

**TEACHING ENGLISH AT A COLLEGE OF EDUCATION-  
A CASE STUDY IN TRANSFORMATION**

**by**

**KISTAMMA SUBRAMONEY**

**Dedicated to my late parents, Mr and Mrs Annamalay Govender who were illiterate as far as the English language is concerned.**

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## **PREFACE**

South Africa's decade of democracy inevitably gave rise to a transformed South Africa. She enjoys international status in the world and is one of the foremost countries in Africa. This status requires communication to engender good relations.

Language is one of the key issues facing South Africa. There are eleven official languages in South Africa alone and a host of other languages in the world. English plays a very important role. It has become the lingua franca for South Africans.

This qualitative case study investigated how English was taught to primary school pupils. Five teacher-trainees were observed and the lessons they delivered were captured on video camera. The trainees and the pupils have as their mother tongue, Xhosa.

The researcher used purposeful sampling when selecting the teacher-trainees. The schools chosen were in close proximity to the college where the trainees lodged. This was convenient and economical.

The purpose of the study was to establish how orientated the trainees were towards the communicative approach, the recommended approach by the Collegiate of Education, an arm of the University of Transkei. All colleges of education in the former Transkei fell under the jurisdiction of that Collegiate.

Another factor was the transformation and its impact in the classroom. This study addressed the following issues.

- \* Colleges of Education in transition
- \* General educational transformation
- \* State of feeder schools
- \* Culture of learning and teaching

The literature study included current changes in education that appeared in newspapers of the day. The paradigm shift from the apartheid system to present day was examined in this qualitative research.

The focus of this empirical study was on the method of teaching English adopted by the teacher-trainees. Left to their own resources, the trainees delivered lessons. The data obtained from these lessons were analysed and interpreted using an evaluation sheet.

There was clear indication that the lessons generally were teacher-centred. There was a lack of healthy communication in the classrooms. The passive pupils responded to questions posed by the trainees. The pupils were not

given much chance to talk freely to the trainees or even among themselves, though they were seated in groups and groupwork was indicated..

Emerging out of these findings are implications for all concerned : the prospective and present teachers ; tertiary teacher training institutions ; and the Department of Education.

In conclusion, there is recommendation for INSET and PRESET training for teachers, not only for English language teaching but also other subjects across-the-curriculum as the medium of instruction in a majority of schools in South Africa is in English.

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### **List of abbreviations**

CASS	Continuous Assessment
CCERSA	The Committee of College of Education Rectors of South Africa
CHE	Council on Higher Education
CLT	Communicative Language Teaching
COLT	Communicative Orientation of Language Teaching
D.C.E.	Department of Collegiate Education
E.L.R.C.	Education Labour Relations Council
HEDCOM	Heads of Education Departments Committee
H.O.D.	Head of Department
INSET	In- service Education and Training
LLC	Language, Literacy and Communication
M.E.C.	Member of the Executive Committee
NCHE	National Commission on Higher Education
OBE	Outcomes Based Education
PRESET	Pre- service Education and Training
SATEC	South African Teacher Education Community
SADTU	South African Democratic Teachers' Union
U.D.W.	University of Durban Westville
UNISA	University of South Africa
UNITRA	University of Transkei

## Translations

Libertas, dulce auditu nomen. Livy  
Freedom, a name sweet to hear.

Tempora mutantur, et nos mutamur in illis. Anonymous  
Times change, and we change with them.  
(Quoted in Harrison, Description of Britain, 1577)

Non scholae sed vitae discimus. Seneca  
We learn not for the school but for life.

Res loquitur ipsa, quae semper valet plurimum. Cicero  
The fact itself speaks, and this always avails most.

Ut sementem feceris, ita metes. Cicero  
As you sow, so will you reap.



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# TEACHING ENGLISH AT A COLLEGE OF EDUCATION- A CASE STUDY IN TRANSFORMATION

*Libertas, dulce auditu nomen. Livy.*

## Chapter 1

### 1.1 Introduction

The year 1994 was an historic one for South Africa. She had undergone a metamorphosis of an unusual nature. The iconoclastic experience was the consequence of the elections of 1994. The new image that resulted is the face of democracy. This face has launched new ties with the rest of the world; opened doors to nations; wiped out repressing sanctions; and rejuvenated a country with a moral and spiritual upliftment:

Liberation is thus a childbirth, and a painful one. The man who emerges is a new man, viable only as the oppressor-oppressed contradiction is superceded by the humanization of all men (Freire 1972:25).

With a new democracy, inevitably comes change. This transformation then is the new order. For change to succeed, there has to be remodelling, a paradigm shift. The oppressed now rule. For transformation to succeed the present government must create novel situations. Paulo Freire asks,

How can the oppressed, as divided, unauthentic beings, participate in developing the pedagogy of their liberation (Freire 1972:25)?

The present government has political power to bring about change. Change has to take place in all spheres from land to education. Transformation should be planned “with” the people than “for” them for successful implementation (Freire 1972:25). It should be a collaborative undertaking.

## 1.2 Background

Policy makers are trying to improve educational practices in South Africa today. The emphasis is on a culture of learning and teaching and discipline. These have been told to educators over and over again. How these are going to be achieved would depend on the educators themselves, parent bodies, governing councils, and non-governmental organisations and of course, on pupils, students and principals. There is room for research in this area.

Since research has one prime goal “discovery” (Leedy 1992:8) the researcher ought to discover, expose and find reasons. Various researchers and investigators have for long done research in education dating from the Middle Ages. The church then “stood firmly astride the practice of empirical investigation” (Leedy 1992:9). Throughout the world research is encouraged from space to education to human life. In the new South Africa with regard to education, as stated in the White Paper,

Every person is guaranteed the right, to freedom of conscience, religion, thought, belief and opinion, which shall include academic freedom in institutions of higher learning (White Paper on Education and Training 1995:43).

In the current dispensation there is a uniform education system for all races, colour and creed. The Bill of Rights states:

Clause 29 (1) everyone has the right-

- (a) to a basic education, including adult basic education; and
- (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(The Constitution of the Republic of South Africa 1996:14).

In the Green Paper (1996:35) the ministry showed concern in the National Commission on Higher Education, remarking, “There is a stark race, gender

and institutional imbalance in participation in research activity.” Further, “The Ministry agrees with the NCHE that the current capacity of research in higher education must be increased...” (Green Paper 1996:35).

In the Eastern Cape, confined to the former homeland, Transkei, not much research has been done on the teaching of English to pupils and students whose mother-tongue predominantly is Xhosa. Alan Weimann (1996) researched Communicative Language Teaching in English second language classrooms in the former Ciskei, another homeland adjacent to Transkei. His focus was on teaching methods and teachers’ responses to educational innovations. His findings stressed the need for sound pre-service training coupled with commitment on the part of the teachers.

Though English is a second language in the Transkei, in certain departments, especially in education, English enjoys a first language status. Except for the mother tongue paper (Xhosa), all papers in all subjects are written in English in schools and colleges. This fact indeed stresses the need for a good foundation in English for successful communicative competence. This study examines the communicative competences of teacher trainees in the former Transkei in the teaching of English.

All teacher training institutions in the Transkei were affiliated to the University of the Transkei (UNITRA) in Umtata. UNITRA set, marked, moderated and processed the results for all Diploma examinations for the final years. Even set books were prescribed by UNITRA. Once a year, members of the Department of Collegiate Education, an appendage of UNITRA visited colleges in an advisory capacity. Lessons in all subjects including English were demonstrated to the collegiate team. Chapter 2 will reveal the latest on the control of UNITRA over the colleges, including the one in this case study, in the former Transkei.

In the new South Africa the status of English has involuntarily risen. With foreign nationals coming in, it has become the lingua franca of South Africa. In the Green Paper (1996:75) it is clearly stated that “The position of English

as the national and international academic *lingua franca*”, be considered. Multilingualism promotes the status of English. The use of English as a medium of communication is wide. Most of the printed media are in English. English is the language of technology and commerce. Computers, ATM machines and photocopiers are but a few examples.

“It is a marketable, practical skill, like computer programming.” (Muchiri, Mulamba, Myers & Ndoloi 1995:188) This is the view of this team of researchers who researched the status of English in some countries in central Africa.

English is also a marketable language in South Africa. It is the language of interaction and communication between South Africa and the rest of the world. Among eleven official languages in South Africa, English enjoys prominence. Since this is the case, research is a necessity to illuminate the problem areas and improve the use of the language. If the language ability of teachers at the college is researched, then problems would be identified and possibly remedied so that these very teachers would give forth an improved taught English, thereby improving educational practice for outcomes and value-based education.

Today education is being levelled. All strata of educational institutions and departments enjoy equal opportunities. A single matriculation examination is foreseen for all schools in South Africa. Curriculum 2005 is another milestone in education. Success of it is still to be experienced and much research is being conducted.

### **1.3 Problem Defined**

The standard of English and the teaching of it in the Eastern Cape has not changed much from the old dispensation to the new. There has to be some restructuring of the weaker areas for an overall improvement. Impact of the new controlling body at Bisho is through documents, personal visits, faxes and the telephone. Often a rector or a district official has to travel to Bisho to

solve financial and administrative problems. Travelling from north to south one could easily take 6 to 7 hours. Before taking such a journey one must consider the money and time involved and an available vehicle.

From as early as 1990 numerous workshops and meetings were held in the Eastern Cape to co-ordinate all departments of education. Mncwabe succinctly enumerates the existence of these departments thus,

Yet there are still 19 departments of education: five administering white education, one each for Indians and coloureds, 11 (eleven) for black education-in and out of “independent” homelands and “self-governing territories”- and one umbrella department controlling the purse strings and setting different “norms and standards” for the rest. (Mncwabe 1993:34).

With these many departments, where did the colleges of education feature? Concerning teacher training colleges, leaders of the various departmental colleges gathered to strategise a way forward. Parameters were designed and formats of question papers were discussed and drawn up. And it ended there.

As mentioned earlier on page 3 of this study, the University of Transkei controlled all teacher training colleges in the former Transkei. The other colleges in the Eastern Cape, not in the former homelands, were working independently with other universities in the Eastern Cape.

The University of Transkei formed the Department of Collegiate Education (D.C.E) that was solely responsible for all the colleges in the Transkei. This body guided colleges and supplied curricula. Up to December 1997 the University of Transkei had full control of all her colleges. After 1997 it was stated that the provincial department would take over the control of colleges. Lecturers were then in a quandary. Syllabi were sifted, selected, dismantled then combined for all colleges of the Eastern Cape. Lecturers had to wait patiently for further details on restructuring from the department at Bisho.



Besides the administrative problems mentioned above, there were other problems foreseen by the lecturers of English. The syllabus for teacher education was prescribed by the University of Transkei and the same was being followed in 1988 at the inception of the college selected for this case study till its closure. The syllabus itself needed overhauling, especially in the selection of set books and poems to be studied. The following problems were experienced:

- i) With the Senior Teachers Diploma the current matriculation set books were followed. The students were post matriculation trainees both in Senior Teachers' Diploma and Primary Teachers' Diploma. One or two set books from first year university syllabus added to the college syllabus would give credence to the quality and strength.
- ii) Some poems for a diploma examination purposes lacked depth and content for adult study. The same poems studied by standard 5 pupils in schools were prescribed for first year teacher trainees. The pattern was the same for second year trainees who followed standard 6 set books. Primary Teachers Diploma candidates for their final examination were examined on the standard 7 set books in the final year teacher's examination.
- iii) Especially with Primary Teachers Diploma trainees abridged versions of Shakespeare were prescribed when complete versions were studied in standard 10.

The point here is that the teacher trainees were examined on work of a higher standard in the matriculation examinations. At the college level the study of literature has to be challenging. There has to be careful and deliberate choices. For prospective teachers who are adults, more complex material is imperative. With a lack of library facilities the problem of additional reading is compounded. Some poems can be categorised as limericks and nursery rhymes. Appreciation is limited because of a lack of indepth study. A superficial reading is all that is required. Two anthologies include 'Links in a

chain' compiled by Murray and 'Once Round A Star' by Brindley. Murray states in his introduction that, "The poems in this anthology have been written for children." Brindley's subtitle reads "Poems for secondary school students." The methodology paper required that trainees know these poems for practice teaching. The content paper should require of trainees to study poems of a higher category.

- iv) The study of Shakespearean texts presents another problem. The language is different from normal everyday prose. The vocabulary that is unique to Shakespeare presents a foreign language problem to Xhosa students.

Knights reasons thus:

For one thing, our students have been brought up on modern prose drama, and it is sometimes quite a struggle to interest them in the power of the verse (Knights 1976:16).

Innovative ways have to be devised to make Shakespeare interesting and enjoyable. Furthermore,

A good literature course is a means of stimulating and extending students, as well as offering personal development. It is an essential preparation for teachers who will be guiding and facilitating the personal and cognitive development of young people (Ridge 1990:37).

Ordinary verbal communication in English makes the students at the college uncomfortable. They are afraid to talk for fear of expressing themselves poorly and being embarrassed in front of friends and lecturers. This lack of confidence prevails chiefly in the spoken word than in the written word. Most of the time trainees converse in Xhosa in and out of the campus. They hear and speak English in an English lesson only. In other subjects, often the lessons are taught in the mother tongue. Surprisingly enough they have to write all subjects, except Xhosa, in English. They do not hear enough English to help them understand the wordings of questions in all subjects. How much

can the poor lecturer of English do when other lecturers themselves, indulge in Xhosa in communication with students?

Methodology of teaching English is another matter for discussion. Students have not mastered the art of the communicative approach to teaching, a paradigm for English across the curriculum teaching. Even when a lesson is started communicatively, invariably ends traditionally. The image of the teacher standing in front of the class of passive learners is in vogue. Although the traditional method does have its merits, the researcher maintains that something must be done to get pupils out of their shells and participate in the lessons. In chapter four, how freely pupils responded in the classroom will be elaborated upon.

The researcher had observed that most teacher trainees find difficulty in formulating questions. The interrogative pronoun and the interrogative adjective enjoy the same fate. Literal translations from Xhosa to English are not uncommon.

With English prioritised, transformation in teaching and communicating in English is a necessity. There should be commitment to uplifting English by all stakeholders.

Stonier reveals,

One of our biggest problems in English language teaching in South Africa is that many teachers of English to non-English-speaking pupils are not fluent English speakers themselves (Stonier 1992:15).

The unfortunate pupil would not hear much spoken English and consequently he himself would speak less.

In support, Turkington, Southey & Gilfillan maintain that,

It is also a positive response to the growing conviction in research and writing about language learning that the greatest development occurs when learners are engaged in communicative activities which are intrinsically worthwhile from their point of view (Turkington, Southey & Gilfillan 1991).

There is need to adapt and adopt and vice versa. Transforming of English should start at primary school level. Minister S.M.E Bengu, has introduced Curriculum 2005 to schools in South Africa. The year set for implementation was 1998. "Out with the old, in with the new." It is hopeful of

equipping all learners with the knowledge, competences and orientations needed for success after they leave school or have completed their training. Its guiding vision is that of a thinking, competent future citizen" (Bengu 1997: Foreword Curriculum 2005).

Aspects that could be investigated in this study are:

- Poetry of different levels for indepth study for first and second trainees
- Everyday prose pitted against Shakespeare
- Spoken and written word
- Communicative versus traditional teaching methods (by teacher trainees in surrounding schools)

#### **1.4 Aims of the Study**

- 1) To investigate how far the teaching of English has been transformed in a historically black teacher training college under the new dispensation.
- 2) To find out how successfully teacher trainees facilitate the learning of English and "become change-agents in those areas where change is necessary"(Committee on Teacher Education Policy February 1996:7).

3) To encourage prospective teachers to develop the knowledge, skills and values to become good teachers of English.

In order to achieve the above aims the researcher will:

- a) observe
- b) use video-taping
- c) collect written views and opinions
- d) use elicitation
- e) demonstrate
- f) guide
- g) facilitate

This research will spell out how effectively the subjects used in the research are able to cope with the changing education system and whether their methods of educating learners have transformed.

### **1.5 Motivation for the Research**

Under the new dispensation colleges were allowed more freedom in developing their own curricula in collaboration with the affiliated university. Norms and standards were outlined in the document compiled by the Committee on Teacher Education Policy February 1996. Teacher education is competence based.

Research is invaluable today since we are going through a transition with innovations, changes and experimentations. Ways have to be found to get teachers to teach effectively. To initiate this process, one has to start at the colleges.

Colleges of education are in transition, “to a democratic, non-racial, non-sexist, equitable society...” (Norms and Standards for Teacher Education Committee on Teacher Education Policy 1996:7) where extreme backlogs in education have to be considered.

Research would indicate clearly how transformation has taken place in a teaching college in Umzimkulu. Also to assess whether new methods and knowledge would improve teacher competences.

The researcher was associated and had been for ten years a lecturer at an institution, lecturing in English. Armed with this experience and being on site, the researcher would be able to record observations and assess transformation personally. (More on role of the researcher in chapter 4.7).

Stated in the Green Paper (1996:74), the Ministry supports the National Commission on Higher Education that “language of tuition and communication can become a barrier to access or a factor contributing to failure.” Investigation could possibly demarcate areas where English as a language medium is a “barrier”. Effective measures can be taken to improve competence within the parameters of the curriculum.

It has been proposed that an educational degree or diploma to be accredited be endorsed with two languages. Since English would certainly be one of the two, it shares prominence. The teacher education institution can issue statements indicating the student’s competence in two languages. This could be regarded as an added bonus.

## **1.6 Research Method and Design**

The researcher sees the narrative method as best suited for this type of research. At present transformation is taking place in education. The latest information is relayed through television, radio, in the printed media and in official documents, brochures and circulars. Further information will be collected by observation and written records. Human action is influenced by the environment. In this study, the site is the college itself. All data would be collected and synthesized. The research by nature is heuristic.

All data collected would be investigated and recorded. Information gathered would stem from the life-world of subjects. The researcher will focus holistically on the problem, that is, the mode of teaching.

Hypotheses would be verified and data collected on various phenomena. Each will be studied carefully before recording. Results will be presented in words.

As research progresses, the research design may be reformulated and adapted.

### **1.7 Chapter Division**

CHAPTER 1: Statement of the Problem and Background

CHAPTER 2: Literature review

CHAPTER 3: Research design

CHAPTER 4: Research findings and interpretation

CHAPTER 5: Recommendations and Conclusion

*Tempora mutantur, et nos mutamur in illis. Anonymous.*

## **Chapter 2**

### **2.1 Introduction**

Now that the euphoria of democracy has settled, Thabo Mbeki's African Renaissance needs a boost. With the re-affirmation of the ruling party for a second term given on 2 June 1999 means delivery, transformation and upliftment in all spheres of a South African society. Society wants to see change, a rebirth and a re-awakening. Humanity must be restored to those on whom it was denied. Oppression in all forms must be eradicated. How far have we succeeded since 1994?

The government is responsible for transforming an education system that had been flawed for so long, an education system that was based on race and colour. The task ahead will not be easy. Nadine Gordimer rationalises the task thus,

We have lived five years of freedom. Whatever the frustrations as well as the triumphs we've tackled, it is an achievement placed toweringly beside the years of apartheid racism and before them the years of colonial racism- five years against three centuries. (Gordimer1999:21).

Education is the most sensitive of all issues pertaining to governance of a country, more especially so, to South Africa where racial prejudice and discrimination existed. It has damaged the majority of the people, the Blacks. Dr. Verwoerd, (Verwoerd as government spokesperson) maintained that,

The Bantu must be guided to serve his community in all respects. There is no place for him in the European community above the level of certain forms of labour (Mncwabe 1990:21).

To uproot the above practices, the present government has a mammoth task



ahead. This government is acutely aware of the need for change in all spheres of government. Statements made by the then Minister of Education support this view.

Our message is that education and training must change. It cannot be business as usual in our schools, colleges, technikons and universities. The national project of reconstruction and development compels everyone in education and training to accept the challenge of creating a system which cultivates and liberates the talents of all our people without exception (Bengu 1995:5).

Some questions asked by Paulo Freire are pointers for transformers in South Africa:

Who are better prepared than the oppressed to understand the terrible significance of an oppressive society? Who suffer the effects of oppression more than the oppressed? Who can better understand the necessity of liberation?" (Freire 1972:22).

Most of the members of the government were the "oppressed". They have experienced oppression, for some of them, at the highest level. This experience would make them appreciate democracy and freedom to the fullest.

How change had been taking place and is taking place will be elaborated on in this chapter. The researcher will briefly review educational transformation from highest to lowest from universities to schools before shifting to the focus of this research on colleges of education in the former Transkei.

## 2.2 Educational Transformation

In the previous status quo, education was racially segmented and racially funded. All sectors of the educational system were demarcated thus:

Universities and Technikons highest on the hierarchy; then came colleges of Education, Agriculture, Nursing, Technical and others; Schools senior and Primary: Pre-primary.

For educational reform, there has to be “a new mindset for change” as Fullan puts it (1993:3). Change is not easy. Some people cannot accept change readily. Change is fraught with tension, contradictions, inclusions, and exclusions. Reconciliation and compromise are some of the ingredients for successful change and transformation.

Education should be seen as a unified organisation for complete transformation. Transformation of small units singly and separately may not achieve the desired goal. One stratum affects the other, either up or down, as the case may be. In support Michael Fullan (with Watson) concludes

- \* Schools/ school systems and universities (at least faculties of education) need each other to be successful.
- \* Working together potentially can provide the coherence, coordination, and persistence essential to teacher and school development.
- \* Both parties must work hard at working together – forging new structures, respecting each other’s culture, and using shared experiences to problem-solve by incorporating the strengths of each culture.
- \* Strong partnerships will not happen by accident, good will or establishing *ad hoc* projects. They require new structures, new activities and a rethinking of the internal workings of each institution as well as their inter-institutional workings (Fullan 1993:96).

The central theme of the literature review is transformation of the education system. The researcher has included universities, colleges of education and schools undergoing transformation. Universities depend on schools for candidates. Schools have to fulfil requirements of the university for entrance. Curricula would come under scrutiny by both sectors. Partnerships are needed for successful transformation.

Colleges of education are involved in the training of teachers. Universities also train teachers-to-be. Here again inter-institutional co-operation is necessary. More of this will be discussed hereunder.

There is one education system for all South Africans. Bengu's greatest achievement was doing away with the 17 ethnic- and race- based apartheid systems of education and replacing them with a single non-racial and democratic system open to all (SADTU 1999:2).

This is a highly commendable accomplishment for South Africa. Hopefully, there would be a drastic cut in expenditure with the reduction of racially-based departments and current educational institutions would be transformed. The researcher will examine some aspects relevant to the research.

The researcher will now focus on transformation of higher education sector of education and schools. The South African higher education system is large and diverse. The college that is being researched (College A) is one of the teacher training colleges under higher education. Since College A is affiliated to a university, any transformation at the university would invariably affect the college. A look into transformation of schools that College A uses as feeder schools, is necessary as well, since any change that affects schools affects colleges.

“To transform” according to Oxford Dictionary means “to change the form or appearance or character or even alter out of recognition”. In South Africa, from as early as 1990 how has the education system been transforming? Has it

altered out of recognition or character? The change is to move from the apartheid based system that was rooted on racial lines to a democratic system accommodating all equally, respecting race, colour, creed and gender. To reach the goal there needs to be a change in the curriculum and the mindset of all the people of South Africa. A valid question is why a change in the curriculum? Where education content was not the same for everyone, it goes without saying that the curriculum needs to be revamped. This does not mean wiping out the old completely. There has to be high level selection and addition to accommodate all. This paradigm shift may not satisfy every individual but it has to be done. The effect of this shift on universities and colleges will be elaborated upon with literature supporting the movement.

A look at UNISA would reveal such transformation taking place. Change is seen at the very top of the institution of higher learning. Here is an example of a black woman being appointed to a position that was dominated by men.

Dr. Teboho Moja, Social Policy Advisor to the Minister of Education has been appointed chairperson of the University Council (Unisa News 1998:1).

In the same article transformation is indicated on page 3 thus:

Four of the 20 Council members are women. Eight members are blacks. The seven-member Management Committee of the University consists of four black members, and three white members, one of whom is a woman.

In the 125 year history of UNISA, it is the first time that a woman was elected to the position of Chairperson of UNISA Council, and a black woman at that. President Mandela himself praised UNISA on its transformation on 29 April 1999 (UNISA News 1999:1(2))

UNISA also views that

Education, training and development are important aspects of a

democratic, vibrant and prosperous society. The new education dispensation in South Africa stresses on an integrated approach to education and training of a good quality (University of South Africa CTD:undated:4).

It is claimed that higher education is only for people who could afford it, generally the advantaged people who are in the minority.

The higher-education system remains elitist and involves only 15% of the population between 20 and 24, the National Commission on Higher Education said yesterday (Sapa 1996:7).

The need to transform is urgent especially in student support, affirmative action and financing (Pretorius 1998:1).

Large companies and the government are giving financial aid to students provided they satisfy the requirements for entry to the universities. Some universities follow a quota system based on population groups. The Black students take up a larger proportion and the criteria are relaxed to a certain extent. Consequently, today the Blacks have easier access to tertiary education than before. Well and good, but coping with life at tertiary level can become stressful.

A look into the social life of students at universities is dismal. Sunday Times conducted a survey of 12 national universities, excluding UNISA as it is a correspondence university. The results were startling. 63% claimed that they were pressurised into sex; 20% have tried drugs; and 34% take alcohol for relaxation (Oppelt 1999:7). Perhaps the high failure rate of first year students may be attributed to the above or to experience of new independence or to a lack of commitment. Is distance education the answer?

Nevertheless, there are universities that have maintained a status quo and have become popular. University of Pretoria is growing in strength and numbers. Historically, it was a purely Afrikaans university. Today it boasts of two media of instruction and its stability and its distance education

programme. Though conservative in character the university has attracted Black students. “From fewer than 100 black students in the early ‘90s, the university the university now has 8,000 out of a residential component of 28,000” (Pretorius 1999:19).

A look at Stellenbosch University gives a different picture. It still appears to be “white” and is an Afrikaans institution (Ibid).

Witwatersrand, an English liberal university has a stabilised enrolment. But enrolments at historically black universities are declining (Ibid). They have their share of problems. Some are literally struggling. Fort Hare in the Eastern Cape “took a tough stand against non-paying students” (Higher Education 1998:5). Furthermore, faculties were reduced from eight to five, staff restructured and academic programmes reorganised in line with transformation.

