. In respect of reading the critical curriculum identified very closely with the current theory about reading as described above, particularly the top-down processing theory.

#### 3.1.4.6 Conclusion

- 1 The content to be used in any curriculum for a Std 5 ESL-class must include high stimulus material. Similarly any strategies used for reading ought to be age-appropriate, as many older pupils are currently still in the Std 5 classes, and content and processes must aim to hold their interest and attention.
- 2 Instructional reading was thus omitted from the critical curriculum. The Teacher's Guide (see Annexure 2) suggested that the teacher read the Sounder text, as a role model for fluency and pronunciation, emphasis, etc. During the first lesson I observed at Abantwana (on 16 August), the Edgewood student asked pupils from Std 5C and Std 5B to read from Sounder, while he painstakingly corrected pronunciation and various hesitations in their reading. Needless to say this destroyed the momentum of the plot, and the pupils probably comprehended very little. Being a first year student I did not intervene and let the matter rest.
- 3 If curriculum planners and teachers feel strongly about instructional reading good group readers or supplementary readers may be used. But once again for older pupils these ought to be "high interest/ low verbal" readers; unfortunately a gap appears to exist in the book market for these type of books.
- 4 The critical curriculum integrated reading into the context of the literature; hence reading became a goal-directed activity in respect of comprehension information-finding, and the supporting language skills. The major thinking skills were problematised and underscored by a dialogical approach. Reading was thus critical, more in line with the "top-down" approach as outlined above.

5 Morrow (forthcoming) makes a distinction between pupils who develop reading skills, and those who choose to read. She points to the value of silent reading, and makes a plea for free reading, over and above the basal readers. She then calls for the development of classroom libraries which should not only contain a variety of books, but should also be aesthetically attractive (30). While undoubtedly an invaluable asset to any classroom, it is totally unrealistic to expect the schools in the historically disadvantaged sectors of South Africa to introduce classroom libraries in the foreseeable future. Schools do not have libraries and neither do many of the townships in which the majority of these schools are located. It is one of the goals of a literature-based curriculum that pupils will be stimulated to find books on similar or related topics in a library. Ideally, a snowball effect will result, and an interest in reading, *per se*, will develop. All books then become interesting.

6 As an interim arrangement then the critical curriculum was designed to include material which gave background data on the novel, its setting and unfamiliar references eg. the pages on Slavery, Spirituals and the Great Awakening (31), and the boxed data for the Research Essay (32).

All pupils had a copy of Souder and the teacher read to the pupils, but pupils could re-read sections at home, or be assigned a period of silent reading (or re-reading) in class.

7 It may be of interest to note that in the later part of the novel Souder the education theme becomes more prominent. The boy wants to learn to read; his unschooled attempts at teaching himself to read almost seems to suggest he was applying the "top-down" approach!

### 3.1.5 Writing Skills

#### 3.1.5.1 Introduction

Writing is not merely a means of recording or communicating knowledge. Writing is an occasion for thinking, says MacDonald (1990), furthermore, she holds that "writing is relevant to thinking because firstly, it demands thinking and secondly, because writing is a vehicle for thinking" (33). It is to be expected that many of the micro and macro thinking processes would be applied in the writing skills. Micro processes of logical

reasoning, sequencing, imagining, composing, organising data etc. would be required for critical writing, while the macro thinking processes would include, *inter alia*, the skills of memory, evaluation, empathy, creativity, etc.

A variety of writing activities were included in the critical curriculum. Pupils were required to apply these micro and macro thinking processes to their writing. Some activities naturally required more skills than others, as writing can vary considerably in complexity (34).

The Dear Thabiso letter was a good exercise in using empathy. I had collected data on this activity from a fairly large group at Abantwana, and Susan later agreed to give this activity to her class at Barnabas Shaw. Hence I was able to make a fair comparison.

The Dear Thabiso letter was a good judge of the pupils' ability to apply critical skills to their writing because this letter required a good understanding of Unit 5 (chapter 3). It also required the pupils to formulate written ideas about the circumstances of the suffering family described in the novel. The vocabulary they required would therefore be words which described feelings. The pupils would be required to express a point of view, which in turn, would mean value judgements would have to be made.

Example 1: Was the father right, or was he wrong to steal ham for his starving family?

Example 2: Is it right for a White policeman to kick someone else's chair, in his house, and then to shoot his dog - even if this man did steal some ham?

An exercise in empathy, while unquestionably a valuable exercise, is an exercise which pupils who have not been exposed to critical teaching find quite challenging. This I discovered for myself when I set the Dear Thabiso letter as a written activity to 60 Std 5 pupils at Abantwana.

### 3.1.5.2 Abantwana

On 18 October, a psychologist was present in the school, I was given a mixed group of 60 Std 5's. They had all read, or re-read Unit 5, (Chapter 3), the chapter on which the Dear Thabiso letter depended. Once they had commenced

with the task of writing an imaginative letter I was very moved by their industry and very obvious desire to co-operate and to write pleasing letters. Soon it became apparent that some of them were making errors, and that they were embarrassed by these mistakes. Many pupils approached me quietly and in an almost furtive manner, requested another sheet of paper. They worked quietly and very slowly. One 11 year old boy caught my attention. He worked particularly enthusiastically, with an English-Zulu dictionary that he used to look up almost every word he needed for his letter!

The Dear Thabiso letters were a fairly representative set of papers, i.e. the pupils were from three different classes, Std 5A, Std 5B and Std 5C. They had all received the same teaching and were all permitted to discuss the task on hand with each other quite freely. I decided not to "mark" these letters in the conventional sense of the word, but rather to evaluate the letters using three simple questions.

#### Question 1

Did the pupil write what was required of him/her?

In more old-fashioned language, "did he/she keep to the topic?" This question was crucial as I soon discovered that many pupils had not understood what was required of them.

#### Question 2

If the answer to the above question was yes, did the pupil use critical thinking skills?

I was particularly interested in the pupils' ability to empathise. Were there any feelings in their letters for the boy and his family?

#### Question 3

Did the pupil communicate successfully?

I was not particularly concerned about spelling and punctuation. My concern was primarily with basic communication. If I answered yes to my questions, I entered a + alongside the relevant category question and conversely, if I

answered no, I entered a - sign alongside the category question on their papers. If I was undecided, I entered + - on the pupil's paper.

A summary of my evaluation appears in the table below:

**Evaluation of Std 5 Writing Skills**

<b>EVALUATION</b>	<b>NUMBER</b>
Positive (yes) answers (+)	19
Negative (no) answers (-)	136
Uncertain (+ -)	10
Could not do the task at all	15
<b>TOTAL</b>	<b>180</b>

N = 180 (i.e. 60 x 3)

The 15 for "could not do the task at all" means that 5 pupils either did not hand their papers in, or if they did, the papers were unintelligible, with only an address, or a few meaningless words.

The 19 positive answers included 10 yes answers (i.e. 52%) for Question 3, the remaining 9 were scattered between Questions 1 and 2.

It was abundantly clear that the pupils struggled with this activity.

**Conclusions**

1. There was no resistance to this activity at all, they all worked diligently.
2. Some of the pupils (eg Std 5C) had the benefit of having read the chapter more than once; the vocabulary activity (which they had enjoyed) had been based on the same chapter.
3. Many pupils' letters had very little bearing on the requirements of the letter. This meant that basic understanding of the chapter and the task on hand was completely lacking and as a consequence it was hardly possible to expect the pupils to apply critical processes to content they did not understand.
4. While the language structures and spelling was weak, some basic communication did take place, but when coupled with the requirement that their

communication had to make reference to feelings, and abstract concepts of opinion and value the 60 ESL pupils who wrote the Dear Thabiso letters did not have sufficient available language to complete the task successfully, despite their willingness to please.

It may be of interest to note here that many pupils commented in their letters, (albeit irrelevantly) that they were enjoying the Sounder critical curriculum and that they thought their English would benefit from this type of teaching! Some illustrations of their Dear Thabiso letters have been included among the Annexures.

### 3.1.5.3 Barnabas Shaw

Susan was asked to make an assessment of her pupils' written communication skills based on the following question:

"How well does the pupil communicate in writing?"

A = average; critical writing in evidence

BA = below average; mostly non-critical writing only occasionally

AA = above average; capable of writing in the critical mode most of the time.

(a) **Correlation of average written communication skills' assessments with number of years English MOI, English language frequency and general assessment**

PUPIL NO.	WRITTEN COMM.	NUMBER OF YEARS	FREQUENCY	GENERAL ASSESSMENT
3	A	4	I	AA
11	A	7+	FO	A
12	A	3	I	A
15	A	5	I	BA
19	A	5	FO	A
21	A	7	F	A

N = 6

- (b) Correlation of below average written communication skills' assessments with number of years English MOI, English language frequency and general assessment

PUPIL NO.	WRITTEN COMM.	NUMBER OF YEARS	FREQUENCY	GENERAL ASSESSMENT
1	BA	7	I	BA
2	BA	3	I	A
4	BA	4	F	BA
5	BA	1	I	BA
8	BA	7	I	A
9	BA	1	FO	BA
14	BA	7	FO	A
17	BA	3	I	A
20	BA	4	I	BA
22	BA	3	I	A
23	BA	3	FO	BA
24	BA	3	FO	BA

N = 12

- (c) Correlation of above average written communication skills' assessments with number of years English MOI, English language frequency, and general assessment

PUPIL NO.	WRITTEN COMM.	NUMBER OF YEARS	FREQUENCY	GENERAL ASSESSMENT
6	AA	6	F	AA
7	AA	7	F	AA
10	AA	4	I	AA
13	AA	5	I	AA
16	AA	7	I	AA
18	AA	7+	FO	AA

N = 6

TOTAL = 24

- (d) Averages for number of years English MOI

CATEGORY	YEARS
Below average	3,8
Average	5,1+
Above average	6,0+

By way of contrast the Barnabas Shaw pupils were able to complete more of the written work very successfully. They were given the poem on Loneliness

(35) on 12 October, and at this point Susan remarked to me that they enjoyed the challenge of writing poetry. I was fascinated to see how confidently some of the pupils coped with the précis of Slavery, Spirituals and the Great Awakening (36), by no means an easy task for primary pupils because of the more highly developed skills required. Susan asked her pupils to write a paragraph based on Chapter 7 on 20 November. This paragraph was her own idea, not included in the critical curriculum. The next day the class wrote their Dear Thabiso letters. The pupils were using two A4 exercise books, so they covered a considerable amount of written work based on the critical curriculum, as well as numerous activities which related to the Sounder critical curriculum but not included in the workbook, eg. an exercise on Lizards which the class did on 31 October. It was pleasing to see how the critical curriculum had stimulated and shaped Susan's thinking. She was sufficiently confident with the critical approach to teaching to follow through with her own initiatives.

The two Dear Thabiso letters which have been included among the annexures illustrate that the pupils were capable of communicating in good sentences and that their communication was lucid.

The pupils kept to the given topic which implies that they had fully comprehended the requirements for this exercise as well as the developments which had taken place in Chapter 3 of Sounder. Both letters were critical in the sense that they encapsulated some of the feelings of the distressed family and it appears that both pupils were able to view the situation through the eyes of the boy. Njabulo very successfully captures the feelings of the boy when he says in his letter that "this man had come to take my daddy away from us".

The only criticism I have of these letters relates to their brevity. But in their defence, I must hasten to point out that brevity is particularly prevalent in the writing of pre-adolescents when the topics are abstract or require the pupils to express their feelings, or points of view in writing. This is evident in the writing of FLE-pupils as well. At the pre-adolescent level pupils are more comfortable with factual and narrative writing. The brevity of the ESL-Dear Thabiso letters is then to be viewed against this background of the pupils' emotional immaturity.

In order to successfully complete the above written activities, the Bamabas Shaw ESL-pupils had to apply the macro thinking processes of analysis,

synthesis, empathy and creativity. The micro processes included, inter alia, the skills of imagination, composition, awareness, summarising, formulation, establishing key ideas etc. It must be stressed again that for critical writing these skills are required over and above the foundational skills of good spelling, punctuation, sentence construction etc.

When the writing skills assessment of the Barnabas Shaw learners by Susan is introduced into this debate, an interesting observation is noticed, 12 out of 24 pupils (50%) were assessed as being below average, 6 out of 24 (25%) as average, and the same statistics for the above average pupils.

This discrepancy poses a bit of a dilemma. Why was my assessment (as discussed above) to the Barnabas Shaw written activities more favourable than Susan's rather depressed assessments?

Susan's assessments were not inconsistent when compared with the general assessments, eg. 8 out of the 12 below average pupils were also assessed as being generally below average. So too with the average, and above average correlations. When the number of years English MOI is averaged out for each of the three groupings a consistency with the findings of previous critical skills is discerned eg. listening skills.

The average number of years English MOI for the 12 below average pupils is 3,8 years, while that for the 6 average pupils is 5,1 years, and the 6 above average pupils aggregate 6,0 years. It would appear that Susan's assessments are accurate when viewed from this point of view, as it would be natural to expect those pupils who were exposed to English MOI from an earlier age to be more competent with their written communication. Barnabas Shaw being a school for ESL-learners, the children are all more or less at the same disadvantage with the amount of English they experienced beyond the classroom, hence the number of years English MOI is a crucially important factor in their development.

My enthusiastic response to the written work may have been a reaction to the poor language skills of the Abantwana pupils. I saw much more depth in their ability to use English in its written form than I did at Abantwana. Was I possibly being more objective, while Susan was lacking in an objective standard whereby

to judge her pupils' progress. The fact that she was a first year Std 5 English teacher is of relevance here. Were we looking at different aspects of the written communication? Whatever the case, the best assessment probably lies somewhere between my enthusiasm and Susan's reservations. Some examples of their written work has been included with the Annexures to give the reader an opportunity to formulate his/her own opinion.

#### 3.1.5.4 Cross-case discussion

It is unfortunate that I was not able to give the Abantwana pupils more written activities but the circumstances of my data collection at Abantwana made this impossible. However, the chances are that if replication had been possible, the results would have been the same. The discussion below will demonstrate this.

Firstly, all pupils struggle with written communication. It is therefore the final stage of language development, and in critical teaching it comes at the end of a series of processes which commenced with dialogue, and which was further developed by the integration of dialogue into all the other developmental critical activities.

Secondly, it appears that feelings must be taught. Pupils must be able to respond to literature with some form of feeling. In my interview with Eileen Stephens, ESL-teacher of Rossburgh High School, the following reply was made to my questions about feelings and the ESL-leamer:

**They do have the feelings and the experiences that stimulate these feelings, but they don't have the vocabulary to express their feelings. Feelings must be taught, eg. 'I'm sorry' or 'You poor person!' There are many layers of feelings in life and we can use literature that has feelings as a theme to introduce the pupils to these feelings.** © 3 November 1995.

Thirdly, Susan taught the Souder critical curriculum more consistently on a daily basis than I was able to at Abantwana. The pupils had become immersed in the language and the circumstances of the novel. Moreover, many of them had been exposed to English MOI by first language English teachers for several

years. The value of a good role model for written communication skills was once again highlighted.

Finally, MacDonald (1990) describes writing as a "complex skill" apart from letter formation and knowledge of spelling "the processes of word, phrase, sentence and discourse construction all need to operate. Furthermore, the planning, word-generating and organising activities are intrinsically interactive" (37).

This struggle with the complexities of writing was in evidence at both schools. MacDonald calls for writing that would closely approximate the tasks of everyday life, she claims that "expository writing can well qualify as a school task that more closely approximates the demands of a real-life task". By a "real-life task" she means the "project" (38). Expository writing in this sense may well have its merits, but the essential critical skills which the pupils need for their everyday life situations, in the classroom, and beyond the classroom, will only be acquired by means of critical teaching and critical writing activities with the following provisos:

1. that all written communication be preceded by dialogue and by problematising classroom pedagogy;
2. that written communication be based on the pupils' experience of appropriate literature;
3. that the written communication be viewed as the final stage of all the other critical processes.

## 3.2 Comprehension Skills

### 3.2.1 Introduction

Three levels of comprehension were included in the critical curriculum:

#### 3.2.1.1. Literal Comprehension

Literal comprehension implies that the pupil understands the question and that he/she is able to locate and identify the facts and recognise the main idea. It also implies a recognition of basic textual sequences or comparisons that are stated explicitly (39).

### 3.2.1.2 Interpretive Comprehension

Interpretive comprehension means that the pupil is able to make generalisations, predict the outcome or possible outcome of events. It also means that pupil is able to draw conclusions, discover relationships between events, characters, etc. that are not stated explicitly (40).

### 3.2.1.3 Critical Comprehension

Critical comprehension requires more highly developed critical skills of the pupils. The style and competence of the author is called into question, as well as the credibility of the novel in relation to other novels. We expect skills of evaluation and judgement to be applied to the quality, value, accuracy and truthfulness of what is read (41).

## 3.2.2 Abantwana

Comprehension has been included in the DET ESL-syllabus for Std 5 as a sub-category of writing. The syllabus states:

"4.6 Comprehension exercises should be introduced" (42).

No further elaboration, guidance, or comment is offered.

Comprehension 2 was used for Std 5A on 20 September and with Std 5B and Std 5C on 27 September. In view of the fact that their working pace was slow, I asked them only to do selected questions.

Initially I requested they do seven questions, but later I reduced this to five questions. Comprehension 2 contained more inferential questions than literal questions. Question 1 was the only literal question out of a total of ten, and this was the only question the majority of pupils managed to answer correctly. Many pupils merely re-wrote meaningless sentences or phrases from the passage. Others I could see were struggling to express themselves, spelling, punctuation and grammatical structures being the major obstacles to successful communication. Clear signs of insight was evident in many answers but lack of vocabulary prohibited any form of meaningful communication. I was interested to note how many pupils substituted the colloquialism "cops" for the word "policeman" from the text. The few answers that were right were invariably short. One

word answers were not uncommon. Some examples have been included among the Annexures.

All the pupils had copies of the text and the workbook. I assisted them by means of preparatory class discussion which focused specifically on the questions to be answered, I also encouraged them to discuss answers before writing.

On 27 September I made the following observations in my report:

"They seem to get the sentence construction right when they use the conjunction 'because'.... there is an urgent need for the supporting language skills, especially vocabulary. They must be saturated with vocabulary, by every means available to us as teachers: literature, themes, language across the curriculum etc."

On 1 November I used an impromptu comprehension with Std 5D. As a result of my experience with the other three classes I felt that the remaining comprehension exercises of the critical curriculum were probably too difficult. "Dramatic presentation" had worked so well with a listening skills activity earlier, I decided to repeat this technique with Std 5D. I based my questions on what I knew they had heard and on aspects we had discussed at some length during the question and answer time which preceded the written work. Their co-operation was above reproach and their intense concentration during the lesson convinced me that they had been listening. A sampling of some of the answers I received, with the original spelling and punctuation, follows below:

1. Did the boy agree with the Bible story his mother had told him? Give your reason(s).

"because he thing that her mother is lying".

"because he toth the mother story is no true"

"because this story is in the Bible and his not thruth of these story"

"because the story he was not True"

*(The use of 'because' appears to aid the reasoning process).*

2. Why did the boy and not his mother visit the man in jail?

"because it was a man's jail"

"because his mother is tired"

"because it was christmas"

"he was going to give to his father"

*(The fact that women were not permitted to visit their husbands in jail eluded them: the closest they came was as illustrated in the first response above).*

3. Why did he take a cake to his father?

"because the father is not like a cake"

"He mother sent him to bring the cake to his father"

"There fathe has tired and hungry"

"Because is the christmas day".

"because these were heaving a long time to see each"

*(The fourth response is correct, several pupils did link the visit to Christmas Day).*

4. Did the boy like the man with the red face? How do you know?

"No Because he take his father cake"

"No"

"Reason is that the red-faced was shaited the boy and the boy don't like him"

"Yes because the boy like the red-faced man"

"No because shes looke like a giant man and they big man"

*(Most pupils agreed that the boy didn't like the red-faced man; their reasons were varied).*

5. Did you like the man with the red face? Give a reason.

"No because he have darvel heart"

"Yes because his a red-faced"

"Reason is that the red-facedman was a jail man that why is not like him"

"I don't like Because the first. I'm a sked that man"

*(As for No. 4, most pupils didn't like the man).*

### **Conclusions**

1. The pupils did not have the text or the workbook before them.
  2. The entire lesson was oral dialogue.
  3. My "dramatic presentation" and the subsequent discussion aided their retention of the story.
  4. The only written words before them were the five questions which I had written on the chalk-board.
- \* The presentation of the oral lesson has a direct bearing on the quality of the pupil's written output.
  - \* Too much text can be a stumbling block.
  - \* Vocabulary, spelling and sentence construction is a major problem.
  - \* Inferential questions can be used with ESL-learners.
  - \* Techniques can be used to develop vitally important comprehension skills seemingly overlooked in the existing syllabus.

### **3.2.3 Bamabas Shaw**

Susan's comprehension skills' assessment was based on the following question and coding:

"How would you rate the pupil's comprehension skills?"

- L = literal comprehension; comprehension is no more than mere reproduction of facts;
- I = inferential comprehension; pupils are able to draw conclusions, discover relationships between events, characters, etc. that do not appear in the text;
- C = critical comprehension; more developed critical skills, the style and competence of the author is called into question, as well as the credibility of the novel in relation to other novels.

- (a) Correlation of literal comprehension skills with number of years English MOI and general assessment

PUPIL NO.	COMPREHENSION ASSESSMENT	NO. OF YEARS	GENERAL ASSESSMENT
1	L	7	BA
3	L	4	AA
4	L	4	BA
5	L	1	BA
8	L	7	A
9	L	1	BA
10	L	4	AA
11	L	7+	A
12	L	3	A
15	L	5	BA
17	L	3	A
19	L	5	A
20	L	4	BA
23	L	3	BA
24	L	3	BA

N = 15

- (b) Correlation of inferential comprehension skills with number of years English MOI and general assessment

PUPIL NO.	COMPREHENSION ASSESSMENT	NO. OF YEARS	GENERAL ASSESSMENT
2	1	3	A
6	1	6	AA
7	1	7	AA
13	1	5	AA
14	1	7	A
16	1	7	AA
18	1	7+	A
21	1	7	A
22	1	3	A

N = 9

Total = 24

- (c) Averages for number of years English MOI

CATEGORY	YEARS
Literal	4,0+
Inferential	5,7+
Critical	0

Susan commented on 27 November was that she had particularly enjoyed doing the comprehension exercises in the critical curriculum. The class found

Comprehension 1 quite easy, but on 24 October they found Comprehension 2 more difficult. This exercise contained one literal question, and the remainder could be described as being inferential. On 1 November Susan did the five discussion questions of Comprehension 3 as a written exercise. Similarly, on 6 November she used selected questions from the discussion material based on Unit 6 as a written exercise.

Then on the 28 November she used all 13 questions of Comprehension 5, with the addition of two language questions from the critical curriculum as an unprepared exercise for an end-of-year test.

A few selected answers from the inferential questions of Comprehension 2:

Question 2

**Why did the boy stand motionless in the doorway?**

"To show racism against the blacks."

*(Susan marked this answer as being correct, it reflects the influence of class discussions.)*

Question 3

**Why does the author make a point of saying that the boy had seen white man?**

"The author does because the book is about racism and so he has to mention 'white'."

"The author points at that because he wants to show that the white men had racism."

*(Sentence construction is very good; class discussion once again reflected in answer).*

Question 7

How can a "gizle of man, woman and three small children" be warm and frozen at the same time?

"They can because they can be warm and at the same time be frightened."

"They were warm and then the three white men came into the cabin."

"They were warm and cold at the same time because the cold means they were shocked."

*(A difficult question; good answers; the Abantwana pupils were not able to answer this question.)*

Question 9

Why did the man have to lock the chair across the room?

"He didn't have to but he wanted to and so he did."

"It was in front of them."

"He had to kick the chair across the room because it had already fallen down."

*(Very few pupils make reference to the fact that by kicking the chair the policeman was hoping to make a show of his authority and importance before the frightened and defenceless family. The first answer hints at this ugly display of authority.)*

Question 10

Why was it more acceptable for the boy to swing on a gate at the back of the house?

"It was more acceptable because they did not want to see (black's) negro's in front of their houses."

*(Correct! FLE-learners cannot readily identify with this question.)*

Comprehension 5 also produced some interesting answers.

On 29 November I wrote in my report on the review of Comprehension 5 tests:

"Their answers are good, but they are still responding on the literal level; some pupils are capable of inferential thinking, especially when they write from the base of their own experience."

Questions 2 and 3 illustrates this point:

Question 2

**Why would it be necessary for the boy to learn how to "sniff out danger"?**

"It is necessary for the boy to learn how to 'sniff out danger' because if he is in danger somehow he could fight for him self and get away quickly."

Question 3

**What is "omeriness"?**

"Omeriness is to know what kind of person someone is by looking at them."

*(Some FLE-learners have struggled with these two questions, especially Question 3, they have not been exposed to unrest and violence in their suburbs. The answer to Question 3 cited above, indicates that the pupils realised that when a child is wandering about alone in a strange environment all strangers are potential aggressors.)*

Question 4

**What are Sunday clothes and why was the man wearing Sunday clothes?**

"Sunday clothes are fancy clothes which are usually worn when going to church and the man wore them to show that he was a teacher and is able to wear nice fancy clothes to show he is important."

*(Black church-goers are more formal in the clothes they wear to church, hence the ESL-learners will be familiar with the custom of setting aside clothes specially for Sunday worship.)*

Question 6

**Why did the man search the boy for answers?**

"He searched the boy for answers because he had never seen the boy before."

*(The pupils were familiar with the Street Children - situation; being involved with them in the afternoons, Susan may have made some reference.)*

Question 11

**What did the teacher mean when he said: "You'll make it, little one, but it'll take time to get your roots set again."**

"The teacher meant that it will take while to understand the boy."

"He meant that you will grow big like the others but it will take a long time."

"He meant that the plant will be okay if it was looked after properly and with care."

"The teacher meant that the boy will take time to get well again."

*(The majority of the pupils in the class were not able to reason beyond the literal meaning i.e. the flower. Only four pupils were able to discern the inferred meaning of this statement.)*

Susan was justifiably delighted with the quality of answers received from her pupils on Comprehension 5. However, we did agree that most of the pupils were still very literal and that none of her pupils were capable of reasoning on the critical level, given the definition in the introduction above.

When I did the correlations between the comprehension assessment and the general assessment and the number of years English MOI, there was a high correspondence between these scores and those carried out on the other skills. The number of years English MOI seemed to be clearly indicated once again as a significant factor in pupil performance, and there appeared to be a tendency for a pupil's comprehension skills to influence his/her general performance in all subjects. With two exceptions (Numbers 3 and 10) this tendency appeared to be fairly clearly indicated.

### 3.2.4 Cross-case discussion

(NOTE: the critical curriculum was taught at a Model B school during the fourth term. While this school was not considered to be another case, I will make references to their work on Comprehension 5 for the purposes of this discussion. Several ESL-learners were pupils in this class.)

1. It was abundantly clear that most primary pupils answered only on the literal level. While inferential reasoning was not excluded, preparatory dialogue was shown to yield more superior answers. Critical reasoning was entirely absent. Primary pupils are probably too young and inexperienced in the literary arts to reason at this level. They need a broader exposure to the socio-political background of authorship, style and literary excellence before these particular skills are able to be applied to language and literature. This does not deny the value of any experience at the literal and inferential level in the primary school for future literary debates.
2. Personal experience was shown to be a valuable asset with inferential thinking but racial discrimination and the on-going experience of unrest and fear in our country are not desirable experiences for the sole purposes of being able to make good judgements and evaluation in literature. Experience is thus limited, and not always desirable, the emphasis thus devolves on processes such as dialogue and information-finding to widen the learner's vision of the environment and the world.
3. Similarly, the answers to Comprehension 2, at Barnabas Shaw were better than those of Comprehension 5 because of the preparatory discussions in the class and, at Abantwana my ad hoc comprehension of 25 October was more of a success than the previous attempts with Comprehension 2 because of the dialogue, the more in-depth oral questioning and the fact that the pupils were confronted with less text. Hence classroom technique is relevant in the ESL-classroom.
4. The amount of available language between the Abantwana learners and the other pupils is most striking. In fact there is not much difference in the answers between the Barnabas Shaw ESL-pupils and the pupils from the school referred to in the note above. A close scrutiny of all the papers may even persuade some to conclude that the Barnabas Shaw answers were superior. The need for

vocabulary extension and the development of sentence construction was highlighted again in the Abantwana answers. Basic understanding was clearly evident, but the communication skills were lacking.

