

**TEACHERS MANAGING CHANGE: AN EVALUATION OF
THE CLASSROOM IMPACT OF LANGUAGE IMITHAMO
(MODULES) – AN ETHNOGRAPHIC STUDY.**

BY



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TITLE PAGE

Teachers Managing Change: An evaluation of the classroom impact of language *imithamo* (modules) – an ethnographic study.

Submitted in partial fulfillment of the requirements for the degree of the Masters of Education Degree in Education Management Policy in the Faculty of Education at the University of Fort Hare.



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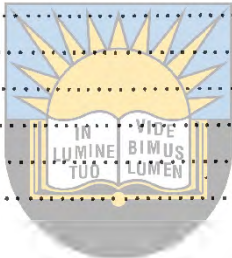


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ABSTRACT

This study seeks to evaluate the impact of the first two language modules called *imithamo* that are used to upgrade the teachers who are registered for the Bachelor of Education (Foundation and Intermediate Phases) with the University of Fort Hare. It establishes whether the modules have made any significant impact in the teaching of languages. The research questions are:

- Does the use of *imithamo* help teachers acquire innovative teaching approaches?
- Do learners gain when a teacher uses the language *imithamo*?
- Are the *imithamo* effective in teaching communication skills?

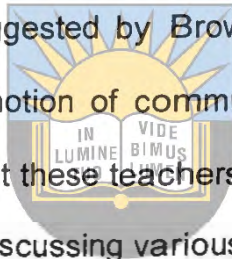


The study is an ethnographic case study where six teachers registered with the programme and four that are not registered were observed in their classrooms. The teachers who are enrolled in the programme were making use of each of the modules namely, the importance of non-verbal approaches and the whole language approach. Semi-structured interviews were administered to the ten teachers to establish their thoughts, values and beliefs. Focus group discussions were held with the two groups of learners from grade four classes. Work was analysed from the two groups of learners to establish whether there have been changes resulting from the use of *imithamo*.

The study showed that the use of language modules (*imithamo*) is quite effective in the teaching of communicative approaches especially the mother tongue where learners write about various issues. It was found that teachers who are registered with the programme are able to initiate changes in their classrooms. They are able to adopt

some of the theories, for example, Zone of Proximal Development by Vygotsky and the approaches that encourage communication in the classroom, for example, teaching language through social interaction. The study showed that learners who are taught with the use of the module talk freely and share their ideas with others. They are in a position to justify their thoughts. They have developed the ability to analyse events and stories. They have become eloquent speakers through the use of pictures. Signs of independent and co-operative learning were noticed among learners.

The findings confirmed that teachers who are registered with the programme are applying theories that have been suggested by Brown (1994) and Celce-Murcia and Olshtain (2000) with regards to promotion of communicative language teaching and learning strategies. It also showed that these teachers engage learners in dialogues by providing them with opportunities for discussing various social issues.



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Teachers who are not registered with the programme have been observed grappling with facilitation versus teaching. Although they understand the new approaches, they are still making use of some of the traditional approaches such as drilling learners.

However, the findings also showed that teachers who are registered with the programme are faced with the challenge of understanding some concepts related to their practice such as scaffolding. They have a problem handling information raised by learners that is not relevant to what is taught. They have to ensure that “code-switching” does not limit the vocabulary of the learners.

DECLARATION

I, ZOLISWA EUTRICIA MAFANYA hereby declare that the work contained in this dissertation is entirely mine with the exception of quotation, references and appendices attached, which have been attributed to their authors and sources. No one has submitted this title before "Teacher managing change: An evaluation of the classroom impact of the first two language modules".

Dated:



Signed:

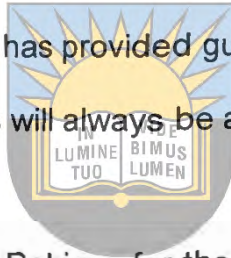
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Mrs S. Rembe, my supervisor who has provided guidance and supervised me to the end of this study. Your advices will always be appreciated.



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God Almighty who has made it possible for me to undertake and finish the study even when the possible seemed to be impossible.

DEDICATION

I dedicate this work to my parents the Late Mr & Mrs B.E.N Mafanya, my late sisters Nokwanda and Nompucuko who have been sources of inspiration and the rest of my family, my sisters, brothers, nieces, nephews as well as my daughters Thando and Sive and son Kwezi for supporting me throughout. The concern and love you have displayed throughout my efforts will always be appreciated. To my husband Solomzi who has been encouraging me all the time.



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Chapter 1: Introduction

During the apartheid era, teachers were trained according to the demands of the Bantu Education Act of 1953. Teaching was teacher-centred and teachers were seen as the only sources of information, whilst learners were seen as people who needed to be fed with knowledge. This meant that teachers were dominating the teaching and learning situation. Teachers had to drill learners and learners had to memorise the facts without understanding them. The idea behind the Bantu Education was to make people reproduce information instead of reasoning. The policy led to a number of shortcomings on the part of learners such as poor command of language.



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The teaching of languages revolved around "drilling" learners in grammatical competences such as present tense and past tense taught as "is" and "was". This did not make any sense to the learner. This disadvantaged teachers and learners making them feel inferior because the syllabus prescribed how things were to be done. The training of teachers was done in the same way and teacher's knowledge was limited. They were not provided with skills and strategies of teaching and handling learners was a problem.

In the 1980's most teachers tried to improve their qualifications by enrolling for further studies. However, in most cases qualifications were not relevant to what they were doing, for example a teacher would do political science and criminology whilst teaching a grade one class. The purpose was to increase the salary more than empowerment. After 1994 policies were changed by the new South African government. The focus was on acquiring skills on the major subjects such as mathematics, sciences,

technology and languages. Through collaboration between the Eastern Cape Department of Education, Universities of Fort Hare, of South Australia and the Open University in the United Kingdom a research was conducted on the status quo of teachers in the Eastern Cape.

From that study it became evident that most teachers in the Eastern Cape were underqualified and unqualified. The research findings showed that most of the teachers in the primary schools lacked skills in the teaching of Mathematics, Science, Technology and Languages. Given these findings, the Department of Education, together with the University of Fort Hare, formed a partnership to upgrade teachers within the province in the above mentioned learning areas.

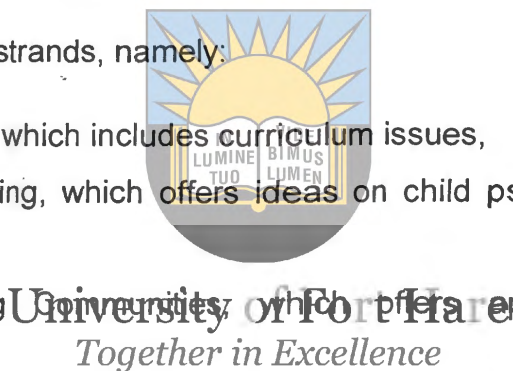


The University of Fort Hare developed an In-service Bachelor of Education Foundation and Intermediate Phase (B.Ed. F & I) programme in collaboration with the Eastern Cape Department of Education. This programme was meant for teachers who were underqualified as highlighted by the research study that had been undertaken. Because the teachers were fully employed it became necessary to offer an in-service programme. The purpose of the programme was to empower underqualified teachers with professional skills through distance learning. The programme began as a distance learning project. However, there are face-to-face sessions that run fortnightly in various centers of learning across the province. At the moment there are over one thousand teachers enrolled. These teachers meet fortnightly with the purpose of sharing their experiences with one another and with the *umkhwezeli* (tutor/facilitator), who supports them.

In the face-to-face sessions, teachers enrolled as students in the programme and the *abakhwezeli* use a module, known as an *umthamo* that has been developed and written to enhance professional skills. The methodologies consist of school- and classroom-based activities that impact on teachers' professionalism and whole school development. Teachers are then required to implement the activities in class with their learners.

The programme develops teachers around Core Education Studies and the four Learning Areas: Mathematics, Natural Science, Technology, and Language. The Core Education Studies have four strands, namely:

- Learning in the World, which includes curriculum issues,
- Learning About Learning, which offers ideas on child psychology and learning theory,
- Schools as Learning Communities, which offers approaches on school development, and
- Helping Learners Learn, which offers ideas on teaching.



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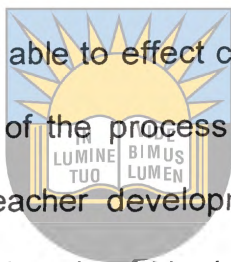
Each *umthamo* is studied and completed over a period of four weeks. Teachers enrolled in the programme have to complete two *imithamo* per learning area per year. This programme runs over a four-year period. Each learning area has six *imithamo* that give teachers in the programme a variety of teaching principles, approaches and methodologies during the first three years. The fourth year is a consolidation of the various approaches that have been learnt over the first three years.

The programme is assessed continuously, giving teachers enrolled in the programme the opportunity to assess themselves and to be assessed by their peers or colleagues,

as well as by *umkhwezeli*. They are assessed on their participation during face-to-face sessions, report writing, learner portfolio presentation and reflective journal writing. Thus the programme is not examination-driven but practice-based. At the end of the year of study teachers in the programme are assessed by internal and external examiners. This stage of assessment is seen as the affirmation of what was done over that period of the year.

Affirmers who are appointed by the University come from the different Universities.

The affirmation process aims at establishing how teachers have developed professionally and how they have been able to effect changes in their classrooms as a result of using *imithamo*. At the end of the process they are requested to compile reports on their observations about teacher development. These reports are very crucial as they give suggestions about what should be improved in the programme.



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At the end of the fourth year of study, teachers who have gone through the programme should be able to demonstrate the following competences as outlined in the outcomes of the programme.

- Mediation of learning
- Curriculum development
- Assessing
- Reflective practice
- Change advocacy
- Research skills and life long learning
- Learning area specialisation

The researcher has been involved in this programme for the past six years. Some of the teachers who enrolled in the programme have already graduated. Others who learn

about the programme are attracted to enroll as students because they feel it is a useful capacity building initiative. Those who are enrolled are keen and enthusiastic about the programme. According to the affirmation reports that have been issued by the teams of both local and international educationists the programme has changed the teachers' classroom practice, and their learners' performance and attitude towards learning.

Some of the teachers who have enrolled in the programme have entered in various competitions and have performed very well. A number of them have claimed that the programme has helped them acquire teaching skills and approaches that enhance the teaching and learning situation. As a result of these changes, they claim that their learners are excited about being in their classrooms. From the affirmation reports it has become evident that learners are writing a lot. No-one is sure whether these writing skills have developed as a result of the language modules, hence it has become important to the researcher to investigate the impact of the language modules. The first language module under study introduces the teachers in the programme to the use of non-verbal communication. The intended outcomes for the module are as follows:

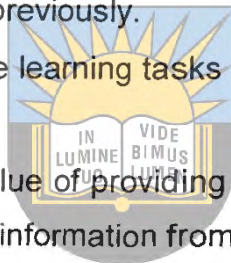
- Teachers will have a better understanding of what is meant by verbal and non-verbal communication and will be able to see the importance of body language in their classrooms.
- The teachers will be conscious of the communication strategies that are used for different purposes and situations.
- Learners will be given opportunities to begin to develop a greater understanding of non-verbal communication strategies. (*Umthamo* 1:1998:11).

The contents of the first *umthamo* expose teachers and learners to the implications of using non-verbal communication in the classroom situation. To engage in this teachers

enrolled in the programme have to cut out pictures and ask their learners to write about what they think is happening in those pictures. That includes posture and proximity of people in the pictures.

The second language *umthamo* is about using the whole language approach. Its outcomes are as follows:

- Teachers will become more conscious of how teaching approaches affect the way children learn and feel about language.
- Teachers will have trailed the whole language approach and compared it with the way language has been taught previously.
- Teachers will design and provide learning tasks that integrate listening, speaking, thinking, reading and writing.
- Teachers will understand the value of providing activities that require learners to access, process, use and share information from various sources.
- Teachers will see the value of using culture-based experiences, such as *intsomi* (folktale), at school. *Umthamo 9*;



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In the first two language modules teachers are introduced to innovative strategies to language teaching, which focus mainly on the development of communication so that learners can write and speak well. These are the key components of language development.

The focus of this study is on evaluations of how the language *imithamo* impact on the teaching and learning situation in line with the demands of the National Curriculum and the language policy of South Africa. It is important to understand whether teachers have been able to understand the teaching strategies and approaches that are modeled in the *imithamo*, which are under study. In addition to that it is important to investigate

whether it is really true that *learners* are gaining linguistic competences when teachers use the approaches that have been suggested by the modules. The researcher has chosen the first two *imithamo* for the study.

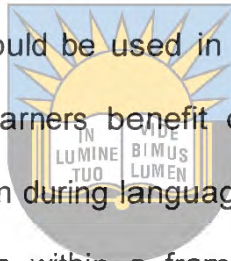
Background to the research problem

During the training workshops held nationally to assist teachers to deliver the new curriculum, many have shown their concerns about implementing it. They claim that since the introduction of Curriculum 2005 in 1998, they have experienced problems with regards to the implementation of this new curriculum. These problems are related to the understanding of the principles that underpin the Curriculum. Amongst those principles is Outcomes Based Education (OBE) as the approach that should be adopted. According to this principle, the focus should be on the outcome rather than on the content. The principle outlines the approach the teacher has to engage in during the teaching and learning situation. It is seen as a vehicle for driving this new curriculum. The principle focuses on learner participation and involvement, hence it is referred to as learner-centeredness.

Teachers do not seem to understand the theoretical assumptions as well as the philosophical underpinnings that may assist in the implementation of the OBE. Harley and Wedekind (2004:205) have observed that learner activity is frequently taken by teachers to be more muscular than cognitive. The authors observed that there is little reading and writing done by learners. This implied that teachers have a problem of understanding what learner-centeredness means.

Most of the teachers who are enrolled with the University of Fort Hare programme have shown confidence and understanding during the same workshops because they claim they are used to preparing their lessons according to set outcomes as per requirements of the *imithamo* (modules). That has trained them towards planning according to outcomes. Most teachers face problems of how to teach language in order to promote communication skills as opposed to the traditional approach which encouraged drilling learners in grammatical concepts.

The Language in Education Policy of South Africa (Department of Education: 1997:B-31) states that the approach that should be used in the teaching of language should encourage multilingualism so that learners benefit cognitively and emotionally from experiences that are presented to them during language teaching. Also the same policy encourages the teaching of language within a framework of societal and individual needs. The policy is meant to facilitate communication across the barriers of colour, culture, religion and respect for other languages (1997:B-31) so that South Africans of all eleven-language groups are able to live together in harmony.



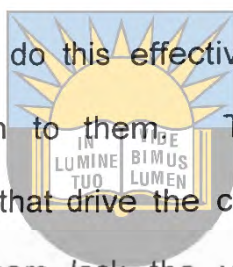
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This implies understanding each other's culture through language. In order to achieve the above aspects teachers are obliged to change their teaching strategies so as to accommodate societal aspects and needs. Through these new strategies learners will develop communicative strategies that will make them the desired citizens of the new South Africa.

When the researcher looked at the learning area statements for languages it became clear that the curriculum is intended at making teachers use communicative language

teaching skills, through the learning outcomes and competences expected at the end of schooling. These competences are listening, speaking, writing, reading, reasoning and thinking and the use of grammatical structures. These should be developed within a context, which is sometimes suggested by the assessment standards. As observed during training workshops these requirements are a challenge to teachers. They have to put more effort in changing their teaching strategies in order to cope.

Although the new curriculum provides teachers with a large degree of freedom to select content and methods through which they will enable their learners to achieve those outcomes, teachers find it difficult to do this effectively because they come from a school where everything was given to them. They also lack the skills and understanding of the major concepts that drive the curriculum. Steyn and Wilkinson (1998:207) also observed that teachers lack the understanding of the underlying philosophies of Outcome Based Education as a teaching approach and that has implications for how they implement it in their classrooms.



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The National Curriculum based on the Language in Education Policy of South Africa poses challenges to language teachers because language teaching should now focus on developing communicative skills such as the socio-linguistic competence, grammatical competence and strategic competence as well as discourse competence. It does not prescribe to teachers how to acquire the competences. It is the teacher who has to ensure that these competences are acquired through the activities that are designed. The teachers who are registered with the programme under study claim that the use of language *imithamo* exposes their learners to such competences; hence they have no problem in understanding the new curriculum. Therefore, the intention of the

study is to find out whether the claims made by the teachers and affirmers are of benefit to learners and teachers.

Research problem

During training workshops and visits to schools to support teachers registered in the programme, the majority of teachers not registered with the programme, have been noticed to be struggling with planning and preparation of lessons according to the demands of the new curriculum. But those who are registered with the B.Ed. (F & I) programme are claiming that the use of *imithamo* is bringing about change in their classrooms. It makes them to be innovative. They have brought samples of learners' work, which show that learners are writing a lot about everything. What is bringing about this effect? Do the innovative approaches to language development presented in the B.Ed (F&I) programme impact on learners' writing? The purpose of this study is to establish how the use of language *imithamo* impacts on the teaching of communicative approaches in the classroom. The main research questions are:-

- Does the use of the *imithamo* help teachers to acquire innovative teaching approaches?
- Is the use of the *imithamo* effective in the teaching of communication skills?
- Do learners gain when a teacher uses the language *imithamo* or adopts aspects of them when teaching a language?

Objectives of the study

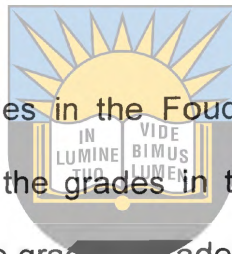
- To investigate whether the use of the language *imithamo* helps teachers with the acquisition of innovative teaching approaches.
- To establish whether learners gain when a teacher uses the language *imithamo*.

- To establish whether the use of the same *imithamo* is of help in the teaching of languages.

Rationale for the study

The research will help identify aspects of the language *imithamo* that may be useful for teachers who want to change and improve their classroom practice so that they provide teachers with communicative approaches to language teaching and learning.

Limitations



The BEd programme covers all grades in the Foundation and Intermediate Phases. However this study will not cover all the grades in the Foundation and Intermediate Phases (as the programme does). One grade – Grade Four – has been selected for the purpose of this study because at this level, learners are taught in the language of teaching and learning, which is English in most of the former black schools. Secondly, in most schools this grade is still taught by one teacher regardless of the enrolment. In this grade the language of learning and teaching for learners is English, which is their second language. The researcher had planned to observe four teachers that are not registered with the programme but that was not possible. Only one was observed others refused.

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Enabling factors

- As the researcher has been involved as a facilitator of the B.Ed. (F & I) modules for the past six years, she has an in-depth knowledge and understanding of the *imithamo*, especially the language ones.

- Having given teachers in schools support around curriculum issues specializing in the Language learning area, the researcher knows quite well what the teacher is expected to do.

Definition of terms

Umthamo - A Xhosa word for a small chewable chunk that can be easily swallowed. This refers to the modules used.

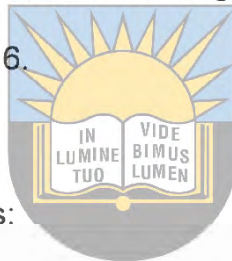
Umkhwezeli - Someone who keeps the fire burning. In this case it is used to refer to a tutor/facilitator

Foundation Phase: The initial phase of formal learning from grade R to grade 4.

Intermediate Phase: Grade 4 to grade 6.

Overview of the study

The dissertation is presented as follows:



Chapter 1: Introduction – The chapter introduces the reader to the background that has led to the topic under study and finds the problem on which the study is based.