The University of Transkei, to escape its financial woes- an expected deficit of R50 million at the end of the year – the University of Transkei has decided on the ‘painful’ option of retrenching staff and cutting the number of academic “faculties from six to three” (Ngani 1999:1). The reason given for this cost cutting was that student numbers dropped by 40%. The case study of this research, that is, College A is an affiliate of the University of Transkei, as a result anything that affects the above university filters to the colleges under its control.

Restructuring has also taken and is taking place at other universities as well. Noteworthy, are the University of Natal and the University of Durban – Westville. The former had to trim its language department (Dell 1997:1). The latter had to restructure and even close departments that were identified as “high risk” mainly in the foreign languages. Jobs were at risk (Govender 1999:1).

It is clear that transformation at universities is taking place, though at different paces. They are guided by the Higher Education Act No. 101 of 1997. Clause

2 of Rand Afrikaans University statute states clearly, “the University maintains and promotes the values and objectives contained in the preamble to the Higher Education Act, 1997 (Act No. 101 of 1997)”. Port Elizabeth Technikon also has as its guideline the same Act. Part of the preamble is mentioned below.

The Higher Education Act desires among other things to,

**RESTRUCTURE AND TRANSFORM** programmes and institutions to respond better to the human resource, economic and development needs of the Republic;

**PROVIDE** optimal opportunities for learning and the creation of knowledge;

**REDRESS** past discrimination and ensure representivity and equal access;

**PROMOTE** the values which underline an open and democratic society based on human dignity, equality and freedom.

South Africa Government Gazette 1997: Higher Education Act 101, Vol. 390 No. 18515 Cape Town PREAMBLE: 2.

That was an introspection into a few institutions of higher learning and the initial effect of transformation. The focus will now shift to colleges of education. The college under study in this research was one of the colleges of education. The effect of change in the new dispensation on that college and other colleges in the former Transkei would be highlighted from the early stages to the sad closure.

Questions were asked to the then minister of education, S.M.E. Bengu on the fate of colleges – the reasons for rationalisation, the future of lecturers, the uncertainties of admitting new students for January 1999. This assurance was given by the Minister,

The transition process will not be easy. It is not my wish that

there will be uncertainty at this point in time. The report by HEDCOM will now be dealt with by the Council of Education Ministers on 23 November 1998. Once a decision is taken those colleges that survive will be looked after. Soon after that meeting, urgent communication will follow (Bengu – Report compiled by Christo Rossouw, Communication Co-ordinator 1998 SATEC).

The problem of colleges began as early as 1994 with an interim constitution which brought a new epoch of transformation and national democracy. One provision of the Interim Constitution concerning higher education was that some of the tertiary institutions namely, universities and technikons would be administered by National Government and colleges of education by Provincial Government. This led to “fragmentation in relation to teacher education policy and administration” (Chairperson of Provincial College Rationalisation Task Team 1998:1). The Constitution of April 1997 saw changes in this system and colleges were placed within standards of national competence.

A look at Higher Education Act No. 101 Section 21 (1) The Minister may, after consulting the CHE and by notice in the Gazette declare any education institution providing higher education as-

- (a) a university, technikon or college; or
- (b) a subdivision of a university, technikon or college.

The Minister’s power does not end there. Section 25 of the same Act reads thus:

25. (1) The Minister may, after consulting the CHE and by notice in the *Gazette*, close a public higher education institution.

Colleges of education had been earmarked for closure by this very power. There were twenty two colleges of education in the Eastern Cape, of which fifteen were in the Transkei. There were too many for one homeland (May 1996, 30 April).



The Teacher Education Audit of 1995 found that the country as a whole, was overproducing teachers (Contextual Data for Planning the Rationalisation of Colleges of Education in E, Cape Clause 3.1). By July 1998 thousands of teachers in the Eastern Cape were unemployed. Most of these included the newly qualified teachers. The reason for this was that too many teachers were being trained not according to supply and demand. All received financial assistance from the government. Being unemployed, how would ex- students be able to pay back their loans to the government? This posed a huge problem. Furthermore, the average student-staff ratio at colleges in the Eastern Cape was 9 students to 1 lecturer (Ibid Point 5).

The professional mission of teacher education has been subverted by the presence of large numbers of students with no actual desire to teach but wanting an affordable route to a higher education qualification (Ibid No 3.1).

Recommendations included: that colleges of education be transferred to the Department of Education 1999/2000; some colleges remain as PRESET and be incorporated into higher education into an existing university or technikon; become autonomous with a stipulated enrolment of at least 2000 full-time students.

In most provinces, colleges buzzed with activity, restructuring and rationalising their institutions. In the Eastern Cape, in accordance with national norms, intake at colleges has been reduced. One college, having undergone internal planning, became the first pilot community college (Provincial College Task Team 1998: Restructuring and Rationalisation of Colleges in the Eastern Cape: 2 December). Some colleges drew up programmes which included distance education for upgrading unqualified and underqualified educators. Many meetings and conferences were held by various organisations and high profile persons, including the Minister of Education. Professor Mr S.M.E. Bengu answered thus,

We all know that in its determination to create a black middle

class to counter the political aspirations of the masses, the Apartheid government established colleges of education as if they were spaza shops. The result is a plethora of colleges, most of them only a little better than high schools, graduating teachers into an oversubscribed school system. Quality, both in the colleges themselves and at the schools, has been the casualty. (Keynote address 1998).

So what is rationalisation and its effect on colleges of education?

Rationalisation is here defined as a process to transform colleges in order to provide more efficient and effective services that meet the diverse education and training needs of communities in accordance with the National Qualifications Framework and Curriculum 2005 (No.2 Contextual Data for Planning the Rationalisation of Colleges of Education in the E. Cape June/July 1998).

To expedite this process of rationalisation effectively, a Provincial Task Team was set up. The Team comprised two members of each group of the various stakeholders, namely, Rectorate, Governing Councils, Staff, Teacher Organisations and Students (Provincial Task Team 1998:3).

At a meeting held on 12 August 1998 the terms of reference were collated for the Task Team and their duties were thus:

- Task Team to
- \* Liase with Labour Relations
  - \* Establish legal status
  - \* Listen to what Colleges want to do after they held talks with all stakeholders.
  - \* Explain implications of options of amalgamation, incorporation, and redirection to all stakeholders.
  - \* Recommend student quotas for 1999 and draw up plans according to staff needs and student needs for the Eastern

Cape.

- \* Look into the assets of the colleges.
- \* Collect and provide information to colleges and the department.

(The above was summarised from the document on Restructuring and Rationalisation: Ibid: 4)

At a meeting held on 10 September 1998 the projected figures for educator/supply/learner enrolment were discussed. It was projected that among all the provinces, Eastern Cape had a slight shortfall of educators. Those colleges that would be earmarked for incorporation into higher education sector should meet and sustain this educator demand. At this meeting also the Task Team was divided into smaller groups for college visits and verification of data. The Team used the principles of Education White Paper 3 (Directorate Higher Education Colleges 1998:1 The Incorporation Of Colleges Into The Higher Education Sector-Proposed Criteria. Annexure B).

These criteria (adapted from above) are:

- a) Supply and Demand of Teachers: Projected annual educator need in 2005 and 2010; Educator attrition rate; Learner flow through rate; Educator-learner ratio.
- b) Physical Design, Conditions and Resources: Lecturing facilities; Library facilities; Technological resources; Residential accommodation; Sports facilities for women and men.
- c) Access and Opportunity; Geographic position and accessibility.
- d) Staff Matters: Qualifications; Academic qualifications; Professional qualifications; Classroom-based teaching experience at the relevant level; Lecturing experience in the relevant learning area; Initiatives towards self-development and professional development.
- e) Diversification of the Curriculum: Variety of programmes in line with proposals of the Education White Paper 3; possibility of a multi-faceted college; possibilities of short courses; distance education; in-service teachers within geographic area; continuum of provision for PRESET and INSET learners.

- f) Provincial Needs: New educators commensurate with needs of province;  
Cognisance of demands for educators at primary and secondary levels;  
Historically disadvantaged institutions have equal recognition.

At meetings of 8 October and 12 October 1998 data gathered by the Task Team were discussed. It was clear that no College of Education in the Eastern Cape was presently eligible for incorporation into the Higher Education sector as a single unit (Chairperson Provincial Task Team for Colleges of Education Rationalisation Plan On Colleges Of Education In Eastern Cape Province : undated Annexure E). This was because no college had a student body of 2000, even if a college did, it did not satisfy the other criteria. The Task Team, using the national criteria, adopted a prioritisation system.

The Team recommended two options; amalgamation of certain colleges of education into the Higher Education sector, the other being full incorporation of a college into existing higher education institution. The following resolution was taken on 8 October 1998 (Ibid Annexure E).

Amalgamation was the only way to go. Five clusters were identified namely,

Cluster 1 – Transkei College of Education and Cicira College

Cluster 2 – Sterkpruit College, Arthur Tsengiwe College and Masibulele College.

Cluster 3 – Griffiths Mxenge College, Cape College and Dr. Rubusana College.

Cluster 4 – Umzimkulu College, Lusikisiki College and Maluti College

Cluster 5 – Algoa College and Dower College.

After further screening on 12 October 1998 of the 5 clusters, changes were made.

The following national criteria were reviewed and applied:

- Geographic location
- Physical infrastructure
- Resources and facilities
- Residential facilities
- Demographic factors
- Potential for expansion

Four multi-campus colleges of education in the Eastern Cape evolved as a result:

1. Transkei College of Education, Cicira College
2. Masibulele College, Cape College, Dr. Rubusana College
3. Umzimkulu College, Lusikisiki College
4. Algoa College, Dower College

Of the remaining colleges of education, Lumko College of Education will be given back to the Roman Catholic Church as the buildings belong to them and Mount Arthur, Shawbury and Mfundisweni colleges will revert to high schools. The following were proposed to become Community Colleges; Griffith Mxenge, Sterkspruit, Arthur Tsengiwe, Clarkbury, Maluti, Sigcau and Butterworth (Province of the Eastern Cape Restructuring and Rationalisation of Colleges of Education in the Eastern Cape 1998:8).

Those colleges, namely, the 4 clusters recommended for higher education face great challenges. They must compete with universities and technikons on an equal plane and become “centres of excellence” (Ibid: 13). The intake for 1999 would be 800 students, 200 per cluster to be selected by an Admissions Committee. Staff, nearing retirement age should be encouraged to retire. Some could go for Severance Packages and even redeployment.

The Department of Education sent a notice stating that College A (the college used in this case study) had to identify excess on the staff and submit names.

(Acting Permanent Secretary 1999: Post Provisioning & Redeployment Saturday 6 February). Again, post level 3 and 4 were broad-banded as per ELRC Resolution No. 6 of 1998 Clause 6.2.2: making Rector and Vice-Rector on one level and H.O.D. and Senior Lecturer on one level. (Department of Education of Eastern Cape Human Resource Management Notice: 1999 Identification Of Excesses 4 May). Since the vice-rector's post was abolished College A was left with 4 in excess namely, 3 H.O.Ds and 1 lecturer. It became incumbent on the staff to name those in excess. That was one of the hardest tasks the college had to do since its inception.

College A was one of the colleges recommended for higher education and its evolution will be expounded to date, contrary to expectations. On 8 February 2000 a notice of disestablishment of colleges was sent to all colleges in the Eastern Cape. With immediate effect 12 colleges were informed that they were disestablished. 4 others, including College A (the college used in this case study) were informed that they would be disestablished at the end of year 2000. Then this process would be finalised by a Departmental Task Team by March 2000. The District Managers had been designated to effect the transition process on a provincial level (M.E.C. for Education 2000: Notice OF Disestablishment Of Colleges Of Education 8 February).

The result of disestablishment was/is an emotional issue. Students from College A, who will complete in 2001 were sent to Eastern Cape Technikon to finish their courses. In one year they have to orientate themselves to the new surroundings and to new personnel. Continuity of courses by the same lecturers was broken. The students had to quickly learn to adjust and adapt. For the years 2000 and 2001 no college in the Eastern Cape was given authorisation to admit new students. The technikons became recipients of final year students. The students at colleges in Port Elizabeth area were at P. E. Technikon and those in Umtata were at Eastern Cape Technikon.

The students who had supplementaries in the final examinations in year 2000 would write at the colleges earmarked to remain in year 2000. College A had absorbed the final year students from four disestablished colleges with a roll

of 448. Lecturers were asked to remain at colleges until March 2001 to finalise the supplementary examinations (Preliminary Report Recommendations Teacher Education:2000). As far as certification went, individual colleges would print certificates for qualifying students until March 2001. The 3 remaining colleges in the former Transkei that were affiliated to the University of Transkei would be moderated and certified by the same (Senekal, A. (Examination Officer) 2000: Supplementary Examinations, Jan/Feb 2001).

The College personnel and the District Office personnel are sharing the campus of College A. The campus has been designated by the Provincial Department of Education at Bisho as “Educational Development Centre”. The staff of College A is working with the District Officers in upgrading primary and high schools to improve results and transform them. The following remark by Professor Kader Asmal at the Annual CCERSA Conference explains clearly the position of lecturers,

The ability of districts and schools to manage their own transformation is weak. The ex- colleges of education can play a key role in improving the quality of teacher development and support (Asmal, K. Minister of Education 2000: Speech Annual CCERSA Conference 1 June).

In reply to Asmal’s hint that college lecturers have the expertise and are capable of handling district office work, some lecturers voluntarily offered their services. A few lecturers at College A took on varied responsibilities of the district office in the circuit. The researcher included, piloted the CASS project in 2001 and other willing lecturers were involved in OBE facilitation. The district office itself was understaffed until February 2002 when personnel were appointed to positions after interviews. Most lecturers were left in the cold as they were not on the required post level for positions at the district office.

From a broad perspective, lecturers are going through this transition period

by making themselves “useful.” This problem of where to place lecturers was enormous. As Fullen succinctly analyses, “systems don’t change themselves”. They could only be changed by people themselves namely, the Department of Education, in this instance (Fullen 1993:120).

### **2.3 Transformation of Schools**

Schools Bill has changed the historic past of Bantu Education. Missionaries started education for Blacks. Evangelism and education were commingled. The very Bantu Education Act gave the Apartheid Government absolute control of Black Education from 1953.

Blacks thought that education would lead to social, economic and political liberation. When this did not seem to be happening, the idea of ‘liberation first and education afterwards’ was born (Mncwabe 1990:23).

Liberation in education started in 1976. Black education became explosive. Pupils were forced to learn subjects in Afrikaans, a language of the oppressors, as they saw it. The revolt changed radically the education of blacks in South Africa. “The new South Africa inherited a bureaucratic hydra so fraught with decay and division that it could not, in 1994, be labelled an education system.” (A time to learn and teach. A time to rethink. 1999: 16.)

The new South African Schools Act 84 of 1996 hoped to remedy the injustices of the past. It reads thus:

To provide for a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith (South African Schools Act 84 of 1996).

Some of the aims mentioned in the preamble include removal of past system



of education and setting up new norms and standards for schools and learners. This transformation of the school system will not be easy as it is beset with problems. Kader Asmal made the following remark, "I have to say bluntly that large parts of our education are dysfunctional. We face a crisis." (A time to learn and teach. A time to rethink:1999:16) Education Minister co-opted the expertise of Professor Wilmot James and his team at Cape Town University to draw up a policy document to guide schools. He said that

the new policy would aim to change schools to reflect a South African identity in their culture, ethos, sport and teaching philosophy and practice(Pretorius 2000:2).

Nevertheless, it is the first time that schooling is compulsory for all children from the age of six to fifteen. There are two kinds of schools namely, public and independent. The former state and state-aided schools are public schools and the former private schools have become independent schools. The Act also allows for children to be educated at home. The most crucial aspect of the Act

is creating a single, unified school system co-ordinated by the National Department of Education and run by nine provincial departments (which) are responsible for the funding and professional management of schools... (Department of Education 1997: The S.A. Schools Act *made easy*).

How far have schools in the Eastern Cape transformed? The researcher will focus on schools in the former Transkei in one of its districts. These schools were used during practice teaching. Transformation of schools in the former Transkei is moving at a slower pace for reasons like poverty, poor delivery and lack of resources. There are barriers that are multifold, and which hamper educational transformation. A look at the feeder schools to College A would reveal an archetypical pattern to the rest of former Transkei. The researcher will elaborate on some and describe using actual photographs. These photographs give an accurate, detailed and graphic account with

visual images.

### **2.3.1 Physical Conditions of Schools (*Appendix E contains all photos*)**

Most schools started on church premises belonging to missionaries. A few have moved to new sites while others still occupy the old dilapidated buildings left by the church. As not much renovation had taken place, and with a lack of or very little maintenance, the schools are deteriorating (See photos 1, 2, 3, 4,). In photo1 four classes occupy the long hall. The floorboards are broken in places with huge holes. Teaching four classes in one big room needs careful planning and an amicable relationship. Photo 2 shows other blocks of classrooms of the same school. These are also neglected and old. Photo 3 and 4 reveal two old blocks of classrooms at another school. Here again huge holes have formed in the foundation because there is no flooring. To an unsuspecting visitor here is indeed a dangerous place to be. Our concern is the pupil, his safety and his health.

One school was forced to move out as it was built on private property. A local farmer donated his house and land to house this school (See photos 5, 6, 7). Even a little rondavel is being used as a classroom (Photo 6). A peek inside shows broken ceiling and door with gaps that will let in cold air in winter (Photo 7). One could rightly conclude that the demand for education is so great that even a run-down house is satisfactory for this poor community.

At another school, because of a lack of space, anything goes for a classroom. A mud-walled rondavel can make a large classroom even though a small, loose chalkboard cannot be fixed onto its wall (Photo 8). One school had to use a narrow block of about three metres wide and six metres long to accommodate a class with the smallest number of children in that school. The advantage here is the large chalkboard that is well-secured (See photo 9). Sometimes, a classroom converts to a kitchen to prepare food for the children (See photo 10). While food is being prepared, two classes are having lessons.

A common feature of most of the classrooms of primary schools in the Eastern Transkei is the absence of ceilings and the presence of small windows. This could be attributed to a restricted budget. Without electricity, the rooms are dark. The spaces between the roof and walls let in not only light but also clod air and rain (See photos 11 and 12). Photo 13 shows one classroom where the ceiling is on but the classroom is overcrowded.

Very few feeder schools had fixed chalkboards. Student teachers had to carry chalkboards from one classroom to another. Furthermore, the boards were small and not much could be written. These boards rested on long desks (See photos 14, 15 and 16). The pupils have to write fast before the teacher cleans off. In photograph 17 you see masonite boards separating classrooms. One side is made up of tin sheets. This is not good for accoustics.

A study of these photographs to the experienced eye discloses a lack of furniture or very few for storage of books and charts. Where does the teacher keep the pupils' exercise books and the teaching aids? There is a lack of or barest furniture in most schools.

Overcrowding is another barrier. This is due probably to shortage of classrooms and/or shortage of teachers (Photo 18). This long room is used by two classes, one had 65 pupils. Light infiltration is limited to one side of the classroom only. How would groupwork be possible? In Photo 19 four classrooms occupy this hall at another school. Large numbers in classes is a common feature at most schools. The word "large" in the previous Model C schools could mean about 25 pupils but in the former Transkei 65 and over is the norm. One desk is shared by at least four children. At certain schools some classes are taught outside (Photo 20), and even under trees. Clearly, transformation needs to be speeded up especially in the former Transkeian rural districts.

A toilet is an inherent part of a school campus. On an average the schools have about 200 to 250 pupils each. One would expect a good number of toilets. These are built far from the classrooms, most definitely so, as they are

pit toilets. Photos 21 and 22 show three toilets at each school. Where are the toilets for the teachers? If one is given to teachers, then the children are left with two. A dismal situation exists. On the other hand, photographs 23, 24, 25 and 26 display a hopeful picture at some schools. The toilets are of a better quality and perhaps sufficient. The walls are solid with strong roofs.

There is no running water except at public taps. Most of the schools depend on rain, dams and rivers for this basic necessity of life, water. Schools have installed tanks to collect rain water in some instances. With a large school population the water would not last long (See photos 27 and 28). In the dry season severe shortages occur. Photos 29 and 30 show dams near the schools. Whole communities depend on these sources of water. But the children in photograph 31 seem the happiest. They have a lock-up tap adjacent their school fence. One of the basic necessities of life is close at hand for these rural children.

An observation of school grounds and its surroundings is lamentable. Soil erosion has come to stay. The grounds are bare and barren. In winter and on windy days dust rises and the children breathe this. These photographs of four different schools clearly depict a similar situation (See photos 32, 33, 34 and 35). Access roads to the schools are poor and neglected. The main roads are tarred and subsidiary roads leading to the villages and the schools are dirt roads (See photos 36, 37, and 38). Photograph 39 and 40 need special comment. This school is built quite close to the main road to Umtata and the road is ever busy. The school grounds dip to the road and children are tempted to run down. Two children were killed by an oncoming vehicle while crossing this busy road.

Photograph 41 features a school in the distance. To get to the school one has to cut across a gully. It would be impossible to go to that school on rainy days as the grounds would be slippery and waterlogged. If in a vehicle, one has to be dropped off at the nearest point and foot the rest of the way no matter what the weather. Photograph 42 depicts an empty land stretching far and wide. The villages from where the children come are not close by. Pupils

walk long distances. Furthermore, the access road to the school is stony and potholed.

On the positive side the researcher is looking at nine individual schools showing buildings, old and new classified by the researcher as “past, present and future”. The rate of development varies, hence the title. Schools have, in many cases, got the parents involved in putting up blocks of buildings. The buildings of blocks were subsidised by the government while the face brick buildings are purely government initiative. The “past” blocks are generally made of wattle and daub, the “present” of blocks and the “future” of cement bricks and blocks or even face bricks.

School A (see photos A) has “present” and “future” blocks. These buildings are good when compared to others. In the top photograph the “present” completed block on the left is being used, though the windows were not fixed. The “future” block depicted in the bottom photograph is promising.

School B (see photos B) has well-built classrooms presently. The “future” block was started three years ago and left because of financial constraints. Today plants are thriving in the foundation. Study the top photograph.

School C (see photos C) has “past” and “present” blocks. The “past” block is being used because of a shortage of classrooms. See bottom photograph. The walls are disintegrating and the soil is eroded.

School D (see photos D) has “past”, “present” and “future” blocks of classrooms. In the bottom photograph “present” block is prefabricated and the “future” block is being built with cement bricks.

School E (see photos E) has “past”, “present” and “future” blocks. With the “future” block this school will have better accommodation for its pupils. See bottom photograph.

School F (see photos F) has “past” and “present” blocks. The “present” (top

picture) appears impressive while the “past” block is typical. See bottom photograph.

School G (see photos G) has “past”, “present” and “future” classrooms. The past classrooms are made of wattle and daub, clearly visible in the top photograph.

School H (see photos H) shows “present” and “future” blocks of classrooms. The “future” classrooms are being used, even though there is no roof.

School I (see photos I) has “past”, “present” and “future” blocks. The stone block, visible in both photographs, has long been there. The “present” blocks, those painted white are made of wattle and daub. The “future” buildings have walls of face bricks.

Still on the positive side, certain schools have been upgraded. They have solar panels of various sizes for different and limited uses, namely, telephone, kettle and photocopying. See photographs of four schools (a, b, c, and d) as evidence. The only fear is vandalism. The principals of some schools have left the safety of their schools in the hands of the communities. Parents who stay adjacent the school, have volunteered to watch over the property at one school. Security is a problem at most schools. Windows, doors and classroom furniture get carried away if one is not careful.

The then government of Transkei had had prioritised high schools and built face brick buildings. Although there were no lights at most schools the buildings themselves were strong. (See photos e and f). In photograph “g” this primary school was fortunate in having this face brick block built by the government.

Two schools have been completed and occupied at the beginning of the millenium, in one district. These schools were built by the present government of the Eastern Cape.

### 2.3.2 Social Background of Learners

The picture is one of poverty.

A child's capacity to learn depends not only on his personal, but also the resources of his environment. A malnourished child will not benefit optimally from any education system... (Schoeman 1994:5).

She calls these children 'children of adversity' very aptly. The physical conditions of some of the schools these children attend are impoverished. The conditions at home are not any brighter.

Most of the children come from homes made of mud with no electricity and no tap water. Very often it is the children themselves who have been assigned the task of fetching water from a nearby stream or river. They have to do this chore before going to school.

Unemployment is rife. Whatever animals, the only wealth the family owns, are left to graze freely. Sometimes children truant to herd the animals. Very few families have vegetable gardens. The ground is bare and barren, difficult to cultivate. The homes, generally, are run by mothers and grandmothers. Some women sell things from their homes or own small spaza shops to earn money. Grandmothers are compelled to take care of their grandchildren as the parent is gone job hunting. Most children do come appropriately dressed to school in spite of the circumstances. A few children still come shoeless to school. The circumstances mentioned above would definitely impact on the learners negatively.

Transformation for these rural people is indeed a far cry. "When all South Africans won equal citizenship, their past was not erased. The complex legacies, good as well as bad, live on in the present" (White Paper 1995:17). We need to understand this and realise that transformation is not a "dislocation" as Nelson Mandela once put it, but a gradual process.

### 2.3.3 Language

One aspect of this study is the teaching of English. Elaboration on the language is necessary here. Although the language in the Education Policy of Outcomes Based Education encourages multilingualism and all eleven languages enjoy equal status, English continues and will continue to hold the position of first. Much has been said in Chapter 1 on the status of English. UNISA's new language policy approved by the Council in 1998 hopes to promote multilingualism maintaining,

African languages must be developed to the point that their speakers will be able to study in their home language in the foreseeable future. (Herholdt 1999:5 Unisa News (1)).

“The right to instruction in the language of choice”, is what the White Paper on Education and Training Notice No. 16312: 41 No. 27 says. An extension to this states, “where this is reasonably practicable” (section 32b) (Ibid: 43). A school is under no obligation to introduce a language for a learner outside the medium of instruction at that school. In this case the learner has to change school.

English, only the seventh most commonly spoken language in the country, dominates as a spoken language in only eight of South Africa's 353 magisterial districts. It is, however, the most common language of instruction at schools (Pretorius 2001:17).

