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**THE IMPACT  
OF  
A DISCOURSE-BASED TEACHER-COUNSELLING MODEL  
IN  
TRAINING LANGUAGE TEACHERS  
FOR  
OUTCOMES-BASED EDUCATION**

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A thesis submitted to meet the requirements  
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## Bibliography

## Abstract

## Acronyms and abbreviations used in the text

AR	Action research
CLT	Communicative language teaching
DA	Discourse analysis
DOe	Department of Education
ESL	English as a Second Language

NGO	Non-governmental organisation
OBE	Outcomes-based education
LI	Learner initiation

### **Transcription conventions**

1. Transcription : Turn-by-turn
2. Turns are numbered 1, 2, 3, etc.
3. Turns are labelled according to the IRF structure (Van Lier 1996)  
Teacher Initiation = **(I)**  
Learner Initiation = **L(I)**  
Response = **(R)**  
Feedback = **(F)**

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Defining the problem**

In 1997, a new curriculum, Curriculum 2005, was launched by the Department of Education in South Africa. This was in line with the overhaul of education and other areas of governance, for the country's new constitution demanded equity and transparency:

*Curriculum 2005 was the first major curriculum statement of a democratic South Africa. Deliberately intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21<sup>st</sup> Century, it was an innovation both bold and revolutionary in its magnitude and conception. It signalled a dramatic break from the past. No longer would it reproduce the limited interests of any one particular grouping at the expense of another. It would bridge all, and encompass all. It introduced new skills, knowledge, values and attitudes for all South Africans and stands as the most significant educational reform in South African education of the last century (DoE 2001: 10).*

In spite of these high ideals, the new curriculum was not successfully implemented across the spectrum of South African schools (DoE 2000). In a report by the Curriculum 2005 Review Committee (DoE 2000), it was diagnosed that teacher development (or a lack thereof) was a major reason for the failed implementation of outcomes-based education in South Africa.

A thorough study of public and private submissions to the Committee and further research conducted by the Committee reveals that there have been four primary weaknesses in the training of teachers for OBE:

- the model of training has to be “strengthened and adapted”,
- the “quality of trainers and training materials” has to be addressed,
- the “quality of the content and methodology of training” has to be improved
- and provision has to be made for “follow-up in-class support” (DoE 2000 8: 7).

Action research strategies, within the framework of Bowers’ (1987) counselling model, underpinned by a discourse analysis of lingual data (Kinging 1997, Van Lier 1996), may provide part of the solution sought by the Review Committee in both the short- and long-term. Proving this proposal has been the primary aim of this study.

The Committee proposes, inter alia, its own long-term solutions:

*A co-ordinated national strategy for [the] preparation of teachers which links pre-service and in-service training... The development of partnerships between provincial departments should be encouraged with NGOs and tertiary institutions to strengthen ongoing professional support and development at school level (DoE 2000 8: 7)*

The Committee also suggests, among others, the following short-term measures:

- a) *Identify, select and train a special cadre of...trainers...[to] work collaboratively with NGOs...*
- b) *They should be deployed to work directly with school clusters providing on-site support to teachers and to serve as mentors. Quality assurance procedures should be developed to ensure a more standard quality of training throughout the country. All trainers should be accredited through an appropriate process...*

- c) *Support the formation of school clusters in every province by identifying lead teachers...to co-ordinate each cluster. Provide some incentive to these lead teachers.*
- d) *Train lead teachers to provide on-site support and development...(DoE 2000 8: 7)*

This study sheds practical light on each of the above solutions but the basic training of prospective "lead" teachers is the primary issue addressed in this action research study. It has become imperative that all teachers be re-trained, or trained differently, to meet the demands of a system which is outcomes-based and no longer content-based. Teachers will also have to move from traditional directive or teacher-centred teaching, to consultative, learner-centred education (DoE 2000).

This study suggests that action research strategies (Middlewood, Coleman and Lumby 1999) within the framework of Bowers' counselling model (1987), underpinned by a discourse analysis of transcribed lingual data captured in the classroom (Kinging 1997, Van Lier 1996, Sinclair and Coulthard 1992: 6-8, Van Lier 1988), provide part of the solution sought by the Review Committee in both the short- and long-term implementation of outcomes-based education (OBE). A number of interfaces exist between OBE and communicative language teaching (CLT), and thus an understanding of OBE can expand the trainee teacher's understanding of CLT (see Chapter Two) and vice versa.

This question of the teacher's knowledge is also of utmost importance as various problems relating specifically to the teacher corps have been identified. A comparative study by the University of Durban-Westville Centre for Educational Research, Evaluation and Policy, of 32 Grade 1 classrooms in Kwazulu-Natal and Mpumalanga, revealed that there were large discrepancies in what teachers understood by the term "outcomes-based education" and as a result were hesitant about implementing the approach (*Sunday Tribune*: 5 July 1998). This *knowledge gap* needs to be filled.

Furthermore, teachers also have to rely less on their traditional textbooks (Spady 1994: 103) and for many this is a frightening thought, as traditional teacher training has not focused on materials design. Outcomes-based education is making creative demands on teachers: they must be able to jump from textbook to newspaper to magazine as learners demand, and should be able to produce, at the drop of a hat, the worksheets needed for a creative, integrated lesson (the lesson should also be linked to other learning areas as well). It is indeed this *skills* gap that has to be filled (Spady 1994: 129).

Finally, the teacher's system of *attitudes and values* needs to be developed in accordance with those of outcomes-based education if it is to be fully and successfully implemented (Spady 1994: 136). At the professional level, the teacher is measured against the standards currently set by the profession at large, assessing "how up-to-date the teacher is with professional developments" (Bowers 1987: 152). It is essential that all teachers be brought up-to-date if teaching is to reach professional levels of high standard in South Africa (Spady 1994: 104). This study aims to show that this can be achieved by counselling that takes the form of action research. According to Spady, "school staffs are now much more research-oriented as they seek better ways to do things" (1994: 129).

As there is obviously a great need for a strategy that will ease the implementation of OBE into the South African curriculum, this study proposes a low-cost, replicable means of how this may be done, simply and effectively. The improvements that occurred in the teaching styles of trainee teachers sampled in this study are of such a nature that a similar approach is likely to produce similar results on teacher-trainees involved in similar projects. This is very promising, in terms of where OBE will go in future. Teachers need to be made co-owners of the process that will empower them to be outcomes-oriented facilitators and action researchers, with teachers counselling one another, performing research in their own classrooms, and working a transformation on teaching from the inside (in their own classrooms) (Spady 1994: 104).

## 1.2 Outcomes of this study

The main research outcomes of this study are the following:

- i) To record an action research (AR) cycle that describes the **pre-intervention** identification of teacher-trainee needs, followed by an **intervention** and a **post-intervention** follow-up to monitor facilitator change;
- ii) To contextualise the AR cycle in a thorough literature study so that the analysis and findings may be founded on informed perspectives from teacher training and development;
- iii) To record and show changes in facilitators' teaching styles in the context of Bowers' Counselling Model (1987); and
- iv) To conduct this study within the parameters stipulated by OBE documentation, specifically the report by the Review Committee (2000) and the Department of Education, Senior Phase Policy Document (1997).

Other research outcomes of this study are:

- i) To show that teacher counselling through action research has a practical impact on the implementation of outcomes-based education (DoE 2000, Middlewood, Coleman and Lumby 1999, Bowers 1987). It aims to address this broader aim by focusing specifically on the second-language classroom (Krashen and Terrell 1983, Lightbown and Spada 1993).
- ii) To show that teachers need to be provided with the tools and research experience to manage their own growth and development (Rivers 2001: 270-290, DoE 2000).
- iii) To provide two models by which this development can be achieved and analysed, the first being a counselling model (Bowers 1987) that follows an action research spiral (see Chapter Three), and the second being a discourse model that allows for

subtle analysis of classroom discourse events (Middlewood, Coleman and Lumby 1999, Van Lier 1996).

iv) To indicate that there was a *general trend* for teachers in this study to develop as OBE facilitators through improved teaching styles, which were analysed according to the following data, obtained from recordings of classroom lessons, self-assessment forms, field notes and a focus group interview:

- that teacher-trainees implemented and managed group work and co-operative learning in their classrooms. A study by Long indicated that teacher-centred classroom activity seldom produced learner-initiated speech, while there is consensus amongst SLA researchers such as Lightbown and Spada (1993: 85, 86, 87), Oxford (1997: 443-456) and Littlewood (1992: 22-24) that the successful management of groups can effect the production of spontaneous learner language, as well as a diversity of language functions: “disagreeing, hypothesising, requesting, clarifying and defining” (Lightbown and Spada 1993: 85). Oxford also ascertains that group learning is promoted when learners are offered the opportunity in a social structure to communicate. Not only do they enjoy school more, but they also gain cognitively, socially and, by implication, in language skills such as “turn taking” and “active listening” (Oxford 1997: 445). In this study clients implemented the group work technique both to achieve OBE outcomes (CCO 2 DoE 1997: 15), and to encourage the growth of communication from a *display orientation* (Van Lier 1996:154) in which learners repeated teacher language and recited well-worn phrases, to a *participation orientation* in which they produced language which revealed a level of cognition, i.e. thinking before responding and “pushing for expression” in which the learner not only answers, but also seeks to elaborate (Van Lier 1996:154).
- that teacher-trainees created classroom environments which were comfortable arenas for learners, in which learners felt free to communicate with one another and the teacher/facilitator. The data relied, therefore, on the creation of low-

anxiety classrooms (cf. Krashen 1981: 3 and Lightbown and Spada 1993: 28, 83 and 112). Feedback from participants in a transcribed focus group interview, it was hypothesised, would offer data that the process was enjoyable (Wheeler 1994: 48).

- that in these low-anxiety classrooms “contingent communication” with “shared perspectives” (Van Lier 1996: 183) took place between all parties, with greater communication symmetry and parity between learners and teacher. Non-threatening classrooms (with respect to the learners) increase learner talk and are conducive to learning. Daoud (1994: 42), Kahler (1993: 48) and Wheeler (1994: 48) contend that the facilitator promotes mutual respect in the language classroom, with a resultant change in relationship. The result is greater co-operation between learners, and learners and facilitator, which in turn lowers anxiety.
- The outcomes-based perspective relates classroom activity to exit outcomes, “real outcomes”, as it is these with which they exit formal education (Spady 1994: 52). In this study trainees started in the OBE-mode by focusing on *culminating outcomes*. In the lesson designs of the majority of project clients, extended communication was an outcome. This is congruent with an underlying premise of OBE:

*...it is extremely important for those implementing OBE to begin with the most significant culminating outcomes possible – things like complex communication abilities... – and then design their curricula from there* (Spady 1994: 52).

- producing talk that was more natural and authentic, in terms of language that can be used competently in the real world, for a variety of communicational aims (Griffiths 1995: 50, Hawes and Thomas 1994: 22, Kahler 1993: 48, Lightbown and Spada 1993: 85). Classroom talk had to, therefore, show data of being

process- and not product-oriented (Puhl 1997: 2, Lightbown and Spada 1993: 23 and Green 1993: 2) and had to, as far as possible, be learner-centred (Rudder 1999: 24, DoE 1999: 23, DoE 1997: 3, Puhl 1997: 2, Rendon 1995: 41 and Green 1993: 2), with teachers replacing an authoritarian teaching style with one of teacher authority (Farrell 1998: 10, Biao: 1996: 2, Widdowson 1990: 188). In OBE terms, the *teacher* assumes the role of *facilitator* who then consciously structures situations that promote self-determined (Rivers 2001: 279, Puhl 1997: 2, Rendon 1995: 41, Tenjoh-Okwen: 1996: 10) exploration by learners, laying emphasis on greater equality in the classroom (Van Lier 1996: 166-167, Lightbown and Spada 1993: 85). In this study all the trainees attempted group work strategies in their second (improved) lesson as a means of promoting mutual communication. Universally the trend was an increase in the quality of IRF exchange responses from a repetitive-type response to a cognition-expressive response (Van Lier 1996: 154).

- that the teacher-trainees were displaying dynamic qualities that could be analysed according to how effectively they dealt with unforeseen situations in practice (Crandall 2000: 35, Biao 1996: 2, Kinginger 1997: 8) which in this study was embodied in the trainees' ability to abandon a planned lesson when necessary. Student teachers in this study paid attention to lesson planning, preparing a "clear map" (Spady 1994: 20, England 1998: 18 and Propst 1997: 47), and some trainees even cited a lack of planning as a problem in the self-assessment of their video-recorded lesson (Addendum B). At least one trainee articulated the importance of being able to abandon the plan (Tenjoh-Okwen 1996: 10) when it was in the interest of achieving the outcome of uninterrupted communication practice, i.e. a learner-centred approach.
- that teacher-trainees appreciated the importance of a learner-centred approach. Current SLA and OBE theory strongly suggests that "learner-centred tasks have a significant role to play in instruction" (Kinger 1994: 39 cf. also Puhl 1997: 2, Rendon 1995: 41 and Green 1993: 2). In the focus interview, the student who

showed the best application of OBE skills conceded that her lesson had improved once she developed the skill of standing back and allowing her learners to interact without her interrupting their discourse (Client 2: Addendum D). As soon as the teacher became more permissive (and learner-centred), and learners were allowed the freedom to produce uninterrupted talk, in the aim of allowing them to practise an acquired second language (Van Lier 1988 and 1996, Kinginger 1994: 29-40, Hawes and Thomas 1994: 22). Group work effected this expanded opportunity for communication (Puhl 1997: 2, Stoller 1997: 2, Kahler 1993: 48) and the OBE/CLT outcomes of expanded opportunity for interaction (Spady 1994: 15 and (Lightbown and Spada 1993: 85) were more easily achieved.

- A final focus-group session offered trainees an excellent opportunity for articulating their growth patterns. As trainees related what occurred in their classrooms, and reflected on strategies that were prominent in their development, they had begun to piece together their experiences. The fact that the study took place over an eighteen-month period, contributed to the formulation of their coherence systems. According to Linde (1993) and Kinginger (1997), coherence systems refer to an organisation of the verbal reports of professional participants into stories which served to knit discrete episodes into intelligible systems. These coherence systems are thus "global cultural devices for structuring experience into [a] socially shar[ed] narrative" (Linde 1993: 163).

Also:

- as this study provides data that indicate a growth in complexity of the Initiation-Feedback-Response discourse structure that is prevalent in most traditional language classrooms (Van Lier 1996: 148), this study will analyse the growth of teachers according to how effectively they developed this discourse structure in their classrooms, so that it could better serve a learner-centred teaching approach (Rudder 1999: 24, Mohammed 1997: 50, Puhl 1997: 2, DoE 1997:3, Kinginger 1994:39) by allowing learners greater freedom to participate within the IRF discourse that was produced (Van Lier 1996:152-155, Wheeler 1994: 48).

- this study will thus show that there are higher forms of IRF exchange, known as higher-order IRF-questioning (see Chapter Three), that may be exploited in the second language classroom, while there are also lower forms of IRF, which have their role to play and are analysed accordingly. This study will assess the improvement of teacher-trainees according to how effectively they were able to reduce the incidence of lower-order IRF-questioning structures in their recorded classroom lessons, while raising the incidence of higher orders of IRF responses (Van Lier 1996: 154), which focus on greater learner participation and cognition in the classroom (cf. 3.6).
- teacher trainee development will also be judged according to how much time learners were afforded to speak during their lessons, and what proportion this learner-talk represented of the total talk time produced in the lesson (see Chapter Four). A proportion of shared talk time that indicated symmetry- and learner-centredness was desired in this study (Rudder 1999: 24, Kam-yin 1993: 33).

### 1.3 The planned interventions

In the **pre-intervention phase**, a number of trainee teachers were video-taped in the classroom. "The sensitively conducted presentation to teachers of video-taped interaction has the capacity to change behaviour in a way that a manual for proper conduct cannot" (Van Lier 1988: Introduction vx). Video is "something to be seen for your efforts" (McNiff 1988: 75). Transcriptions of the linguistic data and an analysis of the discourse which followed, indicated that mismatches in the prospective English teachers' perceptions of OBE and the discourse realisations of this educational model did in fact exist. The linguistic data also established that the target group did not have the requisite knowledge, attitudes and values, nor the skills, necessary for implementing OBE.

A baseline was thus established for the intervention phase and a number of **interventions** including a content-based course to equip the trainees with the necessary terminology and

to give them an overall view of what this study would entail i.e. to make the outcomes transparent before they participated in the interventions, to “map” the route ahead (Spady 1994: 20, Mohammed 1997: 50, Stoller 1997: 2, Crandall 1998: 2). a self-assessment evaluation of their videos (Rivers 2001: 281), a series of materials design workshops (Spady 1994: 127, 128) and rehearsal and peer coaching (Spady 1994: 120) for the final video recording, were arranged with the aim of eliminating the above mismatches, as well as the knowledge, attitude and skill gaps.

In the **post-intervention phase**, the videos were viewed and discussed by both parties and the clients reflected upon their growth. It was established that the mismatch between teachers’ perceptions and the discourse realisations of OBE, had been significantly reduced. It was also ascertained that the target group had developed the requisite skills, mindset and knowledge associated with outcomes-based education. A year of personal reflection followed for trainees, after which trainees were interviewed to ascertain whether any further growth had taken place. Significant self-development was observed and reported in subjects’ self-assessment.

#### **1.4 Focus and programme of this study**

This research project will focus on the development of English teachers, specifically Junior and Senior primary teachers. The aim is to offer teachers and education authorities a guide for training language teachers in the three areas required by outcomes-based education: knowledge, skills and attitudes and values (Spady 1994: 128).

This study reports on the effects of a teacher-counselling model that was developed and applied (Chapter Three) in an investigation of the mismatch in trainee teachers’ perceptions of outcomes-based education and their actual classroom practice. The focus on outcomes-based education, it was hoped, would result in a change in the mindset in clients who neither understood nor appreciated the difference between content-driven and outcomes-based teaching approaches, and between “facilitation” as opposed to “teaching” (Tenjoh-Okwen 1996: 10, Wheeler 1994: 48, Klein 1993: 14).

The primary intervention, therefore, was *counselling* and not *training* (Farrell 1998: 10, Bowers 1987). Counselling is person-oriented (Bowers 1987: 139), despite the fact that the teacher-trainees did receive training, which was process-oriented, in specifically the area of making their own teaching materials according to their action plans (Farrell 1997: 56, Bowers 1987). By following Bowers' HORACE technique (hear, observe, record, analyse, consider and evaluate), a series of interventions evolved to diagnose and remedy problems identified in the teaching styles of these trainee teachers as they presented lessons. In order to study these teaching styles, video recordings of their giving lessons to school learners were made (Chapter Three) (also cf. Crandall 2000, Richards and Lockhart 1994).

Following the introductory chapter, Chapter Two features a literature study that examines the various theoretical paradigms that concern this study, as well as various research models on which the hypotheses and research procedures have been based. The main reading revolves around Van Lier's *The Classroom and the Language Learner* (1987) and his *Interaction in the Language Classroom* (1996), Bowers' Counselling Model (1987) and McNiff's *Action Research Principles and Practice* (1988), together with more current debates surrounding action research (i.e. Middlewood, Coleman and Lumby 1999, Onel 1997: 56, Tenjoh-Okwen 1996: 10).

Chapter Two also discusses the new role of the teacher in an outcomes-based orientation that stresses group-work and co-operative learning (CCO 2 DoE 1997: 15, Oxford 1997: 444, Lightbown and Spada 1993: 85-87, Van Lier 1988: 18), collaboration (Crookes 1997: 70, Rivera 1992: 440-441) as a social reconstructivist premise (Oxford 1997: 443-444, Puhl 1997: 2, Hawes and Thomas 1994: 22, Bruffee 1993: 3, Davidoff in Davidoff, Julie, Meerkotter and Robinson 1993: 75, 80, MacNiff 1988: 7), low-anxiety classrooms (Lightbown and Spada 1993: 28), learner-centredness (DoE 1997: 3, Kinginger 1994: 39), dynamic teaching (Crandall 2000: 35, Kinginger 1997: 8), teacher- and learner-autonomy (Crandall 1998: 2, Farrell 1998: 10, Puhl 1997: 2), and metacognition (Rivers 2001: 279). It also looks at the counselling approach itself, which stresses self-assessment, pair

assessment, reflection (Bastidas 1996: 24) and personal action plans (Rivers 2001: 279, Kinginger 1997: 8).

Research methods are examined in Chapter Three as are the needs analysis in the pilot study phase (Addendum A), the method of selecting the trainees and finally the action research which produced detailed case studies (Crandall 2000: 40, Leedy 1985: 93, Bowers 1987, 145) of each trainee. Since the data will be transcriptions of classroom language, discourse analysis methods will be applied to analyse the data. Several of Van Lier's procedures to analyse classroom discourse will be explained (Van Lier 1996: 154).

Chapter Four records and analyses the findings of the action research and in the final chapter, recommendations are made.

## CHAPTER TWO

### LITERATURE STUDY

#### 2.1 Introduction

In 1997 a new curriculum, Curriculum 2005, was launched by the National Department of Education. This was part of the general overhaul of education and government, and was aligned with the new constitution in its spirit of equity and transparency.

This has had a number of implications for teacher training and classroom practices in South African education: the quality and quantity of teacher training sessions needs reappraisal, in line with the new outcomes-based approach, which encourages learner-centredness (DoE 1997: 3, Green 1993: 2) and a move from product- to process-based classroom management (DoE 1997: 1, Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Green 1993: 2).

This further implies that teachers need to develop new skills: the ability to develop new materials (Spady 1994: 103); the management of group work and co-operative learning (CCO 2, DoE 1997:15); the ability to make quick decisions (Kinging 1997: 8) based on outcomes-based principles and, consequently, the development of teacher autonomy (Wisniewska 1998: 24, Farrell 1998: 10, Crandall 1998: 2, Brinton and Holten 1997: 10, Rendon 1995: 41, Fujita 1994: 47, Hawes and Thomas 1994: 22, Wheeler 1994: 48).

This chapter will examine each of the above and place each within the existing literature that covers various fields:

- a) current universal reconstructivist approaches (Crandall 2000: 34, Oxford 1997: 444, Puhl 1997, Vygotsky 1978:86), and a reassessment of language teacher training within an outcomes-based paradigm;
- b) current approaches in applied linguistics as the focus of this study is on the impact of a discourse-based counselling strategy on the OBE practices of *language* teachers (VanPatten 1997, Sharwood Smith 1994, Van Lier 1996, Lightbown and Spada 1993, Littlewood 1992);
- c) the literature covering the background of counselling as a strategy for facilitating the OBE performances of teacher trainees and the counsellor (Previdi 1999: 32, Farrell 1998: 10, Propst 1997: 47, Tenjoh-Okwen 1996: 10, Bowers 1987: 144); and
- d) the action research paradigm as a directing strategy for both clients and counsellor (Middlewood, Coleman and Lumby 1999, Onel 1997: 56, McNiff 1988).

## 2.2 Frames of reference

In order to ascertain what language teachers need in order to show a significant development in their application of the new outcomes-based curriculum in the language classroom, four key principles underlying an outcomes-based approach are discussed: the place of reconstructivism in an outcomes-based classroom (Steyn and Wilkinson 1998: 203-205, Puhl 1997: 2); current approaches in applied linguistics which suggest language classroom management techniques for teacher trainees (Farrell 1998: 10, Biao: 1996: 2); teacher-counselling as a strategy for improving the performances of trainee teachers wishing to practise within an OBE milieu (Bowers 1987: 138-156), and the action research paradigm as a directing strategy for both trainee (or client) and trainer (or counsellor) (Middlewood, Coleman and Lumby 1999, Onel 1997: 56, McNiff 1988).

### 2.2.1 The philosophical premises underpinning outcomes-based education

According to Steyn and Wilkinson (1998: 203-205), there are four philosophical viewpoints that inform outcomes-based education: Behaviourism (Joyce, Weil and

Showers 1992: 295, DoE 1996a: 24, Brennan 1991: 327), Pragmatism (Audi 1996: 638, DoE 1996c: 5-7), Social Reconstructivism (DoE 1997: 22, Hamilton and Ghatala 1994: 277) and Critical Theory (DoE 1997: 10; McPeck 1981: 7-10). What follows is an explanation of each of the four philosophical viewpoints and a critique, which explains the extent to which each underpins the view of OBE as articulated in the Policy Document (DoE 1997).

A closer study of these divisions reveals that although OBE, in its very essence, is anchored by Social Reconstructivist and Critical Thinking, the links with Pragmatism, and particularly with Behaviourism, are tenuous. An understanding of the thinking behind OBE negates the stimulus-response model favoured by Behaviourism (DoE 1999: 9).

#### **2.2.1.1 Behaviourism and Radical Behaviourism**

Here the similarities and differences between Behaviourism and OBE are discussed, offering explanations of why OBE is not aligned with the principles informing earlier versions of behaviourism. OBE looks at human beings as creatures with volition, instead of mere products of assorted stimuli, as Behaviourists tend to do (Joyce, Weil and Showers 1992: 295, DoE 1996a: 24, Brennan 1991: 327). Admittedly, new forms of behaviourism have developed and an examination of a refined form of Behaviourism, known as Radical Behaviourism (Lee 1988: 157) is made.

The Behaviourists' focus, in the mid-twentieth century, was on what the learner could *do* at the end of a meticulously planned learning programme, and here seems to be the connection with South African OBE: "Outcomes refer to the specifications of what learners can do at the end of a learning experience" (DoE 1997: 12). Furthermore, the performance of the learner had to be measurable at every step in the move towards the intended outcome, since human behaviour is "overt, observable and measurable behaviour" (Brennan 1991: 327, cf. also Audi 1996: 67). Thus, behaviour modification was believed possible. The focus was on mastering a set of behavioural outcomes.

In outcomes mastery, the parallel with OBE seems obvious, but a more in-depth study of the processes informing OBE reveals that despite the step-by-step mastery of skills at the learner's own pace and continuous assessment that behaviourists claim, there is a major difference; OBE is more concerned with the *kind* of learning that takes place, and its real *value* to the learner. In behaviourism "knowing and thinking are not as important as the mastery of skills (psychomotor)" (DoE 1999: 9). This form of behaviourism is reminiscent of Skinnerian conditioning of learned behaviour and is thus unacceptable to the proponents of outcomes-based school education (DoE 1999: 9, Joyce, Weil and Showers 1992: 295, Brennan 1991: 327).

This is the crucial difference: OBE aims at the achievement of complex learning, i.e. "knowing and thinking" (DoE 1999: 9), while Behaviourism is satisfied with the mere recording of observable psychomotor skills (DoE 1999: 9). In the field of language acquisition and learning, behaviourism and its techniques, such as audiolingualism, are now outdated:

*[Behaviourism is] an incomplete explanation of second language acquisition. Psychologists and language acquisition researchers have moved on to new, more complex theories of learning* (Lightbown and Spada 1993: 25).

This simplistic stimulus-response model negates the importance of the fundamental impact that process (as opposed to product) has on learning. It also denies the importance of social grouping, activities and the learner's past as tools of learning (VanPatten 1997: 1, Van der Berg 1993: 137-138; Lightbown and Spada 1993: 115, 80 and 29, Wallace 1991: 49). Instead the behaviourist asks:

*Why don't we make what we can observe the real field of psychology? Let us limit ourselves to things that can be observed and to formulative laws concerning only those things* (Burns and Dobson 1983: 3).

*From the behaviourist's point of view the problem of 'meaning' is pure abstraction. It never arises in the scientific observation of behaviour. We watch what an animal or human being is doing. He 'means' what he does. It serves no scientific or practical purpose to interrupt and ask him while he is in action what he is meaning. His action shows his meaning (Watson quoted in Silverman 1974: 27).*

Watson's definition of Behaviourism has been criticised, as the model "does not indicate any possibility that the past, present, and future results of behaviour have something to do with how people conduct themselves" (Lee 1988: 156). In the South African context, the past and the present cannot be excluded when observing behaviour (Mathison 1988: 15). Furthermore, Behaviourism denies the importance of cultural embeddedness (Dingwaney and Maier 1995:3) and interaction that could bring about new learning (Du Toit 1997: 156, Van Lier 1996: 193, Bruner 1983: 60 and Vygotsky 1978: 86).

In fact, Feuerstein (1980) has redesigned the traditional S-R formula (i.e. Behaviourist) and Piaget's S-O-R (Stimulus-Organism-Response) formula to create a model which includes a "human mediator" (Feuerstein 1980: 17). Thus, in terms of the S-R and S-O-R models, "the mediated learning experience" model would be expressed as follows:

*Stimulus-human → mediator-organism-human → mediator-response* (Du Toit 1997: 156).

The above model indicates that a mediator, in this case the facilitator, has an important role to perform in the successful language classroom, and that this mediator's role is too complex to be described as a mere stimulus. As Savignon (1976: 295-302) claims:

*[The teacher] is the single most important factor in second language learning.*

Bruner attempts to explain the complex relationship between the learner, and particularly the language facilitator, who is:

*not so much... a [role] model to imitate; rather one with whom to interact...It is that the teacher can become a part of the student's internal dialogue, somebody whose respect he wants, someone whose standards he wishes to make his own...*  
(Bruner 1971:125).

The OBE model, favoured by this study (and anchored in the 1997 DoE Policy Document), views language learning as a dialogic process in which interaction is highlighted (Van Lier 1996: 35, Lightbown and Spada 1993: 29), as opposed to a static banking model (Graman 1988: 443) in which teachers transmit information to passive learners (Kinginger 1994: 29). On another level, successful language learning is, according to Van Lier (1996: 174), “contingency...a web between an utterance and other utterances, and between utterances and the world.”

In the classroom this has important implications for the role of the teacher – she has, within the OBE language classroom, to raise the consciousness of the learner, i.e. to use “subtle techniques” to “facilitate the more ‘underground’ kind of competence indirectly” (Sharwood-Smith 1994: 178) and also to *connect*, as an *equal* partner in communication (cf. symmetry in Van Lier 1996: 175). Within the Behaviourist’s orientation towards outcomes mastery, teachers are no more than “obedient civil servants” (Aronowitz and Giroux 1985: 26-27), a notion which this study rejects: language teachers need, on the contrary, to deal with the frequent “unpredicted problems requiring immediate solution ...” (Kinginger 1997: 8; cf. also Van Lier 1996: 35).

Another criticism of Behaviourism’s stimulus-response formula is that it “leads us to look for a stimulus for every episode of behaviour. This mode of thinking is so automatic that we find it hard to think of acts as merely occurring” (Lee 1988: 157). Lee offers another valid criticism:

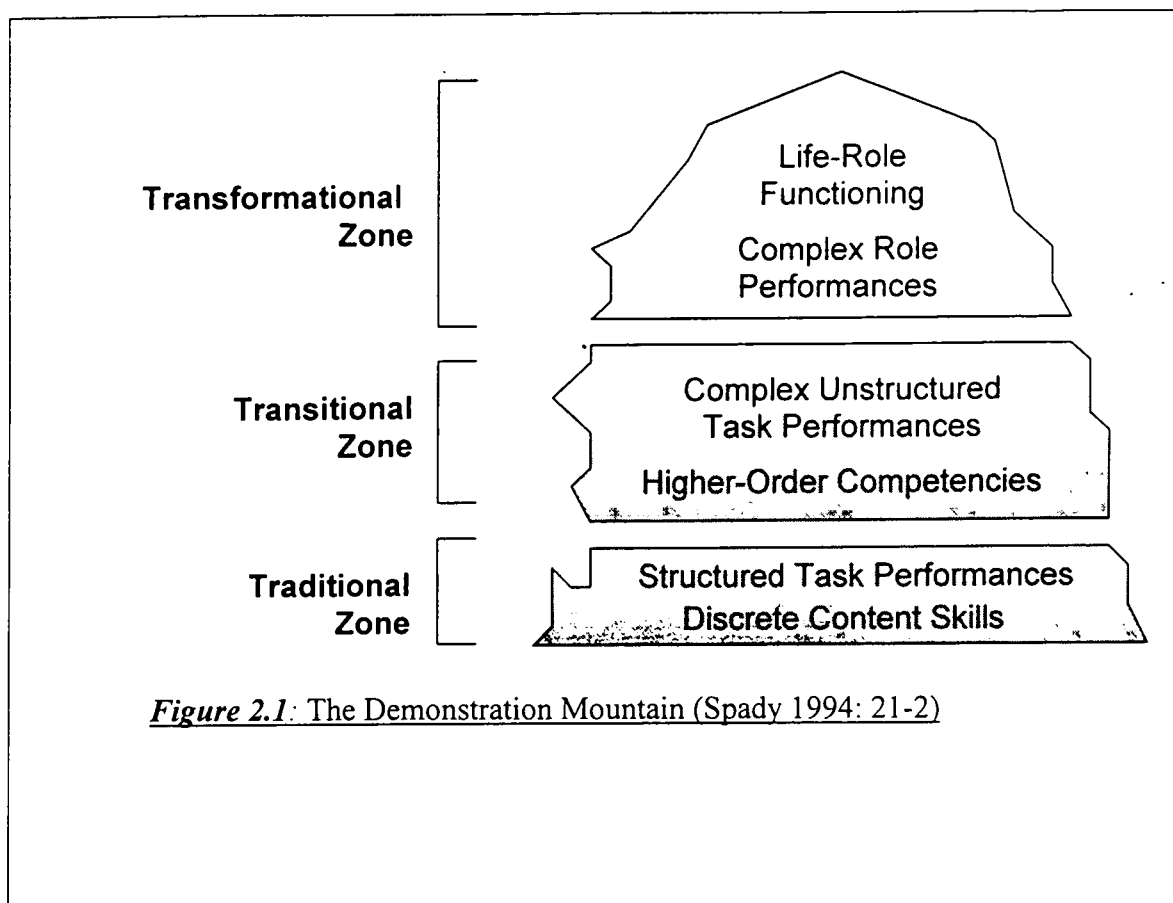
*Most of all SOR psychologies give no place to contingencies (1988: 157).*

These psychologists, Lee explains, look “*behind* behaviour instead of *beyond* it” (1988: 157). Lee proposes that a new, updated definition of Behaviourism. *Radical Behaviourism* (my italics), be given more attention since it removes the focus from the stimulus-response formula. It is possible that OBE may have grown out of early Behaviourist thinking, but it is certainly *not* an exclusively Behaviourist doctrine. Even Radical Behaviourism, which “...*centers on and explores the ramifications of one key idea – that the subject matter of psychology consists of human action and that human action constitutes subject matter in its own rights*” (Lee 1988: 157-158), although a more sophisticated application of behaviourist thinking, remains a far cry from the spirit of outcomes-based education as envisaged by William Spady, a key figure in the development of OBE.

The study of human action is much more complex than the mere study of stimuli and responses, and the human being’s ability to move from simple to complex tasks is captured in the Spady metaphor known as the “Demonstration Mountain” (Spady 1994: 62). According to this metaphor (Figure 2.1), the search for complex meaning starts at the bottom, at its most simple level, with observable, discrete, mechanical-like outcomes (reminiscent of Behaviourist thinking) that need to be achieved for the learner to move up to “Structured Task Performances” (Spady 1994: 62). However, the higher the learner moves, the more complex (and inevitably the more authentic and significant) the outcomes become for survival beyond the world of formal learning.

Furthermore, as the learner moves up, the tasks become more and more unstructured, as the learner develops “higher order” skills and “complex role performances” (Spady 1994: 62). The achievement of competence in higher order skills, such as synthesis and integration, is no mere stimulus-response action (DoE 1999:17). In the language classroom, Van Lier reminds us that language learning is not always obvious:

*interaction is the most visible manifestation of learning processes at work, although inner speech will be equally crucial* (1996: 35, cf. also 210).



Finally, a study of the Critical Crossfield Outcomes, listed by the documents anchoring South African outcomes-based education, reinforces the view that OBE does not find a comfortable niche in the *simple* Behaviourist model, as it is all but impossible to measure, or even observe, outcomes such as: *the responsibility of a decision made, creative and critical thinking, efficient group and self management, analysis and evaluation of information, responsibility to the environment, reflection on learning strategies, responsible citizenship, cultural and aesthetic sensitivity and an entrepreneurial bent* (DoE 1999: 13-14, cf. also Van Lier 1996: 120-121).

The proponents of the original Stimulus-Response view do not recognise the complexity of real learning that will equip a learner with the much-needed complex thinking skills necessary in an Information Age (Jureckov 1998: 43), on realism in learning (Kahler 1993: 2), on developing communication that can be used in the “real world” (Hawes and

Thomas 1994: 22) and finally on the competent use of language in society. Radical Behaviourism, however, does represent some progress: in terms of teacher training, Radical Behaviourism may be viewed as mediated Stimulus Response (S-R). Since OBE needs a mediator to “scaffold” learner interaction (Bruner 1983: 60), this is the connection with OBE. However, bearing in mind that OBE encourages learner-learner interaction, the S-R dimension, even within *Radical* Behaviourism, cannot be seen to inform outcomes-based education in any meaningful way.

Pragmatism, as an ideology, also seems to address key issues in OBE, but a study of pragmatism reveals that, as with simple Behaviourism and even Radical Behaviourism, the interfaces with OBE are superficial.

### **2.2.1.2 Pragmatism**

This section involves a brief discussion of pragmatism and the way that it informs OBE, though it is deemed little more than a minor aspect of outcomes-based education.

Rusk’s view that (1966: 68) “truth is merely an expedient for the attainment of practical purposes” and “the validity of a principle can only be judged by its practical consequences” (1966: 78) is an example of pragmatic thought. Put differently, practically applicable outcomes are the results of any pragmatic approach, and pragmatism is a philosophy that stresses the relation of theory to praxis (Audi 1996: 638). A good example of a pragmatic approach in education would be to see education as a useful vehicle for training people for the workplace (DoE 1996: 5, 6) and certainly a pragmatic approach is of use to teacher training, particularly since there is a growing awareness that language teacher education programmes have failed to prepare teachers for the practical realities of classroom teaching (Previdi 1999: 32, Farrell 1998: 10, Tenjoh-Okwen 1996: 19, DoE 2000).

Teaching must be couched within specific contexts so that teachers will be better prepared for “the multi-dimensionality and unpredictability of the classroom

environment” (Crandall 2000: 35, cf. also Kinginger 1997: 8, Propst 1997: 47, Puhl 1997: 2). At this level, pragmatism has a niche within the realm of OBE.

In outcomes-based education the ideal is a focus on exit-outcomes, i.e. where the learner should be in his or her personal capacity when he or she leaves the system, and then work from this stage towards a picture of an ideal school leaver (Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Rendon 1995: 41, Spady 1994: 10). The legacy of the Apartheid political system, in which some learners were channelled into tertiary education irrespective of their skills or aptitudes, while others were trained for the work-force irrespective of *their* talents or needs, created a system in which there were mismatches between what was required by the job market and what the education system produced (DoE 1999: 1).

The introduction of two new learning areas, Technology and Economic and Management Sciences, by the designers of Curriculum 2005, are excellent examples of pragmatic thought. Economic and Management Sciences are compulsory from grades 1 to 9. This learning area specifically targets the development of entrepreneurial skills in learners, with the intention of creating entrepreneurs who will be able to start small businesses (DoE 1997: EMS 4-5). Technology, with its problem-solving strategies and explorations of the step-by-step process (from the identification of a need in the marketplace, to the production of a marketable product), is another example of pragmatism in the new curriculum (DoE 1997: TECH 4-5).

It would seem, at this stage, as if pragmatism is key to an understanding of OBE (Crandall 1998: 2, Puhl 1997: 2, Stempleski 1993: 2). The critique, however, points to serious limitations within a heuristic, process-oriented approach such as OBE. While Ozmon and Craver (1995: 121) see pragmatism as “...a philosophy that encourages us to seek out processes and do things that work best to help us reach desirable ends”, Widdowson laments the pragmatist’s definition of objectives “in terms of utility” (Widdowson 1990: 12). The National Commission on Higher Education reinforces this

valid concern that a stringent focus on outcomes may render OBE “reductionist and behaviouristic” (NCHE 1996: 105).

It is fortunate that OBE in South Africa has not placed too much emphasis on pragmatism (DoE 1996c: 7), because this may become limiting in an educational approach steered only by what is purely functional, “utilitarian” (McNiff 1988: 48) and imbuing the teacher with the role of “technician” (McNiff 1988: 50). Thus:

*...there is a danger that educational plans based on pragmatic philosophy may degenerate into somewhat narrow utilitarian schemes (Rusk 1966: 81).*

Pragmatism, as philosophy, only forms a superficial part of OBE and is aligned with general OBE policy. Farrell (1998: 10), Tenjoh-Okwen (1996: 10), Al-Arishi (1994: 2) and Wheeler (1994: 48) all agree that an overemphasis on the practical is against current trends in language teaching, as critical thinking and reflection, together with social reconstructivism, are practices in the language classroom that are not always realised in practical action, but are nevertheless intrinsically part of the outcomes-based approach.

### **2.2.1.3 Critical thinking**

Critical Thinking is defined in various ways. People must be encouraged to question everything and decide, on the basis of sound logical and informed reasoning, for themselves. To McPeck (1981: 35), “the analysis of knowledge will reveal that the knower must be in possession of a justification for that which is putatively known”. In other words, the critical thinker has to be able to provide an answer as to *why* he or she believes some things and not others. In this “putative” (i.e. questioning supposed or commonly-held beliefs) function, this theory is always linked to other fields of knowledge (McPeck 1981: 7) and as such links up well with the *integrated approach* favoured by OBE (DoE 1997: 26, 31-32).

McPeck also isolates reflection, scepticism and problem-solving as intrinsic to Critical Thinking (McPeck 1981: 7), as does Widdowson (1990: 9). Reflective scepticism takes place in order to “advance progress toward the resolution of a problem” (McPeck 1981: 9), and Critical Thinking includes “processes involved in general problem-solving as well as some of the mental processes underlying more specific performances and skills” (McPeck 1981: 10).

Generally speaking, what McPeck means is that learners (and teacher trainees) must be provided with the basic tools to enable them to *think* and decide for themselves. Any behaviouristic orientation towards achieving outcomes negates the teacher’s intellectual status (Auerbach 1991: 7) and thus her classroom practice (Crookes 1997: 72) since the development of “teacher-intellectuals” in turn informs the development of theory and vice versa (Auerbach 1991: 7, cf. also Cameron 1992: 18-19, Schon 1983: 21 and 49 and Kinginger 1997: 9). Theory building and critical reflection are cyclical in nature (*Figure 2.2* Wallace 1991: 49) and will be ongoing throughout professional life as teachers grow in their coherence systems, i.e. “conceptual integration” (Kinger 1997: 9, also cf. Chapter 1) and metacognitive self-management (Rivers 2001: 279). This study attempted to offer trainee teachers tools for articulating outcomes, negotiating new outcomes, and specific tools for peer-, and particularly, self-assessment (Addendum B), as these tools acted as concrete maps for self- and peer assessment, with the aim of encouraging metacognition and “self-directed learning behaviours” (Rivers 2001: 282). Rivers’ study offers interesting insights on metacognitive strategies in adult learners where metacognition refers to a situation in which adults “can be taught to regulate their behaviours, and these regulatory activities enable self-monitoring and executive control of one’s performance” (Bransford, Brown and Cocking 1999: xii).

Outcomes-based education prides itself on the development of critical thinking. In both the critical and specific outcomes of various learning areas, e.g. “show critical awareness of language usage” (DoE 1997b: LLC SO 1), “critically understand the role of Technology in social development” (DoE 1997: 15 TECH SO5) and “critically analyse economic and financial data to make decisions” (DoE 1997: 15 EMS SO5), critical

thinking is promoted. There is a conscious attempt to move the learner away from the mere absorption of content material to engaging him or her in *thinking* about the content, into more educationally sound, *active* learning (Crandall 2000: 34, Widdowson 1990: 23).

Lateral thinking, problem-solving and reflection form part of the vision of OBE in South Africa (DoE 1997: 15 - CCO 1 and 4) and should also become more prominent in teacher training curricula. Teachers need to become more critical of who they are and what they do in the classroom (Crandall 2000: 35) at a time in which "the skills necessary to analyse critically" (Kramsch 1988: 68) are sorely lacking in the teaching profession (Crandall 1998: 2, England: 1998 10, Farrell 1998: 10, Wheeler 1994: 48). Internationally, and in South Africa in particular, "[M]uch teaching remains at the level of coping" (Crookes 1997: 75, DoE 2000), with little support. Support structures to facilitate personal growth in language teachers are thus a focal area of this study (Previdi: 1999, Farrell 1998: 10, Propst 1997: 47, Tenjoh-Okwen 1996: 10).

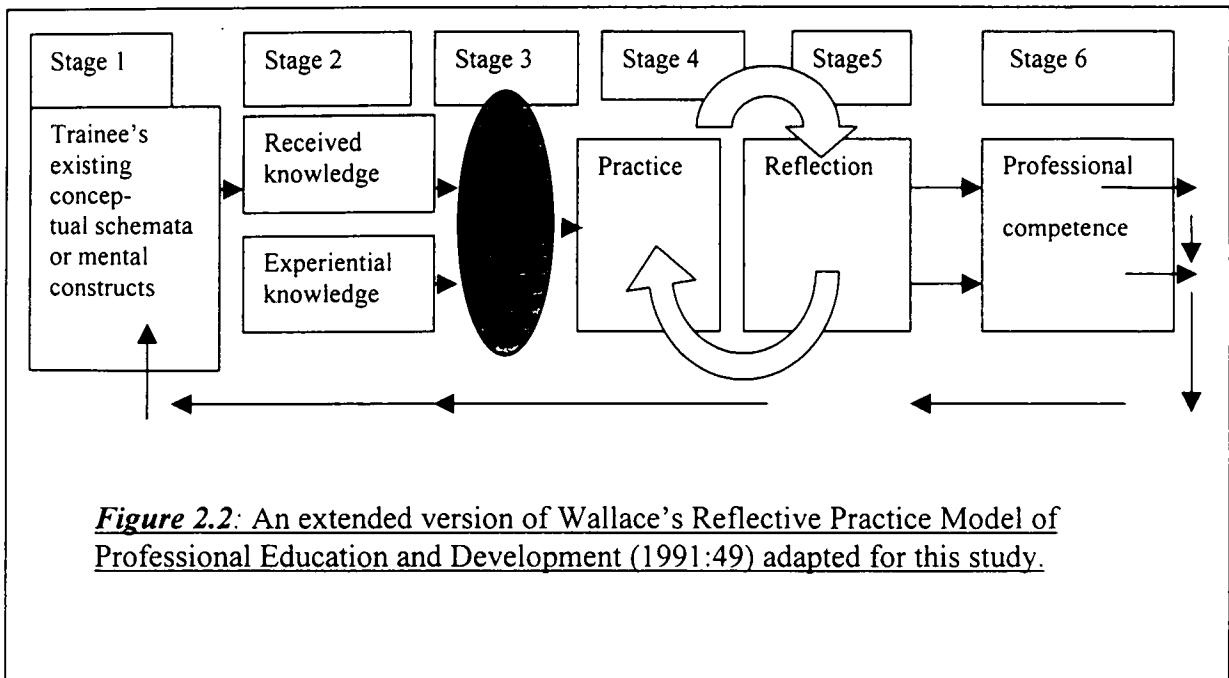
Against this background, in the training of language teachers for OBE, the development of critical thinkers is crucial. Firstly, according to Crandall (2000: 34), there is a shift from transmission, *product-oriented* theories, to reconstructivist, *process-oriented* theories of learning, teaching and teacher learning. The value of traditional teaching with its view of teachers as "passive recipients of transmitted knowledge rather than active participants in the reconstruction of meaning" (Crandall 2000: 34) is being called into question as the thinking and decision-making of teachers needs to be taken into account. Graman (1988: 443) contends that in language teaching materials, and, by implication, in teacher development strategies as well, we must move away from a "banking" to a "dialogic" model. This means that teachers must move away from merely 'throwing' information at learners, without due concern for how they will internalize it. A collaborative approach between learners and teacher where meaning is shared (Puhl 1997: 2, Fujita 1994: 47, Wheeler 1994: 48) is now expected from the language facilitator.

This necessary preoccupation with critical reflection is succinctly addressed by Rivers in her self-management/self-assessment model tracing teacher growth (Rivers 2001: 279-281), by Kinginger's contention that "the "reflective practice" model offers a metaphorical tool for understanding the genesis of practical knowledge" (1997: 8) and by Wallace's Reflective Practice Model of Professional Education and Development (1991: 49), which traces the development from the trainee's existing conceptual schemata through a cycle, to eventual professional competence, upon which the cycle starts again (Figure 2.2). This study acknowledges Wallace's cycle, but found it to be limiting as an illustration of what took place in this study's interventions.

The approach in this study is consistent with that of Wallace, and with minor adjustments, Wallace's model could have been used in this study. However, Wallace's model is referred to at this point, with the amendment suggested by this study, merely as an illustration to highlight the important role of the counsellor, which is lacking in Wallace's model, for the actual model used by this study to trace teacher development is discussed later. Figure 2.2 was amended by adding step 3 (the shaded oval) to accommodate the role of the counsellor (Onel 1997: 56, Tenjoh-Okwen 1996: 10, Bowers 1987: 145), whose task it was to raise the consciousness of the clients through a negotiated process, to develop their input processing potential through one-on-one counselling sessions (VanPatten 1999: 1, England 1998: 18, Farrell 1998: 10, Murdoch 1998: 2, Bowers 1987: 140) and then to measure the development of the clients by using self- and peer-assessment instruments (Puhl 1997: 2, also cf. Addendum B). It would represent a phase in which clients or research subjects, through self-assessment and reflection (Puhl 1997: 2, Bastidas 1996: 24, cf. Addendum B for the self-assessment instruments used in this study), began to build up a coherent teaching philosophy (Kinging 1997: 6, Puhl 1997). Arrows have been added to reinforce the dynamic nature of the cycle.

As far as the preparation of teachers is concerned, there is no explanation of *how* the training programme effected the processing of the experiential knowledge in Stage 2 (Ancker 2000: 20, Rudder 1999: 24, VanPatten 1997: 1, Wheeler 1994: 48). Furthermore

this analysis ignores an analysis of how trainees could structure a self-reflection programme as they reflect upon their experiential knowledge (their collective pasts), and their received knowledge (inputs) in stage 2 (Mathison 1998: 15, Hawes and Thomas 1994: 22).



**Figure 2.2:** An extended version of Wallace's Reflective Practice Model of Professional Education and Development (1991:49) adapted for this study.

Thus, unless reflection is built into their learning experience as a training mechanism, as in this study, some concrete self-assessment instruments offered as tools (see Addendum B), teachers will not be critical of their own preconceptions regarding effective teaching and learning practices, as shaped by their prior learning experiences (Crandall 2000: 35).

From a training perspective, once a teacher-trainee is equipped with knowledge of how a personal self-improvement cycle can be used (see *action research* below), such a teacher (or action researcher), has the ability to observe and interpret any particular classroom situation in such a way that by asking critical questions and performing personal introspection, the mode of instruction can be adapted, after a consideration of alternatives (Crandall 2000: 39 and 42).

This leads to the next premise regarding teacher training and OBE: the teacher is now expected, within the framework of OBE, to be a researcher. In this study (Chapter Three), teachers *collaborated* in the research process and engaged in *group* learning activities which prompted enquiry into their own development, and met to discuss findings (Crandall 2000: 42). In this study, the concepts *group work* and *collaborative learning* have been used as Oxford (1997) has defined them: group work and co-operative learning refer to a set of rules; which maximise productivity when groups perform tasks, i.e. a “socially structured exchange of information” (cf. also Olsen and Kagan 1992: 8). In co-operative learning, language acquisition and other group tasks will be performed more successfully when the group has negotiated rules for managing the group work, when the group imposes a structure upon the operations taking place (Wheeler 1994: 48), while collaborative learning sees the “nature of knowledge as a social construction” (Matthews et al. 1995: 40). It was interesting to note that in a video recording recorded to show improvement, all the clients in this study attempted the group work approach, and some actually negotiated rules with their learners in an attempt to optimise the co-operative learning (e.g. worksheets were designed to be learner-centred and encourage learner-learner communication. cf. Addendum D: Focus Interview).

Thus, co-operative learning refers to a *system*, while collaboration is a reconstructivist approach, “a reacculturative process” (Bruffee 1993: 3) in which learners and facilitators act upon (Oxford 1997: 444) one another by communicating, and so make meaning together. For the reacculturative process to be maximised, symmetrical, i.e. balanced teacher and learner talk time (Van Lier 1996), a relationship in which counsellor and client share ideas (Previdi 1999: 2, Murdoch 1998: 2, Tenjoh-Okwen 1996: 10, Bowers 1987), a low-anxiety classroom (Lightbown and Spada 1993), group work (Oxford 1997: 444-445) and a facilitator (Wheeler 1994: 48, Vygotsky 1978: 86) are needed. In this study, a conscious effort was made to achieve counselling sessions of low anxiety.

In the language classroom the teacher’s role is multi-dimensional and “unpredictable” (Crandall 2000: 35). Not only does [he/she] need “to adopt a personal construct of [him/herself] as [a] researcher” (McNiff 1988: 140), but he/she needs to develop

empathy and an understanding of the importance of reflection (Crandall 2000: 34. Rivers 2001).

All of the above suggest, therefore, that within OBE, the teacher's critical thinking skills are of the essence, as both the teacher-facilitator and the learner are more actively involved as equal communication partners in the journey towards mutual autonomy (Van Lier 1996: 12).

In the next section, social reconstructivism is considered as endemic to OBE. Critical thinking and social reconstructivism are closely related: a learner cannot be expected to "reconstruct" reality in his or her own mind without developing his or her critical thinking skills.

#### **2.2.1.4 Social reconstructivism**

A survey of current literature discussing social reconstructivism is followed by a critical assessment of whether social reconstructivist thinking is intrinsic to an outcomes-based approach.

Social Reconstructivism claims that learners are exposed to information, which they make their own, by reacting to it from an individual perspective, fashioned by upbringing, culture and a personal frame of reference: "knowledge is a social product" (Pravat and Floden: 1994: 37, cf. Mathison 1988: 15). In other words, the learner makes his or her own meaning out of experiences, and continually redefines reality and understanding in this way:

*Learning is an active process and learners understand the knowledge that they construct for themselves (DoE 1999: 23).*

In a social reconstructivist model applied in classrooms, the learners are constantly interacting with "more capable others" and "consciously or unconsciously interpreting"

(giving meaning) to the input from the facilitator (Kinginger 1997: 444, Vygotsky 1978: 86). Teachers are integrally part of the *learning* process (as opposed to the teaching role they also fulfil) and their communication styles can impact upon the manner in which meaning is negotiated (LLC SO 1 DoE 1997: LLC-12). The “way teachers and students communicate in a classroom is a reflection of how they are making meaning together in a setting” (Henning 1995: 124, cf. also Du Toit 1997: 155).

The significance of social interaction (and the mutual making of meaning) is further highlighted by Cazden’s development theory on the link between cognitive and social influences on learners (1985: 458), and Rosen’s theory (1978: 55) that the quality of speech of pupils “will be highly dependent on the quality of their experience of speech with others” (Rosen 1969: 128-129). Vygotsky’s theory on socially significant learning that takes place in dyadic or interpersonal communication and is then internalised to become intrapersonal or personalised, applies here (Whitman and Boase 1983: 161), as does Roberts’s (1987: 67) study, which highlights the journey from inter- to intrapersonal messages via classroom dialogue. These researchers were able to show that a teacher who takes an active part in speaking on a personal level with learners, is likely to inspire more effective results in learners, by having them adopt the learned material more quickly in this manner, and making it their own.

*Language is not a cultural artefact [but] is a distinct piece of the biological make-up of our brains* (Bokamba 1998: 1).

A hypothesis guiding this study is that the development of an awareness by teachers of their role as co-makers of meaning within the language classroom, would assist them in making an “optimal input” (Kinginger 1994: 29) and in building coherence systems (cf. Chapter 1), which will, in turn, inform and improve their praxis. Their “knowing” will be in their “actions” (Kinginger 1997: 8, also cf. Wallace 1991: 49).

In the language classroom, the teacher has another important role to perform, that of supporter who lowers learner anxiety (Krashen and Terrell 1983: 59) and hereby

promotes conditions more conducive to shared meaning and a move to the more authentic (Van Lier 1996: 179), social (Lightbown and Spada 1993: 443, Cazden 1985: 458-459) and meaning-based communication in which there is no “undue emphasis on error correction” (Krashen and Terrell 1983: 59).

By interacting with learners, the teacher assists them in the “negotiation of meaning” (Kinginger 1997: 444, DoE 1997: LLC 3, Lightbown and Spada 1993: 83). In this way he or she “adopt[s] or adapt[s]” (Widdowson 1990: 138) material for the learner. His role is supportive (Good and Brophy 1995: 191-197, Hamilton and Ghatala 1994: 277).

Vygotsky’s ZPD, or Zone of Proximal Development, i.e. *the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers* (Vygotsky 1978: 86), is a scientific explanation of the teacher’s important role in partnering the learner onto another level. Bruner sees the teacher as a scaffolder who “sets up” *the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it* (Bruner 1983: 60).

In conclusion: it is hypothesised that critical thinking, “mental processing” and social reconstructivism are an intrinsic part of OBE (Dreyer 1999: 109, Kramer 1999: 36 and 19, DoE 1997: 15, Spady 1994: 58, McNiff 1988: xiii) and that raising the teacher’s awareness of her roles as fellow communicator and co-constructor of meaning has to be an indispensable component of a programme to develop teachers, particularly language teachers, towards an outcomes-based approach. A teacher-training programme for language teachers has to include teaching practices that deliver demonstrable outcomes, i.e. performances (DoE 1996: 18, Van Lier 1996: 14). Ultimately, what happens in the classroom will provide the evidence of whether a theory has become part of a coherent system (Kinginger 1997: 6):

*Any form of what we call "practice" must inevitably include "theory": common sense is a theory, distinguished from other theories (Cameron 1992: 18-19).*

In the next section, current arguments around desirable language teaching paradigms are examined, as an understanding of these issues will inform a language teacher development programme. Internalised theory is related to practice.

### **2.2.2 Current approaches in second language acquisition**

Two approaches in language acquisition theory need closer scrutiny:

- the natural approach (Krashen and Terrell 1983: 59) and a critique against the natural acquisition theories (McLaughlin 1987: 56 – 59), and
- the role of input processing and consciousness in language classrooms (VanPatten 1997, Rutherford 1997, Van Lier 1996, Sharwood Smith 1994).

These two approaches are explained, after which a critique of each reveals that neither approach is exclusive: a creative synthesis of these approaches, often directed by learner needs, is the most OBE-efficient manner of promoting language learning, a contention supported by current research in the field (Mohammed 1997: 50, Stoller 1997: 2, Al-Arishi 1994: 2). An analysis of the interfaces between OBE and CLT reveals that the weak version of CLT, which is closely aligned with the combined accuracy-fluency model suggested by Lightbown and Spada and adopted by other researchers in the field (Mohammed 1997: 50, Stoller 1997: 2, Al-Arishi 1994: 2), is not only the best route to follow for efficient language learning, but also a good model for promoting the knowledge and skills outcomes of OBE.

#### **2.2.2.1 The Natural Approach**

Krashen and Terrell (1983: 58-59) are uncompromising in their premise that conscious and structured teaching of language is irrelevant in the second-language classroom and

that under only certain situational conditions the learner's ability to learn language will be maximized, these conditions being that the teacher merely ensures that teacher input is *comprehensible* and that the classroom is a "low anxiety" classroom (Krashen and Terrell 1993: 58-59). Furthermore, in their Natural Approach, Krashen and Terrell's learners listen and understand before they produce their own speech (Krashen and Terrell 1983: 58) and when "production emerges... speech usually consists of simple words and short phrases" (Krashen and Terrell 1983: 58). Krashen ignores the impact that grammar teaching can have on the learner – for Krashen "subconscious language acquisition seems to be more important" (Krashen 1981: 1). Thus, conscious learning makes only a small contribution to communicative ability (Krashen 1981: 5).

McLaughlin (1987:58) and many others would disagree with a blanket acceptance of Krashen's theories (also cf: Sharwood Smith 1994: 94, Mohammed 1997: 50, Stoller 1997: 2, Al-Arishi 1994: 2). Not only is Krashen's view outdated, according to McLaughlin, but the theory cannot be tested empirically (1987: 55-56) and it ignores the fact that second language learning "like any other cognitive skill, involves the gradual integration of sub-skills" which have to be introduced, *consciously*, at strategic points (McLaughlin 1987: 139). The natural order hypothesis denies the relevance of structured teaching and yet current language learning researchers (Rutherford 1997, VanPatten 1997 and Van Lier 1996) claim that not all teaching needs to be purely natural or fluency-based, and that, in fact, language teaching is often constructed (VanPatten 1997: 1).

Lightbown and Spada disagree that it is a given that "language will take care of itself as long as meaningful comprehensible input is provided" (1993: 91, 92), although they do concede that maintaining a "comprehensible input" assists the learner in understanding content. Language learning, in the CLT/OBE sense, however, demands that process, i.e. encouraging *the use* of the language is the essential outcome (DoE 1997, Puhl 1997: 2, Hawes and Thomas 1994: 22, Green 1993: 2).

To sum up: This study supports Krashen inasmuch as he encourages fluency in learners. in a move from “linguistic restriction to linguistic elaboration” (Van Lier 1996: 155). This study also agrees with Lightbown and Spada’s contention that “instruction which focuses primarily on meaning (i.e. is communication-based) but allows for a focus on grammar within meaningful contexts, works best.” (1993 99, cf. also 105). This was borne out in studies by Al-Arishi (1994: 2) and Mahommed (1997: 50), though Al-Arishi states that learners should also be given time to reflect on their own language learning, and that learners who make grammatical “slips” might be able to self-correct simply through subtle cues (Ancker 2000: 20) by the teacher (raised eyebrows, for example), instead of having the teacher making grammar correction a serious issue in the classroom, where anxiety needs to be kept low (Biao 1996: 2).

A combination of accuracy- and fluency-based language teaching is best for enhancing language learning and can be referred to as primarily *meaning-based* teaching, in which “informal” (Mahommed 1997: 50) teaching of the rules of grammar and technically correct speech are applied. Mohammed (1997: 50) promotes this synthesis in his study, having found that learners automatically infer the rules of grammar (that are the backbone of any language), but do not need to know the technical jargon surrounding the language in order to facilitate their acquisition (Mohammed 1997: 50). The teacher merely supports the natural process that any learner undergoes when acquiring a language by referring to grammar in such a way that learners must understand the language itself (i.e. be *skill-based*) and not technical “facts” (Mahommed 1997: 50) about it. Thus, there is still meta-cognition, but it is at the level of the learner (Green 1993: 2). Wallace states that learners’ “basic conceptual schemata” are pre-defined mental structures that a teacher will have to work with in order to make teaching learner-centred (1991: 49). Brumfit (1984) captures the relationship between fluency and accuracy most succinctly in his explanation that successful learning is initiated by a meaning-based activity which is seen as an opportunity for identifying learner needs. Then the teacher deals with these needs (which may or may not be accuracy-based grammar) by creating form-based activities and comprehensible input where necessary. This needs analysis survey is a student-determined system.

VanPatten's input processing (VanPatten 1997: 1) and DoE-articulated outcomes concerning the importance of *contextualised* grammar (LLC SO5 DoE 1997: LLC-26) view grammar as a mechanism for communicative purposes, as a tool for meaning-based communication, as a functional tool, and not as an end in itself. This supports the findings of Mahommed (1997: 50) above. Specific outcome SO2 in Language Learning and Communication – “Learners show critical awareness of language usage” (DoE 1997: LLC-16) – is explained as follows:

*This specific outcome aims to develop a learner's understanding of the way in which language is used as a powerful instrument to reflect, shape and manipulate people's beliefs, actions and relationships (DoE 1997: LLC-16).*

SO5 (DoE 1997: LLC-33) directly links grammar to context, i.e. makes it functional and communicative since, to achieve this outcome, learners will have to “understand, know and apply language structures and conventions in context” (DoE 1997: LLC-33).

Thus, grammar acquisition does have a role to play, but only after interaction in the classroom, i.e. there is an order in which events take place. According to Van Lier (1996: 35, 167-170), it is this *interaction* that truly promotes cognitive development and language learning. When analysing the quality of the output, i.e. the learner's use of language, successful language learners are those who produce novel utterances (Lightbown and Spada 1993: 73, 85).

#### **2.2.2.2 Novel versus learned utterances**

In the more successful interactive classroom, learners produce their *own speech* rather than react simply to “teacher stimulus ... where some never learn to sustain discourse and use a variety of discourse strategies” (Lightbown and Spada 1993: 73, 85). Hawes and Thomas insist that learners should display a “competent fluency” (Hawes and Thomas 1994: 22) that displays a capacity to deal with both interpersonal (social talk)

and ideational talk (talk for a purpose) communication. Their talk should be personal and not too abstract (Kahler 1993: 48).

The cognitive skill of being able to produce new utterances in a second language, is related to the facilitator-learner relationship (Van Lier 1996: 85) because teacher-centred communication (with no, or minimal talk time ceded to the learner) is not conducive to successful language learning. In this study, the fact that teachers were encouraged to be more empathetic and friendly in their lessons yielded promising results (in some cases), where learners felt greater freedom to initiate discourse and make novel and expressive comments in tune with the natural flow of the lesson (Addendum C).

Language teacher training courses can contribute greatly to the development of communication in the language classroom if teachers sensitise themselves to the fact that learners should engage in contingent conversation (Van Lier 1996: 179) and negotiate personal meaning and critical thought (Puhl 1997: 2). According to Van Lier (1996: 88), a “transmission-oriented methodology ... is going to be worse than nothing at all”. A focus on communication and interaction, the backbone of successful language teaching, is crucial as, upon closer examination, a teacher who manages OBE, will also be managing CLT as they share many common features.

### **2.2.2.3 The interfaces between OBE and CLT**

A close study of the properties of outcomes-based education and those of communicative language teaching viewed within the framework of relevant criteria (the theoretical assumptions which underpin them as authentic outcomes, and features of each regarding the learner and the learning site, the teacher and resources) reveal a number of striking similarities. A study of these by OBE/CLT teacher training programme developers is crucial as a foundation of concepts, as knowledge of one facilitates an understanding of the same, or similar, concepts in the other.

A number of recurring features emerged from the research and would have to be part of any research model training South African teachers in OBE and CLT:

- a) the teacher's physical, emotional, mental and spiritual well-being in his/her workplace and his/her positive attitude towards his/her job as she is the central point despite her new title of facilitator (Van Lier 1996: 71, 118, 119);
- b) his/her development as an autonomous classroom researcher using action research. simple discourse analysis and materials design as tools: "[D]eliberately manipulating and changing interactional structures in the classroom would...change the rules of the pedagogical game in fundamental ways" (Van Lier 1996: 158);
- c) his/her theoretical training in the OBE and CLT pedagogy and the accompanying methodologies as well as an understanding of the development of an interest in CLT and OBE. This assumes that the cycle of theory building, practical application and reflection will be ongoing throughout the teacher's career (Wallace 1991: 49).