Chapter 2: Literature review – This chapter gives an outline of the literature that has been reviewed and the theoretical framework on which the topic is based.

Chapter 3: Research design – This chapter describes the methodology of the study incorporating ways of gathering data and data analysis procedures.

Chapter 4: Analysis and interpretation of data – The chapter presents to the reader what actually happened and draws the trends together with patterns that have emerged from the data.

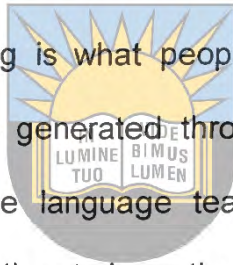
Chapter 5: Findings, summary and conclusions – The chapter informs the reader of the findings and how they link with the literature. It incorporates the summary and the recommendations that have been suggested.

Chapter 2: Literature Review

Since language is seen as a means of communication, it has become important for the researcher to review literature about communicative language teaching and learning. In addition, literature about language acquisition and development has been reviewed to establish whether *imithamo* contribute to language development of the learners.

Research paradigm

The study is qualitative because the primary research focus is on the human participants and their perceptions rather than mathematical or quantitative data. It is based on Hegel's view that meaning is what people make of phenomena. It also emphasises that knowledge can be generated through research in interaction with others (Van Rensburg: 2001). Since language teaching and learning have to be observed, the researcher has to base the study on the interpretative approach to ensure that what has been observed is what is actually happening.



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This study rejects the notion that the researcher has to be detached and objective. Therefore it has to be subjective and be within the understanding of the researcher. Cohen *et al.* (2000:20) claim that the purpose of using the interpretative approach is to understand the teachers' and learners' behaviour from their points of view. The researcher is someone who has the same frame of reference, and is able to interpret the world of teachers and learners from inside, not outside hence subjectivity. Cohen *et al.* (2000:20) cite that the "interpretative approach sees social science as a subjective rather than an objective undertaking – a means of dealing with the direct experience of people in specific contexts". This implies that teachers have to be seen direct and share the experience with the researcher. Cohen *et al.* (2000:20) see its purpose as to

understand social reality as different people see it, and demonstrate how their views shape the action, which they take within that reality. This approach is most relevant for the study that has been undertaken because the means of evaluating impact are true observation of the teachers and learners and the interpretation of their behaviours accordingly. Interpretative approach has been adopted in this study because naturalistic, qualitative approaches recognise that

- people are deliberate and creative in their actions, they act intentionally and make meaning in and through their activities;
- people construct their social world;
- there are many interpretations to one single event, therefore situations need to be seen in the eyes of the participants rather than the researcher
- the social world should be studied as far as possible in its natural state without being manipulated by the researcher. (Cohen et al, 2000:20)



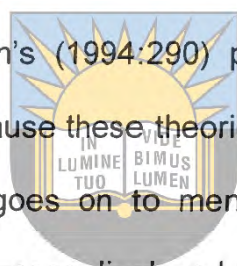
The researcher has reviewed literature that supports the topic under study using the following headings: Communicative language teaching and learning strategies; Language development theories and how teachers should teach language.

Communicative language teaching and learning strategies

According to the Department of Education, Language in Education Policy of South Africa (1997), communication is the key aim of teaching language. Therefore it has become important for the researcher to look at communicative language teaching and learning strategies that could be used by teachers to encourage communication strategies within their classroom. Brown (1994:15) suggests that learners should be taught to “communicate genuinely, spontaneously and meaningfully in the second language”. This does not have to be forced on them as it was done during the apartheid era but requires the willingness and the state of readiness where learners feel

the need to talk about an issue. He further argues that the process of formulating, trying out, revising and refining communicative methods is important for teaching the language. Teachers have to understand the theoretical implications of teaching a language so that they can choose methods that suit their learners better, based on the types of learners and the relationship that exists between the teacher and the learner. Teachers who are registered with the programme are encouraged to consider the background and the environment in which the learner is learning; hence they have to use different pictures.

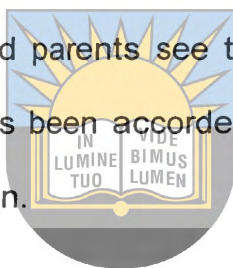
It is therefore important from Brown's (1994:290) point of view to understand the theories of language acquisition, because these theories might suggest ways of helping learners acquire a language. He goes on to mention that there are behaviourist approaches that focus on public responses displayed through behaviourist nature as in Skinners theory. He cites that Chomsky's theory of language learning emphasizes that language acquisition is an inborn skill. Another approach is the functional approach, which sees language as a means of performing a function. Implied in this is the fact that language is a means of performing a duty, which is communication. There is no single theory that can be used to teaching a language.



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Brown (1994:118) suggests various communication strategies, which are verbal or non-verbal mechanisms in-order for communication to be productive. He explores various communication strategies such as "avoidance", where learners change the topic, when they seem not to understand, or simply do not respond at all which will entail that communication has not happened. "Prefabricated patterns" occur when learners memorize certain phrases without understanding them, which was practised in the

apartheid era. "Appeal to authority" occurs when learners get stuck. This is happening during the time of democratic education where learners are seen as partners in the learning process. "Language switch" occurs when learners decide to use their native language when they lack the proper vocabulary, which will voice out their ideas. The last two communication strategies are encouraged in the *imithamo* so as to ensure that learners communicate their ideas freely. One is never sure of the implications of language switch because it could be a disadvantage to learners as they will not be able to master two languages at the same time hence educationists and the teaching and learning policy stipulate that learners should be taught through their home language up to grade three. However, schools and parents see this measure as means of down grading their schools since English has been accorded a superior status by being the international language of communication.



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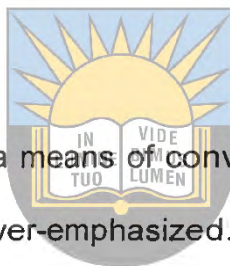
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According to Brown (1994:118), teachers can employ communication learning strategies such as the memory, cognitive, comprehension, metacognitive, affective and social strategies that assist in developing the language of the learners thus empowering them with various competences. The language competences are speaking, listening, writing, reading and viewing, grammatical use and structures and reasoning and thinking. The competences are also seen as outcomes of the language learning area. They enable learners to communicate effectively. The National Curriculum promotes them; however, there is nothing that is said about how teachers can help learners to acquire them. This poses a great challenge on the teacher who is used in getting a prescribed syllabus. It would be suggested that teachers adopt Brown's principled approach to language teaching and learning as it focuses on:

- "Intrinsic motivation

- Moderate to high risk-taking
- Language and culture as intertwined
- Successful learners making a strategic investment in their learning
- Self-confidence as important for success” (Brown 1994:187).

It is important to establish whether the use of the language modules promotes these principles through lessons designed. From the approaches modeled in the *imthamo* teachers are encouraged to adopt and adapt them so as to ensure that communication takes place in their classroom. The language modules were designed in-order to empower teachers with strategies that could be helpful to language teaching so that communication is enhanced.



The importance of communication as a means of conveying messages in a way that is functional and purposeful cannot be over-emphasized. According to Celce-Murcia and Olshtain (2000:24), communication should be seen as a “series of communicative acts or speech acts, which are systematic”. They should also serve social functions so that people understand one another. According to these two authors successful communications happens when people share knowledge, beliefs and assumptions and adhere to rules of co-operative inter-action. Language is not only a vehicle for thoughts and ideas but must be used for social interaction and functions. People should be able to use the five categories of speech acts, namely: declaratives that are used when making changes to the world such as law making; representatives, which are used to express feelings; expressives, used for apologies and congratulations, and; directives, used to impose some action; and commissives, such as when commenting, refusing or agreeing. Speech acts are used daily when people communicate and therefore it is important that teachers should be providing learners with opportunities of making use of speech acts when they communicate.

For one to be seen as competent in language, one has to engage in talk that reveals how one makes meaningful use of the speech acts as people engage in the conversation. They begin to make use of the four components of communicative competences that are suggested by Celce Murcia and Olshtain (2000:16) such as:

- “Linguistic or grammatical competence” that consists of basic elements of communication – such as the correct grammatical structures.
- “Socio-linguistic competence” which consists of the socio-cultural knowledge required to use language appropriately with reference to formality, politeness and other contextually-defined choices.
- “Discourse competence” which involves the selection, sequencing, and arrangement of words, structures and sentences to achieve a unified spoken or written whole with reference to a particular message and context.
- “Strategic competence” which includes the strategies and procedures relevant to language learning, language processing and language production. It activates knowledge of the other competences and helps language users compensate for gaps or deficiencies in knowledge when they communicate.

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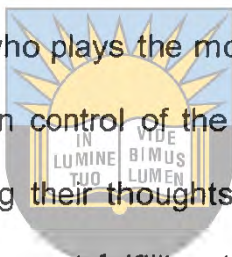
It will be interesting to see how the *imithamo* have provided such opportunities to teachers so that the communicative strategies can be developed in learners by providing them with a context and situation that will drive the discussion. The discourse perspective in language learning and teaching implies that teachers have to evaluate research and rethink their approaches, attitudes and methods of presenting new subject matter.

Cohen *et al.* (2000:300) refer to the purpose and function of discourse as being “to impart information, to persuade, to accuse, to censure, and to encourage”. The ability to engage in the discourse using the speech acts is a way of showing how the speaker can communicate properly and effectively within a given context. It is a fact that should

be observed during lessons as to how teachers and learners engage in the discourse. This helped the researcher to establish how *imithamo* can provide and suggest opportunities of this nature.

Cohen *et al.* (2000:300), see discourse analysis as a “shared account, a common interpretative framework for curriculum knowledge and for what happens in the classroom”. The teacher and learners should be engaging together in discussions that are within a contextualized framework, taking into consideration the curriculum. These discussions should further build the cognitive abilities of learners so that they can think.

The interactive patterns will indicate who plays the more significant role, the teacher or the learner. The teacher should be in control of the class, even though learners are awarded the opportunity of expressing their thoughts. If teachers cannot control the



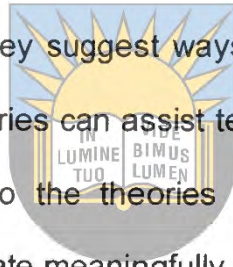
class talk, then it would mean they are not fulfilling their roles and responsibilities as outlined in Norms and Standards for Teacher Education National (National Department of Education: 2000). The roles and responsibilities are as follows: teacher as a researcher and lifelong learner; designer of learning assessor; community builder, pastor and citizenship; a learning area specialist and as a manager.

From the ideas that have been suggested by the literature that has been reviewed, it has become evident that communicative language teaching and learning has to happen through interaction between two people. This interaction has to happen within a social context where the various communicative language teaching and learning strategies will be applied such as in the discussion of a picture where learners will be encouraged to use the communication competences, and the speech acts with the teacher using the principled approach mentioned by Brown (1994:187) as outlined in previous sections.

It will be interesting to the researcher to establish whether the approaches have been considered in the modules (*imithamo*) that are understudy and how teachers make use of them (if any) to develop communication within their classrooms.

Language development theories

As a strategy for reviewing communicative approaches to language teaching and learning, the researcher reviewed theories that inform language acquisition and development so as to understand what other language researchers have suggested. Language development and language acquisition should be seen as important concepts for teaching and learning because they suggest ways in which language in general is acquired and developed. These theories can assist teachers and learners on how best to develop language in class. Also the theories might suggest to teachers how language could be used to communicate meaningfully in class.



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Glazer and Burke (1994:3) claim that language learning has sparked a lot of debates among the various researchers, who each come up with their own theories that stress certain factors. This statement implies that there is no single theory that can be used for language learning.

Various theories have been examined in this study namely: Chomskys' nativists, Skinner's behaviourist, Piaget's theory of development and Vygostsky's theories. According to Glazer and Burke (1994:11) these theories have guided the current educational practices. Chomsky's theory emphasizes the important role played by language in thinking and human interaction. He claims that knowledge of a language is attained through exposure to, and interaction with, other people. This theory then

emphasizes the role of the adult, and in the case of schooling, it becomes the role of the teacher to help the learner develop his/her language. In his claim that language is acquired inductively from language in the environment of the child, it is clear that he sees human beings as having a 'language acquisition device' (LAD) that enables them to induce rules for using language based on their experiences. He further argues that spelling develops through stages, as in oral language. He suggests that children are able to invent spelling and justify their invention. This systematic and linear approach is questionable because learners develop their language in cycles. Chomsky then differs from Brown's ideas on teaching and learning language outlined in earlier sections Brown (1994:24-28).

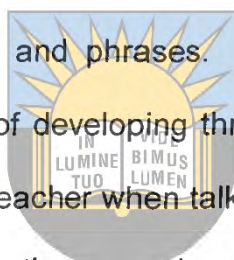


Chomsky cited in Glazer and Burke (1994:9) suggested that children attach meaning to words based on their experiences, but select them for use on the basis of the interest the words provoke. To him language development is a voluntary process that is enhanced by interest. This implies that when learners' interests are aroused they are bound to engage in communication. He further suggested that teachers have to understand each and every child as they develop their language in relation to their daily lives. This theory forms the basis of understanding how children learn language although it does not consider the importance of the context in which the language is used. It would then mean that *imithamo* might have an aspect of this because of its educational implications. Chomsky's theory does not address the development of meaning and the functional uses of language.

To the researcher, the implications of Chomsky's theory are that teachers play a significant role in the learning and teaching of a language. Although the theory does not

discuss the role of the adult, it has made significant contribution to the interactive communication concept of the development of language cited by Glazer and Burke (1994) which is very crucial for this study in-order to see whether *imithamo* impact on the language development of the learners.

Skinner's Behaviourist theory cited in Glazer & Burke (1994:10) emphasized the fact that language is observed and produced through the interaction between the speaker and listener. These two participants have to talk to one another. It involves a lot of imitation on the part of the child. According to this theory, language is learnt when adults provide models of sentences and phrases. The theory sounds good as it provides the child with opportunities of developing through a set model and observes the role that has to be played by the teacher when talking to a child. Teachers have to know that they are role models. The theory pushes them to become more cautious whenever learners are around them because learners are imitating them.



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Piaget's theory of learning and development was also reviewed. Although he was a psychologist, he described some aspects of language learning in his theory about children's thinking. Glazer and Burke (1994:11) suggested that Piaget believed that thinking is developed through various stages of growth and development of children. They further explained that the "sensori-motor period is characterized by limited thoughts that are only evident through motor reflexes". Later this develops into a system whereby children learn that words are tied to actions. The pre-operational period is characterized by the "ability to form mental images and the use of symbols such as scribbles to represent people and objects". Language development becomes increasingly evident through vocabulary and the use of words and their arrangements

into sentences. This theory of thinking does not talk about how language is developed in children.

In Piagets' theory children in the period of concrete operations can think about ideas more quickly. They can change sentences according to their interests and understand sequencing Glazer and Burke (1994). During the formal operational period, children can reason abstractly. They have a strong desire to learn language, which is characterized by the repetition of words. When they reach the stage of accommodation children adapt their thoughts and action to construct new knowledge (Glazer & Burke: 1994:11).



According to Glazer and Burke (1994:11), Piaget does not believe that language initially contributes to the development of thought; he sees it as a tool used to express thought. To these authors how one speaks is an indication of one's level of cognitive development.

Glazer and Burke (1994:11) argue that Piaget's theory does not explain language acquisition but the developmental stages of thinking have implications on language acquisition – "as it promotes theories with the validity". From Piaget's theory one gathers that language development is influenced by the child's imitation and copying of what adults have to say. Although Piaget suggested these four cognitive development stages none of them talks about how children learn to talk and how they assist children to develop their language.

Piaget quoted in Glazer and Burke (1994:12) highlighted the role of imitation in learning which becomes less important as the child develops. He mentions that whatever children borrow from adults they interpret in their own way and it is not always the same. This “childish” interpretation could be seen from various angles as distortion of the information or misrepresentation of the adult. The child then tries to become himself rather than an imitator. Piaget talked about the egocentric speech that is part of language development and how he saw it as a way of trying to find a path towards a solution when a child is confronted with a situation. Children talk to themselves whenever they try to solve problems that confront them. Piaget as a scholar of psychology only implies ways that teachers could embark on when teaching and learning the language.



Another theorist whose literature was reviewed was Vygotsky as interpreted by Cole *et al.* (1978). He did experimental work to establish whether there is a relation between speech and tool use, which is a practical activity. From what he observed, there was a necessity for children to speak while they act because speech was seen not only as accompanying practical activity but as playing a specific role in carrying out the activity. Implied in this idea there is a need for teachers to encourage learners to engage in discussions or talk about what they do, since this helps the learners to attain the desired goal, and it may suggest solutions when the learners are confronted with problems. This idea concurs with Piaget's when he discussed the importance of the egocentric speech. Learners need to use eyes, hands and talk when they engage in learning activities. Use of just one of these organs or functions is unlikely to succeed. At a later stage of development, children use language as a tool for solving problems because they can talk to themselves. When children are young, they need other people around

them to help them to arrive at desired goal. Hence Vygotsky cited in Tharpe and Gallimore (1994) talked about socialized speech, which later in life gets internalized.

Vygotsky cited in Tharpe and Gallimore (1994) promoted the idea that language does not develop in isolation. It has to be developed within a social context. The duty of the adult is to expose the child to a situation where learning has to be supported – through scaffolding. To him adults have to push children to a level of higher reasoning in order to acquire knowledge. Learning has to be mediated by someone who is more experienced than the child. Mediating learning should be seen as one of the key roles that face teachers. In Cole *et al.* (2000) it has been suggested that Vygotsky showed that children's social world helps them to assume roles they would like to engage in, when they are adults. Therefore they begin to represent certain activities of their culture. Values and morals are also instilled through these activities.

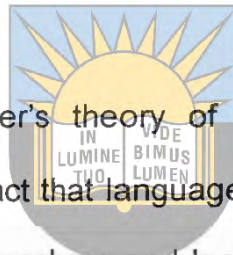


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Having looked at the four theories that form the basis for the current teaching and learning of a language it is necessary to highlight how these theories link and how they are different. Piaget and Vygotsky's theories of language development have one common factor, that is, the thought processes are developmental. Piaget outlined how thought changes and builds up over the four stages from the sensorimotor stage through to the concrete operational stage since when children are old enough they to make use of their experience to understand things.

At the same time Vygotsky's theory emphasised the fact that children learn by maturing and being exposed to interactions with adult or other human beings hence he talked of the importance of the social context. The implications are that teachers have to

integrate language learning and teaching into curriculum by providing learners with opportunities to share and talk about their real life experiences. This implies that learners can learn a language by being encouraged to engage actively in the writing and speaking competences. He emphasized that learners need to be provided with opportunities of thinking and learning a language so that language becomes the tool for thought. He encouraged the fact that learners have to be problem solvers. According to Vygotsky and Piaget theories language develops when someone is provided with the opportunity to talk, which implies that teaching and learning a language has to happen by engaging in talks, discussions and debates.



The researcher believes that Skinner's theory of behaviourism, and Piaget and Vygotsky theories all encourage the fact that language is learnt through the interaction of the participants. This implies that teachers and learners have to interact in-order to learn language. Skinner emphasises that re-inforcement through rewards is quite important and according to the researcher each and every learning situation encourages some form of reward as there are gains when learning takes place. What has become important too is that all theories emphasize the fact that language is a specific characteristic of humans and it occurs and develops with interaction with other people.

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How teachers should teach language

In examining how teachers should teach language we reviewed the findings of Tharpe and Gallimore (1994). They raised the fact that teaching needs to be reformed in accordance with school reformation. They suggest a "theory of teaching and schooling that is unified, integrated, and based on sensitivity to cultures" (Tharpe & Gallimore 1994:8).