5. Comprehension skills can be developed over a period of time, this is one of the main points of departure of remedial education. The importance of concentrated exposure to English MOI was once again demonstrated in the correlations. A further observation was the direct influence of the comprehension skills on other areas of the curriculum. Comprehension skills are transferred into all subjects, and if these skills are not adequately developed during the primary school years, the pupil's ability to cope with the entire curriculum, during the primary and secondary years, will be threatened.
6. In my view the writers of the former DET ESL-syllabus did their pupils and teachers a grave injustice with their terse "Comprehension exercises should now be introduced"! Std 5 pupils are preparing for secondary education where the demand for available language across the entire curriculum is much greater. Adequate comprehension skills ought to be developed before pupils leave the primary school. Teachers need more guidance from the syllabus document, and comprehension skills must be elevated to one of the major components of the curriculum for ESL-learners. This immutable truth was proved by Susan's vigorous emphasis on comprehension, it was probably her most valuable contribution to the case study.

### **3.3 Information-finding Skills**

#### **3.3.1 Cross-case discussion**

These skills have been described as "skills for locating information"; "reading for information"; or occasionally as "media science" or "media literacy". I used the term "information gathering" in the critical curriculum. In essence, these terms describe the critical skills which are required to find information, and subsequent consideration seems to indicate that a slightly simpler term is more acceptable, though, as we shall see, not entirely adequate. These skills have been grossly neglected by the ESL curriculum planners, probably because many schools in the disadvantaged sector of our society do not have a media centre, and that consequently these skills were over-looked. Very little has been written about information-finding skills with respect to the ESL-classroom in the literature I consulted. I contend that within the context of critical pedagogy these skills

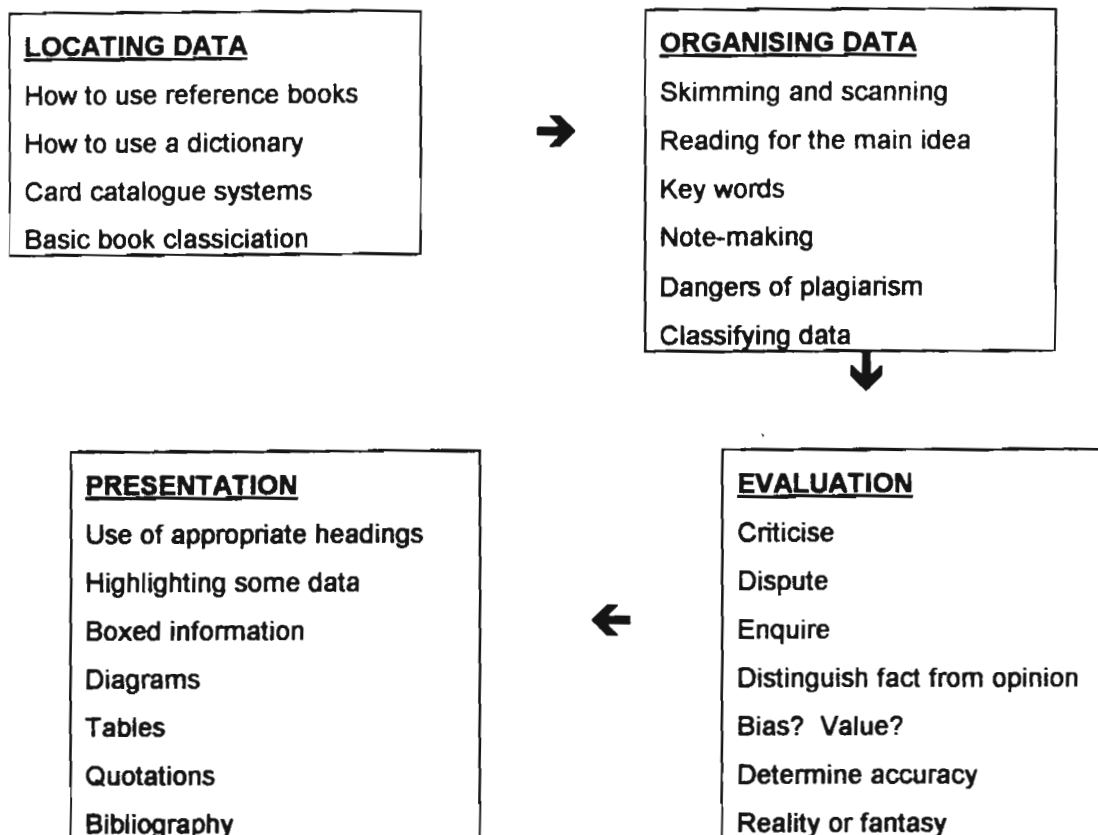
ought also to be elevated to the status of major thinking skills because they empower the pupils with the critical skills required to explore their interests independently of the teacher, and ultimately to make their own conclusions. Self-study tasks also create problems and the pupils will have to deal with these problems. Information-finding skills are thus critical. If the content has been problematised and if lessons are structured into working groups the Freirian principle of dialogue will be in evidence as well. As with the other components of English, the information-finding skills are not acquired in isolation, but integrated into the wider context of the literature-based curriculum.

Neither Ndalo, nor Susan attempted the two information-finding activities included in the critical curriculum. Probably for two different reasons. Ndalo may not have considered the information-finding tasks because her school did not have a media centre. Susan complained that "the whole thing was very rushed". A media centre would be an asset to any school, but I hope to show in this section that some information-finding skills may be acquired without a media centre. Susan's objection is valid, more time is required when pupils are resourcing their own information, but this supposed time-consuming pedagogy must be considered in relation to the long-term advantage which accrues to pupils who have learnt how to find information. Moreover, the chances are that this information will be retained for a longer period because of the process of self-discovery as opposed to the short-retention period of information imparted by means of "communiques".

As stated earlier, these skills are not fully described in the term "information-finding", as finding information is only one aspect of the whole process. A three-fold process is to be discerned:

1. Locating data
2. Organising data
3. Presenting data

Diagrammatically some of these skills may be represented as follows:



From the above diagram it is clear that all processed data must be critically evaluated before presentation.

### 3.3.2 Conclusion

By way of conclusion the issue of the media centre must be considered.

3.3.2.1 Locating data, as viewed in the diagram above, is clearly not attainable if the school does not have a media centre.

3.3.2.2 However, other means of locating data may be introduced into the classroom which can facilitate locating and processing data.

- (a) Class libraries may be built up over a period of time, and useful books acquired for classroom reference. As already mentioned in this chapter, this concept has been suggested by MacDonald (1990) but in the context of present-day financial constraints would appear to be idealistic and unattainable.

- (b) The production of critical curricula, along the lines of the Sounder critical curriculum could include material which makes it possible for pupils to practise some of the skills of organising, evaluating and presenting data. These workbooks could be compiled and produced at a relatively low cost. The one disadvantage of the workbook option is that pupil output will be somewhat inhibited, but this measure ought to be viewed as an interim measure only.
- (c) Many good language laboratories exist which include materials for practising the skills of locating and critically processing data. Recent trends in this industry is to produce language laboratories which focus on the needs of the ESL-pupil, and the content is exclusively local. While certainly holding much merit for the ESL-classroom, these laboratories are very expensive.
- (d) The recommendations made in (b) and (c) above, seem to hold more merit as far as the short term solutions to the demand for materials is concerned. Long term and more permanent solutions are integrally linked to the issue of funding of schools and the provision of materials and teaching aids in schools from the disadvantaged sector of our society.

### **3.4 Supporting Language Skills**

#### **3.4.1 Introduction**

3.4.1.1 Very little emphasis was placed on formal language or grammar in the critical curriculum. However, the supporting language skills included in the critical curriculum were integrated into the context of the literature and became an authentic part of the development and study of the novel. Expressed differently, no language exercises were taught in isolation, and those activities which were taught were aimed at illuminating the text of the novel. Words such as noun, verb, adjective were deliberately not used. Pupils followed the guided instructions and examples. This was undoubtedly a new departure for the schools where English is taught as a second language (43).

3.4.1.2 Vocabulary was considered to be essential for concept development and for a clear understanding of the novel. However, learning isolated words can be

monotonous, the vocabulary of the novel was thus introduced in a variety of imaginative ways, commencing with two rather mechanical vocabulary exercises using the method popularised by John Smith. Thereafter, other techniques were used which problematised the search for vocabulary and meaning. Pupils were required to talk to each other and discuss words and meanings (44).

3.4.1.3 Spelling and dictation was included as an integral part of all the units. The curriculum did not provide spelling rules. Spelling was taken from the text of the novel, and words were grouped instructionally, i.e. clusters of words that have similar spelling patterns appeared together, as well as words that take similar plurals. I described this approach as being "tacit tuition", as it would not always be necessary for the teacher to teach these words. Some of the words were illustrated by the art-work. The dictation passage for the week was also taken from the unit which was being read.

#### 3.4.2 Abantwana

As has been mentioned before, much evidence was seen in Ndalo's classroom of the formal grammar approach to learning ESL. However, when I asked Std 5A and Std 5B to do the Cause and Effect activity on 13 September, they struggled. Firstly, they did not know how to join two sentences together. The technique thus eluded them, but secondly, they struggled with the word 'therefore'. The second problem was thus a vocabulary problem. I gave the Vocabulary Crossword to three classes. This they all thoroughly enjoyed doing, but it was interesting to note how many completely meaningless answers were offered for each question. The pupils were guessing. This was a worrying phenomenon because once again, it highlighted the urgent need to systematically build up vocabulary so that exercises such as the Vocabulary Crossword could be pursued more critically.

I was not aware of any spelling and dictation being taught in Ndalo's classes.

Much reference has already been made to the inability of the pupils to express themselves in good, well-constructed sentences. What follows is a sampling of the anomalies I noticed in spelling, vocabulary and sentence construction.

3.4.2.1 A variety of ways to spell "because" and "scared":

becou	scade
becaus	skerd
becous	skad
becauce	sckant
becaece	scadd

3.4.2.2 The meaning is almost entirely obscured in these sentences:

- (a) The man hash him.
- (b) because sat men hash him.
- (c) No because he was no shone at coldness.
- (d) Because he was thinks is not a true.
- (e) Cake insiele and sake cake.
- (f) Becou it is no shate people pleace.
- (g) because the scadd of a polise mans.

3.4.3 Bamabas Shaw

- (a) Correlation of below average supporting language skills with number of years English MOI, language frequency, general assessment and written communication

PUPIL NO.	SUPP. LANG SKILLS	NO. OF YRS.	FREQUENCY	GENERAL ASSESSMENT	WRITT. COMM.
1	BA	7	I	BA	BA
2	BA	3	I	A	BA
4	BA	4	F	BA	BA
5	BA	1	I	BA	BA
9	BA	1	FO	BA	BA
15	BA	5	I	BA	BA
23	BA	3	FO	BA	BA
24	BA	3	FO	BA	BA

N = 8

- (b) Correlation of average supporting language skills with number of years English MOI, language frequency, general assessment and written communication

PUPIL NO.	SUPP. LANG SKILLS	NO. OF YRS.	FREQUENCY	GENERAL ASSESSMENT	WRITT. COMM.
8	7	A	I	A	BA
11	7+	A	FO	A	A
14	7	A	FO	A	BA
17	3	A	I	A	BA
19	5	A	FO	A	A
20	4	A	I	BA	BA
21	7	A	F	A	A
22	3	A	I	A	BA

N = 8

- (c) Correlation of above average supporting language skills with number of years English MOI, language frequency, general assessment and written communication

PUPIL NO.	SUPP. LANG SKILLS	NO. OF YRS.	FREQUENCY	GENERAL ASSESSMENT	WRITT. COMM.
3	4	AA	I	AA	A
6	6	AA	F	AA	AA
7	7	AA	F	AA	AA
10	4	AA	I	AA	AA
12	3	AA	I	A	A
13	5	AA	I	AA	AA
16	7	AA	I	AA	AA
18	7+	AA	FO	A	AA

N = 8

Total = 24

- (d) Averages for number of years English MOI

CATEGORY	YEARS
Below average	3,3
Average	5,3+
Above average	5,3+

Susan taught the supporting language skills contextually. As the novel developed, so she introduced her language activities. The pupils were grouped and therefore a minimal amount of time was needed to organise discussions for the pupils to think about

language. Susan was very conscious of the fact that her pupils' vocabulary needed to be extended. On 22 November she asked them unexpectedly during the lesson to find ten words from the pages she had been reading that they were not sure of, and to discuss them in their groups. After a few minutes of discussion she requested each group to contribute one or two words that the group didn't understand. Class discussion then ensued and eventually Susan clarified the meanings of the remaining words. Critical teaching increases the pupil's awareness of the value of questions.

On the same day, one pupil asked: "What is white-wash?"

The question was duly answered. Pupils ought to feel confident about asking questions. Ridicule and derisive laughter from fellow pupils or the teachers is anti-dialogical and suppresses critical questioning.

Susan taught the Cause and Effect activity with success, the sentence joining technique, together with therefore apparently not causing undue problems for the pupils. Other activities from the critical curriculum included the short exercises on Americanisms, and the Reported Speech and Direct and Indirect Speech activities.

Spelling and dictation from the critical curriculum was taught systematically each week.

Susan's correlations indicated a high correspondence between below average supporting language skills, written communication and the general assessment. These 8 pupils had been exposed to English MOI for an average of 3,3 years. A similar high correspondence was observed with the above average correlations, these pupils had been exposed to an average of 5,3+ years English MOI. The average correlations did not yield the same degree of consistency, only the correlation between the supporting language skills and the general assessment showed a high correspondence, but this did not extend to the written communication skills. Average number of years English MOI was similarly 5,3+ years.

#### 3.4.4 Cross-case discussion

3.4.4.1 The name of this component of English has varied considerably over the years. Formerly known as "grammar" or "language", it has also been described as "language in action" in order to stress the integration of language study with all aspects of English. I adopted the term "supporting language skills" because the

term indicated that formal language ought also to be skills-based and secondly, that this component of English supported and promoted the development of the other components of English.

3.4.4.2 At the outset, I was critical of what I perceived to be a grammar-only approach to ESL in the schools (and I'm not sure that I was wrong in my perceptions), and as a result the critical curriculum tended to overlook the need for formal language experience. However, my observations at Abantwana indicated that there was an acute need for formal language teaching with the following provisos:

- \* that the supporting language skills are taught contextually;
- \* that the supporting language skills are taught critically.

3.4.4.3 To emphasise the need for critical teaching of the supporting language skills, I have elevated these skills to be included among the major thinking skills but not to restore them to their former position of Victorian grammar. Rather this new elevation will stress the importance of the supporting language skills for the development of language for the ESL-leamer. Critical language teaching will also be stressed, i.e. pupils will be required to think about language.

3.4.4.4 A new departure in this approach will be what I described earlier as "tacit tuition". If learning is contextualised then the need for rules will be minimised. Unnecessary rules and terminology tends to hinder critical thinking. If a concept or a process can be learnt without a label or a rule, then labels and rules are unnecessary.

3.4.4.5 The Barnabas Shaw correlations demonstrated once again what has become a recurring theme, the close correspondence between average and above average scholastic performance, and the number of years English MOI. The opposite also appears to be indicated, but I'm not sure that satisfactory explanations will always be possible for below average scholars. Some pupils have had 5 and 7 years English MOI and we are still below average in most areas of the curriculum.

3.4.4.6 The correlations also showed the close correspondence between the supporting language skills and other areas of English. This did influence me to reconsider that status of these skills in respect of the needs of the ESL learners.

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## CHAPTER 6

### 1. INTRODUCTION TO THE CASE SURVEY

The case survey was enacted as a retrospective strategy to address questions not satisfactorily answered in the case study documentation. It was conducted after the Abantwana case study had been concluded, and during the Bamabas Shaw observation period. The Abantwana case study had raised new questions which I felt had not been satisfactorily answered. I knew that critical teaching was not possible in the schools of the former KZDEC and the former-DET while the legacy of historical disadvantage still prevailed. But the problems the critical curriculum had experienced at Abantwana were not entirely attributable to historical disadvantage. The pupils did not have enough language to comprehend and respond to the literature. Ndalo had commented about the limitations of the ESL-pupil's language, so too had Mr Warren, principal of Bamabas Shaw. He was of the opinion that critical thinking in the ESL-classroom was not possible because of the pupils' poor communication skills. Ndalo had not rated the language limitation alternative very highly on her list of obstacles to critical teaching. For her, large classes and the lack of curriculum materials were major obstacles. Susan had 25 pupils in her Std 5 class and curriculum materials were freely available. Her pupils were also struggling with poor language skills, yet the critical curriculum was successfully implemented at Bamabas Shaw. But, I argued, Bamabas Shaw was a private school for ESL-primary school pupils, thus an element of privilege prevailed. Some of these pupils were from middle class backgrounds with very supportive parents. I needed to know what conditions were necessary before critical teaching could be successfully introduced into the ESL-classroom of the massive disadvantaged sector of our society. Expressed differently, which of the many obstacles to critical teaching in the ESL-classroom were to be considered major stumbling blocks to critical teaching in any ESL-classroom. Furthermore, I had not satisfactorily dealt with the "Ndalo factor" i.e. was Ndalo responsible for the poor performance of the critical curriculum at Abantwana, or were there circumstances beyond her control? In reality I was searching for answers to my third research question, viz. what conditions were required for the successful introduction of critical pedagogy in the ELS-classroom? It seemed to me that I needed a third site to tease out some fairly conclusive answers. Bamabas Shaw had contributed substantially to the data I had needed to answer this question, but I needed further verification, particularly with regard to the language issue.

Within each Model C(B) classroom there existed an ESL-classroom. Pupils from a wide variety of disadvantaged backgrounds, whose second language was English, had been admitted since 1991. To conduct a case survey at several Model C (B) schools would have been impossible, a

case survey was thus a more practical alternative, particularly in view of the fact that I was primarily seeking clarity on the language issue as a possible major obstacle to critical teaching.

The size of the classes at most Model C (B) schools at the time ranged from 1:25 to about 1:35. The Model C (B) teachers had the same professional background as Susan, and they were all familiar with the principles of developing their own curriculum with respect to English. The approach to the curriculum in these schools would be the same as at Barnabas Shaw.

The ESL-pupils at these schools would have the same background of historical disadvantage and second language MOI, as the ESL-pupils of Barnabas Shaw. One vital difference existed between these schools and Barnabas Shaw: the ESL-pupils would hear more English beyond the classroom. These pupils would be going to school with pupils whose first language was English.

The survey would focus then on

- \* the pupil's perception of English as a medium of instruction, and its value for life;
- \* home language in relation to English and the frequency with which English was used beyond normal school hours;
- \* the number of years English had been the MOI in relation to the pupil's academic progress;
- \* the FLE-teacher as a role-model for English.

## **2. THE QUESTIONS**

### **2.1 Mother Tongue**

The following questions were asked in the questionnaire to establish the pupil's mother tongue:

What was the first language you ever learned?

What is your mother's language?

What is your father's language?

What language do you speak most often at home?

Zulu was the mother tongue for the majority of the respondents. A minority of pupils however, indicated a Xhosa, Sotho or Tswana background. Some of the respondents had a multi-ethnic origin, i.e. one parent was Zulu, while the other came from one of the other South African ethnic groups. No particular tendency in the scholastic performance of these pupils was observed. I was assured by a Zulu first language teacher at Barnabas Shaw that the learning problems of

these pupils in the context of the ESL-classroom, was no different to those of the Zulu ESL-pupils.

Some pupils wrote English as their mother tongue. I was able to cross-check their replies by scrutinising their responses to the other questions, and in most cases these pupils were still ESL-pupils. I found this to be an interesting inconsistency and in most cases I recorded the original answers on the data analysis schedule.

## 2.2 The Language Report

The pupils were asked:

"Name one language you would like to know really well."

The responses from the Abantwana Higher Primary School and the Barnabas Shaw Primary School were included in the analysis of this question.

A total of 196 responses were received and analysed. The tabulated results are as follows:

LANGUAGE	NUMBER	PERCENTAGE
English	111	56,8
Afrikaans	56	28,5
French	20	10,2
Sotho	6	3,0
Xhosa	2	1,0
Other	1	0,5
<b>TOTAL</b>	<b>196</b>	<b>100</b>

From the table above it is clear that the pupils perceive **English** to be the most important language in South Africa. An unedited sampling of their reasons for selecting English as the language they would like to know really well appears below. Their reasons for choosing English can be summarised as follows:

2.2.1 English is viewed as a commercial language. It is the key to success. Pupils want to be able to speak and write English because they know that good jobs and prosperity are related to English as a medium of communication.

2.2.2 English is an international language, and valued as a means of communication beyond the borders of South Africa.

2.2.3 Pupils also valued English as a means of communication for secondary, tertiary and higher education.

**Afrikaans** received a significant percentage of the votes in a predominantly non-Afrikaans speaking region of South Africa. For the majority of these pupils Afrikaans would be their third language. From their responses it would appear that there was much respect for Afrikaans, and possibly even a bit of confusion about the status of Afrikaans in post-apartheid South Africa. Afrikaans was also viewed as the lingua franca of all rugby-players!

The **French** language and culture was also highly esteemed. Many pupils included in the survey selected French because it was offered at the high schools they had enrolled at for Std 6.

**Sotho** appears to be the first of the indigenous languages. The number of votes received for these languages was very low, and any conclusions based on a handful of votes would therefore not be reliable.

#### **Reasons for English First Choice**

1. Where ever you go in the world you'll be able to communicate with people.
2. Because it is the most used language in South Africa.
4. Becuase it is complecated.
5. Because you can't get a job without knowing it.
6. I go to English school.
7. Because I can go over-seas speaking it.
8. You can travel all over the world.
9. If I only know Zulu I won't get a job.
10. Because I will learn many things.
11. I can give you respect from other people.
12. Because it is the universal language.
13. So I can speak to important people ... and get a good job.

14. If in vistorenig in other contry 'im not gon get troble.
15. Because now everything has change.
16. So I can speak English in public with confidence and get a good job one day.
17. Because everyone seems to be speaking it and I'm terrible at Afrikaans.
18. Because most of the people in South Africa speak English and I'll be able to communicate.
19. It is a communicational language.
20. Because people like English.
21. Because I want to know many languages not my own.
22. Because I never found a good work when I need work.

#### **Reasons for languages other than English as first choice**

1. French: because lot of people don't know how to speak it.
2. Afrikaans: i) because where I live they normally speak Afrikaans.  
ii) it's the most used language where I live.
3. French: if a jounalist from another country comes here to South Africa I can socialize with them.
4. Afrikaans: it is the mostly used.
5. Sotho: because I'm half Sotho and half Zulu; so I want to know my home language.
6. Afrikaans: Afrikaans is the subject I'm struggling with.
7. Sotho: it's my father's language and I like it.
8. Afrikaans: so I can understand my mother when she speaks to Dad in pravat (private).
9. Sotho: When I go to Gauteng.
10. Afrikaans: most people I know speak Afrikaans.
11. Sotho: when I go to Gauteng I can understand.
12. Afrikaans: friends
13. Afrikaans: a SA language, help to communicate with more people.
14. French: it is romantic (13 year old boys)
15. Afrikaans: because someday we would have to learn most of the subjects in it.
16. French: because they have a great accent.

17. French: because I'm very interested in French culture.
18. Afrikaans: so I can communicate with all kinds of people in South Africa.
19. Afrikaans: because I know the other two, and Afrikaans is the third language in S.A.
20. Afrikaans: you feel stupid if everyone is talking something and you hardly understand.
21. Afrikaans: I have to know Afrikaans as well as English; I already know Zulu.
22. Afrikaans: because I'm a rugby player, most rugby players know and speak Afrikaans excellent.

### **2.3 Medium of Instruction**

The pupils were asked:

"When was the first time you were taught through the medium of English?"

According to existing language policy, the medium of instruction becomes English in Std 3, some pupils reported a change-over to English as early as Std 1 or 2. However, it cannot be certain that all the pupils fully understood the difference between English as a subject and English as medium of instruction.

The Model C(B) ESL-pupils' survey indicated that the language experience of these pupils was quite varied. A few categories of experience could be discerned from the responses.

- 2.3.1 Those pupils who made the transition to ESL according to the existing language policy, i.e. they were admitted to a Model C(B) school at about the same time as the change-over to ESL in the former KZDEC and former DET schools takes place. No previous English language instruction was evident from these responses.
- 2.3.2 Some pupils indicated that they had transferred into one of the former HOD, or former HOR schools before being admitted to a Model C(B) school. These "intermediate years" were included in their total in the "Number of Years" column of the data analysis schedules.
- 2.3.3 Some pupils indicated that they had received a pre-primary education through the medium of English before entering a private church-aided school such as a Convent, or the John Wesley Primary School before being admitted to a Model

C(B) school. Once again these years were included in their total. A pre-primary education was indicated with a plus (+) sign after the total.

- 2.3.4 A final category included the pupils who were admitted to a Model C(B) school from class i. Some of these pupils had also benefited from a pre-primary education and this was indicated in their total with a plus (+) sign.

The language experience of the pupils was correlated with the general assessment made by their teachers. An analysis and an evaluation of these findings appears below:

## 2.4 Movement between Schools

The pupils were asked: "What school did you go to before you came to this school?" and "Why did you change schools?"

From the responses received it was evident that the perception exists that the Model C(B) schools were providing a better standard of education. Of particular interest is the frequency with which English is linked to progress in education. A sampling of reasons provided by the pupils for their movement to Model C(B) school appears below. The pupils were undoubtedly repeating their parents' opinions. Interviews with a number of parents confirmed that the reasons given by the pupils for their transfer to a Model C(B) school is accurate. However, a comment made by Jackson Tokwe, an evangelist working in the Molweni region is to be noted:

For the ESL-pupil the language is a major problem. In the Zulu schools when the child doesn't understand, it is easy to explain again in Zulu. The teacher in the White schools can't do this and some of our children are lost. Our children don't always understand and we must be patient with them. Jackson Tokwe (14.12.1995).

Clemaville - because my parents wanted me to get a better education.

John Wesley - because the fees were high.

Sister of Hope by Post Office - because I was have to wolk a long way to school when I get a school I was taered.

Thornvill - for better education and transport was esiy.

Clairwood - because they 'didi'nt teach to good.

Clermont - because we move to New Germany, and my father he sed I have to.

Stanger Manor - because I want to know English.

Clermaville - so I can speak better English and have a better education.

St. Therese's - my mom didn't like it.

Durban East - because the school didn't have a good education.

John Wesley - because it had more whites in it.

Zakhele H.P. - because I wanted to get good education.

Clermont - because I want to learn more languages.

Ju Bily - to improve my English.

Phakathi - I changed because they hit you if you did a small thing.

Santa Fromcisca - I change school because every month you have to pay lot of money.

Biehla Bitho - because my English was weak.

Sister of Hope - because they did not have fully educated teachers and it was not fair.

Kranskloof - because my father wanted me to learn English.

St. Wendolins/Shallcross - so that I can get improvement.

Isipingo Hills - my mother didn't like Indians that oly.

Clermont - to learn English.

Soutkontshe - I change schools because they don't learn to talk English.

It is personal.

Mukelani H.P. - because this school is beast of the beast school.

Assegai - it was because the fort and I wanted a better education.

Khalipa - people faught and I did not get good education.

Indian School - I change the school because I wanted to learn English from people that speak English as their own language.

Willow Park - because I wanted to talk perfect English.

Assegai - the children didn't speak proper English.

Assige - my mother wanted me to go to a Modern C school.

Sandakahle (Umlazi) - my parents thought white schools were better than Black schools.

Bomkuvukani L.P. - to improve English.

John Wesley - too far and costed a lot of money.

Isindingo (Umlazi) - they were to many strikes in Umlazi.

Wentworth Prim. - school was too easy for me.

Durban East - because of the bad language in Coloured schools.

Austerville - it was boring.

Austerville - I was no more comfortable in that school and I felt these schools were better than coloured schools.