In the Eastern Cape the media of instruction in the lower primary is in the mother tongue while the senior primary and high school is English. So often this is not the case in the latter because teachers themselves are English second language speakers. One should not be surprised to hear an English lesson being taught in the mother tongue with translations. A good knowledge of English is imperative for success in examinations and the more the children hear English spoken the better their grasp of the language. For most scholars that is, speakers of African languages, “English is at best a second



language, at worst, a foreign language". This is the view of John Burmeister, the national director of "The Molteno Project" (Johannesburg) quoted in (Sunday Times 2000:15). He suggests that the acquisition of competence in English be accelerated since English is a favoured language adding that programmes on language be developed especially for educators, " starting with Grade 1 educators and classes and then moving up the grades" (Ibid).

English on an international plain is gaining popularity. Christy Campbell reported from Frankfurt. She has cited many cases. The Algerian government has declared English as second language in schools. They dropped French. Morocco, Tunisia and Libya have taken onto English. She cites the British Council's findings:

English is the official choice or joint official language in 75 countries: Three quarters of the world's mail is written in the language: two thirds of the world's scientists read in English: 80 percent of the world's information stored in computers is in English: It is the currency of the Internet (Campbell 1996:21).

She estimates that 310 million people all over the world use English as a first language, another 300 million speak it as an everyday second language, and 300 more million will speak it as a foreign language substituting it for French and German.

Closer home, Namibia and Zimbabwe have their own policies on English as a language. Lemmer, E.M. (Department of Comparative Education and Educational Management, University of South Africa), elaborated on language issues in the above two countries. With the Cambridge Overseas Syndicate Examinations in Zimbabwe, English is introduced at lower primary schools and a pass in English at senior phase is compulsory. English is used for formal conversations and communication and the local language for the informal. In Namibia, the language policy since 1990 is slowly being reversed from Afrikaans to English as lingua franca (Lemmer 1996:15 UNISA).

At home, the contentious language is Afrikaans. Education Minister and the rector of the University of Stellenbosch argued over Afrikaans as medium of instruction. Addressing students, parents and academics he expostulated, “This university is committed to language –friendliness but with Afrikaans as a point of departure” (Lombard 2001:5).

From 1976 Soweto riots Afrikaans as a language has been treated with hostility and negativism. The Minister Kader Asmal feels it is a “barrier to students’ access to higher education” and “a threat to university autonomy” (Ibid).

Language is a tool for communication and as such it basically unites people. Different languages identify different people and no language should be undermined and no people. The popularity of a language and maybe its convenience, will determine its demand. Language is important for dialogue and in turn important for humanisation.

Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education (Freire 1972:65).

True transformation will only take place through talking, that is, using language that both parties understand and use when working with each other. The student trainees taught lessons using English. Was there dialogue for successful communication? Were the pupils drawn in for dialogue or did the pupils sit passively and listen? These questions would be considered when analysing the data.

In the classroom, “Combining the teaching of thinking and language fosters communicative language teaching” (Puhl 1990:425). It would be interesting to note how much thinking and language was used when lessons were delivered and its revelation in the interpretation of the data.

In essence, language proficiency (in South Africa it is English) is needed across the curriculum from primary to high school. English is the written medium for examinations for a majority of pupils in South Africa in all subjects except the mother-tongue papers.

The multilingual nature of South African society has led to variation that should be acknowledged in the teaching and assessment of English as a subject (Rees co-ordinator of National Education Training Forum 1995:8).

She condones code-switching and mother tongue clarification for learning in the target language for better understanding of the topic.

#### **2.3.4 High Drop-out Rate**

According to the Minister of Education, Kader Asmal “Matric results are the barometer of the education system’s performance” (Pretorius 1999:11). This is true because the percentage pass rate determines the strength of pupils’ and teachers’ performances. According to Russell Wildeman, an Idasa researcher,

While the matric results were not necessarily the most indicator of the level of teacher quality ... it remained a fact that richer, boasting a higher ratio of better qualified teachers, produced higher matric results on average (Ibid).

For years Eastern Cape has occupied the lower positions among the nine provinces. Much may be explained and reasons given but clearly transformation is needed in this sector.

As far as the standard of our Matriculation examinations is concerned, it is worthy in comparison. Comparatively speaking, students at Crawford campuses (which are private institutions) wrote the South African

matriculation examinations and the international Scottish higher examinations performed similarly in both examinations.

This, said the school, proved that the standard of questions and marking in South Africa had not dropped (Pretorius 1998:9).

Although the provinces wrote different examinations the standard was the same according to Dr. Fred Calitz, the chief executive officer of the South African Certification Council. What is the problem then for the poor matriculation results?

Michael Rice fears that,

unless our education system can create a culture of enterprise, innovation and a willingness to compete within and meet the standards of the global economy, South Africa will be relegated to third-world status, or worse (Rice 1997:18).

He felt that not only poor teaching but also “abuse, corruption and incompetent administration have over the years devalued the matric exam” (Ibid).

In 1997 a review explained that because the Eastern Cape is greatly rural, matriculation results are poorer. The review also found that more teachers are unqualified or underqualified. An Education Department spokesperson Mfenyana three years later revealed the same problem, saying

Of the roughly 68,000 educators in the system, you are looking at about 18,000 who have been identified as being unskilled or under-skilled (Jonker 2000:7).

Further, “The Schools Register of Needs Survey of 1996, conducted by HSRC, the Education Foundation and RIEP revealed that 7% of schools have library facilities” (in the Eastern Cape) (Naiker 1999:12). Other problems mentioned in the same article include overcrowding, lack of resources and

textbooks and shortage of government funding as affecting the matriculation result. These are deep-seated problems that affect school performance.

The then Premier of the Eastern Cape in 1996

committed an amount of money towards helping 500 schools; each school got R20 000 as part of the renovation exercise and that has also made some improvement (Badela 1997:2).

The M.E.C. for Education launched the “Classroom Transformation” that year to improve the pass rate. Year 2000 saw a 9% increase in the pass rate, a positive sign indeed (Ibid).

On the negative side, a pilot study done in Umtata uncovered problems. About 80% of students interviewed were in town during school hours. These were senior secondary phase students who were going to write the final examinations in a week or two. Only 3% had valid reasons for being in town at that time. The upshot of the survey reflected that teachers were in classrooms as reported by 87% of the students. Twenty percent only were not confident of passing, 66% said they did not have problems and 75% needed extra tuition in mathematics and physical science. Although this survey was conducted in Umtata these problems exist in other parts of the former Transkei schools (Rajkaran 2000:12).

### **2.3.5 Commitment**

On International Children’s Day 1<sup>st</sup> June 1997 Oliver Tambo, one of South Africa’s renowned statesmen said this,

The children of any nation are its future. A country, a movement, a people that does not value its youth and children does not deserve its future (Tambo 1997:leaflet).

Without children there would be no teacher and no teaching. Teaching is a skill. An ideal teacher is one that has acquired the art of teaching. J.T. de Witt enumerates the following qualities of the ideal teacher. A brief synopsis of each quality is mentioned below:

- (i) The teacher must practice his religion.
- (ii) He must be idealistic.
- (iii) He must have a receptive, open attitude, amenable to new insights and must be willing to try out new ideas, otherwise he could easily become insensitive and fall into a rut.
- (iv) He must be a master of his subject, for only then can he make the subject-matter come alive for his pupils.
- (v) To know every pupil in his class individually is an almost axiomatic requirement for the ideal teacher.
- (vi) He must have an almost boundless sense of loyalty towards his principal, his colleagues and his school.
- (vii) He must love his pupils – including the badly – behaved ones at their difficult stages, the stick – in – the – muds and the less gifted.
- (viii) He must be consistent, fair and sincere in his relationship with every pupil.
- (ix) He realises that no teacher can ever separate himself from his role as identity figure whom the child imitates and, for this reason, he is aware that the example he sets at all times is one of the most effective and permanent means of education at the disposal of the teacher - educator (de Witt 1981:97 and 98).

A committed teacher would display some or most of the above qualities. A teacher who has a conscience will be religious by character and do right by the children. In being idealistic the teacher would set high goals and standards. In this way he would have a target to reach. He should not be too familiar yet be friendly and loving towards the children. He must know his subject and continually update himself. With large classes it would be impossible for him to know all the pupils individually and know each one's strong and weak points. He should make the best of a bad situation.

Dedication and loyalty towards the pupils, school, principal and colleagues and the community would determine the respect he commands. The identity figure he portrays is one the children emulate. This should be impeccable.

Being human, a teacher has frailties and these undoubtedly, interfere with his work. Nevertheless, a teacher should do his/her best. Thabo Mbeki, then Deputy President wrote in the royal plural about teachers,

Thanks to a form of behaviour among a few of our educators, and especially teachers in our schools, the prestige of the profession is fast disappearing, to be replaced by contempt and derision for you, the professionals without whom the new society for which we yearn can never be born (Mbeki 1998:25).

He accused Sadtu members “as competent practitioners of the toyi-toyi”. He was concerned about disruption of schools and unprofessional behaviour of educators. This would definitely slow the transformation of education.

The new M.E.C. for Education for the Eastern Cape Stone Sizani proposed,

One of my action plans is to make schools working institutions, bearing in mind that the core business of the Education Department is about what is happening in schools (Ngani 1999:1).

He outlined one of his duties, “was changing the country into a nation of learners, and one key element to that was high work performance” (Ibid).

The Minister of Education, Kader Asmal added his voice, “The time for slogans is passed. People expect learners to learn and teachers to teach” (Stuart 1999:1&2).

Minister Kader Asmal’s approach was consultation and seeking commitment from Unions. He made it compulsory for all educators to become members of

SACE, a legal body that can take action against defaulting educators. His aim was to bring discipline to the education system (Monare & Cooper 2000:1).

Where are our ideal teachers? Teachers list many grievances for their non-commitment; redeployment, violence against them, large numbers in classes, lack of textbooks, lack of resources and pupil- commitment. The government drafted a new policy to assess schools using “performance indicators.” Management at “bad” schools could be changed by the Department and monitored up to six months and put under new management. The general-secretary of Sadtu did not negate the policy saying if, “we have a new authority who sits with teachers and discusses how to develop them, and does not just come to a school to condemn them” (Pretorius 1999:1).

### **2.3.6 Governmental Support**

The stumbling block to transformation of education is lack of funding as far back as 1995. Minister Bengu said,

My Ministry is acutely aware of the heavy responsibility it bears for managing the transformation and redirection of the system of education and training within the terms of the Constitution and under severe budgetary pressure (White Paper on Education and Training 1995:5).

To cut costs the government retrenched teachers and offered severance packages to others. They could afford to pay 360,000 teachers and not 380,000 on the roll. With the reduction in the number of teachers the teacher-pupil ratio increased. Duncan Hindle, chief director of human resources in the national Education Department elaborated that the department wanted to reduce its spending on staff from 90% to 80% (Pretorius 1998:5).

“A missing element in that audit is an assessment of the human resource base to support a transformed education system” according to Mamphela



Ramphela, vice-chancellor of the University of Cape Town (Ramphela 1997:25). The problem was that many good and experienced teachers left the Education Department taking advantage of early retirement and severance packages. The schools became poorer in teacher expertise and in finance.

How else is a school able to generate income to run the institution? Would school fees be the answer? The South African Schools Act (No. 84 of 1996) requires that parents pay fees and parents can even be taken to court for not doing so. On the other hand Regulation 39 of October 12, 1998 allows exemption in part or completely to indigent parents. Eastern Cape being one of the poorest provinces, would not be able to depend much on fees. Therefore the quality of schools is poor. (Pages 28 to 33 inclusive, coupled with photographs in Appendix of this research show openly the quality of schools).

When the present Minister of Education Kader Asmal took office in 1999 he outlined nine priorities to boost the morale of the education system. The priorities he hoped would transform education. The priorities include briefly:

- Kick- starting the nine provincial education departments and looking into budgets and policies
  - Abolish adult and youth illiteracy in five years
  - Make schools the centres of communities
  - Upgrade schools and their facilities
  - Train teachers
  - Boost Curriculum 2005 and outcomes-based education
  - Develop Further Education and Training
  - Make universities, technikons and teaching colleges work for South Africa
  - Use education to fight HIV/AIDS
- (Pretorius 1999:2).

It depends on the Department of Education how quickly and efficiently the above will be implemented for effective transformation of the education

system.

Some initiatives that the government has taken involve upgrading of schools and making pre-school learning compulsory at the age of six. The child starts school at seven. This policy would be phased in gradually. The Deputy Minister of Education outlined the reason for this draft policy thus,

Historically, early childhood development provisioning for African children has been non-existent. There was erratic provision for Indian and coloured children and adequate provisioning for whites (Pretorius 2000:1).

This caused an uproar in certain quarters. People claimed pupil readiness and capabilities. As a result, “the Department of Education announced that it was conducting a nation- wide audit of an estimated 25,000 early childhood development centres, which ranged from shacks to private homes” (Ibid).

On a brighter side, the Eastern Cape Education Department, “has set aside close to R10 million in this financial year to buy furniture and science kits for schools”. (Kumbaca 2001:5).

The M.E.C. for Education in the Eastern Cape, with donation, had handed over a renovated school with all the facilities. He mentioned also that in 2000 R75 million was set aside for improving 134 schools and this year R248 million for the building and renovation of schools and technical colleges (Mzimba 2001:9). With money invested in education, transformation should accelerate.

For successful and productive transformation, the “status quo” of the previous apartheid system of education should not be allowed to return or creep in to the present. Transformation is not an easy process, nevertheless, change is taking place at educational institutions affecting individuals and groups and masses.

Better reform strategies alone will not yield the desired result, but better planning and a modus operandi that takes cognisance of the developmental, social, and economical aspects would make a difference. Added to these, is genuine commitment by all stakeholders and change agents to transformation. How effective are educators as change agents in the classroom? A glimpse of this could be seen in the next chapter when real teaching takes place.

## **Chapter 3**

### **3.1 Introduction**

This study is a case study using the qualitative research methodology. As such, the approach is genial and “warm” (Leedy 1992:142). Participants are observed in a natural educational environment and in the classroom. All data are gathered in a friendly manner within an interpersonal relationship. The atmosphere surrounding this interpersonal relationship is cordial. Do the qualities of this study satisfy the requirements for qualitative research?

Leedy (1992:141) quotes the “six features of a qualitative study” as outlined by Elliot Eisner. Briefly the features include: being ‘field focused’; research in education uses schools, classrooms and observes teachers; behaviour is observed and interpreted; ‘the interpretive character’; use of expressive language and the voice; attention to detail and lastly the criteria for evaluating its credibility.

This case study has all the features of a qualitative study. The field contained schools which are centres of education. Teacher trainees were observed whilst teaching and this constitutes behaviour patterns. Their methods of teaching were interpreted and analysed and written in words.

And again, qualitative research is a “naturistic inquiry” where the researcher uses “non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them” (Schumacher & McMillan 1993:372). The key words quoted are “naturistic”, and “noninterfering”. Human beings were brought together and what transpired among them socially was recorded in evaluation sheets contributing towards the data. The events flowed from one lesson to another systematically as far as possible.

The researcher demonstrated five different genre of lessons to pupils in five different standards, that is, standards 2 to 6 inclusive. Teacher trainees were observers and they were required to make comments. About five days later, teacher trainees taught three lessons each. They prepared their lessons on their own and delivered same to pupils in an environment to which they were familiar. It cannot be denied that this study is “naturistic” in nature. It centres round real human beings interacting in a real environment. Such a research attempts to identify, and comprehend classroom practices and individual responses. It is ethnographic in nature. An “educational ethnography is also a process, a way of studying human life as it relates to education” (Schumacher & McMillan 1993:406). In this study how human beings relate to each other in the classroom is uppermost in an educational set up.

### **3.2 Background Knowledge**

For the success of this study the research design will be expounded under the following headings:

3.2.1 Preparation

3.2.2 Hypothesis

3.2.3 Sources of information :

1. Subjects
2. Procedures
3. Settings
4. Objects
5. Records
6. Documents
7. Informants

The above seven sources of information are C.M. Charles' categorisation (Charles 1994:32). The researcher adopted this form of categorisation in this study for its suitability.

### **3.2.1 Preparation**

The Rector of College A was approached by the researcher for permission to conduct this research. An official letter was drawn up granting permission. It was duly signed and dated by both parties. (*Appendix F*). The Head of Department of Teaching Practice was informed and her co-operation and verbal permission was highly appreciated.

Five schools were considered by the researcher. These five schools were part of College A satellite or feeder schools. The researcher was free to visit and contact personnel at those institutions in preparation for the final selection of one or two schools.

### **3.2.2 Hypothesis or Question**

The hypothesis in this research is to ascertain whether teacher trainees, when left to their own resources, use the communicative method of teaching. Also to find out whether they apply guidelines on methods and procedures given in coursework during their years of study at the college.

### **3.2.3 Sources of Information**

Under this section the researcher has included human involvement, the procedure followed, demonstration lessons in detail and a brief synopsis of the trainees' lessons.

#### **3.2.3.1. Subjects**

The individuals, that is, those that were selected were chief sources of information. The chosen teacher trainees were subjects in this case study. Five trainees were chosen from a peer group of nineteen. This group of

student teachers were observed over a period of two years. There was continual contact in that time. The five were considered on the basis of “good, average and weak”- 2 good, 2 average and 1 weak. This was on an overall basis including practical work and theoretical work and constant interaction and observation. Other lecturers were also consulted on this selection. The trainees were all English second language speakers. Student A and Student E were rated as above average, Student B and Student C as average and Student D as below average.

Once the five were selected, they were observed intently and groomed for teaching while being video-taped. During block teaching two of the five were given practice in using the camcorder. A pilot study was thus created during practice teaching sessions. At the beginning some student teachers were shy in front of the video- camera. As a result, one female student dropped out voluntarily and she was replaced by another matching the same assessment. Once they got used to its presence they began experimenting with it on their own. On the other hand, there were a few who clamoured to appear on camera and became a trifle nuisance. One such example was the oldest student in the group, in his mid-thirties. He continually pressurised the researcher to be video-taped. He was given a short exposure at the very end after the required lessons were taped. He went off happily though his performance was unsatisfactory. It was not uncommon to find the students in their Sunday best on special occasions. When told that they were going to be video-taped, the subjects selected for this study showed up well-groomed. This was indeed heartening because it revealed their open enthusiasm to participate in the study. Even those colleagues not directly involved came smartly attired.

A nagging question arises, though. What about the pupils who participated in this research? Without those pupils this research would not have been possible. Much is going to be said about these children whose mother-tongue is Xhosa and English is second language. These pupils, especially in junior primary school, hear very little spoken English. The other disadvantage is the condition of schools they occupy. It is pathetic. In chapter two, photographs

**(Appendix E)** graphically portray the condition of the schools and the classrooms in their rural setting (See pages 31-35 inclusive of this study). Rose Schoeman rightly describes these children as 'children of adversity' (Page 36 of this study).

How they responded to the lessons will be analysed in the next chapter but how they reacted to the video-camera need to be expounded at this juncture as the impact was truly unexpected.

All the pupils were very excited when the camcorder was being set up. The researcher heard whispers "T.V." from different corners. Some pupils deliberately walked in the view of the video camera. The researcher felt comfortable that the video camera was not a monster to the pupils. They appeared undaunted by its presence, though Charles contends that "recording devices tend to affect human behaviour being observed, thereby distorting the data" (Charles 1994:104). The researcher initially, did harbour some reservations as to the response of the pupils to the video camera. The only thing they were told was to pretend that the camera was not there and go about their normal work. Their response was astounding and disclaims the theory that machines inhibit children's contributions. One explanation for this conducive behaviour could be, that even in rural areas, there exist television sets in some homes (battery-operated), and in shop windows, in doctors' surgeries and in one or two better - equipped schools.

In this case study, the use of the video - camera only enhanced the verification of the words and behaviour observed. There was an accurate picture of the processes in the delivery of lessons. Any bias could easily be detected. Furthermore,

Retrievability is important so that records, protocols, and other forms of data can be repeatedly reviewed for analysis (Seliger & Shohamy 1990:104).



Again, according to Crandall,

The video offers a neutral stimulus to trigger discussion and also focuses attention on how language and content classrooms work (Crandall 1998:5)

In support, Jiang Hemei, a teacher of English at the Shanghai College in China affirms that,

Video makes meaning clear by illustrating relationships in a way that is not possible with words – a picture is worth a thousand words (Hemei 1997:45).

She adds further that the use of the video has become so popular in China that a video course is being offered to college and university students as part of the curriculum.

Much has been said about the advantages of videotaping and its educational value. In fact the whole atmosphere must be pedagogical. All who observe should view with a positive attitude, that is, to learn and to contribute and provide solutions. This type of exercise allows for experimentation and critical discussions. As long as anonymity is respected, these tapes could become educational tools.

### **3.2.3.2 Procedures**

The researcher had planned five well thought-out lessons to demonstrate to the selected teacher trainees. The method was communicative. The lessons covered five genre in the English language, namely,

Lesson 1 oral comprehension in standard 2;

Lesson 2 listening comprehension in standard 3;

Lesson 3 reading comprehension in standard 4;

Lesson 4 creative writing in standard 5;

Lesson 5 grammar in standard 6.

Attached are the 5 lesson plans. (See appendix) These lessons covered the four skills to language learning –speaking, listening, reading, writing.

### **3.2.3.3 Researcher’s Five Demonstration Lessons**

A brief synopsis of each lesson is given hereunder. This is necessary as it would reveal to the reader what strengths the lessons contained for the trainees to emulate. They may not be near perfect but the innovations and techniques add variety.

#### **Lesson 1**

##### Standard 2

Large pictures were used to get pupils talking. They could relate to the pictures which depicted a rural African school. Though these pictures were static they depicted a sequence of actions one action resulting in another. Besides, for this standard 2 class,

Static illustrations are easier to study closely and are easy to obtain and display in the classroom (Mac Pherson 1992:99).

Desks were arranged below the chalkboard to make a ledge on which the pictures were displayed. The chalkboard itself was impaired. The surface was rough and peeling. The classroom itself was in semi-darkness.

The aim of this lesson was to create confidence in communicating. Hence groupwork was used and the “learners feel secure and safe in the group” (Odendaal ISBN 0 86817 024 0:8). Collaborative learning took place. They were facing each other so communicating was easier. The researcher became a supervisor. The researcher had to use much gestures and simple

words and phrases to get the meaning across. The pupils were asked to predict the ending as written exercise. Askes and Kritzinger agree that “the written test is more objective, and takes less time” (Askes & Kritzinger 1987:33). The researcher redirected learning towards the very end by calling on pupils to narrate the story.

## **Lesson 2**

### Standard 3

In lesson 2, listening skill was tested. Listening is an important skill and is an individual process. The passage was short and simple but factual. Here again the names of place and people were changed so that the pupils could identify with them. The place name was changed to the present one in their environment. The passage was taped on a tape recorder for convenience, otherwise the researcher would have had to read it thrice laboriously. The reading of the passage was at a moderate speed, the researcher taking into account the level of difficulty for these English second language speakers. To ascertain the strength of the pupils’ listening comprehension skill a worksheet with 5 multiple choice questions was handed to pupils to complete. Each pupil had to choose the best answer of four options. All that was required of the pupils was a make a cross over the correct answer. In fact *“It is comprehension which is being developed ... not sentence construction”* (Hollingworth 1984:38). The pupils had to be given clear instructions on how to answer these questions. It was apparent that this style of questioning was new to most pupils. The output was individual work.

## **Lesson 3**

### Standard 4

This lesson demanded reading and understanding skills. This comprehension passage was chosen from many as it was more personal, namely, relating to their bodies. According to Crowley,

The pupils must *want* to read the passage. Work on any passage

should begin with the *motivation* to read... (Crowley 1992:80).

The passage certainly motivated the pupils to read.

As a warm up exercise to the reading comprehension lesson, pupils were given worksheets in which they named the parts of the body. This was known terrain and pupils were stimulated and motivated enough for successful intervention of the text. According to Kilfoil and van der Walt,

A pre-reading discussion can make this underlying background knowledge explicit and sensitise the reader to the text (Kilfoil & van der Walt 1990:114).

This pre-reading exercise was linked to the passage where the focus was on the head and its parts. The pupils were then motivated to read the passage itself. The passage was light-hearted allowing for active learning and enjoyment. It was taken from a text graded for standard 3 for whom English is first language. With this in mind, the researcher gave the passage to standard 4 pupils who are English second language speakers. The linguistic level was satisfactory as it dealt with known knowledge that is, body and its parts. Nevertheless there was new vocabulary. "Ideally the passage should contain a number of new words" (Ellis & Tomlinson 1988:147). Inferences were made to unfamiliar words as well.

Very often pupils do not have textbooks. A lack of textbooks is not uncommon in these rural schools in the former Transkei. To remedy this situation, the researcher made enough copies to go round, the ideal, one copy per pupil. Pupils read at different speeds and as such they need to read silently and individually. Nevertheless the pupils were given time limits. Furthermore, sharing texts could be a retarding factor and frustrating for the faster pupil. Pupils must learn to find answers independently at some time or other. Questions ranged from simple to complex. Pupils had to skim and scan for the answers, a technique that is a must in a reading exercise.

## **Lesson 4**

### Standard 5

This lesson focused on creative writing. The technique of using strip pictures was utilised to trigger conversation. Most pupils at stage in their lives are familiar with comics and magazines. Furthermore, the pupils could relate to the story, that of climbing trees and falling and getting injured. With the help of the pupils, the researcher guided the pupils to produce a simple story. There is a great

need to learn not only linguistic and sociolinguistic knowledge but also how to use speaking strategies to keep conversation going (Haozhang 1997:34).

Speaking is the main ingredient to communicative competence. Teachers have to strategise and plan out how to get pupils talking.

The researcher's next move was to get the pupils to create their own stories. Pupils were held partly responsible for their own learning. There were three different sets of strip pictures thereby bringing in a wider variety of themes. Interpretive skills and recording skills were called for. The settings in all three pictures were local. There was deliberate selection so that the pupils could identify with the characters in the stories. The titles included "The clinic," "The family visit," and "The sick baby." These pictures were distributed strategically so that adjacent groups did not receive identical pictures. Group work was employed.

## **Lesson 5**

### Standard 6

This was an unconventional and an innovative writing exercise. A crossword puzzle was devised by the researcher and the researcher had to "create something that not only works as a game but also stimulates a significant amount of language" (Rixon 1985:91). The lesson was on a part of speech,

the preposition. The researcher had to make sure there was ample room for communication. Pupils were allowed to discuss and choose appropriate letters to complete the crosswords. Once the pupils understood the technique of the vertical and lateral use of letters and in some cases, the same letters, they appeared motivated to complete the task.

