

**TEACHING METHODS USED BY GRADE SEVEN (7) TEACHERS IN TEACHING
SOCIAL SCIENCES**

By

DUMA ALFRED LUCKY

212558765

A dissertation submitted in partial fulfilment of the requirements for the degree Masters of Education in Curriculum Studies School of Education University of KwaZulu-Natal

Supervisor: Dr. S. B. Khoza

Date Submitted: January 2014

ABSTRACT

This study seeks to emphasize the importance of teaching methods on the side of teachers as crucial in facilitating effective Social Sciences teaching in Grade Seven (7). Teaching methods themselves seem to be the strategy or a plan that outline the approach that teacher is intending to use in order to achieve the desirable outcomes. The focus of this study is on teaching methods used by Grade Seven (7) teachers in teaching Social Sciences. In the main this study is to explore what teaching methods are used in teaching Social Sciences in Grade Seven (7), how are those teaching methods used in teaching Grade Seven (7) and why those teaching methods are used the way are used. This is an interpretive research study using qualitative design in a case study approach. This is a multi-data collection research: 1. Observation- there will be a classroom observation while teaching continues. 2. Document analysis- documents that are used by teachers to ascertain required teaching and learning is achieved, will be analyzed. 3. Interviews- face to face interviews will be conducted with Social Sciences teachers.

The findings of this study indicate that important documents like subject policy are read and understood by subject teachers but they are not taken much into consideration when teaching methods are chosen. Some of the contributing factors being the big size of learners in class compared to time allocation per week. Different kinds of books used by teachers were also identified as a contributing factor, reason being they are sold for profit making rather than the love developing a learners as per policy intention. Thus the study recommends that teachers be constantly offered in-service training and the department of education at least one compulsory prescribe book for all schools in the province or the country.

SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

.....

Dr. Bheki Khoza

DECLARATION

I, Duma Alfred Lucky declare that this research dissertation, except where otherwise indicated is my original work. This dissertation has not been submitted for any other degree or examination in any other university. This dissertation does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Their words have been re-written but the general information attributed to them has been referenced.

Signed.....

Duma Alfred Lucky

Student No: 212558765

Dedication

To my sons Phumlani and Sanele. I believed this would serve as an inspiration to you because you both know how we have been struggling as the family; to my brother Mandla and his late wife, my late brother Bongani and his wife Sebe as well as my sister Nombulelo. This is for you guys.

Acknowledgements

My greatest thanks go to God Almighty for giving me strength and courage to pursue such a task. I would like to send my utmost gratitude and my sincere appreciation to my supervisor Dr. Bheki Khoza who guided and monitored my progress throughout this study.

May I also thank Christine Davis for her assistance on editing this study though it was at short notice.

Contents

Abstract

Declaration

Dedication

Acknowledgments

TABLE OF CONTENTS

CHAPTERS	TOPICS	PAGE NUMBERS
Chapter One	Background and context of the study: Introduction	1
	Organisation of the study	1
	Purpose and design	2
	Rationale	2-3
	Objectives of the study	3-4
	Research questions	4
	Theoretical framework of the study	4
	Conclusion	5
Chapter Two	Literature Review and Framework	6
	Subtopics	
	Introduction	6
	Components / Questions	7
	Definition of terms:	8-9
	Teacher, Methods and Social Sciences	
	Literature	9-18
	Simulation Method	18-19
	Inquiry or Discovery Method	19-20
	Project Method	20
	Demonstration Method	21
	Question and Answer Method	21
	Field trip Method	21-22
	Discussion Method	22 -23
Lecture Method	23	
Problem-Solving Method	23 -24	
Dramatization Method	24	

	Home Assignment	24
	Construction Method	24 -25
	Conclusion	25 -29
Chapter Three	Research Design and Methodology	30
	Introduction	30
	Design and Methodology	30-31
	Case Study	32
	Context and Sampling	32-33
	Validity, Reliability and Trustworthiness Issues	33
	Methods of Data Generation / Production	33
	Observation	34
	Document / Material Analysis	34
	Document analysis	34
	Interviews	35
	Semi-structured Interviews	35
	Data Analysis	36
	Ethical Issues	36
	Limitation of the study	36-37
	Conclusion	37
Chapter Four	Data Analysis and Findings	38-39
	Findings	39 -40
	Theme 1: Rationale	40-41
	Theme 2: Aims	41-43
	Theme3: Content and teaching activities	43-45
	Theme 4: Teacher role	45
	Theme5:Resources and grouping	46
	Theme 6: Location and time	46-47
	Theme 7: Assessment	47-48
	Theme 8: Teaching methods	48 -49
	Conclusion	50
Chapter Five	Discussion of Findings	51
	Introduction	51
	Rationale	51
	Aims and objectives / learning outcomes	52
	Content	53
	Learning outcomes	53-54
	Material used	54-55
	Learning activities	55-57
	Assessment	57

	Teaching methods	557-61
	Conclusion	61-64
Chapter Six	Conclusion and Recommendations	65
	Introduction	65
	Documents	65-69
References	References	70-78

APPENDIXES

Consent Letters

Interview schedule

Dept. of educ. approval

CHAPTER ONE

BACKGROUND AND CONTEXT OF THE STUDY

1.1 INTRODUCTION

This study seeks to explore the teaching methods that are used by teachers when teaching Social Sciences in grade seven (7). This study will be conducted in three primary schools within the Pinetown district (KZN). In this study three techniques will be used in terms of data generation/production; document/material analysis, teacher observation in class and unstructured interviews. In terms of participants, there will be one participant from each of the three schools.

This study is about the teaching methods used by teachers when teaching social sciences to grade seven learners. This study emanates from the researcher's personal interest as a social sciences teacher, which is one of the motivating factors for the undertaking of this study. The research will also draw from the literature concerning researches that have been conducted prior to this study. The study itself will include the purpose and rationale behind the main research questions and organization of the study as a whole.

Organisation of the Study

This chapter focused on overview/introduction of the study. A general overview of the purpose, the limitations, the definitions and methodology of the study were included. Chapter Two of the study will deal with literature review and conclusion. Chapter Three will consist of study design, research methods used in a study, the sample and sampling method, access to school and participants' permission, data analysis and the conclusion. Chapter Four will consist of data collection from the schools chosen by the researcher as well as the findings that will emanate from the data collected. Chapter Five will delve into the discussion which will be based on the findings from Chapter Four. In the discussion, the researcher will link the principles of the theoretical framework with the literature as well as what has been found from the data collection. Finally, Chapter Six will look at the recommendations and conclusions of the study. The recommendations and conclusion will be drawn from the war of ideas between the literature and the theoretical framework used by the researcher.

1.3 Purpose and Design

The purpose of this literature review was to explore the literature on teaching methods used by the grade seven teachers when teaching social sciences. This study will be designed in a qualitative methodology using interpretive approach in its subject matter while using a case study method based on research questions.

Rationale

The researcher has chosen this study because of personal interest in teaching and learning of social sciences as a subject/learning area in primary school, especially in grade seven (7). The reason behind choosing grade seven (7) classes in particular is because grade seven (7) is an exit class from primary school level, therefore a strong or solid foundation for social sciences from primary school to secondary school will assist a learner to decide on choosing his/her area of specialization as early as possible. The researcher has been teaching social sciences for more than nine (9) years and is aware that social sciences is a combination of two subjects or learning area, those are history and geography. Even during assessment of social sciences the policy Curriculum and Assessment Policy Statement, specifies that assessment should consist of fifty percent (50%) history and fifty percent (50%) geography. Within evaluations, these would be added together and divided by two to get a percentage mark (%) of the social sciences for the year (DoE, 2011). It is important to note that the two learning areas, history and geography are well known as two independent disciplines with their own teaching methods. This might triggers an important question reads thus: ‘What is a social science? It is in that light then that the researcher perceives the imperative need to conduct a study that will contribute to highlighting the actual teaching methods that are used by the grade seven (7) teachers in teaching social sciences as a subject. The researcher has also been motivated by other university lecturers to conduct this study in order to join a team that is searching for ways to contribute to the new knowledge of teaching methods that can be used in teaching grade seven social sciences.

Different studies (as per the literature review section) have been conducted around the teaching and learning of social sciences, especially at elementary stages. According to the National Teachers' Institution (2006), problems of a poor outing of Social Studies as a school subject or learning area were blamed on teachers. Their constant use of inappropriate pedagogical approaches like lecturing, dictation and note-copying are unsuited to a programme that requires interactive techniques in a social environment for the development and sustenance of desirable social skills, attitudes and values. Sharma (2007) also noted that there has been much discussion and debate among teachers and other concerned groups as to whether or not the mastery of subject matter of social studies by teachers is more important than the understanding and command of various methods of teaching. In this argument, many have asserted that subject matter is all important and that teachers who are well trained in their subject will have no difficulty in devising means methods and plans for teaching. Others insist that methods must be firmly mastered, since deficiencies in the knowledge of subject matter can and will be overcome by independent study.

Another study by Kumari and Rao (2004), pointed out that teaching of social studies has suffered greatly from poor teaching especially at the elementary stages of learning. According to this study it is generally held that anyone could teach social studies. The belief is that the only resource needed is a textbook and that everyone can read those. This perception implies that teaching is merely done to check that learners understand the facts in the book. Therefore, this study could be used to inform the social sciences curriculum designers with facilitators of areas of concern to prevent or limit the negative attitude of those who teach social sciences. The results of this study may also be useful to course/module policy makers, other university disciplines and other sector that are interested in social sciences teaching and learning.

Objectives of the study

- Identify and understand teaching methods that are used by grade seven (7) teachers in teaching social science.
- Understand the way in which these teaching methods of social sciences are used.

- Explain the reason why these teaching methods of social sciences are used.

1.4 Research questions

- What are the teaching methods that are used by grade seven (7) teachers in teaching social sciences?
- How are the teaching methods used by grade seven (7) teachers as they teach social sciences?
- Why teachers use the specific methods they are currently using to teach social sciences in grade seven (7).

1.5 Theoretical framework of the study

Any research study should be framed within a particular theoretical framework so that it relates to the philosophical basis on which the research takes place, and forms link between the theoretical aspects and practical component of that particular study (Sinclair, 2007). At the start of any research study, it is important to consider the relevant theory underpinning the knowledge based on the phenomenon to be studied.

The focus of this study is to explore the teaching methods used by grade seven (7) teachers in teaching social sciences. Since the interpretive paradigm has been chosen by the researcher to understand the phenomenon, the researcher has therefore decided to choose the curricular spider web theory by (Van den Akker, J.; de Boer, W.; Folmer, E.; Kuiper, W.; Letschert, J.; Nieveen, N.; & Thijs, A. (2009)). The spider web theory was chosen because its inherent principles can assist the researcher to scrutinize all stages of the curriculum. This curricular spider web theory will be further discussed in Chapter Two.

1.6 Conclusion

In the introduction of this study, the purpose and rationale has been clarified so that it is established upfront what this study wants to achieve. Again, the objectives and research

questions are included for the purpose of guiding and focusing the discussion towards achieving an answer to the research questions. Lastly, it is also important to state that the theoretical framework was also included in the introduction in order to highlight the philosophical underlying of the study. In other words, it is used to indicate how the researcher understands the phenomenon in question. However, one can conclude by stating that this study will find its full expression and deeper meaning in the chapters that are to follow, where all arguments, contradictions and agreements will be thoroughly investigated.

CHAPTER TWO

LITERATURE REVIEW AND FRAMEWORKS

2.1 Introduction

This study seeks to explore the teaching methods used by grade seven (7) teachers in teaching social sciences in three primary schools within the Pinetown district of the province of KwaZulu-Natal (KZN). Social Sciences are one of learning areas in South African school context, which is offered in primary schools starting from grade four (4) to grade seven (7). As for this study, the focus will be on primary schools in general and in grade seven specifically. For a better understanding of this study, the researcher will start by presenting teaching methods as they are discussed from different studies. The most commonly used teaching methods when teaching social sciences are: dramatization, field-trip, story-telling or lecture, simulation, note-taking, reading (from textbook), dictation, discussion, inquiry or discovery, project, problem solving, home assignment, role-play and construction.

It is also important to state here that the above-mentioned teaching methods are classified into two distinguishable categories, the first category being known as teacher-centered methods and the second category being those that are classified as learner-centered methods. Learner-centered method is defined as a teacher-learning situation where by learners are given greater responsibility to take charge in learning and are given control over the choice of learning activities, the pace of learning, and the teaching and learning methods used (Gibbs, 1992).

This study will try to find out if are there any reasons why teachers use teacher-centered, content-centered and learner-centered approaches at different time. Greaves (2008) conducted a study to investigate this issue. In her findings she discovered that teachers have to cover vast amounts of information in a limited time and they are further pressurized by testing schedules. As a result, they become highly dependent on teacher-centered instructional practices (lecture method) as well as the superficial coverage of content, which is textbook-driven. The explanation by the two above-mentioned researchers indicate that there are not many diverse learning activities within the teacher-centered approach and they are often limited to lecture method, reading method, note taking method and dictation method.

In his study, Khoza (2013) specified the reasons why teachers use different approaches on different occasions, which gives clarity on the above-stated reasoning. According to Khoza, if facilitators (teachers in this instance) want an effective approach for presentation they should use the teacher-centered approach (behaviorism). He raised the issue of a content-centered approach (cognitivism), which is used to measure the chunk of content given to learners. If they want contextualized learning activities, they should use the learner-centered approach (constructivism).

Since this study is about exploring teaching methods that are used by grade seven (7) teachers in teaching Social Sciences, it is therefore important to pay particular attention to how teachers deliver subject matter to learners. In other words, the focus of this study will be at a micro-level of the curriculum which means that teachers, as curriculum implementers, will be in the spotlight. In order for this study to achieve its objectives, as they are set out in Chapter One, the researcher will adopt the curricular spider web as the theory underpinning the knowledge base of the phenomena to be researched. The reason why curricular spider web is being chosen is because of its nine principles of the spider web refer to the ten parts of a curriculum, each concerning an aspect of learning and the learning programme for pupils. Curricular spider web also allows the researcher to cover all curriculum themes without any hindrances. Here-under Van den Akker *et al* (2009, p.11) provide the curriculum components together with its relevant questions that seem to provide relevant answers to the research questions:

Component:	Questions:
Rationale	why are they teaching?
Aims and objectives	towards which goals are they teaching?
Content	what are they teaching?
Learning activities	how are they teaching?
Teacher role	how is the teacher facilitating their teaching?
Materials and resources	with what are they teaching
Grouping	with whom are they teaching?

Location	where are they teaching?
Time	when are they teaching?
Assessment	how they are assessing?

Out of the above questions that have been provided by the above-mentioned authors, the researcher will add the question of teaching methods to check what teaching methods are used at a particular time.

Definition of terms:

Teacher is a person who teaches others, especially in school (Delahunty & McDonald, 2007). To teach is to give lesson to learners, for example learners in school or college (Oxford South African School Dictionary 3rd Edition, 2010).

Teach as a verb -teaches, teaching, taught- is to give a person knowledge or skill; train. Give lessons, especially in a particular subject (Delahunty & McDonald, 2007).

Teach as a verb -educate, instruct, tutor, inform, coach, train, drill school (Waite, 2006).

Method is the way of doing a particular activity (Oxford South African School Dictionary 3rd Edition, 2010). Method is a process or way of doing to achieve an outcome (Delahunty & McDonald, 2007).

The synonym of method is, technique, system, planning, strategy and tactic (Waite, 2006).