The reasons for parents enrolling their children at a Model C(B) school can be grouped as follows:

- 2.4.1 Natural movement of families from one residential area to another has taken place, in some instances families have moved because of improved job opportunities, or because of promotion. But a certain trend of upward social mobility was discernable in their responses. The Group Areas Act had been abolished and families were moving into the former White residential areas.
- 2.4.2 The cost of private church-aided education was too expensive. Pupils also commented that the church school they were attending ended at either Std. 1 or Std. 2.
- 2.4.3 Many commented that they were dissatisfied with the standard of education at their previous schools.
- 2.4.4 By far the majority cited English as their prime reason for enrolling at a Model C(B) school. They wanted to be educated by English first language teachers, and it was important for them to mix with friends who are English first language pupils. This is the experience of Mrs Petra Smith, Principal of North Crest Primary a Model B school.

"North Crest is not the number one choice of our parents. They want their children to go to school with White children because these children can speak English to their children, and then they will learn English much more quickly. Even though the education they are receiving in this school is the same as they would get at a Model C(B) school the question still exists in the minds of some of our parents that the standard of education at North Crest could be inferior. We have learnt to live with this and the fact that we lose many of our better pupils to the Model C(B) schools." Petra Smith 7.09.95.

### 3. THE CORRELATIONS

The numerical data collected from the case survey was entered on the case survey schedule, paragraph 3.1. There were 107 respondents, from five schools in the Durban-Pinetown region. Schools were chosen fairly randomly, but with the intention to cover as wide an area as possible, viz. from the Bluff, along the Old Main Road to Pinetown and New Germany. Keys and codes used in the schedule are explained in paragraph 3.2.

#### 3.1 The Schedule

NO.	NAME	SCHOOL	AGE	STD	HOME LANG.	NO. OF YRS	FONCY	ASSMNT	COMMENTS
1	Allan	3	13	4	Zulu	7+	FO	A	
2	Amanda	1	10	2	Zulu	4+	FO	A	
3	Amanda	1	12	4	English	4	F	A	Mother is Zulu
4	Amanda	4	12	5	Zulu	1	FO	A	
5	Andile	3	13	4	Zulu	6+	FO	AA	
6	Andile	4	13	5	Zulu	5	FO	A	
7	Angel	2	13	5	Zulu	3	FO	AA	
8	Artwell	3	13	4	Zulu	6	FO	A	
9	Ayanda	1	10	2	Zulu	4+	FO	BA	
10	Ayanda	3	11	4	Zulu	6	FO	A	ex DET school
11	Azande	3	13	5	Zulu	7	FO	BA	
12	Azande	5	14	5	Zulu	5	FO	A	
13	Bayanda	3	13	5	Zulu	5	FO	A	
14	Bright	1	10	2	Zulu	1	I	BA	ex Umlazi L.P.
15	Buhle	1	10	2	Zulu	4+	FO	A	
16	Busi	1	9	2	Zulu	4+	FO	AA	ex Bushlands
17	Carol	5	13	5	Zulu	3	FO	AA	ex John Wesley
18	Carole	1	9	2	Zulu	4+	F	AA	Father a lecturer
19	Cecil	1	13	4	Zulu	4	FO	BA	Over-age
20	Charity	3	13	5	Zulu	1	I	BA	ex Clermont
21	Charity	5	12	5	Zulu	4	I	BA	
22	Constance	1	11	4	English	6	FO	BA	Zulu parents
23	Daliso	3	12	5	Zulu	7	F	A	
24	Dennis	2	14	5	Zulu	3	FO	A	
25	Happiness	3	11	4	Zulu	2	I	BA	
26	Henry	4	14	5	Zulu	4	FO	A	
27	Hillary	1	10	2	Zulu	2	I	BA	

NO.	NAME	SCHOOL	AGE	STD	HOME LANG.	NO. OF YRS	FQNCY	ASSMNT	COMMENTS
28	Ignatia	2	13	5	Zulu	5	FO	A	
29	Indira	2	13	5	Zulu	3	F	AA	
30	Jacob	5	15	5	Zulu	2	FO	BA	Over-age
31	John	1	10	2	Tswana	2	FO	A	
32	Khanyelihle	2	12	5	Zulu	4	FO	BA	Xhosa father
33	Khanyisile	1	11	3	Zulu	1	F	BA	
34	Kwenza	3	14	5	Zulu	4	F	BA	Claims to be bilingual
35	Linda	2	13	5	Zulu	7+	FO	A	Sotho father
36	Lindiwe	3	13	5	Zulu	4	FO	A	ex Clermont
37	Liziwi	2	13	5	Zulu	7+	F	A	
38	Londiwe	2	13	5	Xhosa	2	F	BA	Xhosa parents
39	Londiwe	2	13	5	Zulu	4	FO	AA	
40	Lorraine	1	12	3	Zulu	5	F	AA	Fluent in English
41	Lwyanda	4	13	5	Zulu	2	I	BA	
42	Lwazi	4	13	5	Zulu	5	FO	A	
43	Mandli	4	13	5	Zulu	4	FO	A	
44	Malusi	1	12	4	Zulu	4	FO	A	ex HOR
45	Manyana	4	12	5	Xhosa	5	FO	AA	Zulu mother
46	Mbanienhle	1	10	3	Zulu	2	I	BA	ex Umlazi
47	Mehluko	4	14	5	Zulu	6	FO	A	
48	Michael	2	13	5	Zulu	6	FO	BA	
49	Monde	3	13	5	Xhosa	7+	FO	BA	ex HOD school
50	Mongezi	1	10	3	Zulu	1	I	BA	ex Umlazi-
51	Morena	3	13	5	Zulu	7	F	BA	Multi-lingual - S. Sotho parents
52	Motlatsi	5	14	5	Sotho	5	FO	A	ex Lesotho
53	Nampumelelo	3	12	4	Zulu	6	F	A	
54	Namshe	3	12	4	Zulu	6+	F	AA	Xhosa mother, Zulu father
55	Nantokozo	2	12	5	Zulu	7+	F	A	Xhosa father
56	Ndalo	1	9	2	Zulu	4+	FO	A	
57	Nokulunga	1	10	2	Zulu	1	FO	BA	From a Zulu school
58	Nokwanda	1	12	3	Zulu	2	FO	A	Over-age repeated
59	Noluthando	2	13	5	Zulu	7	F	A	Xhosa father
60	Nomfundo	1	12	4	Zulu	1	I	BA	ex Umlazi
61	Nondumiso	5	13	5	Zulu	4	FO	AA	ex Umlazi
62	Onell	1	11	2	Zulu	1	FO	BA	ex KZ DEC

NO.	NAME	SCHOOL	AGE	STD	HOME LANG.	NO OF YRS	FGNCY	ASSMNT	COMMENTS
63	Orapet	1	11	3	Zulu	5	FO	AA	
64	Pearl	4	13	5	Zulu	7	F	A	
65	Peggy	1	10	2	Zulu	4+	FO	A	
66	Penelope	5	14	5	Zulu	7+	FO	AA	ex Convent
67	Phakeme	3	13	4	Zulu	5	FO	A	ex John Wes Finds Eng. hard
68	Phaphamani	3	12	4	Zulu	3	FO	A	Xhosa mother, Zulu father
69	Phumla	4	13	5	Zulu	3	F	AA	
70	Pinky	4	12	5	English	5	F	A	Swazi mother Zulu father
71	Portia	1	10	2	Zulu	4+	FO	A	
72	Portia	3	13	5	Zulu	7	F	AA	ex Waldorf
73	Princess	2	14	5	Zulu	5	F	A	
74	Princess	4	13	5	Zulu	2	F	A	Parents not fluent in English
75	Pumla	4	14	5	Zulu	2	FO	A	
76	Quinton	4	13	5	Zulu	3	FO	A	
77	Sabelo	1	11	2	Zulu	2	FO	A	
78	Sandile	2	13	5	Zulu	1	FO	BA	Xhosa mother
79	Sifiso	2	12	5	Zulu	7+	FO	A	
90	Silindile	4	14	5	Zulu	4	FO	A	
31	Sindiswa	4	12	5	Zulu	2	FO	A	
32	Sipho	3	12	4	Zulu	1	I	BA	ex Mukelani C.P.
33	Sitha	2	14	5	Zulu	4	F	AA	
34	Sithembile	1	10	2	Zulu	4	FO	A	
35	Skhumbuzo	1	10	3	Zulu	1	I	BA	
36	Siindile	4	13	5	Zulu	5	FO	AA	
37	Smangele	1	11	4	Zulu	1	I	BA	
38	S'nothile	3	12	4	Zulu	6+	FO	AA	ex John Wesley
39	Sthembiso	3	14	5	Zulu	3	FO	BA	ex Zakhele H.P.
40	Sweetboy	5	14	5	Zulu	2	FO	A	
41	Terrence	3	13	5	Zulu	6	FO	A	ex HOD
42	Thabane	5	15	5	Zulu	7	FO	BA	over-age
43	Thabani	2	13	5	Zulu	3	F	A	
44	Thabiso	1	12	4	Zulu	6	F	A	Fluent in English
45	Thabo	5	12	5	Zulu	5	FO	AA	ex John Wesley
46	Thandanani	5	14	5	Zulu	4	FO	AA	

IO.	NAME	SCHOOL	AGE	STD	HOME LANG.	NO OF YRS	FQNCY	ASSMNT	COMMENTS
17	Thembeke	3	12	4	Zulu	6	FO	AA	ex Johannesburg
18	Thembeke	4	13	5	Zulu	5	FO	A	
19	Thombile	4	13	5	Zulu	4	F	A	
00	Victor	5	12	5	Zulu	7	FO	AA	
01	Vukani	2	12	5	Zulu	1	FO	BA	Xhosa mother
02	Vuyiswa	1	10	3	Zulu	1	FO	BA	Speaks to mother
03	Xolile	2	13	5	Zulu	5	F	A	
04	Yolanda	1	11	3	Zulu	5	F	A	
05	Zaki	3	11	4	Zulu	6+	F	AA	
06	Zamambo	3	11	4	Zulu	6	F	A	ex North Crest
07	Zwakele	1	10	2	Zulu	2	FO	A	

### 3.2 Keys and codes used in the Schedule

#### 3.2.1 Schools

1. Van Riebeeck Park Primary School (Model B)
2. Sea View Primary School (Model C)
3. Lyndhurst Primary School (Model C)
4. Brighton Beach Primary School (Model C)
5. Ashley Primary School (Model B; formerly Model C)

#### 3.2.2 Number of years

Incomplete years have been rounded off.

A plus sign (+) indicates a pre-primary education through the medium of English.

#### 3.2.3 Frequency

I = infrequent use of English beyond the classroom, i.e. English too weak to communicate with friends.

F = frequent use of English beyond the classroom eg. to friends, family etc.

FO = friends only

#### 3.2.4 General Assessment

The assessment was made by the class teachers after the pupils had completed the questionnaire. The teachers were asked not to consult IQ sheets, or mark schedules. The assessment was a general assessment informed by the following question:

"How well is the pupil coping in class?"

A = average

BA = below average

AA = above average

### 3.3 Correlation of the general assessment and the number of years in the Model C (B) ESL-classroom

The global assessment was made by the respective class teachers after the pupils had completed the questionnaires. The teachers were asked not to consult IQ scores or mark schedules, but to make a global assessment based on the following question:

"How well is the pupil coping in class?"

This instinctive reaction to each pupil's global performance by the class teacher was scored on a three-fold assessment scale and set out in paragraph 3.2.4 above.

The global assessments are summarised in the following table:

ASSESSMENT	CODE	NUMBER
Average	A	53
Below average	BA	31
Above average	AA	23
<b>TOTAL</b>		<b>107</b>

Data was collected in respect of the number of years in the Model C(B) ESL classroom by asking the following questions:

"How long have you been at this school?"

As stated previously, the number of years in the ex-HoD and ex-HoR schools were added to their total number of years as ESL-pupils. A plus (+) sign indicates a pre-primary education.

- (a) Correlation of average assessments and number of years in the Model C (B) ESL-classroom:

STANDARD	NUMBER	RANGE (YEARS)
2	9	2 - 4+
3	2	2 - 5
4	10	3 - 7+
5	32	1 - 7+
<b>2 - 5</b>	<b>53</b>	<b>1 - 7+</b>

N = 23

Average number of years = 4,5

- (b) Correlation of below average assessments and number of years in the Model C (B) ESL-classroom:

STANDARD	NUMBER	RANGE (YEARS)
2	5	1 - 4+
3	5	1 - 2
4	6	1 - 6
5	15	1 - 7+
<b>2 - 5</b>	<b>31</b>	<b>1 - 7+</b>

N = 31

Average number of years = 2,8

- (c) Correlation of above average assessments and number of years in the Model C (B) ESL-classroom:

STANDARD	NUMBER	RANGE (YEARS)
2	2	4+ only
3	2	5 only
4	5	6 - 6+
5	14	3 - 7+
<b>2 - 5</b>	<b>23</b>	<b>3 - 7+</b>

N = 23

Average number of years = 4,8

**3.4 Correlation of general assessment and English language frequency in the Model C (B) ESL-classroom**

Data on the frequency with which the pupils used English as a medium of communication was collected by asking the following question:

"Do you speak English regularly to anyone other than your English teacher(s)?"

See paragraph 3.2.3 above

Responses from pupils in the Model C (B) schools were coded as FO unless the pupil's response indicated clearly that English was used frequently beyond the school environment.

If I had reason to suspect that a pupil's English communication skills were so weak that a meaningful conversation on the playground was not possible, I coded his frequency as an 'I', (infrequent).

NUMBER	FREQUENCY	ASSESSMENT	NUMBER
67	Friends only	Above average	15
		Average	37
		Below average	15
12	Infrequent	Above average	0
		Average	0
		Below average	12
28	Frequent	Above average	8
		Average	16
		Below average	4
<b>107</b>			<b>107</b>

From the analysis it is clear that a high correlation exists between the frequency with which English is used as a means of communication and the pupil's performance in the Model C (B) classroom. This confirms again the desire of many parents to be able to enrol their pupils at Model C (B) school as daily interaction with FLE-pupils considerably benefits the ESL-pupils.

A complex problem of explaining the poor performance of pupils who were given below average assessments in the "friends only" and "frequent" category exists here. Poor cognitive ability and/or historical disadvantage may be cited as possible factors for poor scholastic performance, but further attempts at explanation are purely speculative. It is of interest to note that no pupils

received an average or above average general assessment in the infrequent category. The same correlations at Bamabas Shaw were not highly significant as many of the pupils indicated "infrequent" for the English language frequency question. No clear tendencies could be discerned. These correlations however, do appear to confirm the perceptions of parents of ESL-pupils that interaction with FLE-pupils on the playground has significant advantages for the scholastic progress of their children.

#### **4. CROSS-CASE DISCUSSION**

##### **4.1 Introduction**

The case survey consisted of 107 cases, each case responding individually to the questionnaire I used to collect the data. This cross-case discussion will therefore discuss and analyse the data which was yielded by the survey, but the cross-case discussion will be extended to include the Abantwana and Bamabas Shaw sites in order to deal with the remaining issues as raised in paragraph 1 of this chapter.

**4.2** The case survey indicated that a positive correlation existed between the number of years an ESL-pupil was exposed to a Model C (B) education and general scholastic progress.

**4.2.1** In the light of what has been said in the preceding paragraph, we can conclude that a tendency exists for some ESL-pupils who are exposed to a Model C(B) education to produce work of an above average standard and that for some pupils it takes between 3 and 4,8 years for a pupils to be assessed as such.

**4.2.2** A similar tendency exists for some ESL-pupils who are exposed to a Model C(B) education to produce work of an average standard and that it takes between 1 and 4,5 years for such pupils to be assessed as being average pupils.

**4.2.3** In summary, 71% of the pupils surveyed were assessed as being either average or above average, and that the period of time from when they were first admitted to a school where the medium of instruction was exclusively English to the point where they were assessed as being pupils with average (or above average) coping skills ranged from 1 to 4,8 years.

**4.2.4** Some ESL-pupils were producing work of a below average standard after 2,8 years in a Model C(B) school. It is to be noted that some Std 4 and 5 pupils

who were exposed to FLE MOI in a Model C(B) (or similar) school were still assessed as below average after 6 or 7 years. As indicated earlier, analysis of this below average category is potentially speculative. Ellis and Tomlinson (1980) made a helpful observation when they pointed out that in some cases the problems of second language learners may never be satisfactorily resolved.

ESL-learners will never achieve complete native speaker competence. Even those who achieve a high level of competence will inevitably make "errors" and many ESL learners will never succeed in correcting the many faulty habits which they developed when they were young as a result of L1 interference and exposure to incorrect English (1).

Further analysis of below average performances by ESL-pupils would therefore not be helpful, particularly without the aid of more data.

- 4.2.5 While the case survey could not survey critical teaching, *per se*, it could be assumed that inasmuch as the teachers of this ex-department had been exposed to skills-based teaching and had been encouraged to teach critically for at least a decade, the 107 ESL-pupils surveyed in five Model C (B) schools would therefore also have been exposed to critical teaching in some form, and that of these 107 pupils, 71% were assessed as being average or above average pupils. When viewed together with the findings of the Barnabas Shaw site, this datum would clearly indicate the feasibility of critical teaching for the ESL-pupil, even in the absence of socio-economic privilege.

A further observation on "below average" pupils must be made. Below average pupils are situated in all classrooms, and we need to be reminded that "below average" does not necessarily mean the pupil is not critically conscious. What is being said here is that in the context of this research, and in particular the case survey, below average pupils who were able to think critically were not able to be identified.

- 4.2.6 The language frequency issue appears to be enigmatic. Because the Barnabas Shaw ESL-pupils did not hear much English beyond the classroom (despite their claims) the language frequency correlations were inconclusive. The case survey correlations for English language frequency indicated more clearly the positive influence of sustained interaction with FLE-pupils on scholastic progress. This

therefore tends to confirm the parents' instincts that their children would benefit from being educated alongside FLE-pupils.

### 4.3 Conclusions

4.3.1 If the Barnabas Shaw ESL-pupils were able to achieve critically without the advantage of daily beyond the classroom interaction with FLE-friends then the emphasis must devolve on the number of years the ESL-pupil has been exposed to English MOI, and this remaining influencing factor is the classroom. What happens in the classroom then is of prime significance in the awakening and development of critical thinking.

4.3.2 The teacher in the classroom ought to be a good role-model for English. The Barnabas Shaw case study made this abundantly clear, further confirmed by the case survey. The FLE-teacher has a more profound grasp of the English language and how to communicate critically than does the ESL-teacher.

What happens in the classroom would further include a critical scrutiny of curriculum content, critical processes and classroom pedagogy. The issue of the acquisition of materials suitable for each age group is also a vitally relevant factor in a discussion on conditions for critical teaching.

4.3.3 While the "English Second Language" route appears to be a more difficult option for pupils, it appears that parents are conscious of the wider socio-economic benefits for their children of the ESL-medium of instruction option. It is of interest to note the route which many Black parents have followed to gain access to the schools which had benefitted from the discriminatory policies of the Nationalist government. One can only assume that finance played a major role in the jagged route to either a private church-aided school or to a Model C (B) school. It is the very complex issue of funding of education which remains inextricably linked to the quality of the education offered.

One of the conditions for critical teaching is undoubtedly the availability of materials and facilities. The curriculum and classroom pedagogy cannot be divorced from the funding of schools.

4.3.4 Having identified some of the conditions for the successful introduction of critical teaching in the ESL-classrooms of schools from the more privileged sector of

our society, and it would appear, that the emerging Black middle-class families are availing themselves of an education which is perceived to be quality as well as affordable. The question that remains is how can these conditions for critical teaching be implanted in the many impoverished schools of KZN that are endeavouring to educate the majority of our pupils. The financial resources of these communities do not make it possible for large sums of money to be invested in education. This question of the reconstruction of education in the ESL-classroom of the disadvantaged sector of our society will be addressed in the next chapter.

## 5. REFERENCES

1. Ellis, R. and Tomlinson, B. 1988, Teaching Secondary English: a guide to the teaching of English as a second language. Longman, Essex, England, p.3.

## **CHAPTER 7**

### **1. INTRODUCTION**

1.1 To some extent the findings of this research have been scattered throughout the different chapters of this report. More specifically the conclusions emerged during the many cross-case discussions. It is the purpose of this chapter merely to draw together the various threads of the research, under the heading of the third research question, viz. "What conditions are required for the successful introduction of critical pedagogy in the ESL-classroom?"

1.2 The research was originally described as an exploratory case study, however, much of what has transpired since the research questions were first framed has been explanatory and hence in organising the conclusions of this research the theoretical concept "causal links" seems to hold some logic.

1.2.1 It is not unusual for large areas of different research strategies to over-lap; Yin says quite unequivocally that the boundaries between the strategies are not always clear and sharp (1).

1.2.2 As was evident from the cross-case discussions, many factors influence the teaching and learning which takes place in the classroom. These factors may also be described as variables, as the influence they exert on classroom behaviour may vary from one classroom, school or community to another. If a variable is changed, or removed altogether, a chain-reaction effect may result, and the pattern of the classroom behaviour affected, either positively or negatively. Viewed slightly differently, the variables are the links which are responsible for, or cause, certain patterns of behaviour in classroom pedagogy. They are the conditions which prevail in the classroom and because they can be manipulated classroom pedagogy can be influenced by the provision (or withdrawal) of material resources, skills, personnel, etc. (2).

### **2. THE CAUSAL LINKS**

#### **2.1 Conditions as links in the ESL-classroom**

It became clear from my observations, questionnaires and interviews that critical thinking was a feasibility in the ESL-classroom, but that poor language skills was a major obstacle to critical

thinking. The principals and teachers I spoke to were unanimous in this respect, though some hesitated on the issue of whether the pupils were able to translate their critical thoughts into words, others were more forthright in acknowledging that despite poor communication skills encouraging signs of a critical consciousness was evident in some ESL-pupils. Furthermore, it was also evident that in order to develop this innate critical consciousness, certain conditions had to prevail, in and around the ESL-classroom. These conditions were inextricably linked to each other, and it was obvious that it was only when all the links in the chain of conditions were in place that adequate language development was able to take place and confident critical responses emerge.

The research indicated that given the barriers of an English medium of instruction six conditional links had to prevail in the ESL-classroom and a further three in the environment of the ESL-classroom before critical thinking was possible for the ESL-pupil.

## 2.2 The First Link

This research indicated very clearly that Black parents considered an English medium education to be superior and that despite the difficulties their children would experience as ESL-learners there existed many advantages for their children in the academic and commercial world after school. Following on from this perception was the undisputed value of the teachers as a good role-model for English. Pupils model their own language on the language they hear; ESL-pupils do not hear much English beyond normal school hours and consequently their classroom experiences are of cardinal importance in the development of their language. Allied to the role-model link was the length of time a pupil had been exposed to English as a medium of instruction. The case survey indicated that the longer a pupil had been exposed to English as a medium of instruction, the greater the pupil's chances were at academic success as a result of the acquisition of more language. While not necessarily synonymous with academic achievement, it did appear that those ESL-pupils who were of average or above average academic ability were also critically conscious pupils. The interviews I conducted confirmed this causal link. Young ESL-pupils were commencing their school careers through the medium of English; the current thinking among principals and teachers being that younger children tended to learn a second language much sooner than older children. Pupils who made the transition to an English medium of instruction in Std 3 had not acquired sufficient language by the end of Std 5 to cope with the demands of secondary schooling. The FLE-teachers appeared to hold an added advantage for ESL-pupils in respect of their ability to model the language with greater confidence. A tradition of critical teaching did exist more among FLE-teachers from the former NED than from the other former departments, it could be assumed therefore that these teachers

would encourage critical thinking in the ESL-pupils as well. The first link then was a much earlier exposure to English medium of instruction than was previously the case, together with teachers who were good role-models for English.

### 2.3 The Second Link

The second link focuses on the curriculum and the production of curriculum materials. There seemed to be a common cry for materials, computers and photocopiers from the disadvantaged sector. The creative teachers who were actively developing their own curriculum materials in the more privileged schools had access to media centres, computers and photocopiers. The interviews I conducted indicated that really motivated teachers were those teachers who had been liberated from the stringent controls of an authoritarian curriculum. These teachers had been entrusted with the responsibility of developing a curriculum that would meet the needs of ESL-children who had suffered grievously as a result of the political upheaval in this province.

It was abundantly clear that the imposed curriculum became irrelevant in school situations where the development of English language skills varied considerably from one pupil to the next. The learning needs of the child had therefore to be placed before the curriculum, and hence responsibility devolved on individual schools to develop their own materials which would meet the needs of their particular pupil community. Viewed differently, the skills and processes of the curricula that are developed in the schools may not vary too much from one school to another, but the content varied considerably from school to school. Curriculum development at local school level implied continuous assessment, as this form of evaluation was more child-centred. For the Std 5 pupils of the former DET and the former KZDEC this will mean the complete phasing out of the Std 5 external examination. This exam not only appeared to take up much of the teachers' time and energy, but it also restricted them to the dictates of a syllabus.

With democracy becoming a reality to all members of society at grassroots level, I found a ready enthusiasm among the teachers I spoke to about participatory curriculum development, though a note of insecurity was detected as some teachers recoiled at the thought of being entrusted with the responsibility of constructing their own curricula. The second link focused therefore on the value of curriculum construction at local school level for the ESL-pupils. The most enthusiastic teachers were those who were actively involved in curriculum development, these were the teachers who inspired their colleagues, and whose pupils derived the most benefit from their dedication.

## 2.4 The Third Link

The research indicated that the pupils who were learning English by way of rules were learning the rules, but nothing else. They were not able to use the language. In my interviews I discovered a fairly wide-spread support for contextualised language teaching. While some teachers recommended thematic approaches, others were enthusiastic about literature-based approaches. What was obvious though was the enthusiasm of the teachers who had developed a curriculum based on a theme of their choice or a novel they particularly enjoyed. Critical skills cannot be taught in isolation, hence a theme or a novel must be the core of the critical curriculum, critical thinking will therefore not be a feasibility in the ESL-classrooms of the former DET, and the former KZDEC while the grammar-only approach is being taught. A literature-based approach is not bound by rules of syntax, the pupils are provided with the motivation to speak and to communicate. Socio-political themes, local content, African themes or other topics of interest can be explored in English, and pupils are drawn into critical discussion. Older pupils may be challenged to remain at school, because the issue of boredom may have been dealt with adequately. The literature-based approach does not deal with facts, but with concepts, ideas and theories. Thus the choice of the novel for development is very important, as the pupils and the teacher must be able to relate to the novel.

## 2.5 The Fourth Link

The theoretical analysis indicated the value of the oral component in the acquisition of language. The critical curriculum provided the pupils with the stimulus material for discussion, the content of their discussions had been problematised and inter-pupil dialogue ensued quite naturally. The pupils were using the language naturally, and it became a living language. The demand for vocabulary was supplied by the novel, so too the concepts and ideas that the pupils discussed. As the reading of the novel progressed, so too were the concepts of the novel encapsulated in model-sentences and with the appropriate vocabulary. The pupils were learning naturally and without rules of syntax and drills. The implementation of the critical curriculum did highlight the need for the supporting language skills, but not in isolation. Supporting language skills had to be problematised and pupils required to think about language. These supporting language skills tended to give the pupils a sense of security in the acquisition of the second language. Spelling, dictation and the building up of vocabulary were indicated as being particularly important, but also to be acquired in context and not by way of rules or rote. The need to acquire the use of key critical words was indicated during one of the interviews I conducted, eg "How do we know?", "Who ..?", "Why ..?" So too words which enable the pupils to uncover layers of feelings. The

point of departure for all the components of language acquisition was indicated to be the listening skills, (or listening comprehension).

Focused listening to a portion of the novel followed by directed multiple responses was found to be a highly successful approach in building up vocabulary and comprehension naturally and in a socio-political context. This finding interestingly confirmed the truth of Freire's dictum, "the word = reflection + action." The theoretical findings thus emphasised the importance of dialogue as problematised by the socio-political context of the novel, supported by relevant critical language skills before any written work was attempted. The importance of good listening comprehension skills was seen to be particularly valuable in the building up of concepts and vocabulary.