All clues focused on the topic “prepositions”. This was a grammar lesson with a novel approach. In the introduction itself, the researcher elicited prepositions from the pupils by positioning items strategically, for example, a ball placed between two pupils gave forth, “between.” The pupils became lively and the lesson progressed communicatively. The pupils would have come across crossword puzzles at this stage in their lives and this lesson had given the pupils the know-how to fill crossword puzzles. An otherwise boring lesson turned into a worthwhile one.

The purpose of the subject material is not primarily to present content that has to be learnt, but to provide stimuli that will activate the pupils to engage in activity, and in communication (Odendaal: 13).

“Buzz” groups worked together. Collective knowledge and interaction resulted, leaving aside individual differences. Discussion took place for consensus when deciding on a letter to be filled in. The researcher moved among the groups advising and making sure that every pupil in the group was involved in the task. Catherine Healy’s advice that,

There is always the odd one who is content to sit back and let the rest of the group steer the ship; others are too shy to speak. Sometimes you need to outfox them (Healy 1998:51).

This is true. The teacher needs to be observant and not leave the pupils unsupervised. When groups are working the teacher could use this opportunity to train pupils to listen to each other and learn to respect others’ opinions. This indeed will be a valuable preparation for life.

For closer scrutiny, groups of pupils were given smaller copies of the large crossword puzzle that was displayed on the wall in front of the classroom. Pupils could also interact with the smaller copies close at hand.

All the 5 lessons were learner-centred. Lessons were conducted in a speaking environment. Pupils solved problems in the primary language and then code-switched to the target language when recording. All of the researcher's lessons called for written exercises in the conclusions of the lessons. It is important that written work be given as often as possible. For reinforcement, even in an oral lesson some form of written work is of utmost importance. It need not be lengthy.

#### **3.2.3.4 Student Teachers' Lessons**

The five student teachers prepared 3 lessons each. They were given specific instructions to follow:

Some do's

1. You are to visit the school where you intend to teach and collect your lessons from the class teachers.
2. Choose three different standards/classes to teach.
3. Choose three different genre of English lessons.
4. Make sure you do not choose the same lesson for the same class as another member of your team.
5. Collaborate with the others in your team.
6. Write out your lesson plans according to specifications given to you by the Head of Department for Teaching Practice at the college.
7. Be aware that you will be videotaped during your presentation of your lessons.
8. You are responsible for your own research, materials and teaching aids.

Some don't's

1. Do not repeat the same genre among your three lessons.
2. Do not be late for your presentations.

Krzysztof Strzemeski, (1997:52) a methodology teacher at Nicholas Copernicus University, Torun in Poland did a pilot study in which he gave do's and don't's to students before they presented their three lessons each. The one major difference between his pilot study and this case study was that his students taught fifteen minute lessons and he, himself gave a list of topics for his students to choose from. In this study students had to teach full lessons of thirty to thirty five minutes per lesson to the junior and the senior primary classes and they chose the topics after consultation with the class teachers.

The teacher-trainees chose thus:

- Student A
- Lesson 1 Reflexive pronouns in standard 4
  - Lesson 7 Present and past continuous tense standard 2
  - Lesson 11 Composition standard 3

This student covered two genre in his selection.

- Student B
- Lesson 2 Collective nouns standard 4
  - Lesson 10 Future tense standard 3
  - Lesson 15 Story writing standard 5

This student covered two genre in his selection.

- Student C
- Lesson 3 Possessive pronouns standard 4
  - Lesson 5 Simple present tense standard 3
  - Lesson 9 Composition standard 2

This student covered two genre in his selection.

- Student D
- Lesson 4 Composition standard 3
  - Lesson 8 Composition standard 2
  - Lesson 13 Oral composition standard 2

This student covered one genre in his selection.



- Student E        - Lesson 6 Simple present tense standard 2  
                      - Lesson 12 Oral composition standard 3  
                      - Lesson 14 Creative writing standard 4

This student covered two genre in her selection.

It was evident in their choices that grammar lessons predominated. Three students chose two grammar lessons and one composition each. They deviated from the instructions. The fourth student chose all three lessons involving composition work. The fifth student chose one grammar lesson and two on composition work. No single student selected as per instruction, that is, three genre. Three different genre would have variety and involve different procedures. These 15 lessons will be discussed in the next chapter where they would be interpreted and analysed.

### **3.3 Setting**

Another source is the setting. Schools around College A were surveyed. The researcher had to consider the availability of electricity for use of overhead projectors and other electronic media. Most schools, especially primary schools, have no supply of electricity. This was not a handicap for the researcher who used a radio and a cam corder which were battery operated. As far as the trainees went, they did not request for power or even batteries.

Next, the grades at each school were important. Of the five schools one was fully junior primary and another fully senior primary. The remaining three catered for both phases on their campuses. The researcher's focus was selecting a school that was both junior and senior primary and close by. The choice fell on one school, that is on School DR. School DR was a comprehensive primary school with both junior and senior sectors in one campus. This was an ideal venue.

Distance from College A to the selected primary school was also considered. The nearest and most convenient primary school, School DR was fifteen

minutes walking distance from College A. This site was convenient. Transport costs would be saved in ferrying subjects to and fro.

Visits were made to this school. Confirmation was obtained from the principal. This was verbal, though. The principal was planning to retire at the end of that year 2000. Arrangements had to be made urgently. In August 2000 the researcher and the principal of School DR met by chance. A friendly request was made by the researcher to the principal for the use of School DR for the teaching of all lessons, that is, both the researcher's and the student trainees. The request was granted spontaneously and very gladly. Permission again was verbal.

In spite of this agreement, the researcher went back to School DR earlier, only to discover that the principal had taken leave on medical grounds. The vice-principal wanted to be informed about the dates during the first week of October. Schools reopened on 2 October 2000.

On 3 October 2000, the researcher went back to School D to inform the vice-principal of dates and for students to collect topics for their lessons. 31 October 2000 was chosen for the researcher's demonstration lessons and 7 and 8 November for trainees' teaching.

Student teachers were busy with their own examinations themselves in the meantime. On 30 October the researcher heard along the grapevine that School DR was going on a tour to Durban. The researcher visited the school and gathered that the staff and pupils would be away from 31 October to 3 November 2000 inclusive. The pupils would be back in the classrooms from the 7<sup>th</sup>. The researcher had to quickly contact other schools for the researcher's demonstration lessons only.

Two schools were chosen, School VJ and School ES. The former school was junior primary and the latter was senior primary. This handicap of teaching in two separate schools was easily handled by the researcher. The only disadvantage was that the trainees had to be commuted to these schools in

relays because these two schools were a distance away from College A.

At School VJ the researcher demonstrated lessons to standards 2 and 3 only, as this school was a junior primary school. The earliest date was 3 November 2000. The students were driven to School ES for the three other lessons the same day as transport would not be available any time later. The 3 lessons covered standards 4, 5 and 6. Standards 5 and 6 occupied one classroom. Although the sites were shifted, the lessons were completed without a hitch.

As far as the teacher trainees' lessons were concerned, prior arrangements that were made were adhered to. The students taught their 15 lessons over two days, 7 and 8 November 2000 at School DR.

### **3.4 Objects/Tools**

To do any job, one needs a tool or tools that are associated naturally with that task. In that same vein, a researcher uses tools or objects to realise his/her goal. As Leedy puts it,

The tool is what the researcher employs to amass data or manipulate them to extract meaning from them (Leedy 1992:26).

Various objects and aids used during the teaching of the lessons by the researcher and the students will be mentioned separately hereunder:

The following tools or objects used by the researcher were,

A camcorder mentioned earlier; a tape and a radio with a tape deck; colour posters and little copies; a red toy car; foolscap paper; various texts; worksheets; sweets; pills; Epsom salts; vinegar; onions; large strip pictures; small strip pictures; handkerchief; an orange; a bag; a ball; a large crossword puzzle; magazines; individual puzzles; advertisements; chalk and chalkboard; and a computer.

The following were projected for use by the teacher trainees for their presentations.

Student A

Small strip pictures; a cardboard box; wheels; unmentioned concrete objects; chalk and chalkboard.

Student B

Small strip pictures; text; and chalkboard.

Student C

Small strip pictures; chalk and chalkboard.

Student D

Charts with pictures; clay cattle; chalk and chalkboard.

Student E

Small strip pictures; a chart; chalk and chalkboard.

In the next chapter further comments on what teaching aids and materials were used by the trainees would be revealed. The above were projections only.

### **3.5 Records**

These include: lesson plans written by both the researcher and teacher trainees; the evaluation forms that were completed by the researcher; peer critique among the students after each lesson taught.

### **3.6 Documents**

The letter of authorisation by the rector (***Appendix F***)

5 lesson plans drawn up by the researcher (**Appendix C**)

15 lesson plans drawn up by the teacher trainee (**Appendix D**)

Videotape of the 5 lessons demonstrated by the researcher

Videotape of the 15 lessons taught by the trainees.

***(Transcripts of the above 15 lessons are in Appendix A)***

### **3.7 Informants**

The mathematics lecturer was supportive of the researcher. His continual guidance and prodding was helpful. The repeated enquiry by the rector did not go unnoticed. Consultation with the H.O.D. of teaching practice was invaluable.

In the next chapter the interpretation of the lessons taught by the trainees and classroom activities will be expounded at length. Findings will be analysed in the following chapter.

## **Chapter 4**

### **4.1 Introduction**

The ultimate goal of this empirical case study is to ascertain how teacher trainees handle the teaching of English communicatively, with transformation as the underlying theme. All “empirical knowledge is obtained by interacting with the real world, observing phenomena, and drawing conclusions from experience”, as Seliger and Shohamy put it (Seliger and Shohamy 1990:15). This is true of this case study. Real world situation, that is, the classroom situation was used. Real people were the pupils and teacher trainees. What transpired in the classrooms in the interactional process was observed and recorded. In addition, the focus is pedagogical, emphasising teaching methodology.

Incidentally, teaching methods have evolved through decades.

In recent years linguists and teachers have come to regard any proposed method of language teaching with suspicion, because all methods have been shown to be ineffective in some way or other (Kilfoil & van der Walt 1990:20).

They maintain that a method has limitations while an approach to language teaching has a wider scope. The best curriculum and the most perfect syllabus will still not be fruitful or achieve goals unless pupils are made ready for the outside world. The teacher has to adapt and adopt the best methods of teaching to achieve his/her goals. This case study is investigating how successfully the trainees used the communicative method of teaching. It would not be improper therefore, for one to briefly examine the dominant methods or approaches of teaching that existed before the arrival of the communicative approach. So often one method has incorporated some aspect of the one before or even built on it.

## 4.2 Background Information

The following is an overview of language teaching methodology through decades. Before 1900 a traditional Grammar- Translation Method existed. Classical languages were translated under very strict grammatical rules. Rote learning took place stressing the form of the language as more important than how to use it.

An alternative to the above method had to be found. Gouin devised the Direct Method at the end of the nineteenth century. The premise in this method was that a “pupil learns to understand by *listening*, to *speak* by speaking, and to *read* by reading” (Askes and Kritzinger 1987:10). One limitation to this method was that the second language could not be learnt in the same way as the first language. The argument given was that pupils were directly located in language situations for which they were unprepared. There was confusion as there was a lack of systematic planning.

Following the above method, came the Structural Approach advanced by B.F. Skinner and others. These exponents maintained that language learning was more mechanical perfected through practice. This approach emphasised drills, repetition and stimulus-responses. The argument against this approach was that learning a language was based on understanding and realism and not much stress on oral proficiency.

The Audio-lingual Approach or Aural-Oral Approach was formulated thereafter. Listening and speaking predominated at the expense of grammar and literature for foreign language learning. Through reading and writing, structures were taught systematically. “Pupils learn certain structures by heart but cannot use them in normal conversation.” This is the view of Askes and Kritzinger (1987:13).

Following the above approach, arrived the Functional-National Approach or the Communicative Approach. This was a recent development which started around 1970. The Communicative Approach emerged from the British

Situational Language Teaching that existed during the late 1960s.

In the Communicative Language Teaching (CLT) situations, pupils are expected to interact and communicate. Communicative competence includes a knowledge of words and structures and their functions. The preferred goal is the ability to use the linguistic system effectively and appropriately.

The role of the teacher is not dominant. He is not the only “know-all” person in the classroom. He is responsible for creating and planning activities and facilitating complex interaction between him, the pupil and the subject matter. “The teacher’s role changes from the dispenser of answers to the facilitator and manager of learning” (Turkington, Southey, Gilfillan 1991: introduction).

Fullan maintains that as a teacher’s role is crucial to the upliftment of society he serves, he advises,

Initial teacher preparation must provide prospective teachers with knowledge, skills and attitudes that will form a strong foundation for effective teaching ... (Fullan 1998:115).

The teacher trainees in this case study were expected to use the Communicative Approach in the teaching of their lessons as they were being trained in it “The merits of good methodology are undeniable but this is not in itself a guarantee for successful teaching” (de Witt 1981:100). The trainee’s commitment and dedication to his/her pupils would be revealed in his/her output.

It would not be unwarranted at this stage in the study to revisit the aims as outlined in Chapter 1. These aims focus on the following issues:

- The transformation of the teaching of English by teacher trainees from a black teacher training college.
- The successful facilitation of English by teachers as change-agents.



- The development of knowledge, skills, and values in prospective teachers of English.

### 4.3 Observation Instrument

Keeping these aims in mind, the researcher would analyse the 15 lessons using as instrument the evaluation form or protocol. Data collected would be gathered and analysed in respect of trainees individually and as a group where similarities and dissimilarities occurred. Thereafter, a holistic interpretation would be presented in relation to the problems as stated in the aims.

At this point, a review of the evaluation form would be of value to this research. The evaluation or assessment form referred to above was a prescriptive of the Head of Department of Practice Teaching at the college under study. This instrument was handed down to College A by the Department of Collegiate Education of UNITRA. The criterion is based on the Communicative Approach to Language Teaching (**Appendix B**) for the protocol. L. R. Gay affirms,

Whether you are testing hypotheses or seeking answers to questions, you must have a valid reliable instrument for collecting your data (Gay 1992:147).

Since the inception of the college in this study, the same instrument was applied when assessing classroom teaching. Over the years, it became the protocol of the college for subjects across the curriculum. Minor changes to the shape and style were the only amendments. The parameters and subdivisions are adaptations of the Communicative Language Teaching protocol.

Of note, Weimann A.G. used Frolich, Spada & Allen's COLT elaborate observation protocol Part A and Part B in his study on teaching practices. (As

indicated in his Appendix B of his thesis). The difference between Weimann's and the one used in this case study was that Weimann's was intensive whilst the one used in this case study was a modification.

#### **4.4 Procedure**

In an effort to depict a complete picture of each classroom and the activity therein, an analysis was made of each lesson taught by the student trainees. Teaching practices were observed live and video- taped by the researcher. Verification and cross-checking took place during the making of transcripts of the verbal transmission of each lesson caught on tape. This "involves double-checking the input and evaluating the output" (Gay 1992:490). Visiting and revisiting the data was made easy because of the videotape. Observations were recorded on evaluation sheets by the researcher. Peer evaluation was also conducted by the trainees themselves. The peer comment sheet the trainees used was designed by the researcher. It was simplified but accommodated all the important parameters (*See Appendix B*).

#### **4.5 Notes on the Evaluation Protocol**

The evaluation sheet used by the researcher for this study comprises two sections. The first calls for basic information, that is, standard, number in class date, topic, title and subject. The second is divided into parameters for lesson evaluation. More elaboration on the second section is given hereunder as this section is of paramount importance to the collection of data. These parameters and their subdivisions act as control.

##### **Parameter A - Lesson Preparation and Planning**

1. Written plan based on a format
2. Statement of objectives
3. Appropriate level
4. Planning questions and timing

#### Parameter B - Content

1. Introduction
2. Logical development
3. Imaginative format
4. Explanations
5. Conclusion

#### Parameter C - Methods and Aids

1. Skill in presentation
2. Pupil participation
3. Teacher's responsiveness to pupils needs
4. Relevant use of textbooks and notebooks
5. Chalkboard work

#### Parameter D - Manner of the Teacher

1. Language appropriate to level
2. Presentation of self and use of voice

#### Parameter E - Classroom Organisation and Discipline

1. Punctuality
2. Control
3. Achievement of stated objectives
4. Monitoring of pupils' work

#### General Comments and Suggestions

General flaws and weaknesses are recorded in this section. Suggestions are given for improvement. On the other hand positive comments can be added here.

#### **4.6 Requirements of Parameters**

For the purpose of this study, parameters A, B, C, D, E will be considered in relation to lessons taught by subjects in this study. Each trainee's lessons will

be analysed separately in relation to the three issues or aims mentioned earlier (See page 65 of the study). The data collected will then be interpreted singly and then in relation to others.

Before the above could take place, a brief synopsis of each parameter would be invaluable to the analyses and interpretations of the lessons taught. The parameters act as guidelines for the evaluation process.

#### Parameter A - Lesson Preparation and Planning

For many new teachers and trainees, writing lesson plans is a tedious task. David Propst affirms that “Writing lesson plans is an integral part of teaching” (1997:47). He adds further that

Lesson plans should be presented as a creative, imaginative, and ongoing process that helps teachers become more professional and better at their jobs” (Ibid).

A lesson plan tells very simply how a teacher, in this case a trainee, is going to occupy the pupils for the period be it successfully or unsuccessfully. The ingenuity of the teacher/trainee is called into question. A good lesson plan will give the trainee greater confidence in the classroom. He has a guide and he can follow the steps systematically. He cannot predict what is going to happen in the classroom, but if he is well-prepared he would be better able to cope with whatever that may occur.

There are many formats or instruments that have been devised for writing lesson plans. Modifications have been made by individuals to these forms, but generally the requirements are common, beginning with basic information, then subject and topic, followed by aims and objectives, introduction, presentation and conclusion, closing with chalkboard work.

Central to CLT approach and not to be overlooked are aims and objectives. Aims are long-term and objectives, short-term. In the former, they generally

refer to the education of the pupil as a whole and in the latter they refer to the development of the curriculum. Trainees are expected to give aims in lesson notes before they actually teach the lessons. Scrivener affirms that writing out aims prior to the teaching is “basically a training tool” (Scrivener 1994:50). On the other hand, Steyn claims that aims

define the overall character and intent of an educational system or, on a somewhat narrower scale, that of a school (Steyn 1991:2).

In contrast, objectives are more specific. They refer to the intended achievements that the teacher hopes to get at the end of the lesson. In fact, writing down an objective requires more contemplation than merely stating intent. A teacher must have a clear insight as to what he wants to achieve and throughout the lesson he should bear this in mind.

Still on Parameter A are aspects as level and timing. Suitability of the lesson for that class would be taken into consideration. Was enough research done on the topic? Was the duration of the lesson in keeping with the time-table? These are some of the questions that could be asked.

#### Parameter B – Content

Under this parameter fall the introduction, presentation and the conclusion. An introduction should create interest in the topic. How exciting and innovative the trainees made their lessons would be rated according to the evaluation form. Also noted will be the progression of the lesson. Were clear explanations given and complexities resolved during this stage? How was the lesson rounded off?

#### Parameter C - Methods and Aids

In vogue, the method was the Communicative Approach. How skilfully was the Communicative Approach used? In answering this question the researcher could establish the rapport in the classroom between the trainee

and the pupils. The strength of the interaction depended solely on the trainee. An inherent part of teaching is working with human beings. De Witt affirms that more important to methodology is “humanity” in the relationship between the teacher and the pupil. This human relationship is crucial to the success of a lesson. “It is you and your moment-by-moment relationship with other human beings” (Scrivener 1994:8). Rudduck (1992) quoted by Fullan (1993:124) outlines this pointer for successful partnerships,

the readiness of the partners to give up their traditional mythologies about each other, and learn to respect each other’s strengths and recognize each other’s needs and conditions for professional survival;

The teacher and the pupil are inter-dependent on each other. Without one the other cannot survive. The teaching profession in whatever field, needs pupils and students for its existence and vice versa. It may be argued that illiterate people have gone through life without any professional training and were successful. The quality of life here is important. In fact, educational achievements open doors and avenues for a better life for pupils and students. For pupils and students to excel they need to be taught well by committed teachers who would take initiatives to improve on their own methodology for better discourse and understanding. The communicative approach allows for continual interaction and development.

In addition to methodology, chalkboard work and the use of textbooks and notebooks were evaluated. “Chalkboard work is an interesting, practical and worthwhile part of education” (Piek 1989:244). A teacher has to learn the art of using the chalkboard. Practice makes perfect. How cleverly the trainees mastered this art was clearly depicted on the video- tape.

Beside the chalkboard, other teaching aids would include pictures, even photocopies, hand-drawn charts, models and cut-outs. The teacher, in this case, is the trainee who is responsible for the teaching aids. Here again, how much of the above were used were visible on the tape.

## Parameter D - Manner of the Teacher

To be included for consideration are: language, presentation of self and the use of voice. A well-prepared teacher will display confidence and strength of character. He should make himself be understood by the pupils. The level of language should be suitable to the level of the class. Verbosity and a loud voice do not make a successful teacher. In a well-modulated voice a teacher could control even large classes. This old saying, "Language most shows a man; speak that I may see thee" is true. An English teacher who is well-spoken in English is an added advantage to the language.

The researcher does realise that for the participants in the study, English is second language and has borne this in mind at all times. Janet Stonier (1992: introduction) states,

Teaching children to master these skills (reading, writing, speaking and listening) in a language other than the mother tongue is particularly difficult where the second language is to become the language of tuition. However, at the end of the primary phase of education most children should have reached a level of competence in English which will allow them to achieve in all aspects of the secondary phase without handicap or hindrance.

This is an ideal state where pupils in the secondary phase would have no problem with English. Ironically, some of the trainees, in tertiary phase, in this study definitely had problems with English. They rarely communicate in English among themselves in social setting or in private. English is heard in the English lecture room. How would the trainee/teacher cope in the classroom where "The teacher should also speak English to pupils as much as possible", (Ibid Stonier 1992:6) and allow pupils to speak in English as much as possible.

## Parameter E - Classroom Organisation, Discipline

Under this parameter fall, punctuality, control, achievement of objectives and monitoring and assessment. Assessment practices should be purposeful and beneficial to the pupils and the teacher. Assessment has a direct influence on teaching and learning. A teacher can know the strengths and weaknesses of the pupils. He/she can also know whether the objectives he/she set out to achieve were attained. Above all, unbiased assessment should be the goal. "Even very young children have a well-developed sense of fairness and will have opinions about what they think is 'fair' and what is not" (Sieborger 1998:11).

The question of bias is of utmost importance to this case study. Bias may occur with the teacher trainees in the classrooms and the researcher. More will be said on the role of the researcher of this study. Extreme caution is necessary in the interpretation of data. Unlike the quantitative research in which a researcher can be very objective, in a qualitative research in which human actions predominate a researcher's role leans toward subjectivity. Words and narration are key elements in this case study. The final analysis must be credible and true. "**Credibility** refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable" (McMillan & Schumacher 1993:157).

Leedy cites an example of two teachers teaching the same lesson, using the same methods and texts and yet bias entered. "Data are highly susceptible to distortion." This is his view (Leedy 1992:213). The subjects in the study are known to the researcher and a strong possibility exists of bias entering and affecting the outcome. To safeguard against the possibility, the researcher controlled the information by video - taping the events. In this way the data can be viewed and reviewed as many times as possible by anyone. Data can be verified easily and doubts can be dispelled.

Another issue to be considered is the question of ethics. "Educational research is done to garner knowledge and shed light on the human condition"



(Charles 1994:10). In line with this statement, the researcher of this study hopes to bring to light some information that would improve the quality of teaching English. Disclosures will be honest and untainted as far as humanly possible.

#### **4.7 Role of the Researcher in the Interpretation of the Lessons**

Many factors point to the credibility of the researcher of this study. The researcher is a research instrument with vast experience. The technique adopted in this study by the researcher is triangulation. A video – tape was used to record data thus incorporating audio and visual aid. Observation and interview underlined the process of gathering data. With authentic, verifiable data, bias is eliminated. These tapes can be viewed as often as possible by readers of this study. This is a permanent record of what happened in the classrooms.

On a personal note, the researcher lectured the English language to speakers whose mother –tongue was not English. Later, as an acting District official, holding a senior position for English, the researcher again came into contact with people who spoke English as second language. Modified language, slow speaking and much repetition was the order of the day. Nevertheless, there developed a strong rapport and trust between the participants and the researcher at the district office. Confidence in participants emerged and a free line of communication was built over the years between the researcher and teachers and principals of schools in the district.

As a lecturer over twelve years, the researcher demonstrated many lessons in all genre of English. These lessons were pondered over before the final drafts were ready for demonstration. Innovations to make exciting lessons were effected with minimal expenses. To quote one example, the researcher taught the sonnet “On his blindness” by Milton to a senior class. She blindfolded a pupil with a large handkerchief and made the pupil walk between the aisles in the classroom. The researcher had a protective hand

over the pupil in case of an accident. With empathy and respect the researcher created a congenial atmosphere in the classroom. That pupil was able to say strongly he did not wish to be blind and gave his many reasons clearly. The lesson progressed smoothly and the pupils communicated their feelings honestly and openly.

Especially in the lower classes, the researcher resorted to translation of words from English to Xhosa. The researcher realised the need to be understood and lower the anxiety level when using the target language.

Furthermore, the researcher is confident in her subject. She is easy – going and approachable. With patience coupled with a good sense of humour, the researcher invariably succeeded in achieving a rapport even in new situations. According to Jim Scrivener, a rapport is,

the magical ingredient that makes a teacher a teacher – or not.

He adds,

rapport is to do with the personal atmosphere a teacher creates in the classroom; the difference, say, between a room where people are defensive and anxious or a room where people feel able to be honest and take risks ( Scrivener 1994:7).

In 1999, the researcher was selected by the Imbewu Project co-ordinators to be trained to monitor the facilitation of English and Language, Literacy and Communication in the district. At the end of the same year, the researcher became a certified Imbewu (LLC) monitor. The researcher held numerous workshops for training principals and teachers in the system.

In 2001, the researcher was selected to co-ordinate Continuous Assessment for Grade 12 in the District. The researcher piloted CASS in nineteen high schools in the district. The task was a difficult one as it was the first time these high schools were involved in continuous assessment for official

purposes. There was great confusion among teachers and principals. The researcher's task was like a gigantic wave coming over. Nevertheless, hard work and commitment by all prevailed, and a light shone at the end of the tunnel. At the end of the same year the researcher became a certified CASS Co-ordinator for the District for grades 10, 11, and 12. Teachers had some knowledge of what CASS entailed. This knowledge grew year after year from a firm foundation.