CLT and OBE share, among others, the following aspects:

- a) They are concerned with learning that can be applied in the **real world**. Both approaches stress social reconstructivism, critical thinking and pragmatism (Puhl 1997: 2, LLC SO 5, 6 and 7, DoE 1997: LLC 33-44, Van Lier 1996: 45, Howatt 1984: 265);
- b) They both encourage **activity-based learning** in order to develop **functional skills** and promote **group and pair work** to encourage interaction (Du Toit: 1997: 155-169, CCO 2, DoE 1997: 15);
- c) Both encourage **autonomy and confidence** in both the teacher and learner (DoE 1997: 22, Oxford 1997: 444-445, Van Lier 1996: 25-27, Lightbown and Spada 1993: 85, Maley 1991: 24);
- d) Both demand that a teacher be **dynamic** and show "flexibility" and "critical and creative thinking" (DoE 1997: 3), enough to change according to the **needs** of a

situation – according to the principles of action research (Middlewood, Coleman and Lumby 1999: 15, Van Lier 1996: 159, McNiff 1988);

- e) They both display a shift from transmission, product-oriented theories. to reconstructivist, **process-oriented** theories of learning, teaching and teacher learning (Crandall 2000: 34, DoE 1997: 9, 15, 22, 30, Van Lier 1996: 20-22, Spady 1994: 103, 127, 128);
- f) Both have a **client-centred** approach (DoE 1997: 3, McNiff 1988: 25, Van Lier 1988: 21, Bowers 1987: 139 and 142); and
- g) Both place the teacher in the role of classroom manager or **facilitator**, as well as mediator and **researcher** (Vygotsky 1978).

For the purposes of this study, CLT and OBE are so closely aligned that if any of the teacher-trainees in the study could be observed to have adapted their teaching styles to suit either of these two approaches, the research interventions could be interpreted as successful (Chapters Three and Four).

### **2.2.3 Outcomes-based education theory and classroom practice**

Understanding the outcomes-based approach is a prerequisite for a language-training programme promoting OBE. This section isolates OBE premises that are deemed significant in training teachers.

#### **(i) The Theory**

Teachers training for outcomes-based curricula need a basic understanding of theory to engage in informed practice (Previdi 1999: 32, England 1998: 18, Propst 1997: 47). An important caveat, crucial to any training programme, is a warning against developing a teaching approach that favours the mechanical achievement of listed outcomes (Farrell 1998: 10, Bastidas, 1996: 24, Tenjoh-Okwen 1996: 10, Wheeler 1994: 48). Teacher-trainees should constantly be reminded of the critical and reconstructivist underpinnings of the outcomes-based approach (DoE 2000: 10, Farrell 1998: 10, Puhl 1997: 2).

Primarily, outcomes structure the development of learners towards a specific aim (Van Lier 1996: 10, Barnes 1991:52). Dewey, as early as 1966, hypothesised that “acting within an aim is all one with acting intelligently”. He treats the term “aims” as a synonym for “results”, “ends” and “outcome/s” (Dewey 1966: 100, 101, 103). so all these terms refer to *outcomes* henceforth. The term “outcome” refers to a measurable realisation of educational aims that stress practical ends in the behaviour of learners.

Student teachers should be made aware, however, that syllabi are “often determined by lists of objectives, a standard test on the horizon, or some sort of ‘exit mechanism’” (Van Lier 1996: 188) that consolidates a teaching curriculum. Although this *route map* approach may be useful in developing critical thinkers (this underpins OBE), those who hope to see critical thought truly fostered in schools must guard against the possibility of stagnating in any particular learning curriculum, and guard against the “current fashion of competency-based curricula, in which techniques equal capacity” (Van Lier 1996: 6). It has been claimed “that a human in a room [can] carry out programming instructions to convert inputs to outputs written in Chinese characters to the satisfaction of those on the outside without thereby understanding anything about Chinese” (Smith 1995: 61). This is an example of a “technique” that does not equal a “capacity” and a warning against learning that turns a learner into a mere processor of data who does not show true critical thinking and understanding (Puhl 1997: 2, Al-Arishi 1994: 2, Green 1993: 2).

Researchers who concern themselves with this important point have stated that learners should be freed from impulse and routine, taught how to develop intentional behaviour, while displaying intelligent action (Farrell 1998: 10); that learners in traditional classrooms need to be challenged to break from responses based on mere impulse (sensation and intuition) in order to display independent thought, hypothesis-formulating and process-oriented activities (Al-Arishi 1994: 2). Teachers have to be *developed* instead of merely *trained*, through an empathic relationship with their counsellor. They should be given chances to experiment on their own, while showing personal initiative, without too much unnecessary superimposition by the counsellor, in an action-research

cycle that includes assessment by peers (Tenjoh-Okwen 1996: 10). Demonstration lessons for trainees are not advised, as trainees are likely to imitate in ritual fashion what they observe, when in fact the purpose of observation is identifying definite problem-areas in teaching styles that need to be rectified by means of action-plans suggested by the teacher-trainees themselves (England 1998: 18, Murdoch 1998: 2, Onel 1997: 56, Tenjoh-Okwen 1996: 10).

A mechanical application of outcomes-based policy could result in an over-simplification of the teacher's role in the classroom; this study suggests that when teachers select outcomes and assess and reassess the achievement of these outcomes (goals), within a counsellor-based action research cycle, they develop the ability to think critically about what takes place in the classroom (see Chapter Three). The more they do this, the better they will become at adjusting their own goals and making outcomes apply to the specific, practical situations that they encounter in the language classroom (Crandall 2000: 35).

Knowing how to structure a lesson in such a way that selected outcomes for learners are realised, and being able to adapt a teaching approach to the needs of any particular classroom situation (Crandall 2000: 35, Al-Sadaat and Affifi 1997: 43, Puhl 1997: 2, Biao 1996: 2, Daoud 1994: 42), is an indispensable skill to the teacher trainee.

(ii) Teaching and learning performances

An indication of achieved outcomes lies in the respective classroom behaviours of the learners and the teacher, but also in the self-assessment of what took place (Tenjoh-Okwen 1996: 10, Al-Arishi 1994, Bowers 1987). The proof is in the "changed situation," as McNiff (1988: 131) claims it is crucial in a trainee-teaching programme that change in teaching style be visible (as it was, in a video recording applied in this study) (Tenjoh-Okwen 1996: 10, Van Lier 1996: 57, Al-Arishi 1994: 2, Kahler 1993: 48).

Furthermore, the trainees' ability to discuss orally and in written format (self- and peer-assessment instruments can be used: see Addendum B), i.e. their ability to put into their own terms an understanding of how training impacted on their own development. (Tenjoh-Okwen 1996: 10, Al-Arishi 1994, Bowers 1987), proves that they understand the metacognitive processes at work in the improved teaching situation. These processes are evidenced in their being able to take charge of their own learning and thus become autonomous. Their understanding of the processes at work lead to their improved teaching style (Krashen 1981: 20). Evidence of autonomy is the best indicator of the extent to which true learning has in fact taken place (CCO 5, DoE 1997: 15).

Thus, there needs to be ample opportunity for trainees to engage in reflection and a critical analysis of their own development. Any improved visual and oral performances, as evidenced in a recording of teaching style, can validate whatever truly developmental interventions were performed and also indicate areas where further improvements in subsequent performances can be made (e.g. better worksheets, posters and flashcards, or merely effecting more learner-involvement). Trainee teachers can also use the recordings to be made more aware of their own use of grammar, so that they can avoid basic errors that might reflect badly on their status as language teachers.

(iii) Group work – a strategy for achieving language and social outcomes

In both CLT and social reconstructivist thinking generally, group and pair work are indispensable for the achievement of outcomes. Both the learner and the facilitator have active roles to play in the successful implementation of group and pair work.

*The learner's role*

Fujita (1994: 10) points out that in group and pair work, learners have an opportunity to "learn by doing", be more involved in a task by being co-operative and having to adjust to others. They experience less stress by not having to perform in front of the whole class, while accuracy is promoted because learners have to understand what they are

expected to teach one another, using the teacher merely as a final arbiter of knowledge (Ancker 2000: 20). Therefore, group work can be good for grammar instruction (Fujita 1994: 47). Collaboration thus promotes autonomy, which has social benefits, because team work encourages the exchange of ideas and perspectives (Rendon 1995: 41).

Group work or co-operative learning operates well within tight structures (Oxford 1997: 444). It is important that teachers explain activities to learners, arrange them in groups, set time limits for group interaction, give examples of what is expected of learners, circulate among groups, enforce groups to report-back on their activities and follow these activities with a full class discussion (Wheeler 1994: 48). Groups are good for role-playing in which stereotypes can be challenged by asking learners to perform the roles of people against whom they may feel prejudiced (Al-Sadaat and Afifi 1997: 43). Group discussion is the most authentic form of classroom discourse as it complements the control of the teacher, is often task-oriented, and problem-solving discussions in groups can be used to launch debate between groups during report-back sessions (Kahler 1993: 48). Group work can be raised to the level of project work where real world subject matter is important; learner-centredness is emphasised; co-operation, not competition is essential; an integration of skills and learning takes place; an end product is obtained and autonomy is promoted in learners (Stoller 1997: 2). Collaboration is part of action-research and can bring all role-players in education, including the learners, together (Crandall 1998: 2).

Learner-learner talk opportunities, because they are “genuine exchanges of information, must ... enhance students’ motivation to participate in language learning activities,” contend Lightbown and Spada (1993: 85). Even if classes seem chaotic, it could simply mean that learners are *involved* (Fujita 1994: 47). During group work the learner is no longer a passive recipient of knowledge – he or she is an active partner in the learning process (DoE 2000. 1:6, 1:12 and 6:4). Lightbown and Spada pinpoint the role of the learner as input giver or corrector:

*Research has also shown that L2 [second language] learners can provide each other with corrective feedback in group work interaction if this is correctly planned and learners are made aware of the need for accuracy practice within the context of their communicative group work (Lightbown and Spada 1993:115).*

In addition, active learner involvement by the learner is directly related to increased retention of knowledge, due to learners being more actively involved with content and material (Kramer 1999:109).

Kinginger (1994: 29) links the interactive properties of group work to the reconstructivist ideal of negotiating meaning (also DoE 1997) - "negotiation" is operationalized as a series of interactional modifications (e.g. repetitions, clarification requests, and comprehension checks) (Kinginger 1994: 29) - and to the Vygotskian theory of maximising the ZPD (in group work, a learner assumes the role of cognitive scaffolder (Bruner: 1983: 60)). A local study of the effect of heterogeneous and homogeneous learner grouping in the ESL classroom, indicates that "low performing second language learners" exhibited effective group participation skills as a group on their own. However, when they were "combined with more competent peers, either first or second language speakers, the nature of their participation altered and their task performance improved markedly" (Bradbury and Zingel 1998: 239, cf. also Stoller 1997: 2, Kahler 1993: 48).

Researchers in the Molteno Project, a South African based group researching Second Language Acquisition, claim that since the introduction of group work and the active participation of learners in the language classroom, the learners' "talking time ... increased by 500%" (Kingwill 1998: 41). Group work obviously offers much more opportunity for practising an acquired language (Rendon 1995: 41, Fujita 1994: 47).

Effective group work is thus an integral component of the outcomes-based approach and the inclusion of group work can in fact *force* an authoritative teacher to be more learner-

centred as learners in groups are less easily intimidated by a threatening teacher (Ancker 2000: 20, Puhl 1997: 2, Rendon 1995: 41, Wheeler 1994: 48).

The teacher's role also needs further explanation – facilitator and learner are partners in OBE.

### *The facilitator's role*

The facilitator's role in an OBE context is dynamic, and requires that facilitators/teachers adapt to the needs of learners (Puhl 1997: 2, Hawes and Thomas 1994: 22, Green 1993: 2).

The OBE facilitator must be autonomous and in control of his/her own development by designing his/her own teaching materials (Wisniewska 1998: 24), orientating, organising, directing and regulating the activities of the classroom, while not being transmissional (Biao 1996: 2). They are thus manipulators of what happens in the classroom, though their control is not explicit (and is meant to be in favour of learner needs) as effective teachers are dynamic communicators who command control by means of their positive teaching style and not an insistence on their own authority (Farrell 1998: 10, Hawes and Thomas 1998: 24, Propst 1997: 47, Biao 1996: 2). Facilitators who adapt to any given classroom situation with an attitude of friendliness towards learners while remaining task-oriented are also more efficient (Ancker 2000: 20, Biao 1996: 2, Wheeler 1994: 48). Metacognition is imperative if the facilitator is to move beyond mere coping skills. It has become necessary that teachers understand their own praxis. English teachers need to be taken more seriously in the role of real professionals and not just as people who are English teachers on the basis of being able to speak the language (Crandall 2000: 35, England 1998: 18). They are being expected to show innovation in their ability to plan lessons in such a way that plans are used only as a guide, the format of which can be altered as the needs of learners become clear during the course of a lesson (Propst 1997: 47). Teachers must be dynamic enough to retain their equanimity in the face of any

foreseeable classroom event and this can only be achieved if teachers are empowered and autonomous in their new roles as facilitators (England 1998: 18).

If interactive learning is at the heart of what happens in the language classroom, it is essential that the facilitator also interact informally (i.e. socialise) with learners, because “cognitive development, and thus learning, originates in a social context (such as the language classroom)” (Anton 1999: 304, cf. also Lantolf and Appel 1994: 10).

The facilitator’s role as classroom manager in this regard is emphasised by Feuerstein in his MLE (Mediated Learning Experience) construct which describes “the way in which the stimuli emitted by the environment are *transformed* by a ‘mediating’ agent” (Feuerstein 1980: 16). The presence of an effective facilitator or helpful learner peer can transform basic discourse into an educational experience for the learners concerned (Bruner 1983: 60).

#### *A learner-centred approach – reducing the affective filter*

If a high *affective filter* (a brake on or barrier to language success) is a barrier to learning in the language class, then anything that can lower this filter will enhance the learning experience (Krashen 1981: 22.). Attitudinal factors are instrumental in raising or lowering second language success levels (Ancker 2000: 20, Al-Sadaat and Afifi 1997: 43, Mohammed 1997: 50, Tenjoh-Okwen 1996: 10, Rendon 1995: 41, Green 1993: 2).

A study by Noels, Clement and Pelletier (1999) provides evidence verifying the assumption that directive facilitators did not manage to motivate students as efficiently as learner-centred facilitators:

*...the more controlling and the less informative students perceived the facilitator to be, the lower students’ intrinsic motivation was (Noels, Clement and Pelletier 1999: 23).*

Discourse analysis studies have verified the assumption that, at the very least, to qualify as communicative, language teaching should reflect “an emphasis on student initiative and interaction, rather than on facilitator-centred direction” (Puhl 1997: 2, Wheeler 1994: 48, Maley 1986: 88).

Studies by Lightbown and Spada (1993: 85) and Anton (1999) show how important it is that classroom interaction is learner-centred and not facilitator-centred, particularly within the ESL classroom:

*The analysis of interaction shows that learner-centred discourse provides opportunities for negotiation [of form, content and classroom rules of behaviour], which creates an environment favourable to L2 learning. In contrast, facilitator-centred discourse is shown to provide rare opportunities for negotiation (Anton 1999: 303).*

It is thus clear that there is a need for multi-skilled facilitators who can move to a learner-centred approach for the achievement of competence in an outcome (Kramer 1999: 41-42, Wheeler 1994: 48, Kahler 1993: 48 Lightbown and Spada 1993: 83). This is a tall order for an experienced language facilitator, let alone a facilitator trainee, and alternative methods of facilitator support are needed if Education Departments wish to rise to the challenge (Crandall 2000: 35, Previdi 1999: 32, England 1998: 18, Farrell 1998: 10, Murdoch 1998: 2, Tenjoh-Okwen 1996: 10)

(iv) A new look at facilitator-training

Bearing in mind the implementation of Curriculum 2005 and the OBE approach and what the new skills and theory are that traditionally content-driven facilitators require to operate in an OBE milieu, a hypothetical list of facilitator needs is deduced from research reviewed in this chapter:

- Firstly, there is a **paradigm shift from transmission to transformational teaching** (Van Lier 1996: 179). This is aligned with reconstructivist and critical thinking theories as explained in 2.2.1 (a) and (b). Facilitators must become active participants in the reconstruction of meaning (Crandall 2000: 34, Farrell 1999: 10, Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Bastidas 1996: 24, Wheeler 1994: 48, Hawes and Thomas 1994: 22)
- Secondly, there is a **growing awareness that language facilitator education programmes have failed** to prepare facilitators for the practical realities of the classroom. As a result there need to be more concrete linkages between theory and practice. Blanket courses, which attempt to cover teaching practices that will be appropriate for all teaching contexts, are ineffective as theory must be couched within specific contexts so that facilitators will be better prepared for the “multi-dimensionality and unpredictability of the classroom environment” (Crandall 2000: 35, cf. also Previdi 1999: 32, England 1998: 18, Farrell 1998: 10, Propst 1997: 47, Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Hawes and Thomas 1994: 22, Green 1993: 2, Kahler 1993: 48).
- Thirdly, the Department of Education’s **concept of “leader facilitators”** (DoE 2000 8: 7) is a possible solution to this problem in that partnerships between NGOs and schools can provide opportunities for trainee facilitators to have their training contextualised “encouraging prospective and experienced facilitators, administrators, and researchers to learn together” (Crandall 2000: 35, Previdi 1999: 32, Farrell 1998: 10, England 1998: 18, Propst 1997: 47, Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Fujita 1994: 47, Hawes and Thomas 1994: 22, Wheeler 1994: 48, Green 1993: 2, Kahler 1993: 48).
- Fourthly, there is a growing concern that facilitators will replicate the way that they were taught in their own teaching practices unless they are taught to reflect consciously upon their own practices (Crandall 2000, Previdi 1999: 32, Murdoch 1998: 2). Unless reflection is built into their learning experience as a training

tool, facilitators will not be critical of their own preconceptions regarding effective teaching and learning practices, as shaped by their prior learning experiences (Crandall 2000: 35, Puhl 1997: 2, Hawes and Thomas 1994: 22. cf. also Addendum D, focus group interview, client 10, turn 29).

- Finally, there is a growing need in the field of education that teaching be viewed as a profession “with respect for the role of facilitators in developing theory and directing their own professional development by means of collaborative observation, facilitator research and inquiry” (Crandall 2000: 36 and 1998: 2, England 1998: 18, Farrell 1998: 10). Sustained services to provide facilitators with counselling, in their role as professionals are sorely needed (Crandall 2000: 36, England 1998: 18, Green 1993: 2). This will aid increase the awareness of facilitators to the idea that education is also a science, with its own theories and terms, so that facilitators, by means of counselling can add “professional language to the local language they use in their schools” (Crandall 2000: 36. cf. also England 1998: 18). Facilitators must, therefore, grow accustomed to being able to evaluate critically the profession of which they are a part and their own role to play in it, phrased in professional terms (Crandall 1998: 2, England 1998: 18, Farrell, 1988: 10).

This study hypothesises that a facilitator counselling model, and the eventual training of school-based leader facilitators could go a long way towards easing the training load and reducing the logistical problems experienced by Government (DoE 2000). Complementary services by locally-based NGOs (operating in the geographical vicinities of schools) could increase provincial capacity-building for facilitator training and the whole process could thus be fast-forwarded.

In the South African context, particularly considering the unsuccessful implementation of Curriculum 2005 and the financial constraints of Government mentioned in the 2000 Review Committee report, there is a need for training that is focused on “more nuanced,

bottom-up, process-oriented descriptions of specific language teaching events” (Crandall 2000: 34). This would be more in line with the basic premises of OBE.

#### **2.2.4 A teacher-counselling model for facilitating the development of an outcomes-based approach**

A new approach towards teacher training and support is crucial, as the cascading model – the strategy selected for the initial implementation of Curriculum 2005, in which school managers trained Heads of Department, who in turn trained teachers – has been found wanting (DoE 2000 8:7). It remains a top-down approach (Crandall 2000: 34) with little understanding of the underlying philosophy of OBE. This study hypothesizes that a teacher-counselling model would find a comfortable niche within outcomes-based education. Teacher-counselling (or *mentoring* which will be used interchangeably), has much potential for diffusing some of the articulated problems of the traditional models of teacher training. Counselling is effective on various levels, as the following sections will illustrate.

##### **(i) Counselling facilitates the development of teacher autonomy**

In order to develop teacher autonomy, a counselling strategy in which the counsellor exudes “trust” and is “non-judgmental” (Dreyer 1998: 110, Van Lier 1988: 39, 40, Rogers 1951: 20) is required. The teacher needs to develop accountability and transparency (DoE 1997: 3) and to assume control of her profession (Wisniewska 1998: 24, DoE 1997: 3).

The counsellor’s ability to be empathetic (Bowers 1987), concrete, friendly (Biao 1996: 2) and genuine (especially to bring new teachers into contact with their own feelings), are affective qualities recommended for “constructive teacher development” (King 1983: 324). As King contends, teachers “cannot disguise the fact that our work makes us anxious to influence, anxious to provide input” (1983: 325). As a result, teacher training

should be teacher-centred and not process-centred (Bowers 1987: 139 and Van Lier 1996: 119), which will go a long way towards professionalising what is, indeed, nothing other than a profession (Crandall 1998: 2). In this study, social relationships between counsellor and student proved to be a significant motivating factor, which led to the success of the trainee development programme (Focus interview: Addendum D). Field notes add an interesting and unexpected dimension: trainees' English communication skills improved, although this was abandoned as an outcome when trainees did not attend the conversational skills classes organised (cf. Chapter 5).

(ii) Counselling offers personal relationships with mentors

In the South African context, particularly considering the unsuccessful implementation of Curriculum 2005 and the financial constraints of Government mentioned in the 2000 Review Committee report, it would seem that there is indeed place for the counselling or mentoring of younger, inexperienced teachers by senior teachers on the staff (Dreyer 1998: 110). Like Bowers (1987: 140), Dreyer also advocates the importance of preparing mentors and, indirectly, the need for a mentor-training model, as this study does.

Dreyer's research identifies 15 traits of successful and professional mentor teachers: "*knowledgeable, interested, dedicated, exemplary, experienced, enthusiastic, receptive, informed, eloquent, reliable, open-minded, thorough, sensitive, able to guide, and able to observe*" (Dreyer 1998: 110). McNiff stresses the importance of client-centredness (learner-centredness in this study), a stance this study assumed, as it is congruent with OBE (McNiff 1988: 128, DoE 1997: 3). Furthermore, because this study supports the notion that clients enter counselling with "existing schemata" (Wallace 1991: 49), it is important that their performance be assessed with empathy, particularly in South Africa with its history of inequality. Accepting that each trainee has potential, and that the most vital knowledge that they will have is their "intuitive, tacit knowledge" (McNiff 1988: 4) is an important starting point to a counselling programme. In this study, this mutual respect between client and counsellor is well-documented in the recorded focus interview

(Addendum D). It is thus significant that this research endorses Bowers' "person-oriented" as opposed to "process-oriented" (Bowers 1987: 139) view of counselling or mentoring. Focusing on the individual and not on the course is indeed a big paradigm shift, particularly in the South African context (Dreyer 1998: 109), where counselling by senior teacher counsellors is not a very well-developed trainee empowerment strategy.

The counsellor-client relationship promotes self-assessment and reflection, which Bowers' clients apply on the road to autonomy:

*Counselling is person-oriented: it is a means of assisting an individual in the correction and development of his or her teaching skills and habits. It is both prospective ... and retrospective* (Bowers 1987: 139).

A need articulated by trainees is for more practice and an opportunity to observe mentor teachers, and to engage in collaborative feedback sessions managed by experienced teachers (Crandall 2000: 41). This study did not offer trainees the opportunity of observing the counsellor in action as this strategy was deemed to be incompatible with the spirit of self-discovery promoted by the counsellor: if demonstration lessons are offered, "trainees will imitate these and not develop in their own manner ... the initiatives of trainees need to be taken into account" (Tenjoh-Okwen 1996: 10).

Another need expressed by trainees was for sustained support in terms of counselling (Crandall 2000: 36), irrespective of what form that support took.

Teacher counselling encourages teachers and mentors to "establish a professional relationship ... and subsequently reappraise" performances (Bowers 1987: 139) "in pursuit of educational change and innovation" (Bowers 1987: 138).

(iii) Counselling assists teachers in developing personalised action research projects

Education needs to become process-orientated, and “thinking”. self-reflective teachers need to be produced by a teacher-training system (Crandall 2000:34, Freeman 1996, Richards 1996). These new thinkers have to be able to conduct and to interpret their own action research cycles (Crandall 2000: 39 and 42):

*Teachers need to ... adopt a personal construct of themselves as researchers (McNiff 1988: 14).*

*... teachers themselves can play a decisive role in the investigation which, after all, is crucial to the profession (Van Lier 1988: 16).*

Reflection on these role (and other) changes would have to be part of a training course in OBE: change is linked to social reconstructivism in its perpetual motion, and to reflective action research as a tool for assisting the teacher to think on his or her feet, as roles keep changing according to the needs of learners:

*By harnessing the energy created by revolutionary change, teacher educators can accept the post-modern challenge by focusing on the transformation of themselves and individual teachers who can cope with the quick and radical changes in society and its institutions (Du Toit 1997: 169).*

Ultimately, the personal satisfaction of individual teachers will mean more to education than the blanket training of masses of teachers (McNiff 1988: 13). A “personalised client-centred” approach comes “up to standard” in the long run (McNiff 1988: 137). Good action research projects “can be applied equally to large scale inquiries” (McNiff 1988: 3) and are even preferred overseas, e.g. by teachers who work as part of the Avon Schools Project in the UK.

In this study, clients revealed a need to discuss their development and were quite keen to articulate, metacognitively, their progress during the two-year period in which they were observed (Chapter 4 and Addendum D). The need to understand why things might have gone wrong, to accept responsibility for them and adjust behaviour to avoid it happening again, as King recommends (1983: 324), had become a part of the clients' way of perceiving their own roles.

The notion of teacher counselling has been discussed generally. A more specific model, which finds a niche in this general background of teacher counselling, and an adjusted version of which facilitated the development of the teacher trainees in this study, is Bowers' (1987) teacher-counselling model. Bowers' adjusted model, to accommodate local differences and a more detailed analysis of the process within a discourse analysis perspective, is merely introduced in this section, but investigated more fully in Chapter 3, in the context of this study's research methodology.

This spiralling cycle of action and analysis finds a comfortable home within action research which in itself is closely aligned with OBE and social reconstructivism. Action research, in its various guises, formed a directing strategy for both the counsellor (i.e. on a macro-level), and for the teacher trainees (i.e. on a micro-level). These ideas follow in section 2.2.5.6.

## **2.2.5 The action research paradigm as a directing strategy for client and counsellor development towards an outcomes-based approach**

### **2.2.5.1 Introduction**

Action research is posited as an appropriate and relevant transformational and educational tool in the training of teachers (McNiff 1988: 140, Van Lier 1988: xvii, Seliger and Long 1983: v). Action research can be defined as "small-scale intervention in the functioning of the real world and a close examination of such intervention" (Van

Lier 1988: 67). It is also seen as “a way of characterising a loose set of activities that are designed to improve the quality of education” (McNiff 1988: 2).

This study also sets out to show that the presence of a teacher-trainer who assumes the role of counsellor is an indispensable component of the training programme proposed for the development of teacher trainees as language teachers in the OBE mode. Bowers' (1987) proposal for teacher assessment and development has been applied as a cornerstone in this section and is discussed in more detail in Chapter 3, which covers the research methodology applied in this study.

Action research (AR) is similar to other research in its research goal, but differs in its methodologies. AR presents a viable alternative to the purely qualitative or quantitative tradition in which “control by the researcher of the researchee is equally apparent”, as “the researcher is still imposing a framework into which the researchee must fit himself and his practice” (McNiff 1988: 18). AR overcomes this limitation, as McNiff suggests a bottom up rather than a “top down approach” (McNiff 1988: 19). She claims that by removing both the interpretive and empiricist traditions from the arena of educational AR, we are likely to become more “inward-turning” (McNiff 1988: 19) and reflective.

There is a need to move away from diagnosis and focus more on understanding and repair, if educational research is to be truly *educational*. As McNiff points out, teachers can become researchers in their own right:

*...action research can offer a devolution of power from the universities to the classroom, from the external researcher to the teacher as researcher (1988: 20).*

This study uses an exploratory questionnaire in the empiricist tradition as well as qualitative research methods (e.g. focus interviews and counselling sessions with clients). The spiral-like methodology of action research is the dominant approach and is present throughout. The interest centres more on the *nature* of utterances in the classroom and the trainees' assessment of them rather than the *number* of utterances, though the fact that

learners speak *more* in the post-intervention lessons is also promising and in line with OBE. Both these aspects of this study's findings are dealt with in Chapter 4.

This study must, therefore, question the efficacy of the AR model to provide relevant data for classroom research, particularly as a tool to facilitate teacher training, as language learning is promoted by teacher (and learner) autonomy and motivation (Van Lier 1996: 98 and Lightbown and Spada 1993: 112). This is done in the following section.

This section discusses action research and the way in which it may contribute to constructive social criticism and emancipation itself. It looks at the way that action research impels researchers to collaborate and share their ideas, as well as the unique way in which action researchers are expected to work with their research subjects. Action researchers do not suffer a loss of individual identity through collaboration (Oxford 1997: 444-446). On the contrary, they are challenged to develop autonomous personal perspectives. A discussion of the importance of such researcher (teacher and counsellor, in this case) autonomy forms part of the last subsection under this heading.

Elliott also stresses that action research aims at "improv[ing] practice rather than produc[ing] knowledge. The production and utilisation of knowledge is subordinate to, and conditioned by, this fundamental aim" (1991: 48). In improving educational practice, action research concerns itself with two basic goals, namely bringing about change and promoting reflection among practitioners (Middlewood, Coleman and Lumby 1999: 14).

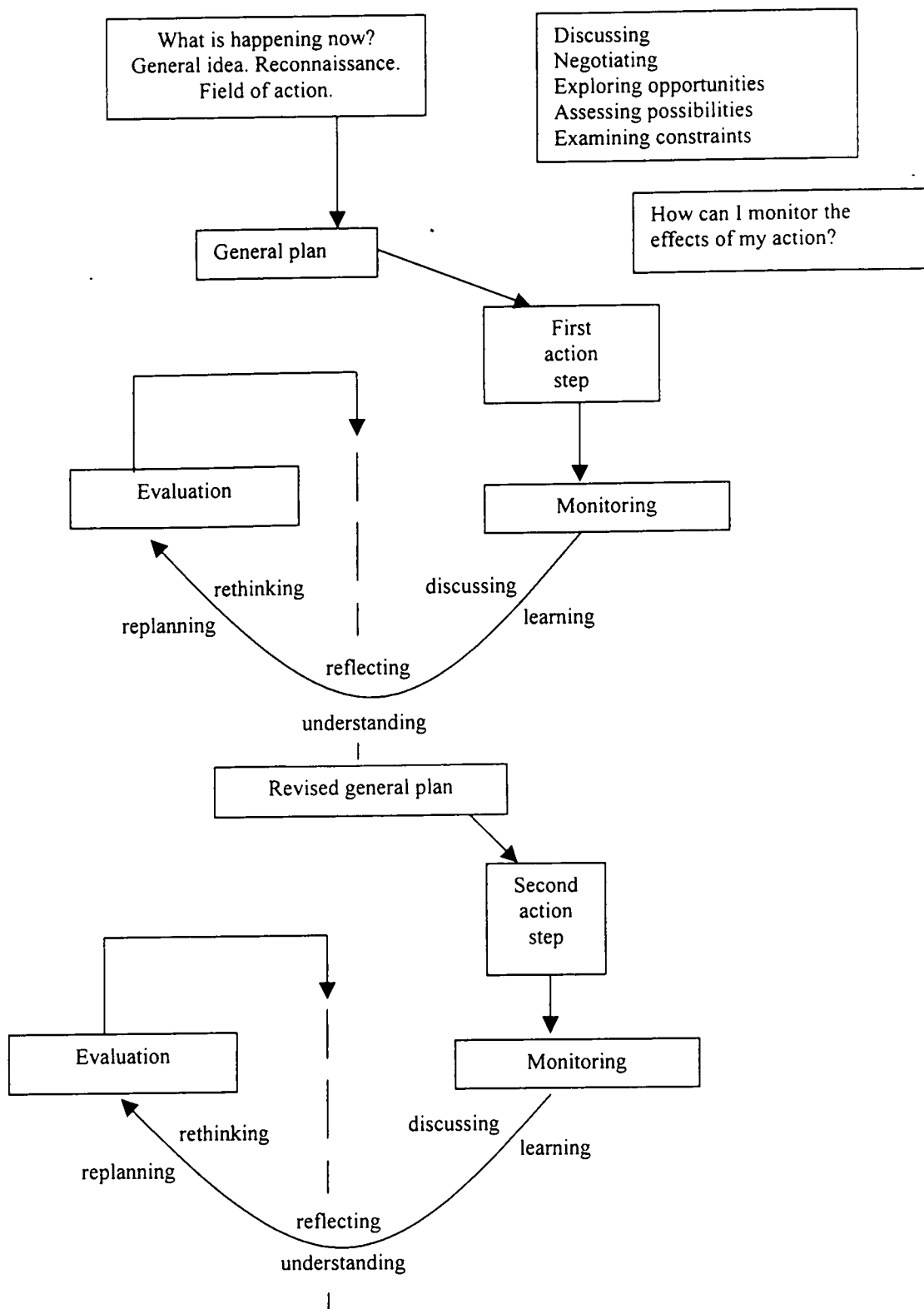
*It encourages a teacher to be reflective of his own practice in order to enhance quality of education...it actively involves teachers as participants in their own educational process (McNiff 1988: 1).*

In fact, AR models the OBE philosophy of learner-centredness and is thus an excellent tool for bringing home the value of learner-centred education, with the focus on activity-based learning. AR reinforces this pedagogy and the accompanying methodology;

encouraging creativity, assessment and reassessment, as it leads the teacher-researcher to a new understanding of his or her own teaching practice, and is thus aligned with social reconstructivism.

Morrow (1993: 1) hypothesises that action research gained popularity both locally and in Europe as a result of a disillusionment with “traditional” research which “was constructed on the basis of the idea that research and practice, or theory and its application, are logically independent of one another...” whereas a “central feature of the emerging tradition of action research is the idea of practitioners critically reflecting on their own practices” (Morrow 1993: 2). The teacher is the best person to collect classroom data (McNiff 1988: xiv and Van Lier 1988: xvii). After all “teachers themselves can play a decisive role in the investigation which ... is crucial to the profession” (Van Lier 1988: 16).

Action research operates in spiral-fashion and is a process that views action following evaluation or reflection as part of one cyclical process to be followed by another. This involvement with the processes of education, is a dynamic involvement rather than a passive observation (Middlewood, Coleman and Lumby 1999: 14).



*Figure 2.3: The action-research spiral (Middlewood, Coleman and Lumby 1999: 15).*

The action research spiral loosely consists of: considering the situation based on the information you have, looking for alternative ways of dealing with the problem, selecting one solution and trying it out, then observing the results and, if necessary, adjusting your methods or trying something else (Kerfoot and Winberg 1997: 26). Figure 2.3 above illustrates the spiral (as it was also applied in this study) in greater detail.

Especially in the current South African context, action research has a role to play in questioning and rebuilding the social fabric of the country (Adams et al. 1997: 85. Walker 1996: 46). This is discussed under the following heading.

#### **2.2.5.2 Social and emancipatory action research**

Action research in itself cannot propel transformation (Davydoff 1993: 58), but it remains a tool for transformation and emancipation, redefining the role of the educator and placing him or her in the centre of the research process. This is no new idea, having already been posited by Stenhouse's "teacher as researcher" theory in the middle and late seventies (Stenhouse 1975, 1979). This study nevertheless indicates that there is a great need for teachers to become more critically reflective, and action research is the appropriate tool to achieve this objective.

According to Kemmis and McTaggart (1988: 5), action research is "a form of collective self-reflective enquiry". This feature of reflection, and particularly *critical* reflection, are intrinsic qualities of action research. It is:

*...a praxis in which there is a reflexive and dialectical relationship between reflection and action, and where emancipation and transformation are made possible through such interaction (Kriel 1993: 33. Emphases added).*

Put differently, the act of reflection itself propels change and emancipation and it is the responsibility of teachers or educators to recognise their roles as change agents.

Kriel (1993: 33) views action research as “a process of deconstructing the values, assumptions and interests underlying social practice to uncover different understandings of reality and existing power relations”. This view assigns to action research the task of becoming an instrument for understanding power itself. It also locates itself within the field of social reconstructivism as all parties in both action research and social reconstructivism are impelled to make continuous reassessments, to reorganise information and make it their own. It also follows that teachers are partners in the learning process and their perceptions of learning may impact upon the success of the social reconstructivist model. The “way teachers and students communicate in a classroom is a reflection of how they are making meaning together in a setting” (Henning 1995: 124). Of course, this interaction is also crucial from a language teacher’s point of view (Van Lier 1996: 54, Lightbown and Spada 1993: 83, Vygotsky 1978: 86), as is the democratisation of the language classroom (Howatt 1984: 274), because principles of egalitarianism and equality are an important part of OBE and learners are encouraged to respect one another’s views (DoE 2001: 10).

*Socially* critical action research is, according to Tripp (1960: 161), “strategic critical pedagogic action on the part of classroom teachers, aimed at increasing social justice”. Elliot affirms the appropriateness, in his view, of action research as having a responsibility and a “usefulness in helping people to act intelligently and skilfully” (1989: 9). This is closely aligned with the Department of Education’s policy of applying Curriculum 2005 as a mechanism to “overturn the legacy of Apartheid” (DoE 2000 1: 1). As the majority of the teacher-trainees in this study were from previously disadvantaged backgrounds (eight trainee teachers of the eleven), this study remained true to that ideal and yielded results that apply to teachers still struggling to overcome some of the handicaps of the country’s previous political system.

*Emancipatory* action research is seen by many as an instrument for transformation, particularly in the political arena, while some researchers prefer to focus on the personal and practical transformational features of this model of action research. For Grundy (1987: 142) “action research is an inherently democratic form of research” and “it

promotes a critical consciousness which exhibits itself in political as well as practical action to promote change” (Grundy 1987: 154). Cochran-Smith and Lytle (1998: 20) identify action research as a vehicle for radical critique and challenge, to interrogate and alter the arrangements of schooling that perpetuate systemic inequities.

Robinson believes that “the work of the classroom cannot be separated from the struggle to build a just society” (1993: 68). Emancipatory action research “wants to transform society, by, for example, making it more ‘egalitarian’” (Savahl 1993:46). This humane concern characterised the teacher counselling used in this study and informs, in a general sense, the character of this research.

In South Africa *equity in education* and *collaboration* are well-worn phrases but it remains important for the teacher to understand where learners come from historically, and for trainers to understand the early history of their trainees. Teachers carry the responsibility of addressing this dialectic in the classroom and will have to prepare themselves for their role as transformers. Feedback acquired in the final focus interview from the teacher-trainees in this study suggests that some of the teacher-trainees had accepted this role and were prepared to put it into practice (client 2, turn 28 and client 10, turn 29).

Educational leadership has to understand that teachers are instruments of change and this is not negotiable, according to Robinson:

*It is crucial that teachers in a post-apartheid education system understand, identify with, feel committed to and are able to critically evaluate the demands placed on them...the sustaining power of new policies will depend on the meaningful participation of those carrying out the policy changes, and a sense of involvement and ownership needs to form the basis of that participation* (Robinson 1993:72).

This position has implications for training and particularly for the application of action research as a training mechanism. It is a "powerful basis for teacher development" (Robinson 1993: 72), but it is idealistic to expect that the mere application of the action research paradigm to under-qualified teachers from poverty-stricken backgrounds will transmogrify them into sophisticated critical thinkers:

*...emancipatory action research, if it is to be true to itself, cannot operate in a social vacuum. It operates in real situations with real people and their real resistances, and programmes which move too far or too fast beyond teachers' own perceived interests stand little chance of teacher involvement or implementation (Robinson 1993: 71).*

An analysis of the teachers' needs was made in this study (cf. Addendum A, form 1). Teacher-trainees were encouraged to identify their own weaknesses/problems and look for solutions in the mode of action research. Improvements were attained, and the nature of the action research spiral indicates that further improvements will continue to take place, as long as the teacher-trainees remain committed to the ideals they internalised in this study (Chapter Four).

This study has modelled itself on this needs-based premise of action research. Given our South African situation, "it is crucial for us to start where teachers are, and where they are is not necessarily located in a tradition of innovative and reflective practice" (Davydoff 1993: 80). Especially the fact that inexperienced teacher-trainees were used in this study intensified the reality of having to work with teachers who know little about the teaching field.

However, Davydoff's reference to 'a tradition of innovative and reflective practice' is still important and needs to be aimed at if education in South Africa is to live up to its potential. This finds its truest expression in the way that action researchers collaborate and create a marketplace of debatable ideas, which is central to furthering the basic aim

of AR, namely a transformation of educational practice. This is discussed under the following heading.

### **2.2.5.3 Action research as collaboration**

The collaboration of like-minded researchers, the importance of an optimistic group dynamic, and the satisfaction of sharing and working together, are highlighted by various researchers quoted in this section. These are indispensable products of action research:

*action research is research WITH, rather than ON other people (author's emphases) (McNiff 1988: 68).*

McNiff sees a collaborative spirit between school-based action researchers, with their school as a research site, and themselves forming part of a school research team (Crookes 1997: 70) as a "useful strategy" for "interpersonal issues – for example, establishing helpful relationships, different teaching styles, assessment of the appeal of texts" (McNiff 1988: 7). These aspects of action research recall the principles of social reconstructivism in which collaborators in the action research project share ideas and create meaning together:

*It is a process which shows how one person's ideas develop and may be used by another to move his own ideas forward (McNiff 1988: 21).*

Relationships of trust and respect in a "safe" environment (Davydoff 1993: 80, Kriel 1993: 41) promote collaboration. Teachers engaging in action research can be made anxious and uncertain (Davydoff 1993: 80) when observed by "sinister figures in the wings, faintly contemptuous, armed with the paraphernalia of expertise and tapping ominously their research findings" (Rosen 1978: 55). Van Lier, in his promotion of ethnographic classroom research, as applied in this study, instead encourages relationships built on trust (Van Lier 1988: 40). This was the atmosphere in which the AR used in this study took place, and trainee teachers were observed to interact with one

another in constructive ways and expressed their gratitude for being able to see the project co-ordinator as a "friend" and confidante (Addendum D, client 2, turn 112). Unfortunately, too often, language teachers "express impatience, bordering on hostility, with researchers and their work" (Seliger and Long 1983: v).

That the group dynamic needs to be nurtured is clear and a teacher who prefers to work alone (McNiff 1988:68) cannot aspire to being a true action researcher. Being open to others "can help teachers understand how their practices are socially constructed and historically embedded" (Pym 1993: 64, Mathison 1988: 15) and any disagreement between researchers or their research subjects can be used meaningfully to construct action research for the next cycle. Trying to resolve disagreement provides impetus for the next action research topic.

A dissenting voice is that of O'Hanlon (1996: 9). She holds the view that "the cooperative view of action research seems logically to imply dependence by the teacher on others for reflective analysis. "Surely," she states, "this is inconsistent with placing great importance on the teacher's power to perform his role autonomously and responsibly." This study, however, supports the view that teachers do not gain autonomy by isolating themselves. Researchers such as Carr and Kemmis (1986) reinforce McNiff's praise of the collaborative efforts of like-minded professional teacher-researchers. The process not only *develops* autonomy, but also places the responsibility for educational change on the shoulders of teacher-researchers:

*Creating the conditions under which...participants can take collaborative responsibility for the development and reform of education is the task of a critical educational science. Educational action research offers a means by which this can be achieved* (Carr and Kemmis 1986: 211).

Action research is seen to empower teachers, to develop their autonomy without which they are unable to take action:

*It is this conjoint experiencing, this mutually supportive dialogue, that is the action of research that brings people together as explorers of their own destiny, rather than alienates them as operators and puppets (McNiff 1988: 68, 14).*

Elliott and Adelman (1996: 11) are also staunch supporters of teacher autonomy and it is this issue that the next section addresses.

#### **2.2.5.4 Action research encourages autonomy in teachers**

Various researchers point out that teachers must become autonomous, if they are to succeed in their role as action researchers. Their own authority must be enhanced by having them learn more about the field of teaching (Crandall 1998: 2, England 1998: 18, Farrell 1998: 10), becoming more proficient at planning their own activities (Propst 1997: 47, Hawes and Thomas 1994: 47), learning to better orientate, organise, direct and regulate whatever occurs in their teaching environments (Biao 1996: 2), keeping record of their own development as teachers (Bastidas 1996: 24), and thus gaining charge of their own professional self-development, towards becoming real professionals, respected in and outside their profession (Crandall 1998: 2, England 1998: 18).

In a discussion of the process of her action research project, Kriel refers to the fact that teachers indeed have a responsibility to collaborate with one another (Kriel 1993: 41). However, she goes a step further – there is added responsibility as a result of each researcher's/ researchee's accountability of a personal point of view:

*Instead of an objective, disinterested perspective on society, a personal vantage point places a greater responsibility on the individual to develop disciplined and rationally accountable social practice (Kriel 1993: 41).*

In all the above views of action research, be they socially critical or emancipatory, the following interfaces emerge:

- The teacher or educator conducts the research according to the areas in which he or she feels changes need to be made. These depend on the needs *he or she* has identified (McNiff 1988: 15, Van Lier 1988: 24, Bowers 1987: 142);
- The research process is collaborative and involves the learners, the school leaders and even outside organisations, but the driving force for the process is the educator in the classroom whose autonomy develops simultaneously (McNiff 1988: 128);
- The relationships succeed when built on trust and thrive on “psychic comfort” (Kriel 1993: 41).

Teachers need to know whether or not the strategies they decide to adopt produce the consequences intended and teachers should not influence their situations in ways of which they are largely unaware. “If he (the teacher) is to be in a position to resolve problems created by his own actions, he must become aware of things he brings about unintentionally” (Elliott and Adelman 1996: 11-12).

Teachers have to conduct their research in their own classrooms if they are serious about the need to bridge the gap between theory and practice. The classroom as a research laboratory is an interesting research site which needs to be reviewed.

#### **2.2.5.5 The classroom as context: classroom research**

It is natural that teachers will conduct their research within their classrooms. The classroom and its population are a “culture” (Hymes 1980: 85) that merits scientific study - a study of this nature could be linked with, claims Hymes, “social history, through the ways in which larger forces for socialisation and institutionalisation ... are expressed and interpreted in specific settings” (1980: 121).

Van Lier (1988: 37) offers justification for this approach (especially in South Africa, with its many races and the need to have each of these ethnicities adequately represented). He stresses this form of data collection, emphasising the need for more classroom knowledge, because it is "relevant" and the fact that to acquire this specific information, we have to enter the classroom and then record what happens there. Furthermore, the classroom is not only a cognitive-linguistic context, it is also a "social setting" (Van Lier 1988:14, 37) and we know that rich social interaction within the classroom is conducive to language learning (Lightbown and Spada 1993: 23, 28 and 112; Vygotsky 1978: 57) and communicative competence is an accepted tenet of language classroom success (Lightbown and Spada 1993: 115), whether the CLT practised is strong (communicative fluency being the aim) or weak (both communicative fluency and accuracy having a role to play):

*Communicative competence involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in a given situation* (Saville-Troike 1982: 22).

This is what makes classrooms representative of the ethnic divisions of society important, giving learners an opportunity to adapt to the make-up of true external society. This is now the status quo but was considered "reformist" in the sixties (Howatt 1985: 274).

Researchers became more interested in cohesive data emerging from ELT classrooms (i.e. studying, analysing and interpreting a classroom lesson in full) than discrete lingual utterances. This textured verbal text, transcribed and scrutinised, could offer valid information about a number of teaching and learning acts: inter alia, **control and initiative** (Stevick 1980: 17 and 22), the way in which the **context shapes the discourse** (Van Lier 1988: 47, Kendon 1988: 26, Goffman 1983: 2), the **intention, purpose** or "**focus**" (Goffman 1963: 89) of the discourse (Van Lier 1988: 49) and the **power of the formal hierarchy** (Sinclair and Coulthard 1975: 88). Saville-Troike's model for data arrangement is also relevant: **units of analysis** (Saville-Troike 1982: 28), **talk categories**

(Saville-Troike 1982: 32) or **organised elicitations within a frame** (Saville-Troike 1982: 150-152). The model also stresses the teacher's knowing **when to be silent** (Saville-Troike 1982: 40).

The classroom is also a more formal setting "where language is explicitly *modelled* (author's italics) so that learners can take part of it as input" (Van Lier 1988: 28).

Various researchers consider the traditional classroom and its actors "an ethnographically constituted world or sub-culture, an intact field setting" (Van Lier 1988: 37) and as such, the **traditional classroom has various identifying features** universally:

- (a) Whether the teaching style is transmission-based or directive (teacher-centred), or whether it is learner centred and interactive, asymmetry (unequal roles) exists between teachers and learners (Van Lier 1996: 85, Howatt 1982: 265). Widdowson warns that teachers should not abdicate the role of expert (1990: 138) in the classroom. Even in interactive, learner-centred classrooms, where a measure of equality exists in the communication between learner and teacher, the teacher still remains the authority and expert.
- (b) This asymmetry in status, reflected in the register and communication styles of teachers and learners, informs a significant number of IRF exchanges in the traditional classroom (Van Lier 1996: 154).
- (c) Although CLT classrooms need to assist learners in generating authentic, or at least "usable" (Van Lier 1996: 45) language, classrooms are not a replica of the real world (Howatt 1982: 265).
- (d) Classrooms are excellent sources of data for language/linguistics study, but then they should be seen for what they are:

*...spaces in which there is a single focus to which a collection of individuals are separately attending* (Kendon 1988: 27).

These are called “face-engagements”, “encounters” or “situated-activity systems” (Goffman 1963: 95).

- (e) The group members display various characteristics: they are organised, there is a “working consensus” and often an “ethos” or a “we-rationale” develops (Goffman 1963: 96-98).
- (f) These group members display idiosyncratic rituals in the communication process. The talk that takes place is but an example of that arrangement by which individuals come together and sustain matters, having a ratified, joint, current and running claim upon attention, a claim which lodges them together in some sort of inter-subjective, mental world (Goffman 1986: 70-71).
- (g) Thus it is difficult to generalise classroom research (Van Lier 1988:53). Its special power lies in its creation of an “understanding of how things happen the way they do” (Van Lier 1988: 52). Classrooms have communicative potential, but also exhibit a “meta-communicative purpose” or a pedagogical purpose (Van Lier 1988: xv and Widdowson 1990: 162). They are a “contrivance”. Ordinary conversation is probably the most natural discourse but very little of it takes place in the traditional teacher-dominated classroom (Ellis 1984: 216).
- (h) As the authority-at-hand, the teacher has the responsibility (and is accountable) for both setting up the “rituals” to be practised and leading the meta-communicative discussion, connecting the pseudo-dialogue to the pedagogic point.

- (i) He or she also has the task of taking stock, on a continual basis, of the learning that is taking place: the classroom is one area in which a teacher can research (Van Lier 1988: 34).

Teaching does not necessarily cause learning but it creates (or fails to create) the conditions which can enhance learning (Van Lier 1988: 32). The success of any communicative event lies in how much appropriate *feedback* and *shared meaning* take place (Tubbs and Moss 1980: 8 and 13, Marchant 1988: 53) and here classroom management plays a role, as does clear planning. Thus, the involvement of actual classroom learners in the final lessons presented by clients and the nature of the teacher-learner interaction was crucial. These reactions are interpreted in the transcribed texts of learner performances as analysed in Chapter Four.

As the onus for success rested on the shoulders of the clients, they were taught the value of managing their own learning.

#### **2.2.5.6 Outcomes and goals of this study**

The outcomes and goals of this study need, at this point, to be elaborated upon. An understanding of certain of the Critical Cross-field Outcomes and Specific Outcomes that played a role in the interventions made in this study, in directing the action research cycles of clients, is crucial. These CCOs and SOs are articulated in the 1997 Policy Document.

Clients and counsellor decided upon CCOs 1 to 5 and SO 7 (DoE 1997: LLC 41-44) as feasible action plans and these formed an integral part of the structuring of interventions that were aimed at training clients in this study:

**Critical Crossfield Outcome 1:** “Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made”

(DoE 1997:15). McNiff reinforces the need for critical thinking, and particularly responsible reflection in teaching, which may be viewed as:

*... a means of engaging in a critical process of action reflection which in itself is educational* (McNiff 1988: xiii. Also refer to Van Lier 1988: xvii).

Action research is linked to critical thinking. In fact it encourages teachers to take risks (McNiff 1988: 6) and to become more dynamic (DoE 1997: LLC-8, Biao 1996: 2) in their thinking. More importantly, "a language of critique and a language of possibility for reform [is necessary] to begin and sustain a dialogue that interrogates and transforms the existing social order through democratic education (DoE 1999: 18, 19, O'Hanlon 1996: 85).

In a similar study which aimed at focusing the thinking of prospective teachers. Cox (1996: 158) points out that teachers could make faulty judgements about a learner based on social constructions of race and gender that could include prejudice and bias. For this reason, a reconstructivist approach was advocated in this study as teacher-trainees were challenged to reflect critically on their own constructed ideas on teaching and then reconstruct them according to the learner-centred principles of OBE.

Walker (1996: 50) points out that critical thought is essential if action researchers hope to avoid "simply recycling common sense". She believes that action research in the classroom (this being the way that teachers in this study were asked to conduct themselves) needs to be underpinned by critique, contradiction and contestation over educational and political concerns for social justice. "Divorced from such concerns and 'passionate scholarship', action research may easily be domesticated, congealing into a hegemonic orthodoxy which may not best serve the interest of all South African children" (Walker 1996: 51).

**Critical Crossfield Outcome 2:** "Work effectively with others as members of a team, group, organisation, community" (DoE 1997:15). Clients in this study used pair and

group work in assessment strategies as well as in the materials design component where they “exchanged ideas, continually learning from one another in an environment of public support...” (McNiff 1988:3). The promotion of the concept of interaction is crucial to successful language acquisition (Van Lier 1996: 220, Lightbown and Spada 1993: 85-87, Krashen 1981: 1), and clients experienced first-hand the interactional mode that we expected them to emulate in the classroom.

**Critical Crossfield Outcome 3:** “Organise and manage oneself and one’s activities responsibly and effectively” (DoE 1997:15). Once the client had decided upon achievable outcomes, a practicable plan to facilitate the achievement of these outcomes was crucial. O’Hanlon (1996) mentions that the teaching culture has become ever more management oriented, to the point that words such as ‘targets’, ‘stakeholders’, ‘products’, ‘service’, ‘tasks’, ‘efficiency’, ‘clients’, ‘audit’ and ‘mission statement’ have entered teacher training jargon. The participants in O’Hanlon’s study were urged to see themselves in management roles – however, the need for deliberate, critical thought and deliberation was seen to be more important than making an ‘*instant judgement*’ regarding what was going on in the classroom. Management in the framework of teaching should be allowed the freedom to be more reflective than in, for instance, the retail industry (O’Hanlon 1996: 78).

**Critical Crossfield Outcome 4:** “Collect, analyse, organise and critically evaluate information” (DoE 1997: 15). This outcome is inextricably linked with the action research spiral (Middlewood, Coleman and Lumby 1999: 15, Van Lier 1996: 210-211 and 217, McNiff 1988: 7) (see Chapter Three for more information on this spiral) and is related to the belief that teachers should never stop being learners themselves. No research project can succeed without data to evaluate and teacher-trainees in this study were expected to be able to apply critical skills of analysis and evaluation to a viewing of their own teaching performances, allowing them the opportunity to learn and grow from this reflection.

**Critical Crossfield Outcome 5:** “Communicate effectively using visual, mathematical and/or language skills in the mode of oral and/or written presentation” (DoE 1997:15).

A teacher’s improved teaching style is proof that this outcome has been achieved (McNiff 1988: 2, 3, xviii and 8, Van Lier 1988: 3, DoE 1997: 34 and Kramer 2000: 47). The improvements that teachers’ classroom presentations finally undergo in maximising their communication with learners is certainly the purest measure of their success in internalising OBE principles. Once teachers can communicate effectively in the manner of CCO 5, they are well on the road to success.

**Critical Crossfield Outcome 8:** “Reflecting on and exploring a variety of strategies to learn more effectively” (DoE 1997: 15).

This is the last critical outcome underpinning this study (it is of the second set of Critical Crossfield Outcomes which support the key CCOs).

The reflection encouraged in the action research spiral is cogent with the “spiral” described in this critical crossfield outcome:

*Action research is systematic. It involves a self-reflective spiral of planning, acting, observing, reflecting and replanning* (McNiff 1988: 7).

A more in-depth explanation of the action research (AR) spiral is provided in Chapter 3.

AR and classroom research (CR) are congruent with the outcomes selected from Language, Literacy and Communication to direct the language teaching of trainees. A number of specific outcomes and the accompanying assessment criteria could quite reasonably have been selected as steering outcomes for developing the language teaching of trainees in the context of OBE, AR and CR. For instance LLC SO1 has a direct relationship to Social Reconstructivism, LLC SO4 relates to CCO 4; while LLC SO 5 deals with language appropriacy and editing, which formed part of the analysis in the

clients' feedback questionnaire. LLC SO 6 has a metacognitive slant (DoE 1997:LLC-12 and LLC-37). However, because the video performance was crucial to the analysis of development in the trainees, clients decided to focus on LLC SO 7 and the accompanying assessment criteria of this specific outcome (DoE 1997: LLC-41 to LLC-44).

Table 2.1 illustrates the application of LLC SO 7 and ACs 1, 2 and 4, underpinning this outcome. The word learner here refers to the teacher trainees.

<b>SPECIFIC OUTCOME : LLC SO 7</b>		
<b>LEARNERS USE APPROPRIATE COMMUNICATION STRATEGIES FOR SPECIFIC PURPOSES AND SITUATIONS (DoE 1997: LLC-41)</b>		
<b>ASSESSMENT CRITERIA</b>	<b>ACTIVITIES ENGAGED IN BY TRAINEES</b>	<b>THEORETICAL FOUNDATION</b>
AC 1 Appropriate medium of communication is chosen	Use of drawings Use of formal and informal speech  Question and answer techniques and IRF structures  Use of visual aids for presentations	Ability to think on feet Affective filter hypothesis (Lightbown and Spada 1993:29, Krashen and Terrell 1983 :59and Krashen 1981:35)  Classroom talk limitations (Van Lier 1996:148-156)  Artefacts (McNiff 1988:61) Use of contextual clues (Lightbown and Spada 1993:72 and VanPatten 1997: 1-5)
AC 2 Register, tone and body language are adapted for audience and situation	Speaking to young children (register)  Counsellor–client register Explaining Maintaining eye contact Positive gestures	Attitudes and motivation (Lightbown and Spada 1993:28 and 39 and Krashen 1981:23-35) Consultation (Bowers 1987:153 and Van Lier 1996:148-156) Affective filter hypothesis (Lightbown and Spada 1993:29 Krashen and Terrell 1983 :59 and Krashen 1981:35)
AC 4 Evidence of planning, drafting and checking is produced	Posters Worksheets Flashcards Introductory mini-speech Concluding mini-speech	Spiral-concept: (McNiff 1988:7 and 73 Sanford 1981:174) Emphasis on action and doing (McNiff 1988:2, 61) Materials (McNiff 1988:61 and VanPatten 1997:1)

**Table 2.1: LLC SO7**

An explanation of each of the columns above will illustrate the nature of the application of LLC SO7:

The video sessions were planned according to the following assessment criteria, and trainees were coached to maximise their performance. Peer coaching was applied (Puhl 1997: 2, Rendon 1997: 2, Spady 1994: 120).

#### **AC 1**

##### **Appropriate medium of communication is chosen**

Here the teacher-trainees were coached to maximise their non-verbal presentation and to produce visual material to assist learners in the input processing of the (typically represented in this study), language lessons (VanPatten 1997: 1).

Students made visual aids and the focus interview (Addendum D) reflected how useful and comforting these had been. The making of these aids was requested by a significantly high number of trainees when they requested help and devised their action plans (Addendum B).

#### **AC 2**

##### **Register, tone and body language are adapted for audience and situation**

Students were coached by the counsellor and by means of peer assessment to modify their non-verbal communication to suit the audience (the grade they would be teaching.) In the peer coaching session in which clients undertook a practice run, i.e. "systematic construction of simulations" (Bowers 1987: 141, also cf. Van Lier 1996: 203), they were offered advice on pronunciation as well as tone of voice and register (Lightbown and Spada 1993: 28 and 39) as they were keen to present themselves as friendly in the light of what they had learned about the affective filter and low anxiety classrooms.

#### **AC 4**

##### **Evidence of planning, drafting and checking is produced**

As the clients had to commit themselves totally to the outcomes of this study, by selecting the outcomes themselves, they were given the responsibility to manage their

own learning instead of having to live up to what researchers 'expected' them to achieve (Rivers 2001: 279-281). This contributed greatly to their final success in achieving these outcomes.

Chapter 4 offers an analysis of the data that emerged from this preparation for a video presentation of a language lesson in situ, i.e. in the classroom.

### 2.3 Conclusion

This chapter places OBE within internationally accepted tenets of what is currently understood as the outcomes-based philosophy. Important outcomes have been explained and a caveat has been expressed against a blind adherence to outcomes at the cost of critical thinking and social reconstructivist theories, within which OBE is embedded. Current approaches in applied linguistics have also been compared with local applications, as the focus of this study was on the impact of a discourse-based study on the OBE practices of *language* teachers.

The implementation of a new curriculum has necessitated a relook at not only the above theory, but also the teacher training models such as counselling and mentoring practices with the aim of offering viable solutions to address the glaring inadequacies of institutionalised training models offered by the Department of Education because the OBE language teacher needs new skills: the ability to develop new materials; the management of group work and co-operative learning; the ability to make quick decisions based on outcomes-based principles and, consequently, the development of teacher autonomy.

Chapter three explains the research methodology that informed this action research project to its next level.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

As this chapter deals with *research methodology*, an explanation of the way that data were actually gathered (i.e. how research subjects were obtained, the recording environment, the data gathering tools and the research interventions) provides the starting point, after which the more theoretical aspects of *interpreting* these data are covered. This will provide a clearer indication of the way in which this study evolved, through each of the standard research phases of pre-intervention, intervention and post-intervention, within the AR cycle, in order to address the main research problem of how teacher-trainees may best be counselled/trained on how to become outcomes-based facilitators.

This chapter presents the two models that were used respectively to effect the improved performance of teacher-trainees and in order to analyse these improvements. The first is a counselling model (Bowers 1987) that follows an action research spiral, and the second a discourse model that allows for a subtle analysis of classroom events (Middlewood, Coleman and Lumby 1999, Van Lier 1996).

#### **3.2 Research events and interventions**

Here follows a detailed report of the way that research data was handled and the exact nature of the interventions performed. The details are included so that anyone wishing to replicate this study will have a clear indication of the actions that were taken.

### 3.2.1 Pilot phase: October 1996 - April 1997

On 25 October 1996, the goals of the project were announced to school principals at the FREESPA (Free State Principals' Association) Annual General Meeting as part of a general advocacy campaign. At that stage the Project was publicised as wishing to assist teachers in developing their second-language teaching skills, as Curriculum 2005 and outcomes-based education had not yet been launched. April 1997 was set as the date for a Workshop to empower second-language teachers of English. An excerpt from this handout at the AGM appears below, listing the envisaged outcomes of this CLT project. It was presented under the auspices of the St Andrew's Language Project, an NGO which has been involved in Second Language Teaching and Teacher Training since 1990:

*We hope to achieve the following during the course of next year:*

- 1. To develop a profile of what a teacher needs to cope, in the language classroom, in a changing education environment.*
- 2. To conduct a needs analysis of what teachers require to develop their language teaching skills (by questionnaire and personal interview).*
- 3. Based on this needs analysis, a programme will be designed to equip teachers with language-facilitating skills (in the form of a course starting on a Friday afternoon and ending on a Saturday afternoon during March/April).*
- 4. To monitor the progress of interested teachers after they have attended the above training programme, selected teachers may be asked to allow a lesson to be video-taped.*

*For practical reasons the Bloemfontein schools will be approached first. We would value your positive contribution and your motivation of your language and general teaching staff. We envisage that our project as set out above will not disrupt your teaching routine in any way.*

(St Andrew's Language Project Handout 1996: 1)

An appeal was made to FREESPA members to commit themselves and encourage their staff to become involved, particularly those in the Bloemfontein area, as it was anticipated that with the possible video-recording of lessons, geographical distance would affect limited budgets.

During this phase the Free State Department of Education was approached for assistance in two areas in particular:

- A senior DoE official was asked to act as a teacher/presenter for one of the slots during the planned workshop for the 2<sup>nd</sup> language facilitation (see point 3 above);
- The Department was also approached for permission for Free State teachers to be video-recorded during school time (see point 4 above).

The month preceding 18 April 1997, the date set for the Workshop in communicative language teaching, was marked by a plethora of correspondence between the St Andrew's Language Project and the Free State Department of Education. A tabled summary of the attempt to procure Departmental involvement follows (Table 3.1: Pilot phase correspondence).

Date of Communication	Mode of communication	Message
25 October 1996	Handout at FREESPA AGM in Bloemfontein and Announcement at AGM	To draw up a profile of CLT needs Language facilitation skills

*Continued...*

<b>Date of Communi- cation</b>	<b>Mode of communication</b>	<b>Message</b>
18 February 1997	Facsimile to Directorate of Education, Free State Province	Request for meeting to discuss Communicative language Teaching. Request for update on CLT in Free State Province
19 March 1997	Facsimile to Senior DoE official And a Director of Education	Draft letter seeking permission to work in Free State classrooms
24 March 1997	Facsimile to Senior DoE official	More information about this study as requested telephonically by DoE official
26 March 1997	The Director of Education.	Abandonment of official use of the Free State classroom as a research site
27 March 1997	The Rector of the Bloemfontein College of Education	Explanation of research project in which student teachers would be used as research clients in this OBE study. Permission granted for project.
7 April 1997	Senior lecturer UCT	Request for his appearance at CLT/OBE workshop
9 April 1997	Publicity letter to school principals, teachers and parents	Details of workshop
14 April 1997	Letter to selected BCE students	User – friendly explanation of Research Project Counselling /advice on preparing for a video-recording

*Continued...*

Date of Communication	Mode of communication	Message
16 April 1997	Invitation to Free State Department of Education	Invitation to attend CLT/OBE workshop
16 April 1997	Press release to all local newspapers and radio stations	Publicity for workshop : details

***Table 3.1: Pilot phase correspondence***

Thus, the pilot phase generally took the form of an advocacy campaign, promoting communicative language teaching. Coincidentally, Curriculum 2005 was launched by Professor Bengu in April 1997, at almost the same time as the CLT teacher empowerment programme, and in order to address new fears experienced by teachers. the Workshop Committee decided to include a basic study of outcomes-based education. This was considered appropriate, as there were many interfaces between CLT and OBE (see Chapter 2). Unfortunately, when the Department of Education was informed of this expansion in focus, the senior DoE official withdrew from presenting the workshop and other officials were forbidden to represent the Department officially. One of the latter still attended the workshop and addressed the fears of delegates from the floor in an unofficial capacity.

Since there had been no guarantee that a Free State official would be attending the workshop to answer the questions of teachers, the Language Project approached a Senior Lecturer from the School of Education at UCT to deal with the question and answer session. He had acted as the Chairperson of the Human and Social Sciences Learning Area Committee, which wrote the policy document section on Human and Social Sciences (DoE 1997).

### **3.3 Data collection**

This section:

- a) examines the selection strategy to obtain teacher-trainees as a research sample.
- b) considers the broader impact of data collection based on a research sample.

