

https://dspace.org/

Methods of teaching history to grade 12 adult learners: a case-study of an adult education centre in Winterveldt

Morake, Moroesi Esther

2014-06-12
http://hdl.handle.net10539/14764

Downloaded from a DSpace repository. https://dspace.org/

METHODS OF TEACHING HISTORY TO GRADE 12 ADULT LEARNERS:

A CASE-STUDY OF AN ADULT EDUCATION CENTRE IN WINTERVELDT

MOROESI ESTHER MORAKE

JOHANNESBURG
DECEMBER 1999

METHODS OF TEACHING HISTORY TO GRADE 12 ADULT LEARNERS:

A CASE-STUDY OF AN ADULT EDUCATION CENTRE IN WINTERVELDT

MOROESI ESTHER MORAKE

A research report submitted to the
Faculty of Education
University of the Witwatersrand, Johannesburg
in partial fulfilment of the requirements for the
Degree of Master in Education

December, 1999

ABSTRACT

This study focuses on the methods of teaching history to grade 12 adult learners at a major rural adult education centre (run by the Sisters of Mercy of the Roman Catholic Church), called D.W.T. Nthate Adult Education Centre, in the Winterveld. The grade 12 history class consists of adult learners of different ages, abilities, maturities and levels of knowledge. This research explored the possibility of making history teaching in a complex situation more interesting and more participatory. The case-study method of investigation was used to explore history teaching methods using the perspective of both the learners and the tutors. Learners wrote and spoke about the teaching methods they liked and with which they could identify and expressed their dissatisfaction with some of the other teaching methods used; tutors described their favourite teaching methods and how they employed them in the classroom situation. Some teaching methods were observed. This information and the insights obtained from these techniques of gathering data were related to the literature studied in the literature survey. This information presented a great challenge in making teaching of history more interesting and more participatory. Literature was reviewed in terms of the themes that relate to the topic of this research, namely: the historical context of adult education in South Africa; the place and importance of history in education; principles of teaching adults; approaches and methods of teaching history; participatory methods of teaching adult learners, and an overview of curriculum change in South Africa (Curriculum 2005). The literature provided insight into the methods of teaching history in this specific situation. The literature was reviewed in order to develop minimum guidelines consisting of important elements in teaching history to grade 12 adult learners in the specific context of the study. A qualitative research design was used to gather information. The history tutor and the vice-principal from the chosen centre; the methodologist from the University of the North West, and three tutors from two other adult education centres were interviewed. The interviews were very useful in identifying the

causes of the problem and in helping to produce history teaching minimum guidelines. Two observations were carried out to gather information about what happens during the history teaching-learning process. The observations were effective because it was easy to identify contradictions between the information gathered through this method and the other methods of gathering data. A structured, open-ended questionnaire was given to twenty-two (22) grade 12 adult learners to obtain their views on the current methods of teaching history to adult learners. The responses to the questionnaire were very useful because they gave the learners an opportunity to air their views. A class discussion was conducted to discuss issues not appearing on the questionnaire and to discuss problems that they, as adult learners, were encountering. The research results have been presented in the form of tables. Summaries of the participants' responses follow each table to give meaning to the summarised information contained in the tables. The discussion of the results is presented in narrative form. In the discussion, the researcher interprets the participants' words and actions. From the researcher's observations, it is dangerous to say that the problem lies solely with the teaching methods the tutor at the adult education centre is using, or with the learners' ages, abilities, maturities, and levels of knowledge. Perhaps the problem stems from the tutor's lack of content knowledge; the lack of adequate teaching and learning aids; the lack of exposure to a wide range of teaching methods; the medium of instruction; the lack of involvement of adult learners in planning and designing learning programmes and activities, and the personalities of the learners and tutor. However, the information gathered from the participants and literature showed that it is possible to making the teaching of history more participatory and more interesting within the context of this study. From these findings the researcher developed suggested minimum guidelines for teaching history to grade 12 adult learners which are based on this specific situation of a rural adult education centre with inadequate resources and lack of exposure to a wide range of teaching methods.