## **2.6 The Fifth Link**

The research findings revealed that critical thinking was a classroom-related activity which depended on the teacher's own critical consciousness. If the teacher probed, questioned and encouraged critical enquiry, the pupils would reciprocate in like manner. If the teacher made opportunities available during lessons for inter-pupil dialogue, then the focus of the lesson would shift from the teacher to the pupils. Critical thinking relied on process teaching which was concerned with thinking skills as well as an understanding of the processes, rather than mechanical reproduction of meaningless terms and facts. Critical thinking tended to focus on the individuality of the pupils. Each pupil's unique contribution was valid; what each pupil thought was important, so too opinions, rather than the display of factual recall of "the facts". Individuality in the context of critical pedagogy is juxtaposed by the choral-reply-phenomenon which was still much in evidence.

It was evident that critical thinking could be cultivated, and that it required a disciplined teacher to refrain from "giving the answers", and for pupils to become accustomed to classroom routines which required independent thinking strategies. But as was the case with the first link, this fifth link appeared to depend on the teacher's own commitment to pupil-centred classroom pedagogy and the manner in which he/she modelled critical thinking before the pupils. My observations led me to conclude that commitment and enthusiasm were essential ingredients for the success of critical pedagogy. The fifth link, therefore, focused on the teacher, and included not only the professional background in respect of training and experience, but a willingness to abandon the traditional position of the teacher as the undisputed purveyor of knowledge and to recede into the background in favour of problem-posing.

## **2.7 The Sixth Link**

The research indicated that a very definite perception existed among parents that there were distinct advantages for their children if they went to school with FLE-pupils. The case survey tended to confirm this tendency. The trend appeared to be for parents to enrol their children in the schools of the former HoR, or HoD where English was the medium of instruction and then to move across to either a Model B or a Model C school. Other parents followed the Model D, or the John Wesley Church-aided School route. These schools, together with a few Catholic Schools, are almost exclusively for ESL-pupils. My interviews revealed however, that many Black parents were not entirely satisfied until the family finances made it possible for them to enrol the children at a Model C (B) school. I encountered much interest in these schools among the Std 5 pupils of Abantwana.

The case survey correlations confirmed that the ESL-pupils did tend to develop English language skills more rapidly when they interacted with FLE-pupils on a daily basis. Critical thinking skills developed quite naturally once their language skills had developed adequately. The Bamabas Shaw language frequency correlations were somewhat blurred, this could have been as a result of the fact that the pupils communicated with each other in Zulu beyond the classroom.

My interviews also revealed that parents were keen for their children to be educated with children of all races. As one circuit inspector commented that, "it is not an ideal situation for pupils of one colour to be taught together, the (races) must be mixed, because we are educating them to mix in a multi-racial society when they are adults." The value of informal inter-pupil dialogue cannot be under-estimated. My observations confirmed quite unequivocally that when pupils and teachers of different races interact naturally in and beyond the classroom, then greater understanding and tolerance of each other's racial and cultural backgrounds will ensue.

The fear of the White teacher will be an unfounded myth. It will not be necessary to touch the White teacher to ascertain whether he is real or not. Racial integration will normalise relationships, particularly as pupils and teachers are liberated to enter into critical dialogue with each other.

## **2.8 The Wider Links**

The above links were all associated with the classroom and the curriculum. The research identified certain wider conditions which impinged on teaching and learning in the classroom. These wider links tended to facilitate the development of critical thinking. They were all

community related and may be viewed as the supporting community, or the supporting environment.

#### 2.8.1 The wider community

The neighbourhood, or community in which the pupil grows up in does influence and shape thinking strategies. Umlazi was not well-serviced by public libraries, museums and other centres of cultural interest. Neither were there sports fields and swimming pools which catered adequately for the needs of the population. The interview I conducted with Miss Heather Wilson, principal of Carrington Heights Junior Primary, raised the issue of families fleeing violence, children being raised in informal settlements, and the effects of poverty on the all-round development of the pupil. In some of these less-privileged communities, schooling is still viewed as a luxury, and hence parents do not consider enrolling their children at a school as being essential. When some of these out-of-school children do eventually enrol at a school their out-of-school experience seriously retards scholastic progress. These conditions were confirmed in my interviews with the circuit inspectors. Other sources indicated that some dwellings in Umlazi, and the informal settlements of the greater Durban Metropolitan Region were not serviced by basic facilities such as electricity, water and sanitation. Third World conditions such as these are not conducive to scholastic progress, let alone the development of a critical consciousness through the medium of a second language.

#### 2.8.2 The School Community

The Barnabas Shaw school was situated in a caring community, the church community as well as friends and sponsors of the school continued to support the school financially and in respect of expertise and labour. The facilities of the school certainly did appear to contribute holistically towards the pupils' perception of the world and their role as future citizens. Media centres, school halls, sports fields and pools, school gardens etc. are certainly not essential items for critical development of the children, but nevertheless, they contribute substantially towards informal learning and the building up of confidence and ultimately to the improvement of a pupil's feelings of self-worth. Given the long history of historical disadvantage the provision of extra-curricular facilities may indeed compensate to some extent for the injustices of the past. This certainly was my

observation at Barnabas Shaw, further supported by the interviews and the case survey. The extra-curricular facilities provided by the school community appeared to build up confidence in pupils which was transferred into the classroom and their approach to the curriculum. Socialization, racial interaction, character building by means of the school's sport and cultural curriculum were vital links en route to critical consciousness in the classroom.

### 2.8.3 The parent community

Ndalo did note the lack of supportive parents as one of her major problems. A mixed reaction to this question was gleaned from my investigation into this issue. Some respondents reported a total absence of parental support, other instances reported a healthy climate of support and interest in the scholastic progress of their children. The parents of many ESL-pupils were themselves not very well educated, in some instances they were illiterate (as was the case with one of my interviewees). The era of non-compulsory schooling for the black citizens of our country coupled with the provision of an inferior education for those who were at school has resulted in a legacy of a partially educated parent community who are not able to support their children as much as they would like to. Nevertheless, the study revealed that a culture of learning did exist among parents, and that parents were eager for quality in education and that they were prepared to pay for it. If it is true that the children echo the sentiments of their parents, then the following comment made by an astonished 11 year old ESL-pupil who was enrolled at a Model B school, accurately reflects the more discerning attitude towards education by the black parent community:

"Why do you want to go and teach in Umlazi? Those children don't have any knowledge!"

## 3. OBSTACLES TO CRITICAL TEACHING IN THE ESL-CLASSROOM

Many of the obstacles to critical teaching have emerged in the data analysis of previous chapters. Essentially these obstacles became evident in the marked contrasts between the Abantwana and Barnabas Shaw sites, and as confirmed and supported by the other data collection techniques employed in this study. The purpose of this paragraph will be to highlight the salient obstacles.

### 3.1 Discipline

The matter of discipline was raised with all participants and informants included in this study. The word "discipline" was intended to mean "pupil-discipline" but it soon became obvious to me that there were senior education personnel who understood this term to mean "teacher-discipline."

#### 3.1.1 Pupil-discipline

When the question of pupil-discipline was raised with Ndalo she said quite emphatically that they did not have discipline problems at Abantwana and that the pupils were very keen to learn. I couldn't agree more wholeheartedly. A class of 60 Std 5's did not add any more stress to my performance than some of the classes with approximately 45 pupils. But this is not a complete picture as the following quotations from my interviews with the circuit inspectors indicate:

"Pupil-discipline is something of the past, apartheid is now over and pupils are once again back in the classroom."

"One of the problems of the transition is the politicization of the children. There is violence in the schools, pupils-on-teacher and pupil-on-pupil violence. The parents have no control over the pupils, and we get no parental co-operation to stem the violence."

When the same question was put to teachers and principals in the "Model D" schools of the former NED and the Model C (B) schools which included ESL-classrooms, the answers were different. Many of the interviewees confirmed undisciplined pupils were a problem and they readily related this to the increase in the pupil-teacher ratio. Ndalo, while not relating the size of her classes to discipline, rated "over-crowded" classrooms as being one of the major problems in the schools of the disadvantaged sector. Group discussions at Barnabas Shaw worked very well, because the classroom was big, and pupils were grouped conveniently for group discussion. The pupils at Abantwana whispered to each other in pairs, or in groups of three or four. The whispered discussions were not problematic, but many teachers feel threatened and insecure when classes are large and undisciplined. Individual attention is not possible, and problem-centred dialogue is under threat.

One circuit inspector summarised his feelings as follows:

"We have the teachers, the classes are large, but we need classroom space; we need more classrooms."

### 3.1.2 Teacher-discipline

What I have described in this study as the "Ndalo-factor" troubled me. Why did my critical curriculum not succeed at Abantwana? Despite the degree of difficulty of the material, and the unfamiliar approach to language teaching, I still felt that more could have been achieved and this raised the possibility of a "Ndalo-factor".

The situation pertaining to teacher-discipline is best described by the circuit inspectors:

"We get lots of complaints from principals, the teachers get away with doing little work. Schemes of work are not prepared; they don't mark books, neither do they do daily preparation, let alone give exercises for homework."

"A stalemate exists, we are not welcome in schools, there is a teacher organisation that feels inspectors should not go out and inspect schools, we are welcome for any other reason, but not for inspection."

"The disruption of the schools by the teachers is a big problem. There is no commitments by the teachers to their profession. They don't report for duty, we are told not to interfere with the schools. We have no disciplinary arm it is a very difficult situation to deal with. SADTU has been working very hard to get the teachers back to the classroom for teaching."

Under these circumstances the three circuit inspectors were unanimous that a participatory curriculum would not work in the schools of the former KZDEC and the former DET.

Having read a draft copy of the Abantwana case study, a subject advisor for English Second Language with the former DET commented to me that my observations were "on track", she added that the size of classes, an availability of materials, etc. were not as obstructive to teaching and learning in the ESL-classrooms as were the attitude of the teachers to their profession. Commitment, care and loyalty to their work appeared to be lacking.

The "Ndaio-factor" was thus a major obstacle to critical teaching in the ESL-classroom.

### 3.2 Funding

The funding of education was not one of the goals of this study, but it became obvious that at a certain stage curriculum development and funding did overlap. My interviews indicated very clearly that the funding of education was another major obstacle at all levels of the education structure in the province.

#### 3.2.1 Physical facilities

I was told that the platoon system was still operating in Umlazi. Furthermore, if all the out-of-school children had to enrol at a school, the schools would be in a state of crisis. Circuit inspectors, principals and teachers were unanimous that the shortage of classrooms was a major obstacle in the provision of education. Other concerns included the provision of electricity, water and flushing toilets. It was also pointed out that the improvement of the security of the schools, particularly in the rural areas, would encourage FLE-teachers to accept posts at these schools.

#### 3.2.2 The curriculum

The Sounder critical curriculum was quite costly to produce, good artwork was seen to be an essential component of the critical curriculum. Art work together with computer time and printing were all expensive items. I held discussions with several publishers about the production of curriculum materials, and while there was a willingness to meet the demands of a new market, there appeared to be a hesitancy to invest in what appeared to be an untested market. The profit motive was an inhibiting factor. We are left to conclude along with schools such as Carrington Heights Junior Primary, Northcrest Primary and Rosburgh High School that the way ahead is to produce materials on site. Local school based materials will work for the schools concerned because teachers know the needs and capabilities of their pupils and only they can successfully produce good, reliable materials that will adequately develop the language skills of the ESL-pupils. School based materials need computers, photo-copiers and reference books and a wide variety of text books to produce new material. A literature-based approach (or a theme-based approach) to ESL-teaching is potentially costly.

There was agreement among all the participants that stimulating materials were urgently required, but that lack of funding tended to perpetuate the deadly text book approach.

Related to the curriculum was the matter of bridging classes and a Class 0. One circuit inspector I spoke to indicated that these type of classes were particularly necessary in the schools where there were many pupils who had experienced trauma as a result of violence, or where very disrupted schooling as a result of poverty, unequal opportunities had been experienced. The Class 0 would bridge the gap between home and school. Desirable as these types of classes may be, funds will have to be found to pay for teachers' salaries and specialised materials used in these classes. Suitable venues are also problematic.

The reconstruction and development of education in order to create a climate which is conducive to critical teaching and learning in the ESL-classroom is inextricably linked to the issue of funding.

### **3.3 Racial Integration**

**3.3.1** One of the main findings of this study was the value of the FLE-teacher for Second Language English teaching in the schools of the former KZDEC and the former DET. Practical and logistical problems make it impossible for the schools of the former NED to cope with all requests for enrolment from the townships, which means that FLE-teachers must be prepared to teach in the Black schools.

"..... likewise English must be taught by English-speakers; their accent, articulation and finer understanding of the language is not possible with a second language learner as a teacher." Circuit Inspector.

However, the same circuit inspector did raise the issue of the safety of these teachers. This is further confirmed by a comment made by Evangelist Jackson Tokwe, whose parish is situated in the Molweni area:

"White teachers must go and teach in the Black schools, but I'm afraid of the violence on the Whites, and not everyone is tolerant, some Blacks do bad things, even though the White teachers are trying to help us they will beat them up. Those closest to them will harm those teachers."

3.3.2 Allied to this was my experience of being a White researcher in an almost totally Black environment. Being an oddity did not concern me, but what concerned me more was the initial barrier of mistrust and suspicion of my motives that I encountered with all my contacts for access or appointments for interviews. I soon realised that it was incumbent upon me to make by Black colleagues feel at ease with my company. On the other hand, I was viewed by my White friends and colleagues as being brave because I was travelling into Black areas. These perceptions are not healthy as they are based on fear and prejudice of fellow citizens of the same country.

"We are all citizens of one country, we must work together towards one unified department of education, even if the transition is frustrating, we need to work together to make it work .... we have been living in separate societies for too long, we don't know each other very well, the situation we come from gives rise to fear and mistrust of each other's motives." Circuit Inspector.

My experience at Abantwana bore testimony to this. The pupils were initially fearful of me.

"Children learn fear and inferior feelings from us, they observe us, and they have an inferiority complex when they see the White man, they fear the White man and his expertise." Circuit Inspector.

3.3.3 If the situation of mutual fear and mistrust is an accurate depiction of the status quo as it exists at present in the province, then I believe that this obstacle is one of the major obstacles to the normalisation of education in the province. Furthermore, I have great sympathy for the anger which underpinned two remarks made to me in an interview by a circuit inspector.

"People must realise that the struggle did not end with the elections, the struggle for liberation in fact began with the elections."

In respect of funding:

"There is no money .... perhaps we have a case for taking from those who have to fund those who don't have."

At the time of writing the five former departments of the apartheid era are still operating as agencies and racial integration in the schools has not become a reality. Fear and mistrust and political stalemating appears to have retarded the unification of the five ex-departments, the appointment of FLE-teachers in Black schools appears to be very remote, and even more equally remote, the re-distribution of professional expertise. The lack of racial integration at all levels of the education structure of this province appeared therefore, according to the findings of this study, to be an obstacle in the normalisation of education and the establishment of an educational climate which is conducive to critical teaching in the ESL-classrooms.

To re-iterate a phrase from an earlier quotation, "we need to work together to make (the transition) work".

#### **4. RECOMMENDATIONS**

Problem areas and crises in education in post-apartheid South Africa abound. Decades of unequal funding and fragmented educational administration has bequeathed a legacy of accumulated problems and grievances to the new South African government. These problems in education will not be solved overnight; there are no easy solutions, and in writing these recommendations, I do not wish to create the impression that this study has been able to produce any "quick-fix" answers. Solutions, and especially good ones, all appear to be dependent on funding. In order to remain lucid in my recommendations, I will initially assume that the problem of funding does not exist but will then return to deal briefly and realistically with the issue of finance. Furthermore, while this study set out to examine issues relating to the curriculum, other non-curricular or political issues emerged which had an influence on the curriculum. These issues cannot be ignored and will be included in the recommendations.

##### **4.1 Political decisions**

Many of the problems which persist in the curriculum at present have their origins in political decisions, primarily as a result of the policies of the previous South African government. Similarly, the solutions to these problems exist in the ambit of the politicians and policy-makers of government.

- (a) One of the main conclusions of this study was the need to employ FLE-teachers in the ESL-classrooms of the schools of the former DET and former KZDEC. However, this

recommendation may never materialise until the national, provincial and local governments have successfully dealt with the matter of violence, and the safety of teachers. The issue of violence was raised repeatedly by various informants and its undermining affect on education should not be underestimated and in KZN this solution lies firmly in the hands of the politicians. This recommendation is an urgent appeal to politicians of all parties to work together to end the violence in our province.

- (b) Political stalemating has retarded the process of integration in education in KZN. The integration of the five former departments of education has yet to be accomplished. No meaningful integration of teachers has taken place at the local level of the school. Some of the classrooms have been multi-racial since 1991 but the staffrooms of these schools, as too the staffing of the respective head offices of the former departments themselves, remain unchanged. Integration of staff appointments at all levels will bring about a more intimate understanding of the needs and aspirations of the various racial groups in our province. Suspicion and misunderstanding of each other's motives will inevitably slow down the process of unification and ultimately delay the reconstruction and development of education in KZN. Teaching and learning in the classroom will suffer even more and particularly those being educated in less privileged communities, will continue to be exposed to inadequate standards of learning. This recommendation then is a call for politicians to unify the structures of education so that a non-racial and unified department may be achieved speedily.

## 4.2 Facilities

Concern was expressed at the over-crowding of classrooms and the effect that large classes had on pupil discipline. Effective teaching and particularly teaching of a dialogical nature is seriously inhibited when classes are large and undisciplined. The question was also raised about the availability of classroom space should there be an influx of enrolment from the very large out-of-school population. The research also noted the importance of the aesthetic appearance of a school for a pupil's self image and feeling of belonging. Related to this, was the need to attend to the supply of services such as electricity, water, sanitation and telephone communication. The need for photocopiers, typewriters and computers was frequently mentioned. The absence of school secretaries in schools in the disadvantaged communities was also noted.

- 4.2.1 This recommendation calls for an urgent redress of the imbalance which exists in the grounds and buildings of the schools of this province, and in particular in the supply of basic services to those schools.

- 4.2.2 This recommendation also calls for the immediate re-commissioning of all facilities vacated by the former NED and that they be utilized exclusively for the purposes of alleviating the problems of over-crowding in the schools of neighbouring townships (3).

#### 4.3 Critical teaching

The "Ndalo factor" was identified as being one of the major stumbling blocks to critical teaching in the schools of the disadvantaged sector of KZN. Recommendations will be made firstly in respect of the curriculum, and then in respect of administration.

- 4.3.1 The curriculum currently being used in the schools of the former DET and KZDEC does not foster critical thinking, and it is recommended that consideration be given to the revision of this curriculum and that critical content, critical processes, and critical thinking skills feature prominently in the new document, and that continuous assessment feature as the primary means of evaluation.
- 4.3.2 A further elaboration of this recommendation is that the new curriculum document be constructed in such a manner that teachers at local school level be accorded the opportunity to develop the literary or thematic content of their curriculum.
- 4.3.3 The subject advisory service currently operating in the various ex departments of the province, are very understaffed. Frequent contact with teachers is therefore not possible. It is recommended that staffing be raised to a more feasible teacher/ subject adviser ratio. It is also recommended that subject advisers with senior primary experience be appointed. The senior primary phase is an integral unit, and secondary school methodology is not acceptable in this phase. Thus a strong appeal accompanies this recommendation that the pattern of secondary school/subject-based appointments be reconsidered in favour of senior primary personnel.
- 4.3.4 The re-training of teachers from the disadvantaged sector into the functioning of a critical classroom pedagogy, together with a participatory curriculum, will undoubtedly take many years. A multi-faceted approach is thus recommended. The familiar route of in-service courses and workshops has limited value as very

little follow-up is possible. Teachers have poor communicational resources at their disposal and the initiatives of the workshops often flounder once teachers return to teach without daily support and encouragement. It is recommended therefore that the FLE-teachers of the Model C (B) schools be drawn into the field of curriculum development in respect of networking. Curriculum material can be developed by mutual sharing of facilities and expertise of schools in the same locality. These "curriculum circles" could be co-ordinated by a subject adviser, the modus operandi being primarily the production of materials, but teacher exchanges (one teacher observing while teaches material jointly produced) as an additional function of the curriculum circle. These circles will ensure more frequent contact between teachers who have experienced education in vastly different contexts, and increased contact will undoubtedly facilitate understanding of each other's problems.

It is recommended therefore that these curriculum circles attend to the details of the implementation of the critical curriculum, and that the imbalance between the previously advantaged schools and the previously disadvantaged schools be redressed by means of the redistribution of the accumulated expertise of the Model C (B) teachers.

#### **4.4 Administration**

This study noted with concern the strained relationship which existed between the schools and the inspectorate. It was noted that no disciplinary procedures exist in the administration of the schools of the former KZDEC and DET which can be implemented against teachers who are guilty of unprofessional conduct. Administration and discipline was not the purpose of this study, however, should a professional work ethic not prevail in the classroom, any initiatives implemented towards a critical classroom pedagogy (or any other pedagogy) developing in the ESL-classroom will be to no avail. It is recommended that urgent attention be given to restoring the trust which appears to have been lost between the inspectorate and the teachers, and further that the education department develop a professionally managed disciplinary code for teachers.

#### **5. CONCLUSION**

As stated previously, the success or failure of the curriculum is determined by numerous non-curricular influences. This study investigated the feasibility of critical pedagogy in the ESL-classroom, but many other issues emerged which did not fall within the scope of this study. In

concluding I will make brief reference to some of these issues in the hope that other researchers will give consideration to developing these final recommendations for future research projects.

### **5.1 Funding**

The very complex matter of funding education if not adequately addressed, could have a crippling effect on teaching and learning in the classroom. Funding is a matter which relates to school governance and administration, but it has its origins with the political persuasions of the politicians. This study identified the need for judicious funding of education, particularly in the disadvantaged sector.

### **5.2 Out-of-school children**

The very special educational needs of the out-of-school children will have to be addressed. The funding of bridging classes and pre-primary classes, with the out-of-school child in mind, will have to be thoroughly researched. How do you integrate a 12 year old into school who has not spent a single day in a classroom? The curriculum of the bridging classes will require careful research.

### **5.3 English medium of instruction: class i**

While the study did identify the notion that English MOI was a desirable option for parents and teachers, and that in some instances as early as class i, the question arose about the influence of English on the child's mother tongue, particularly if little or no teaching was being received in the child's home language. The feasibility of English MOI at class i level will also need to be researched by specialists in this field.

### **5.4 Discipline**

As outlined in paragraph 4.4 above, the matter of pupil-discipline and teacher-discipline will require research, particularly in the context of human rights and the democratisation of South African society. Codes of behaviour and acceptable norms and standards for pupils and teachers will need to be researched. Lawlessness and lack of respect for order and authority in our schools is anti-dialogical and will not further the cause of critical pedagogy. Careful research will be required.

## 5.5 Vale

A culture of learning does exist in the disadvantaged schools of our society. This is clearly encapsulated in one of the most memorable comments heard at Abantwana:

"Please come and teach us, we don't have a teacher."

Yet, ironically, this culture of learning is thwarted by insurmountable obstacles encapsulated in yet another memorable comment addressed to me in Umlazi:

"Why do you want to come to Umlazi? Don't you know they will kill you?"

Needless to say I lived, and so too must future initiatives into the reconstruction and development of the education of our people.

## 6. REFERENCES

1. Yin, R.B. 1994, Case Study Research design and methods. Second Edition. Sage Publications, Thousand Oaks, California, p.4.
2. Ibid., p.110.
3. An illustrative case is the closure of the Geloft Primary School in December 1994. Situated centrally in Pinetown, this school building could probably accommodate 600 pupils. Easy access to trains, buses and taxis would make this site accessible to pupils living in the townships to the north and the south of Pinetown. Very large pupil-teacher ratios were reported in a snap survey conducted by me in December 1994, (see Table 12, page 19); many unemployed teachers would have been able to fill any posts created at a school situated in central Pinetown. The former NED was approached, their reply was as follows:

"In view of the merging of the five education departments in Natal into one later this year, the Natal Education Department is no longer re-commissioning closed schools into "Model D" schools. This is now the task, or will be the task, of the new KwaZulu/Natal Education Department. May I suggest you approach the relevant authorities in the new department." 31 January 1995.

No reply was received from the Education Department in Ulundi. The building is currently being used to accommodate a college.

Many other under-utilised buildings exist in the province.

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## **ANNEXURE 1**

### **THE CRITICAL CURRICULUM**

The page numbers of the main thesis has been suspended with this page in favour of the original page numbers of the critical curriculum. Page number 224 of the thesis is therefore Annexure 2.

# SOUNDER

By W. H. ARMSTRONG



A WORK BOOK FOR THE PRIMARY SCHOOL

Key to symbols used in this book:

**Listening Skills**



**Communication skills (dialogue)**



**Problem-solving/posing Skills**



**Comprehension Skills**



**Communication Skills (writing)**



**Information-gathering Skills**



UNIT	REFERENCE	ACTIVITIES	PAGE
0	Author's Note	Introduction Discussion Vocabulary 1	1 2 3
1	9-17	Spelling 1-4 Dictation 1 Discussion Listening Skills 1 Poetry/Discussion/ Writing Comprehension 1	3 3 4 5 6
2	17-22	Spelling 5-8 Dictation 2 Vocabulary 2 Deletion Exercise Writing Finding Information Cause and Effect	6 7 8 9 10
3	23-29	Spelling 9-12 Dictation 3 Americanisms Listening Skills 2 Précis Writing Comprehension 2	11 12 13
4	29-35	Spelling 13-16 Dictation 4 Listening Skills 3 Research/Writing Vocabulary 3 Writing	16 17 18 20 21
5	36-43	Spelling 17-21 Dictation 5 Vocabulary 4 Comprehension 3 Letter Writing	21 22 23 24
6	44-52	Spelling 22-25 Dictation 6 Discussion Language Comprehension 4 Language	24 25 25 27 28

UNIT	REFERENCE	ACTIVITIES	PAGE
7	52-57	Spelling 26-27	30
		Listening Skills 4 Language	31
8	58-65	Spelling 28-31	32
		Dictation 7	
		Drama	33
		Writing/Opinion	35
		Sequencing	36
9	66-70	Spelling 32-34	37
		Dictation 8	
		True or False	
		Vocabulary 5	38
		Discussion	39
		Writing/Shaped poems	
10	71-82	Spelling 35-38	40
		Dictation 9	
		Listening Skills 5	
		Discussion	41
		Language	42
		Comprehension 5	43
11	83 - end	Spelling 39-43	44
		Dictation 10	
		Discussion	
		Writing	45

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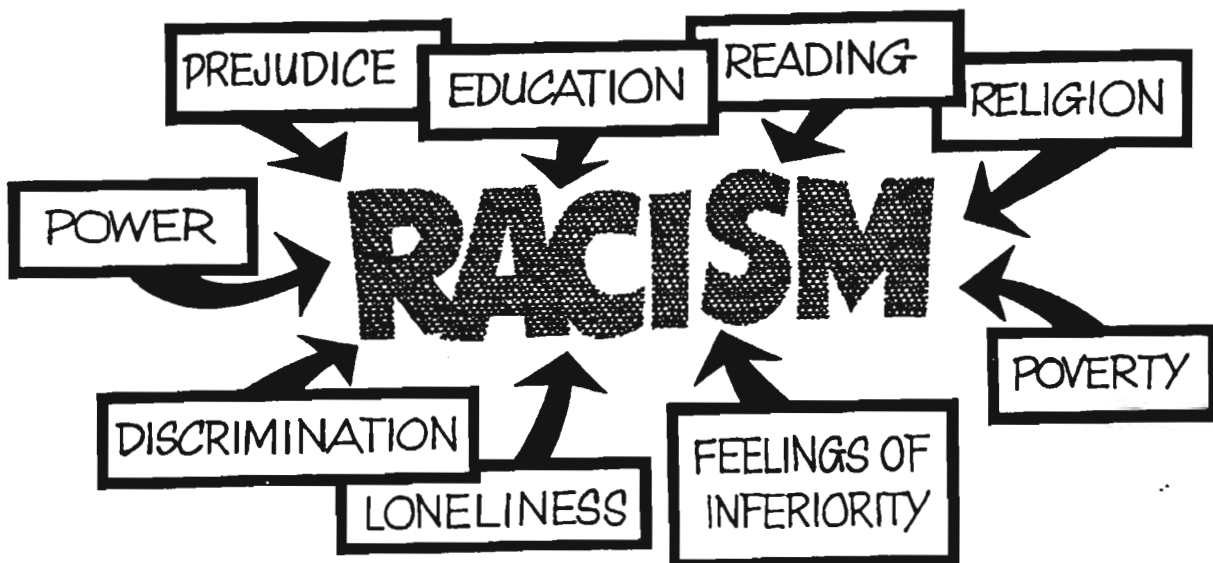
UNIT 0BEFORE WE READ

Consider the question "what is racism?"