Social Sciences:

The term social sciences (studies) have been defined differently by different commission, committees and writers. According to Kochlar (1994) Social Studies are known to be those whose subject-matter is linked directly to the organization and development of human society and to man as a member of a social group. Kochlar further state that these are the studies of society and the main aim is to develop learners in such a way that they are able to understand the

world in which they have to live, and how it came to be, so that they may become responsible and empowered citizens. According to the writer, social studies intend to promote critical thinking, pushing the ideas for a readiness for social transformation, at an appreciation of tolerance of other cultures and a realization of other cultures, and a realization of the interdependence of man and man and of nation and nation.

Another definition of social sciences is lifted from Douglas (1999). Human and Social Sciences comprises the study of human relations between human beings, and between men and their environment. These interactions are understood in a particular space and time and have socio-economic, political, environmental and spiritual dimension. Human social sciences are there to contribute to the development of responsible citizen in a culturally diverse, democratic society within an interdependent world. They will equip learners to make sound judgments and take appropriate actions that will contribute to sustainable development of human society and physical environment. Human Social Sciences assist in developing distinctive skills and a critical awareness of social and environmental patterns, process and events, based on appropriate investigations and reflection within and across related focuses.

Literature

In order to take this argument further the researcher will explore the views of other researchers to see how they view the teaching of social sciences in assisting learners to be what the curriculum intended them to be. According to Adesina and Adeyemi (2003, p. 1) the experiences of human relationships in school and within the community at large are normally dealt with in Social Sciences as it includes human relationship with other cultures. According to the above-mentioned authors it is believed that the school has a duty to teach children to learn their role as leaders, future parents, group members, family members and community members. Therefore, they argue that Social Studies, as is the case in other countries, are mandatory to ensure that learners develop an understanding of their immediate surroundings. Additionally it is designed to ensure that they develop certain skills that will enable them to deal with and manage the forces of the world in which they live and learn how to live harmoniously in a society where may different groups co-exist. They conclude their observations by saying that Social Studies is

meant to be a programme of study that is used to inculcate the knowledge, skills, attitudes and actions that are so important in human relationship in the society. However, another view by Okobia (2011) argued that social studies enables the individual to identify problems, analyze them in his own environment and make the right decision where are necessary.

Social Sciences(South African context) is defined in Curriculum and Assessment Policy Statements (DoE, 2011), generally referred as CAPS, which is an approach under the National Curriculum Statement (DoE, 2002, p. 1), which is gazetted as an education policy, as a combination of History and Geography. The above-mentioned documents emphasizes that both subjects should be taught and assessed in every term of the school year. While they are kept separately, the curriculum is designed to ensure that the two subjects/learning areas provide opportunities for learners to look at their own world with fresh, critical eyes and to introduce them to a world beyond their everyday realities. For the benefit of this study it is important to define both history and geography respectively as they are defined in the caps document. The study of history enables people to understand and evaluate how past human actions have an impact on the present and how they influence the future. History is about learning how to think about the past and its implication on the present. At its heart, it is a process of inquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? History is about how to think analytically about the stories people tell about the past and how people internalized that information (DoE, 2011, p. 9).

The two disciplines are meant to complement the knowledge (content, skills and concepts) as they are outlined in each. As per the Caps document (DoE, 2011), the social sciences curriculum defines Geography as the study of the human and physical environment. It is an integrated discipline that examines both physical and human process over space and time. Geography helps people to understand their complex world and it offers people a bridge between the human and physical sciences (DoE, 2011, p. 11).

Having looked at the different definitions by different writers, it became noticeable that Social Studies literature is in agreement that the ultimate goal of Social Studies is citizenship education. In some other countries, Social Studies and citizen education are regarded as the same thing (Mhlauli, 2012, p. 131). Social Studies has been regarded as the subject/learning area within the school curriculum that is used as a tool for empowering student/learners with the requisite knowledge, skills, values, attitudes and dispositions relevant for producing productive and effective citizens (Mhlauli,2012, 131). In response to what transpired from the 168 Mambasa's Conference, Botswana introduced their first Social Studies curriculum and became a member of a newly formed African Social Studies Programme (ASSP), which was later changed to be African Social Studies and Environment Studies Programme (ASSESP) (Adeyemi as cited in Mhlauli, 2012, p. 131).

The study conducted by the (ASSESP) discovered problem-solving method being necessary because it develops learners to such that they view it as a democratic adventure, as well as the intellectual, critical and cooperative aspects (Mhlauli, 2012, p. 134). In that particular study the inquiry and problem solving methods were recommended as relevant methods rather than rote learning. The author also believed that the intellect, critical and cooperative aspects of learners could be well developed by employing problem solving based method. Asimeng-Boahene (as cited in Mhlauli, 2007, p.135) conducted studies in African countries that included countries such as Botswana, Kenya and Malawi which discovered that Social Sciences teaching and learning material was seriously lacking, especially those that are technology related. The other problem that was identified by Mhlauli (2012) was that the definition of the subject of Social Sciences affected the teaching and implementation. In a study conducted in Malawi, Kenya and Nigeria, Mhlauli, (2012, p. 135), showed that teachers were struggling to define Social Studies as subjects. Lastly, teacher training was also identified as one of the major problem in the African countries.

Since this study is to be conducted here in South African schools, it is therefore important to also check the situation within the country (South Africa) as it is not exempted from the problems facing other African countries. Curriculum frustrations in South Africa may not affect teachers at school alone, but can be traced back from the stages of education policy change. Smit (2001, p.

67), in her study on how primary school teachers experienced education policy changes in South Africa, noted that policy developers usually produce policies while policy implementers remain in the background. She agrees that teacher unions may represent them but their actual voice is seldom heard. According to Smit (2001), South Africa put more emphasis on education policy production and to a lesser extent on the implementation of policies which might be the cause for teachers to reject, ignore, and misunderstand some text from the policy. To clarify the issue of teachers being left out of policy formulation, the author concurs with the claim that curriculum 2005 (C2005) was imposed 'top-down' just like the apartheid curriculum. It includes insufficient teacher support; training and pedagogy preparation was also a real challenge. Specifically, teachers were offered one day training where teaching material is not properly unpacked (Christie as cited in Smit, 2001, p.72) She concurs with other academics who expressed their deep concern and reservations and critiqued C2005 as being obscure, "jargon" (meaning language terms used in C2005 were hard to understand by teachers and learners) laden and generally inaccessible in the discourse. It was very difficult to use such language in the teaching and learning situation. In fact, according to (Dean 1998), the curriculum difficulties can be located back to curriculum committees who had no disciplinary context or content within which to develop the learning outcomes. As a result the curriculum that emerged from that particular process is described in terms of outcomes, characterised by obscure language and a host of new concepts for schools and teachers to digest: learning outcomes, assessment criteria, range statements performance indicators, programme and phase indicators. The author claims that C2005 has no programme of study, no model of progression and its content was questionable (Dean, 1998, p. Not number). This was also echoed by Jansen (1997) in his paper "Why Outcomes Based Education 'OBE' will fail", he claimed that OBE will fail because of political imperatives which have little to do with the realities of classroom life. He further stated that it undermines the already fragile life of learning environment in school and classroom of the new South Africa. This frustrated teachers because they ended up not knowing what to teach. To strengthen her argument Dean cited the report made by South African Primary History Programme members who proposed that history should reclaim its own independence as a subject, in order to achieve its own learning outcomes, given its own time allocation and have its own objectives well defined through each grade. The author then concluded by stating that

C2005 left teachers frustrated and confused as to what to teach, and for what aims and objectives. Additionally, they would even feel insecure.

This study's teaching methods are the main focus as they will assist both the teacher and the learner to achieve leaning outcomes. It is thus imperative to clarify the importance of learning outcomes within the education system. Khoza (2013) conducted a study on Learning Outcomes as understood by Publishing Research facilitators at a South African university, Moon (as cited in Khoza,2013) defined learning outcomes as a statement of what the learner is expected to know, understand or demonstrate at the end of the period of learning. He further states that if learning is not guided by any learning outcomes, than that particular learning has no value according to the South African Qualification Authority as the guiding principle in South Africa. For human social sciences teachers who complained that they were unable to identify learning outcomes within the learning content, this concurs with the argument brought up by Khoza (2013) that if learning is not guided by any learning outcomes that particular learning has no value. In a case study conducted by Khoza (2001) on outcomes of a computer literacy course offered by UniSchool, the study revealed the importance of linking learning outcomes to lesson activities or assessment activities. It is said that forty percent (40%) of students failed the course simply because other outcomes were not observable or measurable in guiding the facilitators as they measured their students' performance objectively. The study therefore concluded by stating that learning outcomes should be measurable and observable.

In the event of educational transformation in South Africa after 1994, the introduction of Outcome Based Education (OBE) and Curriculum 2005 (C2005) was a huge step to the new dispensation. However, it was not well received by teachers because of a huge gap, at the time, between the aims of OBE and way in which the majority of teachers were trained (Ono and Ferreira, 2010, p. 1). The problem that could be identified was the difference between the content-based curriculum that South Africa was using and the new outcome based education that was introduced after 1994 democratic elections. One would expect that an intensive and extensive professional development of teachers would be necessary to prepare teachers for the implementation of the newly introduced curriculum (OBE and C2005). Because of the way in which teachers were trained, and in turn had to pass their knowledge on to their colleagues, they

frequently complained that the district trainers themselves did not always understand the curriculum. As a result, this led to the watering down or misinterpretation of crucial information (Ono and Ferreira, 2010).

This study is about teaching methods that are used by grade seven (7) teachers in teaching social sciences. As Mhlauli (2012) has stated previously, instead of using rote learning when teaching Social Sciences, inquiry and problem solving should be considered as the relevant teaching methods. Since she believed that the intellect, critical and cooperative aspects of learners can be well developed by employing problem-solving based method because the learner would view it as a democratic adventure. As a resolution taken by African member state in the ASSP, it becomes important to check each country's success or failure to implement those recommended teaching methods and identify what challenges could be a cause of failure or success in teaching social sciences.

Before each country is being scrutinised, it is import to look at one of the prominent bodies or structures that has contributed a lot in terms of advocating and defending social sciences. The National Council of Education Research and Training (2006) suggests that Social Sciences teachers should carry the responsibility of widening the human value that includes the following: freedom, trust mutual respect, understand and respect of diversity to name just a few. In other words this means that while one understands his / her own freedom must not infringe into other people's rights, respect other people's ideas and being tolerant to each other.

In the South African context the social sciences learner should be molded such that he/she becomes a positively contributing member of the society. The National Council of Education Research and Training (2006) believes that learners should be able to critically reflect on social issues as this has a bearing on the creative coexistence between individual good and collective good. Specifically, this can be produced by social sciences teachers.

A research Programme carried out in seven member countries of the Africa Social Studies (ASSP) have shown that as much as there was discussions about applying inquiry-based learning as the recommended teaching method, the research discovered that learning was still teacher driven and dominated by chalk-talk (Mhlauli, 2012). According to Mhlauli (2012), in Botswana primary schools it was discovered that teaching of Social Sciences was still carried out with the already discredited teacher-centered teaching method. In Kenya, research reveals that the lecture method was used, particularly when teaching social studies.

Another study on creating strategies to deal with controversial issues in social studies education in African schools conducted by Asimeng-Boahene (2007, p. 235) reveals a number of factors that caused social sciences to not get the support it deserves. Some of the issues mentioned were of teaching material shortage, usage of wrong teaching methods, government interference as well as learner resistance. Ngetich and Ndege (2011) sighted the inappropriate use of social sciences teacher training, with regard to dealing with current issues in the curriculum, as the main cause for teachers being unable to apply learner-centered teaching methods that would encourage creative learners. The conclusion drawn from the study was that the current preparation of teachers to teach emerging issues in the society was inadequate with regard to teaching methods. National Teachers' Institute (2006) showed that the teaching of social studies is still held up in the so called traditional teaching methods that are not interactive (lecture method, dictation and note taking). According to the Institute, these methods are inadequate in facilitating optimal learning in pupils and positively modifying their behavior. It is in that sense than those teachers are blamed for the seemingly poor outing of social studies as a school subject. Teachers are accused of using inappropriate pedagogical approaches for a programme that requires interactive techniques for the development and sustenance of desirable social skills, attitudes and values. Schools provided very limited teaching materials to aid teachers and assessment is limited to tests and written assignment for deriving achievement measures for evaluation. In fact, the issue of curriculum implementation is not an African problem alone; it has been reported in both developing and developed countries.

In order to improve the level of teaching social sciences, the National Council of Teacher Research and Training (2006) suggested the following recommendation:

- That even the books that are used should change their approach, instead of them being instructive, they should be more suggestive.

Teaching methods should be the used to promote creativity, aesthetic and critical perspectives because that will able enable learners to identify the important relationship between the past and present in order to understand the changes that are taking place within the society. In doing so, problem solving method, dramatization method, role-playing method and many more are suggested. On the issues of material used, audio, audio-visual, photographs, maps and charts were some of recommended materials by the council. Applying such changes, it was believed that social science classes are to move from imparting information to becoming a space for debate and discussion and that classes would create a participative teaching and learning situation.

According to Okobia, (2011, p.306) in New Zealand as well as Canada it was noted that most teachers lacked understanding of the new curriculum implementation especially social studies teaching methods.

In South Africa, Pitsoe and Maila (2012) noted that the introduction of National Curriculum Statement Policy (NCS) required a number of changes from teachers; the following are counted as eminent changes that are required. Teachers of social sciences were expected to get relevant skills and new knowledge, change their attitude and to ensure that they apply many new teaching strategies. This would ensure that their teaching would influence their learners learn how to construct their own knowledge as per dictates of critical social theory. Pitsoe and Maila, (2012, p.319) professional development of teachers is considered to be a critical component in the implementation of NCS Policy. Noting that critical social theory encourages teachers to remake their ideas in the context in which they find themselves, they are therefore more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development was directly linked to their daily experiences and aligned with standards and assessment.

Kriek and Grayson (2009) suggest that there is a dire need to equip South African teachers with a significant number of skills (such as classroom management and leadership; policy implementation; curriculum issues; inter-relationship with other organization and quality

assurance among others) in order to cope with the daily challenges faced in outcome-based classroom. Pitsoe and Maila (2012, p. 322) recommended that professional development must be designed in accordance with teacher-identified needs at a specific school level and not with a 'one size fits all' approach.

The issue of teacher effectiveness in South African education has also been identified by Pretorius (2012, p.311), where the author confirms that South African teachers are faced with multiple challenges which have resulted from an education system with a large number of dysfunctional schools. In terms of World Economic Forum in 2011 South Africa was ranked 137 Out of 139 in numeracy and literacy, regardless that the country is spending far more money in education per learner than any other African countries (Pretorius, 2012). The author noted that South African teacher education has undergone various reforms since 1994 but the quality of a substantial proportion of teacher education programme is still questionable. A study by Pretorius (2012, p 310), shows that teacher effectiveness is the single most important school-base factor in student success. Considering this, the country's educational system needs to create a comprehensive definition of teacher effectiveness and create training programmes to help develop it. The objective for this study comes in three folds: the first one being to identify teaching methods used in teaching social sciences (studies), the second objective being to understand the way these methods are used and the third one is to reason out why such methods are used. It thus become so imperative for the researcher to use curricular spider web the above mentioned objectives are achieved. The comments of many researchers are re-affirmed, as they say social studies is increasingly vital in helping to create individuals who are active, dynamic participants in their own society. Therefore, there is a serious need to select appropriate strategies that will facilitate the all round development in the cognitive, effective and psychomotor domains of students. It was mentioned that social sciences teachers' focus more on lecture, dictation and note-taking methodologies when they teach and these teaching methods are said to be teacher-centered instead of learner-centered. Adekunle (1991) argues that there is no single method of learning that can adequately fit all learning situation, just as there is no best method of teaching social studies, but that a combination of the other methods would definitely help in achieving the desired instructional objectives.