They argue that teaching should be redefined so that there is a balance between what they term “didactic teaching and teaching that assists learning” (Tharpe & Gallimore 1994:17). The importance of the methods of teaching and acquisition of knowledge should be seen as compensating each other. The teacher’s ability to impart and process knowledge about the subject is important, because knowing the subject matter only is not enough; pedagogic expertise is also required. The teacher’s role should be of assistance to children by providing the structure of what is to be learnt, and children would then participate by providing the information through research. They regarded that way of teaching as “true teaching”. The performance of learners has to be assisted for as long as they have not internalized something (Tharpe & Gallimore 1994:20). Teaching occurs only when performance is achieved with assistance. Teacher and learner interaction should improve continuously so that the learner is pushed to a higher level of thinking.



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Tharpe and Gallimore (1994:29) suggested that for children to be actively involved they need “guided re-invention”. This approach involves supporting learners, scaffolding and pushing them to Vygotsky’s theory of Zone of Proximal Development, which is accomplished with the help of a more skilled person.

Tharpe and Gallimore (1994:44) further suggested that for teachers and learners to perform there should be a “modeling process of behaviour imitation, contingency management – giving out rewards and punishment, feedback on performance, instructing, questioning and cognitive structuring as the means of assisting performance”. Learners need to see teachers as their role models. For teaching and

learning to take place effectively teachers should support their learners towards achieving communication skills. This could be done through teacher and learner interaction.

As teachers and learners interact there is need for them to engage in a meaningful discourse in order to promote the development of discourse competences. In-order to acquire knowledge one has to engage in the competences. These competences have to be developed in a naturalistic way. Through such engagements teachers and learners are able to achieve their set goals.



Tharpe and Gallimore (1994:99) conclude by saying that when students were “given opportunities to engage in connected discourse, they displayed an eagerness to carry on conversations and discussions about current events and text assignments”. This statement is an indication of how the discourse competence could be acquired by learners instead of drilling them to write a composition they are not interested in. Teachers have to engage in “conversational instruction instead of direct instruction of language” because it fosters a variety of expressive language skills. (Tharpe & Gallimore, 1994:99). Glazer and Burke (1994) also encouraged the promotion of such discussions by providing learners with opportunities that make learners to talk – by so doing their language is developed. This implies that the use of pictures, gestures and other non-verbal cues is important for generating such opportunities. It is through this approach that teachers can achieve their didactic goals. When language is used within a context, it will be meaningful and understandable since understanding a language implies the ability to acquire new knowledge (Tharpe & Gallimore 1994:104).

Tharpe and Gallimore (1994) suggested that teaching should be transformed so as to cater for the individual needs. The idea has been echoed by Au *et al.* (2000) when they encourage teachers to take the learner's culture into consideration when they teach. They suggested the fact that the transformation has to guide, the teaching and learning process so that it makes sense to teacher and learner. Further strategies such as modeling and contingency management were seen to be the key aspects of assisting performance of learners by scaffolding and pushing the learners to a higher level of reasoning and thinking through activities provided (Tharpe and Gallimore 1994).

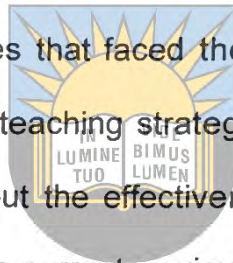
Marland's work was also reviewed in order to gain a better understanding of language teaching and learning. Marland (1977:149) stresses the effects of language on learning. He goes on to distinguish between learning a language and studying it. He claims that in learning a language one "has to use it in a variety of situations". He claims that there is a gap in the research on the impact language study has on how it is used. He claims that many teachers deprive their learners of opportunities of using language by drilling them aspects instead of help them "use" that language.

From the work of this author one is convinced that language is learnt through use. The implications are that for learners to be proficient in a language they have to use it constantly because learning a language happens under various situations. There is need to create opportunities within the class for learners to talk.

Further reviewed literature was from Helsby (1999:50) who highlighted the importance of freedom and flexibility in teaching so that the teacher is in a position to change the focus of learning in accordance with learners' needs and responses to opportunities that

arise. Teachers are people who have acquired skills and gained freedom and empowerment. This measure has led to the promotion of career advancement and their public celebration to their innovative efforts (Helsby 1999:58). This idea triggered thoughts about teachers in South Africa who are faced with the challenges of communicative teaching strategies to their learners. The present curriculum takes communication as the key competence that should be acquired by learners but it does not specify how to engage learners.

Helsby (1999:68) described further how teachers in Britain were introduced to new teaching strategies, and the challenges that faced the Education Department. It was difficult to ascertain whether the new teaching strategies led to significant changes in practice. This gap of uncertainty about the effectiveness of new strategies is also a cause for concern in the context of the current curriculum change in South Africa. As stated earlier, many South African teachers do not know how to meet the challenges of introducing communicative approaches to language teaching and learning as prescribed by the curriculum.



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Helsby (1999:74) claimed that the emphasis in the British curriculum reform was on learners' ability to do things as opposed to merely learning facts. There were more interactive and hands-on activities that encouraged learner involvement. However, in time it became evident that no-one was certain about whether the prescribed teaching styles were actually being adopted. One tends to agree with Helsby (1999) when he assumes that teachers' pedagogical decisions are dependent on their professional beliefs and levels of professional confidence because for a teacher to claim that he/she as transformed her teaching or practice he/she must be able to articulate well the

change that has taken place. If teachers are not confident, especially because of a lack of professional knowledge, they will fear taking decisions about what should happen in their classes. They will also fear any change that comes their way.

Greekie *et al* (1999) endorsed Vygotsky's theory of the Zone of Proximal Development, and used his theory of learning as the grounds for arguing that teachers and parents should be available to give learners as much assistance as possible in developing their literacy. They went on to suggest alternative strategies for helping learners to develop and improve their literacy, such as the development of writing skills and tuning of existing memories in the children's minds. (Greekie *et al.*: 1999). These memories are based on their experience within the community they live. The implications are that teachers should draw from such memories by triggering whatever is there. The memories triggered by pictures and stories can be used as the base for teaching.



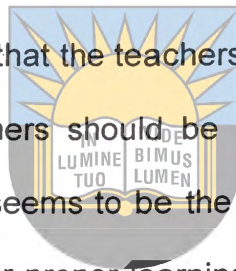
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Au (*et al.*) quoted in Robinson *et al* (2000) promoted the importance of giving reading and writing equal status so that learners are able to attach meaning to what they have written and read. They argue that there should be a whole literacy curriculum. In the framework they provided, they encouraged aspects of literacy that are linked and dependent on one another, namely ownership of literacy as when learners have written it by themselves, writing process; reading comprehension, language vocabulary; knowledge; word reading and spelling strategies, and voluntary reading. Reading should involve construction of meaning and responding to text; writing should involve a process of using points that help to construct meaning and communicate a message; and language and vocabulary knowledge involve the learning of language for the real purpose of understanding and using appropriate terms and structures. All these key

aspects are the strategies and beliefs that are promoted through the communicative approach to language teaching and learning. In summary all the educationists whose literature was reviewed also encourage the involvement of learners in educational activities so that they can own the learning. They also agree that language teaching needs to be transformed so that it promotes communication strategies.

Language and culture

What comes out clearly from the literature is that teaching of languages needs to be redefined so that it is sensitive to cultures. Activities designed should not undermine other cultures. It also becomes clear that the teachers' role is important in the teaching and learning situation because teachers should be creating opportunities that could push learners to reason. Language seems to be the tool for doing that. The didactic expertise of teachers is very crucial for proper learning. There are models that can be of help in the learning of language where culture is incorporated.



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Language should be taught within a social context. Learners should be able to acquire knowledge of how to do things. Learner's background should be taken into consideration when communicative language learning is taught.

Au *et al.* (2000:104-105) encourage teachers to take the culture of learners into consideration when teaching. As most of the activities in the *imithamo* promote discussion and writing for learners in groups, the researcher became interested to see whether such activities are promoting any cultural values as they enter into a dialogue. According to Au *et al.* (2000) learners should be encouraged to be honest about their lives so that they can make disclosure of themselves, which will keep them in touch with

their feelings. Learners should also be encouraged to adopt an inquiring approach to the world around them. These would be ways of helping them engage in discussions, which have real personal meaning for the participant, thus developing their language. The language *imithamo* take on the same theoretical framework where learners are encouraged to get into discussions and write about their ideas – but it is not certain whether they are gaining anything from such approaches. Learners get developed when they are in a position to understand what they like or dislike and how that impacts on them – thus finding out by themselves.

Au *et al.* (2000) emphasized that language learning could be promoted by providing learners with various opportunities for discussing matters so that they can share ideas about events and people in general. The *imithamo* provide learners with many such opportunities for developing critical thinking – what needs to be checked is whether critical thinking skills are evident in learners who are taught through the use of the language modules. Although this may be evident after some years it is important to establish whether learners can think and become critical of events or whether they just take things as they are without thinking about their negative and positive effects.

The National Department of Education Language Policy (1997) was also looked at to establish whether language *imithamo* are in line with the policy. Communicative language teaching and learning is not the only aspect that has been suggested in the policy. It also encourages multilingualism in all South African communities to enable them develop the culture of tolerance and understand ones culture. According to Thomlison (2003), multilingualism is the ability to express oneself in more than two languages. Multilingualism helps people understand other people's cultures because

each language has its own ways of shaping how the user experiences certain things, for instance the use of rhetorical structures and discourses is ruled by laws and regulations of that language. It is also important for teachers to know that culture is embedded in the language, because culture is a way of life. Thus teachers have to ensure that when they teach a language, it is done within the demands of a cultural context because language is a means of learning the values of a particular society. But it can also be a means of exercising power and control so as to re-inforce dominant ideologies (Thomlinson: 2003). On the other hand, language can be used to transform education. In the words of Hymes (1996: 84), language is seen “as a means of producing social order by using class stratification and cultural assumptions in schools”.



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Hymes (1996:98) goes on to say “a language is a unity of diversity, a configuration of common understandings and individual voices”. The implication of this statement is that teachers should change the way they teach language so that language contributes to social change and unifies diverse ethnic groups. Social change should start with the person, in this case the teacher. Marx’s theory quoted in Hymes (1996:99) claims that the educators trust him before it can influence the institution. Language has the potential of making a difference. The idea of Marx pushes teachers towards the direction of continually upgrading themselves so as to be able to influence the policies of their institutions.

Teachers should be encouraged to integrate the use of language skills that are needed for communicative purposes outside the classroom so as to build up communication skills. Celce-Murcia and Olshtain (2000), argue that communicative effectiveness is the key element in learning tasks designed in language lessons, since such tasks create the

need to focus on the meaning of discourse rather than on sentence formation. Building the discourse competences of learners is of crucial importance at any level of language teaching.

Even though personality factors are seen to contribute a lot to language learning, the importance of socio-cultural factors seem to affect language learning through acculturation – the process of becoming adapted to a new culture. This is because language is a means of communication amongst members of a cultural group. Language, thought and culture are intertwined because language shapes thought. It is therefore important for teachers to create cultural contexts that will not only provide learners with communication skills, instead expose them to the different cultural settings.



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From the different points highlighted above by various authors, it is clear that language is a means of understanding other people's cultures. Language is a means of inculcating values through stories and debates that encourage learners to value each other's arguments and opinions.

Multilingualism should be encouraged in schools so as to expose learners to other cultures especially when one considers that South Africa has eleven different language groups. Stories also help people to understand other cultural background in a way that promotes tolerance amongst the people of the different cultures. Effective communication amongst the people of the different cultures is possible when people are multilingual.

Socio-cultural factors need to be considered by teachers and language is amongst the ways that can help to consider such factors. Language lessons should also address cultural issues and teachers need to take cognizance of such factors.

Conclusion

It is evident from the above discussions that no single theory can be used to understand or guide communicative language learning and teaching, because no single theory can claim to have a comprehensive or exclusive grasp of all the insights possible in this area. Communicative language teaching and learning therefore needs a holistic approach. Situations are different, learners are different, teachers are also different; therefore approaches will also vary. What needs to be looked at is how teachers make use of each opportunity to help learners construct knowledge, and enhance their ability to communicate effectively. From the readings, communicative language teaching and learning does not happen in isolation; it has to be within a context. Also the teacher's ability to make innovations is very crucial.

The above literature has elements concur with what the *imithamo* are suggesting as they give teachers opportunity to expose learners to various cultural settings through the pictures they cut and encourage them to talk about those pictures. Also, teachers are encouraged to take the background of the learners into consideration whenever they have to engage in the teaching and learning situation. Various approaches to teaching and learning a language are suggested and it rests on the individual teacher to make effective use of them. The activities suggested and modeled encourage learner centredness not only physically but also cognitively. Learners do not only learn in groups but also teach one another. This promotes tolerance and leads to the

development of co-operative learning skills. Approaches modeled in the activities need to be used frequently maybe with adaptation so as to achieve the desired outcomes. What seems to be very important from these modules is the fact that language has to be learnt and taught through interaction within a social context.

The following chapter will deal with research methods used in investigating the impact of the language *imithamo*.



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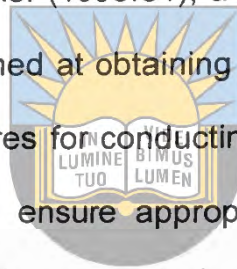
Chapter 3: Research Methods

Introduction

This research focus has necessitated the use of the qualitative approach because of its descriptive capacity. The research design will include among other aspects, the type of study, tools that have been used as means of gathering data, population, sample and sampling procedures.

Research design

According to Macmillan and Schumaker (1993:31), a research design refers to the plan and structure of the investigation aimed at obtaining evidence to answer the research questions. It describes the procedures for conducting the study, including when data will be obtained. Its purpose is to ensure appropriateness, accuracy and rigor in answering the research questions. The research design will also guide the researcher in interpreting the data.



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The researcher is probing into a matter, which cannot be measured, so the methods used should accommodate the type of study undertaken. The researcher needs to establish how the use of language *imithamo* impacts on the classroom practice of teachers using these materials. The study demands that within the qualitative approach the researcher has to do an ethnographic case study. According to Nunan (1992:58) ethnography seeks to obtain insights into the classroom as a 'cultural system' through naturalistic, non-controlled observation and description. It involves description, analysis, interpretation and explanation. Nunan (1992:58) sees ethnography as a qualitative process appropriate to the investigation of interaction. This suggests that for this kind of investigation, the researcher is bound to use the above approach.

De Vos *et al.* (1998) cite the fact that the research design is important because it has an impact on the kind of evidence that is to be gathered. For an in-depth study of the impact of language *imithamo* on learner performance and teacher practice, the research has been conducted over a period of six weeks in-order to gain the most valid picture possible of what was happening. The research findings will hopefully be able to inform teachers and the providing institution as to whether the use of the language *imithamo* is making a significant impact in the teaching and learning situation.

Since the study is descriptive in its nature, the researcher interviewed and observed teachers and learners in their classroom, which is their natural setting. The researcher focused on how teachers and learners interacted during lessons. This interaction included strategies used to present language lessons. The researcher wrote extensive field notes to describe what was happening. The decisions that were taken were based on observations about the learner and teacher gains when they engaged in the activities using the approaches modeled by the *imithamo*. The significance, meaning, impact, and individual or collective interpretation of events during classroom observation were influenced by the different circumstances under which lessons were presented.

The role played by the researcher is of considerable importance because of her involvement in the programme. It is under these circumstances that the researcher undertook to become an observer-as-participant. The researcher is a former teacher who has worked as a trainer introducing teachers to the new Revised National Curriculum Statement (RNCS) for the languages, and at the same time has been a tutor for the University of Fort Hare Bachelor of Education Foundation and Intermediate

Phase Programme. The knowledge of the *imithamo* enabled the researcher to participate in the discussions by asking questions to probe further.

The use of a range of methods of gathering data was a means of ensuring validity and reliability. If the data gathered by these different means tended to converge and corroborate one another, it would indicate that the results were most likely to be valid.

Population of the study

The researcher selected ten teachers who teach grade 4 to take part in the case study. These teachers were selected according to the grade they teach. Since the focus of the research is grade 4, only grade 4 teachers were selected for the study. Six of these teachers are registered with the University of Fort Hare In-Service Programme, which is upgrading them to the Bachelor of Education Degree. Four of these teachers have not gone through the programme but amongst them two have upgraded with other universities. Teachers in the nearby schools were then selected for the study. The researcher convened a meeting of all teachers in the East London centre who are upgrading with the programme. The purpose was to inform teachers of the intended research and why it was undertaken.

Sampling

Sampling was quite difficult because it happened that in the East London centre only six teachers are grade 4 teachers and the researcher was compelled to use all of them for the study. The teachers agreed in principle to be part of the research. Grade four was selected for the study because it is the only grade that has class teaching in the intermediate phase. Other grades are not class teaching but engage in subject

teaching, specializing in different Learning Areas. For that reason it became impossible to use them, because the research needs to be undertaken with someone who will be able to observe the changes over all learning areas offered in the Intermediate Phase.

Data collection plan

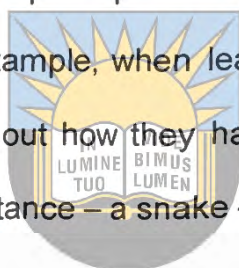
Since the study aims at enquiring about the effectiveness of the language *imithamo*, it has become imperative for the researcher to think of different methods of collecting the data. The researcher observed each teacher twice teaching two different lessons taken from *imithamo*. This was done to establish that the use of *imithamo* was making a significant impact on the learners' and teachers' performance. These teachers were visited in their schools so as to observe them using the language module in their classrooms with their learners. The teachers, selected from eight different schools within the Mdantsane District, were observed as they taught their learners using the modules about non-verbal communication and the whole language approach. There were follow-up interviews after each visit to establish whether teachers were able to articulate what had happened. Learners were also interviewed as groups to establish how they felt about being engaged in the activities modeled in *the imithamo*.

Bias

Since the researcher is involved in the programme as both *umkhwezeli* and co-author of some *imithamo*, it has become important to look at how bias could be avoided. According to Cohen *et al* (2000:302), bias typically influences interpretation and the formulation of meanings by the researcher. It is therefore important for the interviewer to avoid interpreting things in such a way that supports preconceived ideas. The researcher's attitudes, opinions and expectations may all contribute towards bias. In

addition, there are a number of other factors that Cohen *et al* (2000:121) see as creating opportunities for bias to express itself; for example, misunderstanding and misconceptions on the part of both interviewer and interviewee can influence ones interpretation of events and what others say. McMillan and Schumacher (1993) have suggested the importance of the context under which observations have been made. Thus it became important to outline the role of the researcher from the outset as it may have had an effect on the findings.

When observing, it became important to participate in some of the discussion that arose from the use of the *imithamo*. For example, when learners gave their responses, the researcher had to probe them to find out how they had arrived at the use of animals' names as clan names, "iziduko" for instance – a snake – "inyoka", "imfene" – a baboon.



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The teachers were mostly encouraged to see the researcher as a colleague rather than as a stranger. The role of the researcher might have influenced the findings in one way or the other, since it is not a normal situation where teachers teach their learners in front of someone else. Teachers see someone who visits their classroom as a person who is looking for faults and wants to make judgements about how good or bad their teaching is. This idea has caused teachers to be unwilling to be observed, especially those who are not registered with the programme, although the original idea was to observe them. Only one teacher agreed to be observed. What they did was to hand over the work of their learners to be analysed. Although the purpose of the study was explained carefully, teachers were still unwilling to be observed, citing a number of problems such as concerns about people who would pass judgment about them. They even went on to say that the unions had abolished the visits by inspectors – only First Education

Specialists are allowed to come to their schools to give support, and even then, they are not permitted to observe the teaching. Under the circumstances, the researcher could no longer convince them, but asked if they would allow her to share some ideas about how they teach language. This might be seen as a form of intimidation on the part of the learners and the teachers; however, attempts were made to reassure them all.