#### **3.3.1 Trainee selection strategy**

Given that researchers agree that pure random selection is not possible (Larsen-Freeman and Long 1991:14), one may engage in a measure of experimental manipulation (Prinsloo 1999:8). To minimise bias, however, a semi-random selection of clients was made in order to satisfy the predetermined research aims of this study (Larsen-Freeman and Long 1991:46). The choice of sampling procedures is necessarily affected by the needs and objectives of the research project and will determine the validity of applying the research data to a wider population. In this study a semi-random heterogeneous sample of teacher-trainees was obtained, in that a small research sample was required that could provide data to be representative of a broad cross-section of individuals enrolling to become teachers at the present time. The selection strategy in this study was, therefore, aimed at providing a research sample whose results could be generalised optimally (Prinsloo 1999:162).

On the day on which Bloemfontein College of Education (BCE) students had to register for their first teaching practice in April 1997 (or their third in the case of second-year students), the first fifteen English Methodology students who registered were to be selected for the Project. In the end, eighteen students formed the initial group. This demonstrates a fairly random selection of Education students in their first and second year at the BCE; but since experimental manipulation can be applied (Prinsloo 1999: 161) for reasons of efficiency and financial expedience, two of the students who intended to engage in practice teaching at St Andrew's School (the base of the NGO researching this study) were deliberately included in the research sample. Furthermore, only those students who could attend the initial CLT/OBE workshop in April 1997 formed part of

the initial group of eighteen. After baseline data had been captured in a first video recording, two students were withdrawn because the video recording had been unsuccessful (no sound had been captured) and five students decided voluntarily that they no longer wished to be part of the Project because of time constraints. Eleven students thus sustained the Project, and were part of the research sample from the beginning to the end of the 18-month research period.

### **3.3.2 Pre-Intervention phase**

Once the sample of teacher-trainees had been identified, the need for baseline data dominated research activity during the pre-intervention phase. It was decided to use the workshop delegates (a broad population of teachers from various grades and learning areas) as respondents in a needs analysis questionnaire (see addendum A). This included questions probing this heterogeneous group of teachers' perceptions of CLT and OBE, in order to ascertain which modules in these learning programmes they considered most useful. The sampled teacher-trainees selected for this study also attended the workshop. It was expected that the experience of the workshop would sensitise the sampled teacher-trainees towards the philosophies of OBE and CLT. It was hoped that a basic understanding of these teaching programmes would prove useful later, during the intervention phase.

#### **3.3.2.1 The questionnaire**

41 teachers, 2 parents, 8 lecturers and 13 students responded by completing the questionnaire. This study gleaned useful information from the feedback regarding the sections of the workshop from which delegates had most benefited. Delegates indicated an urgent need for a less theoretical, more pragmatic approach to teacher training. Most delegates, 35 of 54 respondents, said the practical session on worksheet design was the session which had meant the most to them, while 18 of 54 felt that the class-in-action had been the greatest learning experience. The questionnaire is included in Addendum A.

The questionnaire provided qualitative data, which assisted this study in directing its planned interventions on the sample. As a result of the need for a pragmatic, hands-on approach, the subsequent research project interventions were very practical and included a materials-design component as well as self- and peer-assessment strategies of classes in action.

### **3.3.2.2 The CLT/OBE workshop led to a series of workshops**

The workshop floor gave the Language Project a mandate to plan and undertake an OBE road show to extend OBE teacher training into the broader community. Van der Leeuw and Torrence (1987: 55) discuss the diffusion of innovations perspective and how important it is for new ideas to be introduced to a community in as accessible a form as possible, in order to best promote the adoption of the innovation (in this case a curriculum). It was reasoned that teacher-training sessions, involving experienced teachers, would provide excellent modelling for teacher-trainees and that both parties would benefit: the experienced teachers from the new ideas of the trainees, and the trainees from the experiences of teachers in active service. A trainee subsequently informed us that this opportunity (and improved ability as a result) to communicate with experienced teachers became significant later when she had to collaborate with established staff members in her first teaching job (Addendum D, client 7, turns 78 and 79). Subjects' reports on dialogues with staff members during their teaching practicals show evidence of similar experiences (Addendum D, Client 1, turn 83).

These training workshops, which were modelled on the co-operative learning strategies promoted by outcomes-based education, were presented between 4 August and 3 November 1997 and were attended by all the clients who formed a part of this study.

The topics covered were:

- Get yourself ready: *What is OBE? Why OBE? Where do I fit in?*
- Get your lessons ready: *Planning the OBE learning activity and ideas for lesson plans.*

- Get your learners ready: *Group work and experiential learning.*
- Get your classroom ready: *Group work and classroom and school site geography and architecture.*
- Get your mark book ready: *Assessment and recording.*
- Get your resources ready: *What about textbooks?*
- Producing learning material

The sampled teacher-trainees were placed into groups with experienced teachers, but not much else was expected of them except loyal attendance and participation. As clients living in the Mangaung township areas had no transport home, it was agreed that, on the days of these introductory OBE workshops, the students would be fetched from the BCE and then be given taxi fare home from the locale of the workshops.

### **3.3.2.3 Baseline data captured**

The pre-intervention phase was used as a period in which baseline data could be captured, and it was decided that a video recording (cf. Chapter 2, Crandall 2000: 40, Richards and Lockhart 1994: 6, McNiff, 1988: 75, Van Lier 1988 Introduction: vi) of the clients in action before a class would serve as an excellent pre-intervention resource and that these videos would provide baseline data. The Curriculum 2005 Review Committee Report (DoE: 2000) was also included in this study's baseline data as much of what the workshop had ascertained was also reported in this document. A recommendation to the Review Committee was made.

Apart from the research function of these videos, at a subsequent meeting with English Department staff members and the Rector of the Bloemfontein College of Education, it was established, albeit informally, that the needs of the College's English Method students, and in particular those who themselves spoke English as a second language, were urgent. It was agreed that the methodology of using video recording could also serve another purpose: students would be able to use it in personal action research projects (see Chapter Two). Since these videos would be stored in the micro-teaching

department of the BCE, they would be accessible for self-study purposes to students who had not been part of the research study.

Two post-graduate students in Communication Science at the University of the Free State were employed to record the students in action during their teaching practice session in May 1997 (see the discussion on participant and non-participant observation below, in order to address the question of how the recording environment might have interfered with the data). The students were experienced in using the recording equipment and their services were more affordable than those of professional cameramen. For many clients, this was the first time they had ever presented a class.

The researcher made the following preparatory steps for the first set of videos:

- A consultation with a communications lecturer and professional film-maker to discuss the practical problems of video-recording, and to explain the needs of a discourse-based study (Van Lier 1988);
- The drawing up of a procedures list and a detailed information session with the video camera assistants.

Thus, with very little background, but with what they had ascertained from the OBE/CLT workshop in April 1997, and the information gleaned from the information session mentioned above, students were video-recorded while performing a practical teaching session at the schools which they were visiting for their practical teaching sessions.

In all the interventions with student-clients henceforth, Bowers' counselling model, which was amended for the purposes of this study (Bowers 1987) (see the model below), came into play during every aspect of this study and played a role in the follow-up discussions with clients about their video performances – these discussions would lead to the action plans which would, in turn, influence the selection of intervention strategies to improve trainee performances. This is obviously consistent with the action research spiral (see the AR diagram below, Figure 3.1).

### **3.3.3 The Intervention phase**

The following needs identified by the subjects emerged from two sources of baseline data (the initial questionnaire at the workshop and the pre-intervention video recording):

- to improve their own English communication skills
- to have access to useful teaching aids
- an opportunity to improve their video performances
- the need for a practice run before their final video performance.

A self- and peer-assessment component, aligned with OBE principles, was added, and the above needs formed the content of the intervention phase which ended with a focus group interview eighteen months later. Each of these interventions are elaborated upon in this section.

#### **3.3.3.1 Intervention 1: English conversation classes**

The planned English conversation classes were not successful – clients acknowledged that they needed the classes but did not attend them. Until the materials design component took over the time slot of the English conversation classes, students remained uninvolved. Students were then offered the opportunity to attend English conversation classes at the local Language School free of charge, but none accepted the offer. The inclusion of the English conversation classes is grounded in theory, in that the teacher-trainees asked for it and “successful learners [are] characterised by the use of ... substantially more verbalisation and vocal practice” (Rivers 2001: 281). The students’ lack of enthusiasm for the conversation classes was overcome by engaging them in practical materials design.

### **3.3.3.2 Intervention 2: Materials design**

Only when the intervention became inextricably connected to their BCE (Bloemfontein College of Education) curriculum did it seem to have any credibility. It was then decided to use the materials design interventions as language classes as well, and to use the content of planned future lessons as a curriculum to be followed for improving their own language and communicative abilities. These activity-based sessions (modelled on the concept of OBE and collaborative learning) were very successful: the clients had had, until then, very little opportunity to work together; and while working they learned from one another and shared the experiences of their first recorded lessons. They also experienced group work first-hand and the sessions achieved an unplanned (but welcome) motivational outcome. In this intervention teacher-trainees were guided to make their own posters and flash cards, while it was made clear that they were free to use their imaginations. Client 2, for instance, made a box full of letters, while Client 2 used audio-recordings of different sounds. Teacher-trainees were encouraged to show personal initiative (Van Lier 1996: 81, Bowers 1987: 142).

In the planning stage of this intervention, clients were given planning forms (included in Addendum B), in which they were asked the following: whether they would be re-attempting the original lesson (and a motivation for their decision), and ways in which they were going to improve their original recorded lesson. Table 3.2 summarises their replies and their reasons.

Out of 11 clients, 3 chose to attempt an entirely new lesson (which was entirely acceptable), while 8 elected to re-attempt the same lesson with the following changes:

<b>Reasons given for re-attempting original lesson</b>	<b>Frequency of reply</b>
I now know exactly what to do	1
I now know how to ignore interruptions	1
I understand group work better	1
I have a better content knowledge of my lesson	1
I will get better learners	1
I have a better idea of how to present a reading lesson	1
I know how to ask open-ended questions	1
I want to give a proper conclusion	1
I want to organise my classroom better	2
I want my learners to be more actively involved	4
I have a better introduction and warm-up activity	4
I can plan better	5
I have better teaching aids	5

**Table 3.2: Clients' reasons for re-attempting the same lessons**

Table 3.2 indicates that most of the clients were still not entirely confident in their improved abilities as language teachers, but the majority of them felt that, with better planning and teaching aids, they would be able to improve the results of their first lessons (see Chapter Four).

During the week before their second series of practical teaching sessions, the clients completed their educational aids, which included posters, flash cards and activity worksheets and then practised their lessons before their peers, who offered advice and suggestions for improvement.

### **3.3.3.3 Intervention 3: the practice run**

During the materials design intervention, students expressed the need for a practice run before the final video performance. This was an interesting session and was quite clearly aligned with Van Lier's "peer coaching" (1996: 32) concept and the "meaningful application of rehearsal" (Van Lier 1996: 57).

Unfortunately the physical "coaching discourse" was not recorded, but in future studies this should be considered, as it will offer researchers an interesting new angle on teacher training in the OBE mode, where self- and peer-assessment are an integral part of the paradigm.

The clients were quite anxious at the thought of another recording. It was hoped that a practice run would assuage client anxiety. The benefits to the sample affectively, as a result of collaboration, were reported in the focus group interview (Addendum D, client 10, turns 129 and 130 and client 11, turn 131). Bowers stresses the value of the "systematic construction of simulations through which the counsellor-to-be can develop his interactional skills" (Bowers 1987: 141). In this case, however, the simulations dealt with teachers-to-be, but the value of simulations was no less pronounced.

### **3.3.3.4 Intervention 4: the second video recording**

The second video recording, although an intervention, also falls under the post-intervention phase, as it records the improvements in teaching styles that were effected as a result of the preceding interventions. Technically, the quality of the second recording was also better. Clients, who were not teaching, asked for permission to view their peers' pre-intervention and post-intervention performances. Yet again, the positive motivational effects on the students were clear as a result of this camaraderie.

### **3.3.3.5 Intervention 5: self- and peer-assessment of first and second video recordings**

Videos were duplicated and each student was given a copy of both pre-intervention and post-intervention performances. They were also given two sets of forms, one set in which they assessed their own growth from videos one to two, and one set in which their performance was assessed by a peer.

### **3.3.4 The Post-Intervention phase**

#### **3.3.4.1 Transcriptions of discourse and focus group interview**

Research phases often overlap, and the post-intervention phase had already commenced after the initial video recording, when the first transcriptions were made of video-recorded discourse. In the interest of triangulation and data validation (Seliger and Shohamy 1989: 125 and 188), an informed transcriber (with a doctorate in communication science) was asked to offer comments: McNiff advises the use of colleagues as observers (McNiff 1988: 68). Though this transcriber was not an applied linguistics specialist, he had been briefed according to the aims of this study and could thus provide an informed perspective.

An attempt was made to record the video-audio onto audiocassettes, but the resultant sound was of a poor quality. Furthermore, the assistant transcribing the video discourse was himself a published researcher and he asked to transcribe directly from the visual rendition of the lesson as he found that the visuals facilitated a better understanding of the discourse. Since he had become quite involved in the development of the students, he recorded comments as field notes.

Almost eighteen months later, 10 out of the of 11 clients, two of whom were already in their first teaching jobs, and the others who were at the end of their second year, met for the final time. The informal focus group interview was video-recorded and transcribed and served further to validate the results gleaned from the analysis of the discourse in

their recorded lessons. The need for a focus group in which further qualitative data can be gathered is expressed by many researchers (Crandall, 2000: 40, Farrell 1998: 10, Onel 1997: 56, Oxford 1997: 444, Tenjoh-Okwen 1996: 10, Van Lier 1996: 202).

Having explained the research process, it is necessary now to explain how these interventions were managed by the researcher. The next section takes a look at the evolution of a trainee-centred model that suited the purposes of this study.

### **3.4 A trainee-centred model**

The model that was used to train clients in this study evolved during the course of research and is a construct based on the premises of Bowers' teacher-counselling model (1987) and action research (Middlewood, Coleman and Lumby 1999). This results in an extended version of the Bowers' model, which incorporates the action research spiral (Middlewood, Coleman and Lumby 1999: 15) into its design. Before taking a look at the model that this study has evolved, it is expedient to give an overview of what Bowers' five-point HORACE model entails, as well as of the action research spiral.

#### **3.4.1 Bowers' HORACE model (1987)**

The strength of the Bowers model is the clear step-by-step HORACE guide (Bowers 1987: 139). This acronym is explained below. Bowers' system has here been broken down into five clear-cut phases, which have been labelled in this study as "steps" in order to simplify the explanation of each. These steps are indirectly incorporated into the assessment instruments used in this study (Addendum A and B):

#### **3.4.2 Step one: Hear and observe**

Bowers suggests an initial phase in which the counsellor listens with empathy (Rogers 1983: 125) to the teacher's problems, as it is the teacher whose problems ultimately have to be solved (Bowers 1987: 142). The counsellor merely responds, and to structure the

teacher's (or client's) discussion, Bowers offers more direction through the ACME (Aims, Content, Method and Evaluation) acronym/guide. Having listened to what the trainee has shared with him, the counsellor then moves into the classroom for the observation step of phase one.

During this *Hear and observe* phase the relationship between counsellor and trainee is important and in this "learner-centred" intervention, it is expedient and respectful to be led by the teacher-trainees' needs: they should invite you into their classrooms (Bowers 1987: 143) and their needs should be placed first. Furthermore, "continuity of contact" is in the best interests of both counsellor and trainee (Bowers 1987: 143). The eighteen months spent on interventions with the final sample of 11 clients verified Bowers' insistence that "continuity of contact" (Bowers 1987: 143) is beneficial for both parties (as recorded in the focus group: Addendum D, clients 1, 2 and 4, turns 121 -123).

### **3.4.3 Step two: Record**

The need for proof, a record, data or evidence that an intervention has brought about change, is articulated by researchers from action research (McNiff 1988: 11 and Van Lier 1988: 3), outcomes-based education (DoE 1997: 34) and particularly by Bowers in his teacher counselling model (Bowers 1987: 144). However, in the interests of validation, it is imperative that more than one observational (and data recording) procedure be applied (Seliger and Shohamy 1989: 123, Bowers 1987: 144). This study recorded teacher-trainees-in-action, using video from which transcriptions were made, but there were indeed also other sources of data: namely assessment forms, field notes and a transcribed focus group session.

The important issue is whether the selection of a type of record-keeping system is cogent with the type of intervention. Bowers offers analyses of a number of data collection procedures according to Carroll's (1980) testing criteria:

- a) Relevance (is the right behaviour being tested given the outcomes stated?);
  - b) Acceptability (will the results convince the intended audience?);
  - c) Comparability (can one set of results be compared with another?);
  - d) Economy (is this the cheapest route to follow in terms of time and procedures?).
- (cf. also Bowers 1987: 144-150).

The issues of relevance, acceptability and comparability, are dealt with in Chapter 4 (Data Analysis). It must be said, however, that in the attempt to achieve triangulation, the project was not managed as economically as it might have been (Seliger and Shohamy 1989: 123).

#### **3.4.4 Step three: Analyse, Consider and Evaluate**

In analysing and considering the data, a very sensitive step in the Bowers counselling model, the researcher-observer is advised to refrain from judgement, but provide insight into the classroom activities observed, while questioning his or her own preconceptions regarding the data, in the aim of reaching as objective a view of the data as possible (Bowers 1987: 150).

#### **3.4.5 Step four: Consult**

In the consultation stage of the Bowers paradigm, the outcome should be “constructive development” (Bowers 1987: 152) and the mentor-counsellor is urged to tread carefully and sensitively as both counsellor and facilitator reflect (McNiff 1988) on what has taken place and jointly plan solutions (Bowers 1987: 152). Bowers’ paradigm suggests the following steps in the consultation phase: sympathy with teachers when there is no solution to the problem; the selection and prioritising of areas in which problems can be resolved; a summary of the counsellor’s perceptions, taking care that space is left for the teacher’s reflections; and finally, “a period of joint collaboration is called for” during which both counsellor and trainee opt for “adjustment rather than wholesale change. evolution before revolution” (Bowers 1987: 153).

### **3.4.6 Step five: Remediate (Improve)**

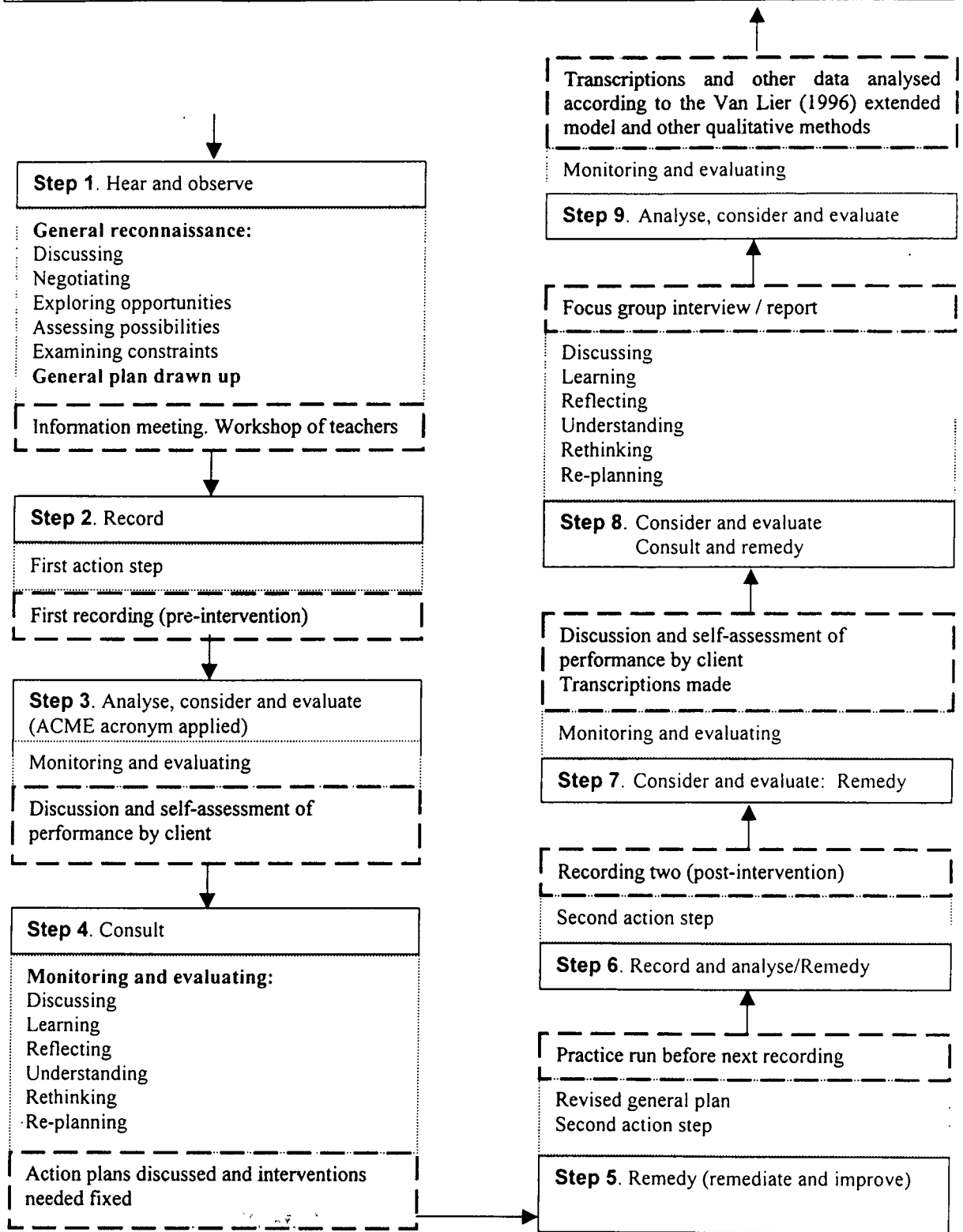
Once the trainee and counsellor have been through the above steps, they will have listed areas that need remediation (Bowers' preferred term) and Bowers offers three options: trying again, team teaching and training with very specific objectives (Bowers 1987: 154, 155). All three remediation strategies are trainee-centred, and demand collaboration between trainee and counsellor. Furthermore, Bowers's system-sensitivity dialectic applies in all three options. Systematic analysis and planning followed by systematic yet sensitive analyses by both trainee and counsellor are crucial.

In the following model, Bowers' steps can clearly be identified as the primary organising principle, but the repetition of three steps form part of the action research spiral (see Chapter Two). These steps were repeated in order to give greater opportunity for reflection and teacher-trainee development, as it was felt teacher-trainees needed to learn that they would have to keep developing for as long as they were involved in the teaching profession (Crandall 1998: 2, England 1998: 18, Farrell 1998: 10, Wisniewska 1998: 24, Bastidas 1996: 24, Wheeler 1994: 48, Green 1993: 2). It was hoped that involving them, therefore, in a self-reflective spiral during counselling and training, would sensitise them to this issue. The action that was taken in this research project is also indicated on the model.

### **3.5 The extended model applied in this study**

The following model (Cf. Fig. 3.2 overleaf) was designed by integrating the various aspects that informed methodology in this study. Bowers' (1987) model formed the foundation of the action that was taken, while the action research spiral (Middlewood, Coleman and Lumby 1999: 15) further enhanced Bowers' (1987) model by the addition of extra steps. How this affected the action taken in this study is also represented on the model.

Study develops as research is analysed and refined, while clients continue to develop as teachers and action researchers beyond the constraints of the research study



**KEY:**

Terminology using Bowers' HORACE teacher-counselling model (Bowers 1987)

Terminology using the action research spiral (Middlewood, Coleman and Lumby 1999: 15)

How Bowers' 1987 model was extended through action research and applied in this study.

**Figure 3.1:** A model of how teacher counselling was applied in this study, within an action-research framework

General information concerning the positive impact of action research is provided in Chapter Two. This section discusses only the action research spiral, in the way that it affected the research methodology of this study.

It can clearly be seen that the dominant elements of action research formed an integral part of the model applied in this study. These elements have been integrated with the Bowers' steps and result in a model congruent with the self-reflective principles of action research. It can be seen that the **record, analyse consider and evaluate, consult and remedy phases** of Bowers' model were repeated in a spiral-like fashion throughout the study. Seliger and Shohamy advise the adjustment of data collection instruments to increase reliability (1989: 187). They also recommend that one understand that as "the research progresses, each successive stage of analysis may lead the researcher to focus on a different aspect of the phenomenon for observation as the picture becomes more focused" (Seliger and Shohamy 1989:121).

The extended model places greater emphasis on retrospection and self-assessment by the client of his or her own performance. The counsellor in this study took special care to remain an outsider in the self-assessment sessions. The fact that teacher-trainees were given special self-assessment forms (Addendum B) in order to aid their evaluations ensured that the information they provided would fall into a research framework and thus be useful as qualitative data. The aim was to develop a greater sense of autonomy (Van Lier 1996: 179) in clients and, besides offering reassurance and positive reinforcement, the counsellor provided no solutions. As verified by the initial self-assessment forms, all the interventions as jointly decided upon, emerged from the suggestions of the clients themselves.

The following steps constitute the application of the adjusted Bowers model used in this study. Each step is represented in Figure 3.1 above:

### **3.5.1 Step one: Information meeting with clients to explain project**

The clients attended a detailed information session in May 1997 during which they met the counsellor and where the objectives of the project were explained, as was the selection process and our expectations during their practice teaching sessions of that year. Students filled in their particulars on a form and a register was drawn up of the 18 students who, at that stage, formed part of the research team. A motivational talk formed an intrinsic part of this session, during which the benefits of teacher counselling and action research were explained to the teacher-trainees.

Students were offered the opportunity to withdraw after the session, but all 18 opted to stay on the project.

The April 1997 CLT/OBE workshop can also be seen to fall under this step.

### **3.5.2 Step two: First recording of client performance**

Recording of data which are relevant, acceptable, comparable and economical is essential and the client's ownership of the process crucial. Thus, special care was taken to negotiate the time and place of the video recording so that the client felt a certain measure of control (Bowers 1987: 140).

In the field of language study, the "juice of the event lie(s) in the linguistic evidence" (Bowers 1987: 149) and thus the video or audio-recording of linguistic events and the transcription thereof, despite being time consuming and expensive, can offer excellent data for the study of language (Bowers 1987: 149-150) if the intervention is well-designed and the trainee programme well-managed. Furthermore, because transcriptions and recordings can be analysed after the intervention, the teacher-trainee can be part of the analysis and assess him-/herself through it and take co-responsibility for an action-plan (McNiff 1988: 50, Van Lier 1988: 16, Bowers 1987: 149, 153).

### **3.5.3 Step three: Discussion and self-assessment of performance by client**

Non-judgmental assessment using criteria (such as assessing the achievement of outcomes, constraints and professional development) is part of Bowers' advice in his analysis phase. In alignment with outcomes-based education, the self-assessment forms (Addendum B), that each trainee had to complete, focused trainees' attention on developing their teaching styles in a manner congruent with that desired by OBE. OBE terminology was included in these assessments, which helped to familiarise clients with OBE.

In the two months following the initial recording, students met the counsellor-researcher for a private viewing of the recording and students themselves took the responsibility of leading the analysis of their lesson according to the instrument for self-assessment designed for this purpose (Addendum B). The counsellor's evaluation of the same video served as a standard measure of how accurately the students understood OBE and how realistically they could evaluate their own weaknesses. Mismatches in their evaluation were found (See Chapter 4). The counsellor offered no comment during the viewing of the video.

Bowers' ACME (1987: 142) formula directed the client discussion and was built into the client's self-assessment form. Although the ACME formula is a very loose prescription, much can be learned through it about the teacher-trainees' perception of tasks and the recorded mismatches between the actual performance of the task and trainees' perceptions of what took place.

The performance self-assessment form was designed using the broad concepts of ACME (see aims, content, method, and evaluation below): students were asked to assess their performance in the initial video-recorded lesson according to the following questions:

List the **aim/s** of your lesson. Were they achieved? (A)

Explain the **content**. Was it clear to your learners? (C)

Describe the **method** you used. Did it work? (M)

While watching the video, make notes about what you did very well in your lesson. and what did not go according to plan. (E)

Two further **evaluation**-type questions were added:

List any factors that made it difficult for you to carry out your planned lesson as effectively as you would have liked it to be, i.e. constraining factors.

Taking the constraining factors into consideration, rate these elements in your lesson on a scale of 1 to 5 where 5 is *excellent*, 3 is *fair* and 1 is *all right, but needs more work*. The elements listed were: *organisation, clarity of presentation, success of method, fluency in English, rapport with your class, use of aids, style of correction, effective questioning, use of OBE methodologies.*

A focus on the instrumentation designed to collect data for this study follows below.

#### **3.5.4 Step four: Action plans discussed and conjoint planning of practicable solutions**

Under this step clients were asked to create an action plan to improve their own teaching practice immediately after they viewed their first recorded lesson. They used the performance self-assessment form as a guide (Addendum B). Students themselves suggested areas in which they needed training and assistance. The outcome of this intervention was in fact a “range of action plans from which the client himself (could) select what (was) feasible and desirable” (Bowers 1987: 142). These action plans directed the interventions that assisted students in preparing for their second video recording. Other instruments for self-assessment using Bowers’ counselling model as a

guideline are discussed below and are also recorded in the addendum to this study (Addendum B).

Their suggested action plans and the frequency with which each suggestion was recorded in the self-assessment instrument, are summarised in the following table:

<b>Suggestions for an action plan</b>	<b>Frequency of suggestion (no of students from a total of 13 suggesting this item):</b>
Assistance with lesson plans and organisation and presentation, especially group work (lessons too long or too short)	11
Opportunities to practice lesson presentation beforehand: stress had influenced the presentation (Bowers 1987: 154)	11
Need for worksheets and follow-up or filler activities (Rivers 2001: 279)	7
Need for visual and other teaching aids (Rivers 2001: 279)	6
Assistance with questioning methods (Rivers 2001: 280)	3
Assistance with discipline (Rivers 2001: 281)	2
Practise giving clearer instructions	2
Need for subject theory (Rivers 2001: 281)	2

***Table 3.3: Clients' self-assessment of baseline data captured on video recording***

During the interventions that took place in all the phases of this study, special care was taken that the counsellor-client style of communication and the generally accepted learner-centred principles of OBE facilitation were adhered to. Client 2, in particular,

mentioned the value of the strong relationship she had with the counsellor (Addendum D. client 2, turns 28, 110 and 112 and client 1. turn 13), while a study of results obtained from the forms in Addendum B indicates that a professional approach to assessment, critique and reflection was maintained and promoted throughout the study. Seliger and Shohamy (1989) also isolate for discussion the relationship between the subject and the researcher and, like Bowers (1987), they also urge the researcher to "protect the dignity and the welfare of the participants" (Seliger and Shohamy 1989: 196 and 170). The students highlighted the counsellor-student relationship in this project as critical to their development. The transcription of the final focus group interview, in which students reported metacognitively on the process, offers excellent data to support this claim. This is elaborated upon in Chapter 4.

The following action plan, recorded on the self-assessment instrument, a copy of which is available in Addendum B, emerged from the collaborative viewing and assessment of the videos:

- Clients would meet fortnightly for English conversation classes (Rivers 2001: 281).
- Clients would meet at least twice in which lessons to be presented would be planned and discussed with fellow students and the project leader. Collaboratively, decisions would be taken about the production of appropriate visual aids and the design of worksheets, which would promote principles of OBE. These worksheets would thus encourage co-operative learning (Oxford 1997: 145).
- Shortly before the second teaching-practise session, students would meet to practise co-operative learning lessons with their peers as assessors (Bowers 1987: 154).

The self-assessment instrument designed for the viewing of the first video included a self-analysis of their English language ability and affective factors relating to performing in English, as well as their own suggestions for improving their initial performances. The above solutions emerged from a study of this feedback. An example of this assessment instrument is included in Addendum B of this study.

### **3.5.5 Step five: Practice run before next recording**

This has already been dealt with under *Intervention Three*.

### **3.5.6 Step six: Second recording**

The final recording took place after much preparation.

### **3.5.7 Step seven: Discussion and self-assessment of performance by client**

“We judge teachers against what they themselves are trying and claiming to do.” as Bowers states (1984: 152). In this step, students made appointments to view their video with the researcher, who offered them empathy and direction, but did not judge their performance. A fairly comprehensive checklist, which was the same one that teacher-trainees used (Addendum B), accompanied this viewing. In an attempt to model OBE peer assessment, peer assessment was included.

### **3.5.8 Step eight: Focus group interview**

This has already been discussed under the heading *Post-Intervention Phase*.

### **3.5.9 Step nine: Transcriptions and other data analysed according to the Van Lier (1996) extended model and other qualitative methods**

This was a very important aspect of this research study as this was the step in which data were analysed and findings made (see Chapter Four). Under this step the following action was taken:

- a) The transcribed discourse from classes-in-action was analysed in the turn-by-turn format according to the Van Lier extended model (1996). This model is presented and explained below. The data that emerged from this methodology took the form of

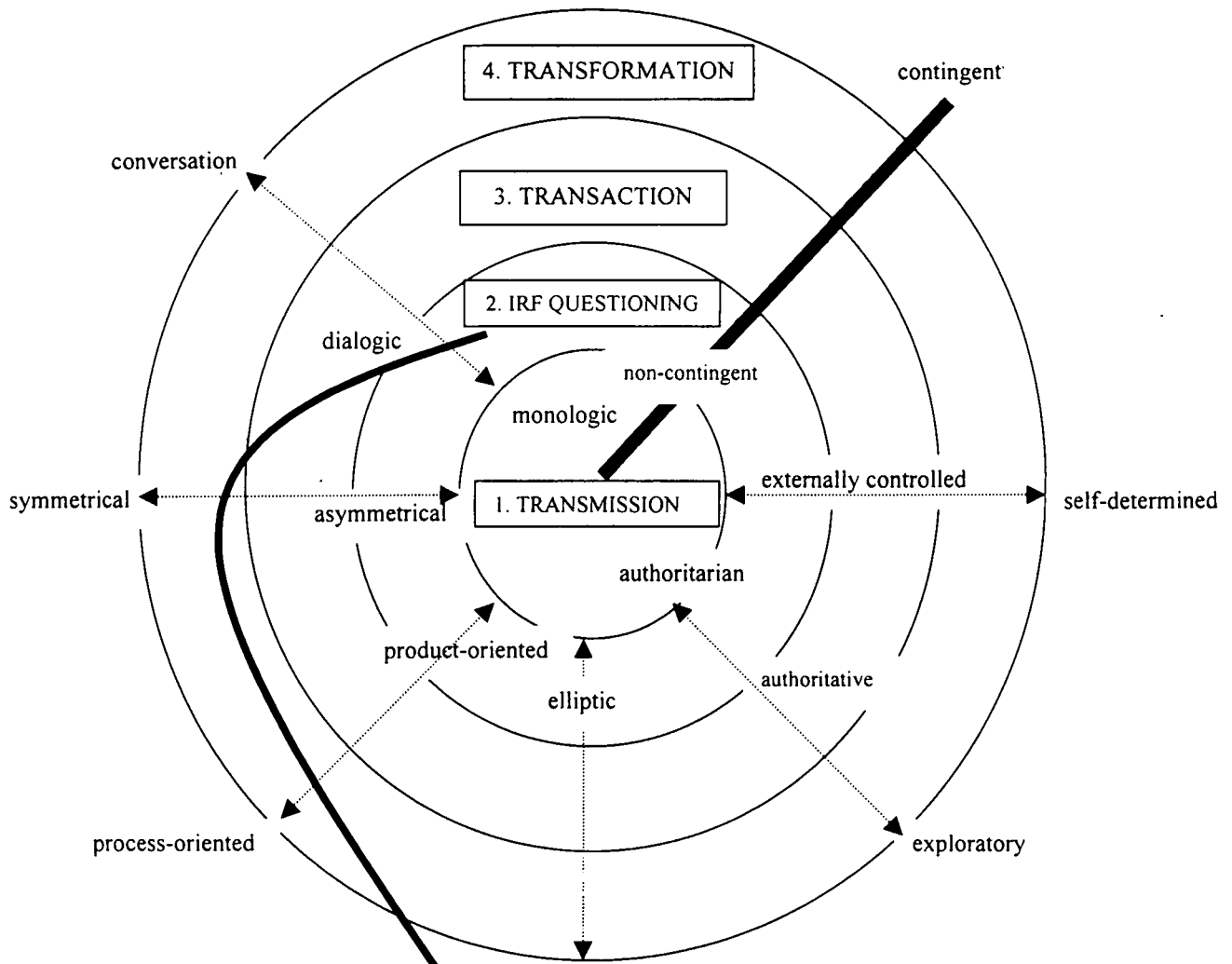
a table that listed the incidence of each of the discourse-types (according to the extended Van Lier model below) as they appeared in the transcribed texts. A figure (Figure 4.1) was drawn up detailing the desired change in frequency of the lower-order IRF exchanges. These findings are presented in Chapter Four.

- b) The video recordings were timed, using a stopwatch, in which learner talk and reading time and teacher talk and reading time were measured. This information was then put into table and figure format and can be viewed in Chapter Four. The need for these data is discussed in greater depth under the heading *Triangulation* below.
- c) Case studies were also written (using all the data sources already mentioned) (Crandall 2000: 41, Bowers 1987: 145) and the rationale behind the inclusion of these is found under *Triangulation*.

The adjusted Bowers model above does not end, however, under Step 9, as action research is an ever-growing spiral and the foundation that was laid in the early development of these sampled teacher-trainees is expected to continue to play a role in their later development, as they each take charge of their own respective action research cycles in their careers as professionals (see Chapter Two).

### **3.6 The Van Lier (1996) extended model**

The model is made up of two major areas: the first is the concentric circle model/continuum (Van Lier 1996: 179), which Van Lier uses to illustrate the desired change in teaching style that this study hoped to observe in its sample. The concentric circle continuum moves from the simpler, more traditional teaching styles at the centre, represented by the smallest circle – transmissional – to the complex, revolutionary teaching style – transformation – that is desired by outcomes-based education and communicative language teaching as an ideal (represented by the largest circle) (Biao 1996: 2, Daoud 1994: 42, Green 1993: 2).

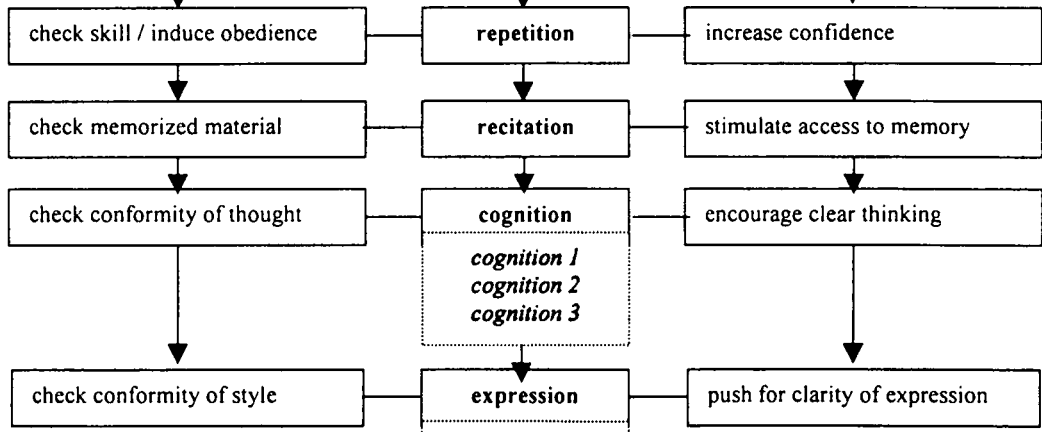


**2. IRF QUESTIONING**

display/assessment orientation (not desired by trainees in this study)

**mere physical response**

participation orientation (desired by trainees in this study)



**KEY:**

Original Van Lier Model (1996:154)

Additional categories used in this study

group feedback  
authentic teacher-learner interaction  
learner initiation  
learner-learner interaction

Figure 3.2: The extended model used to analyse teaching styles in this study (Van Lier 1996: 154 and 179)

Within each successive circle, the accompanying aspects of each of the four major teaching styles (transmission, IRF-questioning, transaction and transformation) are included, on an expanding continuum to illustrate that the more progressive a teaching style becomes, the more effective the actual education (Ancker 2000: 20, Biao 1996: 2, Daoud 1994: 42). This circle is thus an all-encompassing model that integrates all the aspects of *teaching* that are pertinent to an understanding of the data in this study. Sinclair and Coulthard's (1992: 6-8) model is built on a system of four 'ranks' in which the first is *Lesson*, the second *Transaction*, the third *Exchange* (subdivided into either *Boundary* or *Teaching* – under which IRF falls), and the fourth *Move* (subdivided into *Opening*, *Answering*, *Follow-up*, *Framing* and *Focusing* discourse moves).

A discussion of how the Sinclair and Coulthard (1975, 1992) system of discourse analysis (DA) operates is unnecessary as all these categories are included in the concept of the concentric circle above, which, it was felt, is also easier to understand. The Sinclair and Coulthard model of IRF-questioning also does not provide depth of analysis beyond the basic IRF three-move structure. Coulthard and Brazil (1992: 65-72) also do not provide as dynamic a model of IRF exchange in their discussion of 'eliciting exchanges', 'follow up', 'elements of structure' and 'move classes'. It was decided that the Van Lier (1996) extended model is the most comprehensive model known to this study at present and covers previous work in the field well enough to be applied exclusively (as it is itself *inclusive* of previous work) as the DA tool, used on discourse data collected in this study.

The lower section of the figure (Van Lier 1996: 154), however, is a necessary addition to this model as it provides greater understanding of Initiation-Response-Feedback (IRF) discourse structures (the second phase – and circle – towards transformation in the concentric circle continuum, and also a more traditional mode of teaching). It became necessary to provide this subtle, in-depth model of IRF questioning as the sampled teacher-trainees consistently used the IRF-questioning mode/style of teaching before and after the interventions (see Chapter Four). This model shows that IRF-questioning can be used in either a traditional display and assessment orientation, or a more progressive participation orientation (which is more in line with OBE and CLT and, thus, this study).

Before elaborating on this, however, it is first necessary to discuss the concentric circle model/continuum in depth.

The terms used in the model are explained as follows:

- **Monologic to dialogic-conversation** (Van Lier 1996: 180). This implies that development in the language classroom would be exhibited by less teacher (monologic) talk and more interactive dialogue between teacher and learners, and among learners themselves, with the model reaching its optimum potential with a joint management of conversation participation orientation (Ancker 2000: 20, Rudder 1999: 48, Puhl 1997: 2, Rendon 1995: 41, Daoud 1994: 42).
  
- **Asymmetrical to symmetrical and authoritarian to authoritative to exploratory** (Van Lier 1996: 180). In these dimensions development starts at its lowest point with authoritarian (unequal) teacher roles and grows towards a situation in which learners and teachers are sharing talk time. Although the teacher remains the authority insofar as he or she has age and knowledge advantages, an *authoritarian* stance has been replaced by a spirit of equality and respect for learners. In its most transformational format, "at the outer end of the continuum, participants are equal in all relevant respects, and interaction becomes truly exploratory" (Van Lier 1996: 182 cf. also Wheeler 1994: 48, Kahler 1993: 48).
  
- **Product-oriented to process-oriented** (Van Lier 1996: 181). In transmissional teaching, the product is superior to the process. In language teaching, accuracy drills and a focus on correct utterances would be an example of product-driven classroom practice. In OBE and in Van Lier's model, the process of negotiation and discussion develop fluency and the conversational strategies which "allow [learners] to grow academically" (Van Lier 1996: 182 cf. also Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Green 1993: 2).
  
- **Elliptic to proleptic** (Van Lier 1996: 181). Prolepsis refers to symmetric, contingent relationships between learner and teacher, which can fill conversation gaps. The

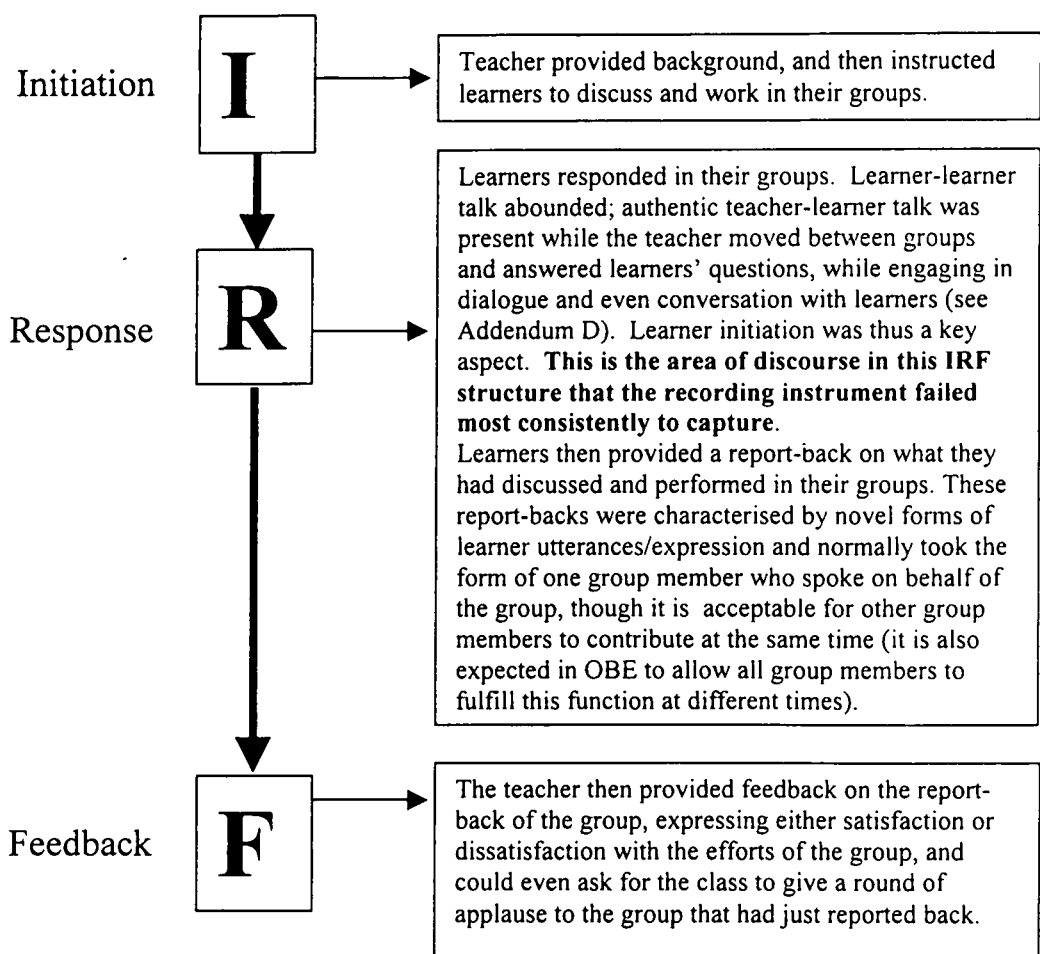
speaker who leaves these gaps facilitates by generously inviting the listener into a privileged circle. In elliptic information gaps, however, the speaker can be indifferent or dismissive (Van Lier 1996: 182). Obviously an empathetic teacher would aspire to proleptic strategies (Ancker 2000: 20, Al-Sadaat and Affifi 1997: 43, Puhl 1997: 2).

- **Externally controlled to self-determined** (Van Lier 1996: 183) learner behaviours are also dimensions which need to be considered in teacher development, especially in OBE, which is underpinned by critical thinking (see Chapter 2). Moving along the continuum, the learner is expected to develop autonomy and experience a shift from teacher control to a personal, internal locus of control. This is an opportunity to develop responsibility for learning, for self-actualisation and self-determination (Van Lier 1996: 183, cf. also Mohammed 1997: 50, Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Rendon 1995: 41, Green 1993: 2, Kam-yin 1993: 33).
  
- **Non-contingent to contingent** (Van Lier 1996: 183) development is the most important area of Van Lier's discussion. The line illustrating this form of growth is thickest on the model, as this is where cognitive growth and "increased depth of learning" (Van Lier 1996: 184), in the Vygotskian mode, takes place. "Contingency," Van Lier states, "is the key that unlocks all varieties of social interaction and, in doing so, simultaneously unlocks our students' learning potential" (Van Lier 1996: 184, cf. also Puhl 1997: 2, Tenjoh-Okwen 1996: 10, Rendon 1995: 41). Contingent interaction is engagement in which all parties are symmetrically represented and in which talk is characterised by the unpredictable (Fujita 1994: 47, Green 1993: 2). Furthermore, in contingent communication both parties have the ability to connect what they are discussing to a broader world (Van Lier 1996: 183). The "joint interpretive work" (Van Lier 1996: 172) that is then undertaken by both parties is reminiscent of social reconstructivism (Crandall 1998: 2, Puhl 1997: 2, Griffiths 1995: 50, Hawes and Thomas 1994: 22, Kahler 1993: 48) which further validates the selection of Van Lier's model as an appropriate model for discussing teacher development in the South African implementation of OBE.

The above schematic representation of the continuum illustrates “the dynamic struggle between centrifugal and centripetal forces in language” (Van Lier 1996: 183), but it should be remembered that the categories need not be watertight: they often function in “hybrid” form (Van Lier 1996: 181). Lower-order categories can exhibit some characteristics (naturally to a lesser degree) of those found higher on the continuum. It is this important point that makes the **lower half** (2. IRF QUESTIONING) of the above adapted model applicable to data collected for this study.

The original model of IRF questioning (Van Lier 1996: 154) is represented by borders with solid black lines, while additions that have been made, in order to extend the sub-continuum and give it depth, are represented by borders with dashed lines. Like the concentric circle continuum above it, to which the IRF-questioning sub-continuum is linked (following the large, freeform arrow above), the IRF-questioning sub-continuum is also able to analyse a broad range of classroom discourse, moving along its own continuum from more traditional teacher-dominated classroom discourse to a more transformational learner-centred style. It must be understood, however, that this is a sub-continuum, operating **within** the second circle, known as **IRF-questioning** (circle 2), on the concentric circle continuum (see Figure 3.2). As one moves along the IRF questioning sub-continuum, IRF questioning becomes ever more learner-centred and in line with OBE and CLT. Towards the higher end of the continuum (represented physically at the lower end of the model), the IRF-structure is no longer entirely situated within the circle of IRF, but overlaps into the third circle on the concentric circle continuum, known as **transaction**, a more contingent and heuristic area of discourse. (This is because when group work is included in the IRF structure, learner-centredness is promoted: see Figure 3.3 below). The IRF-questioning sub-continuum can also be viewed as a set of smaller circles within the second circle on the concentric circle model/continuum, and each higher level on the sub-continuum is a step closer to transaction and transformation (while sometimes even being transactional and transformational especially when group work plays a role, within the constraints of IRF-questioning).

Certain aspects of the IRF-questioning sub-continuum are self-explanatory: the arm on the left refers to the traditional role of IRF (*display and assessment*), while the right arm refers to the improved role that IRF-questioning can perform (*participation*). The difference between participation and display can be seen in the model, as one moves along the sub-continuum from *mere physical response* to learner *expression* (these terms are explained below). The *participation* orientation is meant to represent IRF activity in the classroom that promotes greater confidence in learners, stimulates their access to memory, encourages them to think clearly and pushes for clarity of (learner) expression. The opposed orientation merely uses IRF-questioning as a way to induce obedience, judge, check conformity and pressurize learners into adopting a conformity of style (Van Lier 1996: 154).



**Figure 3.3:** The IRF-structure including a Response that takes the form of report-back in groups.

To better understand the manner in which group-work facilitated a move towards a more participatory orientation in the recorded lessons of teacher-trainees, the figure (3.3) above illustrates how the IRF structure can be made more complex and learner-centred merely by placing learners in groups where learners can interact with one another more successfully.

Van Lier's (1996: 154) main categories of IRF questioning (*repetition, recitation, cognition and expression*) and the additional categories added for the purposes of this study (*mere physical response; cognition one, two and three; group report-back; authentic teacher-learner interaction; learner-initiation; and learner-learner interaction*) are discussed below. Examples are provided from the transcribed discourse, as obtained from the recorded lessons of the sampled teachers (see Addendum C).

### **3.6.1 Lower-order IRF-questioning categories**

The categories below are viewed as lower-order categories on the IRF continuum as they do not encourage enough independent thought on the part of learners. A research aim in this study was lowering the incidence of these categories.

#### **3.6.1.1 Mere physical response**

In this variation, the teacher initiates an exchange, but the learner's response is purely physical. The learner reacts non-verbally. He or she understands, but does not respond in words and the learner response is clear from non-verbal behaviour: e.g. some lessons started with a warm-up activity in which the response expected was purely physical .

Physical response is seen to precede repetition and recitation, in which the learner response is simplistic, but verbal. Like repetition, it also checks skill and can be seen to increase confidence (Van Lier 1996: 154) and encourage learner participation, but unlike

repetition, the learner does not speak. Each response is labelled in bold and in parentheses, according to its function in the IRF structure.

10. T: Touch your nose. (**Initiation**)

11. L: *No verbal response. The learners act on the teacher's command.*  
(**Response**)

12. T: I said touch your nose, I don't say hands down. (**Feedback**)

(From: Client 6, Lesson 1)

This was seen to be the lowest level on Van Lier's extended display-participation continuum (1996:154).

### **3.6.1.2 Repetition (first of the verbal utterances)**

In Van Lier's terms, *repetition* represents the first stage on the display-participation continuum. Repetition by learners can check skills, and "induce obedience" (Van Lier 1996: 154) but also promote learner confidence. In this study repetition was separated from recitation by classifying repetition verbal responses as turns which represented an automatic, simplistic learner response (with no indication that the learners were required to actually think about their answers). These usually took the form of class responses:

61. T: I am talking with the whole class, I am not talking with two people or three people, I am talking with the whole class. Do you all understand what is happening here? (**I**)

62. Ls: (*Simultaneously*) Yes. (**R**)

63. T: If I can ask you a question, you can be able to answer it correctly? (**F/ I**)

( F ) eedback in this case is covert. This refers to classroom participants' expectations of discursive events in instruction. A teacher initiation is expected to be followed by a learner response, and such an initiation-response pair is expected to be followed by teacher feedback. If feedback is absent, and the teacher's next initiation is unrelated to the preceding exchange, the teacher has signalled at a covert level that she was pleased with the response. Turn 63 is thus a multifunctional term (F + I) .

#### From Client 6, Lesson 1

##### **3.6.1.3 Recitation**

Recitation is a required verbal response from learners that aims to check memorised material (Van Lier 1996: 154), though it can also stimulate access to memory from the participation orientation:

82. Ls: Ten, nine, eight, seven, six, five, four, three, two, one, nought. ( R )

83. T: Again! ( Covert F / I )

84. Ls: Ten, nine, eight, seven, six, five, four, three, two, one, nought. ( R )

(From: Client 5, Lesson 1)

##### **3.6.1.4 Cognition 1 (One word answers)**

Once learners have moved through repetition and recitation, they graduate to a level of freer speech. They are no longer being checked for basic skills (as in repetition), or their ability to repeat memorised material (as in recitation). Rather, they are required to think for themselves. Responses become more novel, though **Cognition 1** responses are only a one- or two-word phrase:

29. T: Let's go to the next one. What is the place where aeroplanes land? ( I )

30. L: Airport ( R )

31. T: Yes, the airport. ( F )

From: Client 1 (Lesson 1)

### **3.6.1.5 Cognition 2 (Phrase)**

This represents a higher level of complexity from **Cognition 1** in that the learner response is more developed – from a one- or two-word phrase to a complete phrase, which includes parts of speech other than nouns only:

66. T: Milk jar. Gee, you are ...you are clever, very clever. And where does the milk jar stand? ( I )

67. L: Behind the teapot. ( R )

68. T: (*Demonstrates to correct learner*) If it was behind the teapot, it was here. You see? Behind? ( F ) This is not behind? This is ...? Who can help? Yes? ( I )

“Behind” (turn 67), in this case, is the operative word.

From: Client 4 (Lesson 1)

### **3.6.2 Higher-order IRF-questioning categories**

The following categories on the IRF-questioning sub-continuum are seen as higher-order, as they encourage more independent thought and the move to novel, unpredictable

responses, on the part of learners. These are learner responses that this study wished to see more evidence of in the second recordings.

### 3.6.2.1 Cognition 3 (Complex sentence)

This is the final level on the cognition continuum. In this response a learner provides a full sentence with a finite verb, or even an accurate complex sentence. The classification of turns will be elaborated upon after the following example:

95: T: ...Kgotso, stand up please and read your first sentence containing a conjunction. The rest of you listen carefully. Kgotso? (I)

96: L: Lewis and Clark. (R)

97: T: Lewis and Cark...Clark? That's correct. (F) Where is the conjunction there? (I)

98: L: And. (R)

99: T: And...Right. (F) (*Points to a specific learner. Inaudible*)...at the back there. (I)

100. L: Athol plays tennis, but Paul plays squash. (R)

101. T: That's correct. Athol plays tennis, but Paul plays squash. (F)

From: Client 9 (Lesson 1)

Turn 96 was classified as a sample of **Cognition 2** – although it is three words long, it remains a simplistic response, while turn 100 is clearly a sample of a complete (complex)

sentence, grammatically accurate and novel and thus categorised as **Cognition 3**. The excerpt above exhibits the typical IRF structure of instructional discourse.

### 3.6.2.2 Expression

Expression pushes for “clarity of expression” (Van Lier 1996: 154) and quite clearly involves some thought from the learner. It is a sustained piece of speech, but still remains a response to a specific question. Turn 35 then, is an example of expression, because in this case the learner is attempting to use figurative speech and shows more independent thought than that shown in turn 100 of the previous example (Cognition 3).

31. T: Okay, can anyone tell me what is the sea? (At specific learner) Yes? (I)

32. L: The sea ... (inaudible) (R)

33. Other learners laugh.

34. T: All right. (Points at another learner) (I)

35. L: The sea is like a dam, but it is more bigger than a dam. (R)

36. T: Okay. Fine. Excellent. And you all know what colour represent danger?  
(F)

#### From: Client 10 (Lesson 1)

The fact that the response, despite the fact that it was of some length, still remains an answer to a specific question in which the learner exhibits a “push for clarity of expression” (Van Lier 1996: 154). Van Lier differentiates **expression** from the more elaborate and sophisticated responses in group report-back, learner-teacher interaction and learner initiation – the next three categories on the adjusted continuum.

### 3.6.2.3 Group report-back

In OBE, a crucial outcome that the language learner has to achieve is the discussion of a topic in group context. Report-back is then offered on behalf of the group. Although the report-back can be a prepared "speech" it is often a novel account of what was said in a group session and represents a development from the single sentence in Cognition 3 and involves a degree of expression. It is an uninterrupted spoken text of more than one sentence which is a result of interaction and negotiation among peers.

132: T: Listen girls, listen, listen, listen, look at me... That group (*the teacher points to a specific group*), stand up and tell us something of a story. Everybody has to listen. ( I )

133: L: Hmm, they came on to a farm and they were playing and they saw smoke coming from the mountain and then they all got onto the truck to go up the mountain and put out the fire. When they came back, they took cloth and they (*inaudible*) the fire and they, hmmm, put water on it, and there was a lot of smoke and they got the animals that was still in the fire out and it was ... (*inaudible*). ( R )

134: T: Excellent, let us give them a ... (*inaudible*). ( F ) Thank you very much, class.

From: Client 6 (Lesson 2)

### 3.6.2.4 Authentic teacher-learner interaction

This exchange is not a response in itself, but a move from unnatural classroom English to the natural English usually encountered in social conversation. The exchange is, in other words, *authentic* and exhibits some parity, or symmetry (Van Lier 1996: 148) in the

teacher-learner relationship. The role-players are no longer engaged in ritual (Van Lier 1996: 157), but in exchanges which exhibit a genuine involvement in what is being said. A relaxed, positive ambience promotes this form of authenticity in the classroom. Although there were isolated cases of learner-teacher closeness (see excerpt below), no samples of true contingency were recorded in this study. Clearly this is an ideal not easily achieved in, particularly, the second-language classroom.

47. T: Read through the passage carefully ...

48. T: We have the first group finished already. That's good.

*(Teacher approaches specific group). How are you guys doing here?*

*(Learners continue their task, while the teacher interacts with the group members.)*

Although there is no recorded discourse data of what was discussed in these small groups (from the above discourse sample), field notes and data provided in the focus group interview indicate that such cases of teacher-learner interaction approached a measure of authenticity, with the teacher interacting on a more even footing with members of the group.

This excerpt does not exhibit "true dialog or conversation" (Van Lier 1996: 158). However, it is significant in that both parties are relaxed and not bound by the tight IRF-questioning formula. Clearly group work and the teacher's move from a lecturing to a facilitating mode have brought about a measure of symmetry and easier conversation.

Research has indicated that where teachers have managed to group or pair learners, the results in communicative engagement have been promising (Kingwill 1998: 41) and that cognitive development, and language processing have been outcomes (Swain and Johnson 1997: 22, Anton 1999: 304).

Thus, learning will take place on condition that *social* interaction is built into classroom discourse (Lightbown and Spada 1983: 85). This equality in talk (Van Lier 1996: 175), a conversation mode, in fact, is a foreign concept in schools (Van Lier 1996: 175), but symmetry must be conversation-oriented:

*Conversation is a dialog which is characterized by a high degree of orientation towards communicative symmetry* (Van Lier 1996: 167).

### 3.6.2.5 Learner initiation

Learner initiation is an ideal, as it inverts the traditional teacher initiated IRF-questioning mode and is genuinely unpredictable. Turn 71 below is a fine example of learner initiation. This discourse sequence is continued in the example that follows this one.

106. T: This is my family tree, and I wanna show you ... ( I ) *(learners laugh at the pictures of film stars)* ( R )

70. L: Miss, there's something wrong with your family! **Learner Initiation**

71. T: *(Teacher laughs and puts the poster on the blackboard.)* This is my family, and let's pay attention. **Teacher Response**

#### From: Client 2 (Lesson 2)

The learner in the above extract was not afraid to voice his reservations concerning the veracity of the teacher's family tree. This is evidence of a low-anxiety classroom, in which learners feel free to express themselves and even enjoy a joke at the teacher's expense. The teacher does not take offence and laughs along with her learners, evidence that she welcomes learner initiation in her classroom.

### 3.6.2.6 Learner-learner interaction

The observation that learners are noisy and shouting out answers may offer evidence that constrictive IRF structures are no longer operating (Van Lier 1996: 150).

When learner-learner turns abound, IRF structures may no longer be controlling the discourse, but they are at least evidence of a greater complexity of IRF, if one views the IRF exchange in this case as first the teacher **I**nitiating (by the suggestion of a topic or activity), with the **R**esponse taking the form of learner-learner interaction and even group report-back, while the teacher then gives **F**eedback to this. It is still a recognisable IRF pattern, but shows greater complexity, and is therefore at the upper end of the continuum, and therefore closer to authentic conversation:

69. L: Ma'am, can we start? (I)
70. T: Yes, you can start. (R) But I first want you to write (*shakes the yellow paper strip in the air*) I want two proper nouns, two ... (I)
71. L: Must this be the top one? (I)
72. *Teacher moves out of camera view to assist learner.*
73. Ls: (*Indistinct comments from learners*): No, this one, look here...I don't..ek wil hierdie... you did...wat? What must I say? Maar dis 'n proper noun...a proper noun...you just write it. Name a proper noun for ... then we're finished. No, not a long one, just as well do the...okay, you say one, uhmmm. Alan, Mark, Michael's too long. With two Ms, two a's. Okay, you know a proper noun? Brian or a cat? You must...okay, another common...cat. And collective nouns, chairs. Cat! ...No, man, stop, at least... okay, now what you do...I want to make mine...and they are ...Hey! Boo! Is Grumpy Grump and all those stuff, also proper? I'm a

old grumpy...How do you write this stuff? Too bad. Oh, ask him. Yeah, oh. Is that a proper noun? ( R )

74. T: (Comes to group, which has written nothing yet.) No, you must write! ( F )

*(See Figure 3.3 above for how group discussion plays a role in the IRF structure).*

#### Client 2 (Lesson 2)

In the above excerpt it is interesting to note the code-switching (i.e. when more than one language is used). It is significant in that it reinforces the premise that informality and a social mode encourage authentic expression.

The IRF structure needs to be made more complex and learner-centred in order to promote outcomes-based education and communicative language teaching. This study interpreted structural improvements in the complexity of IRF exchanges as moves towards an outcomes-based orientation, as these represented moves may be plotted on the concentric circle model (see data analysis below), towards greater learner-centredness.

#### **3.6.3 Presentation of data**

The first figure (4.1) to be presented in Chapter Four concerns the question of lower-order IRF. It was drawn up using the first **five** categories of classification on the Van Lier sub-continuum as it was felt these categories (from Physical Response to Cognition Two) describe learner activities that do not encourage true cognition or expression from learners. As Cognition One and Two do not provide evidence of the complex thought and expression necessary for a Cognition Three statement, these categories were considered part of the lower levels of IRF exchange on Van Lier's IRF sub-continuum (see Chapter Four: Figure 4.1). Cognition Three is not included in the figure of lower-order IRF exchanges, as it describes a higher level of learner cognition.

Whenever there was an incidence, in the transcriptions, of any of these five lower-order categories it was noted, tabled (Table 4.1) and used for the data in Figure 4.1. In order to make the figures more manageable (the obtained figures were too high for easy graphical representation) the sum of all these IRF-type activities was added and divided by the denominator of 5 for each of the lesson attempts (please see Chapter Four: Figure 4.1). An example of how, for instance, Client 1's figure of 7 for Recording 1 and 6,6 for Recording 2 was drawn up, was by adding the 7 responses in the Mere Physical Response column, the 20 responses in the Repetition column, and the 8 responses in the Cognition 1 column (there were no recorded responses in the Cognition 2 column). This provided a figure of 35, which divided by 5 equals 7, while 33 divided by 5 provides a figure of 6,6 for the second recording. This procedure was consistently applied to all the data. It was felt that the production of lower-order IRF is encouraged in the traditional transmission-based classroom, and so any reduction of this lower-order IRF would indicate that greater parity had entered the classroom and that the presence of group work was effecting greater learner autonomy (cf. Chapter 2) (Puhl 1997: 2, Tenjoh-Okwen 1996: 10).

Table 4.1 is provided in order to show that lower-order IRF-questioning was reduced in teacher lessons after intervention. The table is thus presented more directly because of the more reliable data it provides concerning the lowering (and even elimination) of lower-order IRF exchanges (which the second recording was able to record much more effectively, because the initial interactions took place during periods of less or no group work and could therefore be recorded more clearly, owing to the lack of classroom noise which is generally part of group work. It may seem paradoxical that the very data that this study would have liked to analyse more closely are its own form of "interference" (owing to the fact that it was difficult to record group-work discourse when so many learners spoke at once, despite the fact that turn-taking took place). The presence of this data has been inferred in other ways, however, and this limitation in the study is thus built into the research methodology, and must be seen merely as a basic problem present in research of this nature. A research study that seeks to overcome this limitation is likely to give credence to the view that learner-centredness is promoted by group work, but the technology that would make the capturing of such data possible was beyond the financial

scope of this project (see Chapter Three). The absence of data therefore ( - ), in any column of Table 4.1 (Chapter 4) does not necessarily mean that this form of learner response (especially along the higher-order dimension of the sub-continuum (Van Lier: 154) was absent from the recorded lesson. The ( - ) more often simply indicates that data were unsuccessfully captured. In spite of the failure to capture discourse data, field notes confirm that substantive stretches of learner discourse were generated in groups.