Adekunle (1991) has conducted a serious study on methods and resources in teaching social studies which could shed light on how best to create a comprehensive methodology. Adekunle (1991) starts by defining the act of teaching, as well as what is expected from someone who teaches social studies. According to him, teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. He emphasizes that teaching, as useful and practical art, calls for intuition, creativity, improvisation and expressiveness. Thus, a social studies teacher has to be abreast of the innovations in teaching methods; has to be a resource of information and a guide; an organizer of opportunities for learning; and a person who can stimulate any environment for effective learning by using a variety of diverse teaching methods. Adekunle (1991), suggested about twelve teaching methods could be effective in teaching social studies. They are:

Simulation Method – there are two types of simulations, the *system dynamics* simulations and *role-play* simulations (Chilcott, 1996). For the interest of this study, the word classroom simulation will be used. Classroom simulation is a method of teaching/learning or evaluating learning of curriculum content that is based on an actual situation (Chilcott, 1996). The simulation is designed to replicate a real-life situation, learners assume roles which enables them to analyze data, make decision and solve the problem inherent in the situation. As the simulation proceeds, learners respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions. During simulations learners perform tasks that enable them to learn or have their learning evaluated. According to the author, simulation includes time reflection and processing which allows learners to share their experiences, assess their learning and evaluate their assessments against the intended outcome of the situation. In addition to accomplishing the objective of the situation activity, learners become interested in the real world system on which it is based and how the system works.

Simulation is used for teaching concepts and principles that are not easily observable, such as theoretical concepts. Simulation is derived from the Latin word, ‘similes’ which means to act like or to resemble. Using this method, a situation will be created in which activities are

presented as if they had occurred in real life. Simulation method has three major kinds; historical simulation, simulation activities and simulation games. Any of these can be demonstrated in social studies class under the topics like: historical simulation can be inauguration of the specific state president, simulation activities, learners can role-play or act on a particular court case of historical phenomenon or individuals and with simulation games any game with specific rule can be organized such as voting for elections can be organized as an example. Here some of the topics that seem difficult or abstract like morality, democracy, patriotism, followership, leadership, conflict prejudice and many others but can be easily demonstrated and well understood by learners through simulated situations. However, the author warned social studies teachers who wanted to use simulation method that it takes a great deal of time to prepare a lesson and learners tend to be very noisy, disorderly and can sometimes be difficult to control. Thus they need to be prepared and enlightened on how to conduct themselves during the activities. Simulation, as a teaching method, has already indicated that it has all the potential to encourage learner-centered approach and every learner in the class can have equal chance to participate while the teacher can have enough opportunity to measure the amount of content covered as well as observe learning outcomes achieved.

Inquiry or Discovery Method

According to Postman & Weingartner (1969), inquiry method allows learners to be independent in finding solutions to the topic given how too demanding to under developed learners.

Inquiry method or discovery method is one of the best methods to first language learners. The author suggests topics that students would investigate are topics that include mathematics. These topics could reflect on the real world situation of the country, like the fuel shortage in the country, power failure, and shortage of certain goods in the country like food and water. The important thing about this method is that it requires a high level of thinking skills from learners. This kind of method teaches social studies learners to think critically and apply their findings to general situations that affect the society. Some research turned to criticizing this method for its time consuming nature, especially during the planning stage. However, all agree that the method is highly effective when used correctly. As mentioned before, there is no one teaching method

that can be suitable for every lesson, so the inquiry/discovery method will not be appropriate to all situations. However, as learners use this method they get practice on problem-solving and critical thinking that take them to proper conclusions.

According to Sealy (2004), enquiry lies at the heart of history. This author suggests that for the learners to understand the past they must follow a process of enquiry, where learners examine sources about the past, pose questions and debate their meaning. Learning to ask good questions is a valuable skill to be acquired, and learners will become good at questioning if their teachers create opportunities for them to ask their own questions. This assists the teacher to understand the level in which his/her learners are regarding the topic under discussion. Enquiry-based learning works well in a complex, open-ended situation as it allows a variety of responses and it keeps learners actively involved. Kahn and O'Rourke suggest that enquiry learning is similar to research and it also gives learners a chance to work in small groups in a form of collaboration.

Project Method

This kind of a teaching method is more related to cooperative learning as they both encourage learners to be part of a group that they work with. According to Neomi (2008), the project method is a target-driven activity based on challenge, fostering success and efficient cooperation, during which the students' activity gain more weight than the communication of knowledge by the teacher.

In this method the author stresses the role of the social studies teacher when using it. The teacher is expected to have a proper plan for a project to be done, must be able to guide learners, motivate them and assist them by clarifying concepts in social studies. Project method can be given to an individual learner or a group of learners. This method helps in training learners to keep time and meet due dates. If they work as a group they learn to co-operate, share material and collaborate ideas. Project method is the most concrete of all types of activities method, it provide learners with experience suited to individuals.

Demonstration Method

The demonstration method is best used in teaching learners how to perform. It has several advantages, such as presenting skill of observation is highly required means of strong motivation and it can be used in training practical activities. The demonstration method of teaching shows learners how to do a task using sequential instructions with the end goal of having learners perform the tasks independently (Eley & Norton, 2004).

This method can be done by a teacher or learners, it can be done to highlight or emphasize certain points. Demonstration methods also assist when there is shortage of social studies equipment. It helps the teacher to teach more learners in less time than he could have spent with other methods, but the author warns teachers not use demonstration in discrimination of other methods. After performing the demonstration, the teacher's role becomes to support students in their attempts, providing guidance and feedback, and offering suggestions for alternative approaches.

Question and Answer Method

This teaching method can be used by teachers at all stages of teaching such as introduction stage of a topic where the previous lesson is linked with the new lesson. In most cases this method is used to test the extent and depth of the learner's knowledge and it assists in keeping both teacher and learners active throughout the lesson. This kind of teaching method is useful when the teacher wants a quick feedback from the learners' at all levels in order to challenge students to examine both contemporary and historical issues (Copeland, 2005).

Field-Trip Method

This method takes learners out of the classroom situation to a particular learning environment where they can observe a key part of their topics. Sometimes learners may be taken to a place where there is a famous statue like a monument or a particular group of people or museum. The success of this method relies heavily on the social studies teachers; they need to undergo three

stages before applying this method. Stage one being the *preparation* of information about the place to be visited, make necessary bookings if need be, organizing transport and accommodation and creation of a letter to parents if it's a long trip. In saying this, it means that the teachers must know exactly what they want to achieve with this method and they must have considered the age of their learners when developing their lesson plans.

The second stage of this method is the *field-trip* itself, as per the explanation by the author. This is where Horton (2012) claims that the power of field-trip can be increased by combining it with other types of activities and adapting them for social learning. At this stage learners are being guided and given explanation of what is being observed. They are provided with a short presentation to preview the field-trip by telling them what they will experience on the field-trip, they are taught signs and terminology necessary to be recognized and understood items encountered on the field-trip. For their part, learners make records to prepare for the last stage of the method.

The third stage is known as the *recapitulation*, the author states that during this stage learners report back the expedition. Again the author cautioned that this stage is where the ages of learners plays a role because if they are grown-up learners, they can write or discuss their report. If they are young, they may do their report by means of exhibition of specimen collected or sketches and diagrams drawn during the trip.

Discussion Method

According to Brookfield and Stephen (2005), the discussion method challenges learners to think more deeply and articulate their ideas more clearly. This method refers to small group of learners in class who discuss topics with little intervention from the teacher. Learners in their small groups are expected to understand the topic in order to participate in the discussion. The teacher is responsible to prepare learners and ensure that they understand the discussion rules before the activity start.

According to Emma (2004, p. 20), discussion as a teaching method helps the teacher to encourage learners in the class to talk. Talking in class is worthwhile because learners get a

chance to share their ideas in such a way that each learner comes to see what other class mates are thinking about the topic. Talking is also good in helping those who are not good with written work. Examples of topics to be tried on discussion method can be a source-based question like cartoons, map and pictures

Preparing learners for their discussion is very important, the basic following points should kept in mind:

- The key question or the issue to be discussed
- The evidence to be used by learners to support their argument during the debate
- Promoting orderly thinking as basis of their argument (Emma 2004)

Lecture Method

This is the common method used by teachers in almost every day of their practices. The researcher suggest that this kind of method should be used by the teachers when the topic is abstract, such as, faith, man and his belief, justice and many others. According to Charlton (2006) lectures retain a major educational role because they exploit evolved aspects of human nature to make learning easier and more effective when compared with electronic and literacy-based media.

Problem-Solving Method

According Kristin (2010) problem solving is very much essential in social studies because in helps to develop the learners critical thinking skills. The author claims that if problem solving is used as a teaching method, learners will be able to identify problems, gather the information necessary to solve such problems and lastly apply best solutions to the problem. As much as the author emphasizes that problem solving help learners to remember past events.

It is worth mentioning here that this method is highly recommended by most member states of African Social and Environmental studies Programme. The problem is that improperly trained teachers are unable to determine the type of problem to be solved by learners. As a result the

method is not yet familiar to teachers but there is a strong feeling that teachers should be guided by the fact that problem-solving method should be learner-centered because learners are responsible for all the steps towards the solution to the problem.

Dramatization Method

Dramatization can be an effective method of teaching social studies as well as other subjects within the curriculum. Dramatization may take the form of a play, pageantry, tableaux, pantomime and other less formal dramatic activities (Yee, 1994). Dramatization provides among other things, an avenue for respect of the opinion of others, the attitude of co-operation within the co-actors, development of desirable skills, confidence and self-esteem is instilled through this method. Learner's skills of observation play a major role in this method because they must observe their teacher's demonstration before they assimilate their teacher thereafter.

Home Assignment

Home assignment is not a method but a device to engage learners outside the lesson period. Teachers should give interesting topics to learners and home assignment should not be given as punishment to learners. Khochhar (2009) viewed this as an opportunity for learners to perform their duties or work independently of the teachers' guidance. It helps learners to be more independent while also providing a space for them to explore their own thinking of the topic.

Construction Method

According to Bernold (2012), in a large class-size teaching has traditionally relied on lecturing in theatre style spaces with students transcribing what the teacher writes on the blackboard. Such lectures are commonly supplemented with tutoring sessions in which students are helped to complete homework assignments followed by graded tests. However, research has shown that there is very little that the students learn beyond taking tests on narrow technical topics.

Thus, this study then found that by applying known pedagogical models and resources, even large classes could be turned into active learning spaces that benefit every student (Bernold, 2012).

The construction method comes in two different kinds, one involve the use of print materials like newspaper construction, file folder, scrap book, vertical file magazine construction and book construction. The other kind is the material that is used in making of model, sculptures and other instruction constructions that one may think of. Construction method could be used in the following topics in social studies: Family structure, social organization, cultural pattern and many others.

Conclusion

In summing up on recommended teaching methods as they are mentioned by different researchers, it is time to look at a survey by Russell iii and Waters (2010,p.7) which evaluated Middle School Students' likes and dislikes about Social Studies Instruction. In this survey the researchers state that learners often considered social studies to be dull and boring and they could not see the relevance of social studies in their everyday lives. The researchers then determined whether it was the content that was dull and boring or whether the instructional methods utilized by teachers affected their learning. The contributing factor for learners being uninspired by social studies seems to be found in teaching methods that were dominated by the lecture, textbook and worksheet (Russell iii and Waters, 2010, p. 8). According to Russell iii and Walters, 2010, p. 8 teachers tend to use only one teaching style day after day, which denies learners the opportunity of a variety of teaching.

Russell iii and Waters, 2010, p.8, argue that teachers tend to have learners participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates places. The above-mentioned authors caution teachers that historical thinking capacity is not build by committing one fact after another, instead they made an important recommendation that teachers connect the content to the individual interest of the learner, thus increasing the learner's interests in the content and actively engaging learners in the learning process.

In their recommendations, researchers concluded by suggesting a variety of teaching methods (such as co-operative learning, role playing, and technology) as some of the engaging instructional or teaching methods that increase learners' interest and active participation in the learning process. In this survey Stahl (as cited in Russell iii and Walters, 2010, p.8) claim that co-operative learning provides opportunities for learners to learn, practice, and live attitudes and behaviors that reflect the goals of Social Studies education. Dow (as cited in Russell iii and Waters, 2010, p.8) conclude by stating that direct observation, data gathering, reading, role playing, constructing project and watching films are only a few of the many excellent ways to provide learners with new information. They state that using simulations heightened learners' interested and increased understanding. Discussion method is also a valuable method for teaching social studies (Harwood and Hahn as cited in Russell iii and Waters, 2010, p.9).

Another research study conducted by Russell iii (2010, p.66) noted that learners are encouraged to regurgitate facts as a means of demonstrating academic understanding. Passive learning dominate social studies curriculum despite the abundance of research calling for engaged learning (Russell iii, 2010, p.65). Social Studies are regarded by many students/learners as being a boring and dry learning area (Chiodo and Byford as cited in Russell iii, 2010, p.65). It evokes images of students/learners stuck in a passive learning environment, which requires good hearing for the lectures and excellent memory for facts. According to Cuban (as cited in Russell iii, 2010, p.65), this is a result of traditional teaching methods such as drilling or reciting, memorization, textbook-based homework, lectures, and traditional teaching or instructional methods is that, they believe that they will able to cover the large amount of content. Lecture method is used as one of traditional teaching methods that is convenient to disseminate large amounts of content information in a limited time frame as it was mentioned in the above paragraphs (Russell iii, 2010, p.65) However, it was also mentioned too that the use of only one teaching style, day after day, denies learners the opportunity of learning via a variety of teaching techniques.

In his study, Russell iii (2010, p.66), intended to check the development level of social studies teachers in secondary schools since the introduction of the instructional of 21st century Skills and Social Studies Map by the National Council for the Social Studies in 2008. Their partnership was to integrate 21 century skills with e social studies classroom instructions, while map will assist

producing responsible and productive citizens in the 21st century(Russell iii,2010, p.66) According to Russell iii (2010, p.66), learners are expected to acquire the following skills as they are outlined in 21st century skills programme: creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, media literacy, information and communication technology literacy, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility. However, the author seems to believe that the above-mentioned skills are achievable if learners are engaged in active participation as is described in the map as follows: learners gather data, create graphs, and present findings. The active participation is also achievable if the so called non-traditional instructional or teaching methods are used, those are: group discussion, cooperative learning, role-playing, games, simulations, media use, analysis of primary/secondary sources, and other activities that require learners to participate and think critically. In his concluding statement the author noted that one impediment that can cause teachers to be unable to use a variety of teaching methods can be the fact that teachers are considered to be digital immigrants when their learners are digital natives (Russell iii, 2010, p.66). Digital immigrants are defined as the older generation that was born before technological era (teachers). Digital natives are defined as the younger generation born in the technological era (learners).

In a study known as ‘Enhancing the Pedagogical Content Knowledge of Teachers by Using an Evidence-based Inquiry Approach in the Chemistry Laboratory’ conducted by Hofstein, Mamlok-Naaman & Taitelbaum (2012, p.63), they state that teaching science using inquiry approach (non-traditional teaching method) present challenges in both teachers and learners since this kind of teaching is learner-centered, where the teacher is expected to encourage learners to understand the subject matter by participating in all the learning steps of the lesson since the inquiry approach demand the higher level of thing skills.. The authors further state that in order for teachers to use the inquiry approach, they need to undergo an intensive process of professional development, so that they will experience the same skills, knowledge and learning habit as their own learners (Winskihtl as cited in Hofstein, Mamlok-Naaman and Taitelbaum, 2012, p.63). For their better instruction to their learners, they should undergo the entire inquiry process. This will enhance their pedagogical content knowledge and thus they will be good guides for their learners. According the Magnusson *et al* (as cited in Hofstein, Mamlok-Naaman and Taitelbaum, 2012,p.63) pedagogical content knowledge assists teachers to understand the

five concepts: 1) orientation with respect to teaching, 2) knowledge of the curriculum, 3) knowledge of the testing of knowledge, 4) knowledge about learners and 5) knowledge about strategies of passing on knowledge. It must be noted that the five concepts appear to be in line with the components of the curriculum as they are outlined in the curricular spider web created by Van den Akker *et al* (2009).