KEYWORDS

Adult education
Adult learners and adult education tutors
Adult teaching
Adult teaching methods
Case-study method
Curriculum 2005
History teaching methods
Participatory teaching methods
Principles of adult teaching
Rural adult education centre

DECLARATION

I declare that this research report is my own, unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master in Education (Adult Education), in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Moroesi Esther Morake
15 December 1999

DEDICATION

This research report is dedicated to my mom, Rosina Morake, with love.
She encouraged me to study further and supported me
both emotionally and financially.

ACKNOWLEDGEMENTS

I would like to extend my grateful acknowledgements to:

- My supervisor, Professor Russell, for his warm support and encouragement throughout this study.
- To my lecturers, Dr Jo Ewart-Smith, for her helpful suggestions on the literature review, and Dr Jane Castle for her helpful suggestions with regard to the research design.
- Julie Diphofa, a tutor in the Department of Adult Education, a friend and course-mate, for her helpful suggestions and support.
- The Centre for Social Development (HSRC, South Africa) for financial assistance towards this research. Opinions expressed and conclusions arrived at, are those of the author and not necessarily attributable to the Centre for Social Development.
- The Financial Aid Office (post-Graduate Bursary) of the University of the Witwatersrand for financial assistance towards this research.
- All the participants in this study:
  - the twenty-two grade 12 history learners who completed the questionnaire,
  - the history tutor and the vice-principal from the chosen centre,
  - the three tutors from the two other adult education centres and
  - the history methodologist from the University of the North West.
- My parents, two sisters and two brothers for their encouragement.
- Godbey Molosiwa for his encouragement and support.
- Jeannette Menasce for her assistance in proof-reading and correcting this document.

TABLE OF CONTENTS

ABSTRACT		II
KEYWORDS		IV
DECLARATION		V
DEDICATION		VI
ACKNOWLEDGEMENTS		VII
TABLE OF CONTENTS		VIII
LIST OF TABLES		XII
ABBREVIATIONS AND ACRONYMS		XIV
CHAPTER ONE INTRODUCTION TO THE STUDY		1
1.1	INTRODUCTION	1
1.2	BACKGROUND TO THE PROBLEM	1
1.3	THE AIMS OF THE STUDY	4
1.4	RESEARCH QUESTIONS	5
1.5	SIGNIFICANCE OF THE STUDY	5
1.6	THE SCOPE OF THE STUDY	6
1.7	LIMITATIONS OF THE STUDY	6
1.8	BACKGROUND AND LOCATION OF THE D.W.T. NTHATE ADULT EDUCATION CENTRE	7
	1.8.1 *HISTORICAL BACKGROUND OF WINTERVELDT*	7