With strong commitment, the researcher always tried her utmost when it came to her work. The five lessons prepared by the researcher were varied and innovative. They were demonstrated in two schools of the same calibre as the school that the trainees chose for their teaching. The conditions were identical, the pupils came from similar backgrounds; resources and furniture poor; levels taught both by the researcher and the trainees were standards 2, 3, 4, 5. The researcher taught an additional level, standard 6. There was no unfair advantage of one over the other. The quality and background of the pupils were similar. The trainees watched the researcher when she was teaching. They made notes and even rated the researcher flatteringly. Have they emulated or even improved upon any aspect of the lessons they observed?

Answers to the question above will be revealed in the analysis and interpretation of data collected from five Students A, B, C, D, E. Each student taught three lessons. The overall analysis for each student would be a combination of the three lessons taught by that student under observation. Then a comparison of the five trainees would be attempted. Similarities, differences and approaches would be compared.

#### **4.8 Data Portrayal and Interpretation**

Fifteen lessons were observed and analysed. Each student was given freedom to choose three levels of classes for three genre of English lessons (See Do's and Don'ts page 56 of this study). The method they were expected

to embrace was the Communicative Approach. The students were expected, individually or in a group, to visit the chosen school and collect topics for their lessons.

### **STUDENT A**

This student was rated as above average category. He chose 2 lessons on language work and 1 on composition work. With 2 lessons based on language and grammar, Student A neglected to include a third genre.

#### Parameter A – Lesson Preparation and Planning

Lesson plans were drawn up according to specifications prescribed by the College of Education. They were hand-written. The topics, Reflexive Pronouns, lesson 1- standard 4, Present and Past Continuous Tense, lesson 7- standard 2 and Composition from pictures, lesson 11- standard 3 were good choices. The objectives indicated were relevant and straightforward. Lesson 1 the student wrote thus, “At the end of the lesson pupils should be able to use reflexive pronouns in sentences.”

The timing, on the other hand, was poor. The lesson on Reflexive Pronoun lasted 17 minutes, including application time. The lesson on Present and Past Continuous Tense took 20 minutes. Lessons 1 and 7 clearly reveal a lack of research. Few examples were used and the same repeated. The lesson on composition went up to 32 minutes as there was much repetition of the story by Student A, firstly on a hypothetical basis and then on the pictures themselves.

#### Parameter B – Content

There was no variation in the introductions in two lessons. “So what is a noun?” and “Actually, what is a verb?” do not leave much to the imagination. The teacher mentioned “concrete objects” in his lesson plan 1. There was no reference made to any concrete nouns present in the classroom. There was an abundance of nouns in the classroom itself. The technique of going from

the known to the unknown was not applied. In lesson 11 the teacher introduced a game. It ended abruptly and its effect melted away. Using a game in teaching is admirable, but how and how well it is effected would reflect on the outcome. The effect was minimal. According to Agnieszka Uberman, a teacher in the English Department of Pedagogical University in Rzeszow, Poland,

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming (Uberman 1998:21).

The trainee asked pupils how they would transport groceries worth R2000 home. He turned the answers to a game for fifteen points. The pupils appeared confused as the instruction given by the trainee was also confusing. It was not a game in the true sense of a word.

The presentations of the three lessons were traditional. They were mere transmission of information whether it was correct or incorrect. Example of an incorrect one, "School is a noun just because it is a name of a person." Explanations were long drawn and repetitive. The words "kick, kicking" were mentioned twenty times in the elucidation of continuous tense concept in lesson 7. Only six verbs were dealt with in that lesson. The teacher himself initiated the action "kick" by asking a pupil to kick him. From a moral point of view, this is a bad example in which a pupil kicks a teacher. When the teacher was narrating the story in lesson 11, he confused the use of pronouns "he" and "she."

"You understand now" used frequently by the trainee evoked an automatic "yes" response from the pupils, The teacher was the "know all" person and the pupils "empty vessels" to be filled with knowledge. Paulo Freire calls this method the "banking" system.

The conclusion of a lesson should indicate how much of the content was understood and whether the pupils could apply the knowledge learnt to new

situations. There was a turn-about in the conclusion of lesson 1. The trainee indicated in his lesson notes that he would be giving pupils an exercise of five sentences with blanks to fill in reflexive pronouns. Instead he distributed copies of a story in strip pictures to groups to discuss. One pupil stood up and recounted the story and the lesson was over. There was no harmony with the topic and the conclusion. The reason for this change was spontaneous and unexplained. There was no assessment or an evaluation to discover what the pupils have understood or accomplished from this specific learning experience, that is, use of reflexive pronouns. Again, in lesson 11, the trainee gave the class information about each picture of the set of strip pictures and then asked pupils to write down same, one sentence on each picture. There were six in all. The pupils were not given a chance for independent thinking. They would regurgitate all that the trainee had told them without question. Yet, according to lesson plan 11, the teacher trainee wrote,

Teacher hands out worksheets to pupils to read and understand the story, with the help of the teacher (himself).

The pupils were not helped, they were told.

#### Parameter C- Methods and Aids

The methods adopted by Student A were the Demonstration method and the Audio-Lingual Approach. The lessons were traditional with the teacher dominating all the lessons, as mentioned earlier. Lesson 11 had a propensity towards the Communicative Approach, but the teacher told the whole story himself and then asked pupils in groups to write one sentence on each picture. Using the demonstration method the teacher alone demonstrated the making of a cart. The pupils watched. "Repeating a demonstration after observing it requires knowledge and skill on the part of the observer" (Steyn 1991:87). The pupils were deprived of that chance to demonstrate. The teacher could have brought a bicycle to the classroom. It was possible as some pupils do cycle to school. Askes & Kritzinger coincidentally site a bicycle as an example and maintain,

Real experience of an object is always better than a picture of a

thing, e.g. a real bicycle in the classroom than a picture of one (Askes & Kritzinger 1987:214).

The lesson would have turned out vivid and exciting had a real bicycle been brought in. The next best would have been a picture. Askes & Kritzinger do not decry the use of pictures, though. It is just that the real is the ideal. Except for the strip pictures, there were no pictures or charts used in all of Student A's lessons.

Pupils were seated in groups, a permanent feature of the school in all classes. That is not an indication that group work is done all the time. Curriculum 2005 does not advocate that group work is a must for every lesson. According to Kader Asmal's Education Plan "Group work as the only learning method" is out (Pretorius 2000:6). Student A used group discussion for lesson 11 conclusion. He indicated in the same lesson plan that a composition would be written. One pupil stood up and related the story from the pictures and that concluded that lesson. In the same lesson plan the trainee indicated that the pupils would be making the cart. This was not the case. "They are making a chart (spelling error for 'cart'). The teacher made the cart by himself. He indicated "wheels" under teaching aids but there were no wheels. The only other teaching aids used were chalk and chalkboard. Chalkboard work and the correct use of capital letters need practice. For example, lesson 7,

Mary is Washing the Clothes while John is riding a bicycle.

#### Parameter D – Manner of the Teacher

Student A was properly and neatly attired. He was courteous and well-mannered towards the researcher and the pupils. He was co-operative and willing and helped in video- taping as well. His voice was well - modulated and he appeared in a state of calmness.

## Parameter E – Classroom Organisation, Discipline.

The principal of the school was seated in the classroom during the first lesson. Now and then she got up to get a ruler or an eraser from the pupils whilst the lesson was in progress. This was disturbing. The other barrier was noise emanating from adjacent classrooms. This did not affect the principal even though she was aware that video-taping was in progress.

Student A was punctual and on arrival started his lessons immediately. The pupils were in the classrooms already. They were quiet and obedient most of the time. There was a bit of laughter when the teacher asked the pupils to imagine “wheels” in lesson 11. A concrete object would have been more effective.

For written work in lesson 7 the teacher handed out writing paper to every pupil. They were required to change four sentences to past continuous tense. Pupils worked individually. The teacher stood in front of the class waiting for answer scripts. But in lesson 11 group work was adopted and the teacher walked around facilitating.

## Orientation towards the Communicative Approach

The listening skill predominated in all three lessons taught by Student A. The pupils sat passively most of the time and listened. The skills of writing and reading were concentrated in the exercises given at the end of the lessons. The speaking skill was evident in the responses and this too, was limited. In the communicative approach the basic unit of language is discourse and continual interaction. The researcher found a lack of this technique. The teacher was the controller.

While the lesson plans set forth a course of action, Student A digressed in two lessons. The lessons were teacher- centred. The emphasis was on teaching and not learning.



## **STUDENT B**

This student was rated as average. He chose two language lessons and one composition lesson. This is the same pattern as Student A. He repeated the identical misconception and neglected to include three genre.

### **Parameter A – Lesson Preparation and Planning**

Here again all the necessary headings were used in the lesson plans and hand-written according to the prescriptive. The topics, Collective Nouns, lesson 2- standard 4, Simple Future Tense, lesson 10- standard 3, Composition Work, lesson 15- standard 5. Unlike Student A, Student B's aims and objectives appeared similar. A quote from lesson 10,

Aims: To let them know how to use future tense and be able to differentiate between tenses.

Objective: By the end of the lesson pupils will be able to change sentences to the future tense.

The level of lesson 10 that is, Simple Future Tense for standard 3 is questionable. Lessons 2 and 15 level wise were satisfactory.

The timing was poor with an average of 17 minutes. Student A had an average of 23 minutes.

### **Parameter B- Content**

Student B asked same style questions as Student A in the introduction. There was no variation or innovation to create exciting lessons. "Can you tell me some nouns you know, any nouns?" His introduction to lesson 15 was creative, but ended purposeless. There was no link to the story to follow. A gentle transition was lacking. He dismissed the ghost idea, a very good idea indeed, by saying,

I think now you have an idea of what is happening.

What idea was it? The pupils just responded, “Yes”. This was a standard 5 class and they have far more to offer and their thinking and imaginative skills could have been exploited to the full with many thought-provoking questions, descriptions.

In the traditional presentation of lesson 2, Student B indulged in only six examples of collective nouns in his brief lesson of 12 minutes. This was a standard 4 class and the pupils in this standard would be able to cope with many more examples. In support with this view, Stonier maintains,

Hearing *many* English words and many different kinds of sentences (questions, statements and instructions) all referring to classroom situations and activities that they experience every day will provide pupils with a massive input of English (Stonier 1992:6).

When he himself did not know the collective noun for tanks, he conveniently moved on by saying, “O. K. this means another example”. He was continually looking out of the doorway while teaching and he saw the tanks in the schoolyard and that was why he chose “tanks” without foreseeing the consequence that unsettled him. It indicated poor planning.

A close scrutiny of the pictures Student B used in lesson 15, revealed drunk men coming out of a beer hall at night. A youngster decided to play a prank on these men. He came with a pumpkin that had eyes and a nose carved out. With a flashing torch inside the pumpkin, the boy hoped to frighten the men. A story as this would excite the senior pupils and initiate a powerful discourse even if it were subjective. It did not happen. Instead, the pupils had no chance to report on those pictures because the trainee stopped the lesson when his colleague came in. The researcher watched the scenario and did not interfere as this may be prejudicial.

The conclusions of the other two lessons by Student B were mundane. Five options were given for filling in blanks in both. Imparting of new knowledge was minimal owing to a lack of research.

#### Parameter C –Methods and Aids

The method Student B adopted is similar to that of Student A's audio-lingual. There was just a transmission of limited knowledge in a traditional fashion. Student B could have brought a pumpkin himself to the classroom and recreated the story in the pictures. Pumpkins are not hard to find in the district he hails from. A pupil would have gladly brought one on request. With fertile imagination and enthusiasm, the student could have employed role-play and dramatisation for a very successful lesson.

Classroom drama is not a formally rehearsed, polished performance. It should rather be seen as an opportunity to experiment with role-play, to stimulate the imagination, and develop self-confidence (Opie-Jacobs, Weakley, Ngambu. S, Waker, Ngambu, M 2002:16).

Had this student been innovative, he would have caused an explosion of spontaneous fun and laughter.

#### Parameter D – Manner of the Teacher

His mannerism was similar to Student A.

#### Parameter E – Classroom Organisation, Discipline

The principal was seated in the classroom while Student B taught lesson 2. The noise from outside persisted. The principal did nothing. When he taught lesson 15 half the class had run off. There was no one there he could get support from to stop the noise. One pupil from the next classroom, climbed on top of a desk lying outside, and was peeping in often. This was disturbing to

the trainee and pupils. This barrier could have been controlled by people in authority at that school.

Student B was punctual and completed the first two lessons, that is, 2 and 10 but the last lesson, lesson 15 was left incomplete. The pupils, seated in groups, were busy analysing the pictures. They were left just like that with no explanation. Pupils' needs were ignored and pupils were left suspended. A teacher is supposed to lead by example, especially in standard 5 where pupils can make judgements and form opinions. At this stage in their school life, they require preparation and guidance for high school work. They need empowerment for life also.

Orientation towards the Communicative Approach

As with Student A, the listening skill dominated. The pupils listened more and the trainee talked more. The writing skill existed in the conclusions of lessons 2 and 10. Fundamentally, the lessons were teacher-centred.

### **STUDENT C**

This student was rated average. He chose the same categories of lessons as Students A and B namely, two on language work and one on composition. He also did not follow instructions as to the choice of the lessons. This question arises. Why are the trainees afraid to teach, for example, reading comprehension or listening comprehension? The researcher had demonstrated both and yet not one of the trainees was confident enough to attempt a comprehension lesson.

Parameter A - Lesson Preparation and Planning.

The topics were as follows: Possessive Pronouns, lesson 3-Standard 4, Simple Present Tense, lesson 5-Standard 3, and Composition Work, lesson 9-standard 2. The lessons were hand-written according to the prescriptive of the college.

Student C appeared confused as Student B in differentiating the aims and objectives for his lessons. In lesson 3, there was no objective mentioned and under 'aim' this was written,

Aim: To enable them how to use possessive pronouns in sentences.

In lesson 9, the following was written,

Aim: To develop logical thinking using pictures

Objectives: To identify what happening in each episode (picture).

No clear aim is evident in the above lesson. Only one objective was mentioned.

Closer to Student B with an average of 17 minutes, Student C had an average time of 15 minutes for his three lessons. This is definitely below par. Well-planned lessons with enough information to be elicited and imparted, will indeed take full lesson time. So often well-planned and well-researched lessons even tend to encroach onto the next lesson time in the teaching of them.

#### Parameter B – Content

As with Students A, B and C quality was wanting. Introductory questions asked by Student A and Student C were identical, "What is a noun?" (Lesson 5). There was no variation. It appears to be a stereotype introduction for language lessons by the trainees. In lesson 9 the teacher asked pupils to sing and dance. Although he started like this,

Teacher: We are talking about party. You know a birthday party? he did create some excitement. Pupils sang and danced and laughed. Songs "can increase the motivation to learn the language" (Mfuloane 1992:31). This was good for this class being a standard 2. This also is true that

Learning English through songs also provides a nonthreatening atmosphere for students (pupils), who usually are tense when speaking English in a formal classroom setting (Lo & Li 1998:8).

With all the advantages up his sleeve, the trainee did not exploit the situation. Just as soon as the song was over he went to giving out worksheets, with no linking up to what had already happened in the classroom. Here was a situation where the pupils were alive with possibilities and the teacher could have accomplished more. An explanation as this one on possessive pronouns, (Lesson 3)

Teacher: Those words are good possessive pronouns because they show, they show the to whom which belong. You understand me?

and this on simple present tense,

Teacher: (Writes on the chalkboard and repeats aloud)

1. I go to school.
2. You are drinking”.

are vague and insipid. The teacher has muddled the simple present and the present continuous tenses.

Furthermore, similar to Student B, Student C dismissed a pupil's input,

Pupil: This is our class.

The trainee did not explain the difference between “our” and “ours.” Surprisingly, the pupil's grammar was better than the teacher's. For example, in lesson 3 on possessive pronouns to a standard 4 class, the trainee spoke thus:

Pupil: The books are ours.

Teacher: The book are ours.

The resources this student used, were easily available in a classroom, like a book and a pen. The pictures the trainee used in lesson 9 were not well-perused by him. The pictures depicted Jesus (God), or Saint Peter and a feast being prepared. This feast is different to the party of today. The similarities are there, no doubt, but he could have commented on the style of clothing worn and the musical instruments like the harp and the flute that appeared in the pictures. This was a standard 2 class and they need a little more background knowledge as the pictures were strange to them. During facilitation, the teacher walked around only telling the pupils to keep quiet and

write. The pupils were discussing in Xhosa, the language they were comfortable with. No report back by the pupils or discussion took place. A wasted lesson.

#### Parameter C – Methods and Aids.

The trainee indicated that he would use in lesson 3 “Question and Answer, telling method”; in lesson 5, “Question and Answer, Communicative”; in lesson 9, “Communicative approach.” There appears to be a loose combination of methods.

The pattern was the same when it came to pupil involvement. The two preceding students and Student C did not give much chance to pupils to communicate meaningfully in the target language. On the whole, the lessons were teacher-centred.

As with the other trainees there was a dearth of teaching aids. Chalkboard work was poor and much training is required in lettering and in the use of capitals. Good chalkboard work adds to the strength of a good English teacher.

#### Parameter D - Manner of the Teacher

Student C was courteous as the preceding students. He could be heard clearly but displayed a lack of confidence especially when he was posing questions to the class. He at times found it difficult to express himself. Student A, on the other hand, did a lot of talking and he appeared more confident.

#### Parameter E – Classroom Organisation, Discipline

The pupils were obedient and appeared attentive in lessons 3 and 5. Some groups were not concentrating on work assigned to them in lesson 9. A noise was heard but this time there was no noise from outside during this lesson.

The pupils were talking among themselves. They did not get enough clarity on the pictures. The theme was religious.

The teacher went around monitoring individual work in two lessons and group work that he had given in the third lesson of his.

Orientation towards the Communicative Approach

Similar to Students A and B the pupils listened to the teacher. Little writing was done by the pupils at the end of lessons.

### **STUDENT D**

This student was considered below average. He went into the police force for a short while and then decided to train as a teacher. He was one of the older students. He was married with children. He went home weekends to his family. Very often he would come in late on Monday mornings to college. During casual chat, he often found difficulty in expressing himself.

His selection of lessons was very, very limiting. All three lessons dealt with composition work. This appears to be his comfort zone. Only one genre was covered. As with Students A, B, and C he did not follow the criteria in choice and levels. The hand - written lesson plans were not checked by the student himself, as they contained spelling and grammatical errors and some of these errors appeared on the chalkboard.

A brief comment on the topic of lesson 4 is necessary. The topic written down in the lesson plan reads, (My Cattle). While teaching, on the chalkboard the teacher writes, "A COW". In the lesson proper, the teacher asked, "What is the name of your cow?" Pupil responded, "Jamluthi". Among Africans this is a popular name for a cow. The trainee then writes, "Jamluthi is the name of my cow". The teacher had moved from "cattle", the plural of cow to "a cow", meaning any cow, to "my cow", becoming personal. Throughout the presentation of the lesson, the idea of a cow existed. A look at the lesson



notes, indicate otherwise. There is mention of cattle often and by - products and uses. This makes it evident that a geography lesson was adapted for an English lesson.

As far as aims and objectives go, he repeated the mistakes made by Students B and C. He was unsure. In lesson 4 he writes,

Aims: To make pupils to be familiar with the use of a cattle.

Objective: At the end of the lesson pupils should be able to know what are the main product we get.

He neglected to indicate the levels he was going to teach lessons 4 and 8. He taught them in standards 3 and 2 respectively. Lesson 13 was conducted in standard 3. Two lessons were taught in the same level.

The average time for his three lessons was 17 minutes. This timing was close to that of Students B and C.

Student D asked numerous questions while conducting lessons 4 and 8 much more than the three preceding students. His ratings were below average but he had done a better job at using the question and answer method.

#### Parameter B – Content

For the introduction the teacher, started his lesson 4 by asking questions on animals, domestic and wild. Pictures would have enhanced the images in the minds of the pupils and made the teacher's work easier. He began with some general knowledge questions leading up to the topic. Under teaching aids, the teacher wrote "Cattle concrete object" which was not there. A few clay cattle would have brought some excitement to the lesson. Going an extra mile for creating wonderful lessons, is a sign of a committed teacher.

There again, in lesson 8 on "My School" the teacher elicited from the pupils information that was more statistical than linguistic. The chart that was proposed in the lesson plan did not exist. The teacher could have drawn a

plan of the school he was in, on the chalkboard. The pupils would have gladly assisted him, thus making the chalkboard a learning aid. He could have used matchstick figures for the teachers. This would have certainly created some laughter in the classroom.

The teacher substituted worksheets for chart that was proposed in his lesson plan 13. The episode in the pictures of a woman being robbed was within the realm of the pupils. They could have quite easily dramatised the story even with someone behaving as a dog. Although the scene in the classroom would have been ecstatic, vibrant and funny, it would have helped prepare the pupils for life. Mac Pherson aptly remarks,

*In everyday life, children's visual literacy skills are necessary not only for convenience but are often essential for survival Mac Pherson (1992:97).*

The enactment of a robbery, would have certainly brought out survival skills in the pupils.

#### Parameter C – Methods and Aids

Student D in all his three lessons stated that he would be using the “question and answer and telling” method. Students B and C mentioned that they also would be using the identical method in the grammar lessons. Commonly, this method would be called the Socratic Method after Socrates, “who taught through questions. He refused to supply answers to his students but posed questions that forced them to search out answers for themselves” (Farrant 1986:135). This method is ancient but it does have redeeming qualities that have encroached into the later methods. The strategy is to ask extensive questions. Student D did ask many questions but he gave the answers where the pupils failed. In the Socratic method the pupils would be required to look for the answers themselves. However, the pupils were fairly involved in Student D's lessons. In lesson 13 though, the trainee allowed choral answering.

#### Parameter D – Manner of the Teacher

Student D's mannerism was similar to the other students'. But he displayed a little more confidence than Student C. The reason could be that he had chosen topics that he could manage. In reality, it would not be possible for a teacher who has to teach all the subjects to his class and be prepared for all, to pick and choose his lessons.

#### Parameter E – Classroom Organisation, Discipline

It was unfortunate that it started raining heavily and the noise on the iron roof reverberated for quite some time while the student was teaching lesson 13. Water entered through the holes in the roof and dripped onto the furniture adding to the noise barrier. Despite this problem, the pupils remained with the teacher obediently.

The conclusion that the teacher used in the classroom was different to the one he wrote up in his lesson notes. He asked the pupils to write out one sentence on each picture. He followed the pattern set by Students B and C. The one written in the lesson plan may have been more functional especially for a standard 3 class. He reduced the story to a paragraph in which he left blanks for the pupils to fill in. He gave a choice of words. Why he diverted from the original plan is anyone's guess.

#### Orientation towards the Communicative Approach

This student defined his methodology clearly. He used the question and answer method involving listening and speaking skills. The lessons were teacher – centred nevertheless.

### **STUDENT E**

This student was above average and the only female in the group. Student E chose two lessons based on composition work and one on grammar thereby

making the same mistake as all the others in not choosing three different genre for the three lessons. Comprehension lesson again was avoided.

#### Parameter A – Lesson Preparation and Planning

Lesson plans were drawn up according to specifications. They were hand – written in good handwriting. The topics: Simple Present Tense – standard 2, Oral Composition “A Leopard” – standard 3, Story writing – standard 4 were suitable topics for the relevant levels.

The aims and objectives for lessons 12 and 14 were good but in lesson 6 the aims and objectives practically said the same thing,

Aims: To know how it differs from other tenses.

Objectives: At the end of the lesson they can be able to form simple present tense.

The average time taken for lesson 6 and 12 was 22 minutes. It then fell to 14 minutes for lesson 14. Student E’s time was closer to Student A.

#### Parameter B – Content

The same topic, “Simple Present Tense” was taught by both Students C and Student E in standards 3 and 2 respectively. Those were lessons 5 and 6. Who did a better job? An in depth comparison is relevant at this juncture. For the introduction Student C revised nouns and then went onto continuous present tense by making pupils do actions to come to the topic. He ended up confusing the simple present tense with the present continuous tense. For example, the teacher asks pupils to jump. He asks, “What are they do, class?” The pupils reply, “They are jumping”. The answer depends on the formulation of the question.

On the other hand, Student E introduced lesson 6 with real life experiences. Pupils had to recount what they do everyday. The responses automatically elicited the personal pronoun “I” with the simple present tense. The pupils gave six examples of verbs during the introduction phase.

In the presentation stage, Student E used a chart on which five sentences were written. Of the five students studied, Student E's chalkboard work was the best. Her writing was bold and clear. She could have easily written the five sentences on the chalkboard instead of writing them on chart paper. Making a chart is an art. A chart must be effective and purposeful. In this case it was a waste of time and money.

Student E did not relate lessons 12 and 14 to real life as she did in lesson 6. She asked, "Who knows a leopard?" She repeated this twice and then asked pupils to describe it. Still there was no response positive or negative from the pupils. The teacher added, "You don't even see pictures of a leopard?" Paraphrased this means, "You didn't even see pictures of a leopard". The teacher expected them to have seen pictures of a leopard to make her work easier. She, herself, could have brought a picture of a leopard. She could have also asked about the dangers of keeping chickens relating her questions to the pupils' real life experiences.

In lesson 14 the story was about a goat eating an item of clothing. Here again the pupils would have been able to recount incidents with goats from their real life experiences. Stonier adds,

The communicative approach recommends communication in real situations as far as possible (Stonier 1992:19).

Unfortunately, they were not given that chance. These pupils were alive with potential for discussion. Instead, she handed out worksheets to groups and asked them to write one sentence on each picture while she walked around facilitating.

Learning can take place by association. Lessons 12 and 14 had ample room for this technique of learning. The pupils may have associated incidences in their rural lives to the stories with rural themes. Stonier advises,

If English is the medium of instruction ample opportunities can be provided to practise oral communication across the curriculum (Stonier 1992:28).

Student E expected the pupils to agree with her all the time. At times, she did not show respect for pupils' views that were contrary to hers. She dismissed their responses blatantly. Two quotes from lesson 12 will clearly prove this statement, namely,

Pupil: The woman is... feather.

Teacher: I think this are the chickens. They are all dead.

A closer look at the pictures will reveal feathers and not chickens as the teacher assumed. The second quote is this,

Pupil: I go to uncle and sell the chickens.

Teacher: That means you don't love chickens, eh.