As it is noticeable that pedagogical content knowledge has an important role to play in teaching social studies, in the study conducted by Lie (2010, p.9), the author argue that on top of pedagogical content knowledge teachers also need curriculum knowledge. They should be familiar with different strategies for teaching democratic citizenship that go beyond the classical blackboard lecture on democratic institutions (Lie, 2010, p.12) On the other hand; curricular knowledge refers to curricular alternatives available for instructions. They are textbooks, software programs, films and invitations to social science inquiry (Lie, 2010, p.12). The author claims that some of this knowledge is based on practical experience when trying to teach social studies at various levels, but basic knowledge of alternative teaching tools can make an important starting point for newly educated teachers (Lie, 2010, p.12).

Now that Social Studies teaching methods have been identified, as they were tabulated by different researchers and reasons why they are used in different situations, has been specified. The researcher of this study would like to believe that social science teachers will not find that many difficulties in using them when teaching. However, it is vitally important to keep in mind that none of them work well when used in isolation. It is also important to note that all the above-mentioned teaching methods are in fact not new in social sciences, but the current teachers in the education system need to be developed in a manner that they know how best they can combined them in order to achieve the required results. In closing, social studies teachers need to realize that some of the teaching methods are similar. Especially methods that are known to be learner-centered methods like dramatization, role play, demonstration and simulation. These methods are said to be effective but demand a thorough preparation from the side of the teacher himself/herself and they also demand that learners should be well prepared to such an extent that

they know what to do, how to perform such an activity and what are the intended results or outcomes. Cloud (1974, p.19), believe that by using simulation materials in social studies instruction the learners handle large quantities of data that require them to analyze, evaluate the data and make decisions in the light of evidence. In that way they may experience the total process of decision- making from the beginning to the end, and gain a sense of success or failure.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research design and methodology of this study. In this chapter methodology used in this study is described. The geographical area where the study was conducted, the design and participants are described. The instrument used to generate data including methods implemented to maintain validity and reliability of the instrument is described. Method of data analysis, ethical issues as well as limitations of the study will be dealt with in this chapter.

Design and Methodology

Qualitative Field of Research

According to Bertram, Christiansen and Land (2010, p.35) research design is a plan of how the researcher will systematically collect and analyze data to answer the research question. For Maree (2007, p.71), a research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done. In this study the research design seeks to explore and understand the teaching methods used by grade seven (7) teachers in teaching social sciences. A research design also encompasses the methodology that will be employed to conduct such a research. In this study qualitative research methodology will be used and as such the research topic will seek to explore the teaching methods used by grade seven (7) teachers in teaching social sciences. Qualitative research is concerned with developing an explanation of social phenomena that will inform understanding of the world in which people live and work (Creswell, 2003). According to Golafshani (2003) qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific setting, such as a real world setting in which the researcher does not attempt to manipulate the phenomenon and only tries to unveil the ultimate truth. Qualitative research uses a multi-method focus, involving an interpretive, naturalistic approach to its subject matter. Thus qualitative research evaluates participants within their natural setting and attempt to make sense of, or interpret, phenomena in

terms of the meaning people bring to them. The goal of this study then is to rely, as much as possible, on the participant's views of the situation being studied through their opinions, experiences and feelings to produce subject data, relative to the ideology of the interpretive paradigm. The study itself will be conducted in a case study approach.

Case Study

A case study method concentrates a study on one person, an institution, country, event or period of time (Thomas, 2010). According to Bertram *et al* (2010, p. 37), the case study method is an in-depth study of one particular case like a person (teacher, or a principal, or a parent), or a group of people (such as a family or a class of learners) school, a community, or an organization. According to Maree (2007, p. 75), the case study research is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. From an interpretive point of view, a case study is aimed at a deeper understanding of how participants relate and interact with each other in a context-specific situation and the meaning that arises from the phenomena under study (Maree, 2007, p, 75). In essence, this is where a researcher aims to capture the reality of the participants' lived experiences of and thoughts about a particular situation (Cohen, Manion, and Morrison, 2011). The case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundary between phenomenon and context are not clearly defined (Yin, 1994).

Walsh (1994) claims that the epistemological stance on interpretive approach is that knowledge of reality is only gained through social construction. To those who espouse the interpretive approach, social phenomena must be understood in the social context in which they are constructed and reproduced through their activities. Putting it differently, the understanding of social action must include the meaning that actors give to their actions. The interpretive approach operates under the assumption that access to reality only occurs through social constructions created through the shared language and meaning that particular society understands (Maree, 2007, p. 58-59).

Context and Sampling

Maree (2007, p. 79) claims that qualitative research is generally based on a non-probability purposive sample, which means that participants are selected because of some defining characteristics that make them the holders of data needed for the study. Sampling for this study is therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research question. The sampling for this study will be based on pre-selection criteria known as *stratified purposive sampling* because the research question is directed to grade seven teachers who teach social sciences. The context in which this study takes place is three primary schools within the Pinetown district of KwaZulu-Natal (KZN). The participants include a teacher from each of the different schools. The reason for choosing three teachers, one from each of the three primary schools, is that there is only one grade seven social sciences teacher per school.

Validity, Reliability and Trustworthiness Issues

In a qualitative research the researcher is the data gathering instrument, meaning that when qualitative researchers speak of research ‘validation and reliability’ they speak of a research that is credible and trustworthy (Maree, 2007, p. 81). Therefore, in the interest of this study the terms credibility and worthiness will be used. It is generally accepted that engaging multiple methods of data collection such as observation, document analysis and interviews will lead to trustworthiness.

According to Golfshani (2003), reliability means that if the results of the study can be produced under a similar methodology, then the research instrument is considered to be reliable. The author defines validity as a concept that determines whether the research truly measures that which it was intended to measure or how truthfully the research results reflect the reality. It is important to note that there is a section of qualitative researchers who argue that the term validity is not applicable to qualitative research, but at the same time, they have realized the need for some kind of quality check or measure for their research. Thus, Creswell and Miller (2000) suggest that the validity is affected by the researcher’s perception of validity in the study and

his/her choice of paradigm assumption. Golafshani (2003) argues that there won't be any validity without reliability, thus the demonstration of validity is sufficient to establish the reliability. Thus, reliability is a consequence of the validity in a study. The author claims that it is understood that reliability and validity are conceptualized as trustworthiness, rigor and quality in the qualitative paradigm.

Methods of Data Generation / Production

In the instances where a case study has been chosen as a research strategy, it should encompass specific techniques for collecting and analyzing data, directed by clearly stated theoretical assumption. On top of that, data should be collected from different sources and integrity should be ensured (Walsham, 1994).

This study will adopt three techniques of data generation/production which are familiar in qualitative features of qualitative research. They are: document or material analysis, teacher observation, and semi-structured interview.

Observations

The research strategy is designed to conduct observations as a non-participant observer. As a non-participant observer, the researcher will not be directly involved in the situation observed, and will not intrude in the situation and the setting under study (Gay, Mills and Arasian, 2009). The researcher will only observe and record lessons conducted, but not that will participate in, nor interfere with, the lessons conducted. According to McMillan & Schumacher (2010) observation is a way for the researcher to see and hear what is occurring naturally in the research site. Through observation, the researcher will be able to get direct evidence about the classroom practices teachers employ to teach social sciences and how they use these teaching methods in their natural environment.

Document/ Material analysis

When speaking of document/material analysis, Maree (2007) speaks of content analysis as the review of documents like books, brochures, written documents, transcripts or journals. The author states that this is the way of looking at the data from different angles in order to identify key in the raw data. Qualitative data analysis is primarily an inductive process of organizing the data into categories and identifies patterns or relationship among categories. Maree (2007, p.99) claims that inductive analysis is used to look for patterns and regularities in the data and start to formulate some tentative claims that can be explored. Therefore, documents analysis will be used in this study as one of the data gathering techniques to ensure that patterns are identified in assisting the researcher in gathering the required data for this study.

Document analysis

Maree (2007, p. 82) states that when the researcher uses documents as a data gathering technique, she or he focuses on all written communication that may shed light on the phenomenon under study. Document analysis will compliment the other instruments ensuring coherence and consistency in data gathering. For this study, documents such as national education policy documents, subject policy document, subject assessment policy documents, teacher's assessment books, teacher's subject record books, subject textbooks and any other documents will be used to shed light on the phenomena under study.

Interviews

An interview is a two-way conversation in which the interviewer asks the participant questions in order to collect data and to learn about the views, ideas, opinions, and behaviors of the participants. The aims of a qualitative interview are to see the world through the eyes of the participants so that the researcher will obtain rich descriptive data that will help him to understand the participant's construction of knowledge and social reality (Maree, 2007, p 87). For this research study, the researcher will use the semi-structured interviews as the primary interview instrument to collect data.

Semi-structured Interviews

Semi-structured interviews allow for the probing and clarification of answers. The researcher needs to be attentive to the responses of the participants in order to identify new emerging lines of enquiry that are directly related to the phenomenon being studied (Maree, 2007, p. 87). Through the semi-structured interview, the researcher will be able to find out what informs the way teachers teach. This kind of interviews will also assist the researcher to find out where the participants are coming from and what experience influence their choice of teaching methods (Gay *et al*, 2009). The semi-structured interviews will assist again in complimenting what has been observed and allow for points of clarity from observation.

Data Analysis

Normally, in qualitative research, the researcher needs to go back to the original notes that were made in order to verify their conclusion or he/she will go back to the participants to get additional verification.

Maree (2007, p. 99) views qualitative data analysis as one step that assists to establish how participants make meaning of a specific phenomenon by analyzing their perception, attitude, understanding, knowledge, values, feeling and experiences in an attempt to approximate their construction of the phenomenon. The author further emphasis that this is best achieved through a process of inductive analysis of qualitative data where the main purpose is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by a more structured theoretical orientation (Maree, 2007, p.99)

According to Dhunpath and Samuel (2009), data analysis is defined as an ongoing interactive (non-linear) process, implying that data collection strategy constitutes the first stage of data analysis. This means that data collection, processing, analysis and reporting are intertwined and not merely a number of consecutive processes (Maree, 2007, p.99). Thus, guided analysis will be adopted as the data analysis strategy for this study as it will assist the researcher to interact with the data collected.

Ethical Issues

According to Maree (2007), ethical aspects deal with the issues of anonymity and confidentiality as well as protection of the participants identities. The ethical issues also include letters of consent that must carry details of the study, including the rules pertaining to the participants as to that their participation in the study is voluntary and does not carry any benefit but to assist the researcher to complete his or her study. In addition, participants must also declare their willingness to participate without expecting any gain.

Limitation of the study

It must be remembered that the sample size of this study is three teachers from three different schools within the district and that the only criterion used for their selection was that they are grade seven social science teachers. The limitation that might be noticeable is in their social sciences teaching experiences. It is possible that some of the teachers in the sample were trained and employed prior to 1994. As such, social sciences as a learning area was not part of their curriculum while others who were trained after 1994 would have had social science in their curriculum. Teaching experience may be one part of the limitation while another would be the content knowledge that should be taught to learners which would emanate from an age gap between participants.

Conclusion

Maree (2007, p.51) claims that qualitative research is based on a naturalistic approach that seeks to understand a phenomena and in general, the researcher does not attempt to manipulate the phenomenon of interest. This kind of study accepts researcher subjectivity as something that cannot be eliminated and sees the researcher as the 'research instrument' in the data gathering processes. Thus, it becomes accepted that when the researcher speaks of research 'validity and reliability' he or she is usually referring to research that is credible and trustworthy (Maree,

2007, p. 81). This means that the successfulness of this study is highly dependent on the multiple uses of data gathering instruments that will assist in generating a deeper understanding of the phenomenon studied. The findings are dependent on the participants' view. As discussed previously, issues of validity, reliability and trustworthy can be only achieved if methods of data collection and data analysis are effective. Again, in this study, sampling was carefully selected on the basis of an explicit purpose of obtaining the richest possible information in response to the research questions (Maree, 2007, p. 79).

CAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discusses the data analysis and findings of the study based on the data collected from participants. The participants were identified by the researcher on the basis that they taught social sciences in grade seven (7). The agreement between the participants and the researcher was based on ethical research issues, such as the assurance that the data they give in this research will be only used for the purpose of this research as well as the assurance that their identity will be treated confidentially. It is worth mentioning that this study entails multi-methods, meaning that more than one method of data generation was used to collect data. The data in this study was generated through three different methods that were mentioned in the previous chapter; participant observation, documents analysis and face to face semi-structured interviews.

Starting with the first method of data generation which is the observation of the participant, each educator/teacher was observed once while teaching in class. Document analysis was done through out of the process of data generation as some of the responses provided by the participants forced the researcher to go back and refer to documents used. The actual documents that were analyzed include subject or learning area policy known as national curriculum statement grade R-9 (2002), revised national curriculum statement of (2003), national curriculum statement assessment policy as well as social sciences books by different author as they are used by different schools respectively. The last data generation method that was used was the semi-structured interviews where social sciences educator or teachers were interviewed in their own schools.

Moving from the theoretical framework that was chosen in this study (the curricular spider web by Van den Akker, 2009, p.11), this study uses guided analysis in order to respond to the principles of spider web. Principles of curricular spider web as per Van den Akker (2009, p. 12) are as follows: Rationale, aims and objectives, content, learning activities, teacher role, materials

and resources, grouping, location, time, assessment. For the purpose of this study, to explore the teaching methods used by grade seven teachers in teaching social sciences, the researcher decided to add teaching methods as part of curricular spider web to be looked at during data generation. The reason guided analysis was chosen for this study is because it is flexible in such a way that it allows researchers to modify principles of theories in order to accommodate important issues that emerge from the data itself (Samuel, 2009).

The researcher believed that using of document analysis would provide the theory that underpins this study, of which is the curricular spider web and the research questions of this study will be precisely answered by the data collected from the documents used by teachers when teaching social sciences. This became possible when the principles of curricular spider web were taken into consideration. Cohen, Manion and Morrison (2007) concur with the above statement that documents and other artefacts are a valuable source of information.

It has been mentioned that during data generation of this study semi-structured interviews were also used. As per the sampling of this study, three different schools were chosen with three different grade seven teachers who are teaching social sciences in their respective school were also chosen as participants for the study. To ensure confidentiality, the three participants were referred to as teacher A, teacher B and teacher C. This would also be in line with the ethical requirements as they are presented on the ethical clearance. The three participants were interviewed on three different dates in their respective schools; their interviews times ranged depending on the speed at which they answered each question. During the interviews, teacher (A) took 34 minutes, teacher (B) took 19 minutes and teacher (C) took 55 minutes. This may be interpreted as the uniqueness of the contextual factors of each school and the different understandings of each teacher regarding the questions.

Findings

The table below depicts the themes from each category in the form of question. Thus the findings are presented under each theme, taken from the table and clarified through discussion in order to

be understood. As for this study, themes that seem to be related as per the categories are grouped together.

Table 1: Teaching methods used by grade seven (7) teachers in teaching social sciences.

1. Rationale	Why are they teaching?
2. Aims, objectives and learning outcomes	Towards which goals are they teaching?
3. Content, learning activities	What and how are they teaching?
4. Teachers role	How are the teachers facilitating teaching?
5. Resources and grouping	With what and who are they teaching?
6. Location and time	Where and when are they teaching?
7. Assessment	How is their teaching assessed?
8. Teaching methods	What are the teaching methods, how are they used and why they use teaching methods?