The novel is about racism as experienced by an American Negro family living in the Green Hill district during the early years of the 20th Century.

Here are a few themes from the novel represented in a diagram.

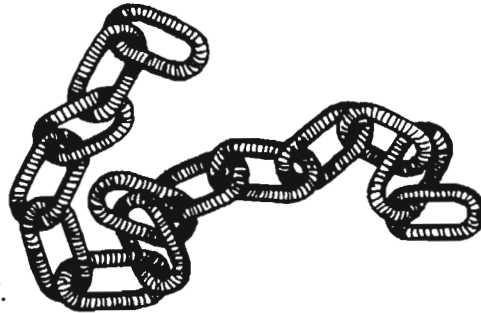
Note that all the themes can be linked to racism.



Try to remember these themes and look back to the diagram as you read.

*A man keeps like his love,  
his courage dark.  
Antoine de Saint-Exupéry*

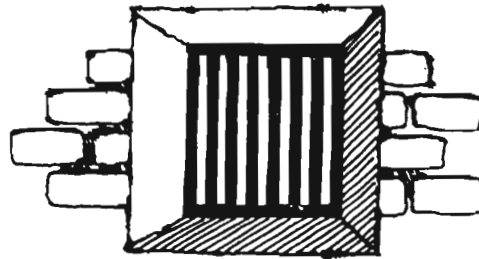
Read these paragraphs taken from speeches made by two famous leaders who campaigned against racism.



Discuss these paragraphs with your teacher.

1. **Martin Luther King** was a leading campaigner for equal rights for American black people. In 1963 he made this famous speech:

So I say to you my friends that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed - we hold these truths to be self-evident, that all men are created equal ..... I have a dream my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today! (*The Essential Writings of Martin Luther King Jnr.*)



2. **Nelson Mandela**, President of the Republic of South Africa, was a leading activist against apartheid before he was sentenced to prison in 1964.

This speech was taken from his address to the court during his trial for treason.

**The split between black and white is what Nelson Mandela has spent his life fighting against.**

During my lifetime I dedicated my life to the struggle of the African people. I have fought against white domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony with equal opportunities. It is an ideal which I hope to live for, and to see realized. But my lord, if needs be, it is an ideal for which I am prepared to die. (*Nelson Mandela speaking to a South African court at his trial for treason in 1964.*)

Read the author's note, and do Vocabulary 1.

Why did the story remain yet the buildings and the furniture all changed and disappeared?

## VOCABULARY 1

Match these new words with the meanings provided. Re-write correctly into your books. You may need a dictionary for some of the less familiar words.

1. another name for a church	Negro
2. a furred, bushy-tailed American nocturnal, carnivorous mammal	Homer
3. he wrote about Greek gods and goddesses	share-croppers
4. David, Elijah, Psalms and Moses	raccoon/coon
5. a tenant farmer who pays his rent with a part of his crop	Aesop
6. stories written by this man had talking animals in them; all the stories have a moral	meetin' house
7. the black-skinned people of America	Old Testament

## SPELLING

### UNIT 1

### CHAPTER 1

pages 9 - 17

1	2	3
shiver shivering silent motion motionless scattered	wasn't couldn't it's that's they're won't	listen muscles puncture precise precision excited

4	1
neighbour whimper lonely loneliness afraid whisper	<p><b><u>DICTATION</u></b></p> <p>He wondered where his father had gone without Sounder; they always went together at night. He heard the thump, thump, thump of Sounder's paw hitting the underneath side of the porch as he scratched at a flea in his short tan hair.</p>

## DISCUSSION



Look at the dictation passage on page 17 again.

1. Where do you think the boy's father had gone?
2. Do you think he went out hunting?
3. Do you think it is significant that Sounder did not go with the father on this night-time outing?
4. What do you think is likely to happen next?

How well did you listen?

pages 14 - 17 ("Inside the cabin ..... anymore.....")

Once you have read these pages do the following exercise without referring to the story again.

### LISTENING SKILLS 1



1. During supper the boy's parents talked
  - (a) about the day's work
  - (b) the boy's education
  - (c) about ordinary things
2. The reason given for poor hunting was
  - (a) that the coons had moved south
  - (b) that all the coons had been hunted by the poor share-croppers
  - (c) coons usually hibernated during winter
3. Sounder's master sat
  - (a) in front of the stove for a long time
  - (b) behind the stove for a long time
4. The walnuts were cracked with a hammer on a flat rock
  - (a) True
  - (b) False
5. Stories from the meetin' house
  - (a) encouraged the boy to go to church
  - (b) took away night loneliness
  - (c) helped to comfort the boy while his father was away
6. At night the cabin was surrounded by darkness. We know this is true because in the story it says
  - (a) that not many houses in those days had electricity
  - (b) that lamps did not have very bright lights
  - (c) that the edge of the cabin walls was where the lamp light ended
7. The family earned extra money from
  - (a) the washing the mother did for people who lived in a big house
  - (b) the mending the mother did for people who lived in a big house
  - (c) domestic work the mother did in a big house
8. The father and Sounder went out together at night
  - (a) frequently
  - (b) always
  - (c) seldom

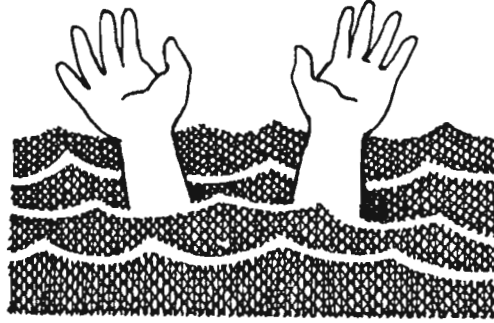


## LONELINESS

Have you ever been lonely?

Why are people lonely?

At what time of day or night do people most frequently feel lonely?



Here is a poem, it doesn't appear to be a poem on loneliness but eleven year old Christalla Phillips says the poem is good because it is well written and it has a clear meaning. Loneliness is something which many people suffer from but either don't admit it, or do admit it and no one realises. This is not a very happy poem, but it describes something that most of us do not understand properly unless we are actually victims.

### ***Not Waving but Drowning***

Nobody heard him, the dead man,  
But still he lay moaning:  
I was much further out than you thought  
And not waving but drowning.

Poor chap, he always loved larking  
And now he's dead  
It must have been too cold for him his heart gave way,  
They said.

Oh, no no no, it was too cold always  
(Still the dead one lay moaning)  
I was much too far out all my life  
And not waving but drowning.



***Stevie Smith***

Do you agree that it is a poem about loneliness?

From what you have read in Unit 1 would you say the boy and his family was like the man in the poem, "not waving but drowning"?

**Write your own poem (or short paragraph) on Loneliness**

Don't forget your poem must have feeling. Your feelings!!!



**COMPREHENSION 1**

Reference page 12

"What the boy ..... blanket linings"

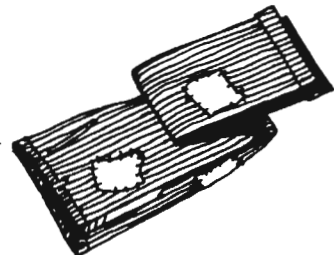
1. Was Sounder a handsome dog? Give a reason for your answer.
2. Was Sounder a pure-bred dog? Quote a line or a phrase from the passage in support of your answer.
3. What features of the dog demonstrated his bulldog ancestry?
4. (a) What animals were shaken from the trees?  
(b) How did Sounder grip these animals?
5. (a) What was wrong with the man's hands? Use a dictionary.  
(b) Why were his hands like this?
6. What did the family buy from the earnings of the nightly hunt?

**SPELLING****UNIT 2**

pages 17 - 22

5	6	7
window remember remembered double whistle squeeze	squeezed sausage flour biscuits humming hummed	grease cotton boiling scythe kettle branches

8	2
overalls checks checkered patched lonesome basket	<b><u>DICTIONATION</u></b>  When the woman had patched the tom place, she got the walnut basket, folded her apron in her lap, and began to pick out the golden brown kernels. The boy thought she would sing, but the rocker only moved enough to squeak.



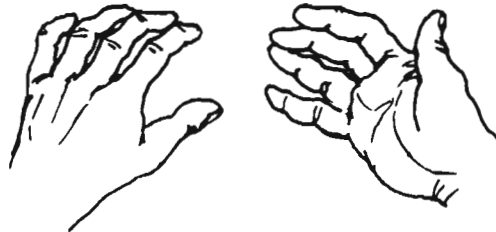
## VOCABULARY 2

Match these new words with the meanings provided. Re-write correctly into your books. You may need a dictionary for some of the less familiar words.

1. an American marsupial (feigns death)	calloused
2. people who are in a building to worship God	quarry
3. hardened, horny, hard skin	walnuts
4. the part that may be eaten or used on a hard-shell nut or fruit	addled
5. a nut; shells that are boat-shaped	congregation
6. rotten, muddled, crazy	kernels
7. the object of pursuit; the prey	opossum (possum)



## DELETION EXERCISE

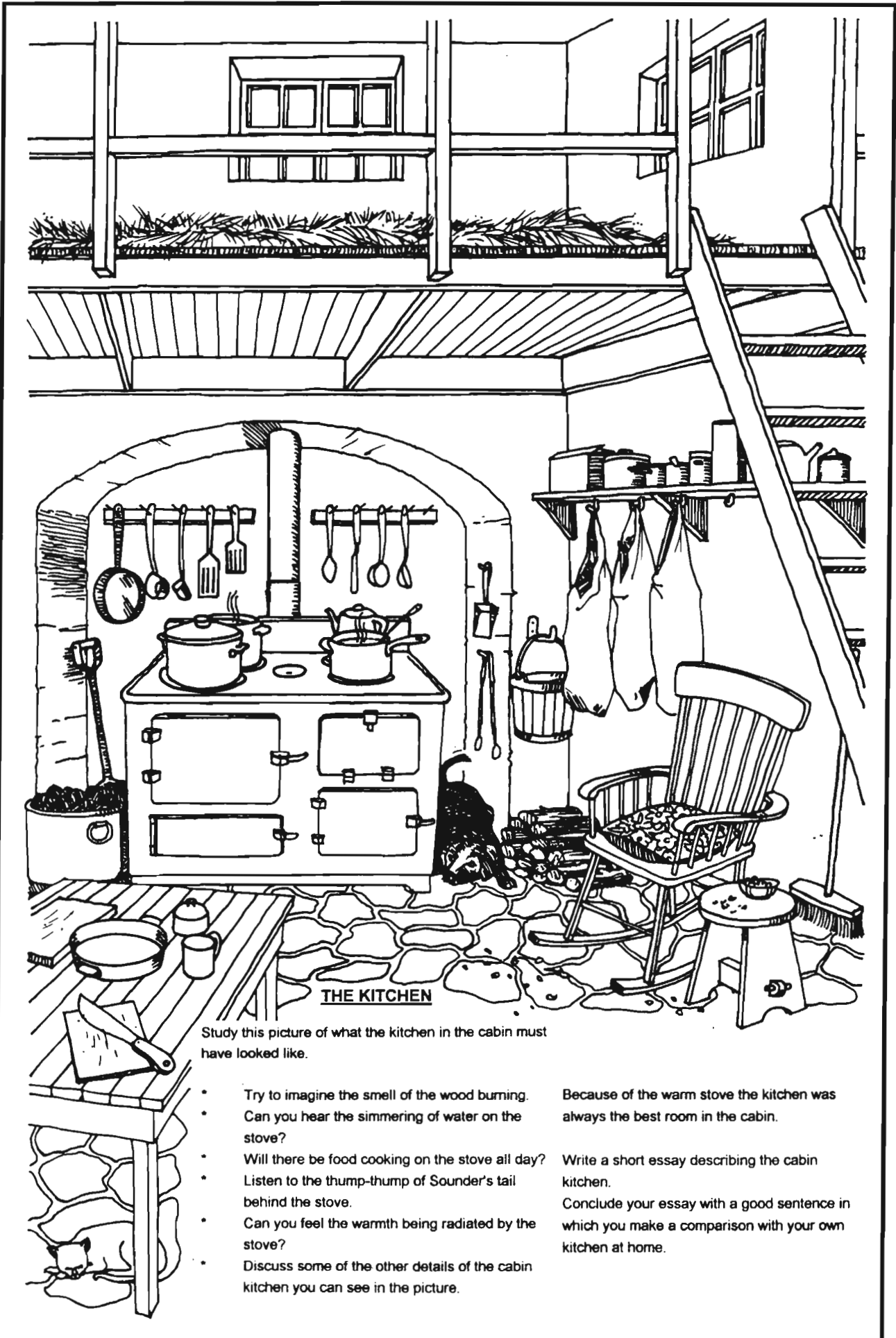


Read through this passage in your groups (or in pairs), decide on what you think is the best word for each space.

Write down the letter and the word of your choice.

Once you have finished, compare your choices with the original words of the author on page 18.

He stood .....a..... to the warm stovepipe, turning one cheek and then the other to its ..b... warmth. He circled his arms in a wide embrace around the pipe and ...c.. his hands together. The ...d... ran up his sleeves and down and over his ribs inside his shirt and ...e... inward through his whole body. He pulled in deep breaths from ...f... the stove to catch the steam ...g... from under the kettle's lid as it bounced up and ...h..., breaking the rhythm of the ...i.. that went *lob, lob, lob* on the ...j... of the fast-boiling pot.



**THE KITCHEN**

Study this picture of what the kitchen in the cabin must have looked like.

- Try to imagine the smell of the wood burning.
- Can you hear the simmering of water on the stove?
- Will there be food cooking on the stove all day?
- Listen to the thump-thump of Sounder's tail behind the stove.
- Can you feel the warmth being radiated by the stove?
- Discuss some of the other details of the cabin kitchen you can see in the picture.

Because of the warm stove the kitchen was always the best room in the cabin.

Write a short essay describing the cabin kitchen.

Conclude your essay with a good sentence in which you make a comparison with your own kitchen at home.

## FINDING INFORMATION

"Sounder wasn't much to look at, half bulldog, half hound, but his voice was a glory, and so was his faithfulness".

But these dogs are different:

Afghan Hound	Collie (Rough)	Labrador Retriever	Somoyed
Airedale Terrier	Corgi (Cardiganshire)	Lakeland Terrier	Schnauzer, Miniature
Alsatian (German Shepherd)	Corgi (Pembroke)	Maltese	Scottish Terrier
Basenji	Dachshund (Standard and Miniature)	Newfoundland	Sealyham Terrier
Basset Hound	Dalmatian	Norwich Terrier	Shetland Sheepdog
Beagle	Doberman	Papillon	Shitzu
Bedington Terrier	Elkhound, Norwegian	Pekingese	Springer Spaniel (English)
Border Terrier	English Setter	Pointer	Staffordshire Bull Terrier
Boston Terrier	Fox Terrier, Smooth Haired	Pomeranian	Welsh Terrier
Boxer	Fox Terrier, Wire-Haired	Poodle (Standard, Miniature and Toy)	West Highland White Terrier
Bulldog	Golden Retriever	Pug	Whippet
Bull Mastiff	Great Dane	Pyrenean Mountain Dog	Yorkshire Terrier
Bull Terrier	Greyhound	St. Bernard	Other
Cairn Terrier	Griffon Bruxellois	Keeshond	
Cavalier King Charles Spaniel	Irish Setter		
Chow Chow	Irish Terrier		
Cocker Spaniel	Irish Wolf Hound		

1. Why are these dogs different?  
Discuss with your teacher.
2. Choose a breed of dog that you find interesting from the list above.
3. Find information on your dog.  
You may have to visit your nearest library. If your school doesn't have a library. Speak to the librarian and she will help you find the right kind of books. Remember, encyclopaedias are also very useful.



4. Your task will be to teach the class about the dog you have chosen.

Keep these questions in mind when you look for information.

- (a) In what way is your dog different from Sounder?
- (b) What are the historical origins of your dog?
- (c) What were these dogs used for?
- (d) Find information about the size of the dog, the colour of its coat, feeding, breeding etc.
- (e) Why was the book called Sounder?  
Is it a story about a dog?

**Enjoy teaching your own class! Remember to end your oral by trying to answer question (e)**

### CAUSE AND EFFECT

Something happens and then something else happens  
(cause) (effect)



Match each cause with its correct effect.

Write the correct number in each block

Now write one sentence for those pairs of sentences using the phrase "..... and therefore ....."

CAUSE		EFFECT
1. The kettle had boiled all day.	<input type="checkbox"/>	The boy was teased at the house.
2. The boy's mother was worried.	<input type="checkbox"/>	There were dead leaves and poplar branches.
3. The boy couldn't read.	<input type="checkbox"/>	The windows of the cabin stayed steamed up all day.
4. The boy's trousers were patched at the knees.	<input type="checkbox"/>	The boy was lonesome.
5. It was winter and the wind had been blowing.	<input type="checkbox"/>	The mother was humming.

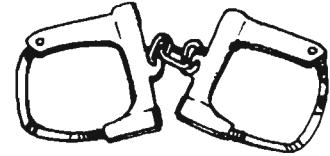
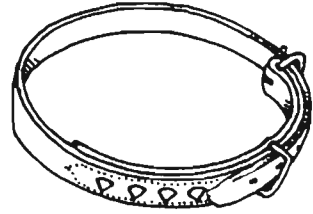
You may wish to check your answers by referring to pages 21 and 22.

**UNIT 3**

pages 23-29 ("The road ..... to look back")

**SPELLING**

9	10	11
patches thread curious curiosity Saturday edge	rattle rattled confusion handcuffs swear swore	mongrel appearance ache strangle struggle reins



12	3
lost lose losing tear tore tom	<b>DICTION</b>  The appearance of the horses and the added confusion of people coming from the cabin roused Sounder to new fury. The boy felt his knees give. His arms ached, and his grip on the dog's collar was beginning to feel clammy and wet.

**AMERICANISMS**

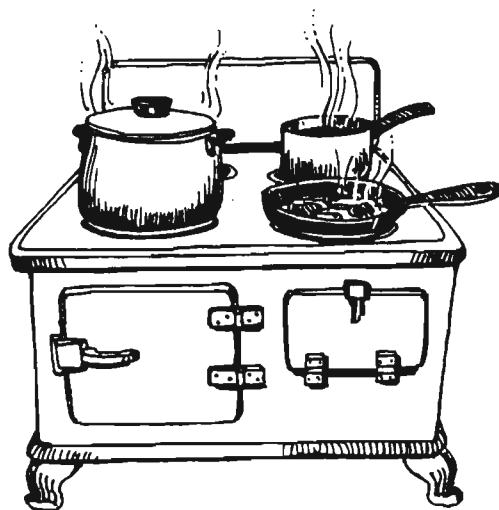
This means the sound of the English used by the American people. We sometimes call this American slang.

When we write these Americanisms we use many commas to represent the accents.



Rewrite these words out in full:

thievin'	gotta
cookin'	ain't
movin'	nothin'
meetin'	gonna
hearin'	goin'



How well did you listen?

Souder pages 23 - 27 ("..... followed behind the wagon.")

Once you have read these pages do the following exercise without referring to the story again.

## **LISTENING SKILLS 2**



1. The fields and brushlands appeared to be joined by  
(a) bushes      (b) fences      (c) stalks
2. The children weren't allowed to walk further than the pine clump  
(a) True  
(b) False
3. The police arrived  
(a) two days after they ate ham bone and sausage  
(b) three days after they ate ham bone and sausage  
(c) five days after they ate ham bone and sausage
4. The sheriff kicked the stool across the room  
(a) True  
(b) False
5. The click of the handcuffs  
(a) made him realise his father was going to prison  
(b) reminded him of an unpleasant scolding  
(c) made him start crying
6. The first man unbuttoned his coat  
(a) to show who he was  
(b) because it was hot in the kitchen  
(c) to show that he had a weapon
7. The police arrived in the  
(a) morning  
(b) afternoon  
(c) later afternoon  
(d) night
8. The family knew Souder was near because  
(a) they could hear barking  
(b) he was whining outside  
(c) they heard scratching at the door

## PRÉCIS WRITING



A précis is a summary or a shortened version of a longer piece of writing.

A précis must contain the same ideas as the original writing, but all the details are omitted.

A good précis is preferably written in the précis-writer's words using only essential terms and phrases from the original writing.

### HOW TO PROCEED

- A. Read the text of Slaves Spirituals and the Great Awakening a few times.
- B. Discuss the content of these paragraphs with your friends and your teacher.
- C. Without referring to the text again, write down some of the key words from each of the three sections.
- D. Now use your key words and write a few key sentences.
- E. Once you have done this, write a short paragraph of about 100-120 words that is based on your key words and sentences. This will be your précis.

**N.B.** This is not an easy exercise, so don't be disappointed if you are not successful on your first attempt. Précis-writing is an important language skill to learn if you are going to be good students at high school. Good luck!

Swing low, sweet char-l-i - o

My Lord, what a morn-in!

My Lord, whi

Swing low, sweet ch

Mmm

my Lord, what a morn-in' When the stars be-gin

Swing lo

Swing

*slightly faster*

Alto solo

1. You'll hear a sin-ner mourn,
2. You'll hear a sin-ner pray,
3. You'll hear a Chris-tian shout, To ...
4. You'll hear a Christian.

You gotta walk that lonesome valley  
 You got to walk it by yourself  
 Ain't nobody else gonna walk it for you.

## **SLAVERY SPIRITUALS AND THE GREAT AWAKENING**

Reference: pages 22 and 37

The mother hummed when she was worried. Sometimes the boy wished his mother would stop humming and tell him a Bible story. The songs that the mother hummed are said to have originated during the time when the Negroes were slaves. They lived in the south of the United States, then known as the Southern States. The Negroes were brought to North America from Africa to be sold as slaves. Their bitter experience as slaves and their deep political and religious feelings are reflected in these songs.

Spirituals have a strong rhythm. Sometimes a leader sings one or two lines alone, and the group either echoes the leader, or sings a chorus. The rhythm is emphasized by clapping of hands and movement. The slaves based most of their songs on the characters and stories of the Bible. They often viewed themselves as modern children of Israel, because they too, like the Israelites, were striving for their freedom. Their deep faith and natural musical instincts combined to produce well-known spirituals such as "Swing Low, Sweet Chariot", "Go Down, Moses", "Deep River" and "My Lord what a Morning".

The spirituals were made known to the Northern States, England and Europe by a group known as the Jubilee Fisk Singers from Tennessee during the 1870's.

\* \* \* \* \*

The West African slaves brought with them their musical tradition. The chant, ritual, polyrhythm and the dance were African forms of music that eventually influenced church music. Their masters tried to wipe this African influence out, but they were unsuccessful. The "ring shout", a shuffling circular dance ritual continued into the twentieth century and eventually became a feature of black Christian services of worship. By the time the slaves were liberated they were already staunch Christians. The church music that the boy's mother hummed during her time of suffering were the songs which were composed during their years of bondage as slaves.



Many of these songs are still sung today, they are sometimes referred to rather incorrectly as "negro spirituals". Perhaps a more appropriate term would be "Afro-American church music", because these songs were not only influenced by African traditions but also, as we shall see, by European religion and culture.

\* \* \* \* \*

During the 18th century a new religious movement swept through the American colonies. This movement was known as the "Great Awakening". One of the features of this religious revival was the use of new hymns in place of psalms. Both black and white Christians were caught up in the excitement of singing these new songs in church. The slaves were instrumental in promoting the lively tunes of a certain Dr. Isaac Watts, an English minister. Dr. Watts wrote more than four hundred hymns, psalms and spirituals. His music captures the imagination of the negro slaves in America. It seems that his catchy melodies and meaningful poetry brought comfort and strength to these oppressed people. It is true to say that Dr. Watts successfully transcended the cultural divide. Other English hymnwriters followed in Watts' footsteps, notably Charles Wesley, and John Newton. One of the most famous and well-loved of all spirituals - "Amazing Grace" - was written by Newton, a former slave-dealer before his conversion to Christianity.

What is significant is that the respective experiences of black and white God-fearing people blended to produce spiritual songs that has been of comfort to people of all races and in many countries. This was the same music that strengthened the mother during those harsh years of racism and discrimination in our story of Sunder.

For further reading:

Broughton, V. Black Gospel: An Illustrated History of the Gospel Sound 1985 Blandford Press Ltd.

Grove Dictionary of Music and Musicians

Smith, A.B. and Peterson, J.W. Favorite Spirituals Volume I 1961, Singspiration Inc., Grand Rapids Michigan.

World Book Encyclopaedia



**COMPREHENSION 2**



Reference page 24-26

"The third day..... the front"

1. How many days after the ham had been stolen did the white men arrive?
2. Why did the boy stand motionless in the doorway?
3. Why does the author make a point of saying that the boy had seen three white men?
4. Why did the boy's father tell him to shut the door?
5. Why did these men push their way into the cabin?
6. Why did the first man comment about the "ham cookin'?" (line 15)
7. How can a "circle of man, woman, and three small children" be warm and frozen at the same time? (lines 17 and 18).
8. Who were these men, and why did they come to the cabin?
9. Why did the man have to kick the chair across the room? (line 25).
10. Why was it more acceptable for the boy to swing on a gate at the back of the house? (lines 40 & 41).

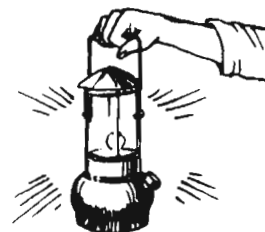
**SPELLING**

13	14	15
stomach sheriff deputy lantern creatures smear	special specially especially straight straighten straightforward	shoulder stagger bruise forward trail cupboard

**UNIT 4**

page 29-35

("The boy struggled.....")



16

4

twist twisted shiver shivered murmur murmured	<p style="text-align: center;"><b><u>DICTION</u></b></p> <p>He blew out the lantern and hung it by the possum sack. He stood on the porch and listened to the faraway. The lantern he had seen going into the foothills had disappeared.</p>
--	--

How well did you listen?

pages 31 - 35 ("The boy paused ..... supper".)

Once you have listened to these pages read to you by your teacher, do the following listening skills exercise without referring to the story.

### **LISTENING SKILLS 3**

1. The boy had seen dead lizards, possums and dogs before
  - a) True
  - b) False
  
2. The trail of blood had followed a
  - a) winding path
  - b) zig-zag trail
  - c) straight path
  
3. By putting the dog's ear under his pillow the boy would
  - a) dry out the blood-smearred ear.
  - b) keep the ear warm for a vet to sew onto Sounder again
  - c) be able to wish that Sounder wasn't dead.
  
4. On such occasions there was no loneliness in the cabin:
  - a) when his mother was telling a story about the Lord
  - b) when his mother was picking kernels
  
5. That night the boy was listening for
  - a) the sound of his returning father
  - b) the sound of the dog thumping under the floor
  - c) night sounds



6. The mean man had
  - a) stepped on Sounder's paw
  - b) burnt his fingers on the rim of the lantern
  
7. That night the mother
  - a) hummed spiritual songs
  - b) told Bible stories
  - c) just sat
  
8. The boy's father would be buried
  - a) behind the meeting house
  - b) under the big jack-oak tree
  - c) in amidst the brambles
  
9. If the father had been shot the body would be returned by
  - a) the visiting preacher
  - b) the deputy sheriff
  - c) the local preacher
  
10. The boy had eaten his supper before going out to look for Sounder.
  - a) True
  - b) False

Work to Vocabulary I. Discuss the meaning of the word addled.

### RESEARCH ESSAY



Read the background information to some of the references in the story. See if you can find more information on one or more of these topics in your media centre.

Encyclopaedias are usually helpful.

Commence by writing brief notes.

Choose your headings carefully.

Write a draft essay before you finally re-write your essay into your neat books.

**Remember:** you must try at all times to use your own words. It is wrong to use the author's words and to pretend that it is your own work, this is called plagiarism!

### THE RACCOON

Commonly known as "coons", the raccoon is a furry animal with a bushy, ringed tail and a band of black hair around its eyes. The black band looks like a mask. They are common in North and Central America. American Indians and Europeans hunted raccoons for their furs. Raccoon pelts were exported and even used as currency. Raccoon-hunting was a favourite sport in North America. Colonists used dogs to chase the raccoons until they jumped up into trees in an attempt to escape, the dogs were known as "coon dogs". Raccoons have been known to lure these dogs into water in an attempt to shake them off. Coon skins are not very popular today.