The above reply from the pupil came as a result of the teacher's question,

Teacher: What can you do to protect your chickens to be eaten by the leopard?

Student A undermined a pupil's judgement in a similar vein as Student E. A pupil said that he was going to phone his mother to come with the car to pick up a whole lot of groceries. Student A commented,

Teacher: So they are going to use a car, a car, isn't it? Car. But it's impossible to use a car when you are in the town, isn't it?

The teacher expected the answer "bicycle" and any other answer was going to be incorrect.

In the traditional approach mistakes were not tolerated. The pupils were afraid to speak for fear of giving incorrect answers. Thus learning was stifled. Communication was not free flowing.

All three conclusions of Student E's lessons were changed from what was written in the lesson plans. Originally, the teacher planned for pupils to write sentences of their own. At the end of her lesson 6 the trainee told pupils to write sentences in simple present tense and gave out writing paper. A few

minutes later the trainee writes five sentences with blanks on the chalkboard and supplies pupils with five options from which to choose. The afterthought was a better conclusion than the first. Lesson 12 was oral composition and the teacher planned to teach spelling and vocabulary. At the end of the same lesson the chalkboard was clean and no word inferences were made. For lesson 14 the teacher wrote that pupils would write endings to the story. This would have been an emulation of the researcher's second lesson conclusion to standard two. It would have been good. Instead they wrote sentences, one per picture. There were six pictures in all and six sentences in all.

#### Parameter C – Methods and Aids

Student E was the only student who mentioned that she was going to use the Communicative Approach for all three lessons. Pupil involvement in lessons 6 and 12 was good but in lesson 14 things went wrong. The teacher gave out handouts and asked pupils to write. There was no pre-reading discussion.

There was a chart which did not make an impact and strip pictures for two lessons. Not much effort was made for additional resources.

#### Parameter D – Manner of the Teacher

She was well – mannered and helpful. She got up twice to hand out writing material to help her colleagues. She even corrected her colleague's grammar on the chalkboard. Was she interfering? She herself was not ready to teach the fifth lesson. Her first lesson was lesson 6 and then 12 and 14. She delayed her lessons because she was not punctual. She nevertheless, had a better command of the English language and was grouped under 'above average'. She spoke clearly and with confidence.

#### Parameter E – Classroom Organisation, Discipline

The pupils, as with other four teacher trainees, were obedient and attentive. Before lesson 14, half the pupils had gone away. Student E brought in a few

pupils from standard five to make a larger class. There were no teachers or the principal at school at that time. Pupils were climbing onto desks to see what was happening in this classroom. There was noise all around.

Orientation towards the Communicative Approach

Lessons 6 and 12 had a leaning towards the communicative approach excluding the conclusions.

#### **4.9 Overall Findings**

All lesson plans were written according to specifications given by the Head of Department of Teaching Practice. The researcher has categorised the performance by the trainees into productive and counter-productive.

##### **4.9.1 Productive**

1. All the trainees appeared confident and used their voices well.
2. All were neatly and appropriately attired.
3. All were prepared to teach and were ready, except for Student E procrastinated but completed within those days.
4. All the trainees used individual work and group work in the conclusions of their lessons. Facilitation took place in most lessons.
5. The pupils were well-behaved and co-operated with the trainees

##### **4.9.2 Counter - Productive**

1. There was some confusion between the aims and the objectives.
2. Research on topics was poor.
3. Some lessons were not adapted for the class of pupils.
4. The time taken to teach a lesson was disappointing.
5. Teaching and learning aids were in short supply and non-existent in some cases.
6. The lessons were traditional in character.



7. Most questions asked were simple ones, requiring very often just “yes” and “no”.
8. The introductions were mundane, lacking excitement and novelty.
9. The transition from the introduction to the presentation stage was not linked or correlated.
10. Explanations were long-winded.
11. A refreshing variation was missing.
12. In some cases conclusions were changed from the proposed ones.
13. The methodology used was not the communicative approach but the traditional question and answer method.
14. Pupils could have been involved to a greater extent thereby enhancing communication.
15. Except for one student, the four students’ work on the chalkboard needs practice.
16. The teachers were more concerned about teaching their lessons and getting done with them and not concerned about the best way they could.

#### **4.9.3 Outside factors**

1. Acoustics was bad because of weak structures of the classroom walls.
2. The pupils outside the classrooms were noisy as they were left unsupervised.

## **Chapter 5**

### **5.1 Introduction**

According to Leedy (1992:316), “a meeting of minds” of the researcher and the reader must be created for the success of this case study. Since this research is qualitative by nature and written in narrative style it makes for easy reading. This narration unfolds in five chapters. Real events are recounted gradually. A brief summary of each chapter below focuses the attention of the reader on the purpose of this case study with transformation as the underlying theme.

### **5.2 Theory of the Study**

In chapter one, transformation of South Africa and its ramifications is outlined. The effect of a paradigm shift in education is reviewed. In chapter two the literature study surrounds education from the top to the lowest level of the education system in the new dispensation. How transformation has affected tertiary institutions and schools is highlighted. Most of the information mentioned has been collated from current sources. These were taken from newspapers, articles, publications, task team findings and government documents, including draft documents. The latest sources are ones creating transformational history in South Africa. Still on chapter two, the disestablishment of colleges of education in the Eastern Cape is outlined. The incorporation of colleges to universities evoked a series of introspection into a few major universities and colleges of education. The culture at some of these institutions cannot go unnoticed neither can that of high school pupils. A look at feeder schools to the college used in this study is described in words and in photographs. In chapter three the preliminaries, the method and tools used in this study are examined. The researcher’s five demonstration lessons are detailed with some background information. They were

demonstrated to the trainees with as few imperfections as possible. The trainees were supposed to take cues from these lessons when preparing theirs and presenting them.

While on the field, and during fieldwork, the researcher deliberately shunned checking, correcting and advising the trainees on their lesson preparation and projected plan of delivery of the lessons. It would have compromised the researcher and this case study itself. A minute or less before the presentation of each lesson, the researcher was handed the lesson plan.

In chapter four the actual teaching by the trainees of their lessons were video – taped in the raw form. The verbal transaction of the lessons was written in words verbatim as best as possible. These transcripts and the video – tapes became invaluable tools for data collection and verification.

### **5.3 Consolidation of Interpretations**

According to Schumacher and McMillan,

A hallmark of most qualitative research is the narrative presentation of data and the lack of the statistical tables found in quantitative studies. Data are presented as quotations of participants' language, ... (Schumacher & McMillan 1993:506).

The interpretational analysis is a narration of events that occurred in the classrooms. Each lesson was viewed and reviewed for referencing and cross-referencing for authentic data. The system of triangulation was used. There was

cross-validation among data sources, data collection strategies, time periods and theoretical schemes (Ibid 1993:498).

The triangulation consisted in observation of delivery of lessons; using the

identical evaluation protocol for data collection strategies for all the lessons; giving equal time periods to all and the same procedure.

All data collected are qualitative and predominantly verbal. The researcher used the parameters of the protocol (**Appendix B**) to categorise the data. Both the etic and the emic methods of categorising are identified. The latter would apply to the lesson plans drawn up by the trainees exclusively with no help from anyone, and especially not from the researcher. The major proportion of the data falls into the etic category. The transcripts relay both the trainees' and the pupils' language. Quotations from these gave forth data. The next step was to find relationships and links among the categories. Patterns emerged. The findings will be discussed using the parameters of the evaluation sheet/protocol described in chapter four (4.3).

#### Parameter A – Lesson Preparation and Planning

The trainees were given complete freedom to choose topics covering three genre and for three different classes of pupils. 47% dealt with grammar and language work and 53% dealt with composition work. Not one of them had chosen a third genre. Preferences were weak. They neglected choosing lessons that demanded the listening skill and the reading comprehension skill. Without being judgemental, the researcher considers this in a serious light. The trainees do not feel confident enough to teach the genre they ignored. They need training in these and constant practice. Dedication to the profession would go a long way and a keenness to learn to overcome difficulties.

The planning of lessons was inadequate. Research was lacking especially in grammar lessons. This was evident when only five or six examples were used and repeated. An abundance of examples were all round, and even in the very shabby corners of the classrooms. One only needs to look at one's immediate surroundings with keen perception. Weak commitment, coupled with a lack of innovative ideas, emerged gradually as the lessons unfolded. Even though these trainees are ESL speakers, they are not exonerated from

good ideas.

To make this more complex, Student D and Student B to an extent were muddled about aims and objectives. It is necessary for teachers-to-be to understand these concepts because the vision for the whole lesson depends on them.

Another related issue was timing. Students B, Student C and Student D all averaged 17 minutes of 30- minute lessons. There are many explanations for this. One could be poor planning. Sometimes teachers feel that the questions that they are going to pose to the pupils need not be written down. A list of questions will act as guide in the interaction process and discussion in the classroom though one may digress a little bit here and there. In fact there would be no loss to the lesson per se and the outcome would be truly communicative.

#### Parameter B – Content

It is clear that the trainees do not read much. Extensive reading would increase vocabulary and expand imagination. They need these as teachers. The grammar lessons all seven of the fifteen lessons were stereotype, traditional audio-lingual lessons. They were not demanding of the pupils' skills and knowledge. This does augur a bright future for the children.

The six lessons that were based on pictorial aids fared better than the above lessons. The pupils appeared excited with the pictures. The choice of the stories was good as it related to real life rural incidents. But again the trainees failed to exploit the incidents to the full. The pupils were asked to write one sentence on each picture on a worksheet often making up five or six sentences for a composition lesson. One must bear in mind that pupils were involved in group work and the output was limiting when one considers six heads making contributions. Dramatisation and role-play would have resulted in an everlasting impression in the minds of the pupils and the trainees. In addition, the pupils were not given chances to relate their own life experiences from using the pictures as yardstick.

### Parameter C – Methods and Aids

The traditional method of teaching predominated and pupil participation was reduced to listening. All verbal and written responses from the pupils were initiated by the teacher. The teacher was satisfied if the expected answers were given. Pupils' needs were not taken into account. Dialogues and sustained speech are crucial to communicative teaching and learning. The pupils were fed with information.

To develop fluency, we must generate a need to speak, to make learners want to speak. The learners themselves must be convinced of the need to relate to the subject and communicate about it to others (Thomas & Hawes 1994:23).

The above lecturers at universities in Malaysia found that a more structured approach is required in developing spoken language skills. They discovered that there was a conflict between the students realising the importance of communicating and their disinclination to participate in activities. In this study, the trainees used picture series of realistic events but they did not exploit their pupils' experiences to the full. Had they structured even the questions they were going to ask, they would have achieved more.

There was a dearth of teaching aids. Pictures and drawings would enhance the outcome of a lesson. One student (Student E) asks pupils in standard three, "You know a leopard?" The expected answer is "yes" but it was not the case. Only an uneasy exchange of what it could be, took place among pupils took place. Mother-tongue translation is permissible and code-switching was avoided. Only when the pupils saw the tiny strip pictures did they realise what the animal looked like.

### Parameter D – Manner of the Teacher

The impression was good. The teachers were articulate and the display of confidence was outstanding but their management of the Communicative Approach fell short because of a lack of discourse.

#### Parameter E – Classroom Organisation, Discipline

The teachers were present well ahead of their lessons. Their eagerness was comforting but the average time for the delivery of the lessons was weak. Lessons were mainly short. This leads to the achievement of objectives. Minimal knowledge was imparted. The word for successful teaching is “maximum” and not “minimum”. Any good, dedicated teacher would give off maximum knowledge with maximum effort.

#### **5.4 Concerns of this study**

This study reveals a sad state of affairs. Teachers must be dedicated and committed to the profession. The trainees of this study gave a poor show. They lacked communicative teaching skills and they altogether avoided lessons where reading and comprehension skills were required. The training of teachers should be rigorous whether INSET or PRESET. Training should be all embracing. When teachers leave the institutions after the stipulated number of years of training they should leave ready and prepared for hard, rewarding work.

The criteria for selection of post matriculation students for teacher training should be formalised and interviews should be stringent. Often majority of students have no other job avenue and cannot make it to universities because of a mediocre pass in the matriculation examination. Colleges were offering financial help. They are in a quandary and take a chance at teaching.

Koku Amuzu did a case study in Bophuthatswana on the training of teachers of English and literature in the colleges of education. His study highlights poor proficiency in English, a lack of teaching skills and low level of reading ability. He found that that the facilities and the curriculum were good enough but

both the academic and the professional training was poor and the students' proficiency was too low for teachers of English.

They could hardly express themselves clearly in English either orally or in writing (Amuzu 1994:19).

His complaint is that the teachers-to-be were not well-trained for teaching. The finger is being pointed at lecturers or supervisor teachers. A study conducted by UNISA's Department of Education personnel, Petro Marais and Corrine Meier revealed a similar problem, that the quality of trainers of student teachers and the correlation between theory and practice were inadequate.

Alan Gilbert Weimann in his doctoral thesis in Ciskei found that teachers in the system resorted to traditional methods of teaching. They lacked CLT skills. The researcher of this case study also concluded that the teacher trainees need thorough training in applying the communicative approach.

It appears that CLT teaching needs to be reinforced. OBE teaching is a spin off of communicative teaching. Proficiency in CLT would hugely benefit OBE facilitation.

## **5.5 Suggestions**

Teachers need to become competent teachers of English, especially when English is not the mother-tongue. Knight gives a few practical hints that teachers of English should attempt to do to improve their own language in both spoken and written English. Knight suggests that new teachers of English

should listen to the radio and watch English television for at least half an hour a day read a text , any English text, for a further half an hour a day (Knight 1992:141).

He adds that reading aloud and taping your own reading would allow you to compare to what you hear on the radio or on television. The researcher has



to intervene at this point. Not everything you hear on radio or on television is in perfect English, but it is a way to start.

Videotaping is becoming popular today internationally. Arlene Archer maintains that,

In teaching through video, the aim is to create an atmosphere conducive to language learning, to stimulate talk, to practice listening skills... (Archer 2000:83).

Video discussion could develop communicative competence overall.

In China the video in English classes is used extensively according to Jiang Hemei. There is active viewing and discussions. Videotaping is an expensive aid to teaching for all schools but colleges of education and universities that have not tried it, would find immense satisfaction. It would be an invaluable aid in practice teaching as it allows for reflection.

Reflective teaching is recommended by many authors and researchers of education internationally. For growth and development in the teaching process, Thomas Farrell, a lecturer at the National Institute of Education in Singapore encapsulates the benefits of reflective teaching for English second and foreign language teachers in four main ways:

- (1) Reflective teaching helps free the teachers from impulse and routine behaviour.
- (2) Reflective teaching allows teachers to act in a deliberate, intentional manner...
- (3) Reflective teaching distinguishes teachers as educated human beings since it is one of the signs of intelligent action.
- (4) As teachers gain experience in a community of professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from their practice.

(Farrell 1998:16)

Students should sit back and self-analyse their lessons at all times. Peer group discussions and critiques should lean towards the upliftment of the status quo.

If videotaping is not available, Jesus A. Bastidas A. a teacher in Colombia suggests a Teaching Portfolio in which teachers could document their efforts and add comments.

If teachers can demonstrate growth based on their own self-evaluation and the product of their entries and documents in a teaching portfolio, they will be equipped to exercise control over their teaching, to critically question educational reforms, to support teaching as a respectable profession, and to demand the appropriate recognition of this profession in their society, (Jesus & Bastidas 1996:27).

Looking at oneself critically equals growth in one. The above extract is all embracing and speaks for the teaching fraternity. All that is required of a teacher/trainee is embodied succinctly in the above extract.

David Propst suggests keeping a journal in which successes and failures of lessons taught could be recorded. This should be encouraged especially among trainees and new teachers. The purpose of this is to avoid making the same mistakes and to improve on lessons

## **5.6 Room for Further Research**

This case study opens many windows for further research and studies. A comparative study on learning and teaching is possible between the two approaches that are, the communicative approach and the latest Outcomes-Based Education. The latter approach also known as Curriculum 2005 is in the process of being phased into both GET and FET bands.

The decision to replace Apartheid Education by an Outcomes-Based Education (OBE) in the General and Further Education and Training Bands was taken by the Council of Education Ministers (CEM) on 26 February 1997.

Undated: 2 Phasing in OBE into the FET Band.

In 2006 the matriculants will be the first an examination based on Outcomes Based Education.

Another window that could be opened is a comparative study on competences between university teacher trainee of education and college teacher trainee of education.

An impact study on the success of teaching all subjects in an indigenous language could be done. The concern though is whether English can be taught, for example, in Xhosa and how successful would it be.

If ever possible, the same student trainees that participated in this study could be traced five to ten years down the line and be asked to teach and be assessed. With experience behind them, the results would be interesting to note.

## **5.7 Conclusion**

The focus was on a group of teacher-trainees teaching English to pupils in a primary school. They were demonstrated lessons by the researcher using the communicative approach to teaching. The students were expected to use the same approach for effective teaching. They were trained in the communicative approach across the curriculum.

The purpose of this case study is to establish how far teaching has been transformed under the new dispensation with special emphasis on the teaching of English using the CLT method. Both the trainees and the pupils

were English second language speakers but the transmission of lessons was in English only, a praiseworthy effort.

“The development of a learning society is a societal quest”, (Fullan 1993:136). Learning should not be confined to the school system alone. It is the responsibility of society as a whole. Parents, teachers, management, and the government must all play their parts diligently so that society can reap what it sows.

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## STUDENT A      LESSON 1

**Standard** : 4

**Number of pupils** : 30

**Topic** : Reflexive Pronouns

**Time** : 17 minutes.

Teacher: Good morning class, sit down.

Pupils : Good morning,....(mumbled) How are you?

Teacher: Here is a standard 4 for D.R.C. J.S.S.

So what is a noun? What is a noun, hands up. What is a noun, hands up. Yes...

Pupil : A noun is a name of a place.

Teacher: Yes, you can name... you can say it like that. One can say...Yes

Pupil : A noun is a name of a person.

Teacher : Very good. A noun is a name of a person, name of a place and then name of an object. So if you know that, give me 2 examples of a noun. You say that a noun is a name of a person, name of a place, and a name of an object, you see. So give me 2 examples of a noun, you know. Examples of a nouns.

Pupil : School.

Teacher : Very good. School is a noun just because it is a name of a person. Another one, Yes.

Pupil : Bell

Teacher : The bell, very good. The bell is a noun, just because it is the of an object, isn't it? The bell is an object. What is a pronoun? What is a pronoun? Yes.. What is your answer?

Pupil : (One stands up attempting).

Teacher : O.K., very good. Thanks for trying. So a pronoun is a word that stands for the noun. Here we said that a noun is a name of a person. We said that. So a pronoun is a word which stands for a noun. Let me take an example. You said that, Siphos. Siphos is a boy, isn't it? So if we represent Siphos by the pronoun you are going to say "he". So if you say that er .. Martha. Martha is the name of a girl. So if you represent it by a pronoun, what are we going to say?

Pupils : She

Teacher : Very good. So if you represent this is a desk, what are you going to represent by a pronoun?

Pupil : It.

Teacher : Very good. So that is a pronoun. A word that stands for a noun.

So, today we are going to talk about Reflexive Reflexive Pronoun.(Writes on chalkboard Reflexive Pronoun).

So we say that a reflexive pronoun is a noun that expresses what the doer is doing by that time, or what the doer is saying, you see. A Reflexive Pronoun is a word that expresses what the doer is doing by that time. We say that, "Nosiphos is hiding". She is hiding himself. You understand now. What is meant by "hiding"? Just to seek, seek even bedtime. It is therefore an object. She is hiding. So when you say "She is hiding", she hides himself, she hides herself, sorry. So if it is a boy, you are going to say "himself." If it is an object "itself." If it is a girl "herself." You understand now.

So we say that, that is a Reflexive Pronoun. So, can you give another example of

Reflexive pronoun you know. Another example. I said like that, "I hide myself". Yes.

Pupil : Themselves

Teacher : Yes. They work themselves, isn't it?  
They....

Pupil : They work themselves.

Teacher : They work themselves, isn't it?  
So if you say that "They work themselves" that is (writes on chalkboard)  
They work themselves.  
"themselves" which means this noun "themselves" is a reflexive pronoun which expresses what they are doing. You understand. This word "themselves" is a reflexive pronoun which expresses what they are doing. Let me take another one. You can use this one. (Writes on chalkboard) myself. This one myself. Can you make a sentence with this word "myself". (corrects spelling).

Pupil : I wash myself.

Teacher : I wash myself, very good. Ourselves...ourselves. Yes...

Pupil : We behave ourselves.

Teacher : We behave ourselves, very good. Anyone, another one... Yes  
my..another reflexive pronoun. I said "myself", another one said "ourselves".  
So another one.

Pupil : We wash ourselves.

Teacher : Yes, very good. We wash ourselves, very good. That is another sentence for "ourselves". Let's take for this one "himself"... "himself" yes...

Pupil : He loves himself.

Teacher : Let's take, let's write it down (writes on chalkboard) He loves himself.  
He loves himself which means "himself" is a reflexive pronoun which alternates with this one "he." You cannot say that "herself", Then you say "she". You are going to say "himself" because it is "he". It is a boy who loves himself not a girl or not an object who loves himself. You understand now.

Pupils : Yes.

Teacher : If now you say that "She hides...(writes on the chalkboard), What will be the reflexive pronoun for this side? Hands up. Yes.

Pupil : Herself.

Teacher : Yes, very good. When you say that , "She hides herself" (writes "herself").  
You understand now. So can you make a difference between a reflexive pronoun, and a pronoun and a noun? Can you make that difference now? So you know that if it is a noun, a noun is a name of a person, and go to pronoun a pronoun is a word that stands for a noun and a reflexive pronoun now is a word that expresses what the girl here is doing, "She hides herself". You understand now.

Pupils : Yes.

Teacher : We... We hide..hide... What will be the reflexive pronoun?

Pupil : Ourselves

Teacher : Ourselves. You understand now?

Pupils : Yes

Teacher : Here I got a story. (Teacher distributes worksheets to groups).  
In this story I like you to express for me what you think in the story and what you must do. So let's work out the story , what's going on in the story .  
Therefore, we try by all means to find out who are in the story now. You see. Then let's try to find out who are in the story and what they are doing.

Pupils : Discuss

Teacher : (Walks around facilitating).

No writing is taking place. Buzz groups exist. After a few minutes.  
O.K.... isn't it. Who like to tell us what is going on in the story. O.K. come Cissy.

Pupil : In this story Peter's mother said to Peter and gave him money to go and buy bananas and a few of oranges.

Teacher : Very good. Clap for her.

Pupils : Clap

Teacher : Collects all his handouts.

### **CHALKBOARD WORK**

#### REFLEXIVE PRONOUN

They work themselves

ourselves

myself

He loves himself

She hides herself

## STUDENT B      LESSON 2

**Standard** : 4

**Number of pupils** : 30

**Topic** : Collective Nouns

**Time** : 12 minutes.

Teacher : (Cleans chalkboard). Look at me, please. Good morning.

Pupils : Good morning.

Teacher : Date today?

Pupils : 7 November 2000

Teacher : Spell it. (pupils spell as teacher writes it out on the board)

Can you tell me some nouns you know, any nouns?

Pupil : Any noun?

Teacher : No, I want the name exactly, the name. Yes

Pupil : Desk

Teacher : (Writes it on board) desk.

Pupil : Window

Teacher : Good, (writes it down) window.

Pupil : Book

Teacher : Records "book" on cbd.

Pupil : Animal

Teacher : Can you specify the animal, or cattle or sheep.

Pupil : Cattle

Teacher : Writes "cattle" on cbd. Another example?

Pupil : Bench

Teacher : A bench. Writes "bench" on cbd.

O.K. I can say that all this (brackets them) are nouns. Then let's say er...there's many tanks then you want to use the noun that you collected not specifying the number. O. K. this means another example. This has many bananas.

(writes "bananas on cbd). What you say for the bananas?

Pupil : Bunch

Teacher : Yes, it's a bunch. Then this cattle, pointing to the word on cbd. Yes

Pupil : A herd of cattle.

Teacher : Mmm ... Give me another one.

Pupils : (No response).

Teacher : For players, what you say for group of players?

Pupil : A team

Teacher : I think I see the question and some things are here. Then I want you to fill them. (Cleans cbd). Never mind that. (Pupils stopped copying work from the cbd). I will write this at the same time. Writes on cbd an exercise:

a.....of pupils                      a.....of lovers

a.....of flowers                      a.....of Mountains

an.....of Soldiers

Gives out sheets of writing paper. "Bala". He then writes the instruction.

"Give the collective nouns that are missing."

Pupils : (Write)

Teacher : (Stands at the back, talks to colleagues, a while later...) You are...Write your names on the paper...Anyone finished. ( Starts collecting the answer sheets).

**CHALKBOARD WORK**

desk

Window

Book

A team of players

Cattle

Bench

A herd of cattle

bananas

Above was cleaned off and an exercise was given (see above) for application.

**STUDENT C      LESSON 3**

**Standard** : 4

**Number of pupils** : 30

**Topic** : Possessive Pronouns

**Time** : 14 minutes.

Teacher : How are you class?

Pupils : We are fine.

Teacher : Class, what is this? (Shows a book)

Pupil : It is a book.

Teacher : To whom, to whom which book does it belong?

Who is the owner of this book? Hands up. Who is the owner of this book?

Who is, who says he belongs to the book?

Pupil : (Mumbling)

Teacher : What is pronoun? Yes, pronoun. What is pronoun? Yes, you can try.

Pupil : (Mumbled something)

Teacher : Come again.

Pupil : (Repeats, still not clear)

Teacher : O.K. Here we are talking about possessive pronouns. Writes on cbd.

Possessive Pronouns (note spelling error)

Examples of possessive pronoun mine, yours. For example, "This is my book."

"This is his book." The book is....what is? I said, This is my book The book

is mine. Again, I said, This is his book, the book belongs to him. You

understand what I mean? You understand?

Pupils : Yes

Teacher : I said this is my book. The book is mine. This is your book. The book is yours.

I'm talking about possessive pronouns are, "mine," "yours," "his," "ours."

Pupil : (Calls out) theirs.

Teacher : "Theirs," thank you.

Those words are good possessive pronouns because they show, they show the to whom which belong. You understand me?

I like to give a sentence, a sentence using the possessive pronoun using sentences using the possessive pronouns. Yes.

Pupil : This is my book.

Teacher : Writes additions to "mine" already on the cbd. thus reading

"This is mine book"

Another one.

Pupil : This is your book.