Table 4.1: Curriculum components in question form (Van den Akker, 2009, p. 12).

Theme 1: Rationale

Why teach Social sciences?

Teacher A, Teacher B and Teacher C stated that they teach social sciences because it a prescribed learning area in schools:

‘I am teaching social sciences so that learners should become critical, responsible citizens, be able to take care of nature and environment as well as understanding changing society...’
(Teacher A)

‘I am teaching social sciences so that learners will be aware of what is happening around them.’ (Teacher B)

'I am teaching social sciences so that learners should be aware of their human nature as well as their personal background...' (Teacher C)

The explanation provided by the three participants confirms the discrepancy that may occur between the various forms of curriculum implementation. Van den Akker (2009, p. 10) clarifies the difference between the intended curriculum and the implemented curriculum. According to the South African Department of Basic Education 'DoE' (2002, p. 4), 'Revised National Curriculum Statement Grade R-9 Social Sciences contributes to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners so they can contribute to the development of a just and democratic society'. The intentions at macro-level of the above-mentioned curriculum seem to be well planned and easy to implement, however, the meso-level of the curriculum and micro level of the curriculum remain a challenge to the curriculum implementer. This is also confirmed by the study conducted in Botswana Primary Schools where social sciences is considered to be a vehicle for equipping learners requisite knowledge, skills, and values attitude and dispositions relevant for producing functional and effective citizens (Mhlauli, 2012, p. 136).

Theme 2: Aims, Objectives and learning outcomes

Towards which goals are they teaching?

During document analysis, intended learning outcomes were noticed in the policy as they are:

LO	History	Geography
1. Enquiry	-to be able to use enquiry skills to investigate the past and present	-to be able to use enquiry skills to investigate geography and environmental concepts and processes
2. Knowledge and Understanding	-to demonstrate historical knowledge and understanding	-to demonstrate geographical and environmental knowledge and

		understanding
2. Exploring Issues	-to be able to interpret aspects of history	-to be able to make informed decisions about social and environmental issues and problems

Table 4.2: learning outcomes, (NCS, 2003, P, 20).

Teacher A said *‘Though I know the aims and objectives that are provided in the policy... it becomes hard to achieve them as they are, because our learners are second language speakers in this subject (social sciences).’*

Teacher B stated that *‘social sciences deals with what happened long time ago, there is nothing related to learners lives [today].’*

Teacher C said this, *‘It is very hard to implement the policy as it is because the outcomes do not cater for the uniqueness of learners [and] thus I cannot achieve the outcomes as they are.’*

Having heard curriculum implementers finding it hard to achieve curriculum aims and objectivities there is then an indication that special intervention is urgently required. One of the basic skills taught in social sciences at primary school level is conflict resolution which is acquired through effective teaching and entails the use of appropriate instructional methods, materials and the right learning environment (Ngetich and Ndenge, 2011). The importance of learning outcomes finds its expression in the study known as ‘Learning Outcomes as understood by Publishing Research facilitators at a South African university (Khoza, 2013). Khoza (2013) defines learning outcomes as a statement of what learners are expected to know, understand or to demonstrate at the end of period of learning. He argue that if learning is not guided by learning outcomes, that particular learning has no value according to the South African Qualification Authority as the guiding authority in South Africa.

The problem experienced by participants was not really about their understanding of aims and objectives but instead the national problem of understanding the role of the teacher in curriculum development and implementation. Eisner (as cited in van de Akker, 2009, p. 18) speaks of

teachers having what he termed (connoisseurship), essentially the skills and the ability to value what is educationally relevant. Thus, the response from the participants of this study proves that there is a lack of the essential skill to identify the educational value among teachers and the management of each school. From the curriculum design stage, teachers should have adopted the (artistic), approach where they were to take a centre stage to ensure that they create the curriculum that will suit their own specific context just to cater for the need of their own learners.

Theme 3: Content and teaching activities

What and how were they teaching?

This question is once more answered in the Revised National Curriculum Statement Grades R-9 School Policy (2002). This was discovered during documents analysis. Here under the table depicting knowledge focus:

History Content	Geography Content
Human evolution: early hominid discoveries in South Africa and East Africa; becoming human in southern Africa;	Natural hazards like drought, floods, earthquakes, volcanoes and tropical cyclones: simple explanations of how natural hazards occur: -physical processes, climate change, poor environmental management; the impact of hazards on people's lives- distinguish between disaster and hazards; why some people are more at risk than others, who is at risk; management of risk and risk reduction- preventative measures like with regard to flooding, measures such as catchment management to improve the quality of rivers, vleis and wetlands and reduce risks to human life and ecosystems.

<p>A broad overview of early trading system: Indian Ocean and East Africa: Arab trade, Swahili coastal communities, and link with Great Zimbabwe-ninth to sixteenth centuries; West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes, centers of learning, historical, historical reporting-ninth to sixteenth centuries; European trading system in the Middle Ages- fourteenth to sixteenth centuries; Dutch settlement, the Indian Ocean slave trade and slavery a the Cape- seventeenth and eighteenth centuries;</p>	<p>Population growth and change: factors affecting population growth and change: age and gender structures, population movement, life expectancy, mortality, fertility, aging population; processes affecting population growth and change: disease, poverty, attitudes to birth and death, conflict and war, genocide, forced migration, rural-urban migration, caused and effect relationship at different scales like South Africa compared to Africa; Africa compared to world, focus on the impact of HIV/AIDS.</p>
<p>Moving frontiers: conflict, conflict and dispossession on the Cape eastern or northern frontiers in the nineteenth century; contact, conflict and dispossession: frontiers in America in the nineteenth century.</p>	<p>Mapwork: extracting information from maps and photos; measuring distances on maps, atlases and globes and converting to reality comparing orthopotos with reality where possible.</p>
<p>System of democracy: the American Revolution.</p>	

Table 4.3: Knowledge focus for history and geography (NCS, 2002, p. 60 /70).

Teacher A has this to say *‘learners should understand direction of four cardinal points on the map, natural hazard, drought, people evolution, moving frontier caused by wars...’*

On the teaching activities Teacher A said, *‘I have to stick on the localities, reading from the extract and explain word by word to learners...’*

This would suggest that the teachers are aware of the knowledge to be taught to learners but the challenge is the method used to deliver the subject matter might be in-appropriate. The National Council of Educational Research and Training (2006, p. 10) sighted the ineffectiveness in teaching social sciences due to the lack of an adequate emphasis on teacher training programme

which could be a cause to some problems like low self-esteem, cramming and rote learning which might be the case in the above scenario. Teacher B and Teacher C had this to say respectively, '*the social sciences content have nothing to offer learners real life experience, the content is actually out dated...*' This concurs with the study conducted in Malawi, Kenya and Nigeria which indicated that people who are responsible for the implementation of social studies curriculum were not clear about the meaning of social studies and could not differentiate it from the subject it replaces (Mhlauli, 2012, p.135). Teacher training was also identified by the same study as one of the major problems in African countries (Mhlauli, 2012). Looking at the content as it is provided in table 3, referred to the policy (RNCS, 2002) topics seem to incorporate all issues or areas needed to be covered and that seem to be used to produce measurable and observable learning outcomes. This then means that teachers must use the very same learning outcomes to measure learners' performance in understanding the content.

Theme 4: Teacher role

How was the teacher facilitating their learning?

There is no way that one can distance himself or herself from learners at work because they cannot do their work independently; they always need the teacher to work with them at all times (Teacher A). Teacher B and Teacher C also share the same sentiment as Teacher A.

This indicate that teachers are only using inappropriate pedagogical approaches, like lecturing dictation and note copying for a programme that might sometimes requires interactive techniques in a conducive social environment for the development and sustenance of desirable social skills, attitudes and values. In fact, it was noted that current preparation of teachers to teach emerging issues in the society was inadequate with regard to teaching methods. The National Teacher Institute (2006) claims that teaching of social sciences has relied heavily on conventional methods of teaching, such as lecture method, dictation and note taking which are not interactive. In fact, such methods are inadequate in facilitating optimal learning in pupils and modify their behavior positively.

Theme 5: Resources and grouping

With what/whom were they teaching?

Teacher A said *'due to the socio-economic status of the school, we don't have much of the resources. In my class I [use] charts, books and chalkboard. In terms of grouping I have a hundred and eighty learners and they are divided into three groups of those who cannot read and write those who are average and those can do both [well]...'* Teacher B and Teacher C both sighted language command as the contributing factor that makes learners not perform to the best of their ability. They also concurred with Teacher A on the issue of overcrowding.

For better understanding of this theme, the researcher of this study decided to clarify teaching resources. According to Khoza (2012), teaching and learning resources are not only about technical resources but they go beyond this level to include "any person or thing that communicates learning". Khoza (2012) argues that teaching and learning resources are divided into hard-ware (HW) and soft-ware (SW), those that one can see and touch as well as those known as ideological-ware (IW) those that one cannot touch and see (our thoughts for example). This is an indication that teachers have a very limited understanding of what constitutes teaching and learning resources. Out of many studies conducted in African countries (including Botswana, Kenya and Malawi) it was discovered that there is a serious lack of instructional materials for teaching social studies such as conventional material like textbook, audio, audiovisual and other resources that are technological related (Asimeng-Boahene, 2000). This confirms what Teacher B and Teacher C said about the books that are available at their disposal; they claim that these books have nothing to offer regarding current issues; in fact they said that these books contain out-dated information and are therefore useless.

Theme 6: Location and time

When/where were they teaching?

Teacher A explained, *'I have a very large class of hundred and eighty learners thus I cannot able to take them anywhere except to teach them in class. Taking them out of class would demand that I get support from other staff members.'* In terms of time, all teachers shared the

same sentiment that time is not enough to cover the amount of work because classes are overcrowded; language command delays the smooth flow of teaching and learning lastly time allocation for social sciences remain the same regardless of the class sizes. There are three periods a week, each period is an hour long, meaning by the time we see them they are already forgotten what was said in the previous lesson and that normally take more than thirty (30) minutes to recap before a new lesson is introduced. Thus result in not completing work designed to be done in one period. Teacher C added that sometimes the principle of the survival of the fittest is applied for her to complete her year programme regardless of the number of learners whether or not are coping.

Teachers of social sciences are provided with a very important document known as the Teacher's Guide for Development of Learning Programmes (2003, p. 10); this document is used in conjunction with the National Curriculum Statement (2002). This document helps in the following: provide guidelines to teachers on how to develop learning programmes; provide the essential features and underlying principles of a learning programme; promote and encourage adherence to the RNCS and support for its implementation; and providing a framework for teacher development and training (Teacher's guide for the development of learning programmes, 2002, p. 10). The above statement suggests that material is available in schools but in reality proper guidance for teachers is very minimal if any is provided at all.

Theme 7: Assessment

How did they assess?

Teacher A *'In each term there is an assignment, short written test and a project. The written test is an individual work as well as an assignment but the project is a group work, they perform well in projects because even those that can't able to read and write but do contribute in practical projects.... At the end of the year I add y- mark to e- mark (y=year mark +e=exam mark).'*

Teacher B and Teacher C agreed with Teacher A but Teacher C added the issue essay writing as a skill that learners must learn at early stages of their high school entrance.

This theme is closely related to themes 2 and 3 where aims and objectives, as well as content, were discussed. In theme 2 is about general and specific statements which generated for teachers' intention. In theme 3 it was mentioned that teachers are to deliver content to learners in order for them to achieve measurable and observable learning outcomes. This means that teachers must use learning outcomes measure to determine if learners have really understood the content or not. If teachers do not understand that relatedness of theme 2, 3 and 7, they will not know how to accurately assess their work and the impact of their teaching.

Theme 8: Teaching methods

What are the teaching methods, how were they used and why?

There are two methods that I cannot do without and those are famous question and answer method, especially when I am introducing a lesson. Since social sciences are a factual subject, to me telling method as well as note taking are the most suitable methods when teaching social sciences... (Teacher A). A huge number of learners are unable to read with understanding thus written work is somehow not recommended. The normal methods that I use are project method because that is where they are boosted by those who can able to read and write... (Teacher B). Teacher C 'I have already sighted the issue of language command, so practical work like group and project work assist them but I have to force them to do it at school because they don't get support at home.'

As per National Curriculum Statement (2002, p. 1) the document provides the critical outcomes and envisages learners who are able to do the following:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organisation and community;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Using science and technology effectively and critically, showing responsibility towards the environment and the health of others and;

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

Furthermore the policy also provides the developmental outcomes and envisages learners who are also able to: (NCS, 2002, P. 1-2)

- Reflect on and explore a variety of strategies to learn more effectively;
- Participate as responsible citizens in the life of local, national and global communities;
- Be culturally and aesthetically sensitive across a range of social contexts;
- Explore educational and career opportunities; and
- Develop entrepreneurial opportunities.

Both critical and developmental outcomes, as they are specified by the policy, are there to deal with the issues of aims and objectives as the teachers' intention. Again they are there to deal with the issue of content itself as well as the issue of outcomes. As it was mentioned that theme 2 deals with aims and objectives while theme 3 deals with content and activities these two above-mentioned themes are in fact confirmed to be achieved when theme 7 has been completed. This is because theme 2 which is aims and objectives are express in theme 3 which is the content when it is being unpacked. They are then pronounced to be completed to be complete after when they have been assessed in theme 7. As it was clarified that aims of the policy are considered general statement for the intentions of the teacher while objectives are a specific statement of the teacher's intention as he or she enters the class. It was also stated that outcomes are there as a target for learners to achieve. The teacher can only be ascertaining that learners have achieved their target after the three related themes have been completed. However, it is important for the teacher to keep in mind that there is nothing wrong in using methods like storytelling, but that there must be a strong reason as to why the teacher has used such a method. Emma (2004, p. 25) stated that the storytelling method can be used when the following situation dictates:

- The source is too long to be copied or read easily
- The language is too difficult for learners to read and understand
- The teacher wants to build in questions
- The source needs to be made more meaningful to learners

Conclusion

It is in that light then that the teaching of social science needs to be offered by the experienced educators who are able to interpret policy documents as they are. Sometimes it might not just be about the question of interpreting documents, if guidance is not there, teachers may find it very hard to deal with the teaching of social sciences (NCS, 2002, p. 4). In this chapter, two important documents were scrutinised in order to compare what teachers were saying against what the documents describe. The two documents that were used were curricular spider web (Akker *et al* 2009) and the (NCS, 2002). In the spider web, principles were used to check how teachers perform their teaching to ensure that their learners achieve the intended learning outcome as they are specified in the policy. The second issue that was looked at in this chapter was the content that the NCS (2002) is specifying for the grade seven learners. This was done for a very specific reason, specifically to establish the level of awareness of teachers when they undertake their lesson planning, they need to take into consideration the relationship between the content and the learning outcomes so that they can decide on relevant teaching methods to be used in order to achieve the intended learning outcomes. In the next chapter, the relationship between the content, learning outcomes and teaching methods will be clarified in detail.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter will take a closer look of what participants have pointed out as areas of their frustration and areas where they think they are succeeding. Their feedback will be compared to the provisions made by their own subject policy. As a guiding principle, the curricular spider web will be used to guide this discussion through all the levels of curricular component as they are provided by Van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen and Thijs (2009). In so doing, the National Curriculum Statement (2002) (later referred to as NCS) will also be looked at, particularly its content and the policy intended learning outcomes. However, it must always be kept in mind that when learning outcomes are discussed they are not separated from assessment standards, particularly when dealing with the National Curriculum Statement (NCS). From each learning outcome there are five (5) assessment standards, of which learners are expected to master a majority of them.