### THE OPOSSUM

The Virginia opossum is incorrectly called the "possum" in the story. Possums live in Australia, while opossums are native to North America. The opossum grows about as big as a house cat. It has a long tail and can hang upside down by wrapping its tail around a tree branch. They hunt at night and when in danger the opossum will lie motionless and appear to be dead, hence the expression "playing possum". Opossums are eaten by many animals such as foxes and owls. They are primarily hunted for their fur although some people enjoy eating "possum and sweet taters."

### LIZARDS

In the winter the boy and his father hunted possums, coons and lizards. There are more than 3700 kinds of lizards throughout the world. They vary in size, shape and colour. They can live in the colder regions, but prefer the warmer parts of the world. People gather lizard eggs and hunt iguanas and other lizards for food. But it is mostly for their skins that they have been killed. Their skins are used to make wallets, handbags and other similar items. Lizard hunting is now prohibited in many countries.



### WALNUTS

At the end of summer the family collected walnuts. The centre of the walnut has a rich flavour and may be eaten raw, or used in desserts, for cake decorations and for flavouring food. Poorer grades are used to make walnut oil. Trees are also grown for the high quality wood used to make furniture. Walnut trees thrive in Europe, Northern Asia, North and South America. Each year the walnut-gatherers fill their baskets from the nuts on the ground. Read about walnut gathering on page 15.

### SHARE-CROPPING

Various forms of share-cropping have been practised in different countries of the world. By and large share-cropping is associated with large plantations (or estates) and existed possibly as a result of the abolition of slavery in the early 1800's. At the time when the story took place most of the American Negroes were still living in the Southern States where they still worked on the land as share-croppers. Plantations were used to cultivate single crops such as coffee, cocoa, rice sugar, cotton, cane, bananas, pineapples and other tropical fruit.

In South Africa share-cropping was practised in the Orange Free State and Southern Transvaal.

The share-cropper was a semi-free labourer, this means they were paid low wages but were dependent on the owner for accommodation and other basic requirements. Other share-croppers worked for a share of the crop. These share-croppers became indebted to the owner because of their purchases from the plantation supply store. These indebted share-croppers had to work their indebtedness off. Such "labour-contracts" still exist in parts of the world today.

It appears that the boy and his father worked on the plantation in summer, but in winter when there were no crops (and income) they were dependent on hunting possums and coon hides.

In South Africa, as in the United States, share-cropping was eventually outlawed as being unfair labour practice. The land-owner inevitably benefited from this form of labour while the labourers suffered economic hardship and oppression.



- A. Read again the paragraphs that describe the reactions of the mother to the arrest of the man.
- B. Choose the most suitable words from the vocabulary cube that most aptly describe the mother. See also the last two paragraphs on page 22.



Peaceful	Lonely	Worried
Quiet	Nervous	Angry
Abrupt	Furious	Calm

Discuss your choices with each other.

You may find that you will not agree, so be prepared to agree to disagree!!

Once you have made your selection, write your words down in your book, giving a reason for each of your choices.

C. Write a few brief sentences that describe the mother.

Examples:

1. The mother was very religious.
2. The mother hummed when .....
3. The mother was a ..... woman.

See how many of these descriptive sentences you can write using the pages you have read so far.

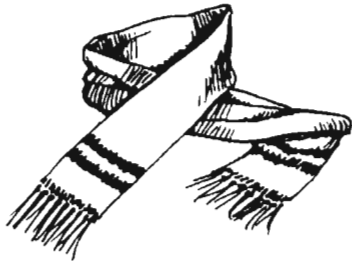
D. Write a poem (or short paragraph) about the mother.

OR

Write a poem (or a short paragraph) about YOUR mother.

If you are artistic you may wish to draw a picture of the mother as you imagine her to be.

- Suggested titles: \* oMame  
\* Mother



**UNIT 5**

page 36 - 43



17	18
gravy grey scarf scarves sweat sweater	ghost allow allowed aloud potatoe potatoes



19	20	21
bury buried pass passed crazy crazily	river rivulet smell smelt scrape scraped	scent thaw shovel crockery injury haunches

5

**DICTIONARY**

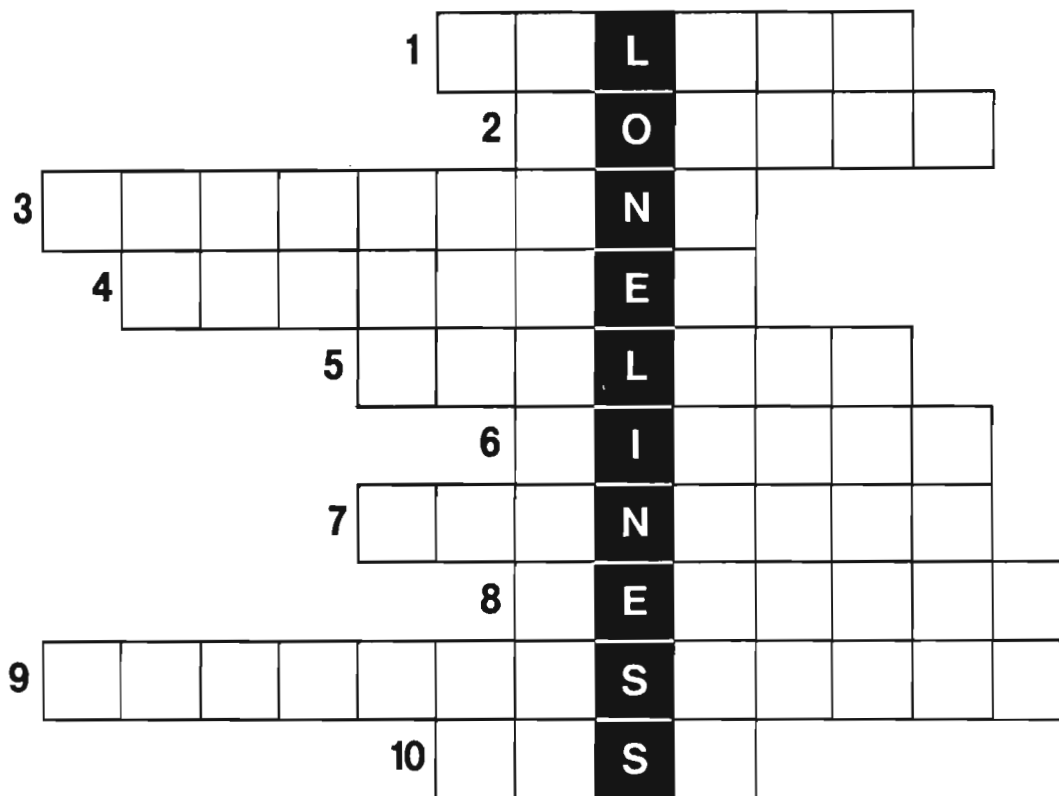
He had hurt his head and shoulders on nails sticking down from above as he crawled. He hurt his knees and elbows on broken glass, rusty sardine cans, and broken pieces of crockery and dishes.

### VOCABULARY

Write the missing words in the blocks next to the correct numbers.

The page number for each clue is given in brackets.

The key word is **LONELINESS**. Chapter 3 is a very sad chapter. As you skim through the chapter again while looking for the answers to the vocabulary clues try to find other words that describe the mood of this chapter.



1. A straw bed, or mattress, (41)
2. To call to attention (Dict.:holla),(37)
3. Footwear made from deerskin, worn by North American Indians, (42)
4. A small fish, bought in tins, (42)
5. A small metal pot with a long handle used in cooking, (37)
6. A puzzle or a mysterious fact, (41)
7. A manner of sitting: of leg and loin, (39)
8. The softer part of a nut that can be eaten, (36)
9. Dead body of animal, (42)
10. Soft pulp, a kind of porridge, (37)

**COMPREHENSION 3**

pages 40 - 41

("He took ..... looking out")

**A. Questions for discussion**

1.
  - (a) What does it mean to "punch up the fire"?
  - (b) Do you think this is a good expression?
  - (c) Explain your answer.
2.
  - (a) Why did the boy caution the younger children not to open the stove door?
  - (b) Would you need to give the same instruction to a younger brother or sister in your home?
  - (c) Explain your answer.
3. Why did the boy smell his pillow?
4. Why was the boy glad his mother washed his sheet and pillowcases every week?
5. Why did the mother wash curtains for people who lived in big houses?

**B. Discuss these questions and then write your answer into your exercise book.**

1. Why had the boy never looked through a window that had curtains on?
2. Why is the boy concerned about the fact that people could see through the curtains?
3. Were there really eyes looking at the boy?  
Explain your answer.
4.
  - (a) Why did the boy feel scared passing the big houses?
  - (b) Would you feel scared if you walked by a big house? Explain your answer.
5. Why did the "faces with real eyes" of the cabins not trouble the boy?



**Have you noticed something unusual about the story?**

**LETTER WRITING**

Pretend you are the boy in the story; write a letter to your best friend.

Tell your friend what has happened to your family. Describe your attempts to find Sounder. Conclude your letter by letting your friend know how you feel about what has happened.



	P.O. Box 942 Pinetown 3600
	19 June 1995
Dear Thabiso	
<hr/> <hr/> <hr/> <hr/> <hr/>	
Your friend David-Lee	

**UNIT 6**

page 44 - 52

(".....and he smiled at the boy too")



**SPELLING**

22	23	24
final finally darken darkened throat creatures	crawl vanilla sheriff tomorrow stagger staggered	noise noisy noisily quiet quietly people

flavour flavouring empty remember Christmas trouble	<p style="text-align: center;"><b><u>DICTATION</u></b></p> <p>In the morning the woman told the boy that she wanted him to walk to town, to the jail behind the courthouse, and take the cake to his father. "It's a troublesome trip", she said. "But they won't let women in the jail. So you must go."</p>
--	---

In Unit 6 (chapter 4) we see some of the themes being developed further.

**Loneliness      Poverty      Religion      Inferior Feelings**

Can you see any other themes in this unit?

While you read, think about what is happening in the story.

**Examples**

1. On page 47, we read



"..... and the boy went back to his thinking.  
No stove could be that big, he thought."

- \* He didn't like the story of Shadrach, Meshach and Abednego. He preferred the story of Joseph. Why?
- \* It is possible he was beginning to doubt his mother's version of that particular Bible story. Silently he was questioning his mother's passive acceptance of their situation. Do you agree?
- \* As you continue to read, think about this question.

2. On page 49 we read,

"But they won't let women in the jail. So you must go."

- \* In this statement we see an example not only of racial discrimination, but also of gender discrimination. The boy's mother has a double problem, she is a Negro with a dark skin, and she is a woman!
- \* The mother has to shoulder the responsibility of finding food for the family. Furthermore, she has to cope with the embarrassment of having a husband in jail for stealing.  
How well do you think she is handling the situation?  
Is she angry? Or bitter?
- \* As you continue to read, think about these questions.

In Unit 6 the education theme emerges.

Do you agree that the boy believes that the solution to the family's problems is in learning to read?

What was the woman's solution to the same problem?



### Consider

1. page 45 ("Creatures like to die ..... heals better".)

Ensure you understand the meaning of the following words:



vitals                      tannery                      poultice                      mange

Discuss the woman's explanation of Sounder's disappearance.

Are you convinced by her explanation? Give your reasons.

Was the boy convinced?

2. page 47 ("When night came ..... thinking.")

If you are not familiar with this Bible story, read it in the Bible. You will find it in Daniel chapter 3.

Was the boy right in doubting his mother's version of the story?

Do you think his doubt was instinctive, or from his own knowledge of the correct story?

Do you feel the woman's version of the story humorous? Discuss.

3. page 48 ("Child ..... did not come back.")

As you read the mother's advice to the boy, think carefully:

- \* do you agree with her advice?
- \* does the Lord teach us to lose?
- \* are some of us born to lose?
- \* which one of the themes does this paragraph illustrate?

4. For further discussion  
 page 50 ("The boy's fearful feeling increased ..... Where you goin', boy?")  
 page 51 ("He always wished they would..... in the world.")  
 page 52 ("The boy felt very lonely. The town was as lonely as the cabin, he thought.")

- \* Make up your own questions when you read these passages in the story.
- \* Which one of the themes do these passages illustrate?

Re-write these sentences using correct English. Some sentences need to be improved, rather than corrected.

1. Some people is born to keep.
2. Some people is born to lose.
3. Why we having two cakes?
4. Where's he gonna be at?
5. The people that has the paper says it don't ever say wher' they gonna be at.
6. If a stranger comes, don't say nothin'
7. We was born to lose, I reckon.
8. He didn't hear things in cabin quiet.
9. Tell her not to send you no more.
10. I gave the stuff back.



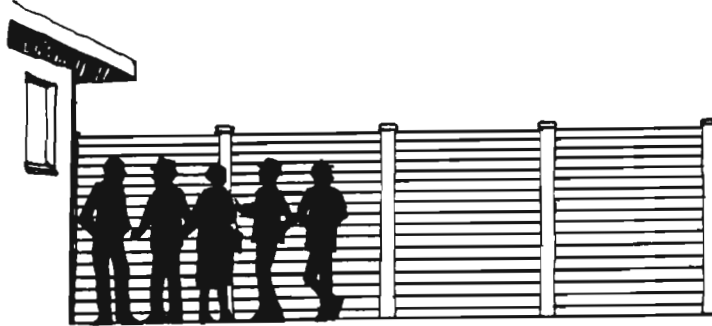
#### **COMPREHENSION 4**

page 52 ("It was cold ..... at the boy too")

Write the answers to these questions in your exercise books.  
 You may discuss the answers first with a neighbour!



- 1 (a) Is there any significance in the fact that it was cold on the grey side of the building?  
 (Refer back to page 51)
- (b) Do you think it was really cold, or merely cold in the boy's imagination?



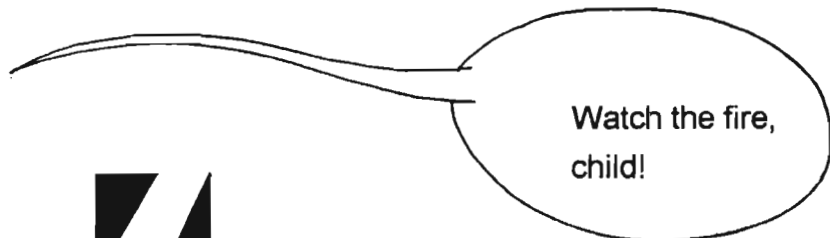
2. (a) Is there any significance in the fact that it was warmer near the wall?  
 (b) Do you think it was warmer near the wall only because the sun was shining there?
3. (a) Complete the sentence  
 "Christmas is the season of ....."  
 (b) What does one associate with Christmas time?  
 Write down a few things you can think of.  
 (c) Do you think the boy was experiencing the true spirit of Christmas at this time?  
 Give a reason for your answer.  
 (d) Who was the happiest person?  
 (e) We say that these last few lines are ironical.  
 Why is this so?  
 (You will need to know what *irony* is. Your teacher will help you with this question.)



**Have you noticed anything unusual about the story?**

Re-write using speech marks. Speech marks are also called inverted commas.

Study the example.



"Watch the fire, child!" said the mother.

1)

Whatever you do, child, don't leave the children with a roaring fire.



2)



She's coming!

3)

What will she bring?



4)



She'll bring nothin'.

5)

Maybe they'll let him come home if she takes back the stuff.



6)



I gave the stuff back.

7)

I'm gonna use it to put a cake in.



Can you think of other words to use in place of the word stuff in the speech bubbles above?

Why do you think people use words such as stuff (and *get/, got, nice and said*) so often?

## **UNIT 7**

page 52 - 57 ("Finally ..... get in.")

26

laundry  
doctors  
nostrils  
doors  
shepherds  
bulls

27

boxes  
deputies  
echoes  
churches  
berries  
bunches

How well did you listen?

pages 53 - 57 ("The boy would like to ..... you won't get in".)

## **LISTENING SKILLS 4**

Once you have listened to these pages read to you by your teacher, do the following listening skills exercise without referring to the story.

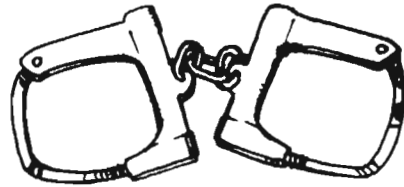
1. The big red-faced man reminded the boy of
  - (a) a horse
  - (b) a dog
  - (c) a bull
  
2. The boy's father was in
  - (a) the second cell
  - (b) the third cell
  - (c) the fourth cell
  
3. The sad voice sang about
  - (a) a lonesome valley
  - (b) sheep and shepherds
  - (c) green pastures and cool water
  
4. The father's first word to the boy was
  - (a) child
  - (b) hello!
  - (c) son



5. The father's advice to his son was to
  - (a) search for Sounder
  - (b) be brave and stout-hearted
  - (c) secure an education for himself
  
6. The father's last words to the boy
  - (a) he would send messages with the preacher
  - (b) tell his mother not to send him to jail again
  - (c) he would be out before long
  - (d) to hurry and leave the jail
  
7. Before he left the jail the boy had started crying
  - (a) True
  - (b) False
  
8. The bull-necked man
  - (a) escorted the boy out of the jail
  - (b) threw him out
  - (c) pushed him out

1. Examine the following

- |   |
|---|
| <ol style="list-style-type: none"> <li>(a) She's coming</li> <li>(b) She's been gone long enough</li> <li>(c) She'll bring nothing</li> </ol> |
|---|



In these sentences the comma (i.e. the apostrophe) does not indicate a plural. Neither does it indicate possession.

It shows us that words have not been written out in full.

Re-write these sentences without the apostrophe.



2. Examine the following:

<p>the boy's head the boy's hands</p>
---

In these two examples the apostrophe shows possession, i.e. the head that belongs to the boy, the hands that belong to the boy.

Re-write the following sentences, using the apostrophe, to show possession.

- (a) Judahs plains
- (b) The boys father
- (c) Sounders body
- (d) The bulls head
- (e) The fathers overalls



3. Examine the following:

He had practised talking.  
 He practised saying them.  
 A quiet spell destroyed all his practice.

Discuss with your teacher the difference between practise and practice.

The words appear on page 56.

**UNIT 8**

page 58 - 65



28	29
grieve grieved grieving listen listened listening	visit visitor visiting visited ooze oozing

30	31
snap snapped scare scared scar scarred	whine whined shatter shattered convict skeleton

**DICTION**

The town and the jail seemed to become more remote and the distance greater as each day passed. If his father hadn't said "Don't come again," it wouldn't seem so far, the boy thought. Uncertainty made the days of waiting longer too.

**A bit of drama!**

**The Case of the Stolen Ham.**



Page 65 records the sentence of the boy's father to hard labour for an indefinite period.

Read pages 64 and 65 again, very critically.

Now pretend you are preparing evidence for a court-case.

Half the class could prepare evidence in defence of the man, i.e. Council for the Defence, while the other half prepared evidence for the State, i.e. the State Prosecutor.

Here are some examples:



<u>STATE</u>	<u>DEFENCE</u>
<ol style="list-style-type: none"> <li>1. A law of the state had been broken.</li> <li>2. Criminals must be punished.</li> <li>3. The county court had to ensure that the punishment would deter future thieves.</li> </ol> <p>etc.</p>	<ol style="list-style-type: none"> <li>1. The family was starving.</li> <li>2. The man had not been paid adequately, or not at all.</li> <li>3. Hunting did not bring in much income.</li> </ol> <p>etc.</p>

Think of other arguments as well. Be creative, i.e. "read into" the story.

Once you have collected your evidence, elect one (or more) State

Prosecutor (s) and one (or more) Council(s) for the Defence.

Assist these role-players by passing on your evidence to them in preparation for the court case.

In addition elect the following:

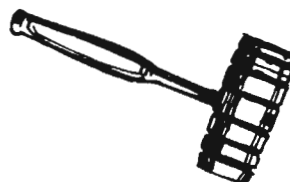
Judge

Jury

Policemen of the court

Accused

The critical public



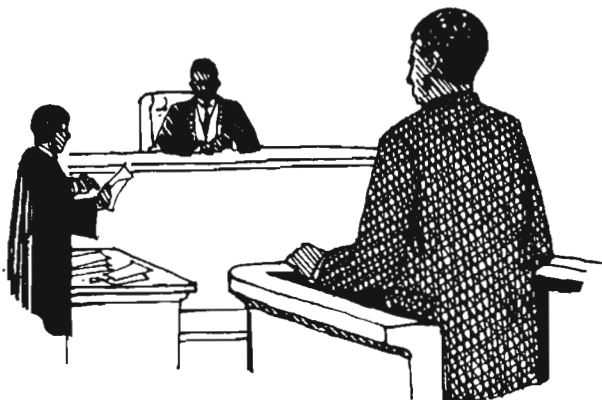
Witnesses: The mother  
 The boy  
 Another share-cropper  
 Owner of the estate  
 Shopkeeper  
 Sheriff and bailiff  
 Maybe you can think of others

#### A few rules

1. As in a normal court-case the witnesses are called to be questioned, first by the State and then by the Defence.
2. The accused is also questioned.
3. Each team will elect one member who will summarise the team's argument.
4. The Jury will give the verdict.
5. The Judge will pronounce sentence.
6. While the questioning and counter-questioning takes place, members of the class who have not been chosen as role-players will act as members of a very critical public. They will try to decide which team has presented the most convincing case.

At the end of the case, the winning team will be chosen by a popular vote from members of the critical public.

Now that you have conducted your own court case, read page 64 again. Was your court case different to that experienced by the man and his family? Did the man receive a fair trial in the story? Record some of the main differences and your conclusions in an essay entitled, "The Case of the Stolen Ham".



## POINT OF VIEW

**"Child, you want to learn, don't you!"**

There are many references to reading in this chapter.  
Read these again.

### Examples

"A wonderful man had come up to him as he was trying to read the store signs." page 61.

"Perhaps none of the people in jail could read." page 64.

"She asked the people to read her the court news from their newspapers." page 64.

1. Imagine you are the boy, how would you answer the question put to him by the man in his dream?  
Write a short paragraph giving your reply. Remember to give as many reasons as you can. Think of reasons why you want to learn.

2. If the "wonderful man" put the question to you what would your reply be?  
Write a short paragraph with the same title, "Child, you want to learn, don't you?"  
Once again give your reasons

OR



3. Imagine you are a pupil at a very poor farm school, or a wealthy private (or Model C) school. How would you answer the same question?  
Would your reasons be different?  
Write a short paragraph giving your reasons from this point of view.

**Why do the characters in the story not have names?**



# SEQUENCING



BEFORE reading chapter 6 (Unit 9) read the following:

These items of information are not in the correct order.

Before reading the chapter, number the items so that a logical order of events is set out for someone to read.

Use a pencil to number the frames. Re-write the items into your exercise book. You are permitted to re-write the information using fewer words provided the sense of the story remains unchanged.

Rub your pencil numbers out.

As he fell asleep he thought he heard the deep, ringing voice of Sounder.

When the boy's mother heard the news, she became quieter and she had longer periods of just humming.

He would sleep at railroad stations, post offices, courthouses and churches because it was so cold at night.

Usually the boy would go searching in the autumn when the work in the fields was finished.

At night the boy listened to the wind passing through the tops of the tall pine trees. As he listened to the wind he thought he heard the voice of David, and the tramping of many feet. He wasn't afraid.

He was chased away from these places, he heard words such as "Get!", "Get out!" and "Keep moving!" many times.

The Bible stories of the journeys of Abraham, Jacob and Joseph inspired the boy to leave home and go in search of his father.

The boy visited many road camps, stone quarries and prison farms. He saw men who wore striped convict suits, and who were transported in huge mule-drawn wagons, that had wooden frames. The frames looked like pig crates.

As you read, compare your answer to the actual events in chapter 6.

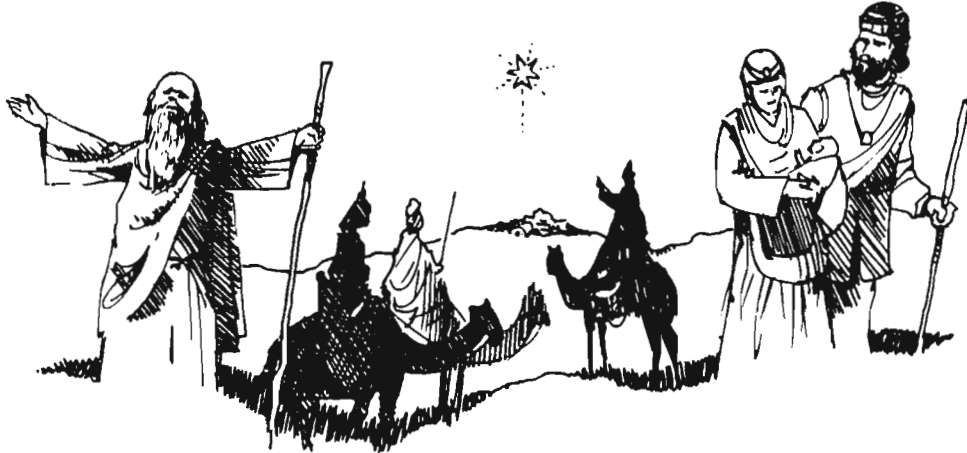
**UNIT 9**

page 66 - 70



32	33
quarry quietly guard argue quite quit	loose loosening ride riding stripe striped

34	8
lantern journey county voice magazine station	<p><b><u>DICTION</u></b></p> <p>The men in striped convict suits, riding in the mule-drawn wagons with big wooden frames resembling large pig crates, yelled as they rode past the watching boy, "Hey, boy, looking for your big brother?"</p>



**TRUE OR FALSE**

Discuss whether the following statements are true or false.

For each sentence you must give a reason.

For example, each answer will commence as follows:

True, because .....

or

False, because .....



1. The boy was a hard worker.
2. The mother was worried.
3. It does not appear that the boy attended school at this time.
4. The boy and his mother had worked hard to earn enough money to keep the family comfortable.
5. The boy used Bible stories he had learnt from his mother to argue with her.
6. "Everybody finds what they suppose to find." This quotation is true of this chapter.
7. The boy could read fluently.
8. The boy and his mother both enjoyed the Joseph stories.

## USING INTERESTING WORDS

As we saw earlier some words are over-used. The word said is an over-used word, especially in the writing of primary school pupils!

With each of the sentences below choose a suitable word from List A and another word from List B.

Ensure that the words that you choose fits the sense of the sentence.

Use these words to make the sentence more interesting.

The first one has been done for you.



### List A

responded	replied	retorted
laughed	instructed	sneered
repeated	murmured	mentioned
yelled	whispered	gulped
began	commenced	exploded

### List B

quietly	ignorantly	unkindly
hopelessly	helpfully	sincerely
angrily	enthusiastically	madly
scornfully	sadly	casually
miserably	meekly	desperately

"Yes, the man you speak of was here", said the man.

"Yes, the man you speak of was here," replied the man helpfully.

1. "I don't know no names, I only know numbers," said the guard.
2. "You wouldn't know your old man if you saw him," said another guard.
3. "He ain't there," said the boy.
4. "That'll show you, boy! Git! and git fast!" said the guard.
5. "We're home. I live here alone," said the man.
6. "This is a very short story about a king named Cyrus," said the teacher.
7. "I am your friend," said the man.