Research techniques and tools

The researcher employed a number of different tools and techniques in order to avoid bias and subjectivity namely, classroom observation, interviews and analysis of learners' work.



Classroom observation

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The classroom observation was done over a period of six weeks, during which time each teacher was visited twice teaching two different lessons. The first lesson entailed observing the use of stories to teach language which is commonly known as the "Whole language approach". The second one was the use of non-verbal communication especially pictures when teaching a language. The purpose of the ethnographic observation was to get a clear picture of how the *imithamo* impact on teacher learner performance. During classroom observation, the researcher documented everything that happened. That included watching the behaviour of the teachers and learners during the interaction. The body language and gestures of both parties were observed, since these send messages. The responses of learners and the questions asked by teachers were documented as well. When they presented the lessons, it was important for the researcher to reassure them by being a participant in the discussions.

After the lessons it was important for the researcher to sit down and read the notes and reflect on the whole teaching and learning process. What came to the mind of the researcher was that classroom observation is about the process of teaching and learning rather than the product. Teachers' reactions to learners were observed thoroughly, since they would help the researcher to understand how teachers behaved as they are important agents of the change process. The new curriculum requires every teacher to see his/her role as important for the facilitation of learning. The teachers' and learners' language use was also taken note of. The language used was noted because the researcher wanted to establish how the interaction promoted the different linguistic competences as they are outlined in the National Department of Education of 1997.



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In each observation, one *umthamo* was facilitated; hence there were two observations of each teacher. The teachers' and learners' roles as they interacted were documented. Also it was important to observe how teachers and learners interpret their own involvement, since the new curriculum suggests that a teacher should facilitate learning with learners being active participants. After each of the two observations, there was a semi-structured interview for teachers and learners, which aimed at clarifying issues and misconceptions to ensure correct interpretations.

The purpose of the classroom observation of teachers was to probe deeply into what learners' and teachers' gain when they are taught using the activities suggested in the *imithamo*. The following aspects were noted carefully: teachers' professional skills and their values, which indicate their preferences, beliefs and attitudes. The teachers' pedagogy was observed in what they saw as valid when they used the *imithamo* and

how it influenced or changed their practice. Learner gains involved language use that revealed how learners engage in communicative learning strategies. Teacher practices involved methods and approaches used, and what teachers believed and valued in their practice. Consistency of language development across the curriculum was also looked at, since language is a vehicle for driving all other learning areas.

In this observation the researcher tried to make sense of the ongoing behaviour as it occurred, and to make appropriate notes of the salient features more importantly the process rather than a product. According to Cohen *et al* (2000:188), observations are superior to experiments because the non-verbal behaviour reveals a lot of things about someone.



Interviews

In this study interviews were conducted as a means of investigating how teachers and learners interpret what is actually happening. The interviews were a follow-up to the classroom observation. They served to build an understanding of how teachers made meaning of what they did so as to ensure that the researcher's interpretations were valid.

Cohen *et al.* (2000:268), describe interviews as a means of providing access to what is inside a person's head, since that makes it possible to ascertain what a person knows: (knowledge and information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

The researcher has used the semi-structured interview as a tool for collecting data because there was a need to follow-up on some issues, which emerged in the course of observation. There were needs to prompt, probe, and support, clarify, crystallise, and summarise what had been observed earlier. In this study semi-structured interviews were not only of help in data collection; they gave one an in-depth understanding of events. They were of an informal and conversational nature, since questions emerged from the observations. At times the researcher had to prompt interviewees to get responses. Teachers were asked about their thoughts and beliefs and feelings. They were asked about what they liked or disliked, which provided clues about their values. They were asked about how they adopted and adapted the *imithamo* so as to come up with the requirements of language teaching in areas such as composition writing, comprehension and grammar.



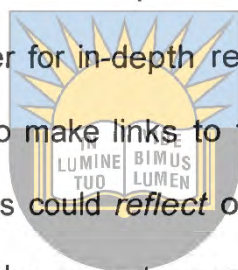
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With the first question (see appendix 1 – semi structured interview), the researcher wanted to establish how teachers felt about the lessons they had taught. The purpose was to establish what they valued as they reflected on their facilitation. They were also asked what they saw as important when they present language lessons and the researcher tried to probe all ten teachers as to what methods they preferred when they teach language. Also they were asked if there were any lessons learnt from the use of the activities and how teachers used those lessons so as to make sense of their teaching and learning approaches.

Comparison of the teacher's beliefs before they registered in the programme was also asked. Teachers were also asked about how they used to teach language before they used the *imithamo*. This question was asked to establish whether the teachers thought

there was any change and whether they were able to articulate that change. That question was immediately followed by one about how they taught language currently, and why they had chosen to do it that way, who was gaining, and how those gains were determined. That led teachers to talk about how they had grown professionally. They were then asked about their ability to relate their way of teaching language to the *imithamo*, and how both are related to the Revised National Curriculum and the Outcome-Based approach.

Teachers were also asked what they saw as important and what they believed in when they used *imithamo*. In probing further for in-depth responses to these questions, the researcher tried to get the teachers to make links to the learners' development. This gave clues as to whether the teachers could reflect on their teaching and its possible effect on learner performance (one of the competences to be acquired at the end of this course is to become a reflective practitioner).



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Other questions dealt with the approaches and strategies teachers acquire through the use of the modules; this was done to find out whether those approaches are in fact in line with the principles of the new curriculum. The key responsibilities of teachers as prescribed in the Norms and Standards for Teacher Education (National Department of Education: 2000: A - 47) were then checked to establish whether teachers were making appropriate sense of them. These roles are as follows: Teacher as mediator of learning: Interpreter and Designer of Learning Programmes and Materials: leader, administrator and manager: scholar, researcher and life long learners: community, citizenship and pastoral role: assessor and learning area specialist. Teachers' responses to these questions were also probed in order to establish their preferences

with regard to the language teaching and learning strategies suggested by Brown (1994:115-6) and Celce-Murcia (2000:229), such as metacognitive, socio-affective and communicative strategies.

The teachers' articulation of their experiences when they used the approaches suggested in the *imithamo* to teach language were important for the study, and it was possible to make some generalizations about their role. The interview with teachers not registered with the programme focused mainly on how teachers on a daily basis prepare for the lessons to be taught and prompts were made to get to the fine details of teaching the various competences or aspects of a language. (see appendix 2).



Learners were also interviewed as a group to establish how they felt about the language lessons (see appendix 3). The purpose of doing so was to establish whether there were any learner gains and whether learners understood the impact made by the stories and pictures when pictures, gestures and stories were used.

Analysis of documentary sources of information

The third way of establishing how the *imithamo* impact on the teaching and learning situation was the analysis of learners' work derived from the use of the language modules. This work was analysed in comparison with the Revised National Curriculum Statement. Grade 4 learners' work based on the use of non-verbal communication was closely looked at (the learners had to write about the pictures they had selected). These documents consisted of written work, passages, drawings and pictures that were developed as a result of using the *imithamo*. The language used when they wrote about these pictures and stories was examined to see whether there were any signs of

developing the socio-linguistic competence, and sequencing of events how language is used in relation to the social context as suggested by Vygotsky, or how teachers may have 'pushed' learners with relation to Zone of Proximal Development.

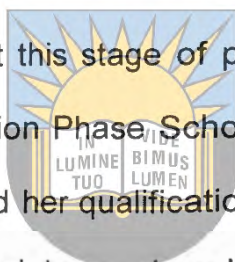
Nunan (1992:203) sees the analysis of learners' work as a complex matter, and the criteria for this depend on the beliefs of the researcher about the purpose and nature of language. The learners' work was seen as evidence of what happens in the daily life of teachers and learners within schools as they teach and learn language. They were used to construct evidence of the impact of the *imithamo* and how these contributed to change in teachers' practice. The kind of knowledge which learners brought to the classroom was considered as the process of language development, which is a key aspect of this research, and was looked at in relation to the linguistic competences outlined earlier. As the researcher was keen to establish whether language development is consistent in most languages taught, learner's work from each of the teachers using *imithamo* was analysed and compared with those that are not registered with the course. Since the curriculum requires learners to be taught writing skills from the beginning of Grade one, careful note was taken of what the learners wrote. In addition, attempts were made to assess the quality of the reasoning and thinking that had influenced the learners to write even though that was very difficult because it cannot be established in one lesson since it is a long-term goal.

In analysing these documents, the researcher adopted an inductive approach. The inductive approach, according to Nunan (1992), seeks to derive general principles, theories or truths from an investigation and documentation of single instances. The work was compared with what is expected of learners of this grade in the home

language as well as the first additional language, according to the Revised National Curriculum Statement (RNCS) – to see if development was consistent across the languages. This implied looking at the learning outcomes and assessment standards for the grade in question to see whether learners at this level showed signs of producing quality work in listening, writing, thinking and reasoning.

The pilot study

For the researcher to be able to claim that the instruments used are able to measure what they should, it is of utmost importance to have pre-tested those instruments before the formal research is undertaken. At this stage of piloting the research instruments, the researcher visited *Zukisa Foundation Phase School in Mdantsane*. At this school there was a teacher who had upgraded her qualifications through the University of Fort Hare. The pilot study was conducted in a relaxed atmosphere (interalia both the teacher and the learners were relaxed), since they had seen so many visitors coming to visit their class because the teacher had been a key teacher in the workshops for the Revised National Curriculum. The study was undertaken to ascertain whether classroom observation would be of help and how the researcher should behave. The intended interview questions were also trialed for the teacher's responses, and to ensure that there were no ambiguities. The researcher also wanted to see whether the document analysis was likely to generate data in line with the research questions. It was not possible to visit any teacher who was not in the programme as they were unwilling to be observed.



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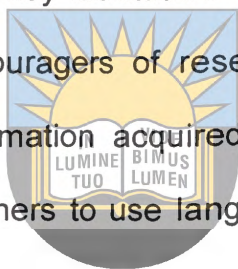
Reliability and validity

Since the study was of an ethnographic nature, whereby teachers' and learners' beliefs and interpretations of situations were examined in a holistic manner, the emphasis was less on scientific method than on producing a clear, objective and accurate account of teachers' and learners' perceptions. It became necessary for the researcher to use different schools and teachers to establish whether the findings were consistent or not. It became difficult for the researcher to be purely objective because of her involvement in support workshops during the national curriculum training, as well as her involvement with the University of Fort Hare Bachelor of Education programme. Because of this, the researcher's status probably intimidated some of the teachers as they saw this kind of investigation as an assessment of their performance, even though they had been informed about its actual purpose. However, the inclusion of teachers who were not part of these programmes tended to neutralize this problem because the same responses were articulated. Another reason is for the purpose of drawing conclusions on whether the programme is making an impact.

Data analysis

Data gathered through classroom observation, semi-structured interviews and the analysis of the relevant learners' work were analysed by an interpretive process. The interpretation and analysis process focused on how the interactions of teachers and learners had improved through the use of the language *imithamo*. Since it is not possible to quantify such data, the interpretation process was followed by the interview to ensure that messages and information conveyed were understood properly. The semi-structured interview served as a backup system to clarify misconceptions and crystallize the researcher's insights.

The researcher translated the structure of learners' narratives into schema that are interpretative of the critical questions of this study, namely gains for learners and teachers that led to change of practice, as well as consistency in language development across the curriculum. At this stage the researcher noted the kind of interaction that occurred and whether it showed transformation of teaching and learning. This revolved around the key responsibilities of the teacher as stipulated in the Norms and Standards for Teacher Education (National Department of Education: 2000:A-47). These roles and responsibilities include being seen as key facilitators of learning, designers, assessors and mediators of learning, and encouragers of research. Teachers have to devise strategies of ensuring that the information acquired is understood properly. It is important for them to encourage learners to use language fluently for communication purposes.



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The collected data has been presented in written form since the study is of a descriptive nature. Even learners' work was analysed to see whether there are signs of using the language as a means of expressing thoughts, ideas and experiences in relation to the society and culture. Key performance standards such as clear thinking and reasoning were used.

As document analysis has been seen as complex, it was necessary to look for linguistic competences as part of the analysis, namely socio-linguistic, strategic and discourse. Both spoken and written words were analysed because the ability to engage in a debate was evident during discussions and in writing. Learners' thoughts were accepted as

they were; in-order to make classroom a more democratic place where each one is able to voice out their thoughts without any fear.

Conclusion

The research design was selected on the basis of what was under investigation: the processes of piloting the study, selecting participants and relevant instruments, and analysing the data. With these aspects taken care of, the researcher was quite positive that the findings would be a true reflection of what could happen when teachers use the activities suggested in the *imithamo* to generate discussions during the teaching and learning of language. The following chapter presents findings and interpretation of the data gathered.



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Chapter 4: Data Interpretation and Analysis

This chapter presents findings on the information/data collected from the study that was undertaken to establish the impact of language modules used in the Bachelor of Education Foundation and Intermediate Phases.

Two lessons per teacher were observed. One was on non-verbal communication and the other on the use of the whole language approach. The researcher wanted to build up a picture of what the teachers and learners gain when they engage in language lessons. Since the research is of a qualitative nature, it was important to observe teachers and learners in their natural setting as lessons were being presented.

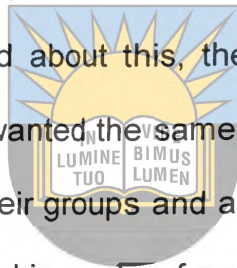


Classroom observation

The various aspects of the observation process were similar in all the schools in the sample. The researcher decided to take observation of the first module non-verbal communication and used the teaching based on the first *umthamo* in one of the schools. In one school the teacher who was observed is doing her fourth year of study with the University of Fort Hare Bachelor of Education programme. She is being referred to as Teacher A. She has 15 years of experience as a primary school teacher, and has a Primary Teachers Diploma. In the 15 years of teaching she has been a subject teacher and a class teacher in the Intermediate Phase. She has been redeployed from another school, and has just worked for one month in her new school. Her learners had been without a teacher for almost six months. The researcher has chosen the observation of teacher A's lesson because most of the lessons were the same.

In the first observation the teacher used the module about non-verbal communication. She had brought a collection of pre-selected pictures. Learners were seated in groups of sixes and sevens. She asked group leaders to check whether everyone was present to ensure that there was a group leader, a scribe, a timekeeper, and a presenter for the activity. Learners were reminded of the different roles of each of the afore-mentioned participants. After this, she asked each group leader to come to the front to choose a picture they liked for their group.

Group leaders selected the pictures they wanted to use from a wide range. There were pairs of similar pictures. When asked about this, the teacher said that she wanted learners to choose, and if two groups wanted the same picture, that should be provided for. The group leaders went back to their groups and all group members were asked to look carefully at their group's picture, taking note of everything they saw with regard to the picture.



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It was then that lots of discussions started in the groups. The group leaders took control of the other learners in their groups and facilitated discussion. Each one was given a chance to say what they had noticed about the picture. The researcher heard some learners asking each other questions such as, Why do you say that? "*Kutheni usitsho nje*"?

After ten minutes, the teacher stopped the learners and asked the following questions in the mother tongue:

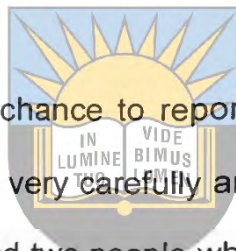
What do you think is happening in the picture?

What does the posture of those people suggest to you?

Why do you say that?

Is there anything that is suggested by their clothes?

The learners went on with discussions, now focusing on some of the aspects they had not talked about. As they were talking, the researcher observed that they were engaging in debates about what was depicted, some against a particular view and others for. Eventually, consensus was reached amongst group members about what to present. Since Grade 4 learners only had just three full years of schooling, it was amazing to hear what they were saying to justify their thoughts within the groups. Whenever they said something, they used “because”, “kuba.”



After five minutes they were given a chance to report to the whole class about their pictures. They listened to one another very carefully and attentively. For example, one group had chosen a picture that showed two people who, according to the learners, had just got married. One learner asked the group, “*Ingaba ngumtshato wasecaweni okanye ngumtshato wasekhaya?*” – Is this a religious ceremony (white wedding) or a cultural ceremony? It was then that the debate started about different kinds of wedding, some learners citing that “white people get married at church whilst with *AmaXhosa* a wedding does not always take place in a church”. The teacher asked them why, and they answered that “*AmaXhosa akanamali abelungu banemali*”, meaning that *Xhosas* do not have money, whilst Whites have more money, hence they can afford the white wedding.

There was quite a hot debate in this class. Although learners were very shy when the researcher came into their class, they were now not afraid to express their ideas and thoughts. Most of them were excited. They wanted to act out the wedding, and were

asking if the teacher would allow them to do that. The teacher then promised that they would be able to do that some time later, since they would have to dress for the occasion. Learners were then asked to write stories about the pictures chosen – (see appendix 4).

The interaction between teacher and learners was characterized by active response and co-operation, showing that learners have an understanding of the necessary socio-linguistic competence because they were able to use language appropriately with reference to formality and politeness. Their ability to listen to each other very attentively was noticeable. It also became evident that the learners were able to engage in the discourse competence.



Although these learners were very shy, in their groups they discussed a lot which showed that the pictures were a means of generating debates. The teacher put in a lot of effort using questions that generated a lot of discussion. Each time a learner said something the teacher asked why. The teacher kept on using Brown's principled approach to language teaching by continuously encouraging learners to be confident (Brown 1994:187; Celce-Murcia and Olshtain 2000:24; Cohen *et.al.* 2003:300).

Observation of the lesson revealed the strengths of the teacher, which included making learners, communicate their ideas freely without interference. Also the teacher acknowledged those who participated in discussions, a factor which boosted their confidence. A challenge that was observed is the teachers' inability to deal with information that was not relevant to the lesson at that point in time, for example, when learners were saying that the White wedding was not done by *AmaXhosa* because they

did not have money. The teacher did not address that. Everything that learners said was taken as correct because no comments came from the teacher. Those were simple written on the board.

Teacher C

Teacher C has twenty years teaching experience. She has a Teachers' Diploma and is quite energetic. She has taught grade four for the past twelve years. She has a class of forty pupils seated in groups of five. The learners greeted the researcher warmly. After the teacher had explained to the learners why the researcher was there one of the learners asked if the researcher would take photographs of them in their class.



The teacher first taught a lesson from non-verbal communication *umthamo*. She had put pictures and group leaders had to come and select the pictures they wanted to talk about. Learners were asked to talk about what they saw in the picture and create a story that was based on the picture. After ten minutes the groups were asked to report. Most groups had chosen pictures that were about people who were dressed smartly and told stories of them being in love.

There was one group, which had chosen a picture that showed four toddlers and told a story of those toddlers as quadruplets "*amawele*" who are happy to have been born on the same day, and they personalized the whole story saying "we" "*siyadlala*". From the lessons observed it became evident that learners were used to working as a group. They were allocating roles among themselves, as the teacher did not touch on that. It became evident that they were used to teaching each other. As they were reporting,

the teacher would ask if there was any learner who would like to add something to what has been said by the group.

Teacher E and F

Teacher E and F are both teachers who have gone through the BEd programme and now have graduated. They were asked to teach and what they did was almost similar. Because of this the researcher has used teacher E's lesson.

The learners in this class sit in groups and they choose a leader for a month to lead the group. She said that she thought of doing that when she discovered that some learners miss opportunities of becoming group leaders because of disturbances that often disrupt tuition.