Rationale

The policy clearly defines how the state is intending to groom young South African learners: ‘to develop informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It is also equips learners to contribute to the development of a just and democratic society’. Then the policy went on to provide teachers with aims and objectives, together with learning outcomes. This, in a way, assists teachers with knowing the reasons they need to teach social sciences in school. Thus, if the intended learning outcomes are achieved as per the NCS (2002) policy, then the country will be sure that the citizens of South Africa (SA) are part of the global community and that they can compete with their counterparts on equal footing. Such learners will be productive citizens and positive contributors to the countries’ economy.

Aims and objectives/learning outcomes

The attention of teachers is being drawn by the researcher of this study to distinguish between the above concepts, as to what is expected of teacher when he or she teaches and what is expected of the learner as she or he is learning based on the previous definition of the above-mentioned concepts by (Khoza, 2013). Then the policy provides intended learning outcomes and those are thought to be achieved by learners to prove that they have mastered the content. To put it differently, learning outcomes are in fact the evidence that proves that learners have achieved the mastering of the intended learning content. In her study, Stewart (2007) clarifies that learning outcomes describe the knowledge, skills and values that learners should know and be able to demonstrate in a particular Learning Area.

It was mentioned in previous chapters that learning outcomes are observable, demonstrated or measurable. In order for learners to be seen to have achieved the intended learning outcomes they must have undergone certain steps of assessment. For teachers to understand the amount of learning content to teach to learners, he or she is guided by the assessment standard. Assessment standards are matched with learning outcomes. So they serve as the yard stick to measure him or her if what is being taught is what is intended by the policy learning outcomes. Learning outcomes serves as the evidence to show that the learner has undergone the process of learning. It has been mentioned in previous chapters that learning outcomes are meant to be demonstrated, measured or observable. Each learning outcome has five assessment standards to ensure that learners at least does meet the minimum requirement of those, be it's through the following: observable, demonstrated or observable. Those requirements then serve as the evidence on both the learner and teacher that indeed the learner has been taught and achieved the required level while the teacher is ascertained that the learning content has been achieved

Content

Learners can only achieve the intended learning outcomes through the understanding of the learning content. The content as it appears in the policy is arranged in such a way that each level matches a specific learning outcome. This means that in each and every grade, learning outcomes remain the same while the content keeps on growing to ensure that particular skills are nurtured as the learner progresses with the grades. For example, learning outcome one in social sciences speaks about enquiry skills in all grades but the content keeps on growing from simple to abstract as the learner progresses through grades until he/she becomes what the end product that the state wants to produce. It has been mentioned that learning outcomes were created at national level and are not changing, they remain the same through all phases but the content continually grows as learner's progress through the grades. In fact, the content is the end product of what the state envisaged the South African learner to be as is spelled out in the NCS Policy (2003). The kind of a learner that is envisaged is one that will be inspired by these values and who will act in the interests of a society with a respect for democracy, equality, human dignity, life and social justice. At the end, the curriculum itself seeks to create a lifelong learner.

Teachers are therefore compelled to ensure that they understand the content they are given in order to produce the state intended learner. In fact, the policy speaks of lifelong learners; it does not only refer to learners but also includes teachers as they must keep themselves abreast with new developments pertaining to teaching and learning. From the learning content, learning outcomes are created as the evidence of how far a learner has achieved the mastering of the content. For teachers to establish the level of learner achievement, they are given assessment standards as a tool to assess the learner's level of achievement.

Learning outcomes

In social sciences policy, as was cited in previous chapters, learning outcomes are provided for both history and geography as the two learning areas constitute the subject called social sciences. Teachers need to understand that learning outcomes are a yardstick to check if learners have mastered the content (Khoza, 2013). It is therefore the responsibility of every social sciences teacher to understand each of the above concepts as they appear in the subject policy. During the

data collection, participants mentioned that they don't have specific prescribed books for social sciences. Instead each school chooses their own resources according to what appeals to them. Having said that, books might be written by different authors with different perspective but what is more important for social sciences teacher is that they know and understand the content that they have to teach in that particular grade. The important prerequisites for social sciences teacher is that they understand their content; the learning outcomes that the learner must achieve; and lastly the teacher must know how to check if learners have achieved the intended learning outcomes. In that regard teachers are provided with an important tool known as an *assessment standard* which will be further discussed under the assessment as one of the principles in the curricular spider web. As much as it sounds so simple and straight forward in his study conducted by Phurutse (2005) discovered that big numbers of enrolment, especially in African schools, are a stumbling block preventing teachers from reaching every learner in class. In his argument, he pointed out that the socio-economic status amongst the community contributes to the number of learners; when the school fees are very low; the enrolment seems to be very high. It must be remembered then that all three schools where this study was conducted are fee-free meaning that learners are not paying any money towards school. Schools are entirely government funded. What makes the situation even worse is that schooling is compulsory in South Africa between ages seven (7) and fifteen (15) which means that the school cannot turn back any child who wants to enroll, as long as the child is within the required ages to be in school.

Material used for purposes

According to Van den Akker *et al* (2009), micro-curriculum is a teacher's curriculum or planning, which means that the teacher must have undergone preparation before the actual task of teaching and learning begin. The planning stage should be part of the formulation of a teacher's aims and objectives, but the proper understanding of curriculum implementation remains the challenge with the participants of this study. However there has not been any indication for teacher training. It has been mentioned in previous chapters that the social sciences are made up of both history and geography. As such, the information from the past is highly required so that learners can learn from the mistakes of the past and compare them with the present in order to shape and predict the future (NCS, 2002, P. 4). A classical example can be the

learning outcome one that says ‘Historical Enquiry: the learner will be seen to have achieved this learning outcome if he /she able to use enquiry skills to investigate the past and the present (NCS, 2003, P. 20/ 48). This suggests that if this skill was well taught with the correct content, through the correct teaching method, and assessed with the correct assessment standard, then chances are that the learner is not likely to repeat the same mistakes that were committed by previous leaders/people. The enquiry skills are therefore acquired by using enquiry teaching methods, the challenge will only be at the level in which social science teacher understands his or her teaching methods. In fact each piece of core knowledge in the policy document has been catered for with the relevant teaching method. It must be kept in mind that even if social science is being offered by an inexperience teacher the policy provides both learning outcome as well as assessment standard. If one is not sure of a particular or specific learning outcome to achieve, assessment standard is there to assist. Teachers are provided with the policy that gives them guidance with regards to teaching techniques or ways to go about imparting the knowledge to learners; they are also guided as to what the expected results are (in a form of learning outcomes) and are provided with assessment standards as indicators that will be demonstrated by learners, measured or observed by teachers. What is expected from the teachers is that they determine the resources that will be required for each lesson plan because the NCS policy (2003, p. 11) states that decisions on the development of the learning programme have already been taken with regard to the sequencing of the lesson plans, the learning outcomes and the assessment standards for each lesson. But that does not mean that teachers need not to be guided by the experienced or senior teachers.

Learning activities

It has been noted that learning outcomes specifically deal with learners mastering enquiry skills, knowledge, understanding and lastly exploring issues. While there are critical outcomes that deal with identifying of problems and solving, communication, collect, analyze, organize demonstrate to name just a few. On teaching methods there are those that are known to be modern as opposed to traditional ones, such as chalk and teaching, question and answer note taking dictation, lecture, and memorization. Such methods are referred to as teacher centered and are traditional. Yet there are those that are referred to as modern, learner centered and use progressive teaching methods.

The examples will be the enquiry teaching method, demonstration teaching method, role-playing, simulation, and many more. It therefore cannot be proper for social sciences teacher to say teaching methods do not assist them to achieve what they want to achieve. Mhlauli (2012) notes that the problem related to social studies teaching and implementation is the issue of definition of the subject itself, as it was noted that they cannot distinguish between social studies and the subjects it is replacing. This is one of the indications of training need for social sciences teachers. Moon (2002) argued that documents like books and policies should have learning outcomes that are clearly displayed for everyone to see them. However, if they are not, there shouldn't be a problem and subject teachers should take the initiative to create them because they are the ones who use those learning outcomes to ensure that learners achieve them.

In a South African context, subject teachers are assumed to be subject specialists, they are the ones who should be able to identify and solve the problems in social sciences. Because teachers are policy interpreters they analyze the policy and then draw up learning programmes that they will suit their contextual factors as they teach. This particular task to interpret the policy becomes easy if they are guided correctly, hence document analysis was done to review the support materials that had been provided to assist them in the implementation of the RNCS.

Teachers are responsible for developing their own learning programme and the two following steps are vitally important: The teacher should be able to make a decision as to which learning outcomes are to be focused on; teachers also need to identify the assessment standard for each learning outcome that will be targeted at a particular time within their learning programme (NCS, 2003). It is important to ponder at the clarification of both assessment standard and learning outcomes as they are clarified in the NCS Policy document (2003) teachers' guide: [*The assessment standard show progression in the development of concepts, knowledge, skills and process from grade to grade through the phases. The learner's performance in the learning outcomes is measured against whether or not the learner is able to give evidence of being able to do what is asked in the assessment standard*] The above clarification suggests a very important answer to the question of teachers being unable to relate with the learning outcomes that are provided by the policy. Teachers, as interpreters of the policy, need to aware that they need to understand the content as it is given by the policy, understand the learning outcomes as provided

in the policy, and understand the assessment standard. Then it becomes easy to determine which teaching methods are used in that particular topic.

Assessment

According to the National Curriculum Statement Assessment Guidelines for General Education and Training (2012), assessment is a process of making decisions about a learner's performance. Assessment involves gathering and organizing information (evidence of learning) in order to review what learners have achieved. It informs decision making in education and helps teachers to establish whether learners are performing according to their full potential and are making progress towards the required levels of progression (or standards), as outlined in the Assessment Standards of the NCS.

The NCS Policy Document (2002) in each learning area statement (social sciences) includes a detailed section on assessment. The assessment framework is very much accommodative in order to cater for divergent contextual factors. It has already been mentioned that assessment is the evidence of learner's achievement in the most effective and efficient manner and ensure that learners integrated and apply skills. In South African terms it is of paramount importance to always remember that assessment is a core planning for teaching, learning and assessment task. Thus, it is in that light that assessment needs to be fair to learners and ensure that all possible barriers preventing learners from expresses their knowledge, skills and values in assessment task be considered when creating (assessment task), marking it and moderating it (NCS, 2002). The assessment clearly was to be based on prior learning knowledge where learners' general knowledge will be linked with their school learning knowledge.

Teaching methods

It is as important at this stage to reflect on the main focus questions of this study as it is to explore what teaching methods are used by the grade seven teachers in teaching social sciences, how they use those teaching methods and why they use such teaching methods as they teach. In Chapter Two, all the available teaching methods were mentioned and were categorized into two

categories: learner centered teaching methods or modern teaching methods and teacher centered or traditional teaching methods. It must also be remembered that when the policy change was introduced in South Africa it included a norms and standards document which was meant for the teachers as the curriculum interpreters and implementers. Confrey (as cited in Stewart, 2007) argues that norms and standards document expects teachers to build up knowledge and acquire new knowledge through experimentation, inquiry, discussion and reflection. Looking at some of the components of knowledge that teachers were expected to acquire, it reflects the good intentions for the state to change the curriculum that represent the majority of people in the country. Hence even (C2005) was viewed as a political tool for the advancement of progressive, nation-building policies of the new democratic government. It is a well known fact that the government has a constitutional obligation to provide education to the nation. As a matter of fact, after curriculum change was effected it was noticed that there were serious gaps between curriculum implementation and teacher practice. Thus, the reviewing committee was established and recommended that attention be given to: a national teacher education strategy which would include teacher preparation, training and development and curriculum trainers at regional and district levels as it was evident that well-resourced schools and well-trained teachers were required; the production of relevant learner support materials particularly textbooks and Learning Support Materials (Christie, 1999).

The above mentioned paragraph is attempting to outline the state intention to cascade and communicate with all the stakeholders to take the mandate further down to the regions as well as the districts. The reviewing committee's instructions were clear as to what the districts were to do. The question that comes to mind is the commitment and competency of those district officials because two important issues have been discovered here; those are teacher training by district officials which are also not guaranteed to be qualified teacher trainers. Of which it not surprising when teachers are complaining about understanding the curriculum and developing of teaching and learning support material since there is still a handful amount of dissatisfaction about the availability of relevant resource/material. The above suggested short comings are also possible contributing factors for the lack of proper school monitoring programmes. Having identified those shortcomings it becomes practically impossible to expect teachers to succeed in implementing the curriculum if they are not trained to acquire such skills, especially when the teaching and learning support materials are not available.

In Chapter Four on data collection, participants of this study stated that they still prefer traditional teaching methods such as story telling method, question and answer method textbook reading and note taking. Participants forwarded different reasons for their preferred teaching methods such as learning area being a factual subject, enrolment numbers in classes being too big for them to handle and some blaming the learners for being unable to read and write or learning outcome being unclear and time allocation being limited to two (2) hours per week as well as content being outdated. However the comparison of preferred teaching methods and contextual issues does not provide a clear answer as to why teacher development and in service training are not provided for.

However, this study has identified that participants who happened to be social sciences teachers were not encouraged to look for link indication from the NCS Curriculum (2002) document as well from NCS Curriculum (2003) Teacher’s guide document that are there to assist their understanding both learning outcome and assessment standards. In fact the very same indicators can also provide teachers with teaching methods that are more suitable for each topic. The following table will illustrate the link between the content, learning outcome and assessment standards:

Content	Learning outcome (LO)	Assessment standard (AS)
Human evolution: early hominid discoveries in South Africa and East Africa; becoming human in southern Africa;	Enquiry: -to be able to use enquiry skills to investigate the past and present	Identify and select a variety of historical and archeologically sources relevant to an inquiry [finds sources]. Compile and organise information from a number of sources to obtain evidence about aspects of the past [works with sources]. Interpret and find information from simple graphical and statistical

		<p>sources (e.g. graphs population figures, census return and tables) [works with sources].</p> <p>Uses the information from the sources to present well thought-out answers to questions [answers the question]</p> <p>Communicate knowledge understanding by formulating arguments based on evidence from the sources either in a debate, by producing longer pieces of historical writing, through artwork, graphics and drama; using information technology where available and appropriate</p> <p>[communicates the answer]</p>
<p>Teaching methods that can be suitable with this content, LO 1 of history and five assessment standards in history.</p>		
<p>Enquiry/discovery teaching method, research, compare, collect data from different sources and interviewing people and communicate it in an essay form or verbally.</p>		

Table 5.1

It helps at this stage that the study provides a few examples for how social sciences teachers can choose and implement relevant teaching methods from the content given, learning outcome and assessment standard from the table 5. 1. Assessment standard number one reads thus ‘Identify and selects a variety of historical and archeologically sources relevant to an inquiry [finds sources].’ In the above assessment standard, the key words are *identified* and *select* relevant sources. While the learning outcomes need learners to use the *enquiry skills to investigate*, this

immediately suggests to the teacher that there is a variety of sources of social sciences that learners can choose from. The teacher has to do the following: (a) Name and show the variety of sources that learners can use for their learning; (b) Give features, characteristics, advantages and disadvantages of using such material/sources; (c) The teacher must tell learners where and how to find information as well as how to interrogate it to check its relevancy. Thus learners can then *identify sources* if they come across any, *compare sources to choose the relevant one* for their topics, *they can analyse* sources to sift relevant information that they can use to support their argument. This requires a high level of awareness from teachers not to separate content from the learning outcomes, as well as assessment standards provided by the policy.