Like *all the data* in this study, none of the results are intended to be compared with one another. This study did not intend to show comparative improvements between the teaching styles of different trainees, as this approach would have called for a different research methodology, one that focused more on the similarities and differences between clients and would have had to ensure that they each delivered their lessons to the same groups of learners. This was not the case in this study. The classroom environments in which the clients performed their recorded lessons differed widely (in terms of race, age and language on the part of learners), so it is impossible to draw comparative conclusions from the learner responses that they succeeded in eliciting from their learners as these were dependent on factors not taken sufficiently into account in this research study, and which were not manipulated for the purposes of comparative study (Leedy 1985: 54). *All* the data therefore indicate an *overall trend* and suggest *patterns* (see Triangulation below) that are most evident when placing the results on the same figures. The data are meant to be interpreted, however, as individual results that have a loose connection, in that most of the clients were able to effect similar *general improvements* in their teaching styles in their separate classrooms. The value of having such a heterogeneous sample of clients performing lessons in such heterogeneous environments is that any overall trend or pattern can then more easily be said to apply in a great variety of teaching situations, and is thus more easily generalised to the training of OBE facilitators in the greater context of the country (Leedy 1985: 173).

### **3.7 Data analysis**

This section deals with:

- a) a discussion of the instruments used in gathering data;
- b) a more in depth-discussion of data validity, reliability, triangulation and the use of case studies.

This, briefly, is an overview of the reliability and validity of sources of data in this study.

#### **3.7.1 Video recordings and transcriptions**

Data were obtained from video recordings of 11 students in a pre-intervention and post-intervention lesson (23 lessons in total – the extra lesson as a result of one repeated pre-intervention attempt (see Chapter Two's Case Study on Client 2)). Lessons were then transcribed in the turn-by-turn format (see Addendum C) and analysed according to the extended Van Lier model provided above (Van Lier 1996 and Chapter Four). It was found that the extended IRF-questioning sub-continuum was useful in categorising lingual utterances made by learners, and much of the data were obtained by analysing the learner discourse that the sampled teacher-trainees were able to elicit and maintain in their recorded teaching lessons. The concentric circle model/continuum was useful as a framework in which to place and view the turn-by-turn data and understand it within the context of the OBE/CLT teaching paradigms. The concentric circle continuum was also used as a tool to analyse the sampled teacher-trainees' communicative behaviour. However, the IRF-questioning sub-continuum (with its distinct categories of learner communicative behaviour) was the tool applied most consistently throughout. Each of the learner utterances was classified according to the above IRF-questioning model/continuum, and these data were used to determine how the sample of teacher-trainees had grown between their lessons.

If the learner discourse showed signs of greater structural complexity and learner-centredness (according to the sub-continuum) in the IRF exchanges, and especially if learner communicative behaviour could be seen to have broken entirely free of the IRF-questioning mould (and was now taking place along the concentric circle continuum at the level of *transaction* or *transformation*), such learner communicative behaviour was seen to be evidence of growth in the teaching styles of the sample. It must be clear that the progress of teachers was judged, not so much according to their own behaviour (though this was indeed taken into account: see *case studies* below), but according to the behaviour that they were able to elicit and maintain from learners. This is consistent with the aims of OBE and CLT, in which the learner is viewed as the most important participant in the classroom, while the teacher is seen only as a means to the end of helping the learner towards autonomy (see Chapter Two). Apart from such discourse analysis, it was also seen as vital that the physical video recordings be analysed with a stopwatch in order to give a real-time aspect to the data that would balance the more theoretical classifications of the IRF-questioning sub-continuum. This was performed in the following manner:

### **3.7.1.1 Talk time**

The video recordings of each client's trainee lessons were carefully timed using a stopwatch. Periods in which the teacher was the only person talking or reading were timed as *Teacher Talk Time* and measured in minutes. Periods in which learners spoke or read (either to the teacher or to one another) were timed as *Learner Talk Time*, also measured in minutes.

Each lesson ran for between 27 and 32 minutes. It was decided that the *Total Talk Time* was *implied* by periods of time in which no discourse was produced (i.e. when learners were engaged in activities where speaking was forbidden or during long intervals of silence, for instance, after the teacher posed a question (prolepsis or ellipsis – see Van Lier (1996: 179) model, Figure 3.2). Naturally if, as in Client 5's first lesson, only 3,5 minutes of Total Talk Time was recorded, the implication is that there was just under 90

percent of *silence* in the lesson. Therefore, a high figure in the Total Talk Time column (see Chapter Four) would indicate that there was a good deal of discourse during the lesson and that any unaccounted-for minutes were lost in speech pauses and periods of silence (brought about by whichever cause). It was possible to take this methodological step as, from the beginning, it was attempted to standardise the length of the teacher-trainees' lessons and the recordings of these lessons.

Therefore, the proportion of Learner Talk Time as opposed to Teacher Talk Time is worked out exclusively according to the Total Talk Time that occurred in the lesson. If, for instance, the Total Talk Time were five minutes, of which two minutes were Teacher Talk, this Teacher Talk would be indicated proportionally as 40% of the total. As a result these *proportions* are not to be compared, as they represent desired improvements in *individual* teaching styles. This study, after all, intended to show that counsellor support would help teachers to make *personal* improvements in their teaching styles.

It was decided that a proportional increase in Learner Talk Time and a proportional decrease in Teacher Talk Time would indicate a shift towards transformation, along the concentric circle continuum. This would imply greater contingency, symmetry, room for conversation (or at least dialogue), authority by the teacher and exploration by the learners, self-determination by learners, prolepsis and a process- and not a product-orientation. At the very least this proportional improvement in symmetry of the distribution of Talk Time in recorded lessons would provide data that teacher-trainees had at least provided a better communicative environment in which these aspects of the transformed language classroom could be present. In simpler terms, then, a more equal distribution of talk would, at least, represent a basic shift towards learner-centredness.

During the first recordings (the pre-intervention phase), the researcher and cameraman were non-participant observers, while the second recording was marked by a more collaborative spirit between researcher and student (see the section on this aspect below).

### 3.7.2 Other forms of instrumentation used to collect and analyse data

Apart from the video recordings and their transcriptions, care was taken to design instruments to collect other forms of data that would satisfy the knowledge, skills and attitudes, and values outcomes.

- Subjects were offered a **checklist** for their self- and peer assessment (Seliger and Shohamy 1989: 185);
- They were provided, through counselling (Bowers 1987) and a reflective analysis of their video, (Tenjoh-Okwen 1996: 10) with a basic understanding of the type of teaching behaviour (style) required by this study (Larsen Freeman and Long 1991: 17, Seliger and Shohamy 1989: 122) in order to achieve the desired outcomes;
- Language was consciously simplified so that subjects would understand it. Particularly in **questionnaires** there is no guarantee that questions will be understood (Seliger and Shohamy 1989: 170). According to Tarone, the “vernacular provides the most stable type of data” (1983: 152). We opted for simplified English and carefully explained the form to each student in our personal interviews with them.

Although several of the forms designed in an attempt to structure this study have already been mentioned, a full list of the forms and features of each is listed in the following table (3.4) (while the forms themselves can be viewed in Addendum B):

<b>Instrument</b>	<b>Description/features</b>
Needs analysis questionnaire handed out before initial workshop started Formed part of baseline data and was useful in integrating the needs of respondents	Tested perceptions and knowledge of CLT and OBE Revealed that audience comprised teachers, tertiary lecturers and students who had certain preferences in workshops (most opted for less theory, more practice)
Feedback questionnaire after initial workshop Formed part of baseline data	Assisted in highlighting key areas of interest for teacher/student training

Self-assessment of initial video performance	Extension of Bowers' (1987) ACME formula: Aims, Content, Methods, Evaluation, Constraining factors (checklist of 9 for rating). Action plan for improvement and affective factors also recorded. Self-assessment/researcher assessment. Tested mismatches. Clients were encouraged to assess their own performances without interference from the researcher.
Planning document before collaborative resource-making session and before the final video recording	Stocktaking to decide whether same lesson would be re-attempted. Focused retrospection: where did improvements need to be made? Clients given advice by counsellor but the action plan to implement improvements and the improvements themselves were selected independently by the clients.
Self-assessment of first and second video performances, side by side, 18 months later	4-point scale rating knowledge, role change, learner report-back, learner centredness, group functioning, resources, outcomes achieved, assessment, <i>thinking-on-your-feet</i> skills, and performance by learners. Open-ended question assessing CLT skills.
Peer-assessment of first and second video performances, side by side, 18 months later	4-point scale rating knowledge, role change, learner report-back, learner centredness, group functioning, resources, outcomes achieved, assessment, <i>thinking-on-your-feet</i> skills, and performance by learners. Open-ended question assessing CLT skills.

**Table 3.4:** Summary: instrumentation (All instruments included in the addenda)

Ultimately, in operationalising a study such as this, the challenge is to convert “abstract complex variables into measurable ones” (Seliger and Shohamy 1989: 193). The instrumentation served the purpose of focusing the sampled teacher-trainees on the issues they needed to think about.

Having presented and explained all the sources of data used in this study, it is necessary to pose the question of whether or not these data met the requirements of reliability and validity.

### 3.7.3 Reliability and validity of data

#### 3.7.3.1 Validity

A pressing question in any research study always remains that of data validity. According to Ellis: "Valid data are those that enable a researcher to infer underlying phenomena" (1994: 675). He explains *phenomena* as the physical observations made in a particular study (in this case the interpretation of recordings, transcriptions and assessment instruments). If a researcher is able to relate the *underlying phenomena* to a relevant theoretical model, this is already an indication that the data are consistent with the research aims, throwing light on the practical application of such a model. This was indeed consciously and systematically sought in this study, as transcriptions of classroom discourse were categorised and analysed according to an extended version of Van Lier's (1996) IRF-exchange continuum (see Figure 3.2). The data were supported by Van Lier's theoretical contentions and the model was of great assistance in interpreting data. Ellis states:

*Good data, then, are data that are relevant to the particular descriptive or theoretical goals of the research and which are compared with other data. Good research is research that makes use of multiple sources of data, that gives recognition to the limitations of the data sources used (1994: 676).*

Ellis is referring to content validity and, in this light, the data gathered by this study are indeed relevant and valid, as they certainly describe the development experienced by eleven teacher-trainees from a transmission-based teaching approach, to a more facilitative teaching style. There are also several sources of data (see below). There was little to compare initially with other data, as OBE is still such a new development in South Africa, but, where possible, any overlaps of research (with studies done both locally and abroad) are discussed and results compared. This study, with its own unique situation, nevertheless compares well with similar research done elsewhere (see Chapter Two).

In characteristic pragmatic style, McNiff relates validation to evidence and teacher autonomy:

*By validation I mean that colleagues agree that my statements and supporting evidence are appropriate to the situation (McNiff 1988: 122).*

McNiff mentions that self-assessment or "*intentional* critical reflection" (McNiff 1988: 132. My italics), peer assessment, which has "social value if communicated to others" (McNiff 1988: 133) and counsellor inputs all serve a role in validating data, particularly if supported by transcribed discourse.

The fact that a class-in-action was recorded, without any manipulation of data, complicates the question of data validity in this study. Learners were noisy, which made it difficult to record clean, clear verbal responses. Particularly group work was difficult to record. Furthermore, because this study needed to be affordable and replicable for teachers (action researchers) wishing to extend their knowledge and skills, boom microphones and other sophisticated equipment were not used, as these are outside the financial range of a school-based action researcher.

Validity may be defined as "the extent to which the data collection procedure measures what it intends to measure" (Seliger and Shohamy 1989: 188). This cannot, of course, be proved, but one should, according to Seliger and Shohamy, try to obtain some evidence to validate the data.

In the area of **content validity**, this study (which is more qualitative than quantitative (see Chapter Two)) appears to be sound. The fact that there was also more than one source of data (i.e. self-assessment forms, focus interviews, transcriptions of classroom interaction), also supports content validity in this study, in that room was provided for a complexity of components to make up this study's focal research phenomenon (the improvement in teaching style).

Content validity also hinges on whether the right tool has been chosen to interpret data. Leedy (1985: 25) defines content validity as “the accuracy with which an instrument measures the factors or situations under study; i.e. the “content”. Content validity [is] concerned with how accurately the questions asked tend to elicit the information sought” (Leedy 1985: 25). As already explained, the Van Lier (1996) discourse analysis model was compared with other discourse analysis models current in the field (Sinclair and Coulthard [1975] and Sinclair and Brazil [1992]) and found to incorporate all the elements of these models, while also being more complex and providing a more refined theoretical framework. Naturally, there could still be areas of discourse analysis that the model used in this study will not be able to shed enough light on, but for the purposes of this study’s research aims the model was able to deliver enough data to prove or disprove research aims and is therefore of enough value to be valid for the more qualitative aims of this study (Ellis 1994: 676). Van Lier’s model is also founded on recent developments in discourse analysis and applied linguistics, and its descriptive range is adequate to cover the IRF sequence and its permutations in the classroom (Van Lier: 1996: 154 and 179).

**Construct validity** refers to the instrumentation used in a research study and how effectively the instruments are embedded in theory. “Construct validation is interested in the degree to which the construct itself is actually measured” (Leedy 1985: 25). The “construct” in this study was improvement in teaching styles (Chapter 1). The data-collection instruments that were used in this study have already been discussed (see above) and are provided in the addendum. All of these instruments were based on current developments in the fields of outcomes-based education and communicative language teaching (as previously explained in this chapter and chapter 2). The intention was to maintain construct validity, throughout the research, within the framework of these two related paradigms and to illustrate how they are manifested in classroom discourse, having been analysed on the basis of this study’s amended version of Van Lier’s discourse model.

### **3.7.3.2 Triangulation**

A number of other sources of evidence support the study and provide the necessary triangulation or reinforcement needed to validate the collected data.

Triangulation refers to cross-validation, i.e. using data from several data-collection instruments so that multiple and mutually supportive interpretations may be generated on the same phenomenon. Mehan (1979) claims, too, that the data of a qualitative study should comply with the following requirements:

- (i) whether or not data are retrievable,
- (ii) can be analysed at an interactional level,
- (iii) including various perspectives (derived from as many participants in the research project as possible)
- (iv) and whether or not the data provide consistent and/or recurrent patterns (Mehan 1979).

Thus expressed, Mehan's requirements are indeed apparent in this study. Data are retrievable, as the full video recordings and their transcriptions, together with all the data collected by other instruments (i.e. focus group session, self-assessment forms, field notes) remain intact and can be produced and analysed at a later time. The data are also indeed analysed at an interactional level, as the video recordings were obtained from authentic classes-in-action and featured interaction with real school learners in a real classroom environment. In fact, the interactional component is so authentic that the nature of the natural classroom environment actually impeded the ability to record cleaner classroom discourse responses. This was, however, preferred, as the manipulation of the primary data-collection environment was consciously kept to a minimum (Leedy 1985: 133).

Various perspectives were also included in the gathering of data as the eleven teacher-trainees were videotaped twice, the researcher described their performances, the trainees

assessed their own performances, and peers assessed their performances as well. The transcriber also offered field notes. Though he was not a discourse specialist he had a Ph.D. in Communication Science and was thoroughly coached on how to apply the turn-by-turn format in transcribing discourse (see Addendum C). Thus he was able to offer an informal perspective on the improvements in teaching styles since he was so familiar with the data. This also served the purposes of triangulation.

The question of whether or not data provided consistent patterns was addressed by:

- a) the application of the Van Lier (1996) discourse analysis model, as this model is able to identify and describe discourse categories and behaviours that can be applied to any classroom discourse situation, through which patterns of similarities and differences can be ascertained;
- b) identifying patterns in the responses of the research sample's teacher-trainees, by means of an analysis of their self-assessment forms;
- c) identifying patterns of agreement and disagreement in the focus group interview;
- d) identifying patterns that emerge from studying individual case studies of each of the sample's teacher-trainees.

### **3.7.3.3 Case studies**

Case studies form a major part of the presentation of data in this study (Chapter 4). It was found that an analysis of a teacher-trainee's teaching style by watching the teacher-trainee's recorded lessons, reading the transcribed discourse of these lessons, categorising the emergent discourse patterns in the turn-by-turn format, according to the Van Lier (1996) model, and studying the various assessment forms that accompanied each recording, resulted in a description of the areas in which the teacher-trainees improved in their teaching style, together with those in which they failed to improve. It was felt that case studies were the most comprehensive way of presenting, in holistic terms, exactly what aspects of a teacher-trainee's lesson were salient, in terms of where improvements had been made in recorded lessons, and in terms of how greater improvements could also be effected. Case studies were thus an excellent tool in which to contextualise the

performances of teacher-trainees and Van Lier's continuum (Figure 3.2) formed the basis of the case study discussions, according to the manner in which teacher-trainees had developed along the continuum. Critical perspectives, on the use of the case study methodology, follow.

In the case study approach "it is believed that individual performance will be more revealing than studying large groups of subjects... Since we know that each individual may have his or her own idiosyncratic pathway to developing language competence, case studies are also able to show how the development of individual language acquirers may be different from that described for groups" (Seliger and Shohamy 1989: 125).

Crandall states that case studies "provide a means of bridging theory and practice and demonstrating the complexity of teaching as a profession" (2000: 40). Bowers also advocates the case study approach as it is a good form to set out "the typical progression of a lesson" (1987: 145). Leedy (1985: 93) points out that case studies are useful in establishing a general trend in the data, which this study aimed to show.

The case studies were characterised by three criteria typical of the qualitative paradigm. They were:

- naturalistic (using natural, spontaneous speech);
- process-orientated, in that they were observed over a period of time; and
- not generalisable (as there were too few subjects), but provided an account of the uniqueness of each learner from the point of view of growth and development in the facilitator role.

**Three major case studies** used in this research project exemplify two extremes on a development continuum (i.e. the best and poorest growth, with the third case study provided in order to illustrate average growth) and portray the extent to which the study impacted on the development of our subjects. It was also found necessary to provide

**minor case studies** of each of the other eight clients (see Chapter Four), as each client responded to teacher counselling in an individualised way.

#### **3.7.3.4 Focused introspection and focus group interview**

After a period of reflection, subjects in a focus interview offered a report on how they experienced the interventions. It was felt that a focus group would give an indication of the long-term effects of counselling, providing retrospective insight into the counselling project, as all formal interventions were complete and teacher-trainees could now assess their development across the entire period of the research project. The focus group was also important as a final opportunity for counsellor and teacher-trainees to give expression to any feelings or thoughts the study had generated in them, as well as providing a sense of closure, so that they would not feel the study had been abandoned in any way. Kinginger (1997: 10) points out in her study in which subjects were asked to articulate their own impressions, that even when respondents use simplified language, all of them “regardless of the participation in the discourses of language teaching, speak of their actions as based on some kind of coherence” (Kinger 1997: 10). Trainees could, therefore understand what they had learnt in terms of some kind of mental system and express it in their own terms, even if it had undergone a process of simplification. The comments were to be judged, also, according to how much willingness trainees expressed to continue their own development and so become autonomous action researchers in their own right.

The focus group relied, therefore, on a great deal of introspection (a critical reflective procedure), on the part of trainees and this is, according to Larsen-Freeman and Long, an accepted data-collection tool:

*...the ultimate qualitative study...in which, with guidance from the researcher, learners examine their own behaviour for insights in SLA. Although there is some question about the validity of such self report data, using introspection as a*

*research method is an old tradition of psychology* (Larsen-Freeman and Long 1991: 15).

In the discussion session during the viewing of the first video particularly, students were led to engage in reflection, which they often found difficult and even threatening (Addendum D, client 2, turn 93 and 95, client 4, turn 96 and client 7, turn 100). A self-assessment instrument designed for this purpose guided the retrospective activity. Field notes by the researcher, who acted as teacher-counsellor, gave the session an added dimension of triangulation.

A final aspect that concerns validity in this section is the issue of participant and non-participant observation.

#### **3.7.4 Non-participant observation**

It was decided that the first recording needed to be in a non-participant mode as it fell in the pre-intervention phase. Non-participant observation is defined as the observation of activities without engaging in them, and they are generally unrestricted as opportunities for generating hypotheses (Larsen-Freeman and Long 1991). In non-participant observation, "the researcher records or takes notes of the observed activity, but without the control or guidance of a questionnaire or other instrument" (Long 1983: 120). The purpose of experiencing the data firsthand is to "understand the phenomena from the perspective of participants" (Seliger and Shohamy 1989: 120).

Along with Vygotsky (1978), Bowers articulates the importance of remaining a non-participant observer:

*This 'fly on the wall' technique will provide you with authentic data in which your classroom presence will have caused the least interference* (Bowers 1987: 144).

Although the researcher's presence in the classroom does affect the teacher's performance, Bowers is of the belief that the "presence of a stranger need not distort the pattern of what normally goes on" (Bowers 1987: 143). Traditionally, systematic instruments for observation are part of non-participant observation. Like Van Lier (1988), however, as "ethnographers", this type of measurement was avoided, in order to affect the recording environment as little as possible.

### **3.7.5 Participant observation**

It was decided to perform the second recording with a more participant slant, as this was an intervention phase, and it was hoped that a counsellor could provide cues during the recordings that would encourage and assist the sampled teacher-trainees.

As recommended for participant observation (Larsen-Freeman and Long 1991: 16), there was a long period of observation in this study and a small number of subjects. A checklist (Seliger and Shohamy 1989:163) accompanied observation. Van Lier (1988: 40) also reinforces the need for a back-up system:

*[Observation]... when combined with recording, transcription and analysis, can be a rigorous method of classroom interaction analysis, one which allows the researcher to be both involved in the classroom and to take a detached, analytical stand for the purposes of description and interpretation.*

### **3.7.6 Challenges arising from participant and non-participant observation**

In both participant and non-participant observation, the observer's paradox (Labov 1969; 209) is present, in that the scope of research is restricted by human beings who are "more or less biased, more or less objective, ... and even the most perceptive researcher's attention is going to be divided between participating in the activities and observing themselves and others while doing so" (Larsen-Freeman and Long 1991: 17).

Furthermore, particularly in the ESL classroom, there is an asymmetry (Van Lier 1996: 169) in language proficiency among participants, as it is more difficult for some to describe their experiences. There is a risk that a researcher will infer incorrect data in the case of particular subjects (who have not expressed themselves clearly) than in other types of qualitative research. It also remains difficult to validate findings that have been observed (Seliger and Shohamy 1989: 120 and 121):

*...research in second language acquisition has been limited to describing observable second language acquisition behaviour, rather than to describe actual language processing, which is by definition internal (Seliger and Shohamy 1989: 121).*

In this study, it was necessary to limit the scope even more, to a particular set of variables, i.e. the outcomes selected and Van Lier's extended discourse tools, with which the outcomes are analysed. This focus can be problematic in that a one-dimensional view of the data may be presented.

Limiting the scope of the research ignores the fact that SLA is a multi-dimensional phenomenon (Larsen-Freeman and Long 1991: 18). Therefore, in this study, the researchers selected neither participant, nor non-participant observation, but rather ended on a continuum between the two. In other words, depending on the specific lesson recorded and the penetration of the training interventions, the researcher's participation can be placed on a continuum between "low to high degrees of explicitness in [the] data" (Seliger and Shohamy 1989: 162), meaning that participation from observers was more marked in some cases than in others. The researcher attending the first recording of the lesson, was a non-participant observer, while the researcher's role in the second recording was that of collaborator (participant) whose relationship with the learner-trainee before the intervention is described as follows:

*Learner engages with 'more capable others'...who provide assistance and guidance (Oxford 1997: 444).*

This is congruent with the steps in the counsellor-model used by this study, as the second recording needed to remedy and improve teaching styles. Consultation and collaboration (step four on the extended Bowers model) were necessary to give clients direction, thereby justifying the use of participant observation during this phase of research.

### 3.8 Conclusion

This study applied the principles of action research on a semi-randomly selected sample of teacher-trainees. These clients were guided through a model combining the dominant elements of action research and teacher-counselling into developing their own action research spiral, which included three distinct phases in physical research. In the **pre-intervention phase**, an initial recording was made of these clients' teaching styles and facilitator abilities. In the **intervention phase** changes could be suggested and implemented according to the amended Bowers model, in relation to weaknesses identified in the first recording (as measured against outcomes selected by trainees, in collaboration with the counsellor, and according to the Van Lier continuum (see Figure 3.2)). The impact of these interventions was measured by a second recording that would be compared with the performance in the first. Proposed solutions had been discussed among clients and counsellor (with the counsellor coaching clients continually toward achieving outcomes desired by OBE) and action plans to improve teaching style had been drawn up by each client. Clients designed and prepared materials, and practised their second lessons before peers. These lessons were finally recorded and all the lessons transcribed and analysed according to Van Lier's (1996) extended model that was chosen to direct the analysis of data in this study. The **post-intervention phase** was characterised by reflection, with the most important event being the focus group report-back, the transcriptions of discourse, and, of course, this research thesis.

The transcribed discourse analysed according to the Van Lier (1996) model, which the researcher extended, would serve to indicate whether or not clients had developed as OBE facilitators. This data would also empower clients and counsellor to make more

informed future decisions regarding further possible improvements in teaching style, in order to better sustain the desired role of facilitator, and promote an understanding of the various processes that can occur in the classroom.

A recording of the teacher's own classroom-based discourse is helpful as a mechanism to conduct action research in a counselling context: it serves as a tool for teachers to inspect their own classroom performances, and the discourse text transcribed from this recording offers further opportunity for self-reflection and assessment. Having an extended model of IRF also serves to highlight subtle areas of improvement, which may encourage clients to develop still further, finally to break the mould of IRF and conduct lessons that are truly 'authentic', in the mode required by OBE.

## **CHAPTER FOUR**

### **FINDINGS**

#### **4.1 Introduction**

In this study, after a two-year period in which eleven teacher-trainees were recorded, assessed, re-recorded and finally reassessed, it became clear that teacher-counselling, and specifically an amended version of Bowers' 1987 counselling model, had a measurable impact on the development of English language teacher-trainees. It was also clear that the collaboration, critical thinking and autonomy promoted by action research and Bowers' teacher counselling model played a major role in motivating teacher-trainees (and making them more effective and independent) thus improving the learning which took place in their English second language classrooms.

#### **4.2 Findings**

Data collected from the recorded language lessons clearly exhibited the following features when Recording One and Recording Two were compared: an overall decrease in the number of lower-order IRF exchanges and an increase in group-work and interactive learning (as manifested in increased learner talk time, in minutes and proportionally), as well as a growth in the complexity of the IRF exchanges, as described by the extended Van Lier (1996) model discussed in Chapter Three (Section 3.6, Fig. 3.5). A further result was possible evidence of a relationship between teacher talk time and teacher reading time (assertions and reservations concerning this point are dealt with later). In the second (and improved lesson), despite some increases in teacher reading time (which was recorded as teacher talk time in Table 4.3 below) there was still a corresponding increase in learner talk time. Proportionally, all the teachers (except Client 11), were able

to step back and allow their learners to use more of the Total Talk Time in their second lessons – a finding consistent with the goals of facilitative teaching.

This chapter presents the primary data to support these claims. Each source of core data is presented first in the form of a table, then an accompanying Figure, after which an interpretation of the data is provided. The first table to be dealt with in this manner is the one that was compiled using the discourse categories of Van Lier's extended model, which are reflected in the sub-continuum (Section 3.6, Fig. 3.5). This model was applied to discourse transcribed from the recordings of teacher-trainee lessons (Addendum C). It will be seen that the five categories of lower-order IRF exchanges are singled out on the table because they are learner responses that are least consistent with learner-centredness and OBE/CLT. These lower-order IRF exchanges are presented more exclusively in the Figure which follows this table, as this Figure more clearly indicates the desired change that was encountered in the teaching styles of the sample: with lower-order IRF reduced (Figure 4.1).

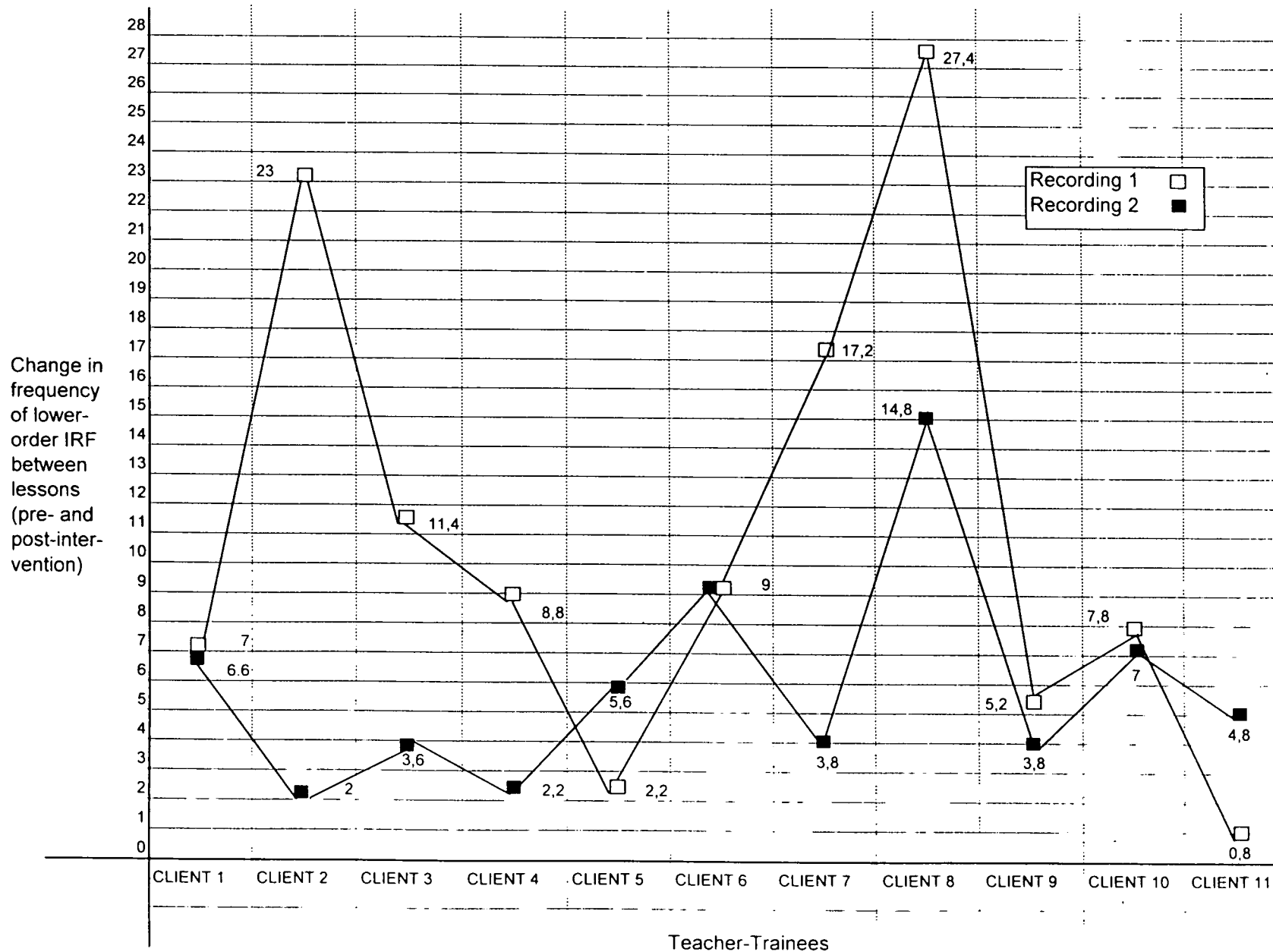
Table 4.1: The frequency in the transcriptions of each of the categories of IRF-questioning (according to Van Lier's extended (1996 model))

		Lower-order IRF exchanges										
		↓	↓	↓	↓	↓						
= client = 1 <sup>st</sup> deco	= 2 <sup>nd</sup> deco	<i>Mere physical response</i>	<i>Repetition</i>	<i>Recitation</i>	<i>Cognition 1</i>	<i>Cognition 2</i>	<i>Cognition 3</i>	<i>Group Report-back</i>	<i>Expression</i>	<i>Samples of authentic T-L Communication</i>	<i>Samples of Learner Initiation</i>	<i>Learner-learner blocks</i>
<b>C1</b>												
A		7	20	0	8	-	-	-	-	-	1	-
B		4	6	3	20	-	3	1	-	2	1	-
<b>C2</b>												
A		20	5	0	81	9	0	0	0	1	10	1
B		1	0	1	5	3	7	1	2	4	10	8
<b>C3</b>												
A		-	11	10	25	11	1	-	1	2	1	-
B		-	12	3	2	1	1	1	-	2	-	-
<b>C4</b>												
A		1	2	8	27	6	6	-	-	4	3	-
B		4	2	1	3	1	2	1	-	-	-	-

Table 4.1: Continued on next page ...

Table 4.1: The frequency in the transcriptions of each of the categories of IRF-questioning (continued from previous page)

C5											
A	3	3	5	-	-	-	-	-	-	9	-
B	5	7	1	15	-	-	-	-	-	1	-
C6											
A	21	14	0	4	6	3	-	-	8	1	-
B	-	11	19	9	6	3	2	-	-	3	-
C7											
A	-	17	10	49	10	-	-	-	-	-	-
B	-	8	2	3	6	-	2	-	-	-	-
C8											
A	-	23	77	23	14	2	-	-	-	-	1X4
B	-	2	48	6	18	2	13	-	-	-	-
C9											
A	-	7	1	18	-	10	-	-	-	7	-
B	-	3	0	16	-	1	1	-	-	6	-
10											
A	-	21	0	12	6	2	-	-	1	12	1X2
B	2	12	2	15	4	5	2	-	-	-	-
11											
A	-	2	1	1	-	1	-	-	-	1	-
B	-	13	-	4	7	2	2	-	-	2	-



**Figure 4.1:** Change in Frequency of lower-order IRF exchanges (according to Van Lier's (1996) adjusted model)

Table 4.1 and Figure 4.1 indicate that lower-order IRF exchanges were significantly lower in the second lesson for most of the sampled teacher-trainees (nine of eleven). This being the case, a primary research aim of this study was indeed accomplished.

An examination of Table 4.1 indicates that data signifying a growth in higher-order IRF (on the Van Lier sub-continuum) are limited or absent: it had indeed occurred in the classroom, but was not recorded consistently by the instrument. There is, however, a good reason: due mainly to the limitations of the recording instrument (as explained in section 3.6.3 in Chapter Three), learner and teacher interactions that took place during group-talk sessions were not reliably captured by the recording instrument. There was too much noise and no single source of discourse could be isolated during these lengthy discourse sessions that took place mainly in the second recording/lesson. Nevertheless, from the fact that each teacher uses group work far more extensively in his/her second lesson (cf. Client 2, lesson 2, turns 13 - 40 in Addendum C, Client 9, lesson 1, turns 83-87 in Addendum C.), from the basic nature of group work itself, a growth in higher-order IRF exchanges (and thus learner-centredness) may be inferred.

This analysis derives from Van Lier's (1996) concentric circle model (see Figure 3.2 in Chapter Three). Periods of group work, during which teacher-trainees interacted with learners in their groups, provided evidence of greater symmetry. According to Van Lier (1996: 140), symmetry refers to "equal participation rights and duties" between facilitator and learners as equals in talk time (although their relationships were unequal in terms of status). Learners were given the freedom to initiate their own questions, engage in self-determined conversation (or at least dialogue) with the teacher/facilitator, and explore areas that interested them personally (Van Lier 1996: 179). Recordings in which group work and discourse were more effectively captured show concrete evidence of this (Client 2, lesson 2, turns 69-74 in Addendum C and in the Focus Interview, client 4 turn 70, client 8, turn 68, client 9, turn 60, in Addendum D). Client 2's second lesson, for instance, shows a major growth in higher-order IRF exchanges (Table 4.1): *cognition 3* responses are higher and the incidence of learner *expression*, *authentic teacher-learner communication*, *learner initiation* and *learner-learner interaction* are all much higher

than in the first recording. Similar data would have emerged from the recordings of other clients, had the recording instrument been subtler in picking up this added dimension of data. Of course, group work sessions still took place within the IRF framework (being a response to the teacher's initiation) but group work still provided opportunities for long periods of uninterrupted learner discourse. This was an outcome posited by this study in Chapter One section 1.2; to the point that group work sessions were indeed exhibiting evidence of IRF that had a transformational, conversational aspect to it (see Van Lier's 1996 extended model in Chapter Three, and the concentric circle model [Van Lier 1996: 179]).

In interacting with these groups, teacher-trainees encouraged teacher-learner talk that took place on a more intimate face-to-face footing. A learner was given the opportunity to be seen as an individual by the teacher during group work sessions, when the teacher-trainee attended to specific groups, instead of as just another staring face, lost among the other learners in the classroom. The increase in learner talk time in the second lessons (see Tables 2 and 3 below), together with the fact that there is a much higher incidence of group report-back from learners in the second lessons, provides strong evidence of a growth in learner-centredness along the IRF-questioning sub-continuum (Van Lier 1996: 154). Learners were required to think and express themselves, often in their own words. In the first lessons much of the learner initiation (Table 4.1) that did take place was as a result of learners asking questions because of incomplete explanations or formulations by teachers. This unwanted and (unnecessary and time-consuming) form of learner-initiation was reduced in the second recordings of lessons, with learners reacting to better explanations and thereby having more time to generate true learner-centred activity.

This should explain any inconsistencies that may seem apparent in Table 4.1, because any higher-order IRF exchanges apparent in the first recorded lessons, were more effectively recorded than the desired forms of *expression*, *learner initiation*, *learner-learner talk* and *teacher-learner talk* (see Table 4.1) present in the second lessons. The IRF exchanges (even of the higher-order variety) in the first recordings, were more directly consistent with the *display and assessment* orientation of IRF, while the IRF-

exchanges (even those that the recording instrument were unable to capture in their entirety) present in the second recording were more consistent with the *participation* orientation.

Table 4.1 is thus presented more directly because of the more reliable data it provides concerning the lowering of lower-order IRF exchanges, which the second recording was able to record much more effectively, because the initial interactions took place during periods of less or no group work and could therefore be recorded more clearly, owing to the lack of classroom noise which is generally part of group work. It may seem paradoxical that the very data that this study would have liked to analyse more closely are its own form of "interference" (owing to the fact that it was difficult to record group-work discourse when so many learners spoke at once, despite the fact that turn-taking took place). The presence of this data has been inferred in other ways, however, and this limitation in the study is built into the research methodology (3.6.3 in Chapter Three), and must be seen merely as a basic problem present in research of this nature. A research study that seeks to overcome this limitation is likely to give credence to the view that learner-centredness is promoted by group work, but the technology that would make the capturing of such data possible was beyond the financial scope of this project (see Chapter Three). The absence of data therefore ( - ), in columns of Table 4.1 does not necessarily mean that this form of learner response (especially along the higher-order dimension of the sub-continuum (Van Lier 1996: 154) was absent from the recorded lesson. The ( - ) more often simply indicates that data were unsuccessfully captured. In spite of the failure to capture discourse data, field notes and the audio visuals confirm that substantive stretches of learner discourse were generated in groups.

### **4.3 Increase in learner talk time**

The Tables (4.2 – 4.3) and Figures (4.2 – 4.5) that follow below all relate to symmetry, i.e. "equal participation rights and duties" between facilitator and learners as equals in talk time (Van Lier 1996: 140), i.e. how much talk time teacher-trainees were willing to cede to learners during lessons is recorded by these graphs. Uninterrupted learner-discourse in the classroom (with the teacher present merely as a means to facilitate this

discourse) was an outcome posited by this study and the fact that greater symmetry between teacher and learner talk time entered into the language classroom during the second recordings was very encouraging in this study. The first table (Table 4.2) to be presented in this regard, illustrates the proportion that learners were allowed to use by the teacher of all the time that was used in the recorded lessons for actual discourse. The increase (in all but the case of Client 11) in proportional learner talk time is clear. Figure 4.2, which clearly illustrates this shift towards parity in speaking roles (Van Lier 1996: 179), is provided below Table 4.2, and it can be seen in Figure 4.2 that there was a consistent general increase within the individual performances in proportional learner talk time.

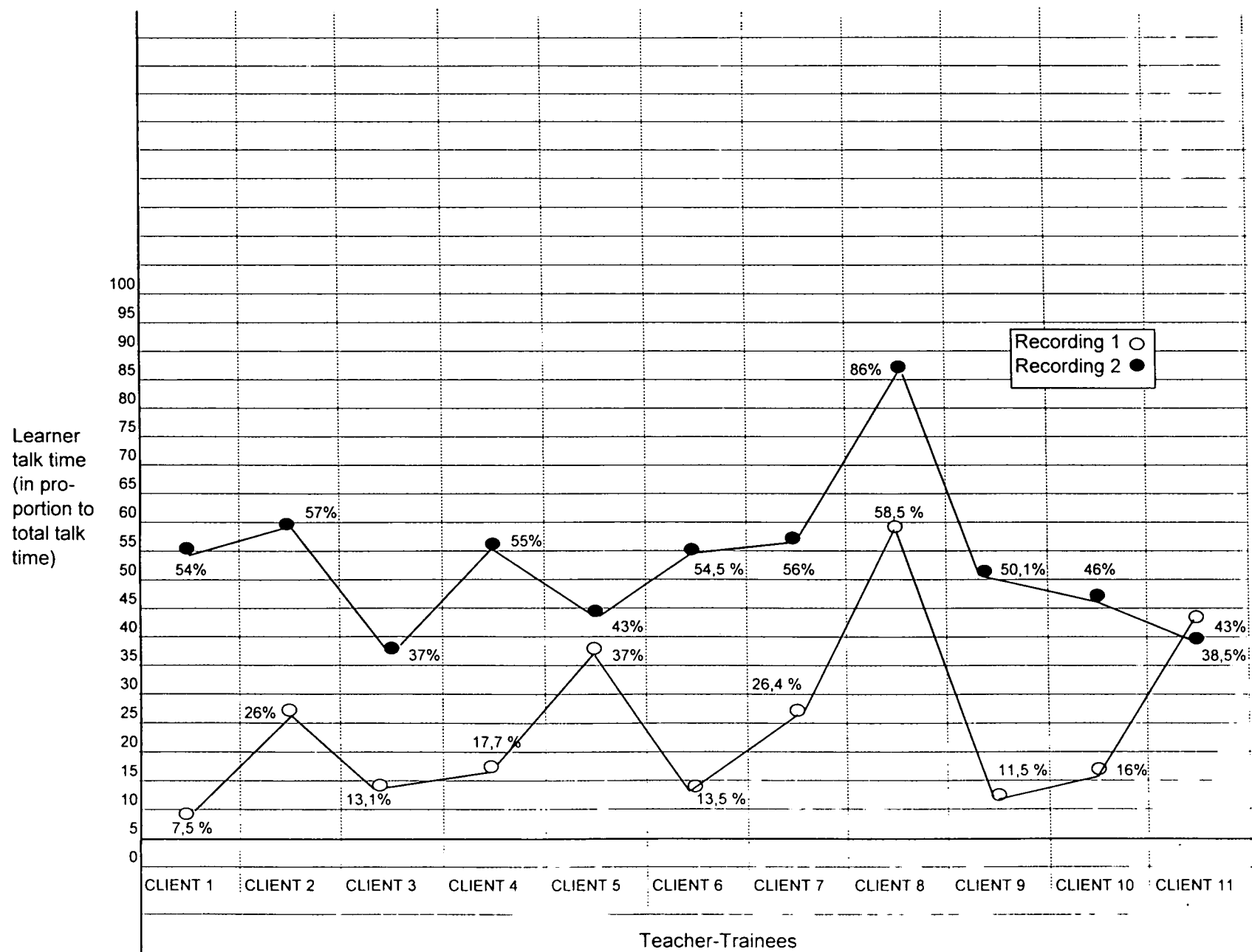
These data are followed by Table 4.3 and Figures 4.3, 4.4 and 4.5 that illustrate (in minutes) more raw data of physical talk time used by learners and teacher-trainees in the lessons. Figure 4.5 indicates how much time was spent by learners and teachers performing reading exercises in their lessons. As not all the teachers used reading and since reading was never applied consistently, it is difficult to analyse relationships in the reading data, though some conclusions were reached on the basis of Figure 4.5.

It must also be noted that the lessons were each of a mean length of 30 minutes and any time not used for talking was viewed as silence. According to Van Lier's (1996:154) concentric circle model/continuum, silence can be classified as either non-contingent and asymmetrical (being more evaluative and teacher-centred) and known as *ellipsis*, or as contingent (being more participatory and learner-centred) and known as *prolepsis*. There was much more *ellipsis* in each of the client's first lessons (accounting for the "missing" talk time) than in the second, and the silence in the second lessons was still of a more elliptic nature, though *prolepsis* occurred more often (such as in Client 2's case, when she would purposely keep quiet to allow learners time to make responses (cf. Client 2, lesson 1b, turns 23 – 28 and Client 4, lesson 2, turns 26-29 and 43-45). As an aside, client 2's development towards empathy was also noticeable.

The table of proportional learner talk (Table 4.2), and its accompanying Figure (4.2), follow below.

**Table 4.2:** Proportion of time shared for talking between teacher-trainees and learners

		<b>Learner Talk</b>	<b>Teacher Talk</b>	<b>Total Talk Time (with reading time included)</b>	<b>Total improvement</b>
<b>Client 1</b>	Lesson 1	7, 5%	92, 5%	8, 91 minutes	
	Lesson 2	54%	46%	23,7 minutes	46, 5%
<b>Client 2</b>	Lesson 1	26, 3%	73, 7%	15, 2 minutes	
	Lesson 2	57%	43%	24, 6 minutes	30, 7%
<b>Client 3</b>	Lesson 1	13, 1%	86, 9%	18, 84 minutes	
	Lesson 2	37%	63%	18, 4 minutes	23, 9%
<b>Client 4</b>	Lesson 1	17, 7%	82, 3%	12, 75 minutes	
	Lesson 2	55%	45%	28, 83 minutes	37, 3 %
<b>Client 5</b>	Lesson 1	37%	63%	3,5 minutes	
	Lesson 2	43%	57%	8,4 minutes	6%
<b>Client 6</b>	Lesson 1	13, 5%	86, 5%	9, 68 minutes	
	Lesson 2	54, 5%	45, 5%	19, 36 minutes	41%
<b>Client 7</b>	Lesson 1	26, 4%	73, 6%	7, 96 minutes	
	Lesson 2	56%	44%	22, 86 minutes	29, 6%
<b>Client 8</b>	Lesson 1	58, 5%	41, 5%	24, 3 minutes	
	Lesson 2	86%	14%	22,1 minutes	27, 5%
<b>Client 9</b>	Lesson 1	11, 5 %	88, 5%	13 minutes	
	Lesson 2	50, 1%	49, 9%	28, 9 minutes	38, 6%
<b>Client 10</b>	Lesson 1	16%	84%	11, 15 minutes	
	Lesson 2	46%	54%	18, 3 minutes	30%
<b>Client 11</b>	Lesson 1	43%	57%	12, 78 minutes	
	Lesson 2	38, 5%	61, 5%	22, 62 minutes	- 4, 5%



**Figure 4.2** Learner Talk Time in Trainee Lessons (Proportional to Total Talk Time)

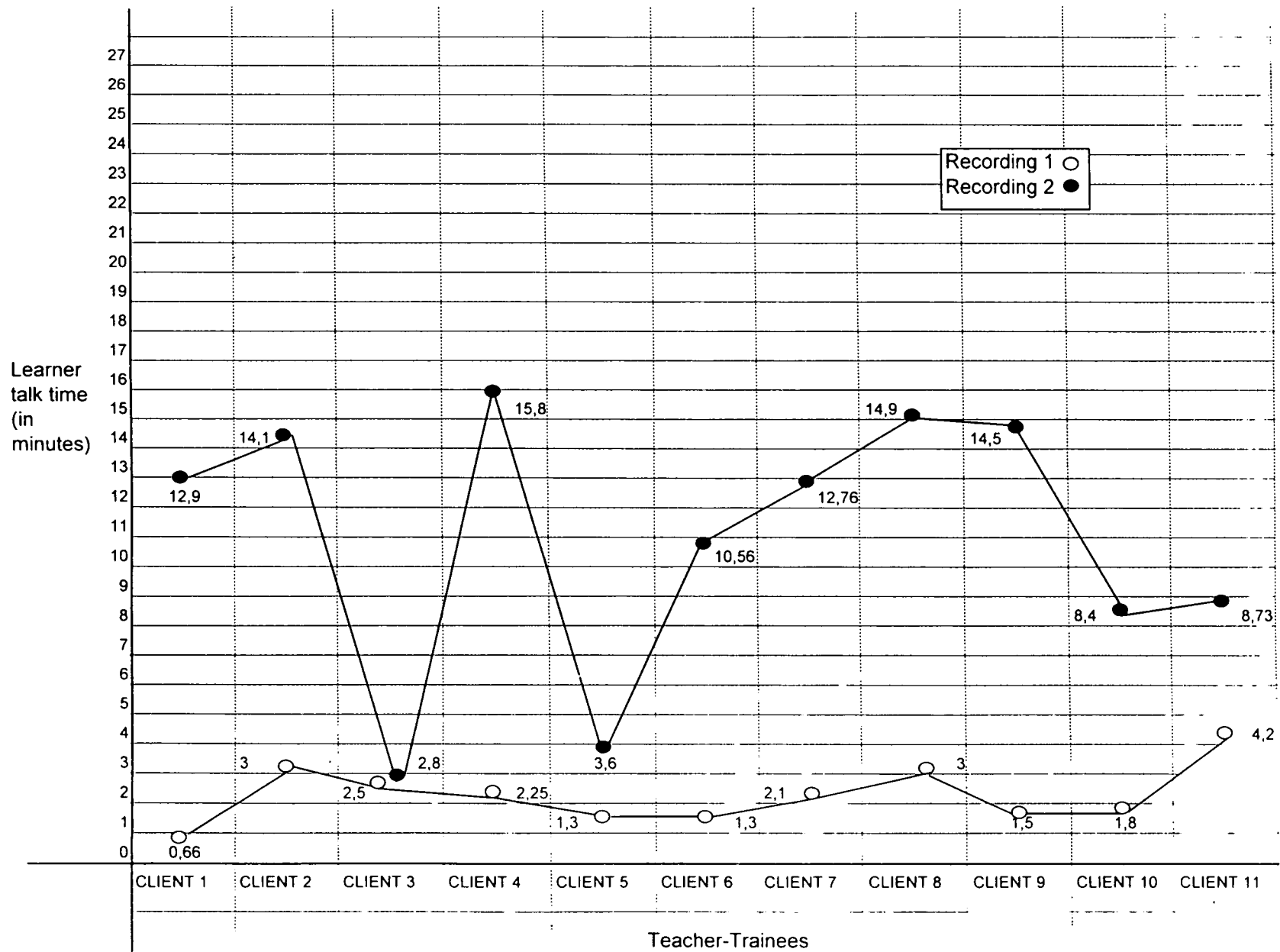
**Table 4.3: Teacher and Learner Talk Time and Reading Time**

<b>Clients</b> <b>A: recording one</b> <b>B: recording two</b>	<b>Teacher Talk</b> <b>Time (in</b> <b>minutes)</b>	<b>Teacher</b> <b>Reading Time</b> <b>(in minutes)</b>	<b>Learner Talk</b> <b>Time (in</b> <b>minutes)</b>	<b>Learner</b> <b>Reading Time</b> <b>(in minutes)</b>
<b>Client 1</b>				
<b>A</b>	8, 25 minutes		0, 66 minutes	
<b>B</b>	10, 8 minutes		12, 9 minutes	
<b>Client 2</b>				
<b>A</b>	11, 2 minutes		3 minutes	1 minute
<b>B</b>	10, 5 minutes		14, 1 minutes	
<b>Client 3</b>				
<b>A</b>	9, 76 minutes	6, 58 minutes	2, 5 minutes	
<b>B</b>	10, 6 minutes	1 minute	2, 8 minutes	1 minute
<b>Client 4</b>				
<b>A</b>	9 minutes	1, 5 minutes	2, 25 minutes	
<b>B</b>	7, 6 minutes	5, 43 minutes	15, 8 minutes	
<b>Client 5</b>				
<b>A</b>	2, 2 minutes		1, 3 minutes	
<b>B</b>	4, 8 minutes		3, 6 minutes	
<b>Client 6</b>				
<b>A</b>	8, 38 minutes		1, 3 minutes	
<b>B</b>	8, 8 minutes		10, 56 minutes	
<b>Client 7</b>				
<b>A</b>	4, 26 minutes	1, 6 minutes	2, 1 minutes	
<b>B</b>	10, 1 minutes		12, 76 minutes	

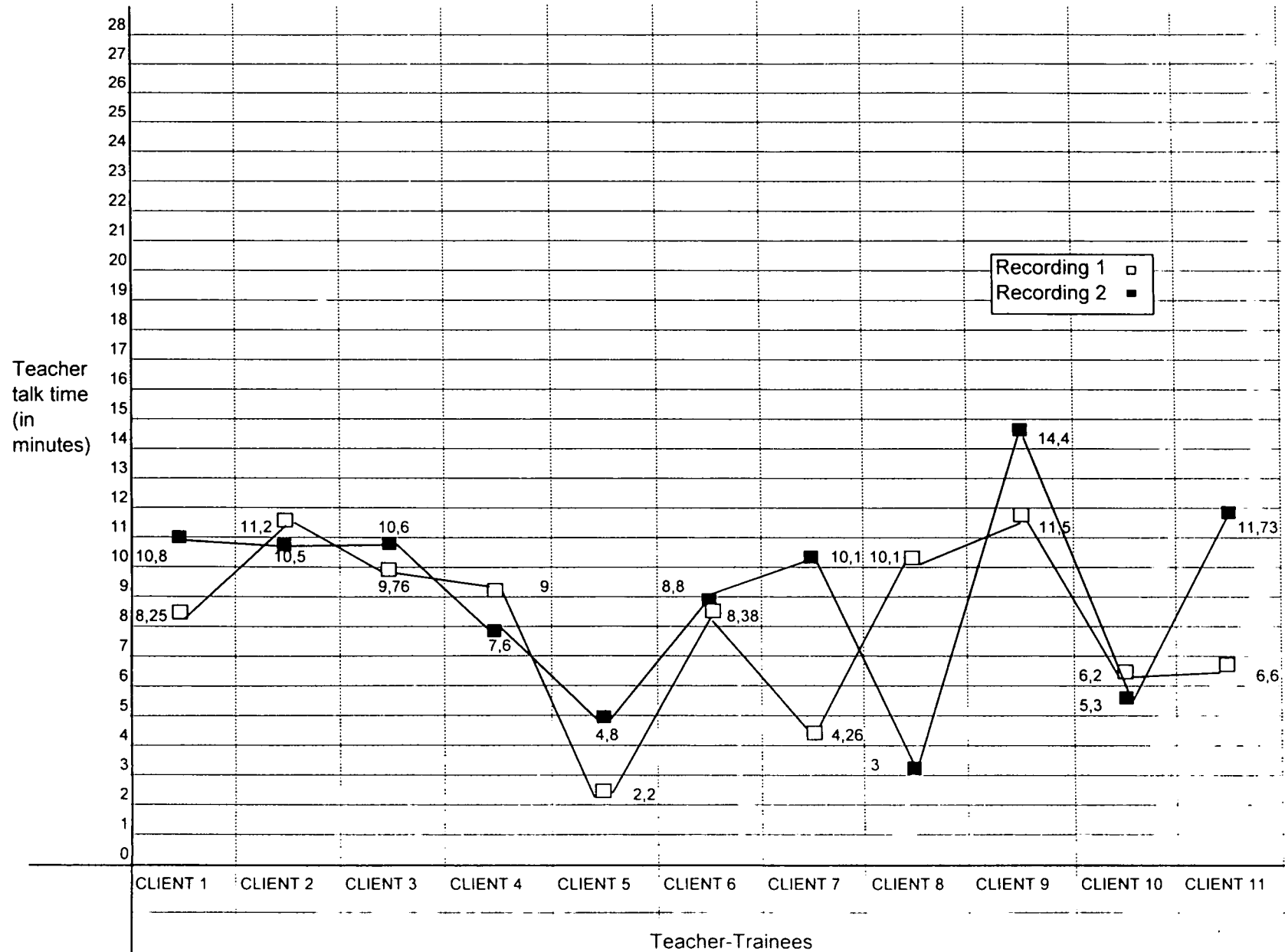
*Table 4. 3: continued on next page ...*

**Table 4.3: Teacher and Learner Talk Time and Reading Time ... continued**

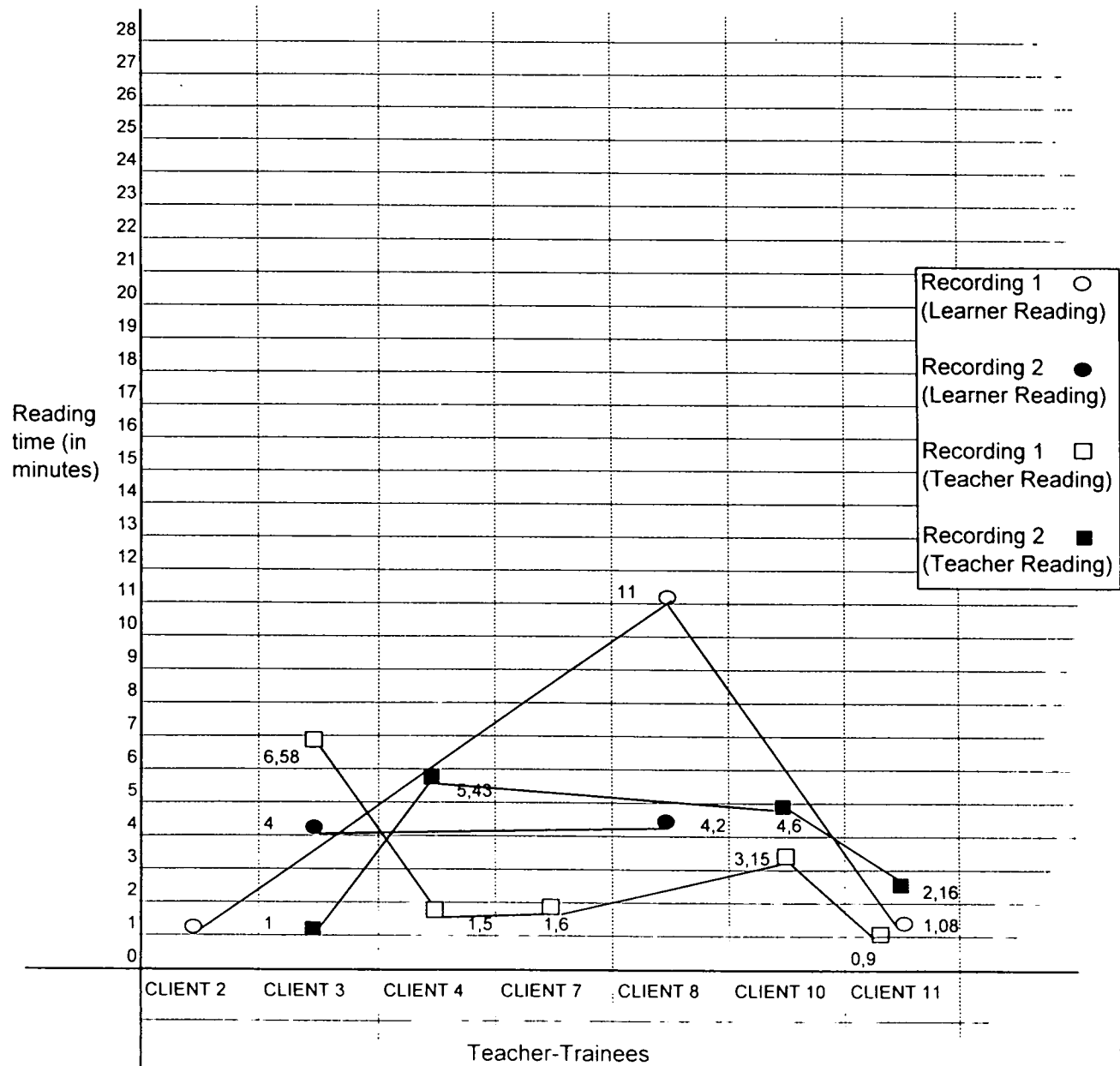
<b>Clients</b> <b>A: recording one</b> <b>B: recording two</b>	<b>Teacher Talk</b> <b>Time (in</b> <b>minutes)</b>	<b>Teacher</b> <b>Reading Time</b> <b>(in minutes)</b>	<b>Learner Talk</b> <b>Time (in</b> <b>minutes)</b>	<b>Learner</b> <b>Reading Time</b> <b>(in minutes)</b>
<b>Client 8</b>				
<b>A</b>	10, 1 minutes		3 minutes	11 minutes
<b>B</b>	3 minutes		14, 9 minutes	4, 2 minutes
<b>Client 9</b>				
<b>A</b>	11, 5 minutes		1, 5 minutes	
<b>B</b>	14, 4 minutes		14, 5 minutes	
<b>Client 10</b>				
<b>A</b>	6, 2 minutes	3, 15 minutes	1, 8 minutes	
<b>B</b>	5, 3 minutes	4, 6 minutes	8, 4 minutes	
<b>Client 11</b>				
<b>A</b>	6, 6 minutes	0, 9 minutes	4, 2 minutes	1, 08 minutes
<b>B</b>	11, 73 minutes	2, 16 minutes	8, 73 minutes	



**Figure 4.3** Learner Talk Time in Trainee Lessons



**Figure 4.4** : Teacher Talk Time in Trainee Lessons



**Figure 4.5 : Reading Time in Lessons (Teacher and Learner)**

#### 4.4 More on the improvements in learner talk time

To understand the analysis of the difference in the length of learner talk time in minutes, Table 4.2 and 4.3 above, together with Figures 4.2 and 4.3 should be studied. All the trainees managed to improve physical learner talk time in the lessons, from between 30 seconds (client 3) and 13.65 minutes (client 4). This is very encouraging in a study which has aimed to show the shift from teacher-dominated to learner-centred education (Rudder 1999: 24, Puhl 1997: 2). Proportionally (cf. Table 4.2 and Figure 4.2), it can be seen that the trainees had very similar proportional increases in the talk time they were able to elicit from their learners. Only three of the teacher-trainees had improvements of below 30%, i.e. clients 3, 5 and 11. The rest were 30% or higher and only one (client 11) experienced a 4,5% drop of total proportional learner talk in the second lesson. These positive results can be attributed to the following: (*The corpus of data is housed at the St Andrew's Language Project, St Andrew's School, in Bloemfontein*).

- Trainees articulated a growing awareness of what was expected of them. This was expressed in self and peer assessment instrument 4, addendum B. "This lesson went much better because I was more confident with OBE" (Client 1) and "[The reason the lesson was an excellent example of CLT was] because I knew what was expected from me, and I had the teaching aids to accomplish my goals" (Client 4, self-assessment form 1, Addendum B). Structured teacher preparation is a key element in promoting competence among teacher-trainees (England 1998: 18). Thus, having clear learning outcomes (Ancker 2000: 20) and appropriately designed teaching materials (Wisniewska 1998: 24 and Griffiths 1995: 50) facilitates trainee autonomy and empowerment.
- A concomitant development towards self-confidence and autonomy (which is reflected in their "letting go" or reducing teacher control (Biao 1996: 2) in the second attempt): e.g. Client 2 felt greater freedom, thanks to activities and charts, to stand back and let learners work in groups and develop their own learner-centred ideas; Client 11 articulated an insecurity about applying OBE in the first lesson, but felt

more in control of the second one (cf. the focus interview, turn 51 in Addendum D).  
The following, from one of the lessons, illustrates this point:

(1)

In the extract below, the OBE principles of carefully explaining the procedure that will take place in the classroom, circulating between groups, setting a time limit by stopping the work after a period of elapsed time and offering to facilitate ("ask me", in turn 112) are realised (Wheeler 1994: 48).

112. T: Okay, I'll bring you ... (*fetches the pages*). Someone will hand out and everyone will have pages. Okay? And then you just write the answer on the yellow page. Okay. You may discuss in the groups the answers ... the answers to all the questions. If you don't know, ask me. (I)

113. Learners comply with the instruction and teacher moves around from group to group and interacts with learners. (R)

114. T: Okay, Standard 2's, we must finish now. (I)

115. Learners are still busy. (R)

(From: Client 4, Lesson 2)

- Teachers eventually understood, after a series of materials design interventions (Chapter 3), that they were not preparing their teaching, but that they were preparing worksheets designed to *release* them from "teaching" and thus free them for "facilitating", e.g. all felt that teaching aids made knowing what to do easy. Client 11 (turn 51 in the focus interview, Addendum D) appreciated having a chance to work with teaching aids made by the teacher-trainees themselves, and Client 2 (turn 140 in the Focus Interview, Addendum D) said that charts encouraged spontaneous learning

because they were colourful and engaging. Client 10 (turn 62 and 66 in the Focus Interview, Addendum D) felt greater confidence in his second lesson thanks to a feeling of having matured and by having made teaching materials, and Client 9 felt that teacher aids were a great help and that learners should perform activities themselves, to learn from them and from one another (Client 9, turns 7 and in the Focus Interview: Addendum D). Griffiths supports the contention that materials must be learner-centred, facilitate interactive teaching and be visually appealing (1995: 50). Wisniewska agrees that the advantages of having trainees design their own materials outweigh the disadvantages: learners are empowered by it, are more likely to understand their own teaching materials, show creative initiative, and allow for adaptability of materials during lesson (1998: 24, cf. also Crandall 1998: 2, Brinton and Holten 1997: 10, Griffiths 1995: 50).

- The impact (verbalised in the Focus Interview: Addendum D) of an involved and empathetic counsellor or mentor. Client 2 (Addendum D, turn 110 and 112), felt the counsellor was a friend and valued the open dialogue between the counsellor and the teacher-trainees, which allowed them to talk about anything that worried them). A close relationship, Client 2 said, developed between teacher-trainees and the counsellor, while both Client 1 and 10 said that supervision from the counsellor was a motivating factor for them to change their teaching styles. A counsellor is expected to create a sympathetic, empathic relationship with clients, give trainees a chance to experiment on their own, provide guidelines for development and engage in reflective discussion of client performances with clients, with the counsellor promoting objectivity in judgement and encouraging trainees to take independent action (Farrell 1998: 10, Propst 1997: 47, Tenjoh-Okwen 1996: 10), as happened in this study.

#### **4.5 Teacher reading time and teacher talk time**

It was particularly interesting to note that five clients opted to read as part of their presentations. This was not planned as an outcome, but the increase in teacher reading time did not diminish learner participation as the proportion of increased learner talk is

roughly consistent with that of clients who did not read (Tables 2 and 3). Learners were stimulated by the texts and these reading texts created a background of ideas in which learning and spontaneous talk could take place (Urquhart and Weir 1998: 177, Eyraud et al. 2000: 2). This is, in itself, an area of further study.

It is surmised that this took place as a result of:

- The fact that most trainees were second- or third language speakers of English and thus often found it difficult to introduce the lessons they were presenting. By selecting a reading text as an opening gambit, and with the added reassurance of at least two opportunities in which to practise their reading before peers and their counsellor, they felt more confident with a prepared reading text than with the novel utterances that would probably occur in the lesson of a mother-tongue speaker (Eyraud et al. 2000: 2, Sequeiro 1998: 29);
- The materials design intervention focused on the production of visual aids (which the teachers could *read* as they presented a new idea) (Sequero 1998: 29) and worksheets (which are easily linked to reading texts). In short, in preparing for the second improved video-recorded lesson, they took no chances – each step was mapped ahead, with a text and the accompanying instructions on worksheets (McGuire 1995: 12).