## DISCUSSION

Read page 69

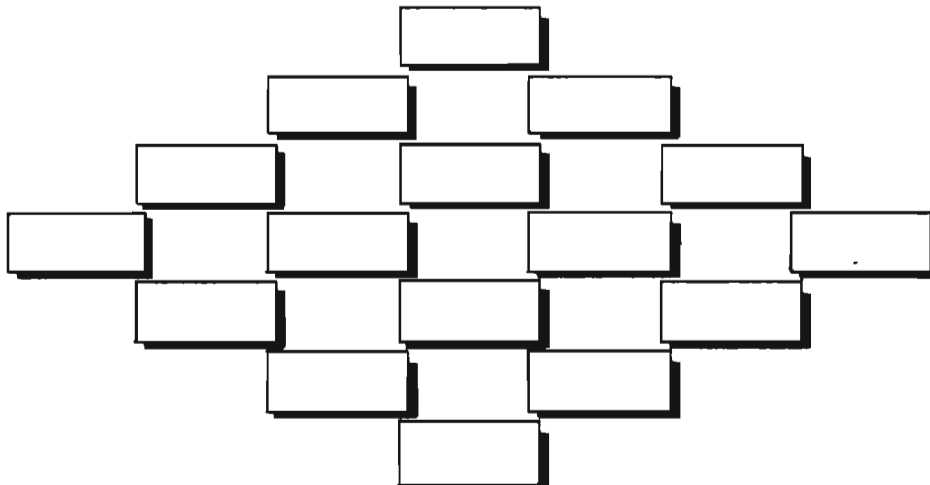


1. Why do you think the boy and his mother drew strength from the David and Joseph stories?
2. "Ain't no earthly power can make a story as pretty as Joseph's. 'Twas the Lord."
  - \* Why did the mother say this about the endings of these stories?
  - \* Why did these stories end this way?
  - \* According to the mother who was responsible for the endings of the stories?
  - \* Why does the boy remember these stories on his journeyings?
  - \* What are your feelings towards the boy's mother?
  - \* Write down as many words as you can think of which describe the mother.  
In this activity we are looking for words which describe her character.  
You need at least 16 words.
  - \* Now compose these words into a shaped poem. You may repeat words for effect.
  - \* It is suggested that you use the lower case throughout.

An outline of a shaped poem is as follows, but there are other possibilities that you may wish to experiment with.



### THE MOTHER



An example appears at the end of this book.

**UNIT 10**

page 71 - 82



9

35

heard  
search  
read  
peace  
defeat  
forehead

36

easy  
easily  
heavily  
hurry  
hurrying  
hurriedly

37

fields  
piece  
patience  
friend  
soldier  
receive

38

bruise  
pursuit  
building  
except  
accept  
escape

**DICTIONATION**

"You've been a powerful good friend to take me in like this," the boy said at last.  
"My fingers don't hurt no more". "I am your friend," said the man, "So while I heat some water you tell me all about yourself."

How well did you listen?

pages 71 - 75 ("When the boy ..... among them".)

**LISTENING SKILLS 5**

Once you have listened to these pages read to you by your teacher, do the following listening skills exercise without referring to the story.

1. When the boy returned from searching for his father he told his news to his mother, her reply was usually
  - a) that the family had to have faith
  - b) that it was important to love the enemy
  - c) that they had to have patience, and be prepared to wait
2. The family earned money from
  - a) picking kernels
  - b) working in the fields
  - c) taking in baskets of laundry from wealthy people
3. He had to be persuaded to go in search of his father
  - a) True
  - b) False
4. The boy's fingers were crushed from
  - a) an axe, hurled at him by a guard
  - b) a piece of jagged iron thrown at him
  - c) a shot fired from the guard's shotgun

5. The incident at the fence with the cruel guard convinced the boy that his father was not in the prison camp.
  - a) True
  - b) False
  
6. The guard started yelling because
  - a) the boy had cried
  - b) the boy had run away
  - c) the boy had shouted rude words at him
  - d) the boy had stood motionless, and stared angrily at him
  
7. The boy
  - a) smashed the guard's head open with the iron bar
  - b) shot a stone at him with a David-like catapult
  - c) ran away
  - d) did nothing
  
8. "The man in the brown uniform would fall in a heap..... roll down the slope and lodge against the fence."  
Did this actually happen in the story?
  - a) Yes
  - b) No
  
9. Strong feelings were raging inside the boy
  - a) True
  - b) False
  
10. He didn't believe that his father would ever be reduced to a crawling weakling by the cruel road camp guards
  - a) True
  - b) False

### CRUELTY

Read the quotation on page 75

Ask your teacher to explain it to you.

Do you agree with the meaning?

Do wolves and bears attack weaker and defenceless animals?

Are cowards more prone to cruelty?

Do the weak people of this world tend to attack the rest of society?





## REPORTED SPEECH

Study the example and then complete the sentences.

In each case re-write the whole sentence in your exercise books.

"This pipe is always falling," he said.

He said that this pipe is always falling.

Note, it is not wrong to report an event as having happened in the past:

He said that that pipe was always falling.

1. "We need warm soapy water," the teacher said.  
The teacher said that they .....
2. "Time is passing," the woman would say.  
The woman would say that .....
3. "I just wanted to wash my hand" said the boy.  
The boy said that .....
4. "I usually put the school in order after the children leave," he said.  
He said that .....
5. "We're home," the teacher said.  
The teacher said that .....
6. "You'll make it, little one, but it'll take time to get your roots set again,"  
said the teacher.  
The teacher said that the .....
7. The boy thought to himself, "Lots of old folks is conjured or addled."  
The boy thought to himself that .....
8. "It's only a flower," the man said. "I'll water it when the earth has  
cooled a little."  
The man said that it .....



**COMPREHENSION 5**

pages 78 - 80

("In his many ....



.. remember to water")

Discuss these questions with your neighbour (or in a group) and then write your answer into your exercise book.

Remember, you may not agree with each other. Opinions can vary, depending on how you read the passage. Discuss each question briefly and then if you don't agree, write down your answer.

1. Given your background knowledge of the novel, say why you think the boy had made "many journeyings among strangers"?
2. Why would it be necessary for the boy to learn how to "sniff out danger"?
3. What is "orneriness"?
4. What are Sunday clothes and why was the man wearing Sunday clothes?
5. What was the man going to do when he offered to pump for the boy?
6. Why did the man search the boy for answers?
7. (a) Would you be curious about the inside of a schoolhouse?  
(b) Why did the boy want to know what a schoolhouse looked like?
8. (a) Why did the boy begin to wish the man would ask him many questions?  
(b) What does this tell you about the boy's feelings towards the man?
9. The man spoke to his plant.  
How do you feel about people who speak to their plants?
10. What did the boy think of this man who spoke to his plants?
11. What did the teacher mean when he said, "You'll make it, little one, but it'll take time to get your roots set again"?
12. Read from "It's only a flower ..... shocks the roots."  
Does the author have another meaning in mind in this paragraph?  
Explain your answer.
13. Do you find the story on page 79 funny or sad? Give a reason for your answer.

**UNIT 11**

page 83 - end

## Chapter 8



10

39	40	41
throb throbbing withered wrinkled wildly wandered	bury burial buried ripe ripen ripened	sign sight flea fleas fly flies

42	43
maybe dynamite drought muscles rhythm rhythmic	lighting measured bandage echo echoing brightening

**DICTION**

Across the stalkland, into the pine woods, into the climbing, brightening glow of the dawn, the boy followed the dog, whose anxious pace slowed from age as they went. "By a dog's age, Sounder is past dying time," the boy said.

The story is over, but we are left with questions in our minds.

**Discussion**

Discuss the following questions in groups or in pairs.



- What are dog days? (pages 85 and 86)
  - How did the woman explain 'dog days'?
  - What did the boy understand by 'dog days'?
  - What can you say about the boy from this incident?
- Why did Sounder's voice return?
- Several themes emerge from the novel, yet "Sounder" is not one of the themes.
  - Have we made a mistake?
  - Is the story about humans, and suffering?
  - Why is the novel called Sounder?
- The characters in the novel do not have names. Would it have made a difference to the story if W.H. Armstrong had given his characters names?
- The only name in the story is Sounder. Why did the author do this? Is he telling us something?

6. Do you think the woman's faith helped her through the many years of suffering? Give reasons for your answer. Look at the story again.
7. How did the boy manage to cope during these same years. Did he lose his faith and become angry?
8. Do you think the story has a sad, or a happy ending? Give your reasons.



## SOUNDER, THE NOVEL

### Thinking about the story

Choose at least two of the themes of the story and write a few lines on each theme.

Under each heading write briefly about the meaning of that theme in the story.

You may refer back to page 1 for a summary of the theme's of the story.

**NB** Don't re-tell the story. Write about the story from a thematic point of view.

You are permitted to be critical! Argue with the characters, the author, your teacher - but don't be offensive.

For the purposes of this essay we could possibly include Sounder as one of the themes.

Write a short introduction, of about 50 words. In the introduction say very briefly what the story is about.

Write a conclusion, about 20 - 30 words, here you end your essay by saying how you feel about the story.

Try to sum up your feelings in a few well-chosen words.



You have written your first critical essay!



An outline of your essay

**Sounder, the novel**

Introduction .....

.....

Theme 1 .....

.....

Theme 2 .....

.....

Theme 3 .....

.....

Conclusion .....

.....

For you to think about:

If a flower blooms once, it goes on blooming somewhere forever. It blooms on for whoever has seen it blooming.

The Mother

alone

anxious

fearful

patient

silently

patient

loving

caring

loving

caring

Joseph

David

Joseph

devoutly

religious

farewell

I trust that you have enjoyed reading and studying this novel as much as hundreds of other boys and girls over many years.

## ERRATA

### **Page 4**

1(b) should read "about the boy's education"

### **Page 9**

List of dogs not in strict alphabetical order.

### **Page 16**

Ignore line references, not relevant to current edition of Sounder.

### **Page 21**

Spelling 18 - potato, not potatoe

### **Page 22**

Too many spaces for no. 9, "carcasses", two spaces on either side of word may be deleted.

### **Page 26**

2. Last line "... version of the story is humorous?"

### **Page 28**

3(b) With what does one associate Christmas time?

### **Page 40**

1. "... he told his news to his mother. Her reply was usually."

### **Page 41**

"Do wolves and bears attack weaker and more defenceless animals?"  
(or "..... weak and defenceless animals?")

### **Page 45**

"Write a short introduction of about ...." (delete comma)

"Write a conclusion of about 20-30 words. Here you end your essay ....."

### **Page 46**

Last line

"..... as hundreds of other boys and girls have over many years".



**ANNEXURE 11A**

**CONCLUDING QUESTIONNAIRE**

1. When is the first time English becomes the medium of instruction for the pupils?  
.....
2. How do the parents feel about this language policy? .....  
.....  
.....
3. How did you feel about the Sounder literature curriculum? .....  
.....  
.....
- (a) Please list some of the good things you observed .....  
.....  
.....
- (b) Please mention some weaknesses or problems you noticed in the workbook and the programme of teaching .....  
.....  
.....  
.....
4. Do you feel that the present syllabus adequately meets the needs of the English Second Language pupils? .....  
.....  
.....
5. Have you considered a literature-based or theme-based approach to teaching English to your pupils? Do you think it would work? .....  
.....

6. Are you happy with the "Std. 5 end of year" exam? Would you be happy to see it scrapped in favour of continuous assessment? .....
- .....
- .....
- .....
- .....
7. How would you respond to the suggestion of a participatory curriculum for English, in other words, you work out for yourself a syllabus for English based on a few guidelines from the education department? .....
- .....
- .....
- .....
- .....
- .....
8. Are your pupils ready for high school? .....
- .....
9. Is there anything else about the Sounder curriculum and the past eleven weeks that you would like to say, or comment on? .....
- .....
- .....
- .....
- .....
- .....
- .....

Thank you once again for your help and co-operation.

**ANNEXURE 11B**

**CONCLUDING QUESTIONNAIRE**

1. When is the first time English becomes the medium of instruction for the pupils?  
.....  
.....
2. How do the parents feel about this language policy? .....  
.....  
.....  
.....
3. How did you feel about the Sounder literature curriculum? .....  
.....  
.....  
.....
- (a) Please list some of the good things you observed .....  
.....  
.....  
.....
- (b) Please mention some weaknesses or problems you noticed in the workbook and the programme of teaching .....  
.....  
.....  
.....
4. Do you feel that the present syllabus adequately meets the needs of the English Second Language pupils? .....  
.....  
.....  
.....
5. Have you considered a literature-based or theme-based approach to teaching English to your pupils? Do you think it would work? .....  
.....  
.....

6. Do you feel your pupils are thinking critically? Please elaborate on your answer .....
- .....
- .....
- .....
- .....
7. What would you consider to be some of the highlights in the Sounder-curriculum for the pupils?.....
- .....
- .....
- .....
- .....
8. What would you consider to be some of the key requirements in your approach to a class when teaching them to think critically? .....
- .....
- .....
9. Please comment on the racial connotations of the novel, eg. did the pupils identify with the situations in the novel and did the content stimulate discussion? .....
- .....
- .....
10. Is there anything else about the Sounder curriculum over the past eight weeks that you would like to say, or comment on? .....
- .....
- .....
- .....
- .....
- .....

Thank you once again for your help and co-operation.

**ANNEXURE 12**

**BARNABAS SHAW: STD. 5: ESL CRITICAL THINKING ANALYSIS**

NO.	NAME	AGE	HOME LANG.	NO. OF YRS	FGNCY.	ASSMNT.	ORAL CONTRIB.	FOUNDATI-ON SKILLS	ORAL COMM.	LISTENING SKILLS	COMPRE-HENSION SKILLS	WRITTEN COMM.	PROBLEM POSING/ SOLVING
1	Amanda	13	Zulu	7	I	BA	VQ	BA	A	BA	L	BA	
2	Collen	13	Zulu	3	I	A	AS	BA	AA	A	I	BA	
3	Khwezi	13	Zulu	4	I	AA	AS	AA	A	AA	L	A	
4	Lancelot	14	Zulu	4	F	BA	VQ	BA	A	A	L	BA	
5	Lungelo	15	Zulu	1	I	BA	AS	BA	BA	BA	L	BA	
6	Mary-Louise	13	Zulu	6	F	AA	NO	AA	AA	AA	I	AA	
7	Nelson	13	Zulu	7	F	AA	CR	AA	AA	AA	I	AA	
8	Nkululeko	13	Zulu	7	I	A	AS	A	A	A	L	BA	
9	Nosihle	13	Zulu	1	FO	BA	VQ	BA	A	A	L	BA	
10	Ntando	12	Zulu	4	I	AA	CR	AA	AA	AA	L	AA	
11	Patrick	12	Zulu	7+	FO	A	CR	A	A	AA	L	A	
12	Pearl	12	Zulu	3	I	A	VQ	AA	AA	AA	L	A	
13	Peggy	13	Zulu	5	I	AA	HO	AA	AA	AA	I	AA	
14	Phakamile	13	Xhosa	7	FO	A	AS	A	AA	A	I	BA	
15	Phumla	12	Zulu	5	I	BA	VQ	BA	A	BA	L	A	
16	Qiniso	13	Zulu	7	I	AA	HO	AA	AA	A	I	AA	
17	Raymond	14	Zulu	3	I	A	AS	A	A	A	L	BA	
18	Richard	12	Zulu	7+	FO	A	AS	AA	A	AA	I	AA	
19	Siphelele	14	Zulu	5	FO	A	CR	A	A	AA	L	A	
20	Siyabonga	14	Zulu	4	I	BA	VQ	A	BA	BA	L	BA	
21	Teddy	14	Zulu	7	F	A	AS	A	A	AA	I	A	
22	Thaddeus	13	Zulu	3	I	A	AS	A	A	A	I	BA	
23	Timothy	14	Zulu	3	FO	BA	AS	BA	BA	A	L	BA	
24	Wayne	13	Zulu	3	FO	BA	VQ	BA	A	BA	L	BA	

**ANNEXURE 13**

**Abantwana: cause and effect activity, p.10.**

Hlengiwe Ngimande

Std 5<sup>B</sup>

Cause and effect

Cause

effect

1. The kettle had boiled all day.

The windows of the cabin stayed steamed up all day.

2. The boy's mother was worried

The boy was lonesome.

3. The boy couldn't read

The mother was humming.

4. The boy's trousers were patched at the knees.

The boy was teased at the house.

5. It was winter and had been blowing.

There were dead leaves and poplar branches.

②

Listening Skills 2.

**Abantwana: listening skills 2, p.12.**

1. a. bushes

2. b. false

3. c. three days after they ate ham bone and sausage.

4. b. false

5. a. Made him realise his father was going to prison.

6. a. To show who he was.

7. c. night

8. c. They heard scratching at the door.

+

ANNEXURE 14

Abantwana: comprehension 2, p.13.

Macabato Mbuzi 20 September, 1995 Std 5A

Comprehension

~~main days~~ The third day after the boy had awakened to the world.  
It was still cold and the wind still blew ✓

But the interior still smelled good. ✓

and so ✓

Precious Maseko Std 5B<sup>ee</sup>

27 September 1995

Comprehension

The three days ✓

became he was scared ✓

The police man

The police man  
to proof

U.P. 1110 (P. 11)

Nozyhe Melinise Std 5B

27 September 1995

Comprehension

1. three days ✓

2. kicked

3. Just past the edge of the porch three white men.

6. mention less

7. proof ✓

ANNEXURE 15A

Abantwana: based on the 'Dear Thabiso' letter, p.24.

Philani Bekwa  
Std 5A

V898 Mmlazi Town Ship  
P.O. Mtokozweni  
Mmlazi  
4031  
18 October 1995

Dear Musa.

Thank you for your last letter.  
My family was very angry about Saunders.  
Saunders looked in a bush that my family  
was attempts to find Saunders, me and my  
family going to find Saunders in a bush.  
Saunders it not came, mother tell me go to find  
Saunders as my friend a was so very  
angry and I think Saunders it came back?

Your friend  
Philani Bekwa.

ANNEXURE 15B

Abantwana: based on the 'Dear Thabiso' letter, p.24.

Siyanda Sikekhone Std5A

A926 Umfolozi Township

P.O. Ntokozweni

4031

18 October 1995

Dear Siyabonga

My friend I just want to tell you about what happened to my family

my friend it was dark when the cops came to take my father, I started to cry but the policemen said shut up and I had to them for my father ~~about~~ ~~about~~ because he didn't stole any thing from you and they took him into jail that was my last time to see my father.

I want to tell you about my dog Scudder that he is lost. I looked for him every where but I didn't find him.

I feeling so bad about what happened to my family because we are hungry.

12 October 1995

ANNEXURE 16

Loneliness at home

Barnabas Shaw: based on poetry writing exercise, p.5.

When I was alone  
At my home  
I felt bored  
So I slept and snored

Then I had a dream  
Of some magic beans  
Which kept on changing faces  
And they looked like babies

Then my mother came back  
Looking tired and slack  
Her handbag ~~looking~~ hanging loosely  
And her face looking gloomy

19 October 1995

Barnabas Shaw: cause and effect activity

Cause and effect

CAUSE

EFFECT

1. The kettle had boiled all day and therefore the windows of the cabin stayed steamed all day.
2. The boy's mother was worried and therefore she hummed.
3. The boy couldn't read and therefore he was lonesome.
4. The boy's trousers were patched at the knees and therefore he was teased at the house.
5. It was winter and the wind had been blowing and

24 October 1995

- 252 -

Souther

Annexure 16 continued

Comprehension 2, p.16.

1. The white men arrived after three days.

2. The boy stood motionless in the doorway because he was frightened.

3. The author does because the book is about racism and so he has to mention 'white'.

4. The boy's father told him to shut the door because he had seen the white men. It was cold.

5. These men pushed their way through the cabin because they were cruel and bossy and they thought that the blacks were useless.

6. He did because he could smell it.

7. They can because they can be warm and at the same time be frightened.

8. These men are <sup>like</sup> policemen and they came to the cabin because they had heard the smell of nice food. They think the ham was stolen.

9. He didn't have to but he wanted to and so he did.

10. It was more comfortable for the boy because

## ANNEXURE 17

Peggy Dhlamini

1995:11:28

English 1

**Barnabas Shaw: comprehension 5, p.43.**

1. I think the novel is really strange because all the characters have no names and the mother seems to not worry herself about her husband who is in hard labour. And the boy goes on many journeyings to search for his father, it seems like the boy will do anything to bring his father home and he is brave enough to risk his life for his father. The boy shows more love for his dad than the <sup>mother</sup> does.
2. It must be necessary because if he sniffs out danger it will help him know what is right through all his journeyings.
3. Oneriness is to know what kind of person someone is by looking at them.
4. Sunday clothes are fancy clothes which are usually worn when going to church and the man wore them to show that he was a teacher and <sup>is</sup> able to wear nice fancy clothes to show he is important.
5. He was going to help the boy wash the blood off his hands which were badly hurt.

6. He searched the boy for answers because he had never seen the boy before.

7. a) Yes I would if I'd never been to school before.

b) He also wanted to go to school and learn to read and write and learn about God and see the things they do in that school.

8. a) He wished that so the man who would know him and stop talking about the plant.

b) It tells us that the boy likes the man.

9. I think that they love nature.

10. He thought the man was conjured.

11. He meant that the plants will be okay if it was looked after properly and with care.

12. Yes he does because he is trying to give advice to the readers to look after their plants just as they do with themselves.

13. "I will not sell my prize horse," said the soldier.

14. The teacher said that they need soapy water.

25/30

Keggy.

15. "This is a wonderful book," said the teacher.  
2 "It was written by a man named Montaigne."

16. But before the boy could worry his mind anymore, the man stood up and began talking to him. "Some animal dug under the roots and pulled them loose from the earth. It was wilted seriously and might have vanished.

7 But I reset it and I hosepipe it every day. It's useless to reset a plant if it's wilted too much; the life has gone out of it. But this one will be fine."

Carol Msonji

5C

28 November

Reported speech & Comprehension

**ANNEXURE 18**

Ashley School: Model B - ESL classroom

### Reported Speech

**Model B ESL-pupil: selected questions from comprehension 5, p.43.**

1. The teacher said that they needed warm soapy water.
2. The woman would say <sup>that</sup> "time is passing".
3. The boy said that he wanted to wash his hand.
4. He said that he usually put the school in order after the children leave.
5. The teacher said that they were home.
6. The teacher said that the plant will make it, but it will take time to get its roots set again.
7. The boy thought to himself that lots of old folks is conjured or added.
8. The man said that it is only a flower he'll water it when the earth has cooled a little.

9. I like them because they show that they like their plants.
  10. The boy thought that he was conjured, mad or something like that.
  11. He meant that the flower will grow but it will take a long time to form new roots.
  12. No because it tells us that the teacher was talking about the flower/plant.
- B. I think that it's sad because some parts of the house reminds him of the big house where his father had stolen the food and then sent away to jail.

## **ANNEXURE 19**

### **THE INFORMAL INTERVIEW GUIDE FOR TEACHERS**

1. Have there been any objections (or resistance) to the socio-political content of the critical curriculum since I last saw you?
2. How have the pupils been responding to the content of the novel?
3. Have you detected any change in the behaviour of the pupils, eg. are they asking more questions, are they more excited (or less excited) about their Souder lessons?
4. Have there been any signs of distress noticeable among pupils, either as a result of the content of the novel, or as a result of the level of difficulty of the critical curriculum?
5. Have you noticed an improvement in the vocabulary of the pupils? Do you hear new words being used in their day-to-day conversations?
6. Is there an improvement in the quality of the pupils' work?
  - (a) Are the pupils eager to read on?
  - (b) Are all (or most) pupils eager to participate in the discussions?
  - (c) Has the quality of the written work improved?
  - (d) May I see a sampling of some of the written work you have done recently?
7. Are you experiencing any difficulties with the critical curriculum that you wish to discuss with me?
8. Questions relating to the lesson observed may follow at this point.

## ANNEXURE 2

### TEACHERS' GUIDE

The teacher reads the pages sets for the unit with the class. Discussion during the reading of the text is to be encouraged. Discussion questions have been provided in the Workbook.

Spelling and dictation ought to be done daily. I suggest that the dictation be set on a Friday as well as a revision spelling test of the 40 words learnt for the week.

#### UNIT 0

Page 1 and 2: Discussion only.

#### UNIT 1

Page 3: Vocabulary 1; discuss these words with the pupils; pupils do the written work in their exercise books, e.g. Negro - the black-skinned people of America.

For more advanced pupils, little or no discussion will be required; they may cope merely with the air of a dictionary.

Page 4: Listening skills 1; for a good class, one way of doing this exercise is to ask pupils to close their books and to listen to pages 14-17 read to them, they will then do the exercise on page 4 of the Workbook.

For weaker classes, it is acceptable to permit them to follow the story in their books, and then do the listening skills exercise. Pupils merely write answers down, eg.

##### Listening Skills 1

1. (a)
2. (a) etc.

Page 5: This poem is intended for discussion only; remember to relate the discussion to the novel, and possibly to the experiences of the pupils, eg. "We know that some people live in informal settlements (or squatter camps), are they waving or drowning?"

'Write a poem'. Is this possible? There is another opportunity to write a poem in Unit 4.

#### UNIT 2

Page 6: Comprehension 1 is a very easy comprehension, the questions are primarily "on the lines".

Page 7: For the Deletion Exercise the pupils write the answers only; this is a good opportunity for pupils to discuss their possible answers with each other; remember that there is more than one right answer - this makes marking rather long-winded.

##### Examples

- (a) near
- (b) deep

OR

- (a) close
- (b) welcome
- (c) wrung etc.

Page 8: Prepare pupils thoroughly for this essay; good preparatory discussion will result in good written work.

Page 9: There are one or two names in these lists that are not in the correct order, who can spot the error(s)?

Page 10: Cause and effect, an example of the answer:

1. The kettle had boiled all day and therefore the windows of the cabin stayed steamed up all day.

This exercise needs clear instructions beforehand if pupils are not familiar with this type of activity. Focus on the word "therefore"

Remind the pupils not to make any marks in the Workbook so that you can use it again next year.

### UNIT 3

#### Listening Skills 2:

Page 12: Once again either read the passage with books closed while the pupils listen attentively, discussion may or may not take place, this is for the teacher to decide; once the passage has been read, pupils answer the questions on page 12 in their exercise books. For weaker groups, the teacher may permit pupils to follow the story in their books.

Page 13: Précis writing, pupils will need much encouragement and guidance; instructions are on page 13; I suggest they do this exercise in "rough" first as they will have to re-write it a few times before they get it right; a valuable skill.

Page 16: Spelling, dictation and listening skills; same as before. Prepared dictation is very good, even if pupils learn the whole passage, choose a few words or lines.

More "why" questions (i.e. higher order thinking) appear in the comprehension exercise; discussion before and while the exercise is being done is acceptable.

Group discussion among pupils is perfectly acceptable while they are answering the questions.

It is a good idea to discuss spelling words with pupils before they learn them for the week; point out spelling patterns eg.

twist - ed

shiver - ed

murmur - ed

(not 2 r's)

## UNIT 4

Page 20

The "vocabulary cube" focuses on nine words; instead of covering a wide range of words, we concentrate on a few words in more depth, i.e. we apply them, more specifically to the mother.

Vocabulary extension is very important; discussion helps to fix the words in the pupils' consciousness.

Poems do not have to rhyme, neither is poetic rhythm important; blank verse is quite acceptable. I usually ask pupils to think of one idea for their poem, collect vocabulary on the idea and then write a short poem; be careful that pupils don't write prose, so a few examples may help; "rough" work is essential before writing into their exercise books. Pre-marking may be necessary.

Page 21

C & D is a development of A & B on page 21, if they are not able to write a poem, maybe a few lines will suffice. (50 words).

## UNIT 5

Page 22

Discussion is always helpful among the pupils themselves when searching for words - if you can cope with the increase in the noise level! It may be helpful if this page was photo-copied and pupils worked on the sheets rather than in books.

Page 23

The comprehensions become progressively more difficult (i.e. more questions "between the lines"), if you feel they can't cope, select your questions; it is quite acceptable to discuss with the class.

Possible answers to selected questions; another way is to discuss all ten questions and then select your questions based on the lesson and how you feel they would cope with the selected questions.

Page 24

The imaginary letter is a good way of probing pupil understanding of the story thus far.

## UNIT 6

Page 25

Oral discussion of the story and the themes are helpful, and make the story interesting, but try not to make the discussion formal, even to the point of not using the word "theme" too often. If you can remember the questions on page 25, introduce them informally into your lesson while you are reading the text. In other words, don't make a big issue of the discussion, let the discussion serve to aid understanding of the story. The momentum of the story must not be unnecessarily impeded.

Page 27

This exercise may be done orally, or as a written exercise. You decide.

Page 27 & 28

Comprehension 4, select your questions. See note on comprehension 3. Once again, you decide if you want to include question 3(e) on irony.

The problem-solving question on page 28 is important as it directs attention to the universality of the novel.

In fact I usually ask this question quite early on, but I don't give an answer. By doing this a few times I arouse their curiosity.

Another way is to ask quite soon after I start reading the book:

"What was the name of the dog?" Sounder  
 "What was the name of the boy" No answer  
 Neither does the teacher answer!