It is thus believed that if the level of teacher awareness can be improved to such an extent that they understand the interrelatedness of the three concepts, which are the learning content, assessment standards and learning outcomes put together can determine the teaching methods that are relevant for the teacher to use in each topic he / she teaches. In this fashion the social sciences as a subject can then delete the status of being a factual subject as it is so referred to by teachers; and be a participative learning process that is based on open-ended approach.

Conclusion

It becomes a worrying factor to have social science teachers declaring openly that they cannot achieve what they are meant to achieve simply because learning outcomes are not clear to them. Such utterances may go a very long way; it is well known that in the South African context anything that is intended for learning purposes has to meet the standard requirement of South African Qualification Authority (SAQA). In other words National Curriculum Statement as the education policy in South Africa was approved as it met all SAQA requirements. It has been considered, all these years, as the official national education policy document relevant for teaching and learning in this country (South Africa) only to discover at its last year of implementation that it has not been implemented correctly. This on its own indicates lack of proper training from the teachers' side as well as lack of monitoring from the department's side. Unfortunately NCS is on its last stage of its implementation and next year (2014) CAPS will be implemented as the new education policy in all school levels. What has been uttered by the

participants of this study is an indication of how school work is being monitored by the department officials as well as how the school-based monitoring may be lacking. However, that is for another study all together. There is no doubt that the participants are highly experienced teachers but there is one aspect that was not taken care of and that is when changes were effected without teachers given enough time to adopt. Immediately those changes would affect their personal performance and teaching practice.

In this discussion the researcher believes that it is possible for teachers if guided to use the current curriculum document to produce the learning content that is suitably within the level of a learner without any difficulties. They can also use it to guide them in identifying and choosing correct teaching methods that are relevant to the topics they are teaching in each lessons. However, there might be cases where they cannot able to apply such high skill, bearing in mind the history of South African education prior to 1994, problems are still persisting. Hence, Ramdass (2007) suggested that one of the possible reasons for this predicament of teachers failing to identify and implementing relevant teaching methods for content provided by the policy is the short-sightedness of government during the restructuring of teacher training colleges to provide possible options where teachers will be properly trained to be policy implementers. The debate brought up by Ramdass (2007) cannot be left at that level. Bernstein (1999) viewed a curriculum change in South Africa after 1994 as a positive step in the right direction for the following reasons: It is the first of its own in South African history because the curriculum before this was discriminatory, based on color and imposed restrictions on the learners. This current system is competence based and has organized knowledge in integrated learning area. In clarifying a competence based curriculum, it means that learning areas are to link the theory to practice and learning should relate to their real life. It must be remembered that at this point during the new curriculum discussions, stakeholders like academics, curriculum specialist, department officials as well as labor organizations representing teachers agreed that competence based curriculum was needed to usher South Africa into new dispensation after 1994 general elections (Jansen, 2003). In the previous discussions, learning outcomes were discussed and defined as the evidence of the learners end result where a learner has to show the achievement or progress made after learning activity has been completed. It was said that learning outcomes can

be observable, measurable or demonstrable by the learner as evidence that a learning activity has been completed. As a competence based curriculum, its assessments were obviously based on the learner's demonstrated evidence after learning activities that have been completed.

How is knowledge organized in this seemingly perfect South African curriculum? It has already been mentioned that it was competence based, known primarily as Outcome Based Education (OBE). According to Bernstein and Jansen this OBE competence curriculum is characterised by its organized knowledge. Differentiating OBE from other types of curriculum, the authors stated that OBE is a competent in approach while others are performance in approach. The above mentioned authors argue that competence based curriculum has its interest in learners competence, believing primarily that learners' knowledge comes from within and that it is not imposed from outside. In simple terms, this means that teaching is learner centered and it encourages teaching to draw from the experiences of learners and their everyday knowledge. That is the link between school learning and real life experiences.

However, most of curriculum commentators state that South Africa's curriculum was only good on paper. De Clercq (1997, p. 132) Policy intervention and power shift an evaluation of South Africa's restructuring policy claimed that the policy was not based on any research or practice-based knowledge of South African educational dynamics and practices. The author argues that even the intention of an integrated system of lifelong education was just borrowed from advanced world countries. On that note, OBE was previously used in the so called "first world countries" like Australia, Canada, and the United Kingdom to name a few. Challenges that led the OBE curriculum not to succeed were mentioned in Chapter Two of this study and they include: instructional language, confusing concepts like range statements, critical outcome and lack of originality and context in the espousal of South African OBE as well as the shift from competence to outcome

In echoing and confirming the issue of borrowed ideas of the newly adopted curriculum (2005) OBE, which was heavily criticized by curriculum commentators and even viewed as political symbolism by (Jansen, 2002, p. 203), OBE could not able to offer changes that were anticipated by many in government and its allies. Of which it was not surprising anyway since it was already prophesied by curriculum commentators like Jansen in 1999. This led to the appointment of a curriculum review committee in 2000, which came up with the Revised National Curriculum

Statement (RNCS) in (2002). According to Chisholm (2005), the Review Committee recommended that the curriculum be seriously revised to be more understandable in South African classrooms. Even the review of C2005 had its own challenges, as the government aligned groups had more voice than every other group. Chisholm (2005) felt that the outcome-based education was the issue of concern whether or not to be revised. The most powerful voices during the process were departmental ministers and COSATU (Congress of South African Trade Union) and Sadtu (South African Democratic Teachers Union), but this shouldn't be a surprised because COSATU is known for kind of ideal education they initially suggested that was a competency based education (CBE) later referred to as outcome based education (OBE).

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In this last chapter of the study, the researcher will reflect on the arguments in this study to see if the study has been able to shed some light in answering the research questions or not. This is the stage where the study will both reflect and make recommendations on what the researcher feels to be the possible solutions to research problems.

Documents

Like any other learning area, the social sciences have important documents that shape it as a complete discipline. Some of the important documents that need to be considered when assessing the completeness of social sciences are: subject policy, assessment policy on a subject, as well as books that carry the content. As is the case with this study, the subject policy was thoroughly scrutinised for the purpose of identifying if there are any gaps in between its rationale, aims, objectives, learning outcomes, content and the forms of assessment. In order to validate the above-mentioned components of the curriculum, the curricular spider web was used as a guiding principle or a theory (Van den Akker, 2009). What was discovered was that South African curriculum is easy to understand and to implement provided that a correct theory is used. This then suggested that before South African teachers are given the curriculum to implement they need to first undergo special in-service training that will take them through all the curriculum components. The second issue that this study would like to comment on is the issue of prescribed books. It is well understood that book writers or publisher are business people whose intention it is to make profit from what they sell. At times they don't have love or interest in the subject they write about. Thus, some of important pieces of information are left out and what they write goes unchallenged by the government. This study is recommending that social sciences, as a subject in South Africa, must have at least one prescribed book for primary schools. This idea will assist in ensuring that all primary school learners from each province are on the same level of information with his or her counterpart. Support materials have an important role to play in curriculum

reform because they are in a position to influence teachers' work (Ball and Cohen, 1996: 6, as cited in Stewart, 2007). The authors further emphasize the importance of having book writers, publishers, curricular practitioners and teachers as curriculum implementers. They should form partnerships with policy developers and publishers to ensure that there are no gaps between the support material they develop and the users of such documents.

This sentiment has been echoed by Asimeng-Boahene (as cited in Mhlauli, 2007, p. 135) who argue that Africa has a serious shortage of material for teaching social studies, including conventional material such as textbooks, audio, audiovisual and technology related resources.

In South Africa, Pitsoe and Maila (2012) noted that the introduction of National Curriculum Statement Policy (NCS) required a number of changes from teachers; the following are counted as eminent changes that are required: the acquisition of new skills, knowledge, attitudes and values. Lastly, it required teachers to employ a wide variety of teaching strategies in order to enable learners to construct their own knowledge as per dictates of critical social theory. When this study discovered that there are still social sciences teachers who lament about not being certain of aspects of the curriculum (that has been in existence for more than ten years) it shows that monitoring has never been considered an important part of implementation. Thus, this study recommends that there should be a mechanism in place for monitoring teacher knowledge in all levels of schooling.

Since the introduction of curriculum 2005 (C2005), the state of confusion in the South African education system has been wide-spread and teachers have been left confused and frustrated.

Dean (2003) argued that the curriculum difficulties can be located back to curriculum committees who have no disciplinary context or content within which to develop the learning outcomes. As a result, the curriculum that emerged from that particular process is described in terms of outcomes, characterised by abstruse language and contains a host of new concepts for schools and teachers to digest: learning outcomes, assessment criteria, range statements performance indicators, programme and phase indicators. The author claims that C2005 has no programme of study, no model of progression and no prepared content. This frustrated teachers because they ended up not knowing what to teach or how to teach in terms of teaching methods.

To strengthen her argument, Dean cited the report made by South African Primary History Programme members who proposed that history are re-established as a subject in its own right, with its own learning outcomes, increased teaching time, and specified skills and study material defined grade by grade. The author then concluded by stating that C2005 left teachers stranded, with their values, attitudes, beliefs and practice threatened, while in Human Social Sciences they find it difficult to relate their understanding of history and its pedagogy to the specified outcomes. As a matter of alleviating the above-mentioned fears, confusion and frustrations, this study recommend that teachers as curriculum implementers be made part of curriculum development rather than forced to accept the imposed curriculum. By being involved in curriculum development, teachers will be able to understand the manner in which the curriculum is planned. According to National Council of Educational Research and Training (2006), curriculum in the primary stage is made in such a way that learners should be engaged in activities that would promote understanding of nature and environment; their understanding should be based on observation and illustrations rather than abstractions. During an upper primary stage (grade seven in this instance), learners are introduced to contemporary issues and problems. The above statement highlights the reasons why grade seven (7) teachers get frustrated with the content that is offered in this level. They are frustrated because social sciences draw their content from history, geography, politics and economics (National Council of Research and Training, 2006). Thus, they feel out of depth and complain that the content is not learner related. Not being aware that geography and economics may together help in developing a proper perspective related to issues concerning environment, resources and development at different levels from local and global (National Council of Research and Training, 2006).

In concluding remarks, one would like to reflect on what was initially said to motivate the introduction of the new curriculum, De Clercq (1997, p. 138) [A new integrated education and training system, based on a unified qualification structure and a new outcome-based approach to curriculum and learning, it was argued, will broaden access and participation as well as improving quality learning relevance to the world work.] In essence, when one speaks of competence-based education, as is the case with OBE, it means that school knowledge be linked with the real-life knowledge of the learner. The above cited abstract is directly linked with the

intentions (Rationale) of the social sciences that are to produce a learner that will positively contribute to the country's economic growth. Hearing such comments tells one that skilled education output that was meant to contribute to economic growth of the country but is surprising that since 1994, nobody is saying anything about the training of teachers who were already in the system as well as the newly employed teachers as to acquire new teaching skills in order to produce such skilled learners. All in all, an ordinary teacher cannot produce job market related learners who are employable from primary school unless that teacher is technically trained. Lastly, South Africa is a member of the International Labor Organization of the United Nations (ILO) which is against child labor, primary schools teachers should be given access to institutions of higher learning to acquire relevant and suitable teaching skills in order to produce learners that are envisaged by the government and the state. Financial support should be made available for those teachers, while the institutions of higher learning must be seen taking the initiative by availing such opportunities.

It is believed that the findings from this study are indeed going to contribute positively to developing good quality social science teachers. It is the will of everybody who loves his or her country to see more studies being conducted to improve the level of education within the country. In fact, this study should go beyond teaching methods alone, but it is believed that it should even change the attitude of those who are involved with social sciences in a positive way not to think anyone can teach social sciences but social sciences is in fact a subject that needs to be researched scientifically.

The Social Sciences comprises the study of relationships between people, as well as between people and their environment. These interactions are contextualized in space and time and have social, political, economic, environmental and spiritual dimensions (NCS, 2002).

The Social Sciences learning area contributes to the development of responsible citizens who operate effectively in a culturally diverse, democratic society and interdependent world. The Social Sciences equips learners to make sound judgments and take the necessary appropriate actions to achieve the sustainable development of society and the biophysical environment (NCS, 2002).

The above mentioned statements are also echoed by the National Council of Educational Research and Training (2006) where it says that teaching of social sciences needs to be revitalized and adopt teaching methods that promote creativity, aesthetic and critical perspective and enable learners to draw relationships between the past and present so that they understand changes that are happening within the society. This can only be achieved if the teaching of social sciences shifts from imparting information, to debate and discussions through the usage of teaching methods like problem solving, dramatization, role playing and simulation to mention just a few.

REFERENCES

- Abdullahi, A., Adekunle, M. O., Adenka, A.A., Aworanti, O. A., Daraaola, S. O., Duyilemi, B. O. (1991) Ilorin Journal of Education: *Methods and Resources in teaching Social Studies*, 11.
- Adesina, A. D. O., & Adeyemi, B. A. (2003). Teaching to achieve social studies values: A case of re-education of teachers. Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria.
- Asimeng –Boahene, L. (2000). *Creating strategies to deal with problems of teaching controversial issues in social studies education in African schools*. Pennsylvania State University: USA.
- Asimeng –Boahene, L. (2000). *Creating strategies to deal with problems of teaching controversial issues in social studies education in African schools*. Pennsylvania State University: USA.
- Asimeng- Boahene, L. (2007). *Creating strategies to deal with problems of teaching controversial issues in social studies education in African schools*. Intercultural Education, 18: 3, 231-242
- Azpara, M.Y. &, Ahmad I. (2006). Making social Studies meaningful for ELL student: *Content and Pedagogy in Mainstream Secondary School Classroom*. Long Island University, C. W. Post Campus.
- Bell, J. (2010). Doing your research project 5Ed: A guide for *first- time researchers* in education in, health and social sciences 5th Ed. Open University Press, New York.
- Bernold, L. (2012). Student-centered teaching construction equipment and Method to 350 Students. Construction Research Congress 2012: pp. 2120-2128
- Bernstein, B. (1999). Vertical and Horizontal discourse; essay, British Journal of Education 20(2):

- Brookfield, S. D. & Stephen P. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. 2nd ed. San Francisco: Jossey-Bass.
- Charlton, B. G. (2006). Lectures are an effective teaching method because they exploit human evolved 'human nature' to improve learning - Editorial. *Medical Hypotheses* 2006; 67: 1261-5.
- Chilcott, J. D. (1996). Effective use of simulations in the classroom: Cantalina Foothills School District System Dynamic Project.
- Chisholm, L. (2005). "The politics of curriculum review and revision in South Africa in regional context". *Compare*. Vol. 35, No1 March 2005. Pp 79-100.
- Christiansen, I.; Bertram, C. & Land. S. (2010). *Understanding research*. Pietermaritzburg: UKZN Faculty of Education
- Christie, P. (1999). *Changing Curriculum: Study on Outcome Based Education*.
- Cloud, L. E. (1974). *Using simulation materials in social studies instruction*. *The High School Journal*, 57, Simulation and Gaming (Apr., 1974), pp.273-277. Retrieve July 20, 2013, from <http://www.jstor.org/stable/40367944>.
- Cohen, L., Manion L. & Morrison K. (2011). *Research methods in education*. (7th Ed.). Routledge: London.
- Cohen, L.; Manion, C. & Morrison, K. (2007). *Research Methods in Education*. (6th Ed.). London: Routledge.
- Copeland, M. (2005). *Socratic Circles: Fostering Critical and Creative Thinking*. Portland, MN: Stenhouse, p. 7
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory in practice*, 39(3), 124-131.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed methods approach*, SAGE, London.