The learners were asked if they would like to cut their own pictures, because they did not want ready pictures. One group in particular had a picture of someone who appeared to be lean. When the teacher asked them why they chose that picture, the answer was they want to talk about HIV/ AIDS. They later wrote down about people infected with HIV positive people. (see appendix 5). One group chose some pictures which showed the different kinds of fruits and they decided to write a poem about one of the fruits prickley pear "*itolofiya*". One group chose some pictures which showed the different kinds of fruits and they decided to write about "*itolofiya*" "prickley pear" they wrote a poem. (see appendix 6).

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Lessons from the teachers who have graduated from the programme were different. There was a lot of change in the activities, which clearly showed the ability to adapt. Some learners were given the opportunity to draw instead of selecting pictures because

learners claimed that they wanted to use their pictures. Although teachers were on top of the teaching and learning situation they still failed to show how they dealt with information that was incorrect.

Findings from observing the use of pictures

From the use of pictures learners were able to come up not only with stories but also poems they had composed. This showed how the pictures could unlock the potential of learners and give them more ideas about something.



From the use of the *umthamo* on non-verbal communication it became evident that learners become very curious and excited when they see pictures. This clearly shows that when learners are taught with pictures, their attention and interest are immediately triggered because the pictures remind them of some experiences from the community. These usually provide them with opportunities to discuss and communicate their ideas. The discussions promote eloquence in learners as they often lead them to engage in debates. When they did not agree on a certain point they started to support others against that view as shown in appendix 5 they were looking at a picture of someone who has lost weight. Some said she is HIV positive whilst others felt that she is suffering from other illnesses.

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They also begin to engage in the discourse competences because they have to convince others about why they have come to that conclusion. Learners are able to justify their interpretations of the pictures. With this justification, learners become critical. Learners have to convince others on why they think things are as they are. Learners are able to make assumptions about situations and events. These

assumptions are made on the basis of the learners' experience within their communities and their daily lives as in appendix 7. There is a lot of association of events that emerges through these pictures, for instance one learner associated the clothes worn in the picture with the weather conditions. As they saw the shadow in the picture, they were able to associate it with the time of the day, saying it was in the afternoon because of the position of the shadow. This also indicated that learner's reason before they say things.

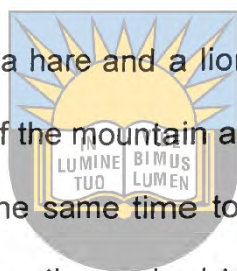
Pictures cut across the curriculum, when learners talked about weather and the time of the day, it became evident that they associated that with the knowledge from the social sciences (geography). Learners were also able to talk about the proximity of the people in the pictures, as they said they were related or friends because they were standing close to each other. In another picture, they claimed that the people were in love by the way they looked at one another (see Appendices 7 and 8).

Learners are able to develop creativity, because from a single picture they tell different stories and they don't want other groups to hear what they are saying about their picture. For example, two groups told a different story about the same picture. Whilst the other group talked about the people being in love, others saw these two as people who are comforting each other.

Observation 2

Teacher C, D & E used a story about animals. These teachers have more than 10 years experience with the grade 4 class.

In the second visit the researcher has taken the story from teacher C. The teacher taught activities from the whole language approach *umthamo*. She chose the story of animals that was taken from an old book. She started by asking which animals learners now or have seen. Learners cited a lot about the animals and she asked if they knew hare "*umvundla*". Learners were discussing how a hare would suddenly cross the road when the cars come with their lights on. The teacher asked why a hare acted like that. They said it is because a hare runs fast and competes with the car. One learner said "*uyaphandlwa*" "the light makes the hare blind".



The teacher went on to tell the story of a hare and a lion. The hare threatened the lion and asked him to go on the other side of the mountain and the hare would stand on one side and they should pull together at the same time to see who was more "powerful" between the two of them. Learners were then asked to write down what they thought happened. They were asked to finish off the story. They were given ten minutes to do that.

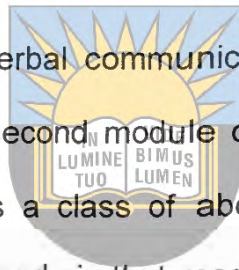
After ten minutes they reported in groups others saying that the hare got defeated because he is small he cannot challenge a lion. Others said the lion ate the hare. Others said the hare ran and left the lion behind. The teacher finished off the story telling them that the hare defeated the lion. Learners started using gestures asking how when he is so small. Others highlighted the fact that hare is always cunning. The teacher told them that hare became technical and strategic and that is why he defeated the lion. And so she talked about the simile as clever as a hare. At this stage the teacher taught them similes – "*unamaqhinga okomvundla*"

as clever as Hare.

So many animals were used. Learners wanted to hear stories behind the similes. It was an exciting lesson.

Observation of the use of stories in teaching language lessons.

Teacher B is in her mid-thirties. She has also done the Primary Teacher's Diploma in one of the Colleges of Education. She has taught for nine years. Within these nine years, four have been spent teaching Grade 4. She is in her second year of the B.Ed. course.



Teacher B was observed using non-verbal communication and the whole language approach. When she was doing the second module of the *imithamo* she taught the required lessons in English. She has a class of about 40 Grade 4 learners. The learners were seated in groups of five and six that made eight groups altogether. The lesson started with learners being given certain objects. The learners were asked to talk about these materials, such as the doll that was wearing glittering clothes. Another one was given a toy frog, another was given a doll.

In each group there was someone with a concrete object from the ones that were going to be used. Thereafter a learner from each group was given a flash card with one of the following words: palace, huge, precious, queen. Each learner was asked to pronounce the word. After that the learners were asked to tell what they knew about the words.

Each learner would call out a word and then the meaning of that word would be asked. Each learner would pick on someone and ask him or her, what was meant by the word. The learners were then asked to use the words in sentences. Learners were teaching

each other as they used the words. When someone could not use the word properly, others corrected him or her. For example, *Nozipho* could not use the word “huge”, properly and kept quiet and would not talk any further. Another learner within her group stood up and said, “The elephant is huge”. When the researcher wanted to know what they meant when they said it was huge, another learner quickly said, “Very big”, using her hands to indicate the size.

Learners were then asked to form a circle holding each other's hands. The teacher narrated the story of a daughter of the King and Queen who was playing with a ball that fell into a dam. She could not find it. A frog came out of the water and asked the little girl why she was crying. The girl replied that her ball had fallen into the water. The frog said, “What will you do for me if I find your ball?” The girl said, “Anything”.



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The toys that were used as concrete objects at the beginning of the lesson were used once more, for example learners were saying, “The ball is yellow”; “The king is sitting on a chair”; “The king and queen live in a palace”.

Whilst the teacher narrated the story, pictures that described the story were hung on the board at each stage of the story. The teacher interchanged English and *isiXhosa* whenever learners showed (non-verbally) a lack of understanding, for example, “The queen gave her daughter a precious gift.” “*Ukumkanikazi* gave her daughter *isipho esibalulekileyo*.” At this stage the teacher asked questions that would help the learners to describe the nouns, for example:

Teacher: What was huge?

Learner: The palace was huge.

Teacher: How was the frog that helped the girl (princess)?

Learner: It was big. It was ugly.

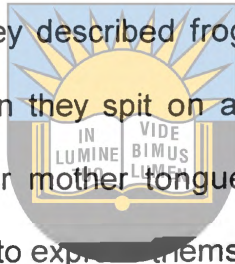
After that the teacher asked the learners if they had anything to say. Some started commenting, saying that the frog was an ugly animal. One learner said, "The frog is a disgusting animal." The teacher then asked, "What does 'disgusting' mean?"

Learner: Disgusting – *imbi*.

Teacher: Where did you get the word (disgusting)?

Learner: I use a dictionary at home.

At some stage the researcher observed that some learners seemed to be left out. When they were asked for answers they described frogs as animals that are used to bewitch people and the myth that when they spit on a person, that person develops rash. They gave the answers in their mother tongue. This indicated a language problem as it seemed they were unable to express themselves in English..



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Then the teacher went back to the story again. Learners commented once more, and some wanted to be in the shoes of the princess who was so desperate to get help. It could be seen from the gestures and facial expressions of most of the learners how they felt about the story, especially when the frog wanted to marry the princess. Through their non-verbal communication, one could see that some learners *were* empathetic, especially the girls – many of the boys were laughing. Others were *expressing* their own feelings, saying, "*Ndingabaleka*" – I would run. Each one was *saying* something that depicted his or her feelings.

Then the teacher asked the following questions:

"What do you think would happen to the frog if the king and queen met it?"

"How would the story end?"

“Would it be a joyous ending or a sad one?”

Some said, “A party,” others said, “Joy”.

Some learners whispered, “Joyous celebration”, which is the name of a musical group. At this stage the debates started, with learners expressing their ideas and thoughts about how they would react. They used code switching when they did not know the correct word.

Learners asked questions such as:

“Why was the frog speaking? “

“Was it not someone who is a witch? “

There was a debate amongst learners about folktales that involved animals talking which they have heard from their parents. Others talked about how people bewitch others to the extent of becoming animals. This debate was conducted in their mother tongue.



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The excitement was written on the faces of the learners. The teacher then asked learners to go back to their places and raise questions as a group, and to try to answer those as a means of taking the story further until they came to the end. Different questions came from the different groups. Their main concern was how the frog learnt to talk. They started talking about things related to witchcraft that had happened in their community, saying “*uthakathiwe*” bewitched – one said, “Do not use that language at school.” Then the questions were eventually asked and answered. What clearly came out was the way they view situations – they had divergent ideas. Some were talking about happy endings, others about the worst thing being when the princess died because someone bewitched her. Cultural beliefs became evident now, with learners talking about witches. A debate developed between the girls and boys about witches and killers, each group defending its own sex.

What was observed was that there were some learners who seemed to have the ability to express themselves in English. Others seemed to have been quiet and when the teacher was asked about their behaviour, which showed some confusion the teacher could not give any explanation. The researcher thought that it could be the lack of understanding of the language used (English) to teach the lesson. When she was asked what she does with learners who seem to be left behind, she said that sometimes she finishes the lessons and comes back to them later or divert the lesson to try and accommodate them, but none of those strategies were used at the time of this lesson. Clearly there were indications that the language used to teach the lesson was above some of the learners and the teacher just carried on with those who were coping. English as the Language of teaching and learning was seen as the barrier to some of the learners who are in grade 4.



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Findings

Teacher B's lesson was extremely exciting from the researcher's point of view because learners' interest and attention were aroused from the very beginning. The learners became extremely excited when they saw the concrete material such as toys, dolls, and balls, and frogs.

The teacher had planned the lesson thoroughly, the story was different from the one suggested in the *umthamo*, but the approach was taken from *umthamo*. The teacher had adapted some of the approaches modeled by the *umthamo* so that they would suit the needs of her class and address a particular outcome from the curriculum. This

indicated how teachers who have gone through the programme can apply the strategies so that their teaching is changed.

From the introduction, the involvement of the learners was evident which means that the lesson was learner-centered but how that is carried over to other lessons is not clear. Learners were free to express their ideas in English, and when they could not get a word – because they had forgotten it or lacked the vocabulary – they used a Xhosa word. For example, Linda said, “i-palace *inezinto ezintle*”. The teacher then said, “The palace has precious things such as the crown.”



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The teacher engaged in code-switching to assist in explaining the story, or a phrase such as “the behaviour of the frog” – “*isimilo sesele sifana nesomntu*”. This is observed as a shortcoming because learners are not fluent in any of the two languages used. It is understood that teachers switch between languages to help learners understand the story. Clearly code-switching was used to the learners’ advantage, not just because the teacher lacked the vocabulary. This was used to make learners understand that the frog was behaving like a human being. When the teacher talked about a “curse” – “*isishwabulo*”, the learners through their gestures were shocked to hear that it was because of the curse that the prince had turned into a frog. At this stage they commented about the cruelty of people, especially witches, because they changed the behaviour of people – they said that if people could make others do bad things, why couldn’t they help them achieve good things?

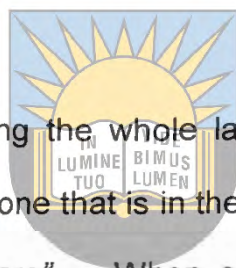
One learner said a frog is disgusting and translated it as “*imbi*”: u “*ifrog imbi*”. Code switching then was used in this class whenever learners did not know the correct word,

so they were allowed to use either English or a *Xhosa* word. This encouraged eloquence but not fluency, because learners would answer in English and then start speaking their mother tongue when they did not know the relevant word.

Even though it was a story that was told by the teacher, reading was encouraged because learners had to read words and sentences but it was not enough to give learners reading skills. In the introduction, learners were given words such as “palace, huge, precious” and words were then used in sentences. The teacher, and in some cases learners, wrote the sentences on the chalkboard. Learners later read the sentences. Individual learners were asked to provide meanings of words they had used. With teacher G and H teaching using the whole language approach stories as the basis of learning it became evident that they are not really emphasizing reading as an outcome. They read out the stories to the learners whilst learners could have read themselves. This is clearly a shortcoming that comes as a result of using *imithamo* without adaptation.

When learners were asked to predict the end of the story, they came up with various opinions. Some were in favour of happy endings for example the king went looking for the princess and took her back home, while others chose bad endings, for example they talked about how the frog made the princess to fall sick. They all justified their predictions. Most of the predictions were related to their life experiences or societies for example some children get lost and they are never to be seen alive again because they had been killed, other children are found by their parents and they take them home before they are killed.

When the story was finally told, the teacher used two languages in some cases to help clarify issues to learners, especially when she saw from the learners' faces and gestures that they did not understand. For example, "The palace is full of precious things," "*ibhotwe lizele bubunewu-newu, izinto ezintle, eziqhele-qhele.*" So many words were given as synonyms that it became evident that learners had discovered new words, thus improving their language. Learners were so drawn into the story that their emotions and feelings were displayed in their faces. Some looked sad, which was an indication of how they felt. They associated what was happening in the story with their situation.



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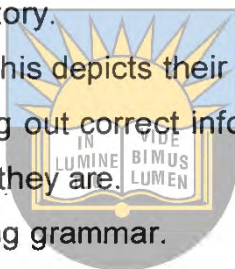
When teacher A taught the lesson using the whole language approach she did not provide her own story, she just used the one that is in the module – "*umlambo otshayela amaxoki*" "a river that sweeps away liars". When she asked her learners to ask questions that would help them finish the story, learners came up with questions such as "*ngowuphi loo mlambo*"? "Which river is that"? The responses showed that learners were not in a position to ask open-ended questions. When asked what she thinks is the reason, she quickly pointed that learners had been without a teacher for the past six months and she had just joined them. Lack of learners to formulate open-ended questions might be an indication of how under developed their reasoning skills are.

When teacher D taught the same lesson using the same story where learners were required to formulate questions they asked questions like – "*Kwakutheni ukuze inkosi iqumbe?*" Why did the King get angry? The questions that were asked by most of the groups were higher order questions. That showed learners had been carefully guided to reason further in contrast to the group taught by teacher A. When teacher A was the

learners asked she was quick to point out that the learners were still shy and were not used to the *imithamo* activities because she has just started at this school.

Findings from the use of stories

- Learners were able to predict and justify their predictions although they learnt that predictions are not always correct.
- Groups enjoyed discussions and had enough time to express their views.
- Learners can analyze and think about situations displaying the development of their reasoning which would later lead to the ability to think critically.
- Learners learn to retell a story. In-order to do this they have to summarize and get the salient points about the story.
- Learners want happy endings – this depicts their own experiences.
- Whenever learners are not giving out correct information teachers do not correct that, they simply leave things as they are.
- Stories form the basis for teaching grammar.



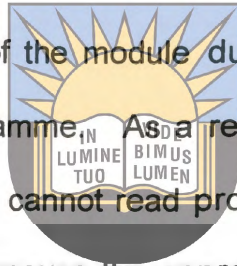
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Findings of classroom observations

From the use of stories it became evident that the whole language approach is a powerful strategy for teaching and learning because of its holistic nature. Grammatical competence is addressed within the context of the story. For example, vocabulary was learnt along with the use of adjectives in discussing elements of the story when, towards the end of the lesson the teacher asked learners, "How is the frog? Is it pretty?" One learner said, "It is ugly," and then the teacher said, "As ugly as a frog". This was written on the chalkboard with other comparisons such as "as round as a ball ". Learners said, "As round as a ball." Although it is the case with some teachers it does not appear to be happening this way with all languages because the same teachers cited that the approach needs thorough preparation. Opposites were also taught.

Learners were encouraged to give answers using either of the two languages, namely English and *IsiXhosa*. This idea of allowing learners to express their thoughts in any language encourages fluency because learners are able to get the vocabulary either from the teacher or the other learners.

When the teacher plans the lesson well to cater for all the language competences it becomes a great lesson but if the teachers fails to consider language in a holistic nature some skills are left out such as reading which was not done by other teachers. They chose to read the story themselves when learners could have done so. Maybe this also points out the gap in the facilitation of the module during the fortnightly face-to-face sessions for the teachers in the programme. As a result some of the teachers have made mention of the fact that learners cannot read properly. This is a gap that is not addressed properly by the teachers because the approach in the module encourages teachers to read out the story. Teachers are not innovative enough to understand that this may cause neglect of reading. They could have asked learners to read the story themselves.



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Learners were able to construct meaning from words they had not used before. The teacher first gave the toys and pictures that depicted certain words. Those words were later used meaningfully as learners were asked to say something about the toy or picture that was in their hands. It was then that one learner said, "The frog is disgusting" – "ifrog *imbi*". Even when they translate one word to another language, learners are able to construct meanings about words. But some learners were left behind because the lesson was rushed through quickly. This is something that teachers should guard against. Maybe the teacher wanted to impress the researcher.

There was construction of knowledge on the part of learners. The teacher was able to discover how most learners thought and felt. The power of “code-switching” in encouraging eloquence in learners cannot be underestimated. Learners do not hesitate when they have to talk. They continue to express the idea, and the fact that they don't know the word does not intimidate them although they are not fluent in either language. Teacher encouraged learners to think critically by asking them questions and letting them justify why they have come to a particular conclusion. When learners in Teacher D's class said it was bad to curse other people because it made them to be different from what they originally were, they went on to talk about people who killed others in the communities because they claimed to have been bewitched.



The discourse and strategic competences were again encouraged as learners had to sequence their ideas through the questions they asked – for example, “What happened after that?” This clearly helped learners to know which event came first, and if they started with another one, they had to justify their thoughts. The lessons may run the risk of not focusing properly in desired outcome because learners come with lots of information. The point led learners to associate events they had heard or read about with what actually happens within the community. Language at this stage was a way of talking about societal and cultural issues. For example, after hearing that the prince was cursed by being turned into a frog, learners talked about people who bewitched others. The *Xhosa* culture still believes that elderly people practised witchcraft.

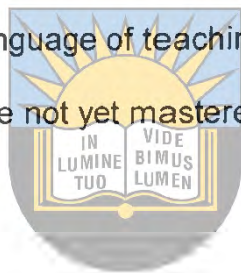
Integration of learning areas became evident as the lesson was a language lesson but included Natural Science knowledge; for example, learners talked about a frog being a

reptile although it is an amphibian and the teacher did not correct that. The teacher and learners went on to talk about other animals that live in water such as the “turtle”. However, the researcher observed that the teacher did not follow up some of the issues raised. It was left to learners to construct this knowledge. Perhaps teachers could plan lessons where issues that have arisen from discussions during other lessons, especially when there is an information gap are addressed.