Later I come with my next question:

"Have you noticed anything unusual about the story?"

Ask it a few times. It holds their attention and gets them thinking!

**UNIT 7**

Page 30

If the pupils have not been "weaned" of the written word previously, attempt to do Listening Skills 4 without the pupils following in the books. In other words the emphasis is more strictly on listening and auditory memory.

**UNIT 8**

Page 33

You may wish to do a class debate at this point instead of a court - case. A debate may take less organisation than a court-case.

Page 35

If you have not discussed the problem-solving question on this page, here is another opportunity.

Page 36

You may wish to photo-copy this page so that no pencil marks are made in the workbooks. Discussion among pupils is to be encouraged.

**UNIT 9**

Page 38

Vocabulary extension is important, ESL pupils need to be exposed to new words constantly; do not assume they will use these words in their essays simply because they understand the meanings. A good exercise.

Page 39

2 (star 5 & 6). A more extended look at character should be possible now. Single words are 'bitty'.

	What she says	What she does	What others say of her	What she looks like	What the Author says of her
Chap. 1					
Chap. 2					
Chap. 3					
etc.					

A table like this is useful. The children scan the chapter and quote from it for each heading for each character. Later these 'notes' are the basis for a paragraph or two on the development of the main characters.

Change is what they must critically examine.

## **UNIT 10**

Page 40

Listening and comprehending is a valuable experience for the ESL pupil. See if they can do Listening Skills 5 without the novel. Consider giving the questions to them orally! Compare results with Listening Skills 1.

Page 43

Comprehension 5, if pupils are not able to cope with these questions unaided, preparatory class discussion will be helpful.

## **UNIT 11**

Page 45

I trust the pupils enjoyed the story!

It is wise to do the critical essay very soon after the reading has been done, i.e. before they forget the details of the novel. It is imperative that some assistance is given here, an example on the chalk-board (or OHP) of an outline essay would be helpful.

A two-hour video on the novel is available. The film varies quite considerably from the book. If you can obtain the video a useful concluding exercise is to compare book and video and to ask pupils why the changes were made in the film. The main changes in the film have a bearing on the problem-solving questions on page 28 and 35.

## **ANNEXURE 20**

### **THE FOCUSED INTERVIEW**

1. The first question was an ice-breaker, it required the respondent to share something of his/her vocational background and field of interest.
2. What problems are you experiencing with curriculum content?
3. What aspects of the curriculum do you perceive to be alienating and irrelevant?
4. Do you think the socio-cultural and historical experiences of the pupils are being addressed in the curriculum at present? Should a socio-political dimension be included in a new curriculum?
5. What teaching processes are most frequently employed in the ESL-classroom (or, in your classroom)?
6. Is literature being taught in the ESL-classroom (Alternative: Do you teach literature to your class?)
7. Do you think a critical children's literature programme as the core of the English language curriculum in the ESL-classroom has value as an instructional medium?
8. To what extent are the pupils being educated into thinking critically (Alternative: How are you teaching your pupils to think critically?)
9. What difference would it make to the teaching and learning in the classrooms if teachers are presented with a new approach to learning?
10. Are teachers adequately qualified, or experienced, to develop a critical curriculum that will meet the needs of their pupils? (Alternative: Do you feel you could develop a critical curriculum that will meet the needs of your pupils?)
11. To what extent does the language policy of second language medium of instruction inhibit critical teaching in the classroom?
12. Are there any other features which researchers ought to examine to see whether they interfere with the effective use of English as a medium of instruction?
13. Would teachers be willing to become actively involved in participatory curriculum development? (Alternative: Are you willing to become actively involved in participatory curriculum development?)
14. What further measures can be taken to assist teachers (and pupils) in bridging the gap between a traditional curriculum and the implementation of a curriculum based on the principles of critical pedagogy?

## **ANNEXURE 21**

### **INTERVIEW GUIDE FOR CIRCUIT INSPECTORS**

1. Would you mind sharing something of your philosophy of education, particularly your reaction to the momentous changes taking place in education at present.
2. Are there any aspects of education at present that you consider to be particularly problematic?
3. Thinking particularly now about the problems of the primary school pupils and teachers, which of the following alternatives would you consider to be the major obstacle(s) to the reconstruction and development in your department:
  - (a) there are no problems;
  - (b) curriculum content;
  - (c) curriculum materials not available;
  - (d) insufficient exposure to modern teaching methods by the teachers, viz. more in-service courses required;
  - (e) critical teaching not possible in the ESL-classroom because of the poor language of the pupils;
  - (f) discipline;
  - (g) any other reason not listed above.
4. Do Std 5 pupils in your department still write the external examination? How do you feel about this exam? Does it still fulfil a need?
5. Do you feel the teachers in your department would welcome the opportunity to become involved in participatory curriculum development? For example, in English, each teacher works out his/her own curriculum based on departmental guidelines. Assessment is then internal and continuous.
6. What type of relationship do the circuit inspectors have with principals and teachers? Are they able to influence school principals and thereby bring about positive changes?
7. How do you feel about the funding of education? Will the new SA government be able to find the funds to make reconstruction and development of education a reality in your ESL-department?
8. Is there anything else relevant to this transitional period in education that you wish to share?

## **ANNEXURE 22**

### **INTERVIEW GUIDE FOR PARENTS**

1. Explain why the interview is taking place.
2. Where do your children go to school?
3. What standards are they in?
4. What is the medium of instruction?
5. How do they feel about the change over to ESL?
6. Do you have to pay school fees? How much?
7. Are you happy with their progress?
8. Which of the following would you consider to be a big problem in your child's education:
  - (a) the work; too hard, too easy
  - (b) not enough books etc.
  - (c) teachers don't work hard enough
  - (d) classes too big
  - (e) language problem
  - (f) platoon system
  - (g) discipline
  - (h) other?
9. How do you feel about the changes in education at present?

## **ANNEXURE 23**

### **INTERVIEW GUIDE FOR SPECIALIST TEACHERS OF ENGLISH**

1. Do you consider the Sounder workbook to be an accurate measure of the amount of language a Std 5 pupil ought to have before going to high school?
2. How do you feel about a literature-based approach in Std 5 as a preparation for high school? Why do you support a literature-based approach?
3. Does the Sounder workbook do justice to this approach?
4. Please be perfectly honest in your reply to the next question. Are there any criticisms of the workbook you wish to make? What are the shortcomings?
5. Do you feel the workbook focuses on critical thinking skills? Does the workbook do justice to critical teaching? Please elaborate.
6. Generally, how have your ESL-pupils coped with a literature-based approach?
7. Do they experience problems in the area of critical thinking?
8. What (if any) are the main problems experienced by those pupils in your class, and how could these problems be overcome most effectively?

## **ANNEXURE 24**

### **RECORD OF FORMAL INTERVIEWS CONDUCTED**

Miss Heather Wilson Principal Carrington Heights Junior Primary School	15 August 1995
Mr. Alan Stuart Principal John Wesley Primary School	6 September 1995
Mrs Petra Smith Principal North Crest Primary School	7 September 1995
Mr. Elijah Z. Miya Circuit Inspector, Umlazi ex-KwaZulu Department of Education	20 September 1995
Miss Eileen Stephens Teacher Rossburgh High School	3 November 1995
Mrs Thulisile Zuma Domestic Worker 17 St. Mary's Road, Kloof	25 November 1995
Mr. Erasmus Machi Gardener 17 St. Mary's Road, Kloof	25 November 1995
Mr. Harvey Cuthertson Head of Department Ashley Primary School Pinetown	29 November 1995
Mrs Jemima Dlamini Library Assistant, Hillcrest	12 December 1995
Mr. Bheki Sithole Hillcrest Townboard	12 December 1995
Evangelist Jackson Tokwe Methodist Church of Southern Africa Molweni Circuit	12 December 1995
Mr. Clifford N. Ndaba Circuit Inspector, Mpumalanga ex-KwaZulu Department of Education	14 December 1995
Mr. George Msimango Circuit Inspector, Durban ex-Department of Education and Training	15 December 1995

## ANNEXURE 25

### RECORD OF CONTACTS AND VISITS

Abantwana Higher Primary School

Data Collection

DATE	SOURCE OF EVIDENCE	CLASSES STANDARDS	CONTACT
1. 2.08.95	Interview	-	Mr. S. Ntomela
2. 16.08.95	Observation	5 C 5 B	Mr. Gumede
3. 23.08.95	Observation	5 C; 5 B	Ndalo
4. 30.08.95	Participation	5 C; 5 B	Self
5. 6.09.95	Observation	5 B	Ndalo
6. 13.09.95	Participation	5 A; 5 B	Self
7. 20.09.95	Participation	5 A; 5 B	Self
8. 27.09.95	Participation	5 B; 5 C; 5 A	Self
9. 11.10.95	Participation	5 A; 5 B; 5 C	Self & Mr. Ntombela
10. 18.10.95	Participation	Mixed 60	Self
11. 25.10.95	Participation	5 D	Self
12. 1.11.95	Participation	5 D	Self

#### Data collection resumé

Visits to Abantwana Primary School took place regularly on a Wednesday morning for a period of 12 weeks. Five classes of Standard 5 pupils were involved in the implementation of the critical curriculum. Of these 5 classes, I was able to teach and observe pupils in four classes. Each visit to Abantwana lasted between 1 hour to 1½ hours, in some instances concentrated on one class group, on other occasions the time was divided between two or three classes.

Class groups varied from approximately 38 pupils to 48 pupils. Class numbers appeared to vary quite considerably from week to week. The largest group was on the 18 October, when I taught a mixed group of 60 pupils. Documentary evidence was collected from the pupils in the form of written work after each lesson.

The ages of the pupils ranged from 11 years old to 18 years.

The pupils were all Zulu first language, with English as medium of instruction.

In total, approximately 220 pupils were exposed to the Sounder critical curriculum either by way of my teaching on a Wednesday morning or in my absence by their subject teacher, Ndalo.

## ANNEXURE 26

### BARNABAS SHAW PRIMARY SCHOOL

#### Data collection

DATE	SOURCE OF EVIDENCE	CLASS STANDARD	CONTACT
1. 6.09.95	Interview		Mr A. Warren
2. 18.10.95	Interview		Susan
3. 25.10.95	Interview		Susan
4. 1.11.95	Books reviewed Interview	Std. 5	Self Susan
5. 15.11.95	Observation	Std. 5	Susan
6. 22.11.95	Observation	Std. 5	Susan
7. 24.11.95	Observation	Std. 5	Susan
8. 27.11.95	Interview Observation Books reviewed	Std. 5	Susan
9. 29.11.95	Observation Books reviewed	Std. 5	Susan
10. 4.12.95	Interview		Susan

#### Data collection résumé

The implementation of the critical curriculum at Barnabas Shaw commenced on 11 October. In contrast to the Abantwana site, my contact with Barnabas Shaw was more concentrated. The period of data collection was much shorter, so too the number of contacts. However, the class teacher, Susan, taught more purposefully than her counter-part in Umlazi. This was as a result of several circumstances. If one factor had to be identified for this difference, it was probably due to the willingness and ability of the pupils to proceed with the curriculum. Only one class group of 25 pupils was involved.

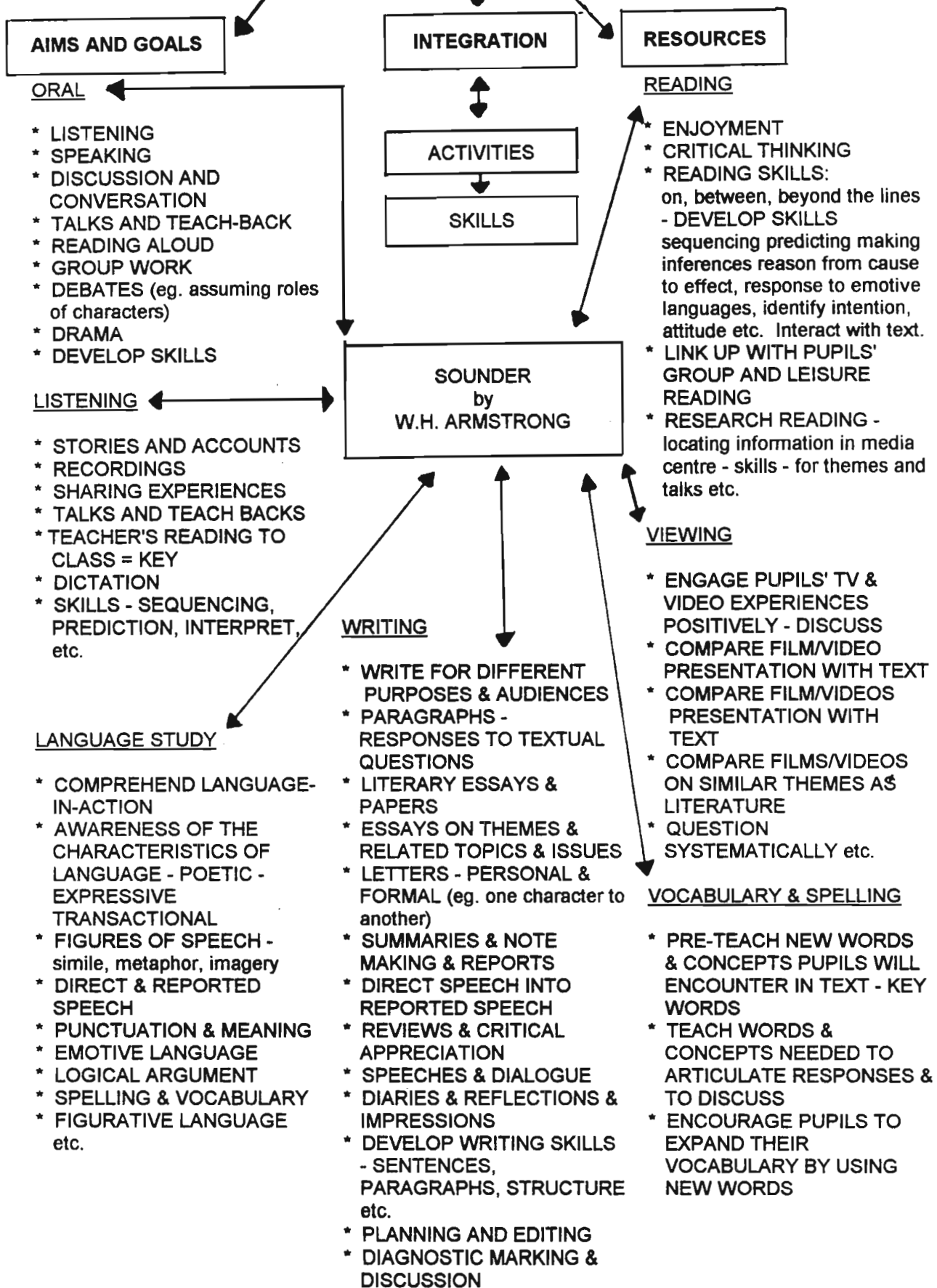
My visits to Barnabas Shaw were usually about one hour in duration, interviews with Susan were usually about half an hour each.

Apart from my observations during lessons and the interviews, I had the opportunity to view the pupils' work and to make photocopies from their classwork and tests.

The ages of the pupils varied from 12 years old to 15 years. The pupils included in the intervention programme were all Zulu first language. Medium of instruction was English throughout.

## ANNEXURE 27

### LITERATURE STUDY AND READING AS THE CORE OF ENGLISH



## ANNEXURE 3

### THE PUPILS' HIERARCHY OF CRITICAL THINKING SKILLS

Three levels are developed within meaningful contexts rather than in isolated exercises. Each level is dependent on what has been done in the preceding level.

#### LEVEL 1: MICRO THINKING PROCESSES

##### 1. **Memorising**

- \* register (relevant data)
- \* repeat
- \* rehearse
- \* retrieve
- \* recall
- \* restate
- \* automatise, i.e. technique, procedure, approach

##### 2. **Analysing**

- \* observe
- \* examine
- \* interpret
- \* investigate
- \* select
- \* dissect
- \* classify
- \* compare
- \* establish key ideas
- \* establish cause and effect

##### 3. **Synthesising**

- \* summarise
- \* paraphrase
- \* construct
- \* collect
- \* organise
- \* arrange
- \* formulate
- \* conclude
- \* explain
- \* generalise
- \* hypothesise
- \* predict
- \* estimate

##### 4. **Evaluating**

- \* criticise
- \* dispute
- \* enquire
- \* distinguish fact from opinion
- \* detect bias
- \* determine relevant/appropriateness
- \* determine accuracy
- \* determine value
- \* determine reality or fantasy

5. **Calculating**

- \* measure
- \* compare
- \* experiment
- \* determine
- \* ascertain

6. **Empathising**

- \* awareness, understanding and appreciation of others;
  - circumstances
  - influences
  - perspectives
  - points of view
  - beliefs
  - values

7. **Creating**

- \* innovate
- \* originate
- \* imagine
- \* compose

**LEVEL 2: MACRO THINKING PROCESSES**

1. Memorising
2. Analysing
3. Synthesising
4. Evaluating
5. Calculating
6. Empathising
7. Creating

**LEVEL 3: MAJOR THINKING PROCESSES**

1. Information Skills, i.e. research skills
2. Comprehension Skills
3. Problem-Posing Skills
4. Problem-Solving Skills
5. Communication Skills
  - listening
  - speaking
  - reading
  - writing
  - dramatising

UNIVERSITY OF DURBAN-WESTVILLE,  
PRIVATE BAG X54001  
DURBAN  
4000

## ANNEXURE 4

1 AUGUST 1995

Dear Principal,

Thank you for making your school available for this case study in English literature.

For your information and peace of mind, I set out the following arrangements and undertakings:

### UNDERTAKING

1. I would like to say very clearly at the outset that I have not requested to work in your school in order to "crit" the teacher. Even though I will be carrying a clip-board on each visit, I will merely be observing teaching and learning in the classroom. In particular, I will be observing pupil reaction to the Sounder curriculum.
2. I would appreciate openness from the teacher. If he/she is experiencing a problem with a particular activity, I would value a report-back on the problem. I would encourage teachers not to feel obliged to pursue with an exercise or activity that will not work. All that I require is a verbal report that either the teacher or the pupils did not like the activity, or that it didn't work.
3. I wish to stress that I am coming to learn. My function will be to explain to the teachers how the workbook works, and thereafter I intend to keep a low profile. We are all teachers, and we can all learn from each other.

### PROCEDURES

1. I would appreciate it if the teacher and the pupils were permitted to complete a short questionnaire at the outset of our case study. I would also appreciate it if I were able to conduct a short interview with you, lasting about half an hour, this would basically be about the school and the community you draw your pupils from.
2. Ideally, I would like to observe one half hour English lesson before the commencement of the Sounder-curriculum, and thereafter weekly observations of about 30-40 mins.
3. If a weekly get-together can be arranged to discuss the work that has to be taught in the coming week, I would be more than happy to meet with the teacher concerned after school at a mutually acceptable venue. But, if the teacher can cope without these meetings, this arrangement can fall away.
4. The Sounder-curriculum ought to be taught even when I am not present.
5. Once again, any feed-back would be welcome. Even criticism!
6. I would appreciate viewing some of the pupils' work if this were possible.

### ADMINISTRATION

1. All work is to be done in the pupils' exercise books, so that the workbooks can be used by other pupils and different classes.
2. Should the teacher feel it necessary, I will provide the pupils with new exercise books for the Sounder-curriculum. New books often generate new enthusiasm with pupils. But I will be guided by the teacher and the school in this respect.

3. Once the case study has been completed, the school may retain the books if teachers wish to use the material with other classes.

Finally, may I say once again how grateful I am that you have made your school available for what I believe to be a significant step in getting to know each other as colleagues in a unified system of education in Kwa Zulu-Natal.

Yours sincerely,

**IAN EDWARDS**

Phone:           764 4628 (Home)  
                      472 386 (School)  
                      752 671 (Wife: Hillcrest Library)

UNIVERSITY OF DURBAN-WESTVILLE,  
PRIVATE BAG X54001  
DURBAN  
4000

## ANNEXURE 5

18 SEPTEMBER 1995

Dear

Thank you for making your school available for this case study in English literature.

For your information and peace of mind, I set out the following arrangements and undertakings:

### UNDERTAKING

1. I would like to say very clearly at the outset that I have not requested to work in your school in order to "crit" the teacher. Even though I will be carrying a clip-board on each visit, I will merely be observing teaching and learning in the classroom. In particular, I will be observing pupil reaction to the Sounder curriculum.
2. I would appreciate openness from the teacher. If he/she is experiencing a problem with a particular activity, I would value a report-back on the problem. I would encourage teachers not to feel obliged to pursue with an exercise or activity that will not work. All that I require is a verbal report that either the teacher or the pupils did not like the activity, or that it didn't work.
3. I wish to stress that I am coming to learn. My function will be to explain to the teachers how the workbook works, and thereafter I intend to keep a low profile. We are all teachers, and we can all learn from each other.

### PROCEDURES

1. I would appreciate it if Caroline and the pupils were permitted to complete separate questionnaires at the outset of our case study.
2. If a weekly get-together can be arranged to discuss the work that has to be taught in the coming week, I would be more than happy to meet with Caroline after school at a mutually acceptable time.
3. We will have to find a mutually acceptable occasion when I will be able to observe the pupils in the classroom. This will amount to one, or at the utmost, two, half hour lessons.
4. The Sounder-curriculum ought to be taught even when I am not present.
5. Once again, any feed-back would be welcome. Even criticism!
6. I would appreciate viewing some of the pupils' work if this were possible.

### ADMINISTRATION

1. It is advisable to use exercise books for written work so that the work-books can be re-used with future classes.
2. Once the case study has been completed, the school may retain the books and use the material with other classes.
3. Feel free to adapt the material in the work-book to suit the needs of the class and your time constraints. Select material, and/or add to the material as you see the need.

4. I will provide a brief study guide on each unit to further elaborate on the various activities of our weekly meetings.

Finally, may I say once again how grateful I am that you have made your school available for what I believe to be a significant step in getting to know each other as colleagues in a unified system of education in Kwa Zulu-Natal.

Yours sincerely,

**IAN EDWARDS**

Phone:       764 4628 (Home)  
              472 386 (School)  
              752 671 (Wife: Hillcrest Library)

**ANNEXURE 6**

**TEACHER'S PERSONAL AND LITERATURE PROFILE**

1. Name of Teacher: .....
2. Name of School: .....
3. Date: .....
4. Contact Telephone Numbers: School: ..... Home: .....
5. How long have you been teaching? .....
6. How long have you taught in this standard? .....
7. How long have you taught at this school? .....
8. Do you have (a) a matric? ..... (b) a diploma ..... (c) a degree .....
- Tick one
9. Where did you qualify as a teacher? .....
10. How many years did your original qualification take to complete? .....
11. What were your major subjects? .....
- .....
12. Have you taught literature in the primary school? .....
- 13.0 If yes to the above question, please answer the following questions:
  - 13.1 What classes/standards did you teach? .....
  - 13.2 Did all the pupils have a copy of the book? .....
  - 13.3 Did you use any exercises based on the story, as a written application to be completed in the pupil's exercise books? .....
  - .....
  - 13.4 Can you remember the title of any one book you taught as literature? .....
  - .....
  - 13.5 Was it English literature? .....
  - 13.6 If not, in what language did you teach literature? .....
- 14.0 14.1 Critical Teaching

Do you use critical teaching methods in your lessons? Use the available lines for your answer and to elaborate your reply. ....

.....

14.2 Do you have any problems with the content at present? Use the available lines for your answer and to elaborate your reply. ....

.....  
.....

14.3 Are your pupils able to think critically? Use the available lines to answer and elaborate your reply. ....

.....

14.4 Major obstacles in respect of critical teaching in the ESL classroom:

- (a) there are no problems
- (b) curriculum content
- (c) curriculum materials not available
- (d) no expertise developed during my training
- (e) insufficient in-service courses
- (f) critical teaching not possible in the ESL classroom because of poor grasp of the language by the pupils
- (g) discipline
- (h) any other reason not listed above

.....  
.....  
.....

Tick as many alternatives as you agree with but put an asterisk in the block that you believe to be the most important obstacle eg.

**Thank you for answering these questions**

## ANNEXURE 7

### STUDENTS' LANGUAGE AND LITERATURE PROFILE

A. SCHOOL: .....

DATE: .....

AGE: .....

STD: .....

BOY: .....

GIRL: .....

(Tick one)

B. 1. What was the first language you ever learned? .....

2. What is your mother's language? .....

3. What is your father's language? .....

4. What language do you speak most often at home? .....

5. Name one language you would like to know really well .....

6. Briefly say why you have chosen this language .....

.....

C. 7. When was the first time you were taught through the medium of English?

*Examples of answer: 1) When I first started school 2) At the beginning of Std. 3*

.....

D. 8. Have you studied literature at school at any stage? ..... (Answer yes or no)

9. If yes, please answer the following questions:

9.1 Did you have your own copy of the book you studied? ..... (Answer yes or no)

9.2 Did you have to answer any exercises based on the book in your exercise books?

Answer yes or no .....

9.3 Can you remember the title of any one book you studied? If so, please write it down

.....

9.4 Was it English literature? .....

9.5 If not, in what language did you study this literature? .....

E. 10. 10.1 Do you speak English regularly to anyone other than your English teacher? .....

Answer yes or no.

Briefly explain where, if you answered yes .....

10.2 Do you find English an easy language to learn at school? Answer yes or no and give a brief reason. ....

## ANNEXURE 8

### PUPIL INFORMATION PROFILE

- A. **NAME:** .....
- SCHOOL:** .....
- AGE:** ..... **STD:** .....
- BOY:** ..... **GIRL:** ..... (Tick one)
- B. 1. What was the first language you ever learned? .....
2. What is your mother's language? .....
3. What is your father's language? .....
4. What language do you speak most often at home? .....
5. Name one language you would like to know really well .....
6. Say why .....
- .....
7. When was the first time you were taught through the medium of English?  
*Examples of answer: 1) When I first started school 2) At the beginning of Std. 3*
- .....
- .....
- C. 1. How long have you been at this school? *Example: 1) Since beginning of Std. 2*  
*2) Since beginning of July this year* .....
- .....
2. What school did you go to before you came to this school? .....
- .....
3. Why did you change schools? .....
- .....
- D. 1. Do you speak English regularly to anyone other than your English teacher(s)? Please say yes, or no, and explain briefly .....
- .....
2. Do you find English an easy language to learn at school? Answer yes or no and give a brief reason. ....
- .....

**Thank you for answering these questions.**

## ANNEXURE 9

### CLASSROOM OBSERVATION SCHEDULE

NAME OF TEACHER: .....

DATE: .....

SCHOOL: .....

STANDARD: .....

**A. TEACHER'S ROLE IN THE CLASSROOM**

Own literacy		H	M	L
Dominant		H	M	L
Listens to pupils		H	M	L
Lectures pupils		H	M	L

**B. THE PROCESS, AS AIDED BY MATERIALS**

Textbooks		H	M	L
Worksheets		H	M	L
Chalkboard		H	M	L

**C. PROCESS, AS AIDED BY QUESTIONS**

Directed to class		H	M	L
Directed at individuals		H	M	L
Elicit factual knowledge		H	M	L
Sentence completion		H	M	L
Choral replies		H	M	L
Q focus on process		H	M	L
Q probe		H	M	L
Pupil given fair chance to answer		H	M	L
Teacher gives answer		H	M	L
Open-ended questions		H	M	L
Open-ended (or no) reply		H	M	L
Rewards for good reasoning		H	M	L
Process, as aided by dialogue		H	M	L

**D. THE PROCESS, AS AIDED BY DIALOGUE**

Pupils seated in groups		H	M	L
Pupils seated in pairs		H	M	L
Pupils seated singly		H	M	L
Group work		H	M	L
Teacher/pupil dialogue		H	M	L
Inter-pupil dialogue (class level)		H	M	L

**E. THE PROCESS, AS AIDED BY PROBLEM-**

Teacher sets a problem		H	M	L
Pupils perceive problem and solve		H	M	L
Teacher withdraws		H	M	L
Teacher assists group/class		H	M	L

**F. SEATWORK**

Copy notes		H	M	L
Wait		H	M	L
Mechanical work		H	M	L
Evidence of problem-solving		H	M	L
Classroom silence		H	M	L
Some discussion		H	M	L
Teacher-pupil contact		H	M	L