- De Clercq, F. (1997). Policy intervention and power shift: an evaluation of South Africa's education restructuring policies, *Journal of Education*. 1997. Vol 12 No3 127-146
- Dean, J. (2003). Coping with curriculum change in South Africa. School of Education and Professional Development, Leeds Metropolitan University, Leeds, England.
- Dean, J. (2003). School of Education and Professional Development, Leeds Metropolitan University, Leeds, England.
- Delahunty, A. & McDonald, F. (2007). *Oxford School Dictionary*, New York: Oxford University Press.
- Dhunpath, R. & Samuel M. A (2009). Life history research: (Eds.). *Epistemology, Methodology and Representation*. Sense Publishers Rotterdam: The Netherland.
- Douglas, J. (1999). Human social sciences in the classroom: *An Introduction to the teaching of Human and Social Sciences in South African Schools*. Cape Town: Francolin.
- Eley, M. & Norton, P. (2004). "The Structuring of Initial Descriptions or Demonstrations in the Teaching of Procedures." *International Journal of Math Education, Science, and Technology*. 35(6), p. 843-866
- Gay, L. R., Mills, G. E. & Airasian, P. (2009). *Education research. Competencies for analysis and applications*. (9th Ed.). Upper Saddle River, NJ: Pearson.
- Gibbs (1992) *Assessing More Students*, Oxford: Oxford Brookes University.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, Number 4 December 2003 597-607.
- Greaves, E. N. (2008). *Is role playing an effective teaching method?* A Master's Research Project Presented to The Faculty of the College of Education, Ohio University.
- Hofstein, A., Mamlok-Naaman, R, & Taitelbaum, D. (2012). Enhancing the Pedagogical Content Knowledge of Teachers by Using an Evidence-based Inquiry Approach in the Chemistry Laboratory. *Mevlana International Journal of Education (MIJE)*, 2(3)

- Horton, W. (2012). *E-Learning Design*. Pfeiffer: San Francisco
- Jansen, J. (1997). *Why Outcome Based Education will fail?* University of Durban Westville,
- Jansen, J. D, (1999). *Setting the scene: Historiographies of Curriculum Policy in South Africa*,
 ‘In J. D. Jansen and P. Christie (Eds) (1999) *Changing Curriculum*. Juta and Kenwyn.
- Jansen, J. (2002). *Symbolism as policy craft: explaining non-reform in South African education after apartheid*, *Journal of Education Policy* Vol 17No2 (2002) 199-215
- Jansen, J. & Taylor, N. (2003). *Educational change in South Africa 1994-2003: case studies in large scale education reform*. World Bank: Washington DC
- Jotia, L. & Matlala O. J. (2011). *Use of Instructional Material in Social Studies: Impact on students’ performance in primary school leaving examination in Botswana*. *European Journal of Educational studies* 3(1). Department of Languages and Social Sciences, University of Botswana, Gaborone.
- Kahn, P. & O’Rourke, K. (2004). *Understanding Enquiry-based learning*, University of Manchester, England.
- Khochhar, S. K. (2009). *Teaching of social studies*, Sterling Publishers Private Limited
- Khoza S. B. (2012). “Who helps an online facilitator to learn with students in a day?” *Mevlana International Journal of Education*, 2(2), 75-84.
- Khoza, S. B. (2001). *The Outcomes of students studying a computer literacy course at UniSchool*. Med dissertation. Durban: University of Durban-Westville.
- Khoza, S. B. (2013). *Learning Outcomes as understood by ‘Publishing Research’ facilitators at a South African university*. *Mevlana International Journal of Education (MIJE)*, 3 (2), pp. 1-11, 1August 2013. <http://mije.edu.tr/http://dx.doi.org/10.13.09.3.2>.
- Khoza, S. B. (2013). *Learning Outcomes as understood by ‘Publishing Research’ facilitators at a South African university*. *Mevlana International Journal of Education (MIJE)*, 3 (2), pp. 1-11, 1August 2013. <http://mije.edu.tr/http://dx.doi.org/10.13.09.3.2>.

- Kochlar, S. K. (1994). *Teaching Social Studies*. Sterling Publishers Print Limited: New Delhi.
- Kriek, J. & Grayson, D. (2009). A holistic professional development model for South African physical science teachers. *South African J. Educ.*, 29: 185-203.
- Kristin, J. (2010). *The importance of Problem solving skills in Social Studies*. EHow. New York.
- Kumari, B. & Rao, D. B. (2004). *Methods of teaching social studies*. Discovery Publishing House, New Delhi.
- Leonardo Z. (2004) Critical Social Theory and Transformative Knowledge: The functions of Criticism in Quality Education. *Educational Research*, 33, No.6, pp. 11-18.
- Lie, T. G. (2010). Does social studies teacher knowledge matter? A discussion of possible elements of knowledge that can influence social studies teacher performance. University College of Sor-Trondelag, Faculty of Teacher and Interpreter Education, Trondheim, Norway
- Maree, K. (Ed). (2007). *First step in research*. Van Schaik: Pretoria
- McKenzie, J. (2007). Teaching social studies authentically, *the education journal*, 17/ no1.
- Mhlauli, M. B. (2012). The nemesis of social studies in Botswana primary schools. Department of Primary Education, University of Botswana. *European Journal of Education Studies* 4(1), 2012 Ozean Publication.
- Mhlauli, M. B. (2012). The nemesis of social studies in Botswana primary schools. Department of Primary Education, University of Botswana. *European Journal of Education Studies* 4(1), 2012 Ozean Publication.
- National Council of Education Research and Training, (2006). Position National Focus Group On: *Teaching of Social Sciences*, Publication Department, New Delhi.
- Neomi, S. (2008), Project method, as one of the basic methods of environmental education, *Acta Didactica Napocensia*, 1 no 2 2008.

- Ngetich, T. H. & d Ndenge, P. (2011, 12-14 October). Instructional methods used in teaching conflict resolution in social studies in primary schools. Paper presented at the Kabarak University First International Conference, Moi University.
- NTI (2006). Manual for the re- training of primary school teachers, Kaduna: National Teachers' Institute p.iii
- Okobia, E. O. (2011). Social studies teachers' perception of the junior secondary school social studies curriculum in Edo state. Department of Educational Psychology and Curriculum Studies, Faculty of Education University of Benin, Benin-City, Edo State Nigeria. *European Journal of Educational Studies 3(2), 2011 Ozean Publication*
- Oxford South Africa, (2010). Oxford South African School Dictionary (3rdEd.). Oxford University Press: South Africa
- Piet, N. & Cloet N. (2003). A tale of three countries: Social Sciences curriculum transformation in South Africa. Juta: Rondebosch South Africa.
- Pitsoe, V. J. & Maila, M. (2012). Towards constructivist teacher professional development. *Journal of Social Sciences 8 (3): 318 2012 Science Publications.*
- Pitsoe, V. J. & Maila, M. (2012). Towards constructivist teacher professional development. *Journal of Social Sciences 8 (3): 318 2012 Science Publications.*
- Postman, N. & Weingartner, C. (1969). *Teaching as a subversive activity*, Dell, New York, NY.
- Phurutse, M. C. (2005). Factors Affecting Teaching and Learning in Public Schools: *Report presented to Education Labor Relations Council*. Published by Human Science Research Council, South Africa.
- Pretorius, S. G. (2012). The implications of teacher effectiveness requirements for initial teacher education reform. *Journal of Social Sciences 8 (3): 310-317, 2012 Science Publications.*
- Ramdass, K. (2007). Challenges facing education in South Africa, University of Johannesburg, South Africa.

- Regelski, T. A. (2005). Critical theory as a foundation for critical thinking in music education. *Vision of Research in Music Education*, 6. Retrieved from <http://www.rider.edu/~vrme>
- Riddle, E. M. (1996). Lev Vigotsky's social development theory. Crawford: USA.
- Russell iii, W. B. & Waters, S. (2010). Instructional Methods for Teaching Social Studies: A Survey of Middle School Students like and dislike about Social Studies Instruction. *Journal for the Liberal Art and Sciences* 14(2)
- Russell iii, W. B. (2010). Teaching social studies in the 21st century: A Research Study of Secondary Social Studies Teachers' Instructional Methods and Practices, *Action in Teacher education*, 32: 1, 65-72, DOI: 10.1080/01626620.2010.10463543
- Samuel, M. A. (2009). On becoming a Teacher: Life history research and the force-field model of Teacher Development in Dhunpath, R. and Samuel, M. A. (Eds.). *Life history research- Epistemology, methodology and representation*. Rotterdam, Sense Publishers, pp 12-13.
- Schumacher, S & McMillan, J. H. (2010). *Research in education: Evidence Based Inquiry*. (7th Ed.) Boston: Pearson.
- Sharma, T.C. (2007). *Modern methods of teaching social studies*, Sarup and Son, New Delhi.
- Sealy, E. (2004) *Doing History Teachers' Guide: History teaching in the Revised NCS Social Sciences*. Distributed by WECD (Western Cape Education Department).
- Sinclair, M. (2007). Editorial: A guide to understand theoretical and conceptual work. *Evidence Based Midwifery*, 5 (2), 39.
- Smit, B. (2001). How primary school teachers experience education policy change in South Africa. *Perspectives in Education*, 19 Numbers 3 October 2001.
- South Africa, Department of Basic Education (2002). *Revised National Curriculum Statement (RNCS): Social Sciences*, Government Printers Works.

- South Africa, Department of Basic Education (2003). *Revised National Curriculum Statement (RNCS): Teacher's guide for development of learning programmes*, Government Prints Work.
- South Africa, Department of Basic Education (2011). *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement*, Government Printers Works, Pretoria.
- South Africa, Department of Basic Education (2012). *National Curriculum Statement Assessment Guidelines for General Education and Training*. Retrieved from www.education.gov.za
- Stewart. S.L. (2007). The Role of Teacher Support in Implementation of the Revived National Curriculum Statement in Grade 7 Learning Area English in Gauteng: A research report submitted to the Faculty of Humanities, University of the Witwatersrand, Johannesburg, in fulfilment of the requirement for the degree of Masters in Education.
- Thomas, G. (2010). *How to do your case: A guide for students and researchers*, SAGE. London.
- Van den Akker, J.; de Boer, W.; Folmer, E.; Kuiper, W.; Letschert, J.; Nieveen, N. & Thijs, A. (2009). *Curriculum in Development* Enschede: Netherlands Institute for Curriculum Development
- Waite, M. (2006). *Oxford Thesaurus of Current English* (2nd Ed.). New York: Oxford University Press.
- Walsham, G. & Waerm, T. (1994) "Information System Strategy and Implementation: Case Study of Building Society," *ACM Transaction of Information Systems* (12:2), April 1994, pp. 150-173.
- Yee, S. O. (1994). Dramatization as a method of teaching geography, *teaching and learning*, 14 (2), 103-111.
- Yin, R. (1994). *Case study research: Design and methods* (2nd Ed.). Thousand Oaks, CA: Sage Publishing.

Yumiko, O. & Ferreira, J. (2010). A case study of continuing teacher professional development through lesson study in South Africa. *South African Journal of Education*, 30: 59.74

A 5491 Mahlase Road

P. O. Kwa-Ndengezi

3607

24 April 2013

Dear Principal

I am conducting a research project on 'TEACHING METHODS USED BY GRADE SEVEN (7) TEACHERS IN TEACHING SOCIAL SCIENCES'. I will therefore highly appreciate if u could read this document, sign the declaration below and email as an attachment to my email address 2125587652@stu.ukzn.ac.za or post it to my above-mentioned postal address.

This research is being influenced by the love of teaching social sciences as it is one of the newly introduced learning areas after 1994. South Africa like any other developing countries has to conduct studies of this nature in order to critically evaluate and improve educators' (teachers') teaching skills. Thus the aim of this study is to identify teaching methods that are used by grade seven (7) teachers in teaching social sciences.

The following issues will be taken care:

There will be no limit on any benefit that the participants may receive as part of their participation in this research project;

Answer all questions;

Respond to each question in a manner that will reflect your own personal opinion;

Your identity will not be divulged under any circumstances;

There is no right or wrong answer;

All your responses will be treated with strict confidentiality;

Real names of the participants will not be used, but pseudonyms such as (teacher A, teacher B, or teacher C...will be used to represent participants' name;

The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;

The participants will not be under any circumstances forced to reveal what they don't want to reveal;
and

No video recording will be made.

This research is supervised by Dr SB Khoza. His telephone number is (031) 2607595 at the University of KwaZulu-Natal and his email address is khozas@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from

Duma AL

University of KwaZulu-Natal

Tel. :(031) 260 7585

Cel. : 0829496641

Email:212558765@stu.ukzn.ac.za

Please sign the following declaration and include your full names as indicated:

I..... (full names of participant)

hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....

.....

...

SIGNATURE OF PRINCIPAL

DATE

A5491 Mahlase Road

P. O. Kwa-Ndengezi T/Ship

Kwa-Ndengezi

3607

24 April 222013

Dear Participant

I am conducting a research project on 'TEACHING METHODS USED BY GRADE SEVEN (7) TEACHERS IN TEACHING SOCIAL SCINCES.' I will therefore highly appreciate if you could read this document, sign the declaration and email it as an attachment to my email address 212558765@stu.ukzn.ac.za or post it to the above-mentioned postal address.

This research is being influenced by the love of teaching social sciences as it the one of newly introduced learning area after 1994. South Africa alike any other developing countries has to conduct studies of this nature in order to critically evaluate and improve educators (teachers) teaching skills. Thus the aim of this study is to identify teaching methods that are used by grade seven (7) teachers in teaching social sciences.

The following issues will be taken care of:

There will be no limit on any benefit that the participants may receive as part of their participating in this research project;

Answer all questions;

Respond to each question in a manner that will reflect your own personal opinion;

Your identity will not be divulged under any circumstances;

There is no right or wrong answer;

All your responses will be treated with strict confidentiality;

Real names of participants will not be used, but pseudonyms as (teacher A, teacher B, or teacher C) will be used to represent participants' names;

The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;

The participants will not be under any circumstances forced to reveal what they don't want reveal; and

No video recordings will be made.

This research is supervised by Dr SB Khoza. His telephone number is (031) 2607595 at the University of KwaZulu- Natal and his email address is khozas@ukzn.ac.za.

Thank you for your support, co-operation and valuable time: Best wishes from

AL DUMA

University of KwaZulu-Natal

Tel.: (031) 260 7585

Cel. 0829496641

Email: 212558765@ukzn.ac.za

Please sign the following declaration and include your full names as indicated:

I..... (Full name of participant)

Herby confirm that I understand the contents of this document and the nature of this research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project any time, should I so desire.

.....

SIGNATURE OF PARTICIPANT

.....

DATE

TEACHING METHODS USED BY GRADE SEVEN (7) TEACHERS IN TEACHING SOCIAL SCIENCES.

Interview Schedule for the above-mentioned topic:

The following questions adapted from Van Den Akker et al (2009, 11) will be used as the interview schedule for this study.

Component:

Questions:

Rationale	why are they teaching?
Aims and objectives	towards which goals are they teaching?
Content	what are they teaching?
Learning activities	how are they teaching?
Teacher role	how are the teacher facilitate their teaching?
Materials and resources	with what are they teaching?
Grouping	with whom are they teaching?
Location	where are they teaching?
Time	when are they teaching?
Assessment	how they are assessing?
Methods	what teaching methods are they using? How are they using those teaching methods? Why are they using those teaching methods?



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref. 2/4/8/600

Mr Alfred Lucky Duma
A 5491 Mahlase Road
Kwa Ndengezi Township
KWA-NDENGEZI
3607


Dear Mr. Duma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **TEACHING METHODS USED BY GRADE SEVEN (7) TEACHERS IN TEACHING SOCIAL SCIENCES**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 August 2013 to 31 August 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the school/s and/or institution/s in the following District/s of the KwaZulu Natal Department of Education.

Pinetown District


Nkosinathi S.P. Sishi, PhD
Head of Department: Education

...dedicated to service and performance
beyond the call of duty

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax: 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;