Another aspect that has become evident in most of the classes is that learners are able to help each other. There were signs of various aspects of collaborative learning taking place. Learners were observed supporting each other whenever they were given a task, whether that task involved speaking or writing. Learners helped each other without being requested by the group leader. For example, they helped each other when they needed help with the spelling of a word. One learner was not in a position to spell ‘*tshayela*’ – ‘to sweep’ and the learner next to him assisted with the correct spelling. They reported to the group leaders when they observed that something had not been done properly. When learners are not encouraged to read passages, spelling might be a problem.

The teachers' practice has been observed as changing, since they are not against learners helping each other in the groups. In the past, no learner was allowed to give help to another, as that was interpreted as copying. Some of the teachers are not sure of the concept “learner centredness”. Observations revealed that the only understanding teachers have of the concept is to make learners work physically.

Teachers are now flexible about learning and teaching styles but there is need to address this aspect of learning and teaching styles so that it is of benefit to both. Even with “code-switching” from one language to another, one would be seen as violating the principle of learning a particular language, hence in the past learners would keep quiet when they did not know the relevant word because they would be punished for using another language. Even those who knew the correct word would keep quiet, fearing that they would be wrong. The result was that learners would keep whatever they knew to themselves instead of sharing it with others. Code switching might be a disadvantage if it is not used properly because learners might end up having limited vocabulary in both languages. The language of teaching and learning in grade 4 seems to be a problem because learners have not yet mastered their first language hence they use two languages at the same time.



Learners taught by the methods suggested in the *imithamo* are encouraged to share ideas with others. It is through this sharing that learners are able to construct knowledge about things that happen within their communities and internationally. The teacher is not able to control or assess damage that could be caused by the sharing. Sometimes learners misinform one another and from the observations made teachers have not yet devised strategies of dealing with information that is not quite correct.

It was observed that when language is taught within a context, learners are able to make associations with what is happening in their societies. The ability to construct knowledge became evident, for example, when learners were told that the prince was cursed by a witch and then became a frog, and they saw links with what people in their communities do. They cited stories of people who are believed to have been

bewitched, and who do things that are unacceptable, or sometimes fall sick or even die.

Teachers clearly engage in the constructivist approach.

Most of the teachers were observed to be clearly driving the lessons towards the planned outcome within the curriculum. The teacher emphasized the importance of reasoning and thinking when she asked the learners to think of questions they would ask so as to take the story further. Even when they had asked those questions, teachers asked learners what drove them to ask such questions. The power of questions to drive learners towards reasoning and thinking seems to be very strong. Maybe questions could also be used to clarify misconceptions about issues of poverty as in Teacher A, B and E's lessons where learners raised poverty, witchcraft and the HIV and Aids problems.



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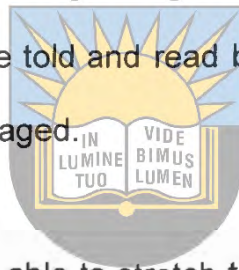
Challenges facing teachers who are registered with the programme

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Observations revealed that there are some challenges when teachers use the approaches modeled by *imithamo* as they are because some *imithamo* do not provide them with approaches of dealing with certain aspects such as the understanding of some theories of teaching, for example, learner centeredness. These issues seem to be related to the facilitation during the face - to - face sessions where *abakhwezeli* do not focus on the theories of teaching and learning. There seems to be a gap that is left open because all teachers observed were not trying to scaffold the information from learners even though they were quite aware of the term "scaffolding" but the actual meaning when practising does not appear to be understood. Most of the time information coming from learners whether relevant or irrelevant, correct or mistaken was not properly handled at the time of the lesson.

Secondly most of the teachers were not quite sure of the impact of code-switching – they looked at it as an advantage but it showed that learners are not fluent in the two languages they use. When they speak *isiXhosa* and get stuck they use an English word. That has led to limitations on both languages.

Thirdly although the use of pictures and stories encourage communication, learners' reading skills are not up to standard. Learners are not reading as much as they should – maybe teachers are unaware that reading is neglected because no lesson is directed specifically to reading. The stories are told and read by one or two learners and those who do not like reading are not encouraged.



Some of the teachers seem not to be able to stretch the activities whilst others can do that very well. This clearly shows that some teachers are still studying for other reasons whilst others want to improve and change their practice.

Interviews of registered teachers

It was not possible to interview a bigger number of teachers because of the fact that the study concentrates on Grade 4 only. As mentioned before, the interviews were a means of following up on issues that emerged during classroom observation. The teachers were interviewed to clarify misconceptions, to try and get into their thoughts to find out about the impact of the *imithamo*, and to discover what they valued and believed in when they teach.

In the interviews, the researcher had to probe what the teachers' thought of the activities of the *umthamo* were, and how learners had responded when they were given these activities. From the six teachers interviewed, five felt that the activities of the *umthamo* were good because they provided their learners with opportunities of expressing their feelings without fear. They saw the *imithamo* as a means of unlocking the potential in their learners. One teacher even said that those learners whom she usually regarded as challenged by learning were able to come up with stories, which indicated that they could think, and reason in their own way.

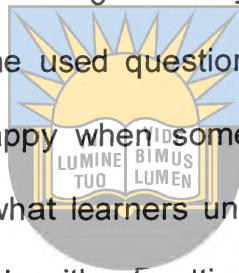


Teacher C, said, "In the beginning of the year, I get new learners and the first thing I need to do is assess them – and to do that I use pictures. I let them write, and later on talk about the pictures. The same picture will be given to the other learners." The researcher asked why she did that. She said, "I want to understand how each learner perceives different things so that I develop them from there." She cited the fact that stories and pictures are used to ignite the potential of the learners. She used thought-provoking questions to drive and direct her learners' thinking. She cited the importance of stories and pictures versus the traditional approach of questions like "One boy, but many boys" where language is taught in isolation – Appendix 9.

Three of the six teachers said that, as much as they were happy with the use of the *imithamo* activities, they liked to adapt them to suit learner needs. When the teachers were asked if there was anything that they liked most – or disliked – about the *imithamo* activities, they all cited the improvement of learners' language use as the best feature because learners were forced to say or write something. They claimed that when they taught language, they used pictures mostly, and that learners sometimes made their

own drawings. When they wrote about their drawings, pictures were used to generate the debate or discussions within the classroom, thus engaging learners in some form of discourse. But they all cited that *imithamo* make learners work hard. Learners keep on asking about them as well. One teacher said that the outcomes of *imithamo* are limiting them.

The researcher asked whether the teachers tried to call their learners into order when they felt that learners touched on something that was not relevant at that point in time. Most of the teachers said that they left things as they were and tried to handle them later on. Teacher D claimed that she used questions to call her learners to order. Teacher B claimed that she was happy when something of that nature happened because that gave her a clue as to what learners understood or misunderstood, and then she could address that immediately without getting frustrated about the learner but when lessons were taught that was not observed happening, it was a clear short-coming.



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When teachers were asked about whether learners benefit from the use of the *imithamo* and how, all the teachers mentioned that the learners had changed and became proactive. They initiated discussions and learning. There had no fears about saying what they wanted to say, even if others challenged them. Learners had developed creativity; they drew even if they were not given a picture. The use of pictures encouraged learners to develop their intelligence. The teachers also said that learners developed self-confidence. They believed in themselves. They developed research skills, because when they did not know something, they were not afraid to say that they would go and find out from other people. Teachers are still struggling to come to grips with how they

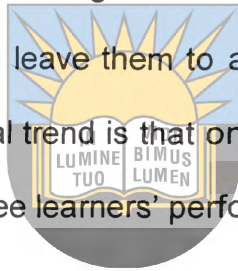
can promote reading within their classes. They mentioned that learners are making a lot of spelling mistakes even though they are in grade 4. They cited the fact that in the past learners in grade 4 would write anything in their mother tongue. Reading and spelling were once more mentioned as problems of learners. Even though they cited these they are not aware of the causes. They continue to blame the present curriculum. Nothing was mentioned about the language of teaching and learning as a barrier in grade 4.

Learners' spoken language improved because they communicated with others within the group and with the rest of the class, in dialogues generated through the use of pictures, in which they took on different roles such as group leader, scribe, timekeeper and presenter. The practice empowered learners towards leadership roles because when they performed them, they tended to compete. Some of the teachers mentioned that learners brought articles, pictures and sometimes books from home and showed the teacher so as to influence her to use that book in class. Others claimed that learners would bring paper and magazines for the teacher to use.

All the teachers said that learners supported one another within the groups. They learned to share knowledge and information. They also said that learners developed team spirit because they did not talk about individuals but talked about the group "*Kweyethu igroup*" "In our group". They claimed that since learners worked as groups most of the time, they came to know each other's strengths and weaknesses. Knowledge was eventually shared across the whole class because the composition of the groups was sometimes changed. Under such circumstances, learners supported

each other and acknowledged each other's strengths. Those who were weak and slow in learning got recognition for the things they did best.

Two teachers mentioned that learners who were challenged by learning liked to draw or make things, which made them assets to others. There was evidence of independent learning taking place in all the groups. Some learners were not participating in group discussions because they wanted to draw. Some learners pushed themselves, drew and wrote stories even when their teachers were not in the class. Some teachers cited the fact that their colleagues who are not registered with the programme borrow their *imithamo* because their learners would leave them to attend classes of those teachers registered with the course. The general trend is that one teacher registered and one or two follow after some time when they see learners' performance.



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The researcher wanted to know more about the observed lessons in relation to the National Curriculum. The teachers came out clearly, saying that all the lessons were outcome-based and were based on the prescribed language outcomes. They claimed that the activities designed in the *imithamo* were of great help to them since the new curriculum required them to design activities whenever they engaged in lessons. This seems to have been the most challenging part of implementing the new curriculum for all the teachers, but for the teachers who were enrolled in the programme, designing activities was no longer difficult. What became a concern to the researcher was that some of the teachers seem to be relying too much on those activities. There was not much evidence of how they adapted the activities so that they can be used generally in most of the Learning Areas and their daily routine.

Observation of none registered teacher – teachers not in the programme

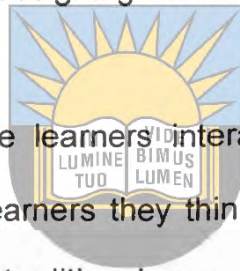
Only one teacher out of four teachers was observed by the researcher because others were not willing to be observed but could be interviewed. Teacher I has been teaching for 30 years. She used to teach in the higher grades but for the past twelve years she has taught grade four. The learners in this class are sitting in groups of six. She is quite an energetic lady. She last studied eight years ago.

She taught a lesson about gender – grammar. She started by asking learners to cut pictures of old, young, male and female persons they would like to talk about. After ten minutes she asked learners to stop and gave them opportunity to paste in their books the oldest person in the pictures they have cut. Then she asked them how that person is called in their community. Some learners said grandmother – while others said grandfather since they had pasted pictures of the different sexes. She then asked them to paste a person who is of another sex – for example if they had pasted grandmother they would have to paste grandfather. As they were doing the activity learners engaged in discussions, others saying “*mdala akanakutshata nomntu omncinci*”, the person is too old they cannot get married to a young person.

The activity went on like that and each time she would ask them how you call that person, others would say uncle – and then the learners would have to find how someone who was married to this person was called. Learners were so excited and as the researcher was observing they were learning more through this activity. (see appendix 11). After the lesson she wanted to talk about how learners will now have to learn about male and female in animals.

Findings from the observation of non-registered

It was quite difficult to make comparison between six teachers who are in the programme and just one teacher who is not registered, however the researcher has tried to draw some conclusions on the basis of what was observed and observations from the learner's work and the interviews. Some teachers have changed their ways of teaching in line with the Outcomes Based Education especially those who have just upgraded their qualifications. Even though they still have difficulties in comprehending some concepts of their teaching such as learner-centredness, communicative approaches to language teaching and designing activities.



The handling of group work to make learners interactive is something that needs attention because when they group learners they think that it is group teaching – yet they teach the whole class as in the traditional way. Giving learners the freedom to work on their own is still a problem. There is a problem in understanding the concept of learner-centredness versus teacher-centredness because to teachers the former implies seating learners in groups and then engage them physically. They still believe in repetition of facts written on the chalkboard. Learners were made to recite those facts. Whilst with those that are registered they are able to talk about some concepts such as scaffolding and independent learning, even if they still have problems with their application. Also group work is something that the registered teachers understand. The teachers who are registered are showing change and they can articulate quite well how they think they have developed professionally citing aspects like reflection on their practice as the key aspect of their development.

Interview with teachers that are not registered for the course

Teacher G has taught for the past thirteen years now and has upgraded her qualifications obtaining BEd in one of the Universities. The researcher visited this teacher to secure an appointment about having her interviewed about how she teaches language. It is a pity that she was not so keen to teach in-front of the researcher but she allowed the researcher to interview her and her learners. Learners in this class are seated in groups.

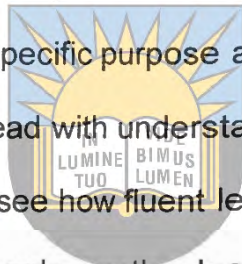
She was asked about how teachers teach language lessons. She started by saying that “the most important thing is to prepare quite well for each and every lesson that I have to teach to ascertain that everything goes on as expected”. When the researcher asked how she develops the grammatical competences in her learners, she replied by saying she takes a topic from a reading book and choose words such as “*izibizo* or nouns” and asks the learners to underline those thereafter she would ask them to underline any other words that serve the same purpose in the text, for example, words that tell us about places such as “*edolophini*; in town, *ekhaya*” at home and then asks them to use such words in sentences.

When she was asked about how she deals with the writing – of essays or creative writing she said she gives her learner’s pictures which they discuss together in their groups and then allows learners to write about those pictures. She mentioned the fact that she does not have fixed topics in her class.

After writing about those stories she directs her learners towards the desired topic especially for summative assessment because she would have to rate those stories.

She thinks the learners are in a position to write later at that point in time because they know how to do it from the lesson taught. She mentioned that after the learners have written those stories she helps them sequence their thoughts through questions. She re-iterated the fact that she does not give her learners topics because she wants them to write about things they like most because they come from different homes, backgrounds, and environments.

When she was asked how she teaches reading she claimed that she chooses different stories that are interesting to her and maybe to her learners as well. When she deals with reading she cited that she has a specific purpose all the time for example when she wants to know whether learners can read with understanding the lesson will be followed by set questions. When she wants to see how fluent learners can read she allows them to read four to five lines and thereafter asks another learner to do the same.



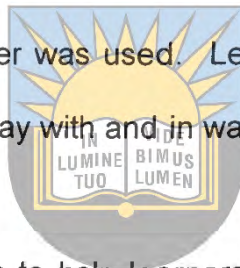
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When the researcher asked how she deals with spelling she claimed that she gives learners extra time. Each learner who has a problem will have to write selected words and then rewrites them.

The teacher has attended all Revised National Curriculum workshops and she is excited about the innovation that she has to make in her class. She even cited that the new curriculum wants someone who upgrades her qualification continuously to keep with the latest developments depending on what one is doing.

Teacher H has twenty-five years experience. She has taught grade four for the past twenty-one years. When the researcher asked the teacher whether she could be

observed teaching any language lesson she was not very keen to do that but allowed the researcher to interview her. Her learners are seated in groups of six. She was asked about how she teaches language in her class. She started by telling the researcher that she has not been able to attend the Revised National Curriculum Statement (RNCS) Workshops that were organized by the Department of Education. She cited the fact that she likes teaching very much. When she teaches composition she gives learners pictures or allows them to cut pictures they want to use in their groups. She allows learners to narrate a story about the picture they have chosen. She referred to one lesson where the class was discussing about water and then allowed learners to cut pictures of where water was used. Learners cited the fact that “water can be fun”. They claimed that they play with and in water. They also swim in water.



She cited the importance of questions to help learners think and reason about things. She claimed that the writing of essays is now different from what used to be done in the past where learners were given the same topic to write about. They now write about different topics because of different pictures they selected. When asked about how easy or difficult it is to assess such work she claimed that she looks for sentence construction and relevance to the picture and spelling. She claimed that the marking is not as strenuous as it was in the past when learners wrote about the same topic with the same sentences – “that was too boring”. But there was no evidence of what the teacher was saying, maybe she decided to tell me what ought to be done.

When asked about how she teaches reading she answered by saying “We have reading books brought to school. I encourage my learners to read from magazines as well”. She feels that from magazines learners read about articles they like most and therefore

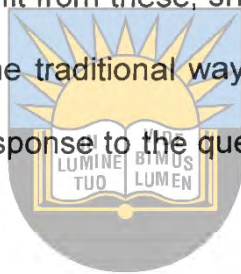
that motivates them to read more stories and try to understand them. For fluency she claims that she drills her learners in words she thinks are difficult. This aspect could not be proved, as there was no evidence provided.

When asked about how she teaches the grammatical competences she cited that it comes from reading and stories for example Appendix 10 is an Afrikaans lesson. To this community Afrikaans is the third language. She teaches that through pictures. (see appendix 10). At this stage learners are still expected to name objects.

When teacher I was asked about how she teaches language she immediately mentioned that she is excited about attending the RNCS workshops as they have empowered her. She said she would be registering with the University of Fort Hare (UFH) Bachelor of Education Programme if she was not as old as she is now. She cited that her pension days are not far. When she was asked why she would have preferred to study with (UFH) she claimed that teachers who are registered with the programme were “stars” in the workshop because they understood all quite well. She cited the fact that *umthamo* (modules) make people work hard. Teachers who have *imithamo* are always busy.

She went back to answer the question that was asked, she said the most important thing is to teach language through communication. When she was asked about what she meant by communication she said learners have to “talk, reflect and think”. When teacher I was interviewed about how she conducted reading lessons she talked about the fact that reading has to be based on oral work with learners reading our phonics and then go on to read flash cards and later read from the book.

When she was asked about how she teaches essay writing she made an example of how she taught "My garden". She said that she took her learners out to see the tools that are used in the garden. The tools were named and then each tool was explained how it is used. She then cited the fact that after that she brings learners back to the class and then drills them on verbs that are relevant for example "sow". Thereafter she asks the learners questions and as they responded she wrote those sentences on the chalkboard. Thereafter she would erase some of the words for learners to fill in. When asked what she thought learners benefit from these, she cited vocabulary – sequencing and correct spelling. This was still the traditional way of writing skills where learners were asked questions and wrote in response to the questions set. The idea they wrote came from the teacher.



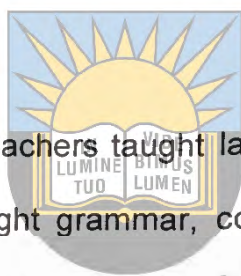
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Findings from the interviews of teachers not registered with the programme

Teachers still believe that proper planning should precede every lesson so that the resources are collected in advance. The planning is a very important step but how it is done needs to be considered because it is where the confusion starts. There is a general understanding of the fact that language should not be taught by drilling learners. The fact that learners have to communicate is understood by all teachers but how to do it is still a challenge because of the misconceptions around Outcomes Based Education and its principles.

Teachers believe that reading should be encouraged. The use of pictures is a very powerful way of making learners talk. The use of stories to teach aspects of grammar is beginning to get recognition but the issue of using two languages is still a problem as it

makes learners not to be in the language. However, these teachers still need some help on how to engage learners actively and cognitively. Learners should be allowed to write creatively about aspects that are interesting to them. No one teacher talked code-switching when teaching learners language maybe teachers are still grappling with this concept. Although integration of learning areas is implied there is not much that is said about it. Only one teacher talked about the lesson being based on relationships. Teachers might still be challenged by integration as a principle of teaching and learning in an OBE classroom. Teachers might be seeing this principle as the teaching of two learning areas at the same time.