1.8.2 D.W.T. NTHATE ADULT EDUCATION CENTRE 8

1.9 ASSUMPTIONS OF THE STUDY 8

1.10 THE STRUCTURE OF THE RESEARCH REPORT 9

CHAPTER TWO THE RESEARCH DESIGN 11

2.1 INTRODUCTION 11

2.2 PHILOSOPHICAL APPROACH TO EDUCATION AND RESEARCH 11

2.3 RESEARCH APPROACH 13

2.4 QUALITATIVE CASE-STUDY RESEARCH METHOD 14

2.5 INFORMATION GATHERING TECHNIQUES 15

2.5.1. LIBRARY SEARCH 15

2.5.2 OBSERVATIONS 15

2.5.3 INTERVIEWS 17

2.5.4 THE RESEARCH QUESTIONNAIRE 18

2.6 CLASS DISCUSSION 19

2.7 THE PARTICIPANTS AND THEIR ROLE IN THE STUDY 20

2.7.1 PARTICIPANTS IN THE FIRST CATEGORY 20

2.7.1.1 THE ROLE OF THE GRADE 12 HISTORY TUTOR 20

2.7.1.2 THE ROLE OF THE GRADE 12 ADULT LEARNERS OF HISTORY 21

2.7.1.3 THE ROLE OF THE VICE-PRINCIPAL 21

2.7.2 PARTICIPANTS IN THE SECOND CATEGORY 21

2.7.2.1 THE ROLE OF THE THREE GRADE 12 HISTORY ADULT EDUCATION TUTORS 22

2.7.2.2 THE ROLE OF THE HISTORY METHODOLOGIST 22

2.8 ANALYSIS OF DATA 23

2.9 VALIDITY ISSUES 24

2.10 GENERALISABILITY OF THE STUDY 25

2.11 LIMITATIONS OF THE RESEARCH DESIGN 26

CHAPTER THREE LITERATURE REVIEW 28

3.1 INTRODUCTION 28

3.2 THE HISTORICAL CONTEXT OF ADULT EDUCATION IN SOUTH AFRICA 29

3.3 THE PLACE AND IMPORTANCE OF HISTORY IN ADULT EDUCATION 31

3.4 PRINCIPLES OF TEACHING ADULTS 32

3.5 APPROACHES AND METHODS OF TEACHING HISTORY 36

3.6 PARTICIPATORY METHODS IN ADULT EDUCATION 43

3.7 AN OVERVIEW OF CURRICULUM 2005 56

3.8 CONCLUSION 59

CHAPTER FOUR PRESENTATION OF THE RESULTS 61

4.1 INTRODUCTION 61

4.2 INDIVIDUAL AND GROUP RESPONSES 62

4.2.1 INTERVIEWS 63

4.2.2 QUESTIONNAIRE 85

4.2.3 OBSERVATIONS 102

4.2.4. CLASS DISCUSSION 108

CHAPTER FIVE DISCUSSION OF THE FINDINGS 111

5.1 INTRODUCTION 111

5.2 WHAT THE RESEARCH INVESTIGATED 112

5.3 THE FINDINGS OF THE RESEARCH 113

5.3.1 METHODS USED TO TEACH ADULT LEARNERS HISTORY 113

5.3.2 THE EXTENT TO WHICH THE TEACHING METHODS USED BY THE TUTOR AT THE D.W.T. NTHATE ADULT EDUCATION CENTRE ARE PARTICIPATORY BY NATURE 116

5.3.3 WHAT ADULT LEARNERS THINK ABOUT THESE METHODS 117

5.3.4 THE DIFFERENCE BETWEEN ADULT AND YOUNG LEARNERS IN GRADE 12 (MATRICULATION) 120

5.3.5 THE FINDINGS ON THE IMPACT OF AGE, ABILITIES, MATURITIES AND LEVEL OF KNOWLEDGE ON ADULT LEARNING 121

5.3.6 THE MEDIUM OF INSTRUCTION 122

5.3.7 THE GRADE 12 HISTORY SYLLABUS 124

5.3.8 THE TUTOR HIMSELF 126

5.4 HOW HISTORY LESSONS AT THE D.W.T. NTHATE EDUCATION CENTRE CAN BE MADE INTERESTING 126

5.5 POSSIBLE MINIMUM ESSENTIAL GUIDELINES FOR TEACHING HISTORY TO GRADE 12 ADULT LEARNERS IN A SPECIFIC CONTEXT 131

CHAPTER SIX SUMMARY OF THE FINDINGS AND RECOMMENDATIONS 142

6.1 SUMMARY OF THE FINDINGS 142

6.2. RECOMMENDATIONS FOR FURTHER RESEARCH 145

REFERENCES 147

APPENDIX A MAPS SHOWING THE LOCATION OF THE D.W.T. NTHATE ADULT EDUCATION CENTRE 154

APPENDIX B OBSERVATION ITEMS 156

APPENDIX C INTERVIEW QUESTIONS 158

APPENDIX D QUESTIONNAIRE 160

APPENDIX E INFORMATION COPIED