Teacher : Writes additions to "yours" already on the cbd. thus reading

"This is yours book"

Come another one. Corrects "mine" and "yours" to "my" and "your."

Using "his" come.

Pupil : This is his pen.

Teacher : This is his pen, very good.

(Teacher writes sentence on cbd.) Using "ours". Yes

Pupil : This is our class

Teacher : This is ours, ours. I like you to use "ours". The book is, the books are, come.



Pupil : The books are ours.

Teacher : The book are ours. Using theirs.

Pupil : The pens are theirs.

Teacher : The pens are theirs. Thank you. (Cleans off cbd.and writes the following exercise).

FILL IN THE BLANK SPACES WITH POSSESSIVE PRONOUN

1. NOMSA IS A FRIEND OF-----.
2. JAMES IS eating -----APPLE.
3. THAT DRESS IS a dRESS belonging to -----.
4. THAT dRESS IS -----.

Pupils : (Write).

Teacher : (Walks around). What do you mean? (Collects answer sheets).

### **CHALKBOARD WORK**

#### **POSSESSIVE PRONOUS**

THIS IS mine BOOK (changes “mine” to “my”)

THIS IS yours BOOK

HIS

ours

THEirs

(Included the written exercise above given as application).

**STUDENT D      LESSON 4**

**Standard** : 3

**Number of pupils** : 35

**Topic** : Composition : My Cattle.

**Time** : 22.30 minutes.

Teacher : Good morning, class.

Pupils : Good morning, sir, and how are you today

Teacher : I am very well, sit down.

Pupils : Thank you, sir.

Teacher : What is the date today?

Pupils : Today's date is Thursday.

Teacher : Again

Pupils : Today the day is Thursday

Teacher : What is the date today?

Pupils : Today date is Thursday.

Teacher : Date today?

Pupils : Today the date is 7 November 2000.

Teacher : Good. Er... Now we are coming to start a composition. Who can tell me... You know all the wild animals and the domestic animals?

Pupils : Yes

Teacher : Give me the wild animals, class, any animals you know.

Pupil : Lion

Teacher : Yes

Pupil : Snake

Teacher : And what else?

Pupil : Tiger

Teacher : Tiger, what else?

Pupil : Elephant

Teacher : Elephant, right. What are the domestic animals? Yes

Pupil : Dog

Teacher : And what else?

Pupil : Cow

Teacher : And what else, yes

Pupil : Cat

Teacher : And what else?

Pupil : Sheep

Teacher : Sheep, good. Alright. Today we are coming to talk about the composition of a cow. You know a cow?

Pupils : Yes.

Teacher : (Writes on cbd A Cow) So now we are coming... There is no form of object. What is a cow? What is a cow?

Pupil : A cow is an animal.

Teacher : Good. Which animal? Yes

Pupil : A cow is a domestic animal.

Teacher : A cow is a domestic animal. Where do you get the cow?

Pupil : On a farm.

Teacher : You get the cow on the farm. So we are coming to write a composition about the cow. What is the name of your cow?

Pupil : Jamluthi.

Teacher : Jamluthi is the name of your cow. Jum...jams. Begins to write on the cbd.  
Jamluthi is the name of my cow.  
What is the use of Jamluthi at home?

Pupil : Planting

Teacher : Planting, good. And what else, and what else. You say planting, and what else?  
Yes.

Pupil : Milking

Teacher : Milking. What you get from the cow. Good. What you get again from the cow?

Pupil : Shoes.

Teacher : Shoes, good, good, correct. How we make the shoes? How we make the shoes from the cow? You can try.

Pupil : You get from the skin of the cow.

Teacher : Good. You get from the skin of the cow. And what else? Yes.

Pupil : Leather jacket.

Teacher : Leather jacket, good. And what else? Yes.

Pupil : Belt

Teacher : Belt, and what else? Yes.

Pupil : Bag

Teacher : Bag, good, and what else? Yes.

Pupil : Cap

Teacher : That's the fourth one, good. And what else? There are many. Try, boy.

Pupil : Meat

Teacher : (Writes meat on cbd) What you get from the cow. Mmm... You said meat and what else?

Pupil : Blood

Teacher : Blood. We said milk, meat And what else? Yes

Pupil : Beef

Teacher : Beef, good, beef.

Pupil : (mumbled)

Teacher : What is that What else, what else? Butter. You know butter. Where you get butter?

Pupil : From dairy.

Teacher : From dairy, you are right.

Pupil : (Shouts out) Cheese

Teacher : We are talking about dairy, now.

Pupil : From a cow.

Teacher : Good. You say you get butter from dairy, yes

Pupil : Cheese

Teacher : Yes

Pupil : Polony

Teacher : (Writes "pollon" on cbd). Yes, polony, "kedgers", and beef are the same thing. You can tell the difference between beef and meat? There are many things. You get money from the cow.

Pupils : (Disagree)

Teacher : You say no. Those are saying no, hands up. You supposed to say yes. You get money from the cow. You talk about the leather goods. A cow you get skin. After selling the skin you get what, money. And also the horns. You know the horns of a cow?

Pupils : Yes

Teacher : How many?

Pupils : Two

Teacher : Not three?

Pupil : Two

Teacher : What is the use of this horns? Eh?

Pupils : Mumbled “smoking”, “make cups.”

Teacher : Lets say make cups. (Writes down “ You use horns to make cups”). What is this? (Points to buttons).

Pupil : Button

Teacher : Buttons from the horns from the cow. You follow.

Pupils : Yes

Teacher : What else? You get what?

Pupils : (Quiet).

Teacher : You know the skin shield? Know the skin shield? Skin shield. Who can tell me me? Skin shield from a cow is something like that. (Draws a shield)

Pupil : Used for fighting.

Teacher : Namba . Yes. Read (points to the board)

Pupils : Read.

Teacher : Bala werna.. There’s no need to write a composition. 1point, 2 points, you see. You can write the composition tomorrow.

Teacher : Writes the following questions on the cbd.

1. What are we get from the skin? Give me TWO things. (2)

2. What do we get from horns? Give me one. (1)

( A colleague corrects the student who then changes “are” to “do” in 1).

Hands out sheets of paper to pupils to write on.

Write your name first and date.

Pupils : (Write)

### **CHALKBOARD WORK**

LION

SNAKe

Tiger

Elephant

-----

dog

cow

cat

sheep

Was built up as lesson progressed.

Teacher started thus:

A cow is a domestic animal.( A pupil's contribution)

The above sentence was cleaned off and restarted).

### A COW

Jamluthi is the name of my cow.It used to plant. We get milk from my cow. We get shoes.We get from the skin of a cow and also leather. Jackets, belts, bags and caps. Meat, beef. We get butter from a cow. Chese. Pollon. Horns is to make cups. We get buttons from a cows. Skin sheld. Skin sheld is used to protect agains fighting.

**STUDENT C      LESSON 5**

**Standard** : 3

**Number of pupils** : 35

**Topic** : Simple Present Tense

**Time** : 15 minutes.

Teacher : Good morning, class. How are you today?

Pupils : We are fine, thank you, sir.

Teacher : You are, serva, standard 3.

Pupils : Yes.

Teacher : O.K. What is a noun? What's a noun? Yes.

Pupils : (Mumbled)

Teacher : (Looks at another)

Pupil : A noun is a name of person, a place and a thing.

Teacher : Very good. A noun is a name of a place, a thing or a person. Don't give me sentences, only examples of nouns. Give examples, just give examples.

Give me name of place next.

Pupil : Durban.

Teacher : I want name of thing, now.

Pupil : Dog

Teacher : What?

Pupil : Dog.

Teacher : Dog, good. You have name of place and thing. I want name of person, now.

Pupil : Zamokuhle.

Teacher : Zamokuhle, alright. Seemo, stand up. What he do? What she do?

Pupil : She is standing up.

Teacher : What am I doing?

Pupils : You are clapping hands.

Teacher : (Calls out 2 pupils). Jump, jump.

What are they do, class?

Pupils : They are jumping.

Teacher : You said you are talking about simple present tense. Writes

Simple Present Tense

In simple present tense we add "s" or "es" at the end, at the end of the verb.

For example, 1. Mother cooks food. (Writes it down). Mother cooks food.

2. We we drinks alcohol. ( Changes "alcohol" to "water")

(Writes : We drink water)

You add "s" or "es" at the end fo this verbs. But if we are using "I", "you" or "we", if we are using "I", "you" or "we", we don't add "s" at the end of the verb. You don't add "s" or "es".

For example, (Writes on cbd. and repeats aloud)

1. I go to school.

2. You are drinking.

I said simple present tense add "s" or "es". But if you are using "I", "you" or "we" don't add "s". For example, "Mother cooks food", you are using a noun.

"I go to school". "You are drinking". You understand what I'm saying.

Pupils : Yes.

Teacher : Right. (Writes down the following exercise for pupils to do).

**GIVE THE CORRECT FORM OF THE VERB**

1. Mother (to/go) to town.
2. I (to/clean) the room.
3. He (to/Milk) the cow.
4. The teacher (to write) on the board.

Teacher : (Cleans off the slashes in numbers 1, 2, and 3.) Gives out paper.

**CHALKBOARD WORK**

Simple Present Tense

Mother cooks food  
We drink water

I go to school  
You are drinking

(Included is the exercise above given as application)

**STUDENT E      LESSON 6**

**Standard** : 2

**Number of pupils** : 54

**Topic** : Simple Present Tense

**Time** : 21 minutes.

Teacher : Good morning, class.

Pupils : Good morning teacher, how are you?

Teacher : I am very fine and how are you?

Pupils : We are fine, thank you teacher.

Teacher : Sit down. (Writes on the cbd.)

ENGLISH

SIMPLE PRESENT TENSE

O.K. Let me ask you this simple question.

What do you do everyday? What do you do everyday?

Pupils : (Mumbled)

Teacher : Ya

Pupil : I wash

Teacher : You wash what?

Pupil : .....(Indistinct)

Teacher : You wash your body everyday. Yes.

Pupil : I wash myself.

Teacher : What?

Pupil : I wash myself.

Teacher : Oh! She washes herself everyday. What else? In the kitchen, at home, what else? Ya

Pupil : I wash dishes.

Teacher : Ya, you wash dishes everyday. What else?

Pupil : I play.

Teacher : Ya, you play everyday.

Pupil : I watch the T.V.

Teacher : You watch the T.V. everyday.

Pupil : I wash my hands.

Teacher : You wash your hands, you see.

Pupil : I talk.

Teacher : You talk with who/ about what? Give me complete sentence.

Pupil : I talk to my friend.

Teacher : You talk to your friend everyday. Here at the back.

Pupil : I like to play with my dog.

Teacher : Ya.

Pupil : I play with my dog.

Teacher : I can't hear you

Pupil : I like to play with my dog.

Teacher : You like to play with your dog everyday.

Pupil : I wash my dog.

Teacher : You wash your dog. You sure everyday.

Pupil : (Mumbled).



Teacher : O.K. Fine. Here are my sentences in the simple present tense. O.K.  
 Puts up a chart with 5 sentences written on it.

Pupils : Yes.

Teacher : I am going to read it and you listen carefully, all of you.

Pupils : Yes

Teacher : Reads : I go to church everyday. Changes “everyday” to “every Sunday”. O.K.  
 I go to church every Sunday.

Pupils : Sunday.

Teacher : That’s what I did when on Sundays. O.K.

Pupils : (Silent).

Teacher : I milk the cows every morning. O.K.

Pupils &

Teacher : (Read) : I milk the cows every morning.  
 That’s what I do every morning.

Pupils : Every morning.

Teacher : Reads: We walk very slowly.  
 We walk very slowly, when going to school. O.K.

Pupils : (Silent).

Teacher : (Reads) : He kicks the ball.  
 He kicks the ball. Who? Usually the boys, isn’t it?

Pupils : Yes.

Teacher : He kicks the ball.  
 Number 5.(Reads): They work in the garden.  
 The men are digging when they are planting. They are making the soil soft.  
 What I can tell that in simple present tense the verb is already in a present  
 tense. O.K. You understand.

Pupils : Yes.

Teacher : The verb is always in the present tense. O.K. The things you are doing in the  
 particular time. O.K. The things you are doing. Is that clear?

Pupils : Yes.

Teacher : Can you read this all of you. O.K.

Pupils : (Read) : I go to church every Sunday.

Teacher : Number 2

Pupils : (Read) : I milk the cows every morning.

Teacher : Number 3

Pupils : (Read) : We walk very slowly.

Teacher : (Reads) : We walk very slowly. Come on.

Pupils : (Read) : We walk very slowly.

Teacher : Number 4

Pupils : (Read) : He kicks the ball.

Teacher : Ya. He kicks the ball. 5

Pupils : (Read) : They work in the garden.

Teacher : Who can come and show us the verbs. Who can come and show us the verbs.  
 Ya. First of all, you know a verb. What is a verb?

Pupil : A verb is a doing word.

Teacher : Ya. A verb is a doing word. Who can come and show us the verbs. Yes who’ll

show'll us. Hey, you show us.

Pupil : Underlines the verbs.

Teacher : You have three classes, You have three. All of you. O.K The children , the

Teacher : children go, or milk, walk, kick, whatever. You said these are verbs. You see.  
They are all the doing words. They are all the doing words.  
I want you to give me your sentences in simple present tense. Anyone can give me your sentence. Ya.

Pupil : I play with my friend.

Teacher : Ya. I play with a friend, anybody, that's right. Come on, guys, come on, just give me simple present tense. Your sentence, ya.

Pupil : I is going to school.

Teacher : Ya, naw, it is not a simple present tense. You don't use "is" O.K. You just say the thing you are doing, O.K. Not clear, ya.

Pupil : I play with my rope.

Teacher : She plays skipping rope. Ya.

Pupil : I like to run.

Teacher : Ya, ya, ya, ya. Who else? Mmm... Come on, don't be afraid. It's O.K.

Pupil : (Mumbled)

Teacher : Come on.

Pupil : ( Indistinct)

Teacher : Mmm...

Pupil : I like to swim.

Teacher : Yes. Come on, just say whatever. Yes.

Pupil : I go home.

Teacher : You go home. Yes, boy.

Pupil : I play ball at home.

Teacher : You play ball at home. Yes . Come on. Just say whatever. I want you to feel free. Say whatever. Hands up.

Pupil : (Inaudible)

Teacher : I like to swim. What else?

Pupil : I like to read.

Teacher : You like what?

Pupil : (Repeats)

Teacher : You like to read.

Pupil : I like to play with my friend.

Teacher : I want you to write me sentences in simple present tense. You are supposed to write 5 different sentences. You write 5 different sentences in simple present tense. O.K. I'll give you some paper. You write your name on the top of the paper. You write your name. (Hands out paper). Just write quickly. Your date and name of your class. When you finish, class, you bring back the paper. You write your name, class, and date. Write different sentences. Don't copy.

Pupils : Begin.

Teacher : (A few minutes later) I am going to give you sentences.( Writes the following exercise)

Fill in the missing words

1. Siphon.....with his friends.

2. I..... black shoes.
3. Mother..... cakes for breakfast.
4. She..... a song.
5. I .....(Cleans off “I”) and rewrites  
He..... cards at home.

Teacher : Supplies a choice of answers.

(plays sings wears bakes talks)

You choose the one that fits.

Collects answer scripts.

### **CHALKBOARD WORK**

#### ENGLISH

#### SIMPLE PRESENT TENSE

The following 5 sentences were written on chart paper:

I go to church every day.

I milk the cows every morning.

We walk very slowly.

He kicks the ball.

They work in the garden.

Included is the exercise above given as application.

## STUDENT A      LESSON 7

**Standard** : 2

**Number of pupils** : 50

**Topic** : Present and Past Continuous Tenses

**Time** : 20 minutes.

Teacher : This is a class of Standard 2 with 51 pupils, 1 is absent.

O.K. pupils, so what is the date today?

Pupils : (Mumbled)

Teacher : (Writes the date down). O.K. Actually, what is a verb? Hands up.

Pupil : A verb is a doing word.

Teacher : A verb is a doing word, isn't it. What is a verb?

Pupils : A verb is a doing word.

Teacher : (Writes down: A verb is a doing word). You said that a verb is a doing word.

Give me any verb you know. Give any example of a verb.

Pupil : Go

Teacher : Go, another one. Yes.

Pupil : Play

Teacher : Play, another one.

Pupil : Walk

Teacher : So all these things are verbs, isn't it? So now if you know that you got verbs, so what you must do, you must know that, that a verb is something that you are doing now. So, what I'm doing? I am teaching. Teaching is a verb. So come out now. Here is a student.

Pupil : (Comes out). (Says something).

Teacher : Yes, very good. Come another one. What is your name?

Pupil : (Responds)

Teacher : Very good. So clap your hands.

Pupils : (Clap hands)

Teacher : What are they doing?

Pupils : They are clapping hands.

Teacher : They are... Writes on cbd. "They are clapping their hands."

You see they are clapping their hands. Whispers to one pupil, "Kick me"

Pupil : ( Kicks the teacher)

Teacher : What is she doing?

Pupils : She is kicking you.

Teacher : So, she is kicking the teacher. (Writes on cbd. "She is kicking the teacher")

That is, that is the present continuous tense and on this side we got a past continuous tense. So, if you use a present continuous tense, you simply adding an "ing" and a helping verb "is" in front of the verb, you see now. In the present continuous tense you simply add an "ing" in the verb and in front of the verb you simply add "is" as an helping verb. "She is," "is" is not a verb but "is" is a helping verb. "She is kicking the teacher," "kicking" is a verb which is in the present continuous tense, you understand now. What was the verb before in the present continuous tense? Hands up. What was the verb in the present continuous tense? Hands up. Yes.

Pupil : Kick

Teacher : Very good. The verb before was “kick” therefore this “kick” we transferred it to the present by adding a, a “ing” and a helping verb so that our sentence should be right. So we said that if this is “kick” what each verb can you give

Teacher : me another verb, another verb who can be transferred to the past continuous tense. Another verb. Yes.

Pupil : Go

Teacher : So we are using “go” now. So how can we transfer “go” to present continuous tense.

Pupil : I am going.

Teacher : I am going....(Writes on cbd. “I am going to town”).

I am going to town. So you see this is a present continuous tense. I am going to town. So when you change to verb to past continuous which means something that has happened before. You understand now. You simply just change the helping “is” to a “was.” The verb does not change as it is but what is already going on is that if the verb was helping verb is “is” therefore change it to “was.” Let’s take for example, “she is kicking the teacher,” isn’t it. When you transfer it to a past continuous tense. What are you going to do about the second one here.

Pupil : She was kicking the teacher.

Teacher : Very good. (Writes on cbd. She was kicking the teacher). She was kicking the teacher. Who kicked the teacher?

Pupils : A girl.

Teacher : Very good. It was a girl who was kicking the teacher. Therefore now, you know that she was kicking the teacher before but not now, if you say she is now, she is kicking the teacher now, now. This one, she was kicking the teacher before that time, she was, that is the past tense. You understand now. So would you please me you students change these sentences for me into a past continuous tense now. ( Cleans off cbd.)

Here I got a verb, “swim”(writes on cbd swim). Say its present continuous, present continuous. Hands up, present continuous, yes.

Pupils : Swimming

Teacher : You’ve tried. There’s something here exactly.

Pupil : Swimming

Teacher : No, I don’t want a sentence. I don’t want a sentence. There is a verb that is “ing” and there is a something that you, you left it behind. Yes

Pupil : Swimming

Teacher : Come again.

Pupil : Swimming

Teacher : You tried. Yes.

Pupil : Swimming.

Teacher : But I want it from a present continuous tense. Yes.

Pupil : (Mumbled)

Teacher : Yes

Pupil : “ing”

Teacher : Very good. “ing”....is swimming, is swimming. See now. You left this thing that means your sentence is not in the present continuous tense. You must not

leave a helping verb, “is” why because, because a helping verb helps you to understand that your sentence is in the present continuous tense. Therefore, I want it from past continuous tense, not a sentence now. Use swim.

Pupil : Was swimming.

Teacher : Very good. (Writes on cbd. “was swimming”). Who swims? The boy O.K. was swimming. This is a past past continuous tense.if you say now a past continuous tense. If you say now, past, you must understand there is “was” you see. If you say it is a present continuous tense you must understand there is a “is”. To make sure that it is a continuous, continuous is something that is happening now, you see. Continuous that is happening continuous but but past continuous it has happened before. Past continuous is preceded by “was” but the verb can be changed to another something kicking, swimming, driving, copying. But the difference is that in past continuous you got “was”, in the present continuous you got “is”.

Pupils : Yes

Teacher : Please let’s change these sentences here. Writes on the cbd. the following exercise:

Change into Past Continuous tense

1. Thomas is Milking the cow.
2. Mary is Washing the Clothes while John is riding a bicycle.
3. The Teacher is kicking the Student.
4. I am knocking at the door.

So, I am going to hand out the answer scripts. Just answer as quickly as you can. Just change this into past continuous tense, which means they are in present continuous tense, so you see. Change this sentences into past continuous tense. I’m going to hand out answer scripts.

Pupils : Write.

Teacher : Goes to front of class and waits for scripts. He collects.

**CHALKBOARD WORK**

08 November 2000.

Present Continuous Tense

Verb is a doing word

play They are clapping their hands.

milk She is kicking the teacher.

go I am going to town.

Past Continuous Tense

She was kicking the teacher.

swim – was swimming

Included is the exercise above given as application.

**STUDENT D      LESSON 8**

**Standard** : 2

**Number of pupils** : 50

**Topic** : Composition – My School

**Time** : 16 minutes.

Teacher : Good morning class.

Pupils : Good morning, teacher, and how are you?

Teacher : Thank you very much. What is the date?

Pupils : The date today is 8 November

Teacher : Again

Pupils : 8 November 2000

Teacher : Thank you very much. Now we are coming to talk about a composition. You know what is a composition?

Pupils : Yes

Teacher : Our composition topic is about my school. (Writes COMPOSITION on cbd.)  
Who can tell me about what we do at school. Yes.

Pupil : We learn

Teacher : We learn. ( Writes “We learn” on cbd.)  
What is a school? Yes. What is a school?

Pupil : Is where children play, write and read. (Reads from a paper)

Teacher : A school is where every pupil get knowledge (Writes “Is where children get knowledge). Where children get knowledge. Alright, what is the purpose?  
In which district lies the school?

Pupil : Umzimkulu district.

Teacher : Yes. Umzimkulu district, good. (Writes “The name of my district is Umzimkulu). In which portion of the river is the school?

Pupil : Umzimkulu.

Teacher : Umzimkulu river, very good. (Writes “ My school is near Umzimkulu River)  
What are you coming from? Otherside coming from the mountain. What do you call that mountain? Give me the name of that mountain?

Pupil : Mankofu

Teacher : Mankofu, good. (Writes “My school is near Mankofu Mountain).  
How many gates in the school? Yes.

Pupil : 7

Teacher : Yes

Pupil : 5

Teacher : 5 gates, yes.

Pupil : 2 gates.

Teacher : Yes 2 gates. (Writes “ There are three gates at school).How many classes are there in the school? Yes.

Pupils : (Unsure)

Teacher : How many classes are there in the school?

Pupils : (Shout out) 9, 8.

Teacher : there are 9 classes.(Writes on cbd. “ There are nine classes”). How many teachers are there in the school? How many teachers are there in the school?  
How many teachers are there in the school?

Pupils : (Whisper) 10 and still counting.

Teacher : 12. (Writes on cbd. "There are twelve teachers in our school"). Is any school garden are here in the school?

Pupils : All shouted "Yes".

Teacher : How many are there?

Pupils : One

Teacher : One.(Writes "There is one school garden").

Can you write a composition of about my home.

Pupils : Yes.

Teacher : Can you write for me?

Pupils : Yes.

Teacher : Sure.

Pupils : Yes.

Teacher : I'll give you just about 5 lines.

(Cleans off and writes)

Write a composition of 5 lines about My home.

Hands out paper.

5 lines, that's all. (Walks around)

Pupils : Work individually.

Teacher : Are you finished? (Starts collecting scripts).

### **CHALKBOARD WORK**

We learn.

Is where children get knowledge.

The name of my District is Umzimkulu district.

My school is under Umzimkulu district.

My school is near Umzimkulu River.

My school is near Mankofu Mountain.

There are three gates at school.

There are nine classes.

There are twelve teachers in our school.

There is one school garden.



**STUDENT C      LESSON 9**

**Standard** : 2

**Number of pupils** : 50

**Topic** : Composition – A Party

**Time** : 15 minutes.

Teacher : Good morning.

Pupils : Good morning, teacher and how are you?

Teacher : I am very fine, thank you, sit down.

Pupils : Thank you teacher.

Teacher : We are talking about party. You know a birthday party. You know a birthday party.

Pupils : Yes.

Teacher : What happens in a birthday party?

Pupil : You get present.

Teacher : Present, next.

Pupil : You eat.

Teacher : You like to eat , eh!

Pupil : Cupcake.

Teacher : We are talking about John who is going to a birthday. John was 17 years old, his friend was 19 years old. John go to his friend's birthday party. When he arrived he saw, saw ladies making cake everything to go to the party. John take a seat and sit down, and the ladies give him food to eat. After they are eating, some ladies were dancing or were singing. Come, come, sing a song at a birthday party. Clap hands.

Pupils : Clap hands.

Teacher : (Calls one girl out). Sing a song, sing a song at a birthday party. Who likes to sing, sing any song. Come, you come sing, sing a song, listen. Sing any song, come, come sing any song.

Pupil : (Sings and dances).

Teacher : Thank you, thank you.

Pupils : (Laugh).

Teacher : Here I got some story, I want you to write it.

(Gives out paper and worksheets to groups and goes around facilitating).

(Remarks heard)

I want you to look ...

( A buzz is formed mainly in Xhosa).

What's happening in the story?

Picture 1 ...

Don't make noise, don't make noise.

What is ...

All of you, what's happening in ... ?

Write, write down.

Bala werna.

Continue, continue, tell him, tell him.

Thank you.

( Starts collecting scripts)

**CHALKBOARD WORK**

JohN  
PARTY  
ATE

08 - 11 - 00

**STUDENT B      LESSON 10**

**Standard** : 3

**Number of pupils** : 39

**Topic** : Simple Future Tense

**Time** : 22 minutes.

Teacher : Good morning, class.

Pupils : Good morning, teacher, and how are you?

Teacher : I am very well, thank you. Sit down. What's the date today?

Pupils : The date today is 8 November 2000.

Teacher : (Writes it down). I think all of you have heard about present tense. Isn't it?

Pupils : Yes.

Teacher : Can you give me one sentence in the present tense, one sentence.

Pupils : (No response).

Teacher : I think the hand over there. (Hand on the cbd.) What I'm doing here? Next.

Pupils : You are writing.

Teacher : This is continuous tense. I want it in present tense. (Writes on cbd.)

The teacher is writing....

Pupils : The teacher is writing.

Teacher : (Writes). "The teacher writes on the chalkboard."

Give me another sentence. There's an example, "The teacher writes on the chalkboard."

Pupil : I am running.

Teacher : She runs on the road. (Writes on cbd. " He runs along the road.")

Today I want us to talk about simple future tense. What you are going to talk about? What I'm going to talk about?

Pupils : Simple future tense.

Teacher : O.K. There are basics principles in the simple future. You all follow so you can't go wrong . It says, "I and we work with shall." If I'm having a sentence that says, " I go to town." Following this principle of future tense, what am I going to put here? "I" and "we" work with "shall." Remember the poem, "I and we shall", so I want to put this in the future tense.

Pupil : I shall go to town.

Teacher : Yes, thank you. (Writes on cbd. "I shall go to town"). O.K.

There is another sentence. (Writes on cbd. "We learn at school"). Read the sentence.

Pupils : (Read) We learn we learn at school.

Teacher : O.K. Following this principle of "I" and "we", what, what are we going to phrase the sentence into the future tense? So that... I want hands. O.K. Come.

Pupil : We learn.

Teacher : You all agree?

Pupils : No.

Pupil : We shall learn at school.

Teacher : We shall learn at school. O.K. There's another principle that says any pronoun and noun except "I" and "we" work with WILL. (Writes "Any pronoun and noun except 'I' and 'we' work with WILL). In this principle any pronoun, when you are talking about pronouns, any pronoun or a noun even this one "the

teacher and he”, any pronoun except “I” and “we.” “I” and “we” only work with “shall.” Then any pronouns work with “will.” So what are you going to say if you want to put this sentence as it says,

Teacher : “The teacher writes on the chalkboard.”

Following the principle, O.K. come.

Pupil : The teacher will write on the chalkboard.

Teacher : Come again.(Writes “The teacher will write on the chalkboard”) the teacher will write on the chalkboard. O.K. Here is another sentence.

“He runs along the road.” (Writes on cbd.) I want you to put this sentence in the simple future tense.

Pupil : He will run along the road.

Teacher : Thanks a lot. Thanks. Before doing anything, before the verb you put “shall” or “will.” (Writes on cbd). Hey, come on guys. (Children noisy). Before the verb you put “shall” or “will” if you want to change the sentence into simple future tense. It was “I go to school”. Then in the future tense...

Pupil : I shall go to school.

Teacher : This one, “He runs along the road.”

Pupil : He will run along the road.

Teacher : Thank you. I want you to do some small work. No, I will provide with paper.

Gives this exercise.

Fill in Shall or Will in the ff sentences.

1. Tomorrow I \_\_\_\_ buy a new pen.
2. You \_\_\_\_ play the ball after school.
3. The teacher \_\_\_\_ write notes early tomorrow.
4. My Mother \_\_\_\_ cook food for supper.
5. It \_\_\_\_ catch the mouse at night.

Reads each item while writing.

Tomorrow I mmm buy a new pen.

You mmm play the ball after school.

The teacher mmm write notes early tomorrow.

My Mother dash cook food for supper.

It dash catch the mouse at night.

I think in the meantime you read silently these. As soon as I finish...

Write your name first.

Pupil : (Looks for a pen).

Teacher : O.K. Come back, come back. I’ll borrow you mine.

Pupils : (Write).

Teacher : I think you now about to finish. How many are absent? Count them.

Pupils : 5 absent.

Teacher : 5 absent, so your roll is 39. Anyone finished? Maybe, there can be an award for someone who finish first. Right. Shot. Shot. You finished?

They only theorise the one that was correct. Why? Two minutes left.

Now I say pens down. (Starts collecting the scripts).

## **CHALKBOARD WORK**

There were 2 pieces of chalkboard.  
Left one.

- I and we work with shall
- Any pronoun and noun except
- I and we work with WILL.

Right one.  
08 Nov. 2000

I am writing  
The teacher writes on the  
chalkboard.

He runs along the road.

Simple Future Tense

I go to town.

I shall go to town.

We learn at school.

We shall learn at school.

The teacher will work on the chalkboard.

He will run along the road.

**STUDENT A      LESSON 11**

**Standard** : 3

**Number of pupils** : 39

**Topic** : Composition-Making a cart

**Time** : 32 minutes.

Teacher : Good morning, class.

Pupils : Good morning, sir, and how are you today?

Teacher : Yes I'm very well today, sit down.

So you know, do you have a bicycle at home? You have a bicycle?

Pupils : Yes, sir.

Teacher : Bicycle?

Pupils : Yes, sir.

Teacher : Who can tell me about your bicycle.? (Writes on cbd. BICYCLE)

Who can tell about the bicycle? Yes.

Pupil : (Mumbled).

Teacher : You can say, you take your understanding, you order a bicycle. You need a bicycle home?

Pupils : Yes.

Teacher : What are you going to do about the bicycle?

Pupils : Ride.

Teacher : Yes. You ride the bicycle when you go to the shop, isn't it?

Pupils : Yes.

Teacher : Or you go to the town, isn't it?

Pupils : Yes.

Teacher : Or just go around alonish, isn't it?

Pupils : Yes.

Teacher : Of course. So one day when I was in Ventersdorp, I meet a girl. This girl was riding a bicycle, isn't it? He was carrying a plastic and he was having R2000 in her pocket, you understand. So he was going to buy many, many groceries. So he entered in the shop then he buy many, many, many, many things in the shop. He was sent by his mother. They got all those things and then put in the plastic. But the problem is one. Was that problem it was, his grocery was over the plastic she was carrying, you see. What was she supposed to do? Or if it was you what you going, or what was, what was you going to do? What was you going to do if it was you? You riding a bicycle. At the same time you are carrying R2000 to buy lots of grocery, you see. Don't you have a car to put on the grocery? O.K. let's do together and then find your own, own view. You two there go together and find your own view. You three there group and can decide how, what can you do. What are we going to do. What was you going to do if it was you. You start and come with answers. Give two or three answers, two or three answers. Mention one thing. You got a lot of grocery like this (shows height), you got a small parcel like this (shows a packet) and you got a bicycle outside to carry this lot of grocery like this. Can we do that?

Pupils : No.

Teacher : So, what are you going to do if it was you? Positive werna.

Pupils : (Discuss in groups).

Teacher : (Walks around facilitating).

Positive. Come on, come on, come on. Another one.

Pupils : (Talk loudly).

Teacher : O.K., O.K., O.K. I want 1, 2, 3, 4 pupils who can classify for his group, or her group. 4 of them, 4 come up. I want 4. I got 1,2,3,4 groups and I want 4 pupils to classify if we are going to do this and this and this. (Draws columns).

A	B	C	D

This is from Group A , B. Let's listen what we are going to do.

Pupil : (Stands in front).

Teacher : Tell others.

Pupil : (Could not respond).

Teacher : Listen very careful.

Pupil : You can make a trolley and....

Teacher : Let's put 15 marks. (Writes 15 in column A). Let's hear Group B. Here the ladies here. Let's hear group B. No one. Here he's coming, Group C. Let's listen. What are you doing?

Pupil : ( Not clear).

Teacher : He says he's going to phone for the mother and tell him her that must come with a car. So they are going to use a car, a car isn't it? Car. But it's impossible to use a car when you are in the town, isn't it? What about your bicycle? So let's give 10 marks. B and C nought.

If it was me, I am going to make my trolley like this, like this.

Pupils : (Laugh).

Teacher : Here is my cutboard (for cardboard). I put it here, you see, and are my wires. So let's take as if these wires are going to be wheels, you see. What I'm going to do. The bicycle is outside, you can't see it now. It is outside. I am in the shop now. I got a lot of grocery. I am going to make my cart like this. Listen very careful. That's what I observed. (Inserts wires into the cardboard box).

Take this one as second wheel.

Pupils : (Laugh).

Teacher : Listen very careful. This is the second wheel. This is in front of this one. Then another one this side. Here it is you see. It has got some wheels, you know.

Open it. You know I'm riding a bicycle, isn't it?

Pupils : (Quietly watching).

Teacher : I got my bicycle outside so I'm going to put my grocery inside, then make a row, make a row like this. You understand I got a bicycle outside.

Pupils : Yes.

Teacher : Yes, of course. (Ties string to the box).So now I can tie now like this, you understand how the bicycle it is.

Pupils : Yes.

Teacher : So at the back of the seat of the bicycle I can tie this rope like this. Do you see?

Pupils : Yes.

Teacher : Then I got my cart, there is some grocery inside there, you understand now. I got no phone to phone my mother, isn't it?

Pupils : Yes.

Teacher : Even the owner of this truck is telling me no bicycle on top of my car, no bicycle on top of my, of my, of my truck. So O.K. Just wait like that. I'm going to make my trolley. So I make my trolley, I tie it in my bicycle. If I pull it like this I can go and find and arrive and phone, with my grocery inside there, and here is my trolley like this, you see now. Therefore, that's why I've said ,those who have said they are going to make a trolley, that is for 15 marks, it means they understand that if they can put the trolley, the bicycle on top of the grocery some grocery like the sugar, flour can be dangerous, isn't it? So that's why they said they are going to make a trolley like this, you see and they tying it to the bicycle. So here I've got another story of I like you to see it.

( Gives worksheets to groups). Just share. Therefore, listen very carefully. Here, what is in the story is, you see in picture 1.

Pupils : Yes.

Teacher : At the bottom of the pictures it is written there as, "The pictures tell a story about a boy and a girl", you see. About a boy and a girl. So the boy is called Johnson and a girl called Alice, isn't it? So Johnson knows how to ride a bicycle. Unfortunately, Alice didn't know how to ride a bicycle. So what Johnson said, what Johnson decided to do to carry Alice. He just made a cart, you see. So in the picture 1, as you see that a small boy is going to the shopkeeper there. He is buying some nails there, you see Johnson.

Pupils : Yes.

Teacher : Yes. He's another shopkeeper there buying some nails. Therefore, what you must do for me, I like you to discuss. As you see that Alice is inside the shop with the shopkeeper. They are talking, as you see. Johnson, on top there, is buying some nails. What do Alice can do with these boxes and what do Johnson do with these nails? So you can discuss now and then from section from picture 2, 3, 4, 5, up to picture 6 you write down what going on in the story now, you understand me. You understand what I'm saying?

Pupils : Yes.

Teacher : In picture 1 you see Johnson and Alice at the shop. Alice is carrying some cardboard and Johnson is buying some nails. You know a nail, isn't it?

Pupils : Yes.

Teacher : Yes, he's buying some nails to make a cart. So from picture 2 you see that Alice and Johnson are carrying the property to make the cart. So I want you to write for me in picture 2, 3, 4, 5 and 6. Only one sentence what's going on in the picture. You must first discuss that, while you are discussing, I will hand over sheets whereby you are going to write as a group. You are going to write in picture 1, you say that it is like this, in picture 2 it is like this, in picture 3 it is like this, in picture 4 and picture 5 and picture 6. You can discuss now what's going on in the story. I'm going to hand out fullscap. (Hands out paper to groups and facilitates).



(Remarks heard). Bala...  
What's going on in the picture.  
Be quick as you can.

Pupils : (Discuss and write)

Teacher : (Remarks heard).

Everyone must participate.  
Each and everyone must participate, you understand now.  
One sentence each picture.  
No, that is number 2.  
Bala, bala...  
You understand now.  
Name of the group and the date.  
Don't forget the name of the group and the date.  
What do you see here? Just one sentence.  
(Collects scripts).

### **CHALKBOARD WORK**

2 loose pieces of chalkboard were present.

Bicycle

Johnson

Alice

On the grid group A scored 15 points, B & C 0 points, D 10 points.

**STUDENT E      LESSON 12**

**Standard : 3**

**Number of pupils : 30**

**Topic** : Oral Composition – A Leopard

**Time** : 22 minutes.

Teacher : Good day.

Pupils : Good day.

Teacher : How are you?

Pupils : We are fine, thank you teacher.

Teacher : Today we are going to talk about the wild animal, the leopard. Who knows the leopard? Who knows the leopard? Just raise your hand. Eh leopard.

Pupils : (Mumbling).

Teacher : Who can describe it for us? Who can describe it for us?

Ah, you tell us.

Pupil : (No response).

Teacher : You don't know the leopard, all of you?

Pupils : (No response).

Teacher : Leopard.

Pupils : (No response).

Teacher : Who can describe it for us? You don't even see pictures of a leopard? You tell us.

Pupils : (No answer).

Teacher : Sit down. A leopard is a wild cat found in the forest. O.K. A wild cat which its appearance is spoilt is gold and black. It is very colourful and it's beautiful O.K. So the story is about leopard. I'll give you some pictures to talk about. So Here is the story. (Hands out strip pictures). Shhhh be quiet. O.K. What do you see in the picture? Eh. I'm asking you right. If you know, raise your hand. Picture 1. What do you see in picture 1, what do you see in picture1?

Pupil : A leopard.

Teacher : Ya, a leopard and what else?

Pupil : Trees.

Teacher : Some trees, and what else?

Pupils : Houses.

Teacher : And houses, what else?

Pupil : Grass.

Teacher : Ya, the grass in

Pupil : Sun.

Teacher : No, it's not the sun, what is it?

Pupil : Moon.

Teacher : Ya, it is the moon happening there. The story is in the night. So you see. What do you see there? It is the leopard. What is the leopard doing?

Pupil : Walking.

Teacher : I'm talking about picture number 1. Is the leopard walking silently or not?

Pupils : Silently.

Teacher : Silently, I agree. It is walking silently. I think it is aiming to do something

which is bad. O.K.

Pupils : Yes.

Teacher : Let's talk about picture number 2. You see picture number 2, what is happening

Teacher : in picture number 2. Ya.

Pupil : The leopard is jumping.

Teacher : Ya, the leopard is jumping. It is jumping to what?

Pupil : House.

Teacher : It is jumping to the house. That house is very tall. I don't know what is that upon something. What is the moon doing there or what is happening to the moon? Yes.

Pupil : The moon is getting lighter.

Teacher : Mmm. The moon is getting lighter. No. I don't think so. The moon is going, I mean is hiding, you see, behind the dark clouds. You see the dark clouds?

Pupils : Yes.

Teacher : As I told you it is aiming to do something there. O.K. let's talk about picture 3. O.K. What is happening there? Eh. What is happening there?

Pupil : A woman.

Teacher : Shhh. Listen.

Pupil : A woman is feather of a leopard.

Teacher : I don't think they are feathers of a leopard. Ya.

Pupil : The woman is...feather.

Teacher : I think this are the chickens. They are all dead. They are lying down. So that house is a fowl house. That house is a fowl house. So the woman is seeing dead chicken. What happened to the chickens? Who killed them. Mmm. Who killed them?

Pupils : Leopard.

Teacher : Ya. The leopard was aiming to kill the chickens. Let's talk about picture number 4. What's happening there?

Pupils : (Talk among themselves).

Teacher : No, it's not proceeding to the house.

Pupil : The woman is talking to the man.

Teacher : Yes. The woman is talking to the man. What is telling to the man? Tell me, girl.

Pupil : She is telling the man the chickens are dead.

Teacher : Ya, I like that. Ya, she is telling the man that the chickens are dead and she's telling the leopard who killed the chicken and she is pointing at the leopard, you see.

Pupils : (Listen).

Teacher : O.K. What's happening in picture number 5.

Pupil : .... a radio there.

Teacher : Eh! O.K., O.K. What's happening in picture number 5? You were first.

Pupil : They are aiming to shoot the leopard.

Teacher : Yes. They are aiming to shoot the leopard. You see the leopard is still walking, you see. It means they are hiding somewhere. You see, since the leopard is dangerous , so if it can see you, it may happen it can kill you. So they are aiming to kill it. With what? With what?

Pupil : Guns.

Teacher : With a gun, not guns. With a gun they are aiming to kill it, with a gun. Is it still at night or not?

Pupils : Night.

Teacher : Ya, it is still at night. Picture number 6, what is happening there? What has happened to the leopard? Ya, what has happened to the leopard? What has happened to the leopard?

Pupil : The leopard is dead.

Teacher : Ya, the leopard is dead. Who killed it? Raise your hand. Who killed it? You young lady, you tell me. Who killed the leopard?

Pupil : The man killed the leopard.

Teacher : Ya, what are they are doing? What are they doing?

Pupil : They are watching the leopard.

Teacher : Ya, they want to make sure the leopard is dead. So they won't leave it till it is dead. It may wake, woke up and walk and do something there again. What is the other man holding in his hand?

Pupil : Lamp.

Teacher : Ya, it's a lamp to make sure the thing is dead. So what can we do to protect your chickens at home. What can you do to protect your chickens to be eaten by leopard.

Pupil : You eat.

Teacher : You eat all your chickens, ah!

Pupil : You look after your chickens.

Teacher : Ya, you look after his chickens. O.K., O. K.

Pupil : (Not clear)...

Teacher : You don't know.

Pupil : Sleep with me.

Teacher : You mean sleep with you.

Pupil : You throw away the chicken.

Teacher : You throw away the chickens!

Pupils : (Laugh).

Pupil : A small house.

Teacher : Small house. What if there are many? Eh, what if there are many?

Pupil : I go to uncle there and sell the chickens.

Teacher : What?

Pupil : I go to uncle there and sell the chickens.

Teacher : That means that you don't love chickens, eh.

Pupil : Look after the chickens.

Teacher : Ya, ya, ya, I like that. What can you do to protect the chickens, eh? What can you do? You heard about the leopard, what it can do. You tell me how you can protect your chicken keep your animal safe.

Pupil : Fowl run.

Teacher : How can you build the fowl run? How are you going to build the fowl run? Will it be big or will it be small?

Pupil : Small.

Teacher: Why this small?

Pupil : Big.

Teacher : Eh!

Pupil : Small.

Teacher : What about the windows of the fowl run?

Pupil : Small.

Teacher : Why small? Why this small?

Pupil : No animals get inside the house.

Teacher : No animals get inside, O.K. What about the... So you must think about all the people inside the farm, inside the house, alright. What else can you put in the door?

Pupil : You can put a stone.

Teacher : Stone, ugh! Ya,ya,ya,ya,...

Pupil : Burglar guards.

Teacher : I will put the burglar guards, air will reach the chickens. You must think carefully. So who can, can narrate the whole story? A small story, no, just talk about the small story. There's the pictures, you see. No, whenever we have a group, we talk. O.K. you are 1, 2, 3, 4, 5, 6. There must be, you must be one person who represent your group. O.K. I just want to hear you talking. Let's start there at the back. (Goes close to groups).

(Remarks heard).

Talk.

Just listen.

Ya.

You talk about picture number 1.

The leopard is jumping the rope.

Is the rope there?

What about picture number 3.

Where is the leopard now?

It is close to the farm.

It knows it has done something there.

Shhhh. Who is listening to who?

What is she doing?

Ya... another.

Picture number 5.

Shoot the leopard.

(Rain starts).

### **CHALKBOARD WORK**

2 loose pieces of chalkboard were available. Both were unused.

**STUDENT D      LESSON 13**

**Standard** : 3

**Number of pupils** : 27

**Topic** : Oral Composition – The Thief

**Time** : 12 minutes.

Teacher : Some pupils have ran away. ... Good morning, class.

Pupils : Good morning, sir, and how are you today?

Teacher : I am very fine, thank you very much. We are now coming to our lesson, class.

(Gives out worksheets). (To a colleague, "Select this pictures for me.")

We are now going to talk about shopping. If you are sent by the shop by your mother or father, what must you do? Yes.

Pupil : You go to the shop with the money, buy the things for the money and wait for the change always.

Teacher : If you take the money, what must you do?

Pupils : You must buy with the money.

Teacher : You must buy for the money ...

Pupils : You must put in the pocket.

Teacher : Why must be keep in the pocket?

Pupils : You can lost it.

Teacher : Because it will got lost and what else, if it not lost?

Pupils : ( Indistinct)

Teacher : I want to give you the pictures, so you can carry on with it.

How many groups are you? You can carry the money, make sure the money is safe. ( Gives out worksheets to groups). All got pictures?

Pupils : Yes, sir.

Teacher : Now what are we seeing? What do you see?

Pupils : The man smoking.

Teacher : Eh!

Pupils : I see the dog is going there.

Teacher : What, what do you see in the picture?

Pupils : I see a man smoking and a mummy going to the shop. She is carrying a bag.

Teacher : And what else?

Pupils : I see a man is running away, is smoking and running and the man is taking the bag.

Teacher : Thank you very much. Picture number 1, picture number 1, see picture number 1, see picture number 1, see picture number 1.

Pupil : I see a man running away.

Teacher : All of you, picture number 1, picture number 1. Follow please. What do you think is happening in picture number 1.

Pupils : A mummy is going to shop.

Teacher : To?

Pupils : To shop.

Teacher : Yes.

Pupils : Mummy is going to shop.

Teacher : Don't say mummy, say a woman.

Pupils : A woman is going to shop.

Teacher : (Writes on cbd. A woman is going to the shop). And what else you see in picture number 1?

Pupils : And a man is going in the corner, is smoking and a dog.

Teacher : Good. A man is hiding inside. (Writes on cbd. A man is hiding inside), and what else in picture number 1?

Pupils : A dog is going and is opening the bag.

Teacher : (Writes on cbd. Dog is following the woman).  
In picture number 1 that man in the corner, whose that man? We call him a thief. What is a thief, a thief?

Pupils : A man is stoling the other people.

Teacher : A man who steal from other people, you call him a thief. Alright, so we are coming to picture number 2. What is taking place in picture number 2?

Pupils : The man is running with the bag, the dog is running for the man, and the woman is crying for the bag, and the man is running and the dog is crying.

Teacher : The woman is jumping. Where is the bag in picture number 2, where the bag in picture number 2?

Pupils : Is running away with the bag and the dog is holding the man's leg and the man's cap is off and the pants is on the way.

Teacher : Say it again.

Pupils : The dog is holding the man's leg and the pants is off.

Teacher : Picture number 3.

Pupils : The woman, man is running and the dog is wanting to fight the man and the man is trying to run away and is the man is not on his head.

Teacher : Where the cap?

Pupils : The man is not on the head.

Teacher : Picture number 5, you see all of you.

Pupils : The woman is finding her bag and the dog is running to catch the man and the man is running and the cap is down.

Teacher : Good. Sorry. The picture is about the thief, you see.

Pupils : Yes, sir.

Teacher : You write a composition. Listen all of you, I am going to give you a few minutes to write picture number 1 and picture number 2 and so on.

### **CHALKBOARD WORK**

A woman is going to the shop.  
A man is hiding inside.  
Dog is following the woman.  
A

**STUDENT E      LESSON 14**

**Standard** : 4

**Number of pupils** : 24

**Topic** : Creative Writing – Using pictures

**Time** : 14 minutes.

Teacher : This is a Standard 5 class and there are also Standard 4. (Pupils disappeared).

Today I'm going to talk about reading. Who likes to read?

(Interrupted by noise outside teacher goes close to groups and talks).

Pupils : (Listen).

Teacher : Ya, I want you to write me a story. I am going to give you handouts, O.K.

Pupils : (Listen).

Teacher : You are going to write any story. There'll be one who will be writing. Then I'll give you some papers. (Hands out papers and arranges groups).

(Much noise is heard).

(Walks around facilitating).

(Remarks heard).

Not now.

Write.

This is a story, O.K.

Please just write.

(To another group), You are supposed to write.

You must introduce...

Then what is going on picture number 3?

You are supposed to write.

I am leaving you.

What is this?

Do 2 and then 3.

Mmm mmm.

Where's your pen?

You finished ... right.

No...

Not ...

**CHALKBOARD WORK**

Unused.



## STUDENT B      LESSON 15

**Standard** : 5

**Number of pupils** : 24

**Topic** : Composition – Story writing

**Time** : 15 minutes.

Teacher : O.K. Everybody, mmm you have heard about the ghost or come across them.  
All those who at night have heard about the ghost or come across them.

Pupils : Yes.

Pupil : ( Walks into the classroom with a sheet over him).

Pupils : (Scream)

Teacher : (Removes sheet).

Pupils : (Laugh).

Teacher : I think now you have an idea of what is happening?

Pupils : Yes.

Teacher : The idea of you saying of your understanding of the charts, I think you are old now. You say what's happening, wonderful, marvelous...  
(Gives out pictures to groups).

As you see these are play charts. There are number 1, number 2, number 3, number 4, number 5. Can you see that?

Pupils : Yes.

Teacher : The numbers that are on the top left corner, isn't it?

Pupils : (Examine).

Teacher : ... Summarise them.

Pupils : (In groups study the pictures).

Teacher : (Moves around).

O.K. Picture number 1, can you see that boy carrying a something there.

Pupils : Yes.

Teacher : What is he carrying?

Pupils : A pumpkin, a pumpkin.

Teacher : Just raise your hand, there.

Pupil : He is carrying a pumpkin.

Teacher : What is that there? What is up or white? What is he going to do about the pumpkin.

Pupil : He wants to scare people.

Teacher : Will you get scared too?

Pupils : Yes.

Teacher : But you know that the ghost come at night. I think you understand. Mmm.

Pupils : Talk and discuss.

Teacher : (Gives out writing paper). One write in group. You are going to share ideas.  
Despite the fact that they are better than you.

Less noise. ( Moves around and comments). (Comments heard).

Make one.

Make one story about the pictures.

Make one story.

I think others are about to finish.

(Goes around to see who had finished).

I think you are about to finish.

Mmm, there'll be an award for the group that has finished.

Pupils : (Continue to discuss among themselves).

Teacher : O.K. I think now you can talk, discuss. Just a small story. Say "pumpkin", "knife"...

Pupils : (Continue to discuss among themselves).

Teacher : O.K. How many groups is there? One group 1 picture. How many groups are you? 5?

Pupils : (Agree).

Pupil : Picture number 1...

Teacher : Others are playing.

Pupil : In picture number 1 we can see Joseph carrying his pumpkin, can see on the other side he is standing a bush, you can see, you can see a beer hall and it is night.

Teacher : Mmm... right.

Pupil : Picture number 2....( Not distinct).

Teacher : There's something there. Don't you see anything?

(A colleague walks in and the lesson is stopped).

### **CHALKBOARD WORK**

Unused.