The interviews focused on how the teachers taught language in their classrooms. All teachers said that learners were taught grammar, composition, writing, reading and poetry. They felt that these were the key aspects of language teaching and learning. They said that they gave learners the same topic for the whole class, and those learners wrote after ideas that had been discussed by the teacher and the whole class. This might have two purposes to clarify misconceptions and to drill learners towards what teachers want. Maybe teachers need to allow learners to express their thoughts without any interference. There are still signs of drilling learners whenever they engage in teaching although they know that it is wrong to do that.

Learner interviews

Learners from the classes of the teachers who were using the language *imithamo* were interviewed to check how they felt about using pictures and stories as a means of learning. A focus group of learners was interviewed informally after their lesson. The joint interview was conducted in a conversational manner. All the learners indicated

their love of stories and pictures, and they even went on to tell how they drew their own pictures to facilitate their thinking. They even said stories teach them a lot about life skills such as the expected behaviour within the community and what certain ethnic groups like for example “*amaXhosa ayathanda ukuncedana*” – Xhosas like to share and help one another.

When one learner was asked how he felt about stories, he mentioned the importance of moral lessons – “*ayafundisa*”. He said that stories taught them a lot. Some of the learners indicated that when stories are told, they remind them of things that not only happened long ago but still happen even now, such as the story of the jackal and the little red coat. A little girl claimed that there are still people who behave like jackals by raping little girls.



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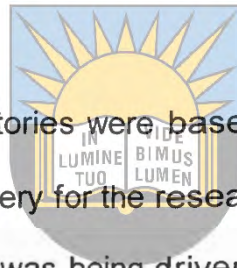
Most learners indicated their love of their teachers because the latter allowed them to talk about the things they wanted to talk about through the use of the pictures they sometimes brought to the teacher. Learners seem to enjoy the activities given out by their teachers. Maybe these learners were giving the researcher what they thought she wanted to hear. Having said that in the classrooms learners seem to be happy and enjoying they're learning.

Findings from the learners' interviews

It has become evident that learners are not afraid of talking to people who come to their class because most of the classes visited had learners who after the lesson would want to share what they had worked on in their groups. For example, a group showed me a

picture of Mandela, which had been drawn by one member of their group (see appendix 12).

These learners showed a willingness to bring pictures that would facilitate learning. Some drew to show how much they loved the use of pictures. Others even drew whatever they wrote about their school. Although they wrote under the same topics such as “*into endinqwenela ukuba yiyo*”, “what I would like to be one day”, they write about different thoughts showing that they are different people to the extent of drawing or writing about the person they would like to be in the future.



Some learners clearly knew that the stories were based on what their teacher wanted them to know. This was a huge discovery for the researcher, because it meant that the learners had an idea that every lesson was being driven towards an outcome. Some of the learners were not really aware of why teachers chose certain stories.

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Analysing the learners' work

The learners' written work was analyzed as a way of establishing whether the use of non-verbal communication approaches was making any difference to how they learnt. The fact that the learners enjoyed the use of pictures is an indication of the importance of non-verbal communication in developing learning. Since this is a case study of the use of non-verbal cues and stories, the teachers made use of pictures in their classrooms to see whether this would help in generating any worthwhile learning experiences. The selection of the pictures was for some teachers based on what they wanted to achieve, or what they wanted to talk about with their learners. To this group of teachers, the selection was purposeful and was preceded by planning.

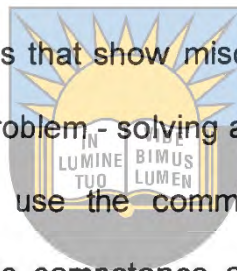
Another group of teachers asked learners to cut pictures, which, they saw in the magazines, they had brought, and then thereafter they were given the opportunity to discuss them. It is not clear whether these teachers did any form of preparation, as they would not deny or confirm that they had done any planning. It is also not clear whether the pictures used were collected to achieve any didactic goal.

From the stories that the learners wrote, it is evident that they were able to narrate and express their opinions. It is also evident that the imitation of adults is something that children cannot avoid (see appendix 8). Socio-linguistic competence has been seen as the major criterion that is appropriate for this kind of analysis. For example, the researcher saw that the learners' work could be analysed according to the relevance of the title given to the picture, or according to the explanations or ideas that were put forward. The Revised National Curriculum Statement Assessment Standards indicate that learners' use of language for thinking and reasoning should be demonstrated by the learner being able to provide answers to some complex questions, express an opinion and give a reason for it, classify things, and identify similarities and differences between things. These abilities were evident in most of the learners' work, since they were able to justify their responses (see Appendices 6 – 10). Learners who are taught with *imithamo* write their ideas whereas with learners whose teachers are not registered, writing is limited to what has been asked only.

From the learners' work it is evident that the learners had lots of information about societal issues and values. When they could not find a picture that was going to help them to express their thoughts and feelings, they drew it themselves and expressed

their feelings (see Appendices 7 and 8). One learner decided to tackle a matter that was an issue within the community. Some decided to draw the topics they were given by the teacher. What was evident in the learners' work was that learners write a lot when they use pictures, but the researcher feels that how the teacher consolidates that knowledge and issues raised remains a cause for concern not much is done to correct misconceptions. Teachers need to develop facilitation skills so that their lessons are informative and their teaching is effective. Reasoning seems to be promoted through the justification of the ideas put forward by learners.

Teachers need to follow up on issues that show misconceptions by selecting pictures that would motivate learners to see problem-solving as an important step. It is evident that the learners are beginning to use the communicative competences, namely grammatical, socio-linguistic, strategic competence and discourse competence even though they need to develop these. Since they had started schooling only three years back, the researcher sees this raising of social issues as a gigantic step towards being critical. The knowledge, skills and values are promoted through the use of visuals and enable learners to engage in a discussion. Teachers sometimes have to push learners to the higher level of thinking as suggested by Vygotsky's theory of Zone of Proximal Development. Spelling mistakes have emerged in all learners' work. This area of grammatical competence needs further attention.



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Chapter 5: Conclusions and recommendations

The study aimed at establishing how the use of language *imithamo* contributes to communicative teaching and learning approaches in the classroom. The study shows that through the use of the *imithamo*, learners can be helped to improve their language by being encouraged to talk freely about their experiences. When teachers used the *imithamo*, learners made reference to their own experience – and in particular to things that happened in their community. Their language showed significant development since they discussed and wrote freely about what was happening in the community. It has been found that teachers who are registered in the programme shared modules with colleagues not enrolled in the programme. Colleagues not enrolled in the programme claim to have been attracted to the modules by what they observed from the learner activities.



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Teacher practices

It has been found that teachers who are enrolled in the programme have initiated some changes in their classroom. Their professional skills are showing signs of improvement, as they are able to actively involve their learners. Some aspects of learner-centredness were noticed in their practice. Learners are encouraged to participate in the lessons although there is need to involve them cognitively more often. Teachers are able to design activities for their learners. This aspect shows the initial stages of becoming a curriculum developer as suggested in Norms and Standards for Teacher Education (National Department of Education: 2000). As Brown (1994) and Celce-Murcia and Olshtain (2000) have suggested different ways of engaging in communicative approaches, teachers enrolled in the programme are beginning to make use of those

strategies such as making use of speech acts and principled approaches to language teaching.

Teachers have been able to teach language within a social context. Language lessons were taught through social interaction as learners engaged in groups. Teachers made use of the whole language approach with grammar, and essay coming out of stories. This idea is promoted by Glazer and Burke (1994) and Tharpe and Gallimore (1994) as the strongest element of Vygotsky's theory of teaching a language – the interactive model.

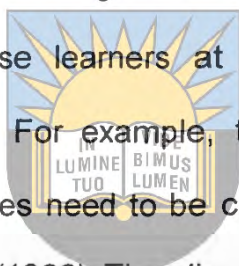


Teachers who are not registered with the programme have shown improvement from the traditional ways of teaching a language although they still practice some aspects like drilling. This was found during interviews with teacher G and H making reference to this aspect. Interviews also showed that they have knowledge of the fact that language has to be taught within a social context. The application of this aspect needs a lot of modification with these teachers. The work of their learners still showed how they teach aspects of grammar such as singular and plural and makes learners to write one "boy" many "boys" see appendix: 9. This is still the traditional way of teaching language. In the modern times the learners could have been asked to probably change some nouns within a story so that the plurals are not taught in isolation.

Teachers who are not registered with the programme were seen as grappling with role of facilitating learning because they are used to teaching or presenting a lesson although at some stage one could see that they want to teach. They demonstrated the ability to drive the teaching and learning process with pre-planned questions and

activities. Thus conforming to the roles of teachers as stipulated in Norms and Standards for Teacher Education (National Department of Education: 2000).

Integration: The teachers who are registered appeared to be able to integrate their lessons with other learning areas. However this aspect of teaching still needs support. While learners were talking about a picture of two people whom they claimed were in love, the teacher was able to link that with Arts and Culture and Life Orientation when she asked learners about the cultural beliefs of their society, and some went on to talk about ethnically different groups they claimed their parents had worked for. The linkages have generated so much knowledge for the learners but teachers need to handle the linkages properly because learners at times raised issues that show misconceptions and misinformation. For example, the aspect of looking at elderly *Xhosa* women as witches. Such issues need to be corrected in class. This idea and findings link quite well with Hymes (1999) Thomlison (2003) who see language as intertwined with culture.

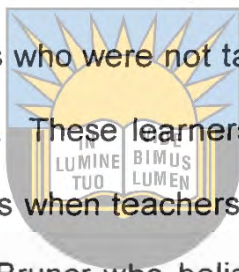


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Learner gains

Learners were able to initiate discussions through the pictures provided by their teachers. These discussions were platforms for co-operative learning. They also learnt other life skills and values such as tolerance, sharing and respect, which are promoted by the Constitution of South Africa in its Manifesto. Although this has advantages, it is also likely to make teachers negate their role and leave everything to the learners. Most of them think that is what is meant by learner centredness. This is clearly a misconception, and there is need of proper training of teachers to enable them to promote learner centred approaches and design interactive tasks.

In the classrooms where *imithamo* were used the learners were given opportunities to express their thoughts. Through discussions learners were able to observe each other's behaviour, share problems, analyze and become critical about situations. These were seen as opportunities for growth, as the learners were able to unfold their potential. They learned to appreciate each other's strengths. For example, when one learner was good in drawing, others learned to appreciate this and respected him/her for it. Signs of independent learning were also noticed because whenever learners did not have anything to do, they started drawing and writing stories, which they later gave to their teachers. This was strongly evident among learners who were taught through the use of the *imithamo*. With learners who were not taught through *imithamo* teachers still appear to be the key role players. These learners are kept busy by drawing and writing stories or making journal entries when teachers are absent or engaged in other activities. This confirms the idea by Bruner who believes that children had a natural desire to learn because of their curiosity. Popp (1996: 322).



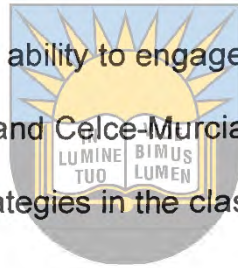
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Learners were able to go home and research things that they did not know. For example, when some learners claimed that some animal names are the same as other people's "clan names" – "iziduko", most of the learners did not know this, but they were requested to go home and ask their parents about it. They came back with lists of clan names that are related to animals – *Imfene*, (baboon), *Umajola*, (snake), *Indlovu*, (elephant) and others. With those learners that are not taught through *imithamo*, learners are still dependant on the teachers.

As the lessons were presented, it became obvious that learners enjoy expressing their opinions and ideas with some justification. This is an important point, because learners

are unique and are therefore entitled to think in their own ways, as long as they are able to justify their thoughts.

It was found that language teaching and learning through the use of pictures encourages communication. The learners and teachers demonstrated that through the use of pictures, eloquence in the spoken language was encouraged through discussion but one thinks that learners are in-between two languages they are neither proficient in any. The learners knew which language they could use in a particular situation. They were able to say that one is not allowed to talk to an adult in a certain way. Their debates and writings demonstrated the ability to engage in discourse, making use of the speech acts as cited by Brown (1994) and Celce-Murcia and Olshtain (2000) who are in favour of promoting communication strategies in the classroom.



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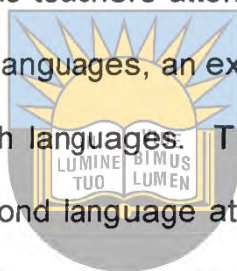
From the observations and interviews, it was evident that the learners were being empowered towards multilingualism as they strove to engage in the first additional language or second language, which in this case was English. Most of the learners were supposed to be using their mother tongue most of the time. Their determination to speak English made them change language – thus code-switching voluntarily whenever they got stuck. They cannot finish a sentence using one language they want to mix languages. Although Thomlison (2003) encourages the concept of multilingualism in class he does not highlight the shortcomings that can develop as a result of that.

Learners learn to predict the end of stories – what they thought could follow after a certain episode. Such predictions help learners to develop the capacity to sequence events. They are able to tell that when something of a particular nature happens, the

result is usually like this or that. Prediction is an important skill that develops reasoning – thus sharpening the mind of the learner.

Learners develop the ability to analyze events or stories – they become critical readers and listeners. Learners see the importance of stories and story-telling. They enable them to pick values that are instilled, positive attitudes about what is acceptable and unacceptable to society. Language becomes a way of learning about other cultures. Learners learn about the ways of life of other nationalities and ethnic groups.

Challenges: It has been noted that as teachers attempt to make learners multilingual they allow learners to switch between languages, an example being *Xhosa* and English. This leaves learners with gaps in both languages. The researcher subscribes to the idea of making learners learn the second language at a later stage because from the study undertaken it has been noted that learners write a lot in their mother tongue. Not much was written in English, which was different from what one of the teachers said during the interview where she claimed that learners like to use English. Even the stories told were mostly told in the mother tongue, only one story was told in English. Maybe teachers did not want to be seen grappling with the second language in front of someone else.



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It has been noted that teachers are still grappling with some aspects of the curriculum. For example, when learners have misconceptions about an issue, teachers were not seen correcting or addressing those issues. They simply accepted all answers. This is one of the misconceptions about the outcomes based approach that whatever learners say is correct.

Teachers still have problems in understanding what learner centredness, scaffolding and Zone of Proximal Development entail. When they talk about group teaching they mean teaching the whole class with learners seated in groups. Engaging learners in interactive tasks means to them cutting and pasting pictures rather than being the active participants cognitively. Maybe these aspects are a weakness of facilitation during the face-to-face sessions in the programme under study. There is a need to establish how effective these interactions are during face-to-face sessions. Teachers who are in the programme need to be supported on how to adapt the activities and approaches that are suggested by *imithamo* so that the impact can be seen across the teachers' daily practice.



Due to positive practices observed in the classrooms of teachers enrolled in the programme the following recommendations are made:

- Teaching approaches need to be changed so that language is consciously taught within the social context to encourage communication.
- The use of pictures should be seen as a vital component in teaching. For instance, teachers should provide learners with pictures to facilitate discussion and thought in language. Teachers also need to be observant in their classes so as to understand the body language of learners, as it conveys a message that can be of great importance to the teacher.
- Teachers should be encouraged to make greater use of stories as a powerful means of teaching communication, since they provide rich opportunities for learners to read, speak, and predict, thus engaging in the linguistic competences that have been mentioned before. They also stimulate curiosity, thus encouraging learners to find out more.
- Presenting learners with these opportunities is likely to stimulate them to engage in discussions, thus encouraging speaking and promoting the acquisition of discourse competence.

- Language teachers need to accept the challenge of developing professional knowledge and expertise through reflection on their lessons and on the performance of their learners.

Conclusion

Literature that has been reviewed and past studies are suggesting that language is an important means of communication, and as such it should be learnt within a social context because it is through social interaction and exchange that children are able to construct knowledge in their minds. It is therefore important for teachers to see how they can use the social context in order to achieve the educational goals, since learners are seen amongst other ways, to be learning better from didactic exposure.



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APPENDICES

1. Sample of registered teacher interview
2. Sample of learners interview
3. Sample of non-registered teacher interview
4. Stories of pictures
5. HIV story
6. Story of a prickly pear - *itolofiya*
7. Pictures of people in love
8. Work showing plurals
9. Afrikaans lesson
10. Grammar lesson – Relationship
11. Mandela picture
12. Helicopter
13. Story
14. My Parents – *Abazali bam*



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APPENDIX 1 TEACHER INTERVIEW (Semi-Structured)

- What do you think of the lesson you have just presented? (Prompt feelings)
- Do you believe in the strategies you used as you facilitated the lesson? Why? What aspects of umthamo are of value?

PROMPT

- What did you like? Why?
- What did you dislike? Why?
- How did you teach language before?
- What changes are there now?
- Who benefits?
- What do you think your learners gained from the use of the new approaches?
- How do you try and control learners who come with unwanted answers?
- What have you gained as a teacher from the use of the two language modules?
- Is the use of the *imithamo* helping you in any way with the teaching of the new curriculum?
- Prompt (whether the teachers understand their roles in the teaching and learning situation.)



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APPENDIX 2: Learner Interviews

- What do you like most about language lessons?
- What do you like about pictures?
- What do you like about stories?
- What would you like to see happening everyday when you get to your class?



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APPENDIX 3: TEACHER INTERVIEWS (Not studying with the programme)

- What do you general do to prepare for the teaching of language lesson?
- How do you teach grammar?
- How do you teach essay?
- How do you deal with reading?
- How related are the issues raised to the Revised National Curriculum Statement OBE?