A research study focusing on the impact of reading as a start-up strategy for teachers whose mother-tongue is not English, would provide more interesting data. Sequero (1998: 29) agrees that reading can be an effective “warming-up” activity for a language lesson.

In some lessons learners were required to read or recite a text as well, but most of the teacher-trainees who used this strategy did not allow readers to read for very long (most teachers allowed only 1 minute total reading time), and the only client (Client 8) who did use much learner reading time (11 minutes in the first lesson) had a lesson that was

dominated by learners reading and not producing their own novel utterances (Van Lier 1996: 179). It is more important in the second language classroom that the language be *spoken* so that learners can develop fluency (Van Lier 1996: 179).

Although reading is a highly complex activity that demands input processing (Eyraud et al. 2000: 2, Urquhart and Weir 1998: 177, VanPatten 1997:1), and since this study counted incidences of novel utterances, the actual reading time in terms of minutes was placed into the category *Reading* as the real focus was on the learner response after the reading activity.

Thus, reading was categorised as a more lower-order learner response (focusing mainly on recitation) and was thus not, in the context of this study, regarded as a “higher” order skill on the continuum (Van Lier 1996: 179). The fact that clients (Client 3, Client 4 and Client 11) were able to make reading activities more interactive in their second lessons by involving learners more in the negotiation of meaning in texts, by choosing more interesting texts, with better illustrations, and a more practised presentation corresponds with McGuire’s guidelines for using reading to enhance language teaching (McGuire 1995: 12).

#### 4.6 Minor case studies

IRF exchanges are endemic to classrooms and act as indispensable tools in the learning process. IRF discourse is the parameter for responses of all kinds, but in the context of this study, it is necessary to ask whether the quality of IRF structures that occur in the second lesson is any closer to the form of teaching behaviour looked for in an OBE context, and for this Van Lier’s sub-continuum comes into play (cf. 3.6 in Chapter Three).

The following section provides an overview of each of the clients’ growth patterns, presented in the form of **minor case studies**. Three **major case studies** are presented subsequent to these, and provide an in-depth analysis. The following minor case studies

are reported, using Van Lier's (1996) extended model as an analysis tool, but also refer to the other sources of data in this study.

**Client 1:** The IRF structures in this client's second lesson developed according to Van Lier's sub-continuum (1996: 154), in that the lesson featured group report-back for the first time (There is one incidence of this in Table 4.1) as well as learner-learner interaction evidenced by time set aside for group-work (see Addendum C: Client 1, Lesson 2, Tables 4.2 and 4.3) (cf. also Fujita 1994: 47, who points out that learners learn more by being involved in a co-operative task and are less anxious because they do not have to perform in front of the whole class). This client experienced an extremely high proportional increase of learner talk in the study (46,5%), particularly because there was such a visible lack of learner participation in his first recording. He was also able, significantly, to reduce lower-order IRF-questioning patterns in his second lesson, with the only increase being **Cognition 1** learner responses (Table 4.1 and Figure 4.1).

His use of group work was nevertheless also in line with the suggestions made to clients in this study, such as Ancker's (2000: 20) premise that learners can correct each other without prompting, using the teacher only as a final arbiter. Puhl's (1997: 2) contention that group work eliminates a learner's feeling of isolation, and promotes reflection and meta-cognition and Rendon's (1995: 41) belief that group work is more in line with an outcomes-orientation as it stresses task objectives and assessment, together with Wheeler's (1994: 48) important guidelines for how group work should operate in a classroom with, for example, the teachers circulating among groups and insisting on group report-backs) all support the counsellor's strategy to promote group work in this study. As an aside, this client's use of audio-tapes in the second lesson added an interesting multimedia dimension, in which the learners responded to recorded sounds, though it would have been more effective had the recorded sounds been used to structure group work for discussion. The recordings elicited too much isolated learner activity (Puhl 1997: 2) as the questions asked by the facilitator required lower-order responses, i.e. one-word answers (Van Lier 1996: 154).

**Client 2:** *See major case study of Client 2 below.* The development of Client 2's IRF exchanges is noticeable in the second lesson, in that she obtains expression from learners for the first time as well as higher levels of authentic teacher-learner interaction (Van Lier 1996: 154), with a high incidence of learner initiation and learner-learner interaction in the second lesson (see Addendum C: Client 2, Lesson 2, Oxford 1997:445).

**Client 3:** Client 3's second recording failed to record much of what the learners were saying but it can be seen that learners were given more opportunity to speak - there was a 24% increase in proportional learner talk time (Rudder 1999: 24, cf. Table 4.2 and Figure 4.2). There was also more learner interaction in group context (Puhl 1997: 2, Rendon 1995: 41, cf. discussion of group work below referring to Table 4.1 and Figure 4.1 above). The first lesson was asymmetrical and talk-time was teacher-dominated (Table 4.2), while the second featured a growth towards symmetry, i.e. a greater sharing of talk time between learner and teacher (Table 4.1). The client had to learn to deal with group work (evident in the transcriptions), while experiencing a drop in frequency of lower-order IRFs (from 11,4 to 3,6: Figure 4.1).

**Client 4:** Once again this client's second recording did not capture enough discourse from learners. However, the learners used 37,3% more of the discourse time in the second lesson than in the first (also cf. Rudder 1999: 24), while lower-order IRF responses were lowered to a frequency of 2,2 in lesson 2 (from 8,8 in the first: Table 4.1). The teacher, therefore, did not dominate the discourse nearly as much as she had in the first recording and she was willing to speak to learners in their groups, in accordance with Wheeler's (1994: 48) guidelines for group work, and interact with them, thereby providing an opportunity for them to engage in authentic teacher-learner interaction (cf. Kahler 1993: 48), while also being allowed to speak to peers in group context (Van Lier 1996: 154). There was, however, a noticeable lack of group or learner report-back in the second lesson, which this client sought to rectify after a self-assessment session (cf. Rivers 2001: 281). The IRF structure must be complete for it to have its full effect (Van Lier 1996: 154) and Group Report-back was a learner response that all the other clients (except Client 5) were able to incorporate into their second lessons. In the Focus Group,

Client 4 (turn 43 in Addendum D) pointed out that he did not have a back up to support his lesson. This would not have been the case if he had incorporated group work. In turn 70 this client expressed the understanding that learning was experiential. This was some evidence of growth towards an OBE approach.

**Client 5:** *See major case study below.*

**Client 6:** This teacher-trainee displayed comparatively high incidences of lower-order IRF responses in both lessons (Table 4.1 and Figure 4.1) because she tended to encourage mainly Cognition 1-type utterances from learners, though she did later insist that learners create three utterances of at least Cognition 2 level (Addendum C). She made the IRF even more complex later on when she required of each group the production of a story, which is of at least Cognition 3 level. This is aligned with McGuire's ten-step sequence to enhancing language learning, in which the creation of new stories by learners, using some form of inspiration (illustrations, theme) plays an important role in involving learners in the classroom (cf. McGuire 1995: 12). These stories took the form of Group Report-back to the teacher (Table 4.1) and thus contained learner expression (Puhl 1997: 2). This client's second lesson was characterised by high levels of learner talk, with the teacher interacting helpfully with learners. This teacher, in fact, experienced the highest overall increase of proportional learner talk (41%, in Table 4.2). Although Client 6's lower-order IRF responses were high, she used these in a *participation* orientation (Van Lier 1996: 154). Client's 6's second recording contained an acceptable level of depth, as the following excerpt illustrates:

75. T: Exclamation mark, good. (*The teacher points at a specific sign*) This one, the third one, when do we use it? (*To a specific learner*) Yes. (I)
76. L: After a sentence you ... (*inaudible*). (R)
77. T: Repeat it again, after ... ? (I)

78. L: After a sentence you have to rest, then you put that on. (R)

79. T: Yes, oraait. (F) I want quickly another another one. (I)

From: Client 6, Lesson 2

Client 6's case is also interesting as her second lesson contains almost exactly the same incidence/frequency of lower-order IRF exchanges. In the second recording the results are nevertheless more learner-centred (negotiation by groups leads to "maximally comprehensible input" Kinginger 1994: 29, cf. Also Puhl 1997:2), as the above example shows: the learner response is of Cognition 3 level, within the IRF structure (Van Lier 1997: 154, Hawes and Thomas 1994: 22). This client nevertheless decided after a consultation with the counsellor, to increase learner-centredness further (Farrell 1998: 10, Mohammed 1997: 50).

**Client 7:** Client 7 was able to reduce the incidence of lower-order IRF-questioning significantly (from 17,2 to 3,8: Figure 4.1) by being less teacher-centred (she had been noticeably directive in the first lesson), and by encouraging group work (Kinging 1994: 39, and Lightbown and Spada 1993: 83) and group report-back in her second session (Table 4.1). Her learner talk time (in minutes) also increased six-fold in the second recording (cf. Rudder's 1999: 24) discussion of the importance of engaging learners in speaking), and she also used, proportionally, almost thirty percent less of the total talk time (Table 4.2) (cf. Biao (1996: 2) and Wheeler (1994: 48) who insist on equality in the classroom), all of which added symmetry (cf. Van Lier 1996: 179) to her second lesson. More prominence was given to what learners had to say, and the classroom exhibited an observably less tense atmosphere, giving credence to the need for 'low anxiety' classrooms (Chapter 2, section 2.2.3 (iii), cf. Ancker 2000: 20, Daoud 1994: 42, Lightbown and Spada 1993, Kahler 1993: 48, Krashen and Terrell 1983).

**Client 8:** Client 8 was considered the most transmission-oriented teacher of the entire study, once even threatening to punish one of her learners in the first lesson for making a

noise (the only teacher in the study to have done so). The incidence of lower-order IRF-questioning in her first lesson is abnormally high as Figure 4.1 shows, though she was able to almost halve this (Table 4.1 and Figure 4.1) by encouraging learners to speak for half of her second lesson (14,9 minutes: Figure 4.3). Proportionally, this is also a 27,5% increase in learner talk time. This further supports the point that the mere inclusion of group work and co-operative learning can create greater symmetry (Van Lier 1996) in the classroom. Although this client was still relying heavily on lower-order IRF-questioning as a teaching tool, she had learned to step back and allow her learners the chance to communicate with one another and, in the form of group report-back (Table 4.1), to the teacher (cf. Puhl's (1997: 42), discussion of enhancing learner potential and lowering teacher authoritarianism).

There was a great deal of Group Report-back in her second lesson, as compared with the transmissional style of her first lesson. The high incidence of lower-order IRF-questioning in the second lesson is probably because Client 8's teaching style elicited many **Cognition 1** and **2** statements from learners when they were not working in groups or providing Group Report-back (cf. Kam-yin's [1993: 33] discussion of how it is more important to raise the consciousness of learners during lessons). In turns 47 and 49 (Focus Group Interview in Addendum D) she relates how she developed from knowing "nothing" about OBE to knowing "everything" about OBE. She added that she learned much from the counsellor and that she found it a challenge to keep learners involved in group work (Focus Interview, turn 68 in Addendum D).

However, within the context of Van Lier's sub-continuum her lesson can be seen as a qualified research success. She was able to use Group Report-back, but there needed to be more authentic teacher-learner interaction and contingency (Van Lier 1996: 179, Green 1993: 2). A possible next intervention would be to encourage more social interaction between learner and facilitator.

**Client 9:** Client 9 was the only first-language English speaker in the group. This advantaged him somewhat, though one cannot make the assumption that this

automatically made him a better English teacher. Nevertheless, he did display, within the context of this study, a relatively successful teaching performance in his first recording, by involving learners in activities and by being very clear in his directives (cf. Rendon 1995: 41, Hawes and Thomas 1994: 22). In both lessons he was able to elicit enthusiastic responses from learners, though the second lesson exhibited more of this, with Group Report-back (cf. Puhl [1997: 2] and Tenjoh-Okwen's [1996: 10] discussion of ways in which to make learners or trainees more critically self-reflective in the context of groups) taking place for the first time (Table 4.1). He also used lower-order IRF-questioning sparingly in both lessons (Table 4.1 and Figure 4.1). There were much higher incidences of learner talk in the second lesson (a proportional increase of 38,6%: Table 4.2 and Figure 4.2), while there was more authentic teacher-learner discourse. Wheeler (1994: 48) emphasises this mutual (and authentic) respect in the classroom, together with Kahler (1993: 48) who also discusses the changed classroom relationships.

The recording instrument showed that there was a slight development toward contingent communication within group context (cf. Focus Group Interview, Addendum D). Contingent conversation refers to "interaction which moves towards the outer realms [of the continuum], sharedness of perspectives increases and expectancies are effectively created and exploited" (Van Lier 1996: 183). The implication is that learner and facilitator are beginning to understand one another better and thus communicate on another level, away from the "here and the now context" (Van Lier 1996: 183). From the outset, Client 9 displayed his natural talent at teaching (Hawes and Thomas 1994: 22) and the counselling with which he was provided in this study can be credited for helping him to develop this further (Addendum D). His case also puts into context the challenges and problems that surround English Second Language teaching in South African schools as his natural language advantage no doubt placed him some way ahead of the other clients in this study (many of whom were as much second-language learners as the learners they were expected to teach) (Kingwill 1988).

**Client 10:** This teacher-trainee did not experience much reduction of lower-order IRF-questioning in his second lesson (Table 4.1 and Figure 4.1), but nevertheless allowed

room for a big improvement in learner-learner talk and teacher-learner interaction by using group work and interacting with groups (cf. Wheeler 1994: 48, Lightbown and Spada 1993). There was a 30% increase in learner talk time as a result (Table 4.1 and Figure 4.2). Report-back from groups (Table 4.1) could also be observed towards the end of lesson 2.

**Client 11:** *See major case study below.*

#### **4.7 Major case studies**

The three clients selected to represent the major case studies below are described at greater length here, based on the fact that they each displayed significant differences in their development or lack of development between their recorded lessons. These clients were also selected because of the quality (or lack of quality) of information provided in their assessment tools (Addendum B). Client 2 showed that she had understood the principles of OBE (see Focus Group: Addendum D) and knew how to apply them (though there was still room for improvement), while Client 5 displayed a disappointing application of these skills. Client 11, despite her failings, was a teacher-trainee whose case study is provided as an average example of the overall trend in the results of this research study.

##### **4.7.1 Client 2: Showed good application of group work and learner participation, material design, explaining the outcomes to learners, introducing self-assessment**

Client 2 was selected as one of the better students in this study on the basis of the overall improvement in her teaching approach. She was also among the first of the teacher-trainees to enter the teaching field after training. The increases in learner talk time and learner-centredness (Tables 4.1 to 4.3 and Figures 4.1 to 4.3) in her second teaching attempt were apparent, as well as a slight decrease in teacher talk time (Figure 4.4), all of which are outcomes desired for teacher-trainees in this study. The enthusiasm for the Project and her excellent social skills may have promoted the excellent results. She

managed to add almost ten minutes more total talk time to her second lesson (Table 4.2) and was able to raise proportional learner talk by over 30% in her second lesson. In her first lesson she had used 73,7% of the total talk time, whereas in her second lesson she only used 43% of the total talk time. This indicates that her post-intervention lesson was more symmetrical (Van Lier 1996: 179) and the client and her learners were able to share time equally to speak, instead of the teacher-dominated discourse of the first recording. Most importantly, Client 2 exhibited the lowest incidence of lower-order Initiation-Response-Feedback transactions (Van Lier 1996: 154) in her second lesson (Figure 4.1), with an incidence of only 2. Her first lesson had an extremely high incidence of IRF (at 23, representing a total frequency drop of 21 compared to the second). The first lesson of one of the more authoritarian teacher-trainees had an average of 27,4 IRF interactions, which she managed to lower only to 14,8 in the second (though, nevertheless, still an achievement: see Figure 4.1).

Client 2 was also one of the teacher-trainees able consistently to elicit veritable learner initiation in both her first and second recordings, with a marked increase of learner-centred teaching and learner initiation and higher-order IRF structures in the second lesson (Table 4.1). Only two teacher-trainees actually used *more* lower order IRF discourse in their second lessons (though this, too, is not necessarily negative, as it may show that teachers were more committed to the task of eliciting learner participation while attitudes in some of the first lessons were characterised by nervous indifference or *ellipsis* in Van Lier's terms (Van Lier 1996: 179)).

Client 2 was also the most outspoken and informative during the focus group session at the end of the study (Addendum D). She felt that she had learnt about the value of outcomes, felt greater freedom as a result of her worksheets and charts, to stand back and allow learners to work in groups: the improved product as a result of interaction (Puhl 1997: 2), the teaching of co-operation as an aim for better group productivity (Stoller 1997: 2) and the premise that group discussion is the most authentic and productive form of class communication (Kahler 1993: 48). She discovered that working in groups could be task-oriented and that various language functions emerged from her groups (Spady

1994: 15) and that her charts encouraged spontaneous learning because they were colourful and engaging and probably acted as an input-processing device (VanPatten 1997: 1). She said that there was more evidence in the second lesson of free-flowing learner involvement (Lightbown and Spada 1993: 85), though she had tried to arrange them in groups for the first recording. The *participation orientation* (Van Lier 1996: 154) in the second lesson, she felt, could be attributed to the worksheets that she had designed, and that the overlap of different teaching materials on the same common theme aided understanding. She also mentioned that learners may have looked as if they achieved something but through their own assessment, they provided a truer indication of whether or not they actually understood the material, or were just following mechanical rules.

Client 2 also felt that established teachers were possibly afraid of changing to the new teaching approach; perhaps, she said, because these teachers knew they would need to work harder to prepare resource material for lessons (cf. the development of autonomy by initiating materials design in Wisniewska 1998: 24). It was important, she felt, to provide teachers with a starting boost in implementing OBE, so that they would learn to generate their own ideas and become independent, for example, to develop the autonomy to which Rivers (2001: 280) refers and also to exhibit "flexibility in their approaches to new situations" (Bransford, Brown and Cocking 1999: xiii). She said that she had felt much more confident in her second lesson and could deal more easily with evaluation and criticism (Rivers 2001: 280, cf. Kinginger 1997: 8).

She also considered her counsellor a friend, i.e. the sympathetic, empathetic relationship to which Tenjoh-Okwen (1996: 10) refers (also cf. Dreyer 1998: 110). Furthermore, she enjoyed the open dialogue between counsellor and teacher-trainees, which had allowed the participants to talk about whatever was worrying them. She said that a better understanding of critical outcomes and specific outcomes provided her with a feeling of empowerment (cf. the growth toward "professional self-development" in Crandall 1998: 2). She believed that by the year 2005, i.e. the date of implementation of Curriculum 2005, the engine driving the outcomes-based approach in DoE 1997, most people would have a positive attitude towards OBE. She articulated Kinginger's premise that

“conceptual integration” and hence development occurs “as teachers test the ability of received knowledge to help in practical ways (1997: 8) in turn 7 (Addendum D): “We never knew much about it [OBE] ... it was a concept, it was a task...you had all the theory...and just went into the classroom situation and there you had to go and present...I always believed in that ... if something is going to work practically, it’s going to work...”

She appreciated the fact that she had had a long period in which to grow in this study and said that continuous assessment provides an indication of development, which exams do not. This is very closely aligned with Rivers’ (2001: 279) contention that self-assessment is more important than self-management and that the ability to direct one’s own learning exhibits a growth towards expertise (cf. “feedback in key areas” in Crookes 1997: 70-75).

Learning, she pointed out, is continuous, i.e. “lifelong” (DoE 1997: 1). As she had already entered the teaching field, she felt, from her first-hand experience, that educational themes were not yet properly integrated. This is reminiscent of Kinginger’s (1997: 8) premise that concepts grow in coherence as students talk about them. She also considered the study a successful project because the teacher-trainees were taught how to develop their skills, knowledge, and attitudes and values in creating teaching resources and on how to develop these in learners as well (cf. Wisniewska 1998: 24). The reference to values is theoretically sound: research that “denies a role for values is unlikely to inform and improve teacher practice” (Crookes 1997: 72). The need for an awareness of attitude and values is clearly articulated in the 1997 Policy Document (1997: 22).

Before her first recording Client 2 was apprehensive about having her lesson recorded and assessed. She admitted to feeling a lack of confidence. In her first lesson she said that her aims were: “To demonstrate to the pupils how interesting and fun naming-words are,” that the learners should “be skilled in identifying different nouns,” and should, “know the difference between the different nouns.” As she felt learners were already familiar with nouns, her task was merely to clarify the distinction between proper, common and collective nouns. These were the accuracy-based outcomes that she had

selected for her lesson and although this lesson was satisfactory, there was insufficient opportunity for “conversational interactives” (Lightbown and Spada 1993: 83, cf. also 4.4). She admitted that she had not really understood OBE at the time of this recording (cf. Turn 7 in the focus interview in Addendum D).

She felt later that she had been too unprepared in her first lesson and so insisted on being given a chance to present her first lesson again. As this represented an eagerness to improve, the study co-ordinator granted this request and a second first lesson was recorded, which showed a marked improvement over the previous one (the frequency of lower-order IRF learner responses in this case was only 6,2). It was later decided, nevertheless, to use Client 2’s very first attempt, as this would give a clearer indication of the improvement between the results of her pre-intervention teaching skills, and her teaching skills at the end of the study. In her second ‘first attempt’, she was already using OBE teaching materials and was much more prepared for the lesson. She had gone to the trouble of gaining some knowledge of OBE and was now putting this to use: she had isolated “areas requiring improvement” (Crookes 1997:70-71) after a reflective phase. This, according to Kinginger (1997: 8), “provides the ultimate measure of professional competence”.

The reason that Client 2’s first lesson had such a high incidence of lower-order IRF-questioning (Figure 4.1) is that she made extensive use of language games, such as “hangman” and “the minister’s cat”, which encourage single utterance, *Cognition 1* or 2 responses from learners (see Addendum D). These games were replaced by integrated learning materials in Client 2’s subsequent lessons, which elevated the level of learning (the cognition level) and learner involvement.

Figures 4.2 and 4.3 also show that learners were allowed much greater freedom to speak and interact with peers in the final lesson. There was a jump from ten per cent in learner talk (i.e. 3 minutes) in the first lesson, to just under fifty per cent in the second (14,1 minutes), with the teacher speaking for comparatively the same length of time, though a little less in the final lesson (between 30-35 % of the time in both lessons).

Proportionally, however, this represents a vast improvement in the symmetry of the lesson (Van Lier 1996: 179). One can infer from this that there was a great deal more unused talk time in the first lesson, in that in the second lesson, over 25 minutes of the half hour lesson was used for spoken discourse, while in the first only about half the lesson featured such discourse. Though the teacher was addressing the class for the *entire period* of the first lesson, lower-order IRF-questioning is a much more stilted form of communication, with longer periods of silence between verbal interactions that could be used more effectively for contingent communication in which spoken discourse is more fluid and participants have more of an opportunity to speak freely. The nature of the teacher talk in the final lesson was much less prescriptive, encouraging learners to express themselves and interact with peers. She engaged in "genuine exchanges of information" which probably "enhance[d] students' motivation" (Lightbown and Spada 1993: 85).

In the first lesson Client 2 was visibly ill at ease and later mentioned discomfort at having the lesson recorded, citing the video camera as a disturbance (from the self-assessment form: Addendum B). The blackboard was also the only teaching tool used. Though the client's stated objective of the lesson was teaching learners about nouns, Client 2 starts by playing "the minister's cat", a game that worked best for *adjectives*, as learners had to supply words to describe the cat. She moved from this adjective game to a lesson on *nouns*, without any clear transition. She merely said "The game's name is 'the minister's cat'" and then instructed learners to think of the names of places, streets or people. She then followed the typical lower-order IRF-questioning structure, also known informally as "guess-what-teacher-knows", throughout most of the lesson. The lesson on nouns was followed by three games of hangman, the first being one on a common noun, the second on a collective noun and the last on a proper noun. Client 2 later admitted that these games wasted more time than they utilised. The learners played these games with enthusiasm and seemed to enjoy them, but there was still a learner towards the end of Client 2's first lesson who was unsure about the difference between forms of nouns (see the transcription: Addendum D): evidence that the games were not as effective as the client had hoped they might be. After the first hangman game there was also a minor

argument between a group of learners and the teacher, with the learners claiming unfairness. They claimed that they guessed the word correctly and the teacher had misheard them. This would have been an ideal opportunity for the teacher to engage in contingent communication with her learners (Van Lier 1996: 179). Understandably, had Client 2 been dealing with a classroom of *adults*, who had claimed unfairness in a game, she would have paid serious attention to the allegation. Unfortunately, however, she simply told the complaining learners to 'stop moaning' and adopted the typical authoritarian teacher stance that she was 'right' and her learners were 'wrong'. They simply had to accept this. This was the sort of attitude that this study looked to remedy, and it is likely that Client 2 would have handled the situation differently had it recurred after the intervention. The video recording, unfortunately, did not pick up what the learners had actually said, so it is impossible to determine whether they were simply pushing their luck with the teacher, or whether they had a valid case. There was no cause for serious disagreement in the subsequent lessons, where teacher and learners managed to share meaning more effectively: negotiation of meaning (DoE 1997: LLC-12) is social reconstructivist and is a route to "optimal input" (Kingtoner 1994: 29).

Apart from the wasted time playing games, Client 2 expressed doubts about the question-answer (IRF) method and said it would have been more effective had the learners worked more closely in groups (from the assessment forms: addendum B).

Though Client 2 was much more prepared in her repeated first lesson, there is nevertheless a marked improvement between even this and her final attempt. She used similar materials in both lessons but the last one was more successful, because the client asked more open-ended questions and there was much more learner involvement and learner talk (Table 4.1 and 4.2). The learners in the final lesson were much more robust than they were in the initial first lesson, but seemed to display an eagerness to learn and express themselves that was absent from the more stilted classroom atmosphere of the first lesson (see Chapter Two). It is hypothesised that this is as a result of the teacher being more conscious of an outcomes-based teaching style. The recording of learner-learner discourse was also quite successful in this final lesson and features the best

example of learner-learner discourse encountered in the study. This example can be viewed in Addendum C.

The teacher was still quite anxious in her final recording, but not nearly as much as in the initial lesson, where her speech had been more halting, with sentences often left incomplete: she had once made a completely incorrect statement in her first recording without realising it. In the final lesson she was much more in control, though she still clenched her fists from time to time and looked strained. She managed, however, to convey a spirit of camaraderie in her final lesson that was absent from especially the first recording. This had visible effects, creating an environment in which learners felt free to make spontaneous statements and attempt to express themselves, where otherwise they might have felt inhibited (see Figure 4.3). The rowdier learners in the class did tend to exploit this more laissez-faire environment, such as one learner who attempted to distract his peers by waving a craft knife around. However, the majority of learners in his group ignored him, and concentrated instead on the task set by the teacher.

Though she was offered the choice to present a completely different lesson in her final attempt, Client 2 decided to present, again, a lesson on nouns. Her outcomes for the lesson were now more clearly in line with OBE terminology and she used the critical cross-field outcomes and specific outcomes that had been selected to drive *her own* development to do the same for *her learners*. Her main focus was now on the subject matter of the lesson and on learning materials to support this content, as well as on eliciting discourse from learners (see addendum C); she was no longer concerned with distracting and limiting games (see Chapter 2: 'Skills outcomes for the teacher trainee: maximising learning in the language classroom'). She used posters, a box of letters (to illustrate that there are numerous possible common nouns for any one letter), and required her learners to write down their answers. This was an improvement from the blackboard and magazines of the initial lesson.

Client 2's results are a fine example of the way that the intervention, and indeed other factors, such as personal growth that was not measured by this study, succeeded in promoting an OBE approach in teaching style.

#### **4.7.2 Client 5: Selected as less effective**

Client 5's results are among the more disappointing outcomes of this study. She decided to present a class on writing to her learners, choosing to repeat this with modifications in her final lesson. Her second lesson did not represent a major improvement on the first, which had been unaligned with either OBE or CLT for the most part.

Client 5's answers to some of the initial questionnaires show that she was not comfortable speaking and writing English. Her vernacular is Setswana and the study coordinator later contemplated translating the questionnaire into this language so that she could understand the questions and principles of OBE more clearly, but decided against it, as anyone hoping to become an English teacher simply must learn to communicate effectively in that language.

Client 5 was nervous in the videos and had trouble expressing herself to her learners, often faltering in her speech and struggling to find the appropriate words (see Addendum C, turns 2, 5, 33 and 45 in lesson 1). Figures 4.2 and 4.3 show that, apart from one other client, Client 5's learner talk was the lowest in the study for both recordings. As teacher, she used more than half the discourse time in both lessons, with a reduction of only 6% of her use of total talk time in her final lesson (Table 4.2). Both her recorded lessons were characterised by long periods of silence (ellipsis: Van Lier 1996: 179), in which learners concentrated on solo tasks. The teacher stressed silence, often saying, "don't talk", "keep quiet" and "don't make noise". Figure 4.1 indicates that there was an *increase* in average lower-order Initiation-Response-Feedback exchanges in her final lesson (her first lesson had an average IRF incidence of 2,2, her second 5,6). This is because her first lesson was characterised by very little activity at all, with learners spending most of the lesson time drawing spirals (presumably to practise writing the letter "e"). In the second lesson the

teacher spoke a little more to her learners (the second lesson had 4,8 minutes of teacher talk time, instead of 2,2: Figure 4.3 and Table 4.3), but her teaching style had not undergone significant change, so there was naturally a corresponding increase in the amount of lower-order IRF that the lesson produced (Figure 4.1). The first lesson, ironically, produced more learner-initiative, with learners asking Client 5 more questions, but this is mainly because of Client 5's inability, in especially the first lesson, to make herself clear (cf. the Comprehensible Input Theory in Krashen 1983 and Lightbown and Spada 1993: 29), and not because she had created an environment in which learners felt free to express themselves.

In the first lesson the teacher succeeded only in drawing circular movements in the air (signifying the letter "e"), then drawing these on the board, then asking her learners to first draw a single "e" on their own sheets of paper. She then asked them to draw the flowing pattern themselves and, while they spent most of the rest of the lesson doing this, she passed the time for herself by colouring in, with coloured chalk, the swirls she had made on the board. Towards the end of the lesson she made the learners count to forty twice, for no particular reason. This constituted the first lesson, characterised by long periods of silence, authoritarianism and little language production from the learners.

The second lesson was a slight improvement on the first, in some respects. In this lesson Client 5 attempted to teach the learners about the letter "o". She started by showing them a rabbit and trying to use this as a way to introduce the lesson by means of a story of how the rabbit went to buy a ball. Client 5 had decided that the theme of round objects would make the roundness of the letter "o" apparent to her learners. Once again, Client 5 drew the letter in the air, made the learners sing a song about a wheel going round and round, and then examined the fact that a ball is round. This led her into an exercise of making the class draw, in the air, the letter "o". The remainder of the lesson consisted of learners cutting out round shapes from posters and magazines.

Learners sat in groups in the second lesson but this was largely not utilised for discourse as the teacher continued to stress that learners should be quiet. There was one particular

scene where she succeeded in confusing the learners by saying, at first, "When I am giving these out, you must be very quiet," and then a minute later saying: "Discuss it." The learners merely looked at her quietly and the learner-learner talk that eventually developed was tentative and soft, with most learners more content to page through and cut out of their magazines, on their own (apparent from the poor data recorded in Table 4.3). The teacher, in the second lesson, was fortunately more active with the groups and moved from table to table, interacting with learners. This was an improvement, though the value of spending an entire lesson trying to make a class of average- or higher-intelligence learners grasp the fact that the letter "o" is round, is doubtful. Client 5 could well have provided her learners with more challenging activities and materials in order to encourage interest and discussion. Though there were slight improvements, one nevertheless feels that in neither of her recorded lessons did Client 5 succeed in getting her lesson off the ground, to the point that the spontaneity, creativity and true communication of communicative language teaching and outcomes-based education are realised (cf. Lightbown and Spada 1993: 85). It is difficult to apply even the sub-continuum of Van Lier's model to analysing her lessons, as she did not encourage or produce enough discourse in her lesson to merit proper analysis, but the level of discourse that could be observed was tangible evidence that she required further counselling.

In her self-assessment (addendum B) Client 5 felt that she had achieved an OBE approach in the second lesson, though she admitted that she had tried to make her learners talk in the second lesson but could not think of ways of making them talk even more. She merely ordered them to, "Discuss," instead of creating the conditions in which learner discourse occurs spontaneously. Client 5's peer noticed that the first lesson had not used OBE principles, had featured teacher-dominated discourse, and had lacked group work, but in evaluating the second lesson, the peer overrated Client 5's performance; perhaps because she felt that Client 5 *had* to be implementing OBE, even though the data of the recording showed otherwise. This is reminiscent of Meyer's (1998) study which shows the discrepancies between how peers in a research context evaluate one another, and how researchers evaluate data.

Client 5's most pressing need at the end of this study was English conversation classes as well as further counselling on ways to encourage more learner participation. Her disinclination to create teaching materials was also a pertinent problem that Client 5 experienced. Furthermore, there was much room for improvement if she wished to teach in the OBE/CLT mode.

#### **4.7.3 Client 11: Selected as an average result**

Client 11 was selected as an average result of this study. Though she improved, her results could well have been better, though the study co-ordinator was satisfied with her attempt (according to growth along the Van Lier (1996) sub-continuum: Chapter Three).

Client 11 attempted to teach her learners about tenses in her lessons, and approached this through comprehension exercises. Both her first and second lessons had similar approaches, though the second lesson represented an improvement on the first.

The client had a passage for learners to read (Figure 4.5) in the first lesson, together with two related pictures. This was to be used to illustrate the past indefinite tense. The teacher first asked the learners to read the passage by themselves and then nominated one learner to read it aloud when the class became too noisy. After this, the teacher spent the rest of the lesson explaining what words and phrases in the text meant, though she had trouble phrasing her explanations accurately, and often read incorrectly from the text without realising it. She wasted time writing comprehension questions on the board, and though she had her learners placed in groups she didn't interact with them unless they asked a question (apparent from the fact that learners, in total, only spoke for 4,2 minutes in the first lesson: Table 4.3). Otherwise, she walked about, not interacting with any of her learners. Her sentences were often unfinished and her language usage was poor, while the lesson ended without any sense of true purpose. The fact that this teacher had chosen a grammar focus as the basis of the lesson also illustrates a general trend in this research study, as most of the clients decided to present lessons on some form of

grammar (Client 1 on spelling, Client 2 on nouns, Client 4 on enlarging vocabulary, Client 5 on a single letter in the case of each lesson, Client 6 on capital letters, Client 7 on tenses, Client 8 on dialogue, Client 9 on conjunctions and Client 10 on enlarging vocabulary). Those who had chosen grammar as subject and were planning to present this again in their second recordings, were counselled to try and add a fluency-focus (see Chapter Two) to their second recorded grammar lessons (as grammar lessons are normally accuracy-based), in order to be more in line with the fluency-based paradigms of OBE and CLT. It was pleasing to note that they managed to effect communicative classes despite an ostensible accuracy focus (cf. Lightbown and Spada 1993: 85 in this regard).

Client 11's second lesson is a definite improvement in that she was much more prepared for the lesson. Though the incidence of lower-order IRF in this case was *higher* than in the first lesson (Figure 4.1 and Table 4.1), it was merely because the teacher interacted with her learners far more easily in the second lesson and used lower-order IRF in the second lesson as a way to elicit more response from her learners. She used much the same format as before, but had prepared cards with words that she felt learners would have trouble understanding, which she explained and placed on the board, *before* reading the text. Urquhart and Weir (1998: 17) emphasise the importance of preparing especially second language learners for unexpected words they are about to encounter in a text, so that they will better follow the flow of meaning and also have an immediate encounter with a new word, thereby being able to remember it more effectively as it is presented within the functional context of language in use. This strategy promoted a much more flowing narrative when the story was read (without interruptions to explain words) and the learners paid much more careful attention, especially as the selected text was also more interesting and stimulating than the one in the first lesson (see Table 4.5 for data on reading). The teacher had also prepared questions on worksheets *before* the lesson, which eliminated the needless time-wastage of writing questions on the board. All of this allowed the learners more time to answer the questions in class, and one felt that they were far more focused on generating answers in this lesson than in the first, because now the teacher interacted with them authentically (Van Lier 1996: 154), moving from group

to group, and encouraging participation, by establishing greater communication symmetry (see Table 4.2). Though Client 11's use of language could have been better, the fact that she was more confident, made fewer mistakes and generated much more learner talk (8,73 minutes, as opposed to 4,2 minutes: Table 4.3 and Figure 4.3) than in the first lesson, represented a qualified research success. This client also provided a unique result, in that she used proportionally more of the total talk time than her learners in both her lessons (Table 4.2), but this is because she read for longer (Figure 4.5) and was more willing to interact with learners. Nevertheless, this is still a weakness that this client could look at eliminating, to ensure greater communication symmetry (see Van Lier's extended model in Chapter Three) in future lessons (as novel speech is preferred to reading, as has already been discussed). This result is also a caution to thinking that her results can stand in the place of any of the other clients involved in this study. This is untrue, as each of the clients' recordings, problems and results were unique, and were dealt with by means of individual action plans. Therefore, though Client 11's results represent an *average result*, this refers only to the fact that she was able to implement some improvements, while showing much room for improvement in other areas (such as in eliciting more higher-order IRF exchange responses from learners.) Much the same can be said for most of the sampled teacher-trainees, who succeeded in making improvements in teaching styles after intervention, but could not be called, in clear conscience, model OBE teachers.

#### 4.8 Conclusion

This chapter illustrates that a discourse-based teacher-counselling model can have a positive impact on the training of language teachers who have to master the tenets of outcomes-based education. The extended Bowers' counselling model (Chapter Three) played a major role in helping teacher-trainees to become autonomous and conscious of their roles as teachers. Many of the clients expressed attitudes at the end of the study which indicated that they would continue to apply the principles they had internalised through the study to their future careers, thereby entrenching the AR principle that such research continues to spiral and need never end, as it is practised by teachers themselves,

in the teaching field. By means of it, they become more autonomous, responsible and self-motivated.

There was also an indication, in the lowered and more complex IRF patterns in the second lessons, the increase in learner talk time and the evidence of greater learner initiative, that teacher-trainees in this study were more willing to embrace a learner-centred methodology. Their final lessons in this study are by no means their 'final' lessons, but one loop on the action research spiral (Middlewood, Coleman and Lumby 1999: 15 and McNiff 1988); for the results of this study indicate that the foundation laid in improving these young teachers' understanding and awareness of their own particular roles will continue to play a role on their future behaviour as teachers, and it is expected that a further recording of one of these teachers a year or more after starting in their careers, is likely to show even clearer evidence of learner-centredness and application of OBE. This would be interesting material for a further research project. This study would like to suggest that a teacher's improved ability could be seen as a positive hyperbolic function (i.e. their skills grow as they experience more in time).

The results of this study also indicate that there is much that deserves further study and attention and could make for rewarding research. The following chapter discusses these recommendations.

## **CHAPTER FIVE**

### **FUTURE STUDY AND RECOMMENDATIONS**

This chapter discusses aspects of research that were uncovered during the course of this study which deserve greater attention and can form part of future research studies in a similar vein. Anyone wishing to replicate this study is advised to consider seriously implementing these suggestions. Recommendations are also made concerning the role that teacher counselling and action research have to play within the greater context of OBE in South Africa.

#### **5.1 Future research**

##### **5.1.1 Reading as a strategy for second-language teachers**

Another interesting outcome that emerged from the transcriptions of lessons presented by the clients in this study was that when the trainee used a reading exercise as an opening move, (either by reading aloud herself or by involving the learners in choral reading), there was an improvement in the second recordings in the quality of IRF exchanges. This improvement is based on the fact that the agenda of the classroom was “more formative, co-operative and developmental” (Urquhart and Weir 1998: 177). The increase in teacher reading time did not reduce learner participation. As Urquhart and Weir state: “The tasks available for learning to read are more diverse and may involve working with others, students or teachers, in both pairs and groups” (1998: 177). This is most encouraging in the promotion of OBE, an approach which favours learner-centredness.

Possible reasons for this result may be that:

- the trainee felt more comfortable reading than generating her own speech as an opening gambit as a result of her language inadequacies (all the trainees who opted

for reading were second-language speakers of English), who expressed a need for English conversation classes after the viewing of their first attempt;

- the teacher-trainee found a reading text a good starting point for developing materials such as posters and worksheets.

An investigation into this process could prove beneficial to teacher-trainees with a language disadvantage and reading as a start-up strategy could form the first level of a continuum to develop teachers' successful application of the medium of instruction of their schools. Reading can represent a more complex form of the IRF category of *recitation* and may thus be a good tool to practise speaking a language and increase vocabulary (Urquhart and Weir 1998: 195-6). It is hypothesised that a programme incorporating reading would thus be of practical use to teachers of English whose use of English is not of a high standard.

### 5.1.2 The process of counselling

In this study an adjusted version of Bowers' Teacher Counselling Model (see Chapter Three) was applied as a step-by-step tool for implementing a counselling programme. The process of counselling and the counsellor's role as mentor were *applied*, but not *analysed*.

By transcribing the counsellor-client relationship, future researchers should be able to develop strategies for counsellor-development in terms of an analysis of counsellor-talk as opposed to, or in conjunction with, client-talk. This could prove to be a most rewarding action research strategy for the training of counsellors themselves.

### 5.1.3 The process of materials design

The application of the materials design component of the teacher-training interventions in this study as an opportunity for conversation practice would be an interesting topic for

future study. In this study the teacher-trainees asked for practice in English conversation, but stayed away from the Communication Classes offered. However, when they were offered the alternative of a materials design intervention, all attended, and they chatted as much, if not more than they might have in a conversation class. The conversation was meaningful, and they were under pressure to perform well before the video camera, so they were quite communicative.

A well-designed assessment instrument, with built-in criteria for assessing oral communication, would be a language-practice intervention closely-aligned with the spirit and principles of outcomes-based education.

A further step could be the preparation of a self-reflection portfolio which would include their best *products* (e.g. worksheets, visual aids), but also offer them an opportunity to reflect on the action research *process*.

Furthermore, the discourse that occurs between trainees and trainees and their counsellor, during particular materials design interventions (i.e. while trainees are designing their own teaching materials) could be transcribed and offered to trainees for self-assessment, according to negotiated criteria for teacher-trainee language development.

## 5.2 **Recommendations**

### 5.2.1 **A reassessment of the inspectorate/facilitation system**

Although the inspectors monitoring the application of the pre-1994 curriculum have been replaced by LFs or learning facilitators, the system of teacher-“monitoring” needs to be reassessed. According to the Curriculum 2005 Review Document (DoE 2000), teachers need more on-site support and departmental officials are not able to provide this support. Clearly this problem needs to be addressed, especially since there are well documented reports of low teacher morale and the inadequacy of Departmental mentorship.

The following recommendations could ease the load of Provincial departments and also assist teachers in developing autonomy:

- The training of leader teachers to act as professional counsellors on site;
- The funding of teacher-counselling projects run by NGOs or other support organisations to assist Education Departments in providing on-site professional support to teachers implementing the new curriculum and outcomes-based education. This would facilitate the one-to-one and small-group training that proved to be so successful in this study;
- Training teachers to engage in research;
- Training teachers to design teaching materials;
- There could be an exchange system for teacher groups.

### **5.2.2 Diversification of teacher training**

It is clear from this study that there are definite advantages to diverse models of teacher training. This study applied traditional theory training (to demonstrate knowledge outcomes), materials design and lesson-planning and practice components (to demonstrate skills outcomes) and counselling and trainee-reflection instruments (to demonstrate and achieve positive attitudes in the trainees). This holistic approach (see Chapter 2 and 3) is recommended for more effective teacher training.

Furthermore, a baseline assessment of all teacher-trainees or of teachers attending in-service training, would have greater impact on teacher development. Teachers could, in line with the learner-centred focus of OBE and CLT, be grouped according to their skills and experience. Specific interventions to demonstrate specific outcomes could be arranged and, it is hypothesised, would have a dramatic impact on teacher development.

The blanket courses offered by the Department at present, need a specific focus. These levels would have to be well-defined and work on a SAQA-accepted accreditation system.

Financially, the above has implications – training for teachers achieving a certain level of understanding could be lessened, while the development of particularly undeveloped teachers could be increased.

The need for language teachers, and teacher-trainees, to be trained in basic linguistic theory converted into a format that is useful for teachers – an ability to recognise discourse strategies, to analyse teacher and learner talk, to recognise learner initiative – is crucial, not only for the training of language teachers, but for the training of all teachers in outcomes-based education. An insight into particularly the IRF exchange would empower teachers who wish to develop the language (and other) learning of their learners, while simultaneously developing their own teaching strategies towards a facilitational mode, as opposed to a transmissional mode.

The above recommendations would imply a greater involvement of NGOs and tertiary institutions.

### **5.2.3 Accreditation for school-based action research projects**

This study has proved the considerable impact of action research (AR) cycles. It is hypothesised that leader teachers (see 5.2.1) if trained in action research theory and application strategies, could effectively supervise well-organised AR projects. Specific problems and needs could be addressed more efficiently in small-group AR projects, in which the topics for research have been identified by the teachers themselves.

To make the project more meaningful to teachers, an accreditation system is recommended. Teachers who have completed an AR project according to academically-founded assessment criteria (e.g. relevance of problem selected, documentation of

project, impact of project recorded as discourse and transcribed, etc.) should be accredited, as should the school which provides the facilities for such projects.

### 5.3 Conclusion

There were many areas that this study may have explored in greater depth and data that could have been recorded, which would have proved enlightening and enriching. One of these is a greater exploration of the role that reading has to play in the second language classroom, an area that could provide interesting results. Furthermore, a study that captures the discourse data of the *counselling* itself will shed further light on the complex issues involved in the counselling of prospective teachers, and ways in which this can also be enhanced. Finally, the discourse that emerges while teacher-trainees are in their groups and engaged in creating learning materials for their lessons, should provide further insights into the action research steps and provide richer data on the development of teacher-trainees as they slowly learn and adapt to the OBE mode of teaching. In order to maintain a high standard of outcomes-based education it will be necessary to provide all teachers with access to leader teachers who can act as counsellors, while a support framework that includes NGOs to assist the DoE in providing on-site support, is also necessary. Finally, teacher training must become more diverse so that teachers can become action researchers in their own classrooms. A system of accreditation for action research projects, in which teachers engage themselves, needs to be developed as an incentive for teachers to become action researchers.

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## ABSTRACT

As outcomes-based education (OBE) is an approach to learning that fosters usable knowledge and skills in learners, with attitudes and values that are aligned with the ideals of the South African Constitution, it was a cause for concern when evidence presented by the Curriculum 2005 Review Committee suggested that the new approach to education was not being implemented successfully. The Committee stated that a lack of appropriate teacher-training and in-service support was one of the primary causes. It was thus decided to attempt to address this issue in a South African context in this research study.

The study recruited teacher-trainees using semi-random sampling methods and subjected a final sample of eleven teacher-trainees to a two-year study in which they received counselling on the most effective ways of adapting their teaching styles to an OBE mode. Baseline data was gathered from pre-intervention recordings of their teaching styles in real classroom situations, after which these recordings were viewed and assessed by the trainees themselves, and by peer and counsellor assessment, using standardised assessment forms. Areas in which teaching styles might undergo improvement were identified by the clients themselves, while the counsellor shared theoretical perspectives with the trainees concerning the value of developing their own and the learners' autonomy, establishing low-anxiety classrooms in which learners could feel free to express themselves and could practise uninterrupted speech in a second language, the value of designing their own materials, the strengths of including group work in lessons and ways of enhancing the effectiveness of group work.

The relationship between the counsellor and her trainees was of a consistently supportive and empathic nature. Collaboration between the trainees was emphasised, as they were expected to support one another in becoming more effective facilitators. Any judgment on possible improvements had to be phrased in considerate and empathic terms, yet retaining objectivity. It was felt that trainees would be able to replicate the modes they had been taught in their own classrooms, so it was essential that their own development was modelled on critical crossfield and specific outcomes derived from OBE terminology.

After much reflection, and a number of interventions that followed the guidelines posited by Bowers (1987) in his teacher-counselling model within the research framework of an action research spiral (Middlewood, Coleman and Lumby 1999), final video recording were made of trainee-teachers in order to determine if they had indeed succeeded in effecting positive changes to their teaching styles. After each of these recordings had been analysed by the counsellor and the trainees themselves, it was found that major improvements had indeed been effected in the majority of cases. Learners in trainee lessons had been encouraged to speak for much greater periods of time, showing greater initiative. Group work was included in their improved lessons. After discourse had been studied and categorised according to Van Lier's (1996) discourse analysis model, it was found that the quality of classroom Initiation-Response-Feedback had developed from lower-order to higher-order IRF along the Van Lier IRF sub-continuum (1996), indicating that teachers were dominating the structure of classroom discourse to a far lesser extent in their second lessons, opening the classroom interactions to a conversational mode in which the course of the lessons could be determined by learners and thus be more unpredictable. This learner-centeredness was a positive outcome in the study and was further proof that teachers were beginning to apply themselves in an OBE mode.

After a year of reflection trainees provided data in a focus interview which showed evidence that they were much more comfortable with OBE and were eager to use the outcomes-orientation in their lessons, as they now understood it as a more effective way to educate learners.

**IMPROVING TEACHING/FACILITATING STYLES:  
A CORPUS OF DATA**

(An appendix to **The impact of a discourse-based teacher-counselling model in training language teachers for outcomes-based education**)

Eleftheria de Villiers

An appendix to a thesis submitted to meet the requirements for the degree Philosophiae Doctor in English in the Department of English and Classical Culture in the Faculty of the Humanities, University of the Free State, Bloemfontein

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Promoter: Prof. W.J. Greyling

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### Transcription conventions

1. Transcription: Turn-by-turn
2. Turns are numbered 1, 2, 3, etc.
3. **Abbreviations**
  - T = teacher
  - L = learner
  - Ls = learners
  - L#1, L#2, etc. = Learner number one, two, etc.
4. ... = verbal pauses
5. (inaudible or muffled response) = excerpts of recording which could not be transcribed
6. ( ) = Non-verbal actions
7. \_\_\_\_\_ = Language or grammar errors

## **1. Introduction**

This appendix presents the pilot or pre-intervention phase data gathering instruments (see Chapter 3 of thesis), the assessment forms that were used by clients, peers and counsellor in assessing performances, transcriptions from each of the clients whose lessons were quoted in the thesis (including all the recorded and transcribed lessons of the three clients who were selected for the major case studies: cf. Chapter 4), as well as the full text of the transcribed focus group interview that concluded this study. The data gathering instruments/assessment forms are included in order to give a clear indication of how OBE/CLT terminology informed the assessment forms in this study, while the transcriptions are provided in order to put the extracts in the thesis into context (wherever a section of a lesson transcription included in the transcription was also quoted in the thesis, this section is presented in **bold** in order to distinguish it from the remainder of the transcriptions). The focus group session is included in full as it was felt this final interaction between clients and counsellor provides insight into the relationship that clients had with their counsellor, as well as with each other. The focus group session was an important source of data which was often referred to in the thesis, but there are nevertheless areas that were not evaluated. The presence of the transcription will also put the comments made by clients, as referred to in the thesis, in context.

The progression of interventions in this study progressed as follows (Table 1).

PILOT PHASE/PRE-INTERVENTION PHASE	INTERVENTION PHASE	POST-INTERVENTION PHASE
<ol style="list-style-type: none"> <li>1. Goals of project announced and publicised to school principals. *</li> <li>2. Faxes to DoE. *</li> <li>3. Request letter to senior lecturer at UCT. *</li> <li>4. Publicity letter to school principals, teachers and parents. *</li> <li>5. Letter to selected BCE students. *</li> <li>6. Invitation to Free State DoE. *</li> <li>7. Press release. *</li> <li>8. Delegates fill out needs analysis questionnaire at CLT/OBE workshop. Leads to series of workshops. *</li> <li>9. Baseline data captured. First video recording made. *</li> </ol>	<ol style="list-style-type: none"> <li>1. Initial video recordings assessed by counsellor, clients and their peers. *</li> <li>2. English conversation classes offered to clients but not attended.</li> <li>3. Materials design classes offered to clients and attended by all.</li> <li>4. Practice run lesson by clients.</li> <li>5. Second video recording. *</li> <li>6. Assessment by clients, counsellor and their peers. *</li> </ol>	<ol style="list-style-type: none"> <li>1. Transcriptions made of discourse in all video recordings. *</li> <li>2. Field notes written.</li> <li>3. Final focus group interview held eighteen months after last intervention. Discourse from this recording also transcribed. *</li> <li>4. Data collated, analysed and research findings published as a Ph.D.</li> </ol>

***Table 1: Outline of research methodology.***

\* Data (video recordings and other correspondence) stored at the Saint Andrew's Language Project, PO Box 12716, Brandhof, 9324, Bloemfontein.

Addendum A below was handed out to teachers at the OBE/CLT workshop in April of 1997 (see Chapter 3). The sample attended this workshop. The data that was collected through the questionnaires included in Addendum A was part of a general advocacy campaign for OBE. It was necessary to determine what teachers/facilitators in the field already knew about OBE/CLT, what they needed to know about it, what their own special needs were, who these teachers/facilitators were and how they perceived the new curriculum.

## **ADDENDUM A: PILOT PHASE/PRE-INTERVENTION PHASE**

### **1. QUESTIONNAIRE: NEEDS ANALYSIS OF DELEGATES**

*UNDERLINE WHAT IS RELEVANT*

#### **PERSONAL DETAILS**

1. PARENT? TEACHER? LECTURER? STUDENT?

2. Which of the following languages do you teach as a first language?

English	Afrikaans
Sesotho/Setswana	Other/None

3. Which of the following languages do you teach as a second language?

English	Afrikaans
Sesotho/Setswana	Other/None

4. Who are you students?

Pre-primary	Junior Primary	
Senior Primary	Junior High	
Senior High	Tertiary	None of these

5. Are you teaching children whose

First language is English?

Second language is English?

Third language is English?

None of these.

6. How frequently do you use the following teaching resources:

*Give yourself a rating: (1 = Always 3 = sometimes and 5 = never)*

Textbook	Magazines/newspapers
Own worksheets	Video and radio
Other	

7. What is your own mother-tongue?

English	Afrikaans
Sesotho/Setswana	Other

8. What is your language qualification?

Post-graduate degree	Degree
Diploma	In service training (no degree/diploma)

9. How many years of experience do you have?

More than 10	5 to 10 years
1 to 5 years	Under a year

10. Have you heard of outcomes-based education?

Yes	No
-----	----

11. Have you heard of communicative language teaching? (CLT)

Yes	No
-----	----

12. Do you already apply outcomes-based education in your own classes?

Yes	No	Sometimes
-----	----	-----------

13. What is your immediate reaction to the idea that the Free State curriculum will be changing in 1998 from a content-based curriculum to an outcomes-based curriculum?  
(1 = Very positive 3 = Neutral and 5 = very negative)

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14. Mention the most important (salient) point/s of OBE as you understand the concept.

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15. Mention the most (important) salient point/s of CLT as you understand the concept.

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16. Describe the relationship between OBE and CLT.

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17. How important do you rate the following aspects of the CLT mode to be:

- ( 1 = not a problem at all  
3 = occasionally a problem  
5 = a serious problem)

***RATE THE PROBLEM OF EACH OF THESE ON A SCALE OF 1 – 5***

17.1 Evaluation

17.2 Teaching style and application of a structured methodology

17.3 Resource/s

17.4 Mindset change about teacher/pupil roles

17.5 The achievement of fluency in communication by students

17.6 Accuracy

17.7 Control of lesson by teacher

17.8 Preparation for lesson by teacher

18. How important is it that you increase your understanding of OBE?

(1 = critically important 3 = not a serious problem and 5 = unimportant)

19. Give a reason/s for your response to the above question.

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20. What do you expect to gain from a weekend workshop in OBE/CLT training?

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## 2. FEEDBACK QUESTIONNAIRE

### UNDERLINE WHAT IS RELEVANT

1. Parent?      Teacher?      Lecturer?      Student?      Other?

2. Which session meant the most to you?

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3. Explain your answer to question 2.

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4. List anything new you learned from this workshop

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5. Rate your enjoyment of the workshop: (1 = very much 3 = neutral 5 = not at all)

---

6. Do you feel more confident after the weekend?    Yes    No

7. Can you start using the new information immediately?    Yes    No

8. Would you be interested in follow-up courses?

Yes                  No

9. If you answered "yes", how often?

once a month?

once a term?

once every six months?

10. Give your full particulars should you wish to invite the workshop team to your home town or your area.

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11. Suggestions to improve the quality of the workshop:

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Prospective clients that participated in this study were asked to fill out the forms below as part of the pre-intervention phase of this study, in order to compile a basic register of the students that would form part of the sample and who could satisfy the basic requirement of attending their own intervention sessions.

### **3. STUDENT PARTICULARS**

Name (nickname): \_\_\_\_\_ Surname: \_\_\_\_\_

Where can you be contacted during the College term?

Address: \_\_\_\_\_ Phone number/s: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where can you be contacted during weekends and College holidays?

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone number/s: \_\_\_\_\_  
\_\_\_\_\_

What are your other teaching subjects? \_\_\_\_\_

What you consider to be worthwhile for you personally in this project:

\_\_\_\_\_

What do you anticipate may be a problem in your involvement in this project?

\_\_\_\_\_

#### **4. INFORMATION FOR RESEARCH ASSISTANTS VIDEO-TAPING YOU**

##### **PRACTICE TEACHING: APRIL – EVALUATION SESSION**

Name and Surname: \_\_\_\_\_

School: \_\_\_\_\_ Grade of class: \_\_\_\_\_

Address of school: \_\_\_\_\_

Day and date of first English evaluation session: \_\_\_\_\_

Time of first English evaluation session: \_\_\_\_\_

##### **PRACTICE TEACHING: AUGUST/SEPTEMBER – EVALUATION SESSION**

Name and surname: \_\_\_\_\_

School: \_\_\_\_\_ Grade of class: \_\_\_\_\_

Address of school: \_\_\_\_\_

Day and date of English evaluation session: \_\_\_\_\_

Time of English evaluation session: \_\_\_\_\_

**ADDENDUM B: ASSESSMENT INSTRUMENTS**

Below are provided each of the forms that were used for self-assessment, peer-assessment and counsellor assessment. Form no. 3 below was used for each of these forms of assessment as it was felt a standard assessment form would more clearly indicate mismatches in the assessments of different participants in the study, from self, through peer, through to counsellor.

*INSTRUMENT 1*

**SELF-EVALUATION AFTER PRACTICAL TEACHING SESSIONS USING THE CLT APPROACH WITHIN AN OBE FRAMEWORK**

Day and date of lesson: \_\_\_\_\_

Theme of lesson: \_\_\_\_\_

Who were your "learners"? \_\_\_\_\_

Did you have hand-outs? \_\_\_\_\_ (Please attach them to this sheet)

Write out the main points of your lesson plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was your main outcome in your lesson? Do you feel that you achieved it?

\_\_\_\_\_

List three weaknesses of your lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List three highlights of your lesson:

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How do you feel after this lesson? Rate your performance out of 10.

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*INSTRUMENT 2*

**INTERVENTION: ACTIVITY PLANNING AND MAKING OF RESOURCES**

Name: \_\_\_\_\_

1. Are you going to attempt:

- |  |        |
|--|--------|
| the same lesson exactly?   | Yes/No |
| the same lesson with some changes  | Yes/No |
| a completely new lesson but using the same format e.g. poem, comprehension | Yes/No |

2. Please motivate your answer to question 1 in detail.

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3. List three ways in which you feel you can truly improve from the recording of the first video to that of the second:

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*INSTRUMENT 3*

This video assessment form was used only for purposes of self-assessment.

**VIDEO ASSESSMENT**

Name of student: \_\_\_\_\_ Surname: \_\_\_\_\_ Mother-tongue: \_\_\_\_\_

Date of lesson: \_\_\_\_\_ Theme of lesson: \_\_\_\_\_

School: \_\_\_\_\_ Grade of group: \_\_\_\_\_ Handouts: \_\_\_\_\_

**1. Are you comfortable with the idea of being evaluated/discussing your video?      Y/N**

**2. Express any reservations you may have:**

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**3. Make notes evaluation your recorded lesson:**

List the aim/s of the lesson. Were they achieved?

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Content (explain). Also discuss whether it was clear to the pupils?

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Method (describe it shortly). Did it work?

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**While watching the video, make notes about:**

What you did **very well** in your recorded lesson. List what went according to plan and unexpected positive results.

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What did not go according to plan? **What went wrong?**

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List any factors that made it difficult for you to carry out your planned lesson as effectively as you would have liked it to be, i.e. **constraining factors**.

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*INSTRUMENT 4*

The following form was used for self-assessment, peer-assessment and assessment of performance by the counsellor.

**PEER AND SELF-ASSESSMENT OF DEVELOPMENT AS AN ENGLISH  
TEACHER IN THE OBE MODE IN THE PRE-INTERVENTION PHASE**

CLIENT: \_\_\_\_\_ NAME OF SCHOOL: \_\_\_\_\_

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

PAIR ASSESSMENT (Ask a peer to assess with you and then use a similar blank form to assess yourself as well)

1. **To what extent were the following OBE features present in your presentation?**

**Encircle by assessing on a scale of 1 – 4 where:**

1 = not at all present

2 = made an unsuccessful attempt

3 = present but needed polish

4 = an excellent example of the feature

1.1 **Knowledge of OBE present in use of terminology** 1 2 3 4

Comment: \_\_\_\_\_

1.2 **Knowledge of OBE present in presentation** 1 2 3 4

Comment: \_\_\_\_\_

1.3 **Role change from teacher to facilitator** 1 2 3 4

Comment: \_\_\_\_\_

1.4 **Diversity of feedback from learners** 1 2 3 4

Comment: \_\_\_\_\_

1.5 **New role of learners** 1 2 3 4

Comment: \_\_\_\_\_

1.6 **The effective functioning of groups** 1 2 3 4

Comment: \_\_\_\_\_

- 1.7 **The planning of a group activity to develop learning** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.8 **The use of OBE friendly resources/worksheets** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.9 **The achievement of one or more of the outcomes** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.10 **Understanding of assessment in the OBE mode** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.11 **Confidence and enthusiasm as a facilitator** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.12 **Teacher's ability to think quickly, "on his/her feet"** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.13 **Creating an activity in which learners "perform"** 1 2 3 4  
 Comment: \_\_\_\_\_
- 1.14 **The general overall understanding of OBE** 1 2 3 4  
 Comment: \_\_\_\_\_

**2. Estimate (underline) what percentage of the time the teacher did the talking:**

75-100%                      50-75%                      25-50%                      0-25%

**5. Rate the success of this lesson as an example of *communicative* language teaching (CLT): Add a reason for your rating please**

1 = not at all communicative                      2 = made an unsuccessful attempt at CLT  
 3 = present but needed polish                      4 = an excellent example of CLT

1                      2                      3                      4

Reason: \_\_\_\_\_

\_\_\_\_\_

6. What brought about the changes in your lesson presentation? Give as many different reasons as you can think of.

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## ADDENDUM C: TRANSCRIBED DISCOURSE FROM RECORDED LESSONS

The following are transcriptions of recorded lessons used as data in this study. The areas that are presented in **bold** have been referred to in the thesis, and the rest of the transcribed lesson is provided as context. All the lesson of Client 2, 5 and 11 are presented as these clients were discussed in-depth in the case-studies and the transcriptions need to be presented in order to put these case studies in context as well. Language and grammar errors, where a possible ambiguity of whether or not they were errors made by the transcriber, or present in the actual classroom discourse, have been underlined for the purpose of clarity.

### CLIENT 1

#### LESSON 1

*Teacher stands in front of class, and begins to speak to learners immediately.*

1. T: Today we are going to do a spelling lesson. But I've got a little game we are going to play. You see this is a block of letters. And in a few minutes time we are going to read you some sentences. Or statements. And after that you have to look for certain words in this block of letters. If you find the words, write them down at the bottom as well. If you see the word and ... *(inaudible)* ... so it can help you to memorise the words and to see how you spell it. It will also ... *(inaudible)* ... the meaning of the words so you can understand it ... *(inaudible)* ... You all understand what to do?
2. Ls: *(Together)* Yes, teacher.
3. T: Do everybody have a piece of paper?
4. Ls: *(Together)* Yes, sir.

5. T: Okay. Now let's do the first one. *(Inaudible)* ... sign inside a building above the door. What sign is that? Who can tell me? *(Inaudible)* ... in a big hall ... inside a centre ... or in a school. *(Inaudible)* ... this little red or white sign.
7. T: Exit. You all know the word "exit"?
6. Ls: *(Muffled confirmation)*
7. T: *(Inaudible - probably giving an instruction to write the word down.)* The words can go down like this *(gesture: vertical)*, horizontal like this. There is only one word that go down like this *(gesture: diagonal)*.
8. L: *(Inaudible question by learner)*
9. T: *(Inaudible answer by teacher)*
11. *(Teacher moves around - supervising work done by learners)*
12. T: If you find the word ... *(inaudible)* ... written textbook ... *(inaudible)* ... write it down.
13. *(Learners busy completing task. Teacher moves around and supervises)*
14. T: Do you all have the word?
15. Ls: *(Together)* Yes, sir.
16. T: Have you marked your word?
17. Ls: *(Together)* Yes, sir.
18. *(Teacher looking at work done by some of the learners)*

19. T: Okay. Let's go to the next one. This person is flying an airplane. You all know an airplane?
20. L: A Pilot.
21. T: A pilot, yes. See if you can find the word "pilot".
22. *(Learners look for the word)*
23. T: Have you find the word?
24. L: *(Inaudible question)*
25. T: *(Inaudible response)* *(Address group again)* Find the word "pilot" and mark it.
26. *(Learners complete the task with teacher supervising)*
27. T: Do you all have the word?
28. Ls: *(Together)* Yes, sir.
29. T: **Let's go to the next one. What is the place called where aeroplanes land?**
30. L: **Airport.**
31. T: **Yes, the airport.** *(Inaudible)* Find the word and make sure about the spelling. Especially with the "a" and the "r". Find the word and mark it. You are supposed to do this on your own.
32. *(Learners complete task, while teacher supervises)*
33. T: You all have the word?
34. Ls: *(Together)* Yes, sir.

35. T: Let's go to the fourth one. This is a ... *(inaudible)* You all know ... *(inaudible)* ... your father, mother, and brothers and your sisters.
36. L: Family.
37. T: Yes, family. *(Inaudible)* Remember the words go down or horizontal like this. *(Inaudible)*
38. *(Learners complete task, while teacher supervises)*
39. T: Can we go on?
40. Ls: *(Together)* Yes, sir.
41. T: Can we go on? This is something ... *(inaudible)* ... continuous tense. Do you know the continuous tense means words go "ing" at the back? *(Inaudible)* ... What do you call it?
42. L: *(Response inaudible)*
43. T: Almost running. Just a little bit slower.
44. L: Walk.
45. T: Yes, walk. But now remember it is the continuous tense. So, it is "walking". Okay. So, you can write "walking" there. It starts with a "w" not a *(phonetic)* "wobble-u". *(Inaudible)*
46. *(Learners complete task, while teacher supervises)*
47. T: Just ask me questions if you don't understand something. Do you all have the word?
48. Ls: *(Muffled response by learners)*

49. T: Okay, this is quite a difficult one. It is an easy one. But it is also difficult. You'll find this specific ... uhh ... or what shall I call it? *(Inaudible)* ... or something. You find it in the sea and also on the land. The sea is water. but the land is not water.
50. *(Learners put up their hands)*
51. L: Waves.
52. T: Yes, waves. Now you just make sure these waves are heat waves. If you stand in ... *(inaudible)* ... you see those heat waves. *(Inaudible)* You understand that? Heat waves?
53. *(No response from learners)*
54. T: It is not a Mexican wave or something ... *(inaudible)* It is waves. Just plain waves. *(Inaudible)* Just put the waves - not heat waves. So, you just understand it is heat waves. *(Inaudible)*
55. *(Learners continue with task, while teacher supervises)*
56. T: Waves just ... *(inaudible)* Okay?
57. *(Learners complete task, while teacher supervises)*
58. T: You all have the word?
59. Ls: *(Together)* Yes, Sir.
60. T: Okay, there ... *(inaudible)*. Now, what do we call a number - its a number on a watch that indicates the noon or ... *(inaudible)*.
61. L: The twelve.

62. T: The twelve. Right.
63. *(Learners start writing in the word without the usual instruction to do so. Teacher supervising)*
64. T: You all have the word?
65. Ls: *(Together)* Yes, Sir.
66. T: Okay. Now, this person is handling an aeroplane. It is not the captain. It can be the same as the previous one. But it is not the captain. This person is in charge of the aeroplane. *(Inaudible)* ... crew. The same as the previous word. Not the previous word, but you have this word in your ... *(inaudible)*.
67. Ls: *(A few learners respond simultaneously)* A pilot.
68. T: Yes, the pilot again.
69. *(Learners complete task with teacher supervising)*
70. T: You all have the word?
71. Ls: *(Together)* Yes, sir.
72. T: Okay, the second last one. This ... *(inaudible)*. What is it?
73. Ls: *(A few learners respond at the same time)* Fly.
74. T: *(Inaudible)* ... Flying ... But remember it is also continuous tense with "ing" at the back.
75. *(Learners complete task, while teacher supervises. A learner puts up his hand. The teacher, who moves around all the time and usually addresses the learners from the middle of the classroom, does not notice this since his back is turned at that*

*particular learner. The learner takes his hand down again. He is obviously confused and does not know what to do. Then the learner asks someone sitting next to him something.)*

76. T: Remember "ing" at the back - continuous tense which means it is still going on. Do you have the word?

77. Ls: *(Most of the learners respond)* Yes, Sir.

78. *(Teacher supervises those who have not yet completed the task)*

79. T: Do you all have the word?

80. Ls: *(Together)* Yes, Sir.

81. T: Okay. Let's go now to the last one. It is also something ... *(inaudible)*.

82. L: *(Inaudible response)*

83. T: *(Inaudible)* ... but I want it in the continuous tense as well.

84. Ls: *(A few learners respond simultaneously - inaudible)*

85. T: *(Inaudible)* ... as well.

86. *(Learners complete task, while teacher supervises. A learner puts his hand up and the teacher explains something to him. Thereafter the teacher continues his supervision)*

87. T: Do you all have the word?

88. Ls: *(Together)* Yes, Sir.

89. T: Now ... now, you have ten words. *(Inaudible)* Now let's just write down the words ... *(inaudible)* ... beneath the block of letters. I am going to read you the words and then you write it down. I am not going to tell you how to spell it. *(Inaudible)* Okay? The first word is "exit". Write it down underneath. "Exit". Don't look at your friend's work. *(Inaudible)* The word "exit".

90. *(Learners write down the word)*

91. T: *(Inaudible)* ... this block of letters where you marked the word. So, make sure of the spelling. Are you all finished?

92. Ls: *(Together)* Yes, Sir.

93. T: So, the next word is "pilot". A pilot is twice in this lesson. So, you are only going to write it once. So, you are only going to have nine words now.

94. *(Learners write down the word, while teacher supervises)*

95. T: You all have the word?

96. Ls: *(Together)* Yes, Sir.

97. T: The next word is a long word: "airport". *(Inaudible)*

98. *(Learners write down the word, while teacher supervises)*

99. T: You all have the "airport"?

100. Ls: *(Together)* Yes, Sir.

101. T: Okay the next word is "family". "Family".

102. *(Learners write down the word, while teacher supervises)*

103. T: You're finished with that?

104. Ls: *(Together)* Yes, Sir.

105. T: "Walking" Remember the "ing". It shows it is still going on. *(Demonstrates)* I'm busy walking now.

106. *(Learners write down the word, while teacher supervises)*

107. T: The next word: "waves".

108. *(Learners write down the word, while teacher supervises)*

109. T: And then "twelve".

110. *(Learners write down the word, while teacher supervises)*

111. T: If you learn these words, say it out loud to yourself so you can learn how to pronounce it - the way you say it. You must learn that as well. Close your eyes and see if you can remember how to spell it - in your mind.

112. *(Very little response by learners)*

113. T: And the second last one: "flying". Remember, it is the "ing" as well.

114. *(Learners write down the word, while teacher supervises)*

115. T: And the last word: "kicking".

116. *(Learners write down the word, while teacher supervises)*

117. T: Make sure about the spelling. When you are finished with it, I want you to take your piece of paper and give it to your friend next to you. Give it to your friend next to you ... so he can mark your words.

118. *(Learners comply with the instruction)*
119. T: Have you done it? *(Inaudible)* Okay. So, you all have someone else's paper? Let's mark the words. Let's see if you all have them right. There should be nine words. So, let's see if you all have the right words. The first word is "exit". You spell it: "e-x-i-t". *(Spells the word out loud)* "E-x-i-t". Okay? If you got the words wrong, just write the correct word next to it. The second word is "pilot". "P-i-l-o-t". The third word is "airport". "A-i-r-p-o-r-t." An airport - it's "a-i-...", it's not "a-e-...". Okay. The next one is "family". It starts with a "f", not with a "v" ... a "f". "F-a-m-i-l-y". The next one is "walking". "W-a-l-k" and the "i-n-g". *(Inaudible)* Did you have the twelve?
120. Ls: *(Muffled response - seems as if the learners indicate that their next word is waves and not twelve)*
121. T: *(Inaudible)* "W-a-v-e-s". Then you have "twelve"?
122. Ls: *(Muffled)* Yes.
123. T: "T-w-e-l-v-e". "T-w-e-l-v-e". And then you have "flying." "F-l-y-i-n-g." And the last word: "kicking". "K-i-c-k-i-n-g." *(Inaudible - seems like an instruction to hand back the papers which they have marked)* Not so loud, not so loud. Who have full marks? That's nine out of nine.
124. *(A number of learners put up their hands.)*
125. T: Very good. Eight out of nine?
126. *(A number of learners respond)*
127. T: Seven out of nine?
128. *(A number of learners respond)*

129. T: And six out of nine? Okay. The rest of you must go learn these words. *(Inaudible)*  
... ask them tomorrow. *(Inaudible)* Do you all have the right words? If you are not  
sure about the right spelling ... *(inaudible)* ... just ask me. *(Inaudible)* Did you  
enjoy the exercise?
130. Ls: *(Muffled response)*
131. T: Okay. So, please go and learn these words. You must say it out loud to yourself.  
Listen ... *(inaudible)* ... you must close your eyes and see in the mind how the word  
is spelt. *(Indicate in textbook)* Look in your book - these words are on page 12 ...  
*(inaudible)*. You will see these two sentences as well. *(Inaudible)* You must learn  
these sentences as well. So you know how the words are used in sentences as well.  
Please learn those two tables. The 3.1 and the two sentences as well ... for your next  
period. Okay. So you can go quietly ... *(inaudible)* Thank you, class.

## CLIENT 2

### Lesson 1:A

*Teacher stands in front of the class.*

1. T: ... start with a game. Today's game is called the Minister's Cat. Now I hope you  
all know how to play the Minister's Cat. We're gonna work, we're gonna work in  
alphabetical order and you have to describe that ... the minister's cat from A to  
Z. Now, when it comes to your turn, maybe you have a "F", then you have to  
give a word starting with a "F" to describe the minister's cat. So, everybody  
stand up.
2. T: Everybody.  
We're gonna start off with *(inaudible)*  
*(Points to each learner)*

3. L: Awful.
4. T: Awful.
5. L: Bad.
6. L: Crazy.
7. L: Dumb.
8. T: "E"? (*Learner cannot answer*) Sit down. (*Learner sits*)
9. T: "E"? The minister's cat is an awful, bad, crazy, dumb ... "E"?  
(*To learner*) Sit down. Sit down.
10. L: Enormous.
11. T: Enormous.
12. T: "F"?
13. L: Funny.
14. T: "G"? (*To learner*) Sit down.
15. T: The minister's cat is an awful, bad, crazy, dumb, enormous, funny ... "F"?
16. L: Fat?
17. T: No, not "F", "G". "G"?  
(*To learner*) Sit down.
18. L: Gigantic.

19. T: Gigantic, all right. "H?"  
(To learner) Sit down.
20. T: "H"?  
(To learner) Sit down.
21. T: "H"?  
(To learner) Sit down.
22. T: "H"?
23. L: Hungry.
24. T: The minister's cat is an awful, bad, crazy, dumb, enormous, funny, gigantic, hungry ... "H", "I"? "I"?  
(To learner) Sit down. "I"?
25. L: (Learner groans) Aaahh?
26. T: (To learner) Sit down.  
"I"?
27. L: Interesting.
28. T: Interesting! Okay. "I", "J".
29. L: "J"?
30. T: "J". Okay, sit down.
31. L: (inaudible)
32. T: No. "J". "J". Sit down.

33. L: Junk.
34. T: Junk? Okay. "K"? "K"? "K"?
35. L: Killer.
36. T: Killer, okay.  
The minister's cat is an awful, bad, crazy, dumb, enormous. funny. gigantic.  
hungry, interesting,
37. L: Junk.
38. T: Junk ... killer. "K", "L".
39. L: Lovely.
40. T: Lovely.
41. T: "M"?  
Sit down.
42. T: "M"?  
*(Learners laugh)*
43. T: Come. "M".
44. T: Okay. Come. "M", "M"?
45. L: Monster.
46. T: Okay, now..., so now we must start again.  
The minister's cat is an awful, bad ...
47. L: Crazy.

48. L: *(Inaudible)*
49. T: *(To learner)* Sit down.
50. L: Hungry.
51. T: Hungry.  
*(To learner)* Sit down.
52. L: *(Inaudible)*
53. T: *(To learner)* Sit down.
54. L: *(Inaudible)*
55. T: No. Interesting! "I". Interesting.  
*(To learner)* Sit down.
56. T: "I"? "I"?
57. L: *(Inaudible)*
58. T: *(To learner)* Sit down. "I"?
59. L: Interesting.
60. T: Okay. "J", "J", "J".
61. L: *(Inaudible)*
62. T: Sorry?
63. L: Jelly.  
*(Learners laugh)*

64. T: Okay. "K"?  
Sit down.
65. T: Okay, so these are our winners, class, so I want you to give a hand of applause.  
*(Learners clap)*
66. T: The game's name is the minister's cat. Now I want you to speak to the partner next to you and I want you to think of names of places, the names ... or names of streets or names of people.  
*(Learners interact)*
67. T: Okay, that group over there *(points)*, yes? Can you tell me the names of a city *(inaudible)* the name of a place?
68. L: Bloemfontein.
69. T: She thought of the name Bloemfontein *(writes name on board)*.  
Now Bloemfontein is the name of a place. And that group over there *(points)*.  
what did you think of?
70. L: *(Inaudible)*
71. T: Sorry?
72. L: Kwazulu-Natal.
73. T: Kwazulu-Natal, okay *(writes)*.  
This group in the middle here *(points)*, what name did you think of?
74. L: Cape Town.
75. T: Cape Town *(writes)*. Now these names of these places. They are all, they all have something in common. Now who can tell me? Besides being the name of a place?

76. Ls: Miss! Miss! (*Hands up*)  
Okay? (*Points to specific learners*)
77. L: Capital letters.
78. T: They are all written with a capital letter (*writes*). Now the names of places are never written with a capital letter, unless they ... (*pauses*). I mean are always. sorry, are always written with a capital letter, never with a small letter. Okay?  
Now I want you to think of names of ... streets?  
(*Learners talk briefly*)
79. L: (*Inaudible*) ... miss.
80. T: Sorry?
81. L: (*Inaudible*)
82. T: Okay! Yes (*points*).
83. L: Jan van Riebeeck Street.
84. T: Okay. Jan van Riebeeck Street.
85. L: 31 Down Street.
86. T: 31 Down Street.
87. L: Gladstone ... (*Inaudible*).
88. T: Sorry?
89. L: Gladstone. Gladstone.

90. T: Okay. These are names of streets. The names of streets are ... *(inaudible)* how they are written.
91. L: *(Inaudible)*
92. T: Tell the class.
93. L: With a capital letter.
94. T: With a capital letter. Okay. So ... there's a special type of name for words beginning with a capital letter. The names of places, the names of names, the names of streets, surnames, and what still? Names of ...  
*(Points)*
95. L: People.
96. T: People. Okay. Now, there's a special name for that sort of name. What do you call that?
97. L: Proper noun.
98. T: Proper nouns. Okay *(writes)*. So we're going to start off with proper nouns. So everybody say: "Proper nouns".
99. Ls: Proper nouns!
100. T: Now who can name another example of a proper noun? It's not a place, it's not a street, it's not ... uhh, yes?
101. L: Peter.
102. T: Peter. Oh no, that's a name. Not a name, I want something else.  
*(Points)*

103. L: The name of a dog.
104. T: The name of a dog. I don't want names of people and things. I'm thinking of something else, that you also use with capital letters.
105. L: Miss! Miss! (*Learners put up hands*)
106. T: Yes?
107. L: (*Inaudible*)
108. T: Okay, but that's not a proper noun. I'm thinking of names of ... what about the days of the week?
109. Ls: Yes! Yes!
110. T: Isn't that written with a capital letter?
111. L: Yes.
112. T: And the months of the year? Ja? (*points*)
113. L: (*Inaudible*)
114. T: Months of the year – very good. They are all written with a capital letter. Okay. They are all written ... now what about the naming words? Now we know that a proper noun ... that a proper noun, a noun, what is a noun?
115. L: Naming word.
116. T: A noun is a naming word. Now we know that there are many naming words around us. There are many nouns around us. Things like ... they are all around us, they have names, but they are not written with a capital letter. Who can give me an example of something that has a name, is all around us, but is not written with a capital letter?

117. L: Table.
118. T: Table.
119. L: Bed.
120. T: Bed, okay.
121. L: Chair.
122. T: Chair.
123. L: Cat.
124. T: Cat. Yes, now those are all, those are the naming words found all around us. And they are never written with a capital letter, unless it is at the beginning of a sentence. Now there's a very special name for this one. Now ... *(points)*. Yes?
125. L: Common nouns.
126. T: Common nouns. Good.  
That's the second type of noun. Now we're gonna get to the third type of noun. Called ... *(points)*.
127. L: Collective nouns.
128. T: Collective nouns.  
*(Writes)* And who'd like to tell the class what a collective noun is?
129. L: Miss! Miss! *(Hands up)*
130. T: Who'd like ... okay.
131. L: *(Inaudible)*
132. T: Okay, a group of people.
133. L: Miss! *(Hands up)*
134. T: Yes?
135. L: A collective noun is ... *(inaudible)* the different stuff ... *(inaudible)* to the group.
136. T: So a collective noun is actually a special name ... a special name given to a group of objects or things together. Okay, so that group of cars, a group of animals, a group of people, has a specific name. And that specific name ... specific name ... has a name, and it's called a collective noun. So ... before we go on to collective noun, who can think of another example, like, a pack of cards *(writes on blackboard)*
137. L: Pack.
138. T: Pack is your collective noun. And what's cards? *(points)*
139. L: A common noun.
140. T: A common noun. So think of another example of a collective noun. *(points)*.

141. L: A suite of furniture.
142. T: A suite of furniture, good. (*writes on blackboard*). So where's your collective noun there?
143. L: Miss! (*Learner puts up hand*)
144. L: Furniture.
145. T: Nooo... (*to learner*) Tell him what furniture is.
146. Ls: A common noun.
147. T: So what is your collective noun?
148. Ls: Suite.
149. T: Suite. A suite of furniture.
150. Ls: Miss! Miss! (*Learners put up hands*)
151. T: Okay, last one (*points*).
152. L: A school of fish.
153. T: A school of fish. Yes (*writes on blackboard*). Now where's your collective noun there?
154. L: School.
155. T: School. And what is fish?
156. L: A common noun.
157. T: A common noun. Very good. Now we're quickly going to play a game. Now we're gonna have group one, and we're gonna have group two. Okay. And you know what the game is called.
158. L: (*Muffled sounds from class*)
159. T: Hangman!
160. L: (*Learners appear excited*) Aaah, yes.
161. T: Who's going to tell this class how Hangman is played? Yes? (*points*)
162. L: It's ... you ... it's proper nouns, common nouns and collective nouns. Where you write ... write ... uhm ... say the word ... where you say, like, you say collective nouns. The word is going to be, like.
163. T: No. That is not Hangman. Yes? (*points*)
164. L: Miss?
165. T: Okay, I'll tell you how Hangman is working. You divide the class into two. Okay, group one and group two. And I'm gonna put the ... uhm, uhm, yes I'm gonna put down the letters, I mean a space (*draws line on blackboard*) for the name of the word I'm guessing. And you have to give ... each group gets a turn

to guess, what name, uh, what name I have thought about. So you can try and put some letters in, or you can guess what the word is. But I'll give you a clue. I'll either tell you whether it's a proper noun, a collective noun or a common noun. Okay? Now if you don't get it every time you answer wrong ... (*draws on board*), you lose a point. And when you get you're eventually going to get ...

166. L: (*Inaudible*)
167. T: Ja?
168. L: (*Muffled response*)
169. T: Hanged. There's a little body (*draws*) and little legs. Okay. So then the next group gets the point.
170. L: Miss? (*Hands up*)
171. T: Yes?
172. L: (*Muffled question*)
173. T: No no no no no. Okay, so here we have group one (*draws*) and group two. Okay. So the first word that I'm thinking about, looks like (*draws four lines on blackboard*).  
Okay, it has four letters, and the only clue that I can give you ... (*learners put up their hands*) How can you put up your hands? You don't know this?
174. L: I know it.
175. T: Okay, if you know it, fine. The first clue that I'm gonna give you is that it is a common noun. So we'll start. This is group one, this is group two. So we'll start with group two. Give me a letter which you will think fits in here.
176. T: Yes.
177. L: "E".
178. T: "E", okay (*writes*).
179. L: That's group one.
180. T: Okay, okay, let's start with this group. Group two, what do you think, what fits in here?
181. L: "N"
182. T: "N", sorry ... so (*draws gallows*). Group one. What letter?
183. L: "A".
184. T: "A". Very good.
185. L: (*Inaudible*).
186. T: Sorry (*draws head*). Group one, what?

187. L: "K".
188. T: "K"? No, sorry (*draws gallows*). Group 2. Yes?
189. L: "L".
190. T: No. Sorry.
191. T: This is a common noun.
192. L: "B".
193. T: No (*draws arm*).
194. L: (*Muffled response*).
195. T: No, the word isn't save, so. (*draws neck*). Try another letter.
196. L: "C".
197. T: Very good, okay.
198. Ls: Miss! Miss! (*Hands up*)
199. T: What does that word look like? There. Behind (*points*).
200. L: (*Inaudible*).
201. T: No, no.
202. Ls: Miss! Miss! Miss! (*Learners stand up and put up their hands*)
203. T: Sit down, sit down. You.
204. L: Cake.
205. T: Very good!  
(*Learners clap*)
206. T: So ... this. The word that I'm thinking about now.
207. L: Miss, we said cake!
208. T: No, you said cave.
209. L: (*Disbelieving*) Haauuw.
210. T: Stop moaning. You said cave.  
(*Turns to blackboard*).  
So our proper noun was cave, uh, cake. Now I'm thinking of a word, and this is a ... collective noun!
211. L: Miss! (*Learners' hands go up*)
212. T: Put down your hands (*draws spaces on blackboard*). Okay. So we're starting with group two as the winners, group one, no, group one had the first choice, we'll start with group two. Tell us a letter.
213. L: (*Muffled response*).
214. T: P? Sorry (*draws gallows*).

*(Learners groan)*

215. T: Group one.
216. L: "A".
217. T: "A"? Sorry, no *(draws gallows)*.
218. T: Yes?
219. L: "O".
220. T: No. Sorry *(draws head)*.
221. L: "S".
222. T: No *(draws head)*.  
This is a collective noun *(writes "Collective Noun" on board)*.  
*(Inaudible)* ... yours, this group here.
223. Ls: No, no. This group.
224. T: Okay.
225. L: "C".
226. T: No, sorry *(draws neck)*. Yes?
227. L: "I".
228. T: Yes. Okay, we're getting somewhere. "I".
229. L: *(Muffled response)*
230. T: No *(draws arm)*.
231. Ls: *(Muffled response)*
232. T: No no no; this is this side. Jenny?
233. L: "L".
234. T: Miss! *(learners put up hands)*
235. T: Yes? *(points)*
236. L: Is it a suite?
237. T: No. How can this be a suite? *(draws other arm)*
238. Ls: Miss! Miss! *(Hands up)*
239. T: Yes.
240. L: "B"
241. T: "B"? No. No *(draws neck)*. Something else? Who hasn't answered here? Just quickly think of a letter.
242. L: "N".
243. T: "N"? No *(draws torso)*.
244. L: "T".

245. T: Okay (*draws letter*).
246. L: Miss! Miss! (*Hands up*)
247. T: Yes.
248. L: Flight.  
(*Learners clap*)
249. T: So. Flight is a collective noun. So we have a flight of ... who wants to complete that?
250. L: Stairs.
251. T: Don't shout out (*points*), yes?
252. L: Stairs.
253. T: A flight of stairs. Okay. Okay. This is the last chance, so group one have got a chance to catch up. The last one I'm thinking about is ... a proper noun, and
254. Ls: (*Muffled*)
255. T: (*Looks at board*). Okay. (*Rubs out drawing*). A proper noun and, this is how many letters (*draws nine spaces on blackboard*). This is how should a proper noun always be written. There.
256. Ls: With a capital letter.
257. T: With a capital letter. Thank you. So who ... start. Group two has a point. Group one can start now. Yes (*points*).
258. L: "O".
259. T: "O"? No, sorry (*draws gallows*). Who hasn't had a chance here? Come on, think of a letter.
260. L: "T".
261. T: "T"? Okay (*draws letter*). Group one. Quickly.
262. L: "R".
263. T: Okay (*draws letter*).
264. L: Miss, miss, "E".
265. T: "E" (*draws letter*). Come on, come on, and don't shout out the answer. Put up your hands. Come on now. Who hasn't had a chance? Come on, quickly. Just try and think of a letter.
266. L: "H".
267. T: "H"? No. Sorry (*draws head*). This is a proper noun. It's either the name of a place, the name of a street, or some name. What is it? Come on. Think of an answer.

268. L: N!
269. T: N? No. Come on, group one, you people are losing. Come on. Think now.
270. L: "O".
271. T: No.
272. L: We've already said "O".
273. T: No, no "O".
274. L: So, it isn't "O"?
275. T: No. "O" is wrong. So who said "O".
276. L: This side  
*(teacher draws gallows).*
277. L: But miss, you were wrong in the first place.
278. T: Yes, but the thing is, you haven't answered, mentioned the name of the place yet. so I'm not wrong. Quickly, come on. Is it your group that must go now?
279. Ls: Yes.
280. T: Quickly! Think of a letter.
281. L: Miss *(muffled response).*
282. T: No *(teacher draws arm)*  
*(Learners groan).*  
Here *(points at learner).*
283. L: "D".
284. T: "D"? No *(draws head).* Okay, come.
285. L: "S", thank you *(draws letter).*
286. T: What does that look like? Interesting. Come on.
287. L: "I".
288. T: No *(draws neck).* Yes? Think of a letter. Come on.
289. L: "N"?
290. T: No *(draws arm).* This group. What haven't you thought of? Quickly. You.
291. L: "Y".
292. T: "Y". Thank you *(draws letter).*  
*(Intercom interruption).*  
Look at that word. What "ays" "ater"? What looks like that? So think of a word.
293. Ls: Miss! Miss! *(Hands up)*
294. T: Bayswater.  
*(Learners clap)*

295. T: Settle down, settle down. So group two has three points. Group one has nothing at all.
296. Ls: Miss, miss (*learners chattering*).
297. T: So now I want you to hand out these magazines, to actually. No. I'll give you three minutes. I want you to find an example of a proper noun and a common noun, in this magazine. Quickly.
298. L: Miss, can I hand out?
299. T: Okay. Hand out to each group.
300. L: Miss, miss, miss, miss ...
301. T: Do it quietly.
302. L: (*Muffled question*).
303. T: No. You don't cut out. Listen carefully. You have to look for something that you think is a common noun, and something you think is a proper noun. If you've found your proper noun, you keep quiet, you sit down.  
A collective noun as well. If you find that, you can use it as an example of a noun as well.
304. L: Miss, I've found a proper noun.
305. T: Settle down, quickly. Sit down. Okay, in that group over there. What name, what proper nouns have you found?
306. L: Proper nouns?
307. T: Yes. Tell the class what you found.
308. L: Cathy.
309. T: Cathy. He found Cathy. Cathy is the name of a person. That should always be written with a capital letter. What have you found?
310. L: (*Inaudible*)
311. T: Okay, that's the name of a company. She found the name of a company.  
Yes?
312. L: (*Muffled*)
313. T: South Seas. Very good. You.
314. L: (*Inaudible*) ... Africa.
315. T: Africa, he found Africa.
316. L: Elizabeth.
317. T: Elizabeth, the name of a person.
318. L: Sunday.

319. T: Sunday. the day of the week. Very good. So that, those are all your Proper Nouns. Sorry?
320. L: America.
321. T: America. Okay.  
Okay. Now so that the proper names, proper nouns. So I want you to find examples of common nouns.  
*(siren goes)*
322. Good. In your books, please find a common noun. In that group over there. What common noun have you found?
323. Ls: *(Inaudible)*
324. T: That's a proper noun. A proper noun. Sunday is a proper noun. The days of the week are all written with a capital letter. Yes?
325. L: *(Inaudible)* No ... that's describing something. Right.
326. L: Table.
327. T: Table, very good. Okay. Thank you. Have you all found a common noun? Who hasn't?
328. L: *(Muffled response)*
329. T: Common noun? *(Points at learner)* She don't remember anything about the common noun. Who can tell her what a common noun is? Who's going to tell her what a common noun is? Okay, *(points)* tell her what a common noun is. Quiet.
330. L: *(Muffled response)*
331. T: A common noun is the naming words found around you and in your heads that's not written with a capital letter. Very good, okay. *(Inaudible)* ... your magazines. So for homework I would like you to *(learners noisy)* uh, I would like you to, uh, look at magazines. Listen quietly.
332. Ls: Ssshhh!
333. T: For homework. What's going on there? For homework I want you to – listen to your homework – go home and find a magazine. I want you to find three examples of common nouns, three examples of proper nouns and three examples of collective nouns. So that's your homework for today. Are you going to go home and look at the magazines at home?
334. Ls: Yes.
335. T: Okay.

## CLIENT 2

### Lesson 1: B

1. *Teacher stands in front of the class. Tape starts off without any formal greeting by teacher or introduction of topic and outcomes to learners. The quality of the sound is better than first recording but video has an irritating camera whirr which makes it difficult to hear dialogue.. Learners are talking freely and loudly among themselves.*
2. T: *Settle down. (Goes over to restless learner at right of class, touches him on the shoulder. He sits down.)*
3. L: *(Someone apparently sitting on other learner's chair.) Miss, he doesn't want to get up!*
4. T: *Now set ... settle down, (inaudible, teacher points at complaining learner). I'll give you (half threatening, inaudible). Okay. Are you all listening?*
5. Ls: *(Simultaneously) Yes, Miss.*
6. T: *Now I brought something with today. (Goes over to right hand side of class and picks up round, yellow tin.) Now who can tell me what this is? Who can think what this is? (Points to learner at back of room). Yes?*
7. L#1: *Letterbox.*
8. T: *(Laughs). Okay. At this stage. But why, what is so special ... who knows what this thing is called? Can you read what is written here?*
9. L#2: *A letterbox.*

10. T: And if ... what is a letterbox? Why do you think ... what ... what's inside this letterbox?
11. Ls: *(Simultaneously)* Letters.
12. T: Letters. But this isn't an ordinary letterbox. This isn't the letterbox at home. This is a box ... *(takes off the transparent plastic lid and removes a letter on a square yellow card from the tin, holds it up for the learners to see.)* ... that has this sort of letters. And these sort of letters are found in words. Now I'm gonna give you...
13. L#3: *(Not in view, obviously a black learner from the tone of voice and pronunciation, shouts out)* Le... tah! *(Camera moves to group. Others in vicinity smile and laugh.)*
14. T: Yes, a letter. Now I'm gonna give you all ... Pay attention, there in the corner!
15. *(Learner reprimands fellow learner off camera in loud whisper)* Charles!
16. T: I'm gonna give you ... each ... each one in the group has to put their hand in this tin and select a letter, and if you have that lucky letter ... I want you to work in groups and think of as many things beginning with that letter, and write it down. You all have a sheet of paper, for those that don't have a sheet of paper, I'll give you one. So quiet, and you work very quietly, you tell your group leader what to write on that paper. Okay. And I want only words beginning with that specific letter. Okay, we'll start with that group. *(goes to back of class, out of camera range)*
17. Ls: *(Talking together, some laughing, others putting up their hands, words like "Okay, what is it, Miss! Miss! I mean ... how many ... Me, me! I see you ... Miss, have we ... you leave it," etc. can be heard).*
18. T: *(in front again)* Okay, listen up! Listen, Grade 4's, I want you to ... in your groups ...

19. *(Learners pay no attention, go on making noise, drowning out teacher's voice...)*
20. T: I want you to discuss in your groups, what you're going to write, and think of anything beginning with that letter...
21. *(L#4, learner holding up letter to teacher, asking inaudible question.)*
22. T: Yes, I'll tell you what to do. *(Lots of noise.)* Yes, come quickly, start writing. I'm only giving you three minutes. *(Teacher goes off to fetch large white A5 newsprint sheets, learner gets up with the letter I in his hand, goes forward. When he realises he is on video he goes back to his seat. Teacher handing out big black Koki pens to group leaders. Sotho words like Bona (to see) can be heard from group with letter B.)*
23. T: And write very big because I want to show the others...
24. *Learners in group at window getting up from their places, learners are crowding round group leader, cutting off others' view. Two boys climbing first on their chairs and then bodily onto desks to be able to see what the group leader is writing.*
25. T: Now, two minutes left. *(Watches to see who's still writing, reprimands the learners not doing anything.)*
26. T: I want to see all the members of the group working.
27. *(Indistinct sounds from learners, in Afrikaans and English).*
28. T: *(Waits a few seconds with folded hands, then speaks.)* Time is up, Grade 4's! I want you all to be quiet and to listen now. Just listen. Be quiet. I want this group to come out and tell the class what they wrote. *(Points to learner in group who gets up and takes large sheet of paper, hastily still scribbling something on it.)* Time is up, I said time is up! *(Teacher takes the paper and holds it up.)* This

group had the letter J, and they could think of all the words beginning with the letter J. So why don't you tell the class – what's your name? That group, (*points to group*) you're not paying attention! (*Turns to learner*) Yes?

29. L#5: (*Just smiles, too embarrassed to read.*)

30. T: Okay, they named Jessica, joker, Joko, jelly, jam, John, Judy. Who had more names than this group? I think this group had the most. Okay, so you can sit down. (*pulls giggling child by his arm and directs him to his desk*) Let's look at this group's names that they've got. (*Goes to another group and takes paper. Group leader comes forward and peers at page while teacher is holding it up.*) Mike, what do you have?

31. L#6 Bloemfontein, boy, box, baby, ballon (*Afrikaans*) big.

32. T: (*pointing at other group whose members are still writing.*) Okay, finish now. Listen here, you're finished now. Pay attention. Just pay attention with me! Okay, so now we saw that if we work with letters, we're actually naming things. Naming different sorts of things can be fun, but each naming word has a special name. Now who knows ... who knows what a naming word is for? Who can tell me? Come on, Grade 4's, think what a naming word is for. Yes?

33. L#7: Miss, when you name something.

34. T: Yes, but there's a special special word for a naming word? Who knows what it is called? (*Looks at the back group*) Whatsisname, you're not listening! They're called ... nouns. Haven't you heard of nouns?

35. Ls: (*Unsure, mumbling*)

36. T: You've heard of nouns. Now I'll show you ... a chart. (*bends over and picks up a poster.*) Can you see all of this chart? There's all the noun types. Now when we deal with ... when we ... (*interrupts herself and puts the poster on the blackboard*) when we're doing noun types ... we're actually doing name types,

because nouns are names. A proper noun, a common noun and a collective noun.  
Now proper nouns is the special name given to something ... or some things.  
Now who can think what a proper noun is? Yes?

37. L#6: Bloemfontein.
38. T: Bloemfontein. Very good. Now why do you think Bloemfontein is a proper noun?
39. L#6: It's the name of a city, Miss...
40. T: Yes, it's the name of a city. What else ... who do you think ... yes?
41. L#8: Johannesburg.
42. T: Yes, Johannesburg. The names of places are proper nouns. (*puts a card with a word on next to the poster on the blackboard.*) And what else are proper nouns?
43. L: (*inaudible*)
44. T: Yes? (*points to other learner*)
45. L: Miss!
46. T: Yes? And what else is a proper noun? And what else? Yes?
47. L: Names.
48. T: Names of people, very good. Who can think of names of people? Don't we all have names? (*No answer, inaudible muttering from back.*)
49. L: John.

50. T: John, yes. And what about the names of streets? (*Holds up a white card, puts it on the blackboard.*) Yes, Waverley park. And then we have the days of the week and the months of the year. And they are all proper nouns.
51. T: And who's clever enough to tell me how proper nouns are written? Who knows how proper nouns are ... (*turns to the blackboard, voice inaudible*). Yes?
52. T: (*Points to learner*) Yes, I'm talking to you.
53. L: With a capital letter.
54. T: Yes, proper nouns are always written with a capital letter. (*Points to 5 cards on blackboard.*) So that all falls under proper nouns. Then we have common nouns. Now who knows what a common noun is? Pay attention, there in that group! (*points*) You're not paying attention. What's a prop ... a common noun? Yes?
55. L: Something that is a thing.
56. T: Yes, the names of all common things. So who can think of a few common nouns?
57. L#9: (*inaudible*)
58. T: Sorry?
59. L#9: (*inaudible*)
60. T: Yes, wood. Yes?
61. L#10: Flowers.
62. T: So those are all the common things around us. And you know, last chap ... our last form of ... (*teacher suddenly stops talking, goes to group in middle of class, takes their Koki pen and A5 sheet of paper away and reprimands them*) Just stop

that, and pay attention, please! *(She goes back to the front of the class with the pen in her hand. After having put the sheet of paper on her desk.)* And out last noun today is a collective noun. Everybody say 'collective'.

63. Ls: *(Comply with instruction and all repeat together)* Collective noun.
64. T: Collective noun. Now that's a special name given to a group or a collection of things, which are the same. Now who can think of something ... who's going to think of something that ... yes?
65. L: A swarm of bees.
66. T: Yes. A swarm of bees. Have you heard of a swarm of bees before?
67. Ls: *(Simultaneously)* Yes...
68. T: What else?
69. L: A bunch of flowers.
70. T: A bunch of flowers, a pack of cards.
71. L: A *(inaudible)* ... of maize.
72. T: Ooh, very good! And now I'm going to show you how interesting ... we can actually find nouns wherever we go. I enjoy shopping, because when I go shopping, I always see names of things, names of places, even names of ... I'll now show you my shopping list ... my shopping list. Can you all see this shopping list? *(Holds poster up)*.
73. Ls: Yes, miss.
74. T: Okay. *(Puts poster on blackboard, to the left hand side of noun types poster.)* Who can show me ... tell me which things on my shopping list are proper nouns?

75. L: *(shouts out)* Shoprite!
76. T: Don't shout out! *(points to other learner.)* Yes?
77. L: Shoprite Checkers.
78. T: Yes. Shoprite Checkers. What else?
79. L: Spar.
80. T: Spar. Why do you ... who else can tell me why are they proper nouns? Yes?
81. L: Because they have capital letters.
82. T: They have capital letters, and ...
83. L: They're names of places.
84. T: They're names of places. Very good. What words on that shopping list are ... common nouns? Come on, yes?
85. L: *(inaudible)*
86. T: Sorry? *(Again the learner mumbles something inaudible.)*
87. T: *(to other learners.)* I can't hear. What did she say?
88. Ls: Polony.
89. T: Oh, the polo ... oh, French polony! *(laughs)*. Yes, and you, behind?
90. L: Wine shop.

91. T: No, no no no, ... yes?
92. L: Juice.
93. T: *(points at various pictures.)* You have soap powder, you have cherries, and those are all common nouns. What about your collective nouns? Yes?
94. L: Furniture.
95. T: Yes, but what do we call all that furniture, a collection? We call that a suite of furniture. Okay, everybody say suite of furniture?
96. Ls: Suite of furniture.
97. T: *(points to picture)* Do you see that collective noun? A bouquet of flowers.
98. T: *(points to another picture)* What?
99. L: A bunch of grapes.
100. T: A bunch of grapes and a ...
101. L: Suite of furniture.
102. T: Suite of furniture and a set of cutlery. Those are just ... these are the ... the ... the nouns we find, but we find nouns everywhere, especially in our families. Have you all ... you all have a family?
103. Ls: *(Simultaneously)* Yes ...
104. T: And in our family, each ... each member of our family has a special name. Now I drew up ... *(interrupts herself, walks over to the table and gets a poster which she holds up)*. Now who knows what this is? Who knows what this is? What is this?

105. L: A family tree.
106. T: A family tree.
107. T: This is my family tree, and I wanna show you ... *(learners laugh at the pictures of film stars)*.
108. L: Miss, there's something wrong with your family! *(Teacher laughs and puts the poster on the blackboard.)* This is my family, and let's pay attention.
109. T: Okay. In each ... in my ... in each family ... there's some names, for every person in the family. Brothers and sisters, we have cousins, uncles and nephews, parents, grandparents and great grandparents. Each person has a special name, and that special names are all called common nouns. Okay. Now take out your worksheets, *(learners talk among themselves.)* So, you can admire my family now, take out this ... okay, each group, listen now: you see this pink piece of paper, I want you all .. you discuss in your groups who's going to think of a common noun, a proper noun and a collective noun. Not all the people in the group writing the same nouns down, so you first discuss in your group what you are going to write, and you write down. Okay, I'm giving you two minutes to do this.
110. Ls: *Loud discussing of words, children leaning over desks like before.*
111. T: Have you all written something? *(points to blackboard)* Right, can you see here, a proper, common and a collective? But you only write me an example of one each. *(Learners are busy with pink cards. NB: Interesting to note that at tables where there are only black learners in group, there is no OBE group discussion, each learner is writing down his or her own words, and holding their hands protectively over their written work so that other learners cannot see what they are writing. Some learners are just sitting disinterestedly, not doing anything.)*
112. T: Okay, have you all written an example of your noun?

113. Ls: *(Shouting)* Yes!
114. T: Okay. So listen up, okay, time is up, everyone! Show me your example. If you haven't got it, just sit. Okay, this group, what do you have? Who has a proper noun?
115. L: Hugh, Miss!
116. T: Come forward. *Boy goes forward with paper, Adam written on it.* Grade 4's, you're not listening! Is this a proper noun? Yes? Why is this a proper noun? It's the name of a person. Put it here on the board. *(Learner puts paper on the board).*
117. L: Is that a common noun?
118. T: No. You have December? Okay, is December a proper noun? Why do you think December is a proper noun? Yes? Is dit ... *(Afrikaans)* it's a month, let's put it properly here. So it's a prop ... with what type of letter? yes? A capital letter. Now this group ... this group had ... do you have any example of a common noun? Common noun? Who has any example of a common noun? No? You had any examples of common nouns? Okay. *(Takes a piece of paper from a learner).* A chair. Why is a chair a common noun? Yes? You find it is a simple name of many common things. Who has a word for an example of a common noun? Anybody got more common nouns? A table. What kind of noun is this? What kind of noun is table?
119. L: *(no comment)*
120. T: A common noun. And then the last noun, a collective noun. Okay, you can bring that one here, yes? Okay. A hail of cattle. What else? A team of players and a swarm of bees. *(Corrects the spelling from swarm to swarm on paper)* So can you all see what are your proper, your common and your collective nouns?

You all understand that? Now let's see how interesting it is to name things. Now I know a song, and the name of the song is Bingo. Do you all know the song?

121. Ls: *(Simultaneously)* No, Miss... yes Miss...
122. T: It is a song about a dog. So can you sing this song for me?
123. Ls: *(rather resignedly)* Yeesss, Miss...
124. T: So who's going to start?
125. Ls: There was a farmer who had a dog, and Bingo was his name ... B-I-NGO, B-I-NGO, B-I-NGO, and Bingo was his name. *(They repeat the song, but leave out the first letter and substitute it with a clapping of hands. They continue in this manner until all the letters of Bingo are clapped.)*
126. T: Thank you, Grade 4's, that was very good, and now you put all those papers aside, and take out those work sheets. Very quietly. *(Loud noise from learners shouting, etc.)* You take out the worksheet. I'm not gonna go through the worksheet with you, you have your ... okay, listen up, listen! Number one, if you read, there's a little poem there. And then there's number 2, listen now, you're all looking at your worksheet, here you have ... imagine you're going shopping. You see the shopping store there? See that store there? And then you have to list all the things you can see there in the picture. Okay, and then number three, it's just an activity for your collective nouns. But before we end, let's just read that poem, so you can finish that worksheet at home. Okay. So now we can read ... let's read together, that poem, everybody, listen up!
127. Ls: *(Slowly, sing-song type of reading, together.)* My best friend Josephine James ... My best friend Josephine James, has called me horrible names.  
I know that it is true, because she told Betty Drew,  
who told Emmeline Jones who told Mildred *(inaudible)*  
who told Matty *(inaudible)* who told me that Josephine called me some names.  
Oh, I'm cross with Josephine James!

So I shall call her some names. like Freckly Frumm,  
Grumpy Grumm or Lumpity Lumm or Silly Old Chump.  
Can you think of horrible names  
For my best friend Josephine James?

128. T: Can you see that wonderful poem? So these are all names. So what ... (*learners are noisy and restless*). What's going on there? So you ... I want you to underline all those names, you work in your groups, and what types of nouns are those names ... Tell me what type of nouns are those names. It's a proper noun and proper nouns are always written with capital letters. Okay, while we are sitting in our groups we underline all those words which are proper nouns.
129. *Learners are packing up their pencil cases, some are working, others just sitting, some walking around.)*
130. T: Go on to activity two. You can all see what common nouns are in that picture. (*Helps an individual learner who came forward*). No, there's no common noun in that picture.
131. T: Now if you ain't sure of whether it's a proper noun ... in that picture, you always look if it's with a capital letter, to see whether it's a proper noun. Yes, take it all the time. (*learner whistling loudly in class, other learners getting up and walking around, one flinging his arms open widely*).
132. T: Have you found common nouns in the picture? You find a common noun. Yes. Tell him ... tell him why it is proper nouns.
133. L: (*With deep voice, shouts out loudly*) Miss, I'm finished!
134. T: Now listen, Grade 4's, Grade 4's ... if you have completed your worksheets, I want you all to pay attention please, I want you to go home and draw up a family tree of your own, and you can bring it next week to class and you can put it on the wall.

135. L: *(loud noise, one learner cavorting and pulling faces for the benefit of the camera. another still stretching his arms wide in front of the class).*

## CLIENT 2:

### Lesson 2

1. *Teacher stands in front of the class. Tape starts off without any formal greeting by teacher or introduction of topic and outcomes to learners. Learners cannot be seen yet, out of view. The quality of the sound is very bad, it is woolly and very indistinct. One has to listen at least three to four times to each sentence to discern what is being said. Only after the fourth time was a sentence or word deemed to be inaudible and indicated as such.*
2. T: Do you know what I've got in this box? *(Holds up round, yellow tin with lid)*  
Do you know what this box is called? This box is called my letter box. Now if this is my letter box, what do you think is inside of this box?
- 3: *(Learner in front group puts his hand up. Teacher points to other, still unseen learner).* Okay, what do you think is inside this box? *(Smiles and waits for answer.)*
4. T: Okay, what do you think is inside of this box?
5. *(Learner in front takes his hand down. Other learner answers.)*
6. L#1: Letters.

7. T: Yes? Letters. Okay, *(points to another learner on the other side of the class, left side on video)* what do you think are the letters? *(Opens the tin without getting an answer from the learner and looks inside.)* Okay, this is no ordinary letter.
8. T: Who'd like to come and find out what's inside the box?
9. *(Several hands go up and the learner who was skipped during the first question gets up and goes forward. He peers into the round, yellow tin.)*
10. T: *(Softly to the learner).* Show it to the class.
11. *(The learner takes out the letter M written in black pen on a square yellow card. He shows it to the class for a brief moment but holds it wrong way round, with the back of the card showing. Teacher takes it from him and holds it up so that the M can be clearly seen.)*
12. T: Can you see what's inside? These are not the letters that we *(inaudible)*, these are the letters that form words.
13. T: *(To learner standing next to her.)* Okay, sit down. Each group is gonna get a chance to get a letter out of this box. I want each group to work together and think of as many names they can beginning with that letter.
14. T: Anything that you think that's the name of a place, the name of a place beginning with that letter.
15. *Teacher walks to the left of class out of video range. Indistinct words from learners. She walks back into view with a stack of large A5 white papers in her hands and puts it down on her table.*
16. L#3: Ma'am? *(Out of view, different voice).*
17. L#4: *(Other learner, out of view as well.)* Shhh!

18. T: You take one – the group leader, and I want to see ...
19. *(Several learners, all out of view, talk at the same time. Words that can be heard are "Ma'am, I'm the group leader and I want ... Ma'am, how are we gonna write the names up? One by one, I want to see!" etc. The teacher ignores them all and carries on passing out the white A5 sheets to each group. She then takes the yellow tin and goes from group to group. She holds it out to each group leader to take a letter.)*
20. L#5: Ma'am, how many?
21. T: *(Answers two questions simultaneously)* Only one. Yes, you may take one ...
22. T: *(Learners talk all at once again. No specific group has been seen on the video yet, only indistinct sound can be heard. The teacher is completely out of view. Learners say: "No more ... are you going to fix it ... I want ... what? Ma'am can you say surnames and any (inaudible) ... Give me that! You've got lots of pencils! ... Gareth, Gent, after the G ... Giovanni ... wrong! ... stop ... Giovanni..." Camera now pans to certain group, two white and five black learners at tables, forming one group.)*
23. L#6: *(Speaks Afrikaans)* Myne word Giovanni.
24. *(Camera moves to second group. Two white boys, one with glasses, and one black learner can be seen. One boy L#7 leans forward and taps another one opposite him with a pencil.)* Glass. What about glass?
25. L#8: *(Other learner replies)* Glass. Glass! Glass!
26. L: *(Has obviously heard what group just behind him said.)* Giovanni. Giovanni! *(very insistent)*. We, we, we! You see! Glass.
27. L#8: Congo.

28. L#7: It's Gongo.
29. L#8: Congo! It's a C.
30. L#7: *Doesn't believe L#8, puts up his hand. Ignored by teacher, takes it down again.)*
31. T: *(Camera still focused on second group, teacher completely out of view, can be heard speaking indistinctly in front of class.)* Okay, let's put the papers up. The leader of each group ... Okay, which names do we have? *Camera pans very fast to third group, back of learner's head and legs of standing learner L#9 shown. Legs go forward, boy in view now, takes his paper to teacher in front of class.)*
32. T: This group had the letter M and they made all these words. *(Learner #9 reads words).* Money, maps, matches, mother, ... *(inaudible, as he goes down the list he bends his head down and mumbles).*
33. T: Well, I don't think anybody beat this. Who beat this? *(Learners reply indistinctly, teacher laughs and moves out of view of camera together with learner #9).* Okay, let's... *(comes back into view without paper and learner)*
34. T: Okay, would you like to ... *(points to unseen learner)* Okay, let Gavin ...
35. L#10: Wait, Miss!
36. *Learner #10 stands beside teacher and reads the group's list.)* Gavin, Grobler, Garth, Giselle, glass, Giovanni.
37. T: Okay, mooi. Kom nou. But now, everybody *(learner interrupts), speaking to his group: "Giselle". Teacher folds her arms and waits until he is finished speaking.)* Come. Okay, everybody pay attention.
38. L: Sjuut!

39. T: Okay, what you did was, we all made naming words. Naming words are very important, as we all know. But what ... a naming word has a very special name. And who can tell me what that name is for? *(Teacher very tense, clenching hands together tightly at waist height, putting head to the side but looking at class, and rolling her eyes. Points at unseen learner.)* Yes?
40. L: Noun.
41. T: They are called nouns. And we're not just gonna do nouns, we're gonna do three parts of nouns. They are called proper nouns, common nouns and collective nouns. *(She goes out of view to the left and returns with a white poster with the three types of nouns written in large black letters and highlighted with yellow. She puts the poster on the blackboard.)* Now who can tell me, what is a proper noun? *(Same brief hand clenching, then points at unseen learner.)*
42. L: It's like a name.
43. T: A name, like what?
44. L: *(Muffled response)*
45. T: Very good. *(Rushes out of view, comes back with a stack with cards.)* I think I've got a proper noun here. *(Turns her back to the class and shuffles through the cards. Finds it and puts it up on the blackboard beside the poster.)* Here. You mentioned names of things, names of people, names of places.
46. *(One of the cards slips from teacher's hand and falls on the floor. A learner rushes forward and picks it up. Teacher just looks at him.)* Names of months and dates. *(Learner hands her the card, she puts it up without thanking him.)* Names of years ... *(learner interrupts her and shouts out)*
47. L: *(unseen)* Miss! Names of animals.

48. T: Yes, good. *(She moves out of view to the right.)* Now if a giraffe's name is Sam. or any special name, then that name is a special something. Yes?
49. L#11 *(very nasal voice, has heavy cold or sinusitis.)* Miss, like you picked out *(inaudible)* like when *(inaudible)*...
50. T: This is a proper noun. But what about your common noun? Yes?
51. L: *(New voice, unseen.)* It's like ... umm ... mainly important stuff ... like a car, and ... cats ... and ...
52. T: There are like thousands and thousands of common nouns, and ... *(knock on the classroom door)* Come in. *(Inaudible adult male voice delivers some message, closes door again.)*
53. T: *(Teacher clenches hands together tightly again, pops knuckles.)* My favourite common nouns are, when I go and do some shopping, I have my shopping list and I enjoy looking at my shopping list because I'm actually seeing lots and lots of common nouns. Do you enjoy going shopping with a list?
54. Ls: *(Learners speak simultaneously, one with cold shouting out)* No! *(learners laugh. Teacher smiles, moves out of camera view while learners talk freely among themselves. Sentences like "I hate it, specially when I have to go with my Dad", are clearly heard).*
55. T: *(Comes back with poster with cut-out words like Shoprite Checkers and pictures of products on it. Holds it up for class to see.)* What can you tell me about this shopping list?
56. L: *(nasal voice)* We're buying lots of cherries. Food, lots of food.
57. T: *(turns around and puts poster on blackboard to the left of noun types list.)* I go to the store, and the name of the store is a? What's the name of the store? Yes? Yes, behind? *(points at learner, off-camera).*

58. L: Proper noun.
59. T: Yes, I go to the store and I find lots of proper nouns. And proper nouns are all my groceries, and those juice all those things. And when I'm finished, I go out of the store and you know what I find out? That there are many common things. and they are grouped together. And those groups are the same sort of things and they have a special name, and they are called collective nouns. So you can see we have furniture, and cut flowers, and *(inaudible)*. And they are called collective nouns. *(Poster partially falls from blackboard)*. And then we come to common nouns. Common nouns are also important, because what would happen if each member not having a special ... name? Think of a special name in your family. Yes?
60. L: *(Nasal voice, indistinct, unseen)* Names like mother, brother...
61. T: Yes. I have my family tree. *(Walks out of view, comes back with a poster showing a family tree.)* I have my family tree. This is my family, parents. *(Walks out of view again, puts poster up on blackboard to the left of the shopping list. Poster completely out of view of the camera.)* We have parents, grandparents, brothers and sisters and cousins and nephews and they have special names, they are all common nouns. Now I want you to do... *(goes out of view again, and comes back with yellow A4 papers.)* So you all understand what proper nouns are?
62. T: Now I want you to take out this *(inaudible)*. Now you must look *(learners make such a noise with their suitcases that teacher's next two sentences are completely drowned out on video)*. Now you must look, because this poem is one of my favourites. The poem's name is My Best Friend Josephine James. Now I want you all to read with me, read the poem back at me. Let's start.
61. Ls: *(Learners comply with the instruction and read simultaneously)*  
My best friend Josephine James, has called me horrible names.  
I know that it is true, because she told Betty Drew,

Who told (*inaudible*) Jones who told Mildred (*inaudible*)  
 Who told me that Josephine called me some names.  
 Oh, but I'm cross with Josephine James!  
 So I shall call her some names, like Frumpy Frumm,  
 Grumpy Grumm or Lumpty Lumm or Silly Old Chum.  
 Can you think of horrible names  
 For my best friend Josephine James?

62. T: Isn't that a lovely poem? So what type of nouns do we find in this poem? Yes?
63. L: Common nouns.
64. T: No, not common nouns, but? (*points at another learner*).
65. L: Proper nouns.
66. T: Yes. Tell him ... tell him why it is proper nouns. Tell him why it is a proper noun? (*No response from any learner*). Okay.
67. T: (*Points to blackboard*) Names of people. Now who knows how a proper noun works? And how are proper nouns written? With capital letters.
68. T: So if you see a name in the middle of the sentence, that begins with a capital letter, you'll know that it's the name of a person and therefore it is a proper noun. And silly old Chum, it isn't a proper noun, but the way it is written on the paper, referring to the name of a person, it is a proper noun. (*Goes out of view, comes back.*) So what I want you to do, I want you to underline all the proper nouns – not now, wait, wait! Let's ... (*learners again fiddle with their suitcases, drowning out teacher's instructions.*) Now I want you to listen. I want you to look at these (*inaudible*) and I want you to find at least ten items (*learners again noisily busy with cases*) you see the final activity, all the words with four letters. Now some of them are proper nouns and some of them are common nouns. Now I want you to draw two columns, one for proper nouns and one with common nouns, and I want you to see which one goes in which column. And remember,

there are some tricky ones, because here all the nouns are with small letters. I want you to see which ones are the proper nouns and rewrite it with capital letters. *(inaudible)* And then you have your collective nouns. You see they are all jumbled up, unjumble it to find out the correct collective noun. Before you start, I want each one in the group, to write ... in each group to think of a collective noun, a common noun and a proper noun, and I want you to write it on this paper. *(holds up a yellow paper strip)* because I wanna make sure you know which one is which.

69. L: Ma'am, can we start?

70. T: Yes, you can start. But I first want you to write *(shakes the yellow paper strip in the air)* I want two proper nouns, two...

71. L: Must this be the top one?

72. *Teacher moves out of camera view to assist learner.*

73. *Indistinct comments from learners:* No, this one, look here ... I don't .. ek wil hierdie ... you did ... wat? What must I say? Maar dis 'n proper noun ... a proper noun ... you just write it, name a proper noun for ...then we're finished. No, not a long one, just as well do the ... okay, you say one, ummm. Allan, Mark, Mike, Michael's too long. With two M's, two a's. Okay, you know a proper noun? Brian or a cat. You must... okay, another common ... cat. And collective nouns, chairs. Cat! *(some learners just sit back and let others do all the work)*. No, man, stop, at least ... okay, now what you do ... I want to make mine ... and they are ... Hey! Boo! Is Grumpy Grump and all those stuff proper? Oh. All grumpy. I'm a old grumpy. *(Learner #7 opens L#8's pencil case)*. What do you want, what will you give me? *(Gives it back.)* How do you write this stuff? Too bad. Oh, ask him. Yeah, oh. Is that a proper noun? Now here...

74. T: *(Comes to group, which has written nothing yet.)* No, you must write!

75. L#7: *(who is a lazy but talkative little boy and who knows exactly where to write because he has been playing with the empty paper strip and the other boy's pencil case the whole time) Here? (Points to the poetry sheet).*
76. T: *No, you must write it here! (takes the yellow paper strip and shows him where to write the two words. He ignores her instruction and the paper strip and goes on directly with the final activity, circling words on the poetry sheet as she leaves.)*
77. Ls: *(Simultaneously talking, some learners are getting up and walking around. Teacher standing in front of class at table, partially out of camera view, getting yellow cards together and not paying any attention to class. Returns to front and shows a card with the word March on it, while learners are still talking and not listening to her.)*
78. T: *So March is a ... March is a month of the year, so I think March is a proper noun. (Sticks the card on the blackboard under the Common Noun heading.) A proper noun? Who says March is a proper noun? (Learners shout out: no, no.) I think March is a proper noun?*
79. L: *No, Ma'am!*
80. L: *(learner with stuffy nose and cold, never seen before on camera and now also out of view) One word is, the other one's not, Ma'am.*
81. T: *Okay. I think March is ... is it a capital letter? (Removes the yellow card from under Common Noun heading and holds it up to the class.) Remember, if it is a month of the year, and if it has a capital letter, then it is a proper noun then it's the other thing (laughs half embarrassedly). So So March is a proper noun. (Sticks March right over the heading proper noun and shuffles yellow cards again, looking for word. Some are upside down.) We have Matthew (puts name under proper noun heading) what else can we have? April, May. They are all proper nouns.*

82. *A cellphone rings in the class. The teacher ignores it. Phone rings again twice and stops.*
83. *And all the others are common nouns. (Lots of noise, some learners tell others to keep quiet.) Shhh! Sjuut! (Teacher takes more yellow cards from learners who come forward with their words. A Chinese boy runs forward, gets a piece of Prestik from the teacher and sticks his word under Common Nouns. Pieces of white Prestik can be seen on blackboard. Two more boys come forward. one from the group that had the letter G and another with the letter C).*
84. Ls: *(Five learners simultaneously in front, swamps the teacher and all are talking at once. She listens to what they say and leaves the rest of the class to their own devices. Lots of noise, in background, clearly not all work related. Comments from learners up front:)* 5 Ls: Daar is die ander tien. Can I make a cat? Put it up ... Yes, can I take that? Where is a collective noun? You've got... I've got a proper noun. Proper nouns are already up. Whose proper noun is this? Hey, miss! Miss! There's a proper noun up there! No, I must make a proper noun. I must make a proper noun! Yes!
85. T: Okay, sit down, sit ...
86. Ls: *(Still squabbling).* That's not a proper noun, chair is not a proper noun! No, nee! Shaun, here! No man, here!
87. T: Okay, we'll check...
88. L: *(unseen, speaking to his friend, loudly).* Shaun, you must give all that stuff here! You must come here now... *(Learner gets up and waves hand with blue ruler and pen in the air to gain teacher's attention.)*
89. *(Teacher has lost control, learners are doing just what they want. No group work, everybody talking loudly and several black pupils getting up and walking around. Learners in back group stabbing one another on the arms with pens.*

*smiling and laughing, looking around to see if other learners are watching them.)*

90. L#7: Give, give here, give here the ruler! *(Fights with L#8 about his ruler.)*
91. L#8: You must write...
92. L#7: You cannot. Why did you crook?
93. L#8 ...With an E.
94. L#7: Stupid!
95. *(Learner to the back of this group still laughing and looking around, now taking a craft knife, looking around to see if the other learners are watching his antics. Other learners in this group are now filling in the final activities on the work sheets with the poetry. Teacher comes to this group and collects their yellow cards with the two words on it. She spots what he is doing and speaks to the naughty child, who keeps on smiling when she leaves and pushes learner next to him full in the face with his hand. He now puts his hand on other learner's head and pulls his nose with other hand. Learner who has had his nose pulled picks in his nose and talks to naughty kid, both still smiling and doing nothing. Nose picker plays with his pen. Other learners in group working quietly on their own, ignoring two loafers.)*
96. T: Grade 4's, grade 4's, everybody pay attention. Do you think that any letter can be used for a proper noun?
97. Ls: *(Some answer, simultaneously)* Uh-uh. Not all.
98. T: So that ... does that mean that proper nouns begin with a capital letter ... but even at the beginning of a sentence ... if a sentence begins with I, so it is not a proper noun. So you must make sure. You must ask yourself a question, is this a name of a person, a place or a street or any big name that you know is a proper name.

If it's not in those three, it's not a proper noun. Okay, sometimes we will find proper nouns at the beginning of a sentence, and sometimes we won't. You must be very careful with that poem when you write. *(points to the worksheet.)* So you all understand what's a proper noun, a common noun and a collective noun. Okay. So who knows some more ... he gave me that. *(takes a yellow card off the blackboard and shows it to the class.)* Who knows what ... a collection of what is that? Yes?

99. L: A pack of ... what d'ya call it ... wolves, Ma'am.

100. T: A pack of wolves, yes, and ... ?

101. L: A pack of ... *(inaudible, sounds like cards.)*

102. T: A pack of rice being cooked. So we all know what collective nouns are. So we can look at these examples. I want you ... when you complete these worksheets, Grade 4's, please ... I want you to go home, and you must ... like I did with my family tree, I want you to draw up your family tree. But I don't want common names in your family tree, like I've got grandparents, parents, those are common names given to my family. I want proper nouns. I want proper nouns of your family, see, what do I actually want? *(Teacher has habitual tense, stressed, specific way of standing when asking questions, does so now, with hands clenched in front like an opera singer's, head turned to the left but eyes looking straight at class.)*

103. L: The names.

104. T: Yes, I want the names of your grandparents and I want the names of your parents and your grandparents, and I want you to bring that next week for me. I'm gonna come here, I'm gonna collect your family trees.

105. L: Ma'am?

106. T: Yes?

107. L: Does it have to be the same as ... *(inaudible, because other learner is loudly hissing "Sjuut!" at the one speaking.)*
108. T: I want the names and I want to know all the members of your family and I want you to remember that.
109. L: Ma'am, *(Teacher goes out of view, general talking, teacher back in view, smiling, goes to one group.)*
110. L: Ma'am, you want these ... *(end of video.)*

#### CLIENT 4

#### LESSON 1

1. *(Teacher stands in front of the class)*
2. T: Good afternoon, class.
3. Ls: *(Together)* Good afternoon, teacher.
4. T: Okay. Who of you don't have a paper like this? *(Shows a little piece of paper)* On your desks ... *(inaudible)*. Where is extra ... *(inaudible)*? Who don't have one?
5. *(Teacher collects the extra ones and distribute them amongst learners)*
6. T: Everybody have one?
7. Ls: *(Muffled)* Yes.
8. T: If you turn it over, there will be a few letters on this paper

9. Ls: Yes. *(A few learners shout out the letters)*
10. T: Okay, don't say anything. There is someone else in the class with the rest of this word. When I ... I'll tell you now. And be quiet. Don't push your chair over and seek your friend. Okay. Try to match a word that is one word. You may stand up and find your friend. I got one too.
11. *(Learners move around and match their words. Noisy and undisciplined behaviour by learners.)*
12. T: Okay, okay. Do everybody have a partner?
13. *(Mixed response by learners.)*
14. T: Okay then. Listen. Hey! *(At undisciplined learners)* Everybody who don't have a partner come here. The rest on your ... desks ... chair.
15. *(Teacher is approached by some learners. They show the teacher their words. Teacher has a look.)*
16. T: That's good. Fantastic. Go and sit down. *(Muffled interaction - sends learners who have matched their words back to their desks.)* What's that? *(Inaudible)* On your desk. *(One learner is left without a match)* Who do ... who else have still a part? *(At the learner)* You're alone? Don't worry, this must be "it". *(Sends back to desk)* Okay. That's fine. *(Inaudible)* You were great. Okay listen now. *(At specific learner)* What's your name?
17. L: Anja.
18. T: Anja. Anja got to do something. And when she's doing it, I want you to tell me what she is doing. All the time. Okay. Everybody must tell me what she is doing. The first thing that she's gonna do. Anja, ... *(inaudible)*

19. L: *Kannie sien nie!*
20. *(Inaudible - seems as if the teacher instructs Anja to move some articles that she is going to use to the teacher's table in the front of the class)*
21. *(Anja takes a tray to the table. One of the learners think it is part of the demonstration and eagerly puts up her hand.)*
22. T: *(To that specific learner)* Wait, wait, wait. She *(Anja)* did nothing, yet.
23. *(Anja places a table cloth on the table.)*
24. T: Who can tell me what is she doing. Now, what is she ...
25. *(Learners put up their hands.)*
26. T: *(Points to specific learner)* Yes?
27. L: *(Inaudible response)*
28. T: Yes, she start to lay the table. *(Pointst to another learner)* Yes, what do you say?
29. L: *(Inaudible - probably speaks Afrikaans)*
30. T: Try to tell me in English. I'll help you. Try.
31. L: *(Inaudible response)*
32. T: *(Points to a learner)* Ask ... ask him. *(Points to another learner)* Yes? Tell me.
33. L: An.. An...Anja put the table cloth on the table.
34. T: Over ...

35. Ls: *(Unidentifiable learners correct Learner 5 at the same time as the teacher)* Over the table.
36. T: That's fantastic. *(Inaudible)* Yes, that's right. She put the table cloth over the table. Okay.
37. Anja completes next task.
38. T: What did she do now? *(Points to a learner)* Yes?
39. L: She was putting the bread on the table.
40. T: Yes, *(inaudible)* ... put the bread on the table. Yes, *(inaudible)* ... what else did she put on the table.
41. L: A *(inaudible)* ... and a knife.
42. T: A fork and a knife, yes.
43. L: *(Inaudible response)*
44. T: Yes.
45. L: Saucer
46. T: *(Inaudible)* Look now.
47. *(Anja completes next task. Learners put up their hands.)*
48. T: Yes.
49. Ls: A cup, dish, and a saucer.
50. T: A cup, a dish and a saucer. That's right. And where ... where is the cup standing?

51. Ls: *(A few learners simultaneously)* On the saucer.
52. T: Yes. *(Points to cup)* What do you usually throw in here?
53. Ls: Tea
54. T: Yes, and who likes tea?
55. *(Learners put their hands.)*
56. T: Who likes coffee more than tea?
57. *(Learners put up their hands. Noise in class room.)*
58. T: Okay. *(Inaudible)* Sjuut. *(To specific learner who is standing)* Sit on your chair.
59. *(Anja completes next task.)*
60. T: What did she do now? Yes?
61. L: *(Inaudible)* ... put the milk on the table.
62. T: Yes, she put the milk ... *(inaudible)* And? Yes?
63. L: *(Inaudible response)*
64. T: Yes, the teapot. And what do you call the thing the milk is ... *(inaudible)*
65. Ls: *(A few learners simultaneously)* Milk jar.
66. T: **Milk jar. Gee, you are ... you are clever ... very clever. And where does the milk jar stand? Yes?**

67. L: Behind the teapot.
68. T: *(Demonstrates to correct learner)* If it was behind the teapot, it was here. You see? Behind? This is not behind? This is ...? Who can help? Yes?
69. L: In front.
70. T: *(Inaudible)* you should put it here. *(Inaudible)* Look at behind ... *(moves milk jar around to illustrate "behind" and "in front")* Yes?
71. Ls: Left.
72. T: Okay. Yes, *(inaudible)* ... on the left. But *(inaudible)* ... what is another word?
73. L: Next.
74. T: Next to. She put it next to ... That's right too. And another word? Anyone? Yes?
75. Ls: Beside.
76. T: Beside. That's what I wanted. It is fantastic. You are great. Just great.
77. *(Anja completes next task.)*
78. L: *(Inaudible response)*
79. T: Yes?
80. L: She put the bread on the bread board.
81. T: Yes. She put the bread on the bread board. Who of you ... No. *(Changes her mind on the question she wanted to ask)* Do you like white bread or brown bread?
82. *(Some learners shout "white" and others "brown".)*

83. T: Okay. *(To Anja)* Can you do the next, please.
84. *(Anja completes the next task.)*
85. T: Yes.
86. L: She cuts the bread.
87. L: *(Inaudible response)*
88. T: Yes, there is only one slice ... *(inaudible)* That's perfectly right. *(To Anja)* Are you finished *(Anja nods)* And now ... *(To Anja)* Thank you. You ... *(Offers Anja something to eat on a plate which was standing on the tray. Anja declines)* Okay.
89. *(The rest of the class put up their hands and shout - an indication that they want what was offered to Anja.)*
90. T: No, no - at the end of the period - the one who was ... who helped me the most. Not her *(referring to Anja)* ... but the ... may have one. Okay. Who wants to tell me what she did. *(Inaudible)*
91. L: *(Inaudible response)*
92. T: Yes, she laid the table. Tell me what did she did ... what did she do first.
93. L: She sets the table.
94. T: Okay. She did.
95. L: *(Inaudible response)*
96. *(Intercom announcement interrupts.)*

97. T: *(To specific learner)* Okay. What did you say.
98. L: She spreads the table cloth over the table.
99. T: Yes, she spread the table cloth over the table. That's good. And what did she do next?
100. Ls: Muffled response.
101. T: Let's make him try everything. Okay. *(Refer to same learner)* Then I ask someone else to tell me ... more. Yes? *(To same learner)*
102. *(Learner unable to answer.)*
103. T: And she come here and she put this here. *(Takes knife and fork)* What's that.
104. L: *(Inaudible)* ... the table.
105. T: Yes, and where did she put it? Where?
106. L: *(Inaudible response)*
107. T: Yes, she put it on both sides. That's right. You remember from yesterday. That's good. And what do think we call this thing. *(Picks up a bowl)* Yes.
108. L: That's a saucer.
109. *(Muffled response by other learners who differ. The word "basket" is also audible.)*
110. T: *(Inaudible)* ... basket ... but if this is a board *(refers to plate which she has picked up)* not a basket - what do you call it *(refer to bowl she now has picked up)*
111. Ls: *(Muffled response)*

112. T: Not a basket. (*Picks up bowl and demonstrates eating*) If I eat ... If I eat my ...
113. L: Soup board.
114. T: Yes, it can be a soup board ...?
115. Ls: Porridge.
116. T: Yes it can be a porridge board or ... (*inaudible*).
117. (*Teacher picks up plate.*)
118. T: This one. Plate.
119. Ls: (*A few learner respond simultaneously*) Plate.
120. T: Okay, now in your book ... page ... I want you to open your book ... on page 15.  
Open on page 15.
121. (*Learners comply with instruction.*)
122. T: Okay, everybody ... Is everybody's books open in page 15? There is Anja - she's laying the table too. In the first ... the first picture ... what.. tell me what she was doing there. Yes.
123. L: (*Inaudible response*)
124. (*Interruption by another learner who wants to enter the class. Teacher interacts with this learner and he leaves the room again.*)
125. L: (*Continues - inaudible - class noisy.*)

126. T: *(To rest of the class)* Listen, hey, I can't hear what she is saying and you have to listen too. *(to specific learner)* Sit on your chair. *(Turn back to learner who still try to answer the question)* Yes?
127. L: *(Inaudible response)*
128. T: Listen, you can't hear ... Marinus, sit on your chair.
129. L: Still ... *(inaudible)*
130. T: Yes. In the first picture she's putting the table cloth over the table. And in the next picture? Who else ... *(inaudible)*
131. *(Class noisy.)*
132. T: Come on everybody, I ... Look at the next picture. What is she doing there. This one. What is she doing here. Tell me. Look in your book. I want all of your hands before I am asking. *(Go to specific learner)* What does she do here? *(Go back to the table)* What am I doing now? *(Demonstrate)* Henko, what is she doing there in the next picture. Put up your hand. Put up you hand if you know. *(To specific learner)* You know?
133. L: Huhh-uhh.
134. T: Watch this ... *(inaudible)* ... *(goes back to the table and demonstrate again)* ... look here ... heh ... I need your eyes. Everybody ... hey! ... *(whistles)* ... Hey, look at me. What am I doing if I do this. *(Demonstrates)* Henko?
135. L: She...
136. T: Okay, don't tell me, don't tell me. Put up your hands. I want everybody's hands to be up, before I ... Do you know? Put up your hands. Do you know? *(approaches some learners and look with them in their books)* Put up your hand. *(to the I with*

whom she was interacting) You know. You know. Put up. You know. Okay - Henko will tell us ... what she ...

137. L: She puts ... *(inaudible)*

138. T: Where do you get that? *(In response to another learner)* Yes, that's right. She put the knife and the fork beside the plate. *(Inaudible)* If I see anybody ... *(wanted to scold them)*

139. L: On the table.

140. T: Open on page 15 and not on a other page. And let me see one page through his book and he is out *(Show to the door)* Okay, the next. What is she doing here? *(show something in book)* Inaudible *(demonstrates how a cup and saucer with a teaspoon in it were placed on the table)* I want everybody's hands. What do you call this? what do you call this thing?

141. Ls: *(Simultaneously)* A cup.

142. T: Yes, and what do you call this thing.

143. Ls: *(Simultaneously)* A saucer.

144. T: And what do you call this thing?

145. Ls: *(Simultaneously)* A teaspoon

146. T: And if I put this ... here. *(Demonstrates)* What am I doing?

147. Ls: Put up their hands. *(Inaudible)*

148. T: *(Addresses specific learner)* What am I doing? Try. *(Addresses the rest of the class again - inaudible. Picks up cup and saucer again. At another learner)* Jannie. *(Shows cup)* Look here. What is this? What do you call this. *(Inaudible)*

149. L: A cup.
150. T: That's right. And this (*shows saucer*)?
151. Ls: A saucer.
152. T: Okay. And what am I doing now? (*places cup and saucer on a table*)
153. L: (*Inaudible response*)
154. T: (*Inaudible response*) ... on the?
155. L: Table.
156. T: That's right. (*Demonstrates again*) I put the cup and the saucer on the table. Okay?  
The next one? (*Places the milk jug next to the teapot*) I put the ... (*inaudible*)
157. (*A number of learners put up their hands.*)
158. (*Teacher approaches and addresses a specific learner - inaudible. This learner is not able to answer.*)
159. T: Komaan. Tell me.
160. (*Teacher go back to the table and pick up milk jug again.*)
161. T: Wait, sjuut. What did I say again ... when I put it ... when I put it ... here ... where ...  
where ... (*inaudible*) (*Picks up milk jug*) Okay. What is this?
162. Ls: (*Simultaneously*) Milk jar.
163. T: Jug. Okay. Remember? When I put it here ... (*inaudible*).

164. Ls: *(Simultaneously)* Behind.
165. T: Okay. And here?
167. Ls: In front.
168. T: In front. And if I put it here?
169. Ls: Beside.
170. T: Beside. Do you remember? *(Demonstrates)* The milk jug is standing ...?
171. Ls: Beside.
172. T: The ...?
173. Ls: Teapot.
174. T: Okay. And when I ... when ... how do you say when I come and I put it here.  
*(Demonstrates)* What ...
175. L: Next.
176. T: What did I do? *(Approaches and addresses specific learner)*
177. L: *(Inaudible response)*
178. T: *(Inaudible response)*
179. L: Beside.
180. T: Beside the what?
181. L: *(Inaudible response)*

182. T: Okay. That's ... *(inaudible)*
183. *(Teacher go back to her table).*
184. T: Okay. Open your books ... *(inaudible)* ... on page ... 21. Page 21. Look here. Page 21.
185. *(Learners undisciplined.)*
186. T: Hey ! I am going to ... Okay? Are you open at page 21? Now here is a few sentences. I am gonna ask someone to eat .. ag ... to read me these sentences. Okay?
187. *(Learners undisciplined. A few put up their hands and volunteer.)*
188. T: No. *(Appoint a specific learner)* Okay, you read the first. The other ones: be quiet and listen because just after I may ask you to read it. Okay. Sjuut. *(Inaudible)* ... first one.
189. L: Dot, spread the table cloth over the table.
190. T: That's right, Dot spread the table cloth over the table. *(Approaches another learner - inaudible)*
191. *(Intercom announcement interrupts.)*
192. T: *(Points to learner)* Okay, she's gonna read the next ... the second ... the second ... sentence
193. L: *(Reads - inaudible)*
194. T: Yes, that's right. *(Points to another learner)* She gonna read the third one. Follow it in your books while they are reading.

195. L: *(Reads - inaudible)*
196. T: That's right. Who wants the next one? Yes, you may.
197. L: *(Reads - inaudible)*
198. T: *(Inaudible)* She puts the milk ... just read it again. Let's hear. If she is reading, nobody may ... *(inaudible)* Okay?
199. L: She places the milk jug besides the kettle.
200. T: Okay. *(Points to another learner)*
201. L: *(Inaudible response)*
202. T: That's right.
203. L: *(Inaudible response)*
204. T: Yes. That's fine. *(Points to another learner)*
205. L: She puts the *(inaudible)* ... near the egg holder.
206. T: That's right. Who wants the next one? Yes?
207. L: *(Inaudible response)*
208. T: That's right. And the last the last one? Yes?
209. L: *(Inaudible response)*
210. T: That's right ... *(inaudible)* ... Who wants to read everything to me?

211.            (*Learners put up their hands*).
212.    T:        Okay. let's give Marinus ... (*inaudible*). Then we will ask someone else. Okay, everybody listen ... (*inaudible*)
213.    L:        (*Reads - inaudible*)
214.    T:        Sjuut.
215.    L:        (*continue reading - inaudible*)
216.    T:        Thank you, thank you, Marinus. (*Point to another learner*) You can continue.
217.    L:        (*Inaudible response*)
218.    T:        No ... Now ... sjuut ... listen.
219.    L:        (*Reads - inaudible*)
220.    T:        Yes, that's right. Now you ... (*inaudible*)
221.    L:        (*Read - inaudible*)
222.    T:        Okay, Marinus - the next one.
223.    L:        (*Reads - inaudible*)
224.    T:        Yes, and the next one?
225.    L:        She ... she dishes up the porridge.
226.    T:        Yes. (*Points to another learner*)
227.    L:        She puts the boil ... boiled egg into the egg... (*inaudible*)

228. T: Okay. (*Points to another learner*) Next.
229. L: She washes ... (*inaudible*)
230. T: Okay, listen to the last ... (*inaudible*). (*Points to another learner*)
231. L: (*Inaudible response*)
232. T: Quietly, class, you just wait ... (*inaudible*) Melanie wants to ...
233. (*Teacher answers the door.*)
234. (*Abrupt end.*)

#### CLIENT 4

#### LESSON 2

1. (*Teacher stands in front of class.*)
2. T: Good morning class.
3. Ls: (*Together*) Good morning, Miss.
4. T: Okay. I want you all to close your eyes and think just for one minute if you can change anything just by the swing of a magic ... uhmm ... stick or something. You can change anything in this world. What will it be? Close your eyes and think what will you change.
5. (*Learners comply with the instruction.*)

6. T: You can open your eyes now. *(Inaudible)* ... in the middle of each group is a silver stick ... *(inaudible)* You can touch it now and in your groups I want to ... everybody can have a turn. The one who touch it, tell in the group what you would like to change with that stick. Okay? You can start in your groups. Take it. Everybody has a turn and tell your partners in your groups what you would change.
7. *(Learners comply with the instruction, while teacher moves around between groups and interacts with learners.)*
8. *(Learners pass the magic wand around in each group.)*
9. *(Teacher addresses learners again.)*
10. T: Listen, if you are finished ... *(inaudible)* ... go around ...
11. T: Okay Standard 2's, put down ... put down all the sticks ...
12. *(Interruption by someone at the door.)*
13. T: Okay, boys and girls, now ... at the back of this picture ... *(indicates on picture)* ... turn the page this side up. If you don't have a picture look at a neighbour, because we don't have enough. Okay? There is a few English words that you might not know. Look at the right ... *(indicates on right hand side on picture)* ... these are not so very strange. You may know some of them. But these at the right side, this short column. Look at it and find the meaning of the word in .. uhhh ... in the dictionary. On your tables is dictionaries. In your groups, please find the meaning of this word under the right column and write it on those yellow papers. Please. Help each other, look in the dictionaries ... *(inaudible)*.
14. *(Learners comply with the instruction, while teacher moves around between the groups and interacts with learners.)*
15. T: Okay, Standerd twee's *(Afrikaans)* ... I'm sorry, let's ... *(inaudible - indicates on picture again and assign different sections of the work to different groups)* ... You

do the first two. "Discover" and "secret". Next group you do "porridge" and "appear". Okay. *(inaudible)* You do "useless" and "delicious". You "crumble" and "precious" ... Okay, this number 6 and 7. You do "ancient" and do "polluted". Okay, the last ones.

16. *(Learners comply with the instruction, while teacher moves around.)*

17. T: Okay, let's quickly look at the words. Who had to do "discover"?

18. L: *(Inaudible response)*

19. T: You? Come and paste the meaning of the word.

20. *(Teacher sticks a card with the word "discover" onto the board.)*

21. T: Discover. What is the meaning of discover? *(Inaudible)*

22. L: *(Inaudible response)*

23. T: *(Inaudible)* ... find the Afrikaans word in the dictionary, but you can write it in English, it's better. Okay? *(Inaudible)*

24. *(Learners continue with their group work, while teacher moves around between the groups and interacts with the learners.)*

25. *(Teacher addresses the learners again.)*

26. T: Okay, who has the word "discover". *(Inaudible)* What is the meaning of discover? Do you know?

27. Ls: *(Inaudible response)*

28. *(A learner sticks a written explanation onto the board next to the card with the word "discover")*

29. T: You see: to find something. To discover is to find it. Okay? Om iets te vind.  
Okay, who has the next ... you have the next ... "Porridge"? Who want to do  
"porridge"?
30. *(Teacher sticks a card with the word "porridge" on the board).*
31. T: Who know the meaning of the word "porridge"?
32. Ls: *(Inaudible response)*
33. *(A learner sticks a written explanation on the board next to the card with the word  
"porridge".)*
34. T: Okay, and then "useless". Useless? Who want to do "useless"?
35. Ls: *(Inaudible response)*
36. *(Teacher leaves the explanation of the word for the time being and continues.)*
37. T: Okay, "secret", who had to do the word "secret". Who know what the word ... what  
the meaning of the word "secret" is?
38. *(Teacher sticks a card with the word "secret" onto the board.)*
39. *(A learner approaches the teacher and sticks a written explanation next to the card  
with the word "secret" on it.)*
40. T: *(Inaudible)* What is "secret?" 'n 'Geheim' - something that only you know. Okay?  
Everybody knows what "secret" means?
41. *(Intercom interruption.)*
42. *(Teacher sticks a card with the word "appearance" onto the board.)*

43. T: Who had to this "appear"?
44. L: *(Inaudible response)*
45. T: Are you finished?
46. L: *(Inaudible response - apparently not finished with looking the word up in the dictionary)*
47. *(Teacher removes the card with the word "appearance" from the board and takes another card.)*
48. T: Then "delicious". Do you know what the word "delicious" means? Look how you spell it. Delicious. It is difficult. What is ... what does it mean if I say this apple is delicious? *(At specific learner)* Yes?
49. L: *(Inaudible response)*
50. T: Yes, it taste nice.
51. *(Learner puts a written explanation on the board next to the card with the word "delicious".)*
52. T: Okay. *(Picks up a card with the word "crumble" and show it to the learners)* "Crumble"?
53. Ls: *(Inaudible response)*
54. *(Teacher interacts with a specific learner - inaudible.)*
55. T: Okay. What does crumble mean? I say ... uhh ... uhh ... *(cannot find right words)* I had a stick ... or wood ... or something and it burned out and then I want to pick it up just crumbles to ashes. Dit het verkrummel. Okay? Do you understand?

56. *Interruption with written announcement on tennis activities is handed to teacher.*
57. T: Okay, "precious".
58. *Teacher sticks a card with the word "precious" on to the board.*
59. T: Who know the meaning of the word precious? *(To specific learner)* Yes?
60. L: Pragtig
61. T: Precious is not ... nie pragtig. It can be pragtig ... something that is precious can be beautiful, but that does not mean it.
62. L: *(Inaudible response)*
63. *(Teacher indicates another learner.)*
64. L: *(Inaudible)* ... look after it so that ... *(inaudible)* ... brake.
65. T: Yes, precious is ... because ... yes ... why ... because why ... You look after it well, you don't want it to break ... *(inaudible)* ... and can be very beautiful too. So, precious is something which is valuable and didn't want to be stealed or something like that. Okay?
66. *(Teacher picks up another card with the word "ancient" on it.)*
67. T: Okay. "Ancient." You know what the word "ancient" means? This is a difficult one. Ancient. Ancient days. Many of these stories of the dinosaurs is ancient days.
68. L: *(Inaudible)* It is something that ... *(inaudible)* ... that lives a long time ago.
69. T: Yes, okay, that's the dinosaurs, but ancient means...?

70. *(A learner hands written explanation to teacher.)*
71. T: Yes. That's right. Ou tyd. *(Inaudible)* Outyds. Ou tyd. Oud. Okay.
72. *(A learner sticks the written explanation on the board next to the card with the word "ancient".)*
73. T: And ... uhmm ... useless ...
74. *(Teacher picks up a card with the word "useless" and stick it onto the board.)*
75. T: *(Inaudible)* ... find the meaning of the word "useless"? *(Indicate to the word on the board)* What does ... What does "use" mean? The word "use". If I use ... I use a pen. What do I do?
76. L: *(Inaudible response)*
77. T: Yes, and useless? Can you still write with that pen?
78. Ls: *(Together)* No.
79. *(A learner sticks written explanation on the board next to the card with the word "useless".)*
80. T: So, you cannot use it anymore. Dis nuttelos, né? *(Shows card)* Okay and the last one? "Polluted?" Who have it?
81. *(A learner responds positively.)*
82. *(Teacher points to specific learner.)*
83. T: Can you come and give me?
84. *(Learner approaches teacher with a written explanation for the board.)*

85. *(Teacher points at learner who has put up her hand.)*
86. T: Yes?
87. L: *(Inaudible)* ... when the water is dirty.
88. T: Yes ... *(inaudible)* ... water ... *(inaudible)* ... you can't drink it, because it's too dirty. Okay?
89. *(A learner sticks a written explanation on the board next to the card with the word "polluted" on it).*
90. T: Okay there you have some of the difficult words. Now ... *(At learner who had just placed the written explanation mentioned above on the board)* Thank you, I'm going to read you a story. Listen very carefully because you gonna have to answer questions. Okay?
91. *(Shows book with pictures to learners.)*
92. T: The story's name is "The Magic Rocks" Okay? Sit still and nobody must speak.
93. *(Teacher starts reading and shows pictures as she goes along.)*
94. T: A long time ago somewhere in Africa a woman walked through the field and collected fire wood. There were almost no trees left where she lived and it was hard to find enough firewood to cook a meal for her family. The woman walked about ... uhmm ... for a long time and found only a handful of sticks. When she was tired of walking, she went back home and made a fire. While she was cooking porridge over the fire, an old man suddenly appeared before her. He carried a sack on his back. I am hungry, can you give me something to eat?, he asked. We don't have much to eat, but you are old and weak, so I will share our food with you, said the woman. She took the porridge from the fire and put it in a bowl and gave it to the old man. The man ate the porridge and put down the empty bowl. Thank you for

your kindness, he said. You have shared your food with me. So, I will share my magic rocks with you. The man opened his sack. It was full of shining black rocks.

95. *(Teacher indicates a picture and addresses learners.)*

96. T: Can you see?

97. *(Teacher reads again.)*

98. T: What makes these rocks magic, asked the woman. These rocks will turn into gold, but first you must discover the secret, said the old man. The woman looked at the rocks. Can you tell me that secret, she asked, but the old man was already gone.

99. *(Teacher addresses learners.)*

100. T: What now?

101. *(Teacher starts reading again.)*

102. T: The woman went back to the fire. She tried to cook more porridge, but the last few sticks they have almost burned out. Soon the woman's husband and her two sons came home and asked for their supper. I didn't have enough time to cook supper, she explained. But someone has already eaten here, said the husband and he pointed to the old man's bowl on the ground. An old man stopped by. I gave him some food and he gave me these magic rocks. They will turn into gold, said the wife. You gave our supper away for this heap of useless rocks. That old man cheated you, shouted the husband angrily. He took the rocks and threw them into the dying fire. It was getting dark. A cold night was coming. The family felt cold and hungry. So they huddled together and went to sleep. When they woke at dawn they felt warmth in the air. The magic rocks were burning brightly and the porridge bubbled in the pot. Look, the magic rocks are not black any longer. Now they are yellow, they have turned into gold, shouted the woman. She tried to take the rocks out of the fire, but they were too hot to touch. So the family waited for the fire to burn out and enjoyed the hot delicious porridge. After a while the fire died down.

The magic rocks turned grey, but when the woman tried to pick them up again, they crumbled into ashes. The gold has burned down to nothing. It is just a pile of ashes. cried the woman unhappily. Don't cry, said the husband, I have guessed the old man's secret. These rocks are very special. They burned all night and kept us warm. They cooked our food and gave us light. They are more precious than gold. We must go and find more of these wonderful rocks. They will change our lives. When the sun rose, the family packed their belongings and they set off in search of magic rocks. They found these rocks deep under the earth's crust. They called them coal. Since that ancient times coal has given people more heat, light and power. It has changed the world, but burning coal can also pollute our air soil and water. One day it may harm the earth. Will we let it happen?

103. *(Teacher addresses learners again.)*

104. T: Okay. What ... what is ... who can tell me what was those black stones that the old man give the woman? *(To specific learner)* Yes?

105. L: Steenkool

106. T: Yes, that's right. And was it really gold?

107. Ls: *(Together)* No.

108. T: No, it wasn't gold, but was it precious?

109. Ls: Yes.

110. T: Yes, because what coal is used to make electricity, and give warmth, and light and everything. Okay. Now, on ... in ...there's one of these little books in every group. It is the same as this big book, just the little one and ... uhmm ... on your worksheet is 10 .. uhh ... 7 questions that I want you to complete. Here ... *(inaudible)* ... here is 7 questions. Look in your little books and please complete the comprehension for me ... in your groups. You may help each other and everybody use the little book.

111. L: *(Inaudible question - apparently for pages to answer the questions on)*
112. T: Okay, I'll bring you ... *(fetches the pages)*. Someone will hand out and everyone will have pages. Okay? And then you just write the answer on the yellow page. Okay. You may discuss in the groups the answers ... the answers to all the questions. If you don't know, ask me.
113. *(Learners comply with the instruction and teacher moves around from group to group and interacts with learners.)*
114. T: Okay, Standard 2's, we must finish now.
115. *(Learners are still busy.)*
116. T: Is there a group that is finished?
117. *(No group has already completed the task.)*
118. T: Quickly, quickly, quickly.
119. *(Learners continue with the task.)*
120. T: Okay, we are not going to mark that now. We will do that afterwards. I want you to listen. At the bottom of this page *(indicates)* there stands: write a paragraph of 5 sentences entitled "If I found a magic wand". What would you do. 5 sentences what would you change if you found a magic stick.
121. L: *(Inaudible question)*
122. T: At the back. You can finish the comprehension later. Okay. At the back. Five sentences of things that you will change if you find a magic stick now.
123. *(Learners work on assignment)*

124. T: So, that 5 sentences is for our homework, okay? Do that at home. Five sentences of things that you will make a change with. (*Inaudible*) You can go now on with the comprehension test. That 5 sentences is for homework. Thank you.

## CLIENT 5

### LESSON 1

1. (*Teacher stands in front of class.*)
2. T: Today we ... (*inaudible*) ... writing. Now I want you ... You know how does a smoke comes from a fire ... (*demonstrates*) ... it comes like that. Put up this and show me with your hand, how does ... (*inaudible*). This ...
3. (*The teacher points with her finger in the air, while making a circular movement.*)
4. (*The learners follow her example.*)
5. T: (*Inaudible*) ... and learn to do this too.
6. (*The teacher turns to the board and writes a single pattern.*)
7. T: This is only once. You know how does the smoke do ... (*inaudible*) ... put up your hand and ... on the air .... write on the air.
8. L: Like this, teacher?

9. T: Yes. No, not just like that. The noose goes like this.
10. *(The teacher turns to the board and writes a flowing pattern.)*
11. T: And I will do this again. This is also how the smoke goes ... *(inaudible)*.
12. *(The teacher demonstrates on the board again.)*
13. T: Will you please take out your blackboards. Do not talk ... *(inaudible)* ... very quietly take out your board.
14. *(The learners comply with the instruction.)*
15. T: *(Inaudible)* ... sit down.
16. *(The learner sits down.)*
17. T: All of you must keep your board like this. Like this ...  
I.
18. *(The teacher shows the class how it should be done.)*
19. T: *(Inaudible)* ... You only write this for me. This is the card. You see?
20. L: One?
21. T: Yes, only one, I don't want more.
22. L: One?
23. T: Yes.
24. L: Teacher, like that?
25. T: You must make them bigger, not small like that one. You must start here.

26. *The teacher walks around and supervises the learners.*
27. T: Are you all finished?
28. Ls: *(Simultaneously) Yes.*
29. T: Then the second line you make like here.
30. L: *(Inaudible question)*
31. T: What?
32. L: *(Inaudible response)*
33. T: No, that is our second line ... we ... *(inaudible)* ... This is our second line. You must write straight.
34. *(The teacher moves around and supervises the learners.)*
35. T: Are you all finished?
36. Ls: *(Simultaneously) Yes ... no.*
37. T: No?
38. *(The teacher walks around and waits until the learners who said no are also finished.)*
39. T: Now we come to our second row. We do the same thing that firstly we did.
40. L: We do all of it like that?
41. T: Yes.

42. *(The teacher walks around and interacts with the learners.)*
43. L: Teacher, like that?
44. *(The teacher nods.)*
45. T: Now, okay, now we correct our ... our ... our ... *(inaudible)* ... card. Like this and .  
.. *(inaudible)* ... my last ... my last line ... my last line there you can ...  
*(inaudible)*.
46. L: *(Inaudible)* ... that line, teacher, that last one.
47. T: Yes, the last one ... *(inaudible)*.
48. *(The teacher moves around supervising the learners.)*
49. *(The teacher picks up from the table a poster for illustration purposes.)*
50. T: You see I ... I ... put here different colours. Can you see?
51. *(The teacher shows the poster to the learners and then walks around supervising them.)*
52. T: That is how I did my colours - bright colours.
53. L: *(Inaudible response)*
54. T: Yes.
55. *(The learners continue with their task.)*
56. L: *(Inaudible)*

57. T: No, you don't talk. When you write, don't talk. Just keep quiet and do your work.

58. *(The teacher is walking around, while the learners continue with their task.)*

59. *(The teacher goes back to the board.)*

60. T: Now, I also do ... *(inaudible)*.

61. *(The teacher is colouring in the illustration on the board, while the learners continue with their task.)*

3.

62. *(Learners noisy.)*

63. T: No, don't talk.

64. *(The teacher walks around and supervises the learners.)*

65. *(The teacher continues colouring in the illustration on the board.)*

66. *(The learners continue with their task, while the teacher again moves around and supervises them.)*

67. T: Straight ... straight ... straight.

68. *(The learners continue with their task, while the teacher again moves around and supervises them.)*

69. T: Don't talk.

70. *(The learners continue with their task, while the teacher again moves around and supervises them.)*

71. T: Are you all finished?

72. Ls: *(Simultaneously)* Yes ... no ...

73. T: *Listen.*

74. Ls: *(Muffled response)*

75. T: Listen, count for me from one up to forty.

76. *(The learners continue with the task while clapping their hands while counting.)*

77. Ls: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40.

78. T: Again. Now start ... *(inaudible)*.

79. *(The learners count faster this time.)*

80. Ls: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40.

81. T: Now ... *(inaudible)* ...ten.

4.

82. Ls: **Ten, nine, eight, seven, six, five, four, three, two, one, naught.**

83. T: **Again.**

84. Ls: **Ten, nine, eight, seven, six, five, four, three, two, one, naught.**

85. *(The teacher moves around, while supervising the learners.)*

86. *(The teacher stands in front of the class.)*

87. T: Now, clean your boards. While cleaning your boards you must count from one again to forty. Clean your boards.

88. *(The learners comply with the instruction, while the teacher moves around in front of the class.)*

89. Ls: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40.

90. T: Don't make noise. Just clean your boards. Be quiet.

91. *(The learners continue with their task, while the teacher moves around between them.)*

92. T: Clean your board. Don't talk.

93. *(The bell goes indicating the end of the class.)*

## CLIENT 6

### LESSON 1

1. *(The teacher stands in front of the class, while the learners are standing in their places.)*

2. T: *(Inaudible)* ... touch your head.

3. *(The learners act on the teacher's command).*

4. T: Hands down.

5. *(The learners act on the teacher's command.)*
6. T: Touch your heads.
7. *(The learners act on the teacher's command.)*
8. T: Hands down.
9. *(The learners act on the teacher's command.)*
10. T: **Touch your nose.**
11. *(The learners act on the teacher's command.)*
12. T: **I said touch your nose, I don't say hands down ... (inaudible)**  
**Hands down.**
13. *(The learners act on the teacher's command.)*
14. T: Touch your shoulder.
15. *(The learners act on the teacher's command.)*
16. T: Touch your shoulders. If I say shoulders I mean both of them.  
Touch your head.
17. *(The learners act on the teacher's command.)*
18. T: Hands down.
19. *(The learners act on the teacher's command.)*
20. T: Touch your nose.

21. *(The learners act on the teacher's command).*
22. T: Hands down.
23. *(The learners act on the teacher's command.)*
24. T: Touch your neck.
25. *(The learners act on the teacher's command).*
26. T: Hands down.
27. *(The learners act on the teacher's command).*
28. T: Touch your knee ... knees. Touch your knees
29. *(The learners act on the teacher's command).*
30. T: You touch your knees without making a noise, just simply touch your knees ...  
Okay stand up straight.
31. *(The learners act on the teacher's command).*
32. T: Touch your shoes.
33. *(The learners act on the teacher's command).*
34. T: If I said your shoes I mean both of them, you touch them like this.
35. *(The teacher bends down and she touches her shoes).*
36. *(The learners act on the teacher's instruction).*
37. T: Okay, stand up straight. Stand up straight, fold your arms.

38. *(The learners act on the teacher's command).*
39. T: Okay, hands down ... and sit down, quietly. *(To a specific learner)* Okay sit down, please, quickly, quickly.
40. *(The teacher stands by the blackboard).*
41. T: We are *(inaudible)* write capital letters. I said we use capital letters, when we are doing what? Where are we using capital letters, hands up.
42. *(To a specific learner)* Yes.
43. L: *(Inaudible response)*
44. T: I said if, if I point you, you stand up and deliver the answer .
45. L: *(Inaudible)*
46. T: Yes. What did the others say, your answer is correct, okay *(To a specific learner)* Yes at the back.
47. L: *(Inaudible response)*
48. T: Stand up.
49. L: At the beginning of the sentence.
50. T: At the beginning of the sentence, yes, and where else? *(To a specific learner)* Yes.
51. L: At ... at ...
52. T: At what?

53. *(Learners laugh)*

54. T: My question is uhmm, where do we use capital letters?

55. L: We use capital letters if we talk about ... *(inaudible)* the shop ...yes ...  
*(inaudible)* a capital letter.

56. T: Okay, just give me one example. I want one example. *(To a specific learner)*  
Yes sir.

57. L: If you use capital letters you can *(inaudible)*.

58. T: If you, if you said so, must I write the whole word in capital letters, or must I  
write capital letters somewhere, just try to explain.

59. L: At the beginning of a sentence, ... *(inaudible)*.

60. T: Where the capital letters, here ... *(the teacher points to the blackboard)* ...  
where must  
I write the capital letters, at the beginning, just like that E or the name of the  
shop ... *(inaudible)*. Now I want ... uhmm ... we are going to ... *(inaudible)*.  
Do you all know what is happening here? *(The teacher points to the blackboard)*

61. T: **I am talking with the whole class, I am not talking with two people or three  
people, I am talking with the whole class. Do you all understand what is  
happening here? *(The teacher points to the blackboard)***

62. Ls: *(Simultaneously)* Yes.

63. T: If I can ask you a question, you can be able to answer it correctly?

64. Ls: *(Simultaneously)* Yes.

65. T: Oraait ... who said no? ... Shhh, quiet, who said no, what is wrong?
66. L: *(Inaudible response)*
67. T: Okay leave it, leave it. *(The teacher turns to the blackboard and starts writing)*  
Now we are coming to question mark. Who can tell me, why do we use question  
mark? *(The teacher turns to the blackboard and writes)* This sign. Hands up.  
Yes, *(To a specific learner)* Thabang, do you want to try?
68. L: *(Inaudible response)*
69. T: No it is capital letters, question mark.
70. L: ... *(Inaudible)* one that makes eh, you must answer something on a book.
71. T: Not ... not near. *(To a specific learner)* Do you want to help him?
72. L: *(Inaudible)*
73. T: Stand up and you can ... *(inaudible)* where?
74. L: At the end of the sentence ... *(inaudible)*.
75. T: When the sentence is what? Sit down. At the end of the sentence when the  
sentence is what? *(To a specific learner)*
76. L: User information
77. T: When the sentence is the question, good. When the sentence is the question like  
this one. *(The teacher turns to the blackboard and writes)* Where must I put the  
question mark? Hands up, where must I put the question mark? I don't know, I  
know that the sentence is a, is the question for, but I don't know where I must  
put the question mark.

Sit down, hands up. Sit down. Yes (*To a specific learner*) where must I put the question mark?

78. L: (*Inaudible response*)

79. T: Where?

80. L: (*Inaudible*)

81. T: (*To a specific learner*) Yes.

82. L: At the end of the sentence.

83. T: At the end of the sentence. Do you all agreed?

84. Ls: (*Simultaneously*) Yes.

85. T: Woa eh, (*The teacher turns to the blackboard*) why must I write the capital letter here? Hands up. What is the name and the ... (*inaudible*) writing this in a capital letter here?  
(*To a specific learner*) Yes, at the back?

86. L: (*Inaudible response*)

87. T: Shhh, quiet! Stand up and say.

88. L: (*Inaudible response*)

89. T: Try to speak aloud.

90. L: Because it's the capital ...

91. T: No. (*To a specific learner*) Yes.

92. L: *(Inaudible response)*
93. T: Name of what?
94. L: *(Inaudible response)*
95. T: Sit down, wait, don't shout, don't sing, please. *(To a specific learner)* Yes.
96. L: *(Inaudible response)*
97. T: Because it is the beginning of a sentence. Class, I use *(The teacher turns to the blackboard.)* this capital letter because of what?
98. Ls: *(Inaudible response)*
99. T: All of you class, because of what?
100. Ls: *(Simultaneously)* Because it is the beginning of a sentence.
101. T: Because it is the beginning of the sentence, we say we use capital letters at the beginning of the sentence and we, and we put the question mark at the end of the sentence, which is in a question form. Do you all agree?
102. Ls: *(Simultaneously)* Yes.
103. T: Are we still together ?
104. Ls: *(Simultaneously)* Yes.
105. T: *(The teacher turns to the blackboard and writes down a sentence.)* What is wrong with my sentence? That is number two, hands up.
106. L: Miss, you didn't put a capital letter at the ... *(inaudible)*

107. T: This is the first fault, I did not put a capital letter at the beginning of the sentence. My sentence is still incomplete, there is something wrong, there is something wrong. *(To a specific learner)* Yes.
108. L: *(Inaudible response)*
109. T: What?
110. L: *(Inaudible response)*
111. T: Try to, to , to speak aloud so that we can hear you.
112. L: *(Inaudible response)*
113. T: Sit down. *( To a specific learner )* Do you want to try?
114. L: Yes.
115. T: Stand up.
116. L: *(Inaudible)* ... question mark.
117. T: Where ... where must I put ... *(inaudible)* here, where?
118. L: *(Inaudible response)*
119. T: Others must keep quiet if somebody is talking, okay?.
120. Ls: *(Inaudible response)*
121. T: At the end of what?
122. Ls: The sentence.

123. T: At the end of the sentence I must put a question mark. at the end of the sentence.  
My sentence is correct or wrong?
124. Ls: *(Simultaneously) (Inaudible)*
125. T: My sentence is correct or wrong?
126. Ls: *(Inaudible response)*
127. T: It is correct or wrong?
128. Ls: *(Simultaneously) (Inaudible)*
129. T: Who said it's correct, hands up.
130. Ls: *(Many hands are raised.)*
131. T: No one is to *(inaudible)* no one would say its correct or wrong, no one will say she or he does not know whether it is correct or wrong. It is either yes or no.  
Who said my sentence is correct, hands up.
132. Ls: *(Many hands raised.)*
133. T: Do you all agree that my sentence is correct?
134. Ls: *(Simultaneously) Yes.*
135. T: Yes, it is correct. *(The teacher turns to the blackboard and she starts to write.)*  
Now we are coming to a commas. Now we are coming to the commas ... Who can show me, who can come and write the symbol of the comma. Others didn't know ... and had never seen how to write a comma. *(To a specific learner.)* Just come and write for me, the symbol of the comma, yes, quickly. Come quickly, if it is wrong it is wrong.

136. *(The specific learner is coming to the front of the class, the teacher gives the learner a piece of chalk) .*
137. T: Just write here.
138. L: *(The learner follows the teacher's instruction.)*
139. T: Not a small one try to write a big one, so that everybody can see.
140. L: *(The learner follows the teacher's instruction.)*
141. T: No, this is not a comma. Sit down please. *( To a specific learner.)* Just come and write for us a comma.
142. L: *(The specific learner comes to the front and the teacher hands her the piece of chalk.)*
143. T: Quickly.
144. L: *(The specific learner follows the teacher's instruction.)*
145. T: No that is not a comma. *(To a specific learner)* Come Thabang.
146. L: *(The specific learner comes to the front and the teacher hands him the piece of chalk.*  
*He follows the teacher's instruction.)*
147. T: No, this is not a comma. *(To a specific learner.)* Come.
148. L: *(The specific learner comes to the front of the class and the teacher hands her the piece of chalk. The learner follows the teacher's instruction.)*
149. T: No this is not a comma, this is not a comma. *( To a specific learner)* Come. *( To some of the learners in the class. )* Sit down.

150. L: *(The specific learner comes to the front of the class, the teacher hands him the piece of chalk. He follows the teacher's instruction.)*
151. T: It seems as if many people didn't know what a comma is ... *(To a specific learner.)* Come, in the corner ... Come quickly, if I said come you must come.
152. L: *(The specific learner comes to the front and the teacher hands her the piece of chalk. The learner follows the teacher's instruction.)*
153. T: *(The teacher shakes her head and signals to another learner to come to the front.)*
154. L: *The specific learner comes to the front and the teacher hands him the piece of chalk. The learner follows the teachers instruction.) (Inaudible) ... must I write the comma? (Inaudible)*
155. T: Yes.
156. *(The rest of the class applauds the learner as he walks back to take his seat).*
157. T: What you must know is ... Now you've already used the comma when you are writing sounds like this. Not only one line, one line is not ... *(inaudible)* we, we, we have. We use the comma when we write R2,00 , R5,00 and, and so on. Even when we are writing the names of people or when list type of fruits or when we list vegetables and, and when you write the name of people and sentences. With the comma in order to make hmm, the meaning clear. Hmm, class give me three types of fruit. Please sit, if someone said, an apple don't repeat, an apple again you must give me another type. Sit down, sit down. *( To a specific learner. )* Yes sir.
158. L: *(Inaudible response)*

159. T: *(The teacher turns to the blackboard and writes down a sentence. )* Listen to me. listen to me, listen to me, my question is. Where must I put the comma? *( To a specific learner.)* Where must I put the comma?
160. L: *(Inaudible response)*
170. T: I said one at a time. *( To a specific learner. )* Come and put in the comma. Come, put the comma.
171. L: *(The specific learner comes to the front and follows the teacher's instruction.)*
172. T: *( To the rest of the class. )* Do you approve this?
173. Ls: *(Simultaneously)* Yes.
174. T: Is the sentence correct ?
175. Ls: *(Simultaneously)* Yes.
176. T: Listen to me, listen to me, we put the comma here, if the, the, if the word is followed by m like that we didn't put the comma here, we didn't put the comma here. We said apple comma orange and banana. We said apple comma orange and banana. So that we can ... *(inaudible)* I want another type of, no I don't want a fruit now, I want a vegetables.  
Wait, wait, wait, wait, you must give me one. *( To a specific learner. )* What?
177. L: *(Inaudible response)*
178. T: Okay, sit down. *( The teacher turns to the blackboard and she writes down a word. She points to a specific learner.)*
179. L: Tomatoes.

180. T: Tomatoes. (*The teacher turns to the blackboard and she writes down the word.*)  
(*To a specific learner.*) He, what?
181. L: (*Inaudible response*)
182. T: Cabbage. (*The teacher turns to the blackboard and she writes down the word.*)
183. L: (*Inaudible response*)
184. T: (*Inaudible*) (*The teacher turns to the blackboard and she writes down the word.*)
185. L: Pumpkin.
186. T: Pumpkin. (*The teacher turns to the blackboard and she writes down the word.*)  
Hhmm, I want you to tell me where must I put in the comma. By myse<sup>lf</sup>. Where  
must I put the comma? Where must I first put the comma?
187. Ls: (*Simultaneously shouting*) (*Inaudible*)
188. T: (*The teacher turns to the blackboard and puts in the comma.*) Where else?
189. Ls: (*Simultaneously shouting*) (*Inaudible*)
190. T: (*The teacher turns to the blackboard and puts in a comma.*) And where else?  
(*She points to some of the possibilities*) Listen, listen, here, yes or no?
191. Ls: (*Simultaneously shouting*) Yes.
192. T: (*The teacher turns to the blackboard and puts in the comma.*) What about here?
193. Ls: (*Simultaneously*) No.
194. T: What about here?

195. Ls: *(Simultaneously)* No.
196. T: Right or wrong? Right or wrong? Is it wrong?
197. Ls: *(Simultaneously)* Wrong.
198. T: I agree it is wrong, why is it wrong? Because it is followed by an and. Because it is followed by an and that is why ... *(inaudible)* Class do you enjoy the lesson?
199. Ls: *(Simultaneously)* Yes.
200. T: Do you enjoy the lesson?
201. Ls. *(Simultaneously)* Yes.
202. T: Those who enjoy the lesson must put their hands up.
203. Ls: *(The learners throw their hands in the air and some stand up.)*
204. T: I said you must put your hands up, not stand up. They must just put their hands up. *(To a specific learner)* Thabang you did not enjoy the lesson?
205. L: *(Inaudible response)*
206. T: Why is your hand not up?
207. L: *(Inaudible response)*
208. T: Sit down and keep quiet class, we are finished now.

10.

## CLIENT 6

## LESSON 2

*(The teacher stands in front of the class.)*

1. Ls: ... fine, thank you.
2. T: Fine thank you and how are you, I thought you were asking me how, how, how, how am I, I am also fine thanks. I am miss Makhubo , today I am going to give you a very interesting lesson, are you prepared to listen carefully?
3. Ls: *(Simultaneously)* Yes.
4. T: Are you all prepared?
5. Ls: *(Simultaneously)* Yes.
6. T: Okay, listen and look at me now, if I told you to say something, if I tell you to say something you must say that.
7. *(The teacher holds up a book.)*
8. T: Look at this a *(inaudible)* book it looks interesting. Do you all see the book? Okay... what is written here?
9. Ls: *(Simultaneously)* Run.
10. T: What?
11. Ls: *(Simultaneously)* Run.
12. T: Run, its run. I approve, but this sign at the end shows you something, what? Say that.
13. Ls: *(Simultaneously)* Run.

14. T: Say that loudly so that I can understand that you, you, you, you, you know that this sign says something, you must say this run differently.
15. Ls: *(Simultaneously)* Run.
16. T: Again.
17. Ls: *(Simultaneously shouting)* Run!
18. T: Yes, run, its run! You cannot say run, if this sign is not here you can just say run, but because of this sign you say...
19. Ls: *(Simultaneously shouting)* Run!
20. T: Yes, excellent, you say run! Now, what is the name of this animal?
21. Ls: *(Simultaneously)* Giraffe.
22. T: Giraffe. What did the giraffe says?
23. Ls: *(Simultaneously)* Run.
24. T: What did the giraffe says?
25. Ls: *(Simultaneously shouting)* Run!
26. T: The giraffe says, run! ... It says run because of what?
27. Ls: *(Simultaneously)* Fire.
28. *(The teacher holds up a card with a word written on it, next to the book.)*

29. T: Because of what?
30. Ls: *(Simultaneously shouting)* Fire!
31. T: Fire!
32. Ls: *(Simultaneously shouting)* Fire!
33. T: It says run because of Fire! ... What did the giraffe says again?
34. Ls: *(Simultaneously shouting)* Run!
35. *(The teacher holds up the book and turns to the next page.)*
36. T: The giraffe says run!
37. *(The teacher turns to the next page).*
38. T: What did this animal says?
39. Ls: *(Simultaneously shouting)* Run!
40. T: An elephant says ?
41. Ls: *(Simultaneously shouting)* Run!
42. *(The teacher turns to the next page).*
43. T: The leopard says?
44. Ls: *(Simultaneously shouting)* Run!
45. *(The teacher turns on to the next page and she holds up a different card).*

46. T: The rhinoceros says?
47. Ls: *(Simultaneously shouting)* Jump!
48. T: It says?
49. Ls: *(Simultaneously shouting)* Jump!
50. *(The teacher turns to the next page).*
51. T: Now it is all the animals, what did they say?
52. Ls: *(Simultaneously shouting)* Spring!
53. T: What did they say, its jump.
54. Ls: *(Simultaneously shouting)* Spring... jump!
55. T: All the animals says, jump! ... Class, all the animals says ?
56. Ls: *(Simultaneously shouting)* Jump!
57. T: They all says jump!
58. *(The teacher sticks a poster on to the blackboard.)*
59. T: Can you all see the poster?
60. Ls: *(Simultaneously)* Yes.
61. T: The poster has got punctuation signs. Who can tell me why do we use this sign.  
*(The teacher points at a specific sign.)* Yes. *(To a specific learner.)*
62. L: When we ask a question.

63. T: When we ask a question, do you all agree?
64. Ls: *(Simultaneously)* Yes.
65. T: What do we call the sign? *(The teacher points at the specific sign.)*
66. Ls: *(Simultaneously)* A question mark.
67. T: It is a question mark, very well you are correct. We call it a question mark. Okay ... When do we use this, the second one. *(The teacher points at a specific sign.)* Yes. *(To a specific learner.)*
68. L: When you say run !
69. T: When you say run, jump or what, in other words, if there is , if there is what we use the sign that is what? That is what, who can tell me? Who can tell me? *(To a specific learner)* Yes.
70. L: When you scream.
71. T: When you scream, yes you are correct and what else who can try to tell me and what else? What else? *(To a specific learner)* Yes.
72. L: Fire.
73. T: When there is fire, when there is something dangerous you use this exclamation mark or when you are screaming or when you are excited you use this sign. *(The teacher points to the specific sign.)* What is the name of this sign, who can tell me? *(To a specific learner.)* Yes.
74. L: Exclamation mark.

75. T: Exclamation mark, good. (*The teacher points at a specific sign.*) This one, the third one, when do we use it? (*To a specific learner*) Yes.
76. L: After a sentence you ... (*inaudible*).
77. T: Repeat it again, after?
78. L: After a sentence you have to rest, then you put that on.
79. T: Yes, oraaait. I want quickly another one.
80. L: (*Inaudible response*)
81. T: Yes good, if you are naming more than one thing you put a comma, you, you, you put a comma or when you are, when you are reading a sentence which has got names of peoples or names of fruit or what so ever you ... (*inaudible*) you can't say straight it, you can't say it right away. You name them put a comma and something else. The name of the sign is?
82. L: A comma.
83. T: It's a comma. And the last one? (*To a specific learner*) Yes.
84. L: Full stop.
85. T: It's the full stop. When do we use the full stop. (*To a specific learner.*) Yes.
86. L: After a sentence.
87. T: Just try to put it clearly, if you say after a sentence you ...
88. L: If you write a sentence and you think its finished you put it in.

89. T: Good, if you are writing a sentence you put the full stop when the sentence is finished.  
Oraait ... (*The teacher points at a specific sign.*) The name of the sign is? Is what, class. all of you?
90. Ls: (*Simultaneously*) Full stop.
91. T: Full stop, oraait. What I want you to do now. On those papers. on those papers. first thing, you, you are going to work in groups and then somebody is going to write with that, with that, somebody is going to write with this (*The teacher holds up a pen.*) and then I going to give you the instruction, each and every group is going to write three, each and every group is going to write three different sentences ... with punctuation signs (*The teacher points at the poster on the blackboard.*) Three different sentences with punctuation signs. Others are going to give the writer an idea, only one person per group who's going to write. You must speak silently and then you write that three sentences. Are you ready?
92. Ls: (*Simultaneously*) Yes.
93. T: Are you ready?
94. Ls: (*Simultaneously*) Yes.
95. T: Okay, start now.
96. L: (*Inaudible*)
97. T: Listen here, one sentence on one paper. Like this, if the paper is like this you write one sentence, you take another one, one sentence. You take another one, one sentence. I want three sentences, using punctuation, using the punctuation signs.
98. L: (*Inaudible*)

99. T: They can use the word run and something different.
100. *(The learners comply with the teacher's instruction while the teacher is moving between the groups, interacting with the learners).*
101. T: Okay, listen, listen, girls, listen. Have you all finished?
102. Ls: *(Simultaneously)* Yes.
103. T: Okay, okay look at me ... Let us listen to the sentences of that group. *(The teacher points at a specific group.)* Stand up and read for us.
104. L: Quick, there is a fire. How did that fire start? Hurry, lets go.
105. T: Okay stand up, stand up. You must look at me ... girls ... shhh ... Read the first one you got there, question mark. Everybody must look at me, look at me.
106. L: How did the fire start?
107. T: We use this sign. How did the, how did the fire starts? *(The teacher writes a question mark in the air.)* Question mark sign. We use this. *(The teacher writes a question mark sign in the air.)* The question mark sign. *(The teacher writes a question mark sign in the air.)* How did the fire starts, it is a question. The second one.
108. L: Quick, there is a fire.
109. T: Quick *(The teacher writes the exclamation mark in the air.)* Quick *(The teacher writes the exclamation mark in the air.)* There is a fire. Exclamation mark.
110. L: Hurry, lets go.
111. *(The teacher points at the poster.)*

112. L: It's a comma.
113. T: It's a comma. *Hurry* (*The teacher writes the exclamation mark in the air.*) lets go. You don't say hurry lets go. You say hurry, lets go. (*The teacher writes the exclamation mark in the air.*) Thank you ... (*inaudible*) the full stop.
114. (*The teacher is moving around in front of the class, she is looking for something.*)
115. T: Are you still listening girls? (*The teacher holds up a card.*) I like apples. You don't write any commas or what only the full stop at the end. I like apples. The sentence is finished. Oraait, what I want you to do now is, take out your pencils.
116. Ls: (*The learners comply with the teacher's instruction.*)
117. T: Take out your pencils. (*The teacher holds up a piece of paper.*) On this one number one says, make sentences using each of the punctuation marks. You are not working in groups now everyone is doing his, her, his own work. You must write three sentences using the signs which are written there.
118. L: (*Inaudible*) ... do they have to be about the fire?
119. T: About anything you are not using ... (*inaudible*) you write a sentence, three sentences.  
Yes.
120. L: Must we write ... (*inaudible*).
121. T: Anything, you can write in the past, you can write in the present. Try to do that quickly girls.
122. (*The learners comply with the teachers instruction, while the teacher moves between the learners, interacting with them.*)

123. *(The teacher sticks cards on to the blackboard).*
124. T: Are you finished writing the sentences yet?
125. Ls: *(Simultaneously)* No.
126. T: Are you finished?
127. Ls: No.
128. T: Finish up quickly. If you have finished, if you have finished, writing those three sentences, you must fill in the names of the animals in the space provided below. *(The teacher holds a piece of paper in the air.)* This space provided below, you must fill in the names of the animals and you must check the spelling on the board, you must check the spelling on the board. Yes, if you are finished writing the three sentences you must start filling the names of the animals.
129. L: Of any animals?
130. T: Of the animals in the book ... Listen girls, those who are finished filling up the names of the animals, they must start making up a story. *(The teacher holds up the piece of paper.)* If your group is finished with everything they must start discussing about these pictures, of this story. If you have finished.
131. *(The learners comply with the teacher's instruction, while the teacher is moving around between the groups interacting with the learners).*
132. T: **Listen girls, listen, listen, listen, look at me ... That group *(The teacher points to a specific group.)* stand up and tell us something of a story, everybody has to listen.**
133. L: **Hmm, they came on to a farm and they were playing and they saw smoke coming from the mountain and then they all got on to a truck to go up the**

mountain and put out the fire. When they came back they took cloth and they ... *(inaudible)* the fire and they, hmm, put water on it, and there was a lot of smoke and they got the animals that was still in the fire out and it was ... *(inaudible)*.

134. T: Excellent, let us give them a ... *(inaudible)* Thank you very much class what I want you to do, you write story as a homework, each group ... *(inaudible)*.

135. *(The other teacher gives miss Makhubo instruction on the homework assignment).*

136. T: Thank you very much class, thank you very much class enjoy your day.

137. Ls: *(Simultaneously)* Thank you.

## CLIENT 9

### LESSON 1

*(Teacher stands in front of class.)*

1. T: All right, guys, English. Welcome to today's lesson. Today we will be dealing with conjunction ... conjunctions. Who can tell me what are conjunctions? *(To a specific learner)* Yes?

2. L: Conjunctions ... *(inaudible)*.

3. T: Stand up when you speak to me so that everyone can hear you.

4. L: *(Muffled)* Conjunctions ... *(inaudible)*.

5. T: Conjunctions are ...?

6. L: *(Muffled)* ... joining words.
7. T: Joining words? *(To the rest of the learners)* Is he correct?
8. Ls: *(Simultaneously)* Yes.
9. T: *(To a specific learner)* Is he correct?
10. L: *(Inaudible response)*
11. T: That's correct. Conjunctions are joining words. Now. To illustrate to you conjunctions, I'm gonna make ... I'm gonna use an example. Now, right. So, I'd like Shorty at the back there to come forward please and Lucas here and let's have Hilton here in the front. *(Inaudible)* ... front here, please.
12. *(The three indicated learners come to the front of the class.)*
13. L: *(Muffled)* What about Speedy? *(Apparently the name of another learner)*
14. T: Speedy is sitting still for the moment.
15. *(The three learners stand next to each other in the front.)*
16. T: All right. Let's first of all assume and imagine that Lucas here and Hilton are two words. Okay?
17. *(Learners laugh).*
18. T: *(Inaudible)* ... say he is fat *(referring to Lucas)* ...
19. *(Learners laugh since Lucas is quite skinny.)*
20. T: And he *(referring to Hilton)* is thin. All right?

21. *(Learners laugh since Hilton is quite fat).*
22. T: Now we want to join the two of them. Okay? Imagine we want to join the two of these ... we want to join the sentence. All right? So, we're gonna make use of a ...? *(To a specific learner)* Yes?
23. L: Another word.
24. T: A word. A join... A conjunction. A joining word. Not so? All right? So, Shorty here, we're gonna call him "and". Okay? He is the joining word. He is the conjunction, all right? So, the two ... *(referring to Lucas)* Thinny and our ... *(addressing Lucas)* you ... really you're Fatty and you *(addressing Hilton)* Thinny. all right. They want you joined. They *(referring to Lucas and Hilton)* are roaming around here in the classroom. We want to join them. So, what do we do? We bring "and" in between them. *(Places Shorty between the other two)* He is our conjunction. So, now we have ... come together you two *(addressing Lucas and Hilton)* ... Now we have a complete phrase and that is "thin ... fat and thin. fat and thin". You see they are now joined and that is made possible by a conjunction - Shorty here. Right, thanks, guys. *(Inaudible)* All right? So, conjunctions are used to join words, they are used to join sentences, they are used to join phrases, etc. Right, guys, what I'd like you to do is ... I gonna give you exercises to do. But first of all I want you to open up our workbooks and write down the head "Conjunctions". All right? And the date, please. Conjunctions and the date.
25. Ls: *(Muffled questions)*
26. L: What page, Sir?
27. T: *(Inaudible)* ... use a clean page in your workbook. All right?
28. Ls: *(Muffled response)*
29. T: We are not working from your text books, yet. Not yet.

30. L: *(Inaudible question)*
31. T: Yes.
32. *(Starts writing the word "conjunctions" on the board.)*
33. T: Conjunctions and today's date. Who can tell me ... Yes, Frank, what is today's date?
34. L: 16th.
35. T: 16th? Sure?
36. L: *(Muffled response)*
37. T: 16th today.
38. *(Teacher writes "16 April 1997" on the board.)*
39. T: After that you guys draw a line, please.
40. Teacher takes pieces of paper from the table.
41. T: While you guys are writing ... *(coughs)* Excuse me. While you guys are writing down the heading for me ... I'm gonna divide you into groups quickly 'cause I have an exercises that we are going to do together today. All right. And once I give you ... I'm going to give ... hand out a piece of paper to each and everyone of the groups. Once you all got the piece of paper I'm going to explain to you what I'd like you to do. *(Indicates)* Group 1 will be this row. And let's say this row up until ... What is your name again?
42. L: Anton.

43. T: Anton. Okay, so this row up until Anton is Group 1. *(To a specific learner)*  
Kgotso, you take our words for us there.
44. *(Teacher hands a piece of paper to one of the learners in Group 1)*
45. T: *(Indicates)* Group 2 will be from here, the rest of this row right up until ...
46. L: Specs.
47. T: Specs.
48. *(Learners laugh).*
49. T: All right. Johan. *(Refers to learner nicknamed "Specs")*
50. *(Teacher hands a piece of paper to the learner in Group 2).*
51. T: All right. That's Group 2. *(Indicates)* Group 3 will be the rest of this row ...
52. *(Teacher hands a piece of paper to a learner in Group 3).*
53. T: ... right up until ... over here ... until Murray.
54. *(Teacher hands a piece of paper to a learner in Group 3.)*
55. T: Just keep that for us. *(Indicates)* And group ... that's Group 4 ...
56. *(Teacher hands a piece of paper to a learner in Group 4.)*
57. T: And Group 5 - that is from Etienne until Shorty there. Okay?
58. *(Learners laugh.)*
59. Teacher hands over a piece of paper to a learner in Group 5.

60. T: And then the last group, Group 6 will be the rest of this row.

61. *(Teacher hands a piece of paper to a learner in Group 6.)*

62. T: All right, guys I know the desks are ... *(inaudible)* ... let's have a look. All right. I think the best is if you guys can sort of come together in your groups - without a noise. Okay? Group 1, I want you to huddle in the corner here. Group 2 in the middle. Group 3 at the back *(Indicates where the other groups should come together)* Group 5 ... *(inaudible)*. In three seconds, I want you to ... *(inaudible)*.

63. *(Groups take their positions - noisy.)*

64. T: Right guys, settle down, please. *(Checks the position of each group)* Group 1, where are you? Group 1? Group 2? Group 3? Group 4? Group 4? Group 4, Lucas this way here. Come to Group 4. Group 5? Group 6? Group 6 is the rest of that row. Group 6. Come to Group 6, Richard. Come guys, hurry up, please. What group is that there? All right, you guys just sit there. Group 3? Group 4? Basil. Basil, you are in Group 6. I want you to stand there. This group is Group?

65. L: Four.

66. T: You guys here come join them, Etienne. Please come and join them here. That's Group 5 and Group 3. And just sit down guys - sit down in your groups like Group 1. Group 1 is an excellent example - let's watch Group 1. Right come, come.

67. *(The groups still don't calm down.)*

68. T: Standard 4's, I'm waiting. Right guys. I want you all to just look at me quickly. Now ... *(inaudible)* ... have groups - we've got Group 1 till Group 6. Okay? Now, in front of you on your group ... on that piece of paper we have conjunctions, we have joining words. You see them?

69. *(Learners look at words in their groups).*

70. T: I think you should have 5 there. Each group has about 5 words ... 5 conjunctions. What I want you to do with those conjunctions ... I want you to make sentences of those words. Okay? It is a joining word. So, I want you to make a sentence of that word. All right, and then once you made the sentence, I want you to write it down in your book. Okay? And I want you to make a sentence out of each of those conjunctions. All right? You guys understand? *(To specific learner)* Yes?
71. L: *(Inaudible response)*
72. T: That's correct. 5 words - so each of you make 5 sentences. You all write down the same sentence within your English workbook. Is that correct?
73. Ls: *(Muffled confirmation)*
74. T: All right? *(Inaudible)* ... co-operation. Okay?
75. L: *(Muffled)* Sir, must we use all of them?
76. T: Yes, please use all of them.
77. L: One sentence?
78. T: One sentence.
79. *(Some learners comply with the instruction, while others are still confused).*
80. *(Muffled questions by learners.)*
81. T: Guys. Settle down. You don't use all of them in one sentence. It is a joining word for a sentence. Like the following...
82. *(Teacher writes on board).*

83. T: There is an example on the board: "Tony likes spaghetti. but Richard prefers Macaroni." You guys see the connection (*point to the word "but"*) ... the conjunction, the joining word. So, that's what I want you to do in groups now. And underline that conjunction for me.
84. (*Learners comply with the instruction, while the teacher moves around between the groups and interacts with the learners.*)
85. T: All right - you guys almost finish? Come on. Time is marching on.
86. (*Learners comply with the instruction, while the teacher again moves around between the groups and interacts with the learners.*)
87. T: Right, gentlemen. Listen up. What I want you to do now is to ...
88. (*Learners are noisy.*)
89. T: Hey, I'm talking.
90. (*Learners quiet down.*)
91. T: That's better. What I want you to do now is to ... without a noise, I want you to go back to your seats -to your original positions. Then we're going to have feedback from the various groups. All right. So, take your work now and go back to your desks and then we'll see ... (*inaudible*). Come guys, let's do it quickly, but quietly.
92. (*Teacher wipes board, while learners get back to their seats*) .
93. T: Guys, finish ... (*inaudible*) ... there at the back. Hurry up.
94. (*Learners still getting back to their desks.*)
95. T: Come guys, I'm waiting. (*Inaudible*) ... please. Basil? All right. (*Inaudible*) I'm not going to ask every person within the group to stand up and give me a sentence

containing a conjunction. I'm going to ask one or two persons from that group ... all right ... to give me feedback on the conjunctions that you guys have just done. All right, Group 1. **Kgotso stand up please and read out your first sentence containing a conjunction. The rest of you listen carefully. Kgotso?**

96. L: **Lewis and Clark.**

97. T: **Lewis and Clark ... Clark? That's correct. Where is the conjunction there?**

98. Ls: *(A few learners simultaneously)* **And.**

99. T: **And. Right. (Points to a specific learner) (Inaudible) ... at the back there.**

100. L: **Athol plays tennis, but Paul plays squash.**

101. T: **That's correct. Athol plays tennis, but Paul plays squash.**

102. *(Intercom interruption.)*

103. T: All right. Group number 2. *(Indicates a specific learner)* There you go ... *(inaudible).*

104. L: *(Muffled response - learner indicating that he is not a member of Group 2)*

105. *(Other members of Group 2 put up their hands.)*

106. T: Are you Group 1? Group 2 - yes *(points at specific learner)* Yes? Stand up please and tell us your ... *(inaudible).*

107. L: I play golf because it is fun.

108. T: I play golf because it is fun. Where is the conjunction there? Group 2, where is the conjunction?

109. L: Because.
110. T: Because. That's correct. Right. (*Indicates a specific learner*) In front. Next sentence please.
111. L: I play hockey although I like cricket more.
112. T: I play hockey although I like cricket more. That's correct. Conjunction being? (*Points at specific learner*)
113. L: Although.
114. T: Correct. (*Points at specific learner*) Johan. Johan there. Stand up, please and give us yet another sentence.
115. Ls: (*Muffled response*) Sir, he is not in Group 2, Sir.
116. T: Group 3, that correct. Stand up ... (*inaudible*).
117. L: Tony works, while Richard sat and ate macaroni.
118. T: That's correct. Conjunction being ... (*inaudible*) ... conjunction being? What is the conjunction there?
119. L: While.
120. T: That's correct - it's joining the sentence. (*Points at a specific learner*) Our friend over there, can you stand up and tell us ... are you Group 3?
121. L: (*Inaudible response*)
122. T: That's all right. Read us a sentence, please.
123. L: (*Poor pronunciation*) He cried after he broke his arm.

124. T: He cra..
125. L: He cried.
126. T: He cried after he broke his arm. Conjunction being? (*Points at a specific learner*)  
At the back.
127. L: (*Inaudible response*)
128. T: (*Inaudible*) He is Group 4? Group 3?
129. L: After.
130. T: After. Correct. Where is group 4?
131. L: Here, Sir.
132. T: Stand up there, Etienne, please and read us your sentence.
133. L: John plays tennis and Peter plays hockey.
134. T: Sorry?
135. L: John plays tennis and Peter plays hockey.
136. T: John plays tennis and Peter plays hockey. Conjunction being? (*Points at specific learner*)
137. L: And.
138. T: Stand up, Lucas, please and tell us your sentence.
139. (*Some learners are noisy.*)

140. T: Are you guys listening at the back there to the sentences?
141. Ls: *(Simultaneously)* Yes, Sir.
142. T: I hope so. Lucas, stand up, please.
143. L: I am staying here until after ... *(inaudible)*.
144. T: That's correct. The conjunction there is ...?
145. L: After.
146. T: No.
147. Ls: *(Muffled response)* Until.
148. T: Until. Until. *(Inaudible)* ... thanks Group 4. Group 5 at the back.
149. *(Learners put their hands up.)*
150. T: Group 5 *(Points at specific learner)* Yes?
151. L: I played cricket when Hansie Cronje was at school.
152. T: I played cricket when Hansie Cronje was at school. Conjunction being?
153. L: When.
154. T: When. That is correct. Group 5, where are you, guys? *(Inaudible)* *(Indicates a specific learner)* Read us your sentence - one of your sentences.
155. L: There hasn't been an accident since my mother was a child.

156. T: That is correct. The conjunction being? Since. Since. All right. Group 6. where are you? (*Points at specific learner*) (*Inaudible*) ... please.
157. L: (*Inaudible*)
158. T: Sorry, repeat that one more time.
159. L: (*Inaudible*) ... not nice unless it is fresh.
160. T: (*Inaudible*) ... not nice, unless it is fresh. What is the conjunction there?
161. Ls: (*A few learners simultaneously*) Unless.
162. T: Unless. Sure about that?
163. L: (*Muffled response*)
164. T: That is correct.
165. (*Learner put up his hand*).
166. T: Yes? In front here.
167. L: (*Inaudible*)
168. T: Stand up, can't hear you.
169. L: (*Inaudible*)
170. T: (*Inaudible*) That's correct. All right.
171. (*Teacher goes to the front of the class*).

172. T: Thank you guys for that ... your co-operation working within the groups there.

173. L: Thanks, Sir.

174. T: I'm sure you all know ... I'm glad you wrote down sentences and you used your imagination. Link the conjunctions up with sentences from your own imagination.. All right.

175. *(Intercom interruption.)*

176. T: What I want you guys to do please for homework is to think of two or three more sentences containing conjunctions. This time I want you to make use of your own conjunctions - not the ones that you've used now just recently, but make use of your own conjunctions. Go home and think what also is joining words. Okay, we've got joining words such as "and", "but", "unless", "until", "since" and it carries on. Let's see if you can go home and think of more conjunctions and make sentences of those conjunctions. All right, so I expect of each of you these sentences in your English work book for next time. All right.

177. L: *(Inaudible response)*

178. T: Do it after you finished your 5 sentences ... in other words number it number 6 ... and ... make it to 10. *(Inaudible)* ... from 6 to 10 ... *(inaudible)* ... from 6 to 10. All right. And we will mark it next time.

## CLIENT 10

### LESSON 1

1. *(Teacher stands in front of class with learners sitting at their desks).*

2. T: Okay, at first I'll start to introduce myself. My name is Isaac Ngaka. You may call me Sir. All right?

3. Ls: *(Simultaneously)* Yes, Sir.
4. T: So, I have to know your names first.
5. *(Teacher shows a crumpled ball of paper to the learners).*
6. T: I'm going to throw this paper to each one of you and then I am going to a question. A simple question. And then the one I profile or throw it to will throw it to another and then ask the same question that I asked first. Is it okay?
7. Ls: *(Simultaneously)* Yes, Sir.
8. T: Okay, let's start.
9. *(Teacher holds the ball up and selects a learner. Learners laugh. Teacher throws the ball of paper at a specific learner).*
10. T: What is your name?
11. L: *(Inaudible response)*
12. T: Who?
13. L: *(Same learner)* Emma.
14. *(Learner hands the ball back to the teacher).*
15. T: Okay, and then to another one. *(Teacher throws the ball to another learner).*
16. T: What is your name?
17. L: *(Inaudible response)*

18. T: *(Inaudible)* ... Okay. Throw it to another learner.
19. *(Learner complies with the instruction).*
20. T: *(To learner who has thrown the ball)* Ask him.
21. L: What is your name?
22. L: *(Muffled)* ... Motang
23. T: Who?
24. L: *(Same learner)* ... Motang.
25. T: Okay, and now ... *(inaudible)* ... our ... our ... our ... *(inaudible)* ...  
Okay, Turn to page 36. Unit 6. You see there? The topic?
26. Ls: *(Muffled)* Yes.
27. T: The title.
28. Ls: *(Muffled)* ... yes ... *(inaudible)*.
29. T: Okay, do you know what is the sea?
30. Ls: *(Simultaneously)* Yes, Sir.
31. T: Okay, can anyone of you tell me what is the sea? *(At specific learner)* Yes?
32. L: The sea ... *(inaudible)*.
33. *(Other learners laugh.)*
34. T: All right. *(Points at another learner)*.

35. L: The sea is like a dam, but it is more bigger than a dam.
36. T: Okay. Fine. Excellent. And you all know what colour represent danger?
37. Ls: *(inaudible response)*
38. T: Okay. Okay. Okay. You all know the answer. *(At specific learner)* What?
39. L: Red.
40. T: Red. Okay, now I start to read this paragraph and explain the difficult words.
41. Ls: *(Simultaneously)* Yes, Sir.
42. T: Nê?
43. Ls: *(Simultaneously)* Yes, Sir.
44. *(Teacher starts reading from a book).*
45. T: *(Inaudible)* ... boys from a small fishing community on the Cape West coast were fishing from a small boat, when a fierce storm arose and drove them out to sea. *(At learners)* You know what is a boat?
46. Ls: *(Simultaneously)* Yes, Sir.
47. T: What's a boat?
48. Ls: *(Muffled response)*
49. T: No. What is a boat?
50. Ls: *(Muffled response)*

51. T: No. (*Points at a specific learner*)
52. L: Something that drift on the water.
53. T: No. A boat is a small vessel which is moved by an oar. You know what is an oar?
54. Ls: (*Simultaneously*) Yes.
55. T: (*Points at picture in book*) You see this? That's an oar. Okay?
56. Ls. (*Simultaneously*) Yes, Sir.
57. T: Okay, you know what does the word "fierce" (*poor pronunciation- sounds almost like the word "fish"*) mean?
58. L: Fish?
59. T: Fierce.
60. Ls: (*Muffled response*)
61. T: F...
62. (*Teacher writes the word "fierce" on the board*).
63. T: So, you see the word?
64. Ls. (*Muffled*) ... yes.
65. T: It means violent. Violent. And then we go on.
66. (*Teacher reads again from the book...*)

67. T: "William, help me. Stop it," shouted Jan ... *(Inaudible)* ... onto christians feet as he hauled him back into the boat. He put up such a frantic struggle so that the boat almost capsized. *(At learners)* You know what the word capsized mean?
68. Ls: *(Simultaneously)* Yes.
69. T: *(At specific learner)* Yes?
70. L: *(Inaudible)* ... boat turning over.
71. T: Okay, it overturned. Know the word. *(Starts reading again)* "What are you trying to do? Kill us all?..." ... *(inaudible)* ... Christian furiously. *(At learners)* Furiously means?
72. Ls: *(Muffled response)*
73. T: What?
74. L: Angry?
75. *(Teacher could not pick up who the said the word "angry")*.
76. T: There is an answer here. *(At specific learner)* What did you say?
77. L: *(Same learner)* Angry, Sir. Angry.
78. T: Angry. Yes.
79. *(Teacher starts reading again)*.
80. T: *(Inaudible section)* ... in his defence. He now sat in the boat ... close to tears ... lighting a fire on the beach ... If only ... could see it ... Everyone would be taking turns to fetch logs to keep the flames going as they usually did

when someone is lost at sea. Sometimes these fires would burn until daylight as the religious kept a night long vigil. *(At learners)* You know what is a vigil?

81. Ls: *(Muffled response)*

82. T: What is a vigil?

83. L: A what?

84. T: A vigil?

85. *(Teacher writes the word on the board while he is spelling it aloud).*

86. T: V-i-g-i-l

87. Ls: *(Muffled)* Vigil?

88. T: Yes, you all know what is a vigil?

89. Ls: *(Muffled response)*

90. T: Can I explain it to you? ... in Sotho? Okay. Tibelo.  
You know "tibelo"?

91. Ls: *(muffled confirmation)*

92. T: That's a vigil. A night-long vigil, nê? Which means to stay up ... *(inaudible)*  
... at night.

93. *(Teacher reads again).*

94. T: Tears ran down my face. Why haven't anyone found us yet? *(Inaudible)* ...  
where were we? Williams was doing it again, taking advantage Christian was  
once ... *(inaudible)* ... with me over the side of the boat ... *(inaudible)* ...

this time ... *(inaudible)* ... to stop him ... *(inaudible)* ... hold the oar out to me ... *(inaudible)* ... I jumped into the water. I wasn't prepared to lose my life - not for Christian's sake. *(At learners)* *(Inaudible)* ... the whole story. What does the whole story mean?

95. Ls: *(Muffled response)*

96. T: You understand the whole story?

97. Ls: *(Muffled)* ... yes.

98. T: We are going to discuss ... *(inaudible)*. Okay. *(Teacher starts reading again)*.

99. T: I got him by the shirt. He cried out to me... *(inaudible)*. But I wouldn't let go. I did not know whether he was trying to swim ashore or commit suicide. Neither made sense. Maybe he was going mad... *(inaudible)*... wrestled with each other in the eternity. *(At learners)* What ... *(inaudible)* ... *eternity mean?*

100. L: Almost forever.

101. T: *(Inaudible)* ... almost forever ... *(inaudible)* ... speak of life after death. Something like that- immortal. Like God is immortal. Do you know that?

102. Ls: *(Muffled response)*

103. T: Well ... *(inaudible)*

104. Ls: *(Muffled response and discussion amongst themselves)*

105. T: *(Inaudible response)*. Okay.  
*(Teacher starts reading again)*.

106. T: "Pull," I shouted, "what are you trying to do? You'll drown us all ... *(inaudible)*". *(Inaudible)* ... and hit him over the head with my knuckles. *(At*

*learners*) When we ... uhh ... show me your knuckles. Show me your knuckles.

107. Ls: *(Muffled response)*

108. T: Knuckles. Knuckles. *(Shows his knuckles to the learners)* This ... this. The knuckles.

109. Ls: *(Muffled response)*  
*(Teacher starts reading again).*

110. T: He went out like a candle in the wind.

111. *(Learners noisy).*

112. T: *(Inaudible response)*

113. Ls: *(A few)* Sjuut.

114. *(Noise continues)*

115. T: *(inaudible response)*

116. Ls: *(A few)* Sjuut.  
*(Teacher reads again).*

117. T: *(Inaudible)* ... deep down inside I knew it was hopeless. *(Inaudible)* ... further and further away from the group ... *(inaudible)* ... I still did not know... *(inaudible)* ... rescued ... *(inaudible)* ... I told myself that soon we will saved and ... *(inaudible)* ... in our beds and all this will be nothing but a bad dream. ... water down my face... *(inaudible)*. *(At learners)* You understand what this story is all about?

118. L: *(Simultaneously)* Yes, Sir.

119. T: Okay, ... (*inaudible*). I want to see everyone's hand. (*Reads from book*)  
Substitute another word of similar meaning for the word in italics. (*Inaudible*)  
... and then you answer in full sentences. (*First exercise*) The villagers kept  
their night-long vigil. (*At learners*) What is a vigil? I have even done it in  
Sesotho. Anybody know?
120. (*No response by the learners*).
121. T: The villagers kept their night-long vigil. Okay, I'll answer it. The villagers kept  
their night-long watchfulness. (*Inaudible*) ... I said.
121. Ls: (*Muffled reaction*)
122. L: Sir, can you please explain vigil for me?
123. T: Vigil?
124. L: (*Same learner*) Yes.
125. T: (*Inaudible question*)
126. L: (*Same learner*) But I don't know.
127. T: (*inaudible response*)
128. L: (*Same learner*) You see, you said... (*inaudible*).  
*Other learners laugh.*
129. L: (*Same learner- inaudible*) and you see...
130. T: Hey, I said... I wanted you to understand what is a vigil in Sotho. So here  
we won't explain a vigil in Sotho... (*inaudible*) ... speak English in this class.  
Okay. (*Reads from book*) You struggle in the water... What is an eternity?

Simple a ... *(inaudible)* What is an eternity?

131. L: A long time, Sir.
132. T: A long time what?
133. L: *(Same learner)* Sir?
134. T: A long time what?
135. L: *(Same learner)* A long time ... uhh ... uhh ... what you call it? Uhh...  
I forgot, Sir.
136. T: Anyone?
137. *(No response from the learners.)*
138. T: We struggled in the water for what seemed immortal. *(inaudible)* ... Didn't  
I say that?
139. Ls: *(Muffled)* ... say that.
140. T: *(Inaudible)* ... Christian's arms behind his back... *(inaudible)*. I held or ... or  
hold ... or whatever Christian's arms ... *(inaudible)*. Okay, I'll start again: The  
villagers kept their night-long vigil.  
*No response by learners.*
141. T: *(Inaudible)* ... three times. I explain the words and then you say you understand  
it. Next when I ask you questions then you don't understand.
142. L: *(Inaudible response other learners quiet him down).*
143. T: *(Inaudible)* ... let's go there. *(Show's picture in book)* How many boys do we  
have in this picture?

144. L: Three.
145. T: Give me their names. (*Points at a specific learner*)
146. L: Jan.
147. (*Teacher points at another learner*)
148. L: William.
149. T: William, Jan and ... (*Points at another learner*)
150. L: Christian.
151. T: Christian. Who shouted at William? (*Points at a learner*)
152. L: Jan.
153. T: Jan. These three boys lived in the village. (*Inaudible*) these boys lived in the village. Yes or no? Yes or no?
154. Ls: (*Muffled response*)
155. T: Yes or no? Those who say no- pick up your hands.
156. (*Learners comply with the instruction.*)
157. T: And those who say "yes"?
158. (*Learners comply with the instruction.*)
159. T: (*Inaudible response*) What were the boys doing at the sea? (*Points at specific learner*)

160. L: They were going to fish. They were going to fishing. They were going fishing.
161. T: *(Inaudible response)*
162. L: *(Same learner- inaudible response)*
163. T: Did they boy's parents know they were going in ... to ... *(inaudible)*. Who say "no"?
164. Ls: *(A few simultaneously)* No.
165. T: Who say "no"?
166. *(Majority of learners raise their hands).*
167. T: Who say "yes"?
168. *(A few learners raise their hands).*
169. *(The learners laugh).*
170. T: Okay, yes, explain why Christian went to the sea. Why? Why?
171. L: *(Inaudible response).*
172. T: What? Anyone? *(Points to specific learner).*
173. L: He wanted to go home.
174. T: *(Inaudible) ... no ... (inaudible).*  
*(The bell goes indicating the end of the period).*
175. T: Explains William's character. Explains William's character.

176. Ls: *(Muffled response)*
177. T: How? How is William? What would you say about William? Because he usually wanted to see ... *(inaudible)*. *(Points at specific learner)*.
178. L: He was a very good boy ... *(inaudible)* ... he wanted to see ... *(inaudible)*.
179. T: So he was ... *(inaudible)*. *(At specific learner)*
180. L: Yes.
181. T: Okay. Okay. Let's do this one ... *(inaudible)* ... it's easy ... *(inaudible)* ...  
*(Points at specific learner)*.
182. L: He said the sea gave him courage.
183. T: No, the boy ... *(inaudible)*.  
*(Teacher closes his book and puts it on the table)*
184. T: Okay. Thank you all.

## CLIENT 11

### LESSON 1

1. *(Teacher standing in front of class.)*
2. T: You have got a passage ... *(inaudible)*. I want you to silently read through the passage and concentrate on them. On the lesson of today, that is *(write on board)*: "The Past Indefinite tense". And I want you to read on it. And after you have read *(use present tense pronunciation of "read")*, I will try and explain it to you. Please silently read that ... paragraph. *(Inaudible)* ... and as long ... and as you will be

reading this passage, I'll give ... I'll be giving you two pictures here to look at how that ... how to ... (inaudible) ... (takes pictures from table) ... (inaudible) ... and I want you ... to pass it after you have seen it - the picture - to other groups. (Hands pictures to groups) And don't concentrate on the pictures, but try to read and look at the picture and pass it to other group ... (inaudible).

3. (Learners sit in groups and comply with the instructions given. Each group member has a piece of paper with the mentioned passage on it.)

4. T: And the picture must not take a long time ... (inaudible) ... just look at the picture and pass it.

5. (Learners continue with group activity.)

6. T: And the others concentrate on their passage.

7. (Teacher not involved in the activities of the groups.)

8. T: I am sure that by now you are through with the passage, but if you haven't seen the picture, just pass it on to those who don't see it. And I will try and explain this ... this passage to you. Please listen. (Starts reading) "Yesterday Tom's Mother took him to the clinic as he was suffering from toothache."

9. (Learners noisy.)

10. T: (Teacher addresses learners again) You are making ... (inaudible). How about one of you reading for me this passage. (Points at a learner) I like you to read it to me ... and read loudly so that everyone can hear.

11. L<sub>1</sub>: (Stands up and reads out loud) "Yesterday Tom's mother took him to the clinic as he was suffering from toothache. When they arrived there at ten, there was a long ... (inaudible) ... of patients waiting to see the doctor. Some were suffering from colds or coughs, while a few had bandage around their heads, arms or legs. Tom's tooth hurt so much that he felt like crying, but he waited patiently until the nurse called

out his name. Mmmm, said the doctor, when he examined the tooth. The tooth is very bad, I cannot fill it. He give ... he give Tom an in ... injection, waited a while and then pulled out the tooth. Tom was so glad that he didn't even cry. The next morning he showed the tooth to all his friends at school."

12. *(Teacher ignores learner's difficulty in pronouncing certain words.)*

13. T: Yes, then I will try and explain it ... *(inaudible)*.

14. *(Teacher reads from book.)*

15. T: "Yesterday, Tom's mother took him to the clinic as ... as he was suffering from toothache."

16. *(Teacher addresses learners.)*

17. T: Toothache is when ... when you are talking of toothache ... we are ... when ... is when your tooth is getting ... is itching like headache. When your head is very pain ... when your head is paining when you feel like ... it is getting apart and is like ... toothache when your teeth is very pain.

18. *(Teacher reads again.)*

19. T: "And when they arrived there at ten, there was a long queue of patient waiting to see the doctor."

20. *(Teacher addresses the learners.)*

21. T: And when we are talking about patient ... patients ... the patient are people ... are those people who are coming to see the doctor. And patient ... *(inaudible)* ... mean the people are sick. Patient are people that are sick to come and they are ... *(inaudible)* ... to come and see the doctor.

22. *(Teacher reads again.)*

23. T: "Some are suffering from colds and coughs, while a few had bandages around their heads, arms or legs."
24. *(Teacher addresses learners).*
25. T: Colds and coughs is when ... maybe ... *(inaudible)* ... for example ... coughs is when you ... *(demonstrates cough)* ... cold is when you are cold and feel like coughing out *(demonstrates cough)*. Like that.
26. *(Teacher reads again.)*
27. T: "And while a few had bandages round ... had bandages around their heads."
28. *(Teacher addresses learners).*
29. T: Bandages is this white thing *(demonstrates)* they usually take ... *(inaudible)* ... the sportsmen are taking ... *(inaudible)*. Yes. Around their arms and legs. What ..? Why do you think they take it around their arms and legs? What had happened to them? Where they put it arms - this bandage around their arms and legs? *(Points at learner)*
30. L<sub>2</sub>: They have injured.
31. T: Yes, they have injured. *(Points at another learner)* And the other one there?
32. L<sub>3</sub>: *(Response inaudible.)*
33. T: Yes, maybe their arms were broken.
34. *(Teacher reads again.)*
35. T: "Tom's tooth ached so much that he felt like crying, but he waited patiently until the nurse called out his name."

36. *(Teacher addresses learners.)*

37. T: To wait patiently is to wait with hope that you'll get help. That help from the doctor and you are waiting patiently that you don't even want to talk to anyone and you're just concentrating what you are waiting for.

38. *(Teacher reads again.)*

39. T: "Mmm, said the doctor when he examined the tooth. The tooth is very bad. I cannot fill it."

40. *(Teacher addresses learners.)*

41. T: So, here the doctor ... *(inaudible)* ... when he says he cannot fill it, he's ... he can't ... the tooth was very bad, because he can't fill it ... in such a way that the tooth can only be taken out, because it was so bad. He can't ... It can't be filled in, because ... *(inaudible)* ... when it was to be filled, it wouldn't be in the proper way and or it will always act that way ... ache ... that way and Tom will always have that problem of toothache. That is why the doctor can't fill it.

42. *(Teacher reads again.)*

43. T: "He gave Tom an injection ..."

44. *(Teacher addresses learners.)*

45. T: You know what is an injection?

46. Ls: *(A few simultaneously)* Yes.

47. T: What is it?

48. L<sub>1</sub>: *(Reply inaudible.)*

49. T: What is an injection?
50. *(Muffled response by learners.)*
51. *(Teacher points at learner.)*
52. Ls: *(Reply inaudible.)*
53. T: Talk English. Try to talk English.
54. *(Muffled discussion in groups.)*
55. T: Are you trying? Just try. Yes *(Point at learner)*.
56. L<sub>1</sub>: *(Inaudible response.)*
57. T: *(Speak louder.)*
58. Ls: *(Inaudible)* The injection is a thing that the doctor gives a person who is ill.
59. T: Yes, you can view it in that way but is there ... *(inaudible)* ... it is like a needle - the injection.
60. *(Teacher reads again)*
61. T: "And he gave it to Tom, waited a while and then pulled out the tooth. Tom was so glad that he can't even cry."
62. *(Teacher addresses learners)*.
63. T: And you know, when you are pulled ... when your tooth is pulled out of you, you get very ... *(cannot find the right word)* ... and it is very ... you get very ... pain.

Because, to get the thing out of there - the real thing that was ... *(inaudible)* ... it is very ... tooth ... painful. But Tom was so very strong, that he can't even cry.

64. *(Teacher reads again.)*

65. T: "The next morning she showed the teeth to all his friends at school."

66. *(Teacher addresses learners).*

67. T: So, you can see that Tom was healed and he had no longer have the tooth ... the toothache. So, do you understand the passage so far?

68. Ls: *(Muffled)* Yes.

69. T: And I would like you to answer the questions in groups. The questions I will write on the board. In groups and take out your classwork books and write it. Not the classwork books, but try to find a page where you can give the answers in groups. And listen ... you must choose the person who will represent your group ... *(inaudible)*.

70. *(Teacher starts writing the following questions on the board:*

1. *At what time did Tom and his mother arrive at the clinic?*
2. *Why did Tom's mother take him to the clinic?*
3. *Were other people at the clinic?*  
*Which words tell you the answer?*
4. *Why did Tom feel like crying?*
5. *What did the doctor say to Tom?*
6. *What did the doctor give Tom?*

7. *How do you know that Tom was very brave?*

8. *What did Tom do with the tooth the next day?)*

71. T: You should work in groups. Why are you ... *(inaudible)* ... because you should have done that ... *(inaudible)*.

72. L: *(Inaudible)* ... write answers from the book?

73. T: Ehh. Yes. And only one person per group should be the secretary and write the answers ... *(inaudible)*. While others are supplying with the answers and everyone should take ... take part.

74. *(Teacher walks and stands around and are only involved when a group asks a question.)*

75. *(Bell rings).*

76. T: So now, I see we are having the problem. *(Inaudible)* Make sure than on period 6 you gave me the corrections. You can gave me the answers and make corrections. So at period 6 be prepared to give me the answers. Okay?

## CLIENT 11

### LESSON 2

1. *(Teacher stands in front of class. Learners sitting in groups.)*

2. T: Good morning, class.

3. Ls: *(Together)* Good morning, m'am.
4. T: How are you?
5. Ls: *(Together)* Fine, thanks and how are you, m'am?
6. T: I'm fine today and I am so happy today, because today is my birthday. Can you sing a song for me?
7. Ls: *(Together)* Yes, m'am.
8. T: A birthday song, please.
9. *(Learners sing "Happy birthday").*
10. T: Thank you very much. And I want to ... in your groups ... to discuss the things that makes you happy like me. Today's the happiest day of my life, because my birthday makes me happy. So, in your groups make ... write down the things that makes you happy. In your groups.
11. *(Group activity.)*
12. T: In your groups you write the things that makes you happy.
13. *(Teacher moves around and interacts with groups.)*
14. T: The things that makes you happy. You discuss in your groups and you write it. You work as a group. Yes?
15. Ls: *(Muffled confirmation.)*
16. T: The things - you can write as many as you can.
17. *(Group activity continues with teacher moving around and interacting with groups.)*

18. T: Okay now, can we hear your feedback. Yes? Are you through all? Even if you have only two things ... *(inaudible)* ... we just want to share ... those things with you. *(Points at a group)* Let's hear from that group.
19. L<sub>1</sub>: We like singing, parties, clubs, going to school, picnics and the family watching TV.
20. T: You can hear? You can hear her?
21. Ls: *(Muffled)* Yes.
22. T: Yes. Those are the things that makes her happy. And now, we are going to ... we are going ... to read a story about someone who is very unhappy in her ... in his birthday. So, I'm going to ... firstly explain the words to you and you must listen very carefully. And from this book ... from that story of Tsepho rides the bus.
23. *(Teacher shows a storybook with pictures.)*
24. T: And as I am going to ... to explain the words to you, I will simply put it on the board for you to read to notice their spelling. Like the woman - we are going to ... *(inaudible)* ...
25. *(Teacher places card with the word "woman" on the board.)*
26. T: The woman here - that is Tsepho's aunt. And that woman ... this ... you can see this spelling is in singular, because ... we can see it is in singular. And when you see singular, we talk about one woman. Like now we are talking about "women"
27. *(Teacher places card with the word "women" on board.)*
28. T: That's the difference: here we are talking about only one person and here we are talking about two or three. That is the plural of woman. And now we come to "quarrel".

29. *(Teacher places a card with the word "quarrel" on the board).*
30. "Quarrel" here ... as we are going to read the story we'll be hearing that Aunt Sondo. Tsepho's aunt was quarrelling with the ... with the driver. So, do you understand what the word quarrel mean?
31. Ls *(A few learners)* Yes.
32. *(Teacher places a card with the words "Excuse me" on the board.)*
33. T: And now we are going to talk about "excuse me" - like maybe you are asking for someone to give a path to you so that you can pass. Then you say: Excuse me m'am, can I pass here? Okay. So, yes, now we are having "crazy".
34. *(Teacher places a card with the word "crazy" on the board.)*
35. T: "Crazy". When someone is crazy it was like Tsepo. She ... He was very crazy for that day because her aunt didn't want her to get the money from the lady from next door ... from ... from the ... from the lady from the next seat. And Aunt Sondo said you must ... musn't pay ... so ... *(inaudible)* ... so all those things got Tsepho very crazy. And the "inspector".
36. *(Teacher places a card with the word "inspector" on the board).*
37. T: When we are talking about the "inspector" we are talking about someone who is inspecting ... that is he check in the buses whether everyone of you have paid or have ticket for that journey you are going through ... you are going to. So you understand what an "inspector" is?
38. Ls: *(Muffled)* Yes.
39. T: Then we are talking about "neighbour".
40. *(Teacher places a card with the word "neighbour" on the board).*

41. T: "Neighbour" is someone who stays next to your house. That is the "neighbour". So. I hope you get ... you are familiar with this one. Nê?
42. Ls: Yes
43. T: Niece. (*Wrong card and takes another one*) And then we get to "embarrassed".
44. (*Teacher places a card with the word "embarrassed" on the board*).
45. T: Tsepho was so embarrassed that day, because all of a sudden his birthday was ... wasn't going the way he thought was going to go. So, because of her aunt don't wanting to pay for him ... say that Tsepho is a baby that all those stuff get Tsepho very embarrassed. And now we are going to come to the word "niece".
46. (*Teacher places a card with the word "niece" on the board*).
47. T: That we hear that Aunt Sondo, Aunt Sondo is Tsepho's aunt. So, when Aunt Sondo is Tsepho's aunt, we ... Tsepho is Aunt Sondo's nephew and Aunt Sondo is Tsepho's aunt. So, when you are a boy, your aunt ... you ... your aunt call you her nephew or his ... her nephew. Do you understand between the niece and the nephew?
48. Ls: (*Muffled*) Yes.
49. T: Now the niece we are talking about the girl or the woman. When you are talking about the niece, its the boy. Its the girl. And the nephew is the boy. And now I am going to read a story to you and I want you to listen because I want to after reading the story to you to answer some questions.
50. (*Teacher takes storybook and open it.*)
51. T: I think we have small books there and you can have a look, but don't concentrate on that. Concentrate on what I'll be showing you here, because those books don't have the pictures. So I am going to read with you here.

52. *(Teacher starts reading).*

53. T: "Today is Tsepho's birthday. Tsepho is happy. Aunt Sondo is taking him to town on a bus. Tsepho loves to go on a bus. The bus come. Aunt Sondo and Tsepho get on the bus."

54. *(Teacher explains and indicates to picture in book).*

55. T: We can see here is the bus and the bus ... that ... here is Tsepho and Auntie Sondo ... they are getting into the bus.

56. *(Teacher adjusts position of the book so that more learners can see. Starts reading again.)*

57. T: "And then Auntie S... Auntie says: One ticket please. She pays the driver. The driver says: Excuse me, the boy must also pay a ticket."

58. *(Teacher explains again.)*

59. T: So, do you see those words we were talking about there *(indicate to board)* So, I think you can now understand them very well.

60. *(Teacher reads again).*

61. T: "Auntie Sondo looks at the driver and she says: This is just ... this boy is just a baby. He doesn't need a ticket."

62. *(Teacher explains and indicates to pictures in book.)*

63. T: You can see Tsepho ... yes ... you can see Tsepho here - he is just a baby like Aunt Sondo is telling us.

64. *(Teacher reads again.)*

65. T: "Tsepho says: I'm not a baby - I'm 8 years old today. Tulawena - be quiet, says Auntie. She is cross with Tsepho ... with Tsepho and Auntie Sondo and Tsepho sit down. Now there are many people on the bus. They want to go to town. They are in a hurry but the driver won't go. You must buy a ticket for the boy, he says to Auntie."

66. *(Teacher explains and indicates to pictures.)*

67. T: You can see the people here are very cross - they want this - the bus to go and Auntie Sondo is busy quarrelling with the driver.

68. *(Teacher reads again).*

69. T: "One man shout: Buy a ticket, Mamma. I am ... I have to go to work. Auntie Sondo looks at the man. She is very cross. She says: This is ... this boy doesn't need a ticket. He is just a baby. The driver is crazy."

70. *(Teacher explains and indicates to pictures.)*

71. T: As you can see here is the man who was shouting he is going to the work.

72. *(Teacher reads again).*

73. T: "A young woman says: I'll buy a ticket for the boy. Here is the money. I cannot ... I cannot be late for work today. Let's hurry".

74. *(Teacher explains and indicates to pictures.)*

75. T: You see here the woman who wants to give Aunt Sondo the money so that Aunt Sondo can pay for ... for Tsepho to ... to ... for this trip they are going to town.

76. *(Teacher reads again.)*

77. T: "People be... begin to shout: Buy a ticket, shout some people. The driver is crazy. shout other people. There is so much noise. The driver says: I'll drive now, but I will stop the bus when I see a bus inspector. I will tell him that this boy has no ticket, that I said to you that the inspector will check the ... the ... whether every passenger has their ticket."

78. *(Teacher explains and indicates to pictures).*

79. T: So, the bus driver here tells Aunt Sondo that he will stop the bus immediately she ... immediately he saw the bus inspector.

80. *(Teacher reads again.)*

81. T: "The driver starts the bus. Suddenly someone shouts: Stop the bus! Stop the bus! Aunt Sondo's three neighbours want to get off the bus. They don't have tickets either. They don't want to go to town. They only wanted to listen to Aunt Sondo. Auntie always quarrels with bus drivers."

82. *(Teacher explains).*

83. T: So, can you hear what the story was now.

84. Ls: *(Together)* Yes.

85. *(Teacher reads again).*

86. T: "The three women get off the bus. The driver starts the bus again. The people are happy ,they will go to town at last."

87. *(Teacher explains and indicates to pictures.)*

88. T: You see the three neighbours of Aunt Sondo. They were not going to town, but they were just wanted to see whether Aunt Sondo will pay for the boy. Because she always do that - she like to quarrel with the drivers.

89. *Teacher reads again.*
90. T: "But Tsepho is not happy. He is so embarrassed".
91. *(Teacher indicates to pictures.)*
92. T: You can see Tsepho is not happy here.
93. Ls: *(Muffled response.)*
94. T: Yes. You can ... So do you understand the story - the whole of the story?
95. Ls: *(Together) Yes.*
96. T: Now, I want you to work in groups and ... to answer the questions that appear on those worksheets. *(Indicates to worksheets on tables)* This one. This questions. I want you to work as a group and only one person is supposed to write the ... those answers you are giving. So, you choose only one person to write for you the correct answers you are ... you are giving. I want you to work as groups ... in groups. The same groups we used when we are using ... .. in the ... previous ... groups. So, I want to ... you understand what must you do now?
97. Ls: *(Muffled) No.*
98. T: You see these questions? *(indicate on worksheet)*
99. Ls: *(Muffled response).*
100. T: You answer it. So, this means you work as a group. Not only one person is going to give the answer. But only one person is going to write those answers you are giving. So you work as a group. You may start.
101. *(Teacher moves around between groups and answer questions).*

102. T: *(Inaudible)* ... pay attention here. I want the feedback from your groups. *(Points at a group)* Can we hear from that group what have you get from there *(points at worksheet)*.
103. L<sub>2</sub>: *(Inaudible.)*
104. T: Please you must speak louder so that you musn't ... I musn't repeat the answers to them *(points at class)*. So, you others must listen very carefully. Because he's going to ... she's going to just say the answer once. Okay?
105. L<sub>2</sub>: How do you know that Tsepho is not a baby? He is eight years old. How are Tsepho and Aunt Sondo related? Tsepho is Aunt Sondo's nephew. *(Inaudible - learners noisy)*
106. T: Can you please talk louder.
107. L<sub>3</sub>: *(Inaudible - learners noisy.)*
108. T: Okay - have you all heard what she had been saying?
109. Ls: *(Together)* Yes.
110. T: Now we are busy into another part. That is ... the purpose of today. That is ... we are going to learn about the present tense. The simple present tense. And these words are the words that you ... are the terms that you can find in the present tense.
111. *(Teacher indicate on the board where the words "sometimes", "always and "often" are seen on cards.)*
112. T: That is "sometimes", "always" and "often". And now I am having the pictures here.
113. *(Teacher places a picture of a young woman on the board.)*

114. T: And I want you to ... as I am going to ask you questions about this you must answer me and those answers of yours is going to ... it must be the statement in the present tense. So, listen for the first question. What does she sometimes likes ... like to do? What does she sometimes like to do? (*Points at a learner*) Yes?
115. L<sub>1</sub>: She likes to wear a beautiful dress.
116. T: She likes to wear beautiful things - beautiful dress. And what does she always do? What does she always do? (*Points at a learner*)
117. L<sub>4</sub>: She want to be on this picture and make ... (*inaudible*).
118. T: That's very good, but ... That's very good. Let's hear the others. (*Points at a learner*) Yes?
119. L<sub>5</sub>: She likes taking photo's.
120. T: She likes taking photo's. Why can't you just build your words without "likes"? And I mean: What does she like? What always makes her happy? Let me put it that way. What always makes her happy? Happy? (*Points at a learner*) Yes?
121. L<sub>6</sub>: (*Inaudible*).
122. (*Teacher points at another learner*).
123. L<sub>7</sub>: She always like to go to the shopping.
124. T: She always like to go to the shopping.
125. (*Learners laugh.*)
126. T: (*Inaudible*) ... that one. Don't laugh. At least he had ... he had tried. (*Points at a learner*)

127. L<sub>8</sub>: She like to smile.
128. T: She always smiles. She always smiles. Can you hear that it is in the present tense?
129. L<sub>s</sub>: *(Together)* Yes.
130. T: *(Loses her focus)* What of ... what does she do not ... what of ... often does ... does she do? What often does he ... does ... (inaudible) ... is he doing ... is she doing.  
*(Points at a learner)*
131. L<sub>9</sub>: When the person that said you are very smart, you feel happy
132. T: Huhh?
133. L<sub>9</sub>: When the person that said you are very smart, you feel happy.
134. T: Do you answer the question or you just say that?
135. L<sub>9</sub>: I just say that.
136. T: This one, yes. You can say that. If someone tell her she's beautiful ... she ...
137. L<sub>9</sub>: She will feel happy.
138. T: Yes, but that is not in the present tense. She will feel happy. She feels happy. Yes, that is ... she feels happy when someone tells her that she is beautiful. That is very good. And we're having the picture here ... another picture.
139. *(Teacher places a picture of a young man on the board.)*
140. T: Here is John. Does John got ... as you can see John ... she al... he always goes to the parties. What sentences can you build from this picture ... *(inaudible)* ... as you can see, he likes to goes to parties. Can you build any sentence with regards to this picture. *(Points at a learner)* Yes?

141. L<sub>10</sub>: *(Inaudible.)*
142. T: Yes, he like to wear a tie. *(Points at a learner)* The last ... the last one - yes?
143. L<sub>11</sub>: He likes to ... *(inaudible)*.
144. T: Yes. He likes looking stylish. Thank you very much. Now I have handed you these ... *(inaudible)* ... *(indicate on worksheets)* ... here and I want you to ... as a homework ... to go home for tomorrow ... go and write a letter like you can see here in your worksheet they have write ... write a letter to your favourite aunt telling her what you want for your next birthday. She has asked you to let her know. Now I want you for tomorrow to come with this and don't forget here *(indicate to a certain place on the worksheet)* ... if you are a girl what must you write here? If you are a girl?
145. Ls: *(Muffled)* Niece.
146. L<sub>12</sub>: She.
147. L<sub>13</sub>: Where?
148. T: *(Indicate on worksheet)* Here. "Your lovingly ...?" *(Points at a learner)* Yes?
149. L: Uhh. N... nie... niece.
150. T: Yes. "Your lovingly niece." But he ... *(inaudible)* ... he can say "your lovingly nephew John". So, for tomorrow, I want all of this to be finished. Okay? And go home and go and study this and study this words. And know their meanings the way I've told you. Okay? Thank you.

## ADDENDUM D: FOCUS GROUP SESSION

Opening scene: Empty room, table and chairs, video shot diagonally from behind Consultant's head, with camera panning slowly (sometimes too slowly) from speaker to speaker. Voices in background, outside room. Next scene: Everybody seated. Client 6 was not present.

1. Co: **Okay, when I look at you, just say something and you can fill your forms just now. Okay? Umm, I just need ... Ja, I just need to see if the forms are right, and then you can say 5 4 3 2 1 or whatever these guys do...**

2. *(diverse soft, inaudible small talk among clients, English and Afrikaans).*

3. Co: **Okay, and can we just not shuffle papers too much because I have to hear what you say, and please speak loudly, as if you're teaching.**

4. *(laughter from members of group)*

5. C 9: Okay, when?

6. Co: **Okay. Thank you, everybody, for coming back again after this two year session in which you were all involved in teacher training. Umm ... I'm very interested to hear after a year and after two years particularly, how you feel you've grown, in the last two years. You'll know that we built ... we made materials to develop your knowledge of OBE. We made worksheets to develop your application skills of OBE and hopefully the whole process**

**gave you a great sense of pride and a great sense of confidence, and that's where I was trying to develop the attitudes (*inaudible*). Does anyone want to start? C 9, how do you feel you have grown?**

7. C 9: Well, Ria, first of all, to begin with, the concept of OBE was more of ... just a concept or a term to me. A word ... you know? We never knew much about it, it was a concept, it was a task, waiting to be tackled, and ... umm ... you know, you had all the theory and that, and just went ahead into the classroom situation and there you had to go and present, or ... you know, try and get results through OBE. And at first obviously, I always believed in that, you know, if something works practically, its gonna work. It wasn't just theory or something.

In the beginning we didn't had much theory about OBE, and then we went into the classroom situation, and I tried, you know, you tackled the task and you went ahead with it. And in the beginning it was ... it was interesting, but as I said before, I was not sure what result I was wanting from the learners themselves, I was not sure what kind of result I was gonna expect from the learners, and in so doing I was not sure how I was gonna react to the situation OBE. And in any case. then, that was the first time, the first lesson I had, and then we went on to the ... to the ... to the second lesson ...

And then obviously wanted to ... we got to know a lot more about it and the various ways you can go about it by getting more and more interesting material and making it more interesting for the learners and getting bold learning activities, and just basically making it interesting for the ... for the ... for the learners.

8. Co: **And what result did you get the second time around?**

9. C 9: The second time round, a lot more positive response from the learners themselves, a positive feeling from the children, and a positive feeling from myself within, I felt that I had reached the ... I had managed to reach ... I felt that the children were enjoying what they were doing. because I was better prepared. Because I was ... I knew more about what was to be tackled, what task was to be tackled, I just knew more about it, and I felt more confident in it. And ... the lesson went on and went along with our group work, and the various learning ... or the teacher aids that were available was also a lot ... it was a lot more ... improved a great deal from the beginning, I mean, you know, one got more teaching aids and more constructive aids that could actually help the children in ... in ... umm ... sort of achieving your outcome.

And at the end of my second time ... running ... you know, I got a result, a positive result and ... because it was more practical the children loved it, because it was practical. It kept them busy. Umm ...

10. Co: **Okay, anybody else want to comment?**

11. C 1: Well, I just might say that C 9 had the opportunity or the fortunate situation that he did his first lesson so ... it was in his second year. He just was more used to stand in front of a classroom, most of us that did it were in our first year.

Well, we didn't actually know what to expect, we haven't heard anything about OBE. I mean, we've been at the college for a term and then we had to do it, so ... (*laugh*). I think we ... both learned, well everybody of us ... especially with that what you gave us, the technology, the teaching aids that you made for us ... have helped us a lot.

12. Co: **Hmm ...**
13. C 1: Okay, let's see. What matter is that you stood over us. and that helped a lot as well.
14. C 7: I would say that I grew up and had learned very much, out of the education, like other than teaching, like ... (*inaudible*). Because not knowing how to present it, giving a lesson, not knowing what are the relevant criterias or (*inaudible*) for the learners to learn out of it and I've learnt that out of a poster ... a learner can learn something ... a lot of materials ... a learner can have ... (*inaudible, voice peters out into silence*).
15. Co: **And when you watched your second video, where was the real growth?**
16. C 7: Maybe the worksheet, and also the process.
17. Co: **Hm-mmm?**
18. C 10: My first lesson, and it was also my first time to stand in front of a ...
19. Co: **Like here? Here you're a member ...**
20. C 10: (*laughs*) My lessons were not well planned and I was nervous and I didn't know what to do, but my second one I had materials. But the first one I didn't have any materials, and then I just grown up inside and then I felt I had the confidence.
21. Co: **Hm-mmm.**

22. C 10: For my second lesson, and for now I now ... I could do that. I can maybe be a good teacher, because of all the things that I did I had help from you, Ma'am, (*collective group laughs*) ... the rest of my colleagues.
23. Co: **Okay.**
24. C 5: For my first lesson ... my first lesson I didn't have any idea of what a group work was. I didn't know what to do.
25. Co: **So that's when you developed the group work ...**
26. C 5: Yes, I didn't know what to ... Now in the second lesson I ... did much work for the last (*inaudible*) to have... (*voice peters out*).
27. Co: **So you actually prepared more to get the learners busy and involved. Anyone?**
28. C 2: Ja. I think in my first lesson ... umm... it might have been a spontaneous lesson, umm... but without your help, Ria, I wouldn't have actually realised that OBE is like outcome based ... In other words there had to be an outcome, and that outcome had to be explained, and because it wasn't outcomes and because I wasn't used to the concept that it was okay for learners to work in groups, that it was okay to stand back and let it be learner centered ... Because I didn't have the activities and the charts and so on I didn't feel confident to stand back and let them do the activities, and when you actually helped me with the work sheets, I realised that the worksheets are actually linked to the ... the ... the lesson, and it's also a task, in that they're encouraged to work in groups and the wall charts ... the

charts were really important, because the colour actually ... the colours ... and the brightness and the pictures, they encouraged the learners to interact with this material and so, in other words, umm ... they were learning spontaneously. And I think in that sense the activities and the charts actually encouraged them to be learner centered, in that sense.

29. C 10: Firstly I would like to thank you, Ria, for what you have done for us, for we have really really learnt a lot. As everyone has said about this first lesson, I think the important thing that you taught us is the planning, because you know really what you want in class. So the first lesson, we didn't know what to plan so we just went to the class and done what was done by your former teachers.

So the second lesson, and you plan the lesson then you practise it and we have all the resources that are required, for presenting the lesson, so it became better, it becomes more learner centered because we are teaching in such a way that the learners are going to talk a lot just compared to the teacher.

The first lesson the learners have a little time to talk in class and to discuss. So the second lesson they had a lot of chance now to express them and ... and talk about a lot of things we did in teaching.

30. Co: **And C 3, in your second lesson you used peer assessment very successfully.**

31. C 10: Yes, yes ... Ma'am ...

32. Co: **Tell us about it.**

33. C 10: Is that one now I like to think about it, because I used to think about it, I thought that only the teacher was supposed to assess the learners, but with that one when I have the lesson where the learners who read the story, and then the others on the floor we assess them about it. what they have been reading, in the class.
34. Co: **And you used fixed criteria ... for the assessment, remember?**
35. C 10: Eeh ...
36. Co: I think we used fluency, expression, etc.
37. C 10: Yes.
38. Co: **And what was very interesting in C 3's lesson was that I assessed. C 3 assessed and they all assessed and there was no discrepancy in our marks. It was quite amazing.**
39. C 1: And I feel that what both C 3 and C 10 just said now, it's something that I experienced myself. With our first lesson, we weren't actually sure what wavelength, if you can call it that, the learners were on. I mean, my first lesson that I worked out, I was positive that I would not finish that lesson within half an hour. I think I finished that lesson in ten minutes. (*laughter*) I was standing there, don't know what to do, most of the learners are finished, and it's at that time you have to think fast on your feet, but because it was the first lesson we ended up like that, without much experience.

*(C 9 isn't concentrating on C 1 speaking, but is silently filling in some form or other, or making tick marks, looking to see if people are watching him before quickly scribbling something on a paper. This is evident because he is left handed and the camera catches him unawares).*

40. Co: **And maybe not enough material to relate.**

41. C 1: With the second lesson we had more backup activities researched, so that if you finished much early you had some more back up activities for the learners to do. That helped us a lot, as well.

42. Co: **C 4, I think you had the same experience.**

43. C 4: Yes, I agree with them. The preparation is very important. With the first lesson we're not quite so prepared, and ... with the second one, because we knew what was expected from us and we had the teaching aids to use, we had much more confidence and that made the children, on their ... to be ease ... *(clock strikes once)* and that really helped. It is important to have a backup that fill up the lesson when you are finished with it, because otherwise they're just sitting there and ... well, *(laughs)*

44. Co: *(laughs)* **Ja, I remember.**

45. C 8: My first lesson I started, the OBE it didn't appear at all.

46. *(collective group laughing throughout C 8's discussion).*

47. C 8: You saw my video ... I was standing the whole time, not knowing what to do, it was also my first day, and I didn't prepare anything, I didn't have anything, I just have that reader that the teacher gave me

so I didn't know ...

48. *(laughing, male voice interrupting: Sjoel!)*

49. C 8: Then my second lesson, then I knew everything about OBE. I knew what to do, I knew how to prepare, and then I had the teaching aid. all that ...

*(Isaac and C 3 are now also filling in some sort of form while C 8 is speaking, Isaac actually lifting his paper and looking at what C 3 is writing, asking him something very softly. C 9 also still writing. He touches his chin in embarrassment. He now takes another stack of forms or papers from the bottom of the one he has been writing on, and contemplates his pen while C 1 is speaking about Rina Hugo. He makes another tick on the paper and sagely nods his head while Co is speaking, as if he is listening attentively.)*

50. Co: **And your second lesson, why was it more successful?**

51. C 11: I think because I knew what to do. I had the teaching aids. And I had groups, I had every ... e ... the children the chance to tell them ... *(Clock strikes 3)*. I knew then what I was supposed to use. In my first ... e ... lesson it was not all successful because I didn't get a chance to group those learners so do I have been highlighted about the group works. So I didn't get the chance of getting to do that thing so I didn't get to keep them all busy, all of them ... they were trying to get into unity, so I just knew ... I remember I was forgetting the page a couple of times, where I was supposed to *read (group laughing with her)* and they didn't do the demonstrations, because I ... my lesson was kind of dialogue, composed of demonstrations of the ... e ... segments ...

*(C 10, is also now completing a form or something as he sees C 9, C 3 and Isaac doing. He scratches his head with his pen and looks at what C 3 is doing).*

52. Co: **But if I think about your second lesson, it was very successful.**

53. C 8: It was successful, because I have learnt a lot from you, by learning that day that the learner doesn't learn just by hearing what the teacher tells him, repeating, he can learn about ITC's, and how to use these things he sees in front of her or him.

54. Co: **Hm-mmm.**

55. C 8: Yes.

56. Co: **The interesting thing for me about my research was that, it was the first time that you actually learnt to criticize yourself.**

57. *(Everybody laughing).*

58. C 1: Oh yes, even, I could see, even with the second lesson, much better lesson, one of the criteria, that I ... now in my third year I can see even one of the mistakes that I made there. I had flash cards that I put onto the blackboard. I put all the flash cards underneath each other. I rather could have made two columns, put a bit apart from each other, which would be visually better for the learners to see. Another thing that I learned, especially in the second lesson, is really useful in teaching, is this: You must know your teaching aids. You must be comfortable with it, especially with a radio or cassette player *(laughing)*. It can be a quite awkward situation if you want to let the learners listen to an aeroplane taking off or something like that, and then all of a sudden I think it was Rina Hugo or someone, you

actually feel quite awkward, so that you have all the children laughing at you, but I mean, experience just counts for a lot. nothing can take that away.

59. Co: **And actually doing it, and knowing that you're going to look at it and reflect upon it, I think, is also quite handy.**

*(C 9 has now finished writing and gives a long explanation of his viewpoint. C 3 is still writing and stops as Co starts speaking to Isaac).*

60. C 9: Ja. Not only doing it, I mean by you doing it, it gives an example for the learners, as well, they get to do it and I think that's the ... the ... the outcome we're looking at. The learners need to do it by themselves, and by doing it themselves they learn from each other, they learn through ... umm ... the various activities ... umm ... the activities being presented, especially in most of our second lessons we had to give, was ... the activities were great, I mean, the people came up with some fantastic ideas, which is ... umm ... always keep the people, or the learners enthusiastic, and it will keep them involved. it will keep them keen, and that's what you want, and through them doing that, they are able to achieve the outcome that you referred to.

61. Co: **C 10, how did you feel about this whole process?**

62. C 10: *(speaks in a mumbling way, slurring his initial words)* I ... I ... I didn't want to think, really, about this project. It really helped us, because first thing, when ... at my first lesson, I was so poor, in such a way that I even get shock about myself.

63. *(everybody laughs)*

64. C 10: I got so nervous, because at first there is no all this thing of OBE. you see. OBE allow us ... allowed us to ... to ... to set ... to get a good play beforehand, before ... before you stand in front of the learners. So it allowed me ...

65. *(C 9 suddenly gets up and leaves the room. He doesn't return again).*

66. C 10: ... also to set a good chance for myself, to ... to prepare my activities. like ... e ... my ... like my materials I am going to use, like I mean ... posters, the cards, small cards and so on and so on, because ... firstly, my first presentation, I even make a lot of mistakes. Instead of writing something there, you ... you see yourself writing something ... that you were not ... I mean, you're not thinking about. *(Isaac does not look Consultant/Counsellor in the eye, instead gazes to right wall from camera view, continually turning his head.)* So the second one, you write ... it allowed me to know that I should write before, learn what to write. *(Looks back at Consultant, but now chews his pen while speaking, muffling his words.)* I write this thing on a ... on a card, look at my mistakes, in time, and correct my mistakes before I give this through to the learners, see ...

67. Co: **Hmm.**

68. C 8: And group work also ... eh ... play a role ... to the learners to keep them wholly involved in the lesson. Letting one from outside ... they all listen, to her or him, they must learn to keep them involved.

*(C 3 starts writing again. The black men don't listen to the women speaking, their heads bent towards their papers).*

69. C 10: Yes, because, first off ... first time we didn't know what group ...

group work was used for. We thought that group work ... it ... maybe it ... it ... it results into making children to copy from one another, but with this, that's a good (*inaudible...*) it's a good practise, gave them good practise use ...

70. C 4: Something that really works in this role-change thing. From being the one working, to ... let the children explore without them knowing that they're actually learning, let them just enjoy themselves, and through that, their work.

71. Co: **So the learners had to experience it. They can't ... they don't just listen, they have to actually experience it.**

Camera pans too slowly to the left, making next speaker's voice inaudible and the speaker invisible. It sounds like C 7 who is a soft speaker anyway, but we cannot be sure.

72. C 7 they have to know that ... (*inaudible*) they mustn't ...

73: C 5: And when they are using the books, you will ... you will see that they will come up with these idea, with new ideas.

74: Co: **Maybe more exciting ideas than you might have given them.**

75: C 2: And especially in my second video I could actually hear some of the learners talking, and saying, they're always like adding something, to actually also present, in sharing their views. Whereas in my first lesson it was group work, I mean I set working groups, but it wasn't actually that evident that everybody was involved. Somebody was maybe spinning a pen around, and so on, and that's why when I looked at my second lesson I could really see they were actually

participated ... participating. Not only participating because of the lesson, but because of the work sheets.

I think the work sheets can really play an important role. And especially, Ria, the fact that you helped me to link, I mean we took different ... when I did my worksheets, we didn't get use from the same book, I maybe took a poem and something else, and we put it together, and I think that is most important. (*C 4 finds something funny, leans over and smiles, she whispers something to C 1, who also nods and smiles, then feeling guilty and putting his hand in front of his mouth whilst looking down at the papers before him*) when you teach, you shouldn't be forced just to use one thing or one book, because, especially with OBE you shouldn't be forced to use just one book, actually use a variety, and sometimes we were doing poetry. we were doing games, and they were all linked to that specific theme.

76. Co: **Yes and that's the reason I like worksheets. The reason I like worksheets is that with OBE one of the areas in which it can fail is that if we use assessment rubrics, you know, where children just tick, they end up not actually doing any writing. They end up not really doing any concept formation. It becomes almost too easy. You talk, you participate, you're having fun and then everybody thinks it is OBE, whereas I think we need to structure the lesson and the group work so that we know what the outcomes are that the learners are achieving. It mustn't be random, and accidental, we must know what they are to achieve.**

77. C 2: Ja. That's my important point as well. Because I feel ... I thought it was really stupid to actually stand in front of the class and before the lesson starts saying "Good morning class, before the end of the lesson you would be able to do that."

And I was really ... I was feeling that doesn't fit in and today I feel that is really, really important, because at the end of a lesson then a learner or a group will come to me, and say "But Ma'am, we don't understand. We understand we did achieve that, but we did not achieve that" (*Stresses the two thats*).

I understand that's right, outcomes are really important, you have to plan actually what you want to achieve. By self-assessment they will see whether they have achieved that outcome.

78. Co: **Hmm. The other thing I'd like to ask you about: Some of you did more than just the worksheet-designing component of this research study. Some of you actually attended teacher workshops. Do you think it was important for you to mix with teachers, or did you feel out of your depth?**

Camera pans too slowly to the left, cutting off the sound and leaving the speaker out of view. Sound comes on more strongly but speaker still out of view.

79. (*unidentified speaker*) For me it was important because I learnt from them and I understand what ... in real teaching is going to do ... like a teacher coming with a question, and then I start to see ...

*Camera now shows that it is C 7 speaking. She is much more animated now than before, and speaks more clearly as well.*

80. C 7: ... Also the teachers can have these problems. And out of that I learnt something and understand OBE won't be like ... Firstly I thought I only learnt about OBE, only heard about OBE, saying if we have to, I won't do it, I haven't got time, I don't have time for that. (*group*)

*laughing softly at remarks*). So then they encourage us and show us and then attending workshops knowing that only what we need is time. When you planned one thing, and you know that out of this one thing ... can produce, depend on the child. How long will it be for for a child to get in, to get the outcome of this. We saw that part of it was doing this. So OBE was fun.

81. Co: **Hmm, great.**

82. C 7: We all learn something.

83. C 1: I think especially around the teachers, well, teachers that's already in the practice, they sometimes seem to have tunnel vision and because some of them, this OBE is now in front of them, they don't see the road in front of them, they only see the bad side, they only see the problems. We are the teachers of OBE, we are much more motivated and it's good to get together with the teachers in groups. You can see ... you can hear from them what problems they foresee ... umm. And we can maybe tell them that, listen, there's a solution for this and a solution for that, so actually there's a motivation for that.

84. Co: **So actually you find yourself motivating teachers.**

85. C 1: Yes, yes. Because they are so used to their old system, they don't want to change, and they learnt actually that they are going to change now. Because we are the ... we are used to this now.

86. C 2: I just think the fact that we started out as students, ummm ... umm ... It wasn't as if we were used to a certain way of teaching, because we hadn't really taught. I think the teachers are afraid of change. Everybody is afraid of changing but I think it's more of a thing that

they now see even if the teacher is doing all the work, in fact. the teacher doesn't actually do that much work, you just go and stand in front, and I think it's more about the resource material because when it's going to be learner centered, even if the teacher isn't really involved in that research, the teacher has a job to do and that is to actually get all that resource material, and actually work a little bit harder than we used to work before, and I think that's what they are more afraid of. I think so. (*scattered laughing from others*)

87. C 7: I have a friend who also does this, but every time she has to start with OBE she says "Oh, I have to do this, I have to think, I have to think, I can't think!" (*everybody laughs*) So I say relax, just give yourself some time. Get information from your resources and get things ready. And then I help her like you helped us, and she is now all right. and ...
88. C 2: And I think the most important thing I think that with any assignment or anything you really wanna do, is just to have that starting boost. Just to get started, because I think, you know, you always sit down and think, Oh, what can I do, what can I do, but once you just get started, forget about thinking, then you'll see, the ideas won't stop, the ideas won't stop. And that's with OBE, your imagination can go wild.
89. Co: **C 3, what do you say?**
90. C 10: Well, I ... I ... I agree with C 2 there. If you can sit down and say what can we do, so it is better for us at the same time that there is a thing that we can do.
91. Co: **Just do it. The other thing I wanted to say, was, did you find it**

hard when we discussed your first video? Remember those sessions we had together where we both watched this? (*general laughter*)

92. C 4: I think discussing it one to one and just making it ... just giving other options and things, what am I doing, what to do, that's better than just giving us a ... well a mark or something that discourage you. Really. well, that's better.
93. C 2: You know, Ria, I was actually avoiding you that day. I was running away and the way I feel now, looking at those videos. You know, now I can see myself and I know why I was actually trying to run away. Now I can say Ria, let's do another video. (*group laughter*). I feel confident now. Let's do it. That's how I feel now.
94. Co: **Can you think back to that time when we made appointments with you to sit in Mrs. Grobler's office, and watch the videos? (*laughter*). Who can ... Just recap that image of the two of us, walking into Mrs. Grobler's office. Remember that little TV? Okay, who wants to comment about it?**
95. C 2: I said ... It didn't really hit me, to say I mean, we're not used to watching ourselves on TV, especially in such a way umm ... umm ... Where you have to look at yourself critically, and um ... um ... I wasn't all there, you know, even the things you were telling me, "C 2, but this and that and don't worry," I wasn't all there, U just wanted to get out of there, I wasn't really that comfortable!
96. C 4: You realise now that these first attempts wasn't so successful (*laughter*). I feel better now.

97. Co: **So you feel better seeing your second one?**
98. C 4: Ja ...
99. Co: **How did you feel when you saw your first one and we sat together in that little room?** (*Looking at C 7*).
100. C 7: (*very softly and hesitantly, almost inaudibly*) e ... I didn't watch it ... (*slight tension in room others all looking at her*).
101. Co: (*Diplomatic tone of voice*). **Okay. C 3?**
102. C 10: E ... the ... the second one?
103. Co: **The first one.**
104. C 10: Oh ... ah ... hau! the first on e... (*laughter from group, tension broken*). I don't know ...
105. Co: **If I ask you, let's pick up what C 2 said. If I sat with you now, and we sat through your videos one on one, just the two of us, would you still feel so threatened?**
106. C 10: (*laughs shyly*). No, no.
107. Co: **You wouldn't. Why not?**
108. C 10: I just understand it more, we all do.
109. Co: **Uh-hmmm. So you feel more confident?**

Camera pans too slowly to the right, but C 2's voice is recognisable.

110. C 2: Ja, also we feel confident in you. The fact that we now know you much better and we know how you work, and how you feel. the way we communicate with each other. We feel that we can talk anywhere. we're free to talk with you, and umm ... umm ... it's okay, you're not like umm ... an outsider, so we really feel that ... umm...

111. C 4: It's easier now, we can talk ...

112. C 2: Ja. It's like ... now ... you have a sister, you can talk anything with the sister, you won't feel shy or anything, you can say that was stupid, ... if I say anything, and if you tell me that was stupid I won't feel bad, because of that sort of relationship that has developed.

113. C 8: And it is nice, Ria, we are lucky to be the students that you see. because everyone is interested in us.

114. Co: **Hmm. Really?**

115. C 8: Really ... because they know that it is interested in your course.

*(Camera static, C 2 starts speaking off-camera).*

116. C 2: That also came out of last week's course, because when I was like talking everybody was asking from which school are you, and I said it's not actually the school, it's actually the college that actually helped me, and that time I actually thought of my English teacher saying "What are your critical outcomes, what are your specific outcomes," and I got mad, because you have to repeat yourself, but now I'm happy, that I repeated myself, and I have to do it, because

now I know what's going on, and I'm not ... that time you felt like it was unnecessary, because whenever you go to a school, - I don't know if that was the case with you people, as well, when you were at schools, (*speaking about student practice teaching*) and if you teacher said, you asked must we write out all these lessons? When you teach you don't do that anymore. That's why ... that also put negative thoughts in my head, because then I also said, why do I have to write out all these outcomes? Why do I have to do it? And today I understand it, because of that.

117. C 8: I know that I am actually fortunate because most people are interested to talk to me because I know ... (*inaudible*). Yes. I am very proud of it.

118. Co: **If I hear you correctly, it's taken you long to get the feeling of OBE, and it's taken us almost two years to get to a point where we feel confident enough to use it in a classroom. We understand the terminology, but most of all, I think, umm ... it is something that feels part of our nature now. It's not something over there, it seems to me almost as if you've internalised it.**

119. C 2: Ja. And I think ... I think it that's important, because if you ... if you ... If we had assessed ourselves that time, and all these teachers, all these teachers said but it's not going to work, but I saw it was quite a change in teacher's attitudes because of this year. They've also grown, and now they're also becoming more positive and that's why I think by the year 2005, I think with all these negative thoughts and all these old ways of thinking, I think it will be out. Ja.

120. Co: **Can I ask you one other question? If we look at the way this whole process has taken place, would you have preferred it to be a**

**six months' process and all over and done, or do you prefer an intervention, or a video, a discussion, feedback, another video? Which process would work better for you?**

121. C 1: I think the one that we're busy with currently is much better. In six months everything would have been too rushed. We wouldn't have enough time to finish all the teaching we have. You gave us enough time and you asked us what we want, it's not like you said we must do that. A lot of our lecturers tell us if you do teaching you must do your lesson like this, you have to do it so ... umm ... and I think that if you do it in six months time it could tend to happen like that as well. But with longer periods things are a bit more spaced out, it has been more relaxed and comfortable.
122. C 2: Growing also takes time, I mean in six months' time you don't actually learn ... get more information so when it's like more spaced out, you actually do grow, even if it is just a little bit.
123. C 4: And time gives perspective. You see why you had to do something like that. In six months you can't see why you had to do some of the things that ... (*interrupted by C 2*).
124. C 2: And I think that's also with OBE, with the formal exams and so on, it was exam period and they just get the mark in that period, so when their marks get like continuous assessment right through the year, you can actually also see how they have developed, for at the end of the year you don't actually see what progress was actually made.
125. Co: **And that is why I did it this way, because of the OBE model where you developed ... it's ... it's called formative assessment, where we do something, we assess our self, we get an outsider to**

assess, we analyse the problems, we pick them out. You remember those forms you filled in, in the group? I gave you time, you came back, you all decided that you needed to improve on your materials, you made materials. We're back, we were back at the assessment phase again, but the research was proving – and I think that it has proved – that learning never stops taking place.

126. C 2: Ja.

127. Co: **And this session in itself is a learning process for all of us. (Students nodding). I think so. And ... Gosh I'd like to thank you all. Is there anybody who'd like to say anything more?**

128. C 1: Just another thing that definitely came out from OBE which I picked up in my second lesson. The four of us, we were at a primary school where they still used the old formal work methods, the teacher standing in front giving a lesson, in the old way, and especially with us teaching the learners English as a second language, the learners were so uncomfortable, they are afraid the teacher will pick on them, ask them a question. With that OBE, they are in groups, they can visualise things more, they are more open and relaxed, they speak to each other, and the teacher is not gonna laugh at them if they make a mistake ... or a language mistake or something like that. They are more comfortable, relaxed, they speak more, it's more practice for them, they communicate better with each other, it just works out, it's perfect.

129. Co: **The other thing that I picked up from you while you were working with the materials: You think about it, it was also a sample of group work, wasn't it? If you think about it, because**

that's the way it was planned. You all sat around the table, and you remember that session in the needlework classroom? Talk to me about it. It was fun, I think. Do you remember about it? C 3, do you remember when we were making the charts in the needlework group?

130. C 10: Yes.

131. C 11: We all sat and then we listened to the one person, what do you do, and then we all worked together, we were cutting out the charts and then we listen to each and everyone.

132. C 10: Yes. I remember where we had to make the teaching aids. And we were given a chance to practise with it.

133. C 2: Ja. And we actually tested whether it was going to work and we shared ideas. So it was a sort of assessment as well, whether it was going to work, whether it was not going to work. Ja.

134. C 10: (To Co.) You explained the full range of it and then asked us we must practise ourselves. So that people must give the lesson and must practise. So that is why I think we didn't have problems.

135. Co: **And I think that's what OBE also does. It brings teachers together, because for the first time in many years in this country teachers have to plan together because all the teachers in one phase are going to have to integrate what they teach, and teachers are not used to sitting together and planning together. And this is something that's very new for South African teachers. C 2, how do you feel? You're the one person here who's already teaching formally now.**

136. C 2: I'm ... thanks to you Ria, this project really helped me in a sense that I could stand up and say I'm prepared to learn, I'm prepared to gain from information. That I could go there to the foundation and say I strongly believe in this, and no matter whatever ... who says this. it is not going to work, I could say we've proven it, it's going to work. And because of that I could start building on it, and therefore communication with the teachers, I think ... We're not just there as yet, but I think it will be better.

137. Co: **Why do you think you're not there yet?**

138. C 2: The fact that, if I look at my lessons, Ria, we are working on themes which are similar, but it's not integrated. I for example did about the paraplegic and ... a story about this man who was a paraplegic, and we did some background on it, about what a paraplegic is, and should he go to the Rehab, in the English lesson, and it was really excited. And then two months later a teacher comes to me and says "Did you do this story?" because they're talking about rehab in health, and I thought to myself, okay, it's good for them, it's going to help them, we did discuss it, and they did enjoy the health lesson. But I thought for example, if there was that proper planning, it could have been done in one week, and it wasn't necessary for a health lesson and an English lesson. It could be an integrated process. That's why planning is going to be important as well.

139. Co: **And this is something that I feel you have all achieved, is the ability to put into words what you are doing. And considering that you are English teachers, or educators, or facilitators, or whatever you want to call yourself, this has been very exciting for me to see, particularly those of you that are English second**

language speakers, how you performed. Not all of you, except C 9, are second language speakers of English. It was an opportunity for you to put into words what you were planning, doing, and I actually saw in the videos that your confidence in communicating had actually grown. Am I right, or ...?

140. C 2: Ja. I think we can also be considered as the OBE guinea pigs (*laughter*) in other words, the testing material ... because in this way the terminology, the charts, the worksheets, whatever ... they are all based on our skills, our attitudes and our knowledge, and that's what OBE is all about. So we also developed those skills at the same time that we wanted the learners to develop them, as well. So I think this was a successful ... umm ... umm ... project, in that sense, as well.

141. Co: Well, thank you very much to all of you for being part of the project, I know it has taken a lot of time, we had lots of laughs together, we've had lots of nervous tension together, and I feel that we've bonded in a way, over the last two years, and please, you know where ~~my~~ offices are now, right next door, in this house. If you ever need any help, especially with preparing materials, with planning lessons, I am a counsellor now to you, I hope, and please phone me if you need anything. Thank you once again for giving up your time, and I wish you all of the best in the exams. Thank you.

D.O.V.S. BIBLIOTEK