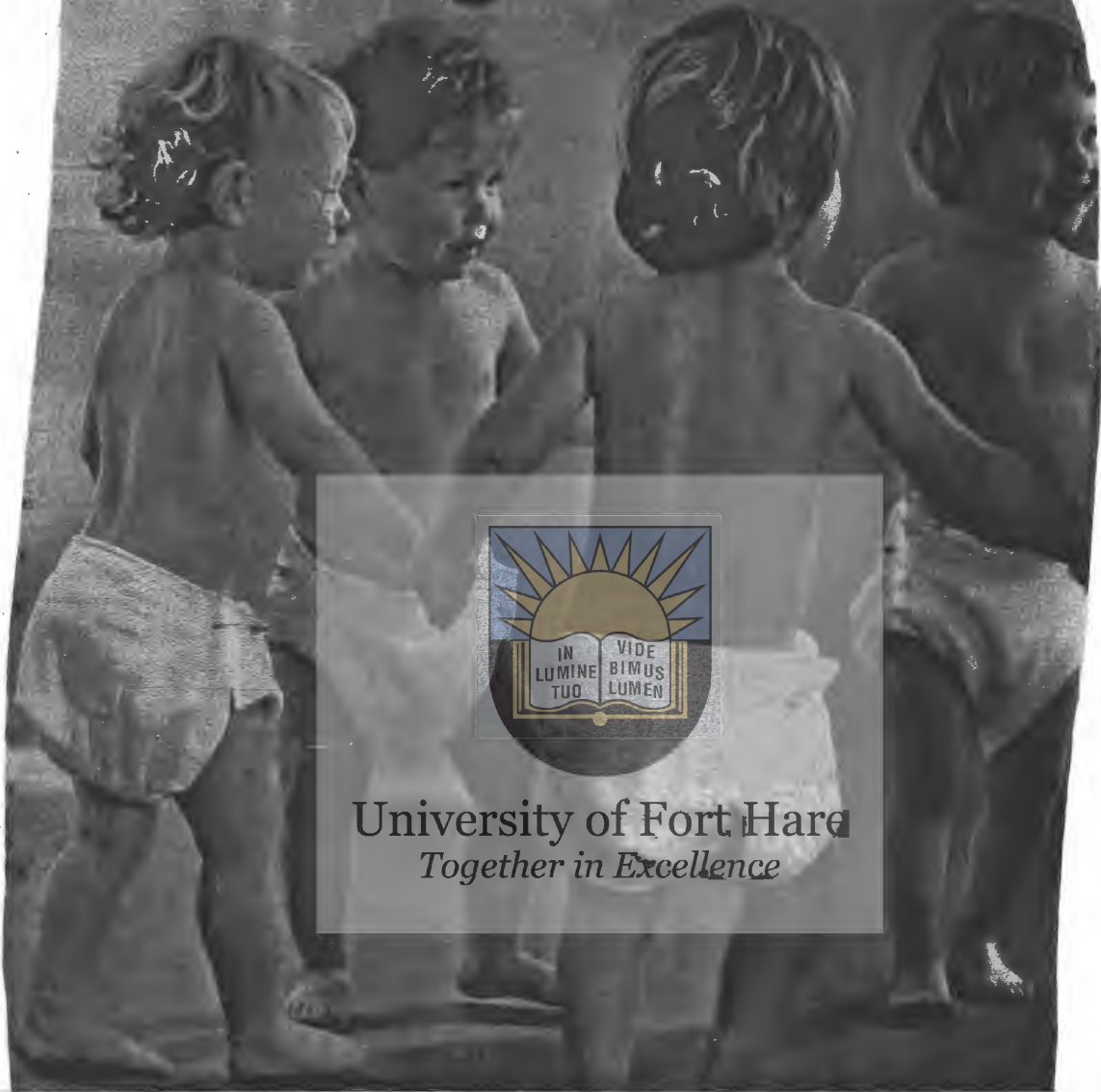
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Molweni nde ngu Sibulde

- (1) Lemntu ungu sisi wonwabile
- (2) Letuti skagumbanga skancumanga
- (3) Letata ungemva uyavuya
- (4) ababantu bayafotava
- (5) letata uyayithandabente yenzwa apha
- (6) lesisi engathi uyagobola
- (7) lebhuthi unike wuti emnyama
neshethi embhophe kunye neggina.
- (8) Bathi inoba inkle lento bayenzayo

daycare

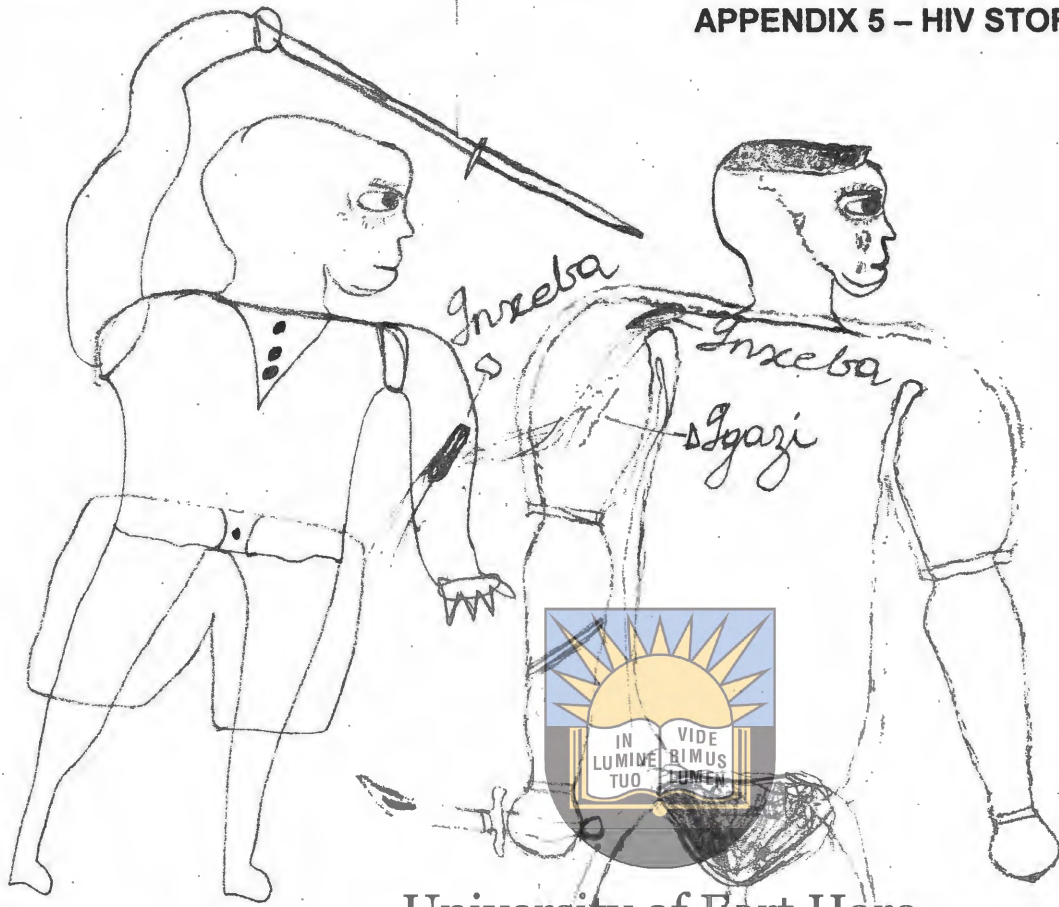


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Appendix 4

- 1) Siyadlala sonwabile.
- 2) Siyahlaka riyajikeleza.
- 3) Sibambene izandla.
- 4) Amagama ethu Anelisa, bduwa, jingzi
Linaso.
- 5) Sihamba pangaga.
- 6) Inobabathi asicingi mama natata
sonwabile.

APPENDIX 5 – HIV STORIE



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Ababantu babini bayalwa
 Bayalwabana amahxeba iqazilomnye eliwela
 komnye Inxebeni ukhanti omnye wababala
 ukhantsho nowanz kagawulayo wamosukela
 omnye noolokhobo hambanjalo ukhantsho ngwa
 ne kagawulayo ngegazi basitambuku
 phakathi Inxeba isilonda iqazilomnye umntu
 Singazikhuselanga ngezikhuseli

APPENDIX 6 – STORY OF A PRICKLE PEAR

Itoronyu

Hoyuya hoyuya

nammariye ndizaku

thetha ngeto lo fi-

ya itolo fuya niyayi chukela

niyayi aha izimelile namba

or wanyama nuntso koloku

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niyayi aha izimelile namba

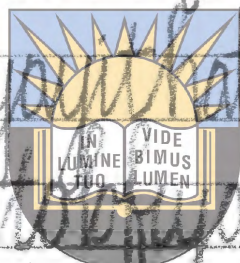
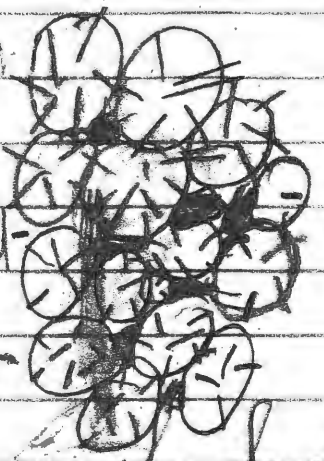
Koloku itolo fuya namawa uya

hamba nathi nezihwanuana zi-

zizimela mandwalise bharani

20/04

AP niwe Goduka



Wednesday

25. Augu August

1. one box ten - boxes ✓

2. one glass many - glasses ✓

3. one class four - ✓

4. one dish many - dishes ✓

5. one wish three - ✓

6. one cat many - cats ✓



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25/08/2014

7. one boy many - boys ✓

Monday

30 August

(a) faces ✓

(b) Marketes ✓

(c) Shops ✓

(d) carpets ✓

(a) wishes ✓

(b) dishes ✓

(c) mummies ✓

(d) babies ✓

(a) buses ✓

(b) earpets ✓

(c) ladies ✓

30/08/2014
(d) catshes ✓

Tuesday

24 August

1. What kind of animal was Vava?

Vava was a dog.

2. What did he want to find on his journey?

he wat to fand a friend

3. Who was the first living thing he met?

Mother she was sweeping.

4. Which living was cleaning its fur?

The living land thing.

5. Which thing was ploughing the land?

The Farmer ploughing the land.

6. What was the horse doing?

the horse eating grass.

7. Name one thing Vava could do for the little boy?

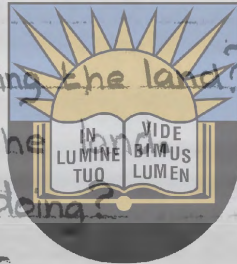
Vava could help him strengthen

8. Name one thing the little boy could do for Vava?

little boy can give Vava water.

9. How did the story end?

Vava Heve a friend.



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Handwritten notes at the top of the page, including the word "stuur" and other illegible characters.



kop
hand
oog ✓
neus ✓
mond ✓

arm ✓
hand ✓
vinger ✓

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knie ✓

voet ✓
vinger ✓

Tone

GOOD!

Et Hosiangile
31-01-2005

Tuesday

11 May

1. am is are

2. Bongji is 10 years old
and new at this school.

3. They are not new.



11/05/04

Wednesday

12 May

11/05/04

1. am a girl
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2. Sipho is smiling

2.

3. Khanyisa are running



11/05/04

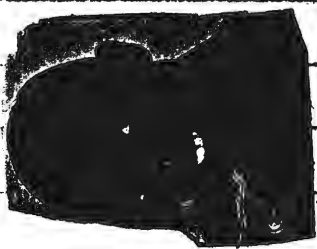
1. Khanyisa and Linda and Fak
are sitting

13/05/04

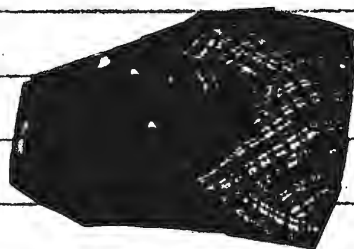
to

APPENDIX 10 - GRAMMAR LESSON RELATIONSHIPS

gentlemen



boy

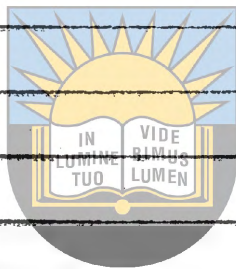


boy

Good

people

runners

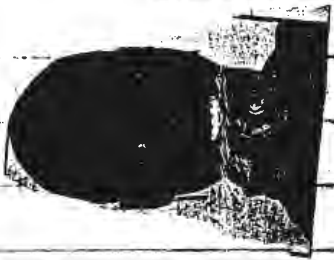


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boy

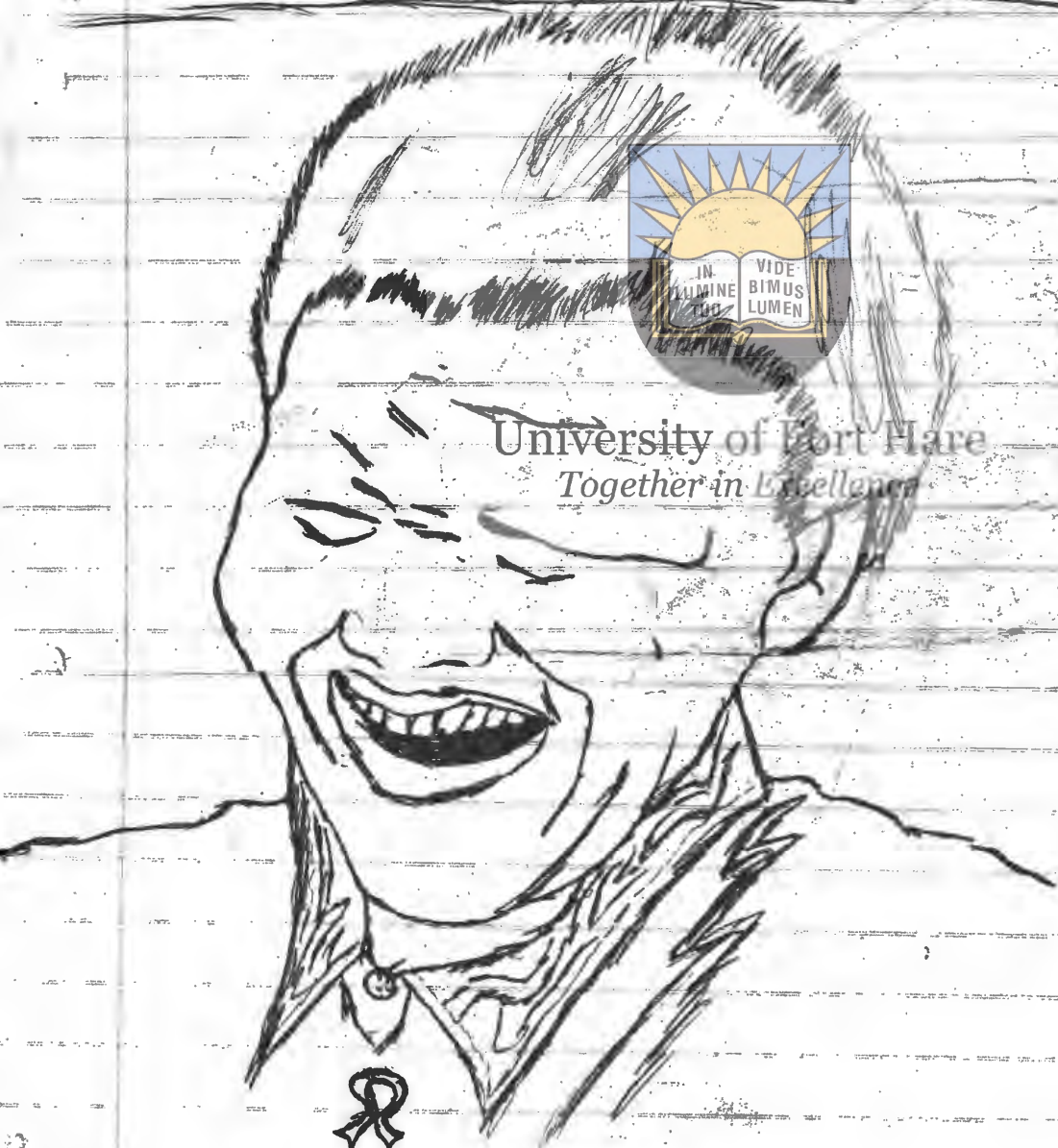
boy



girl

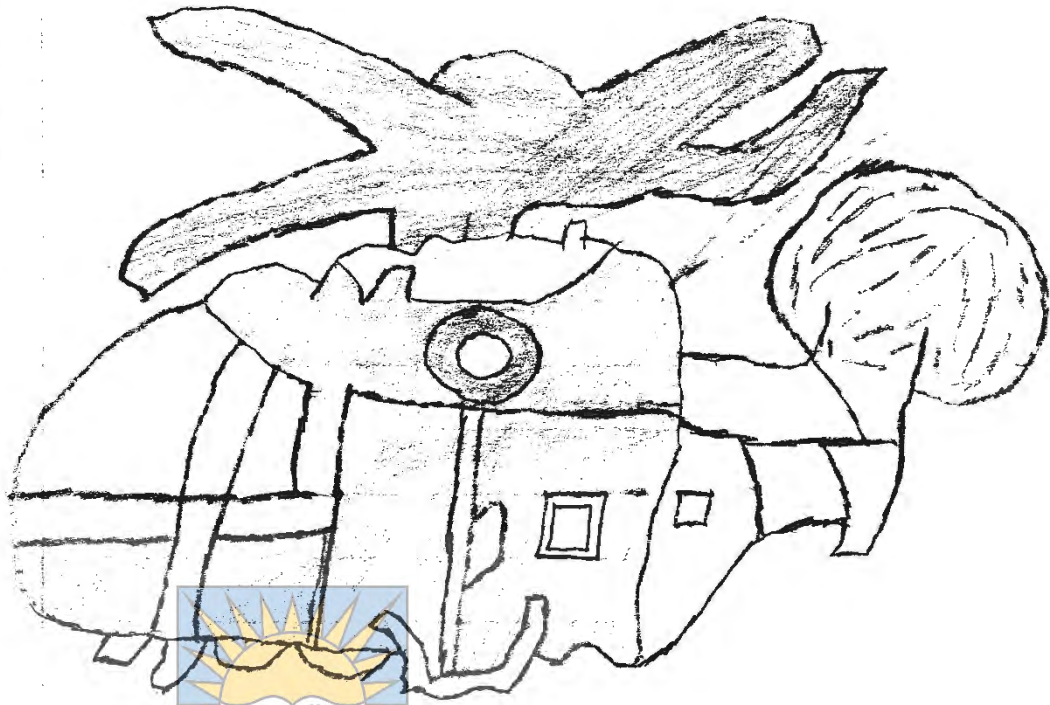



boy



1. Nelson Mandela born 1918
2. Mandela is a great leader and a great man
3. Mandela is a great man

4.
5.




 Ndinyayi thanda ihelikopta. Ihelikopta
 ihambisa abantu ibasekude. Iihakhu-
 lu kukhwela amajoni. Ihelikopta xa yi-
 phezu ibancini xa isezantso inkulu.
 Ihelikopta xa inya endaweni ijikangohu-

Phenya Uye

Kwa tiki kaka lokungantsoni
 Kwawukukho imntwana kwawukha-
 lakubaf omncici wakhe yayi -
 nomntwana oyinkwe ikwe
 komntwana intle loyinkwe yam ngantle-
 kwawukha ayinkwe kwata lomncici
 waye enabo abantwana naba mci. Naba mci-
 abantwana bakhe waye nam ukuba
 baabiza waye bayibhe ekwiyalida. Yama
 lolinkwe kwawukha kwatamci iminyaka
 bathule. Bathule waye uyameze nokuba
 kuthiwa makhenge. Weni Wenye meze uyame-
 zela nam ukwela kwade kwawukuzuzuku-
 gqibela. Muhamela amagqibeli. Sinalemi
 kabe abantwana bakatamcide angathia-
 andaweni. Bathule waba ngumundani.
 Ntrapho uphuma izandla. Makhulu umvuzo waba
 onyamazela ye. Kwawukukhulungileyo.

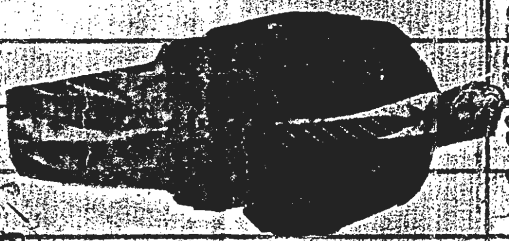


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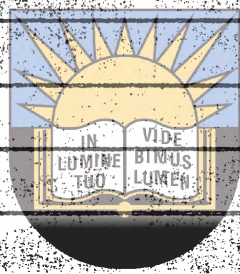
Phela. Phela ngantsoni

Mother - Mom

Father



Seventeen



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John

Robert

Joseph

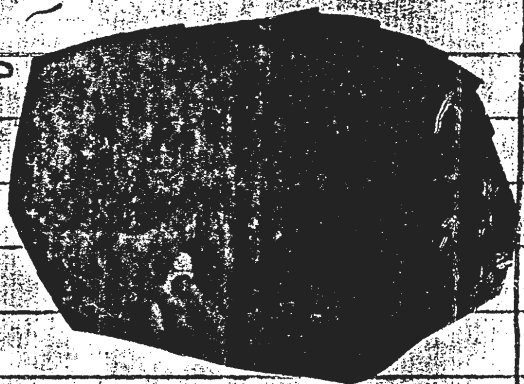
William

Middle

open

Female women

mothers



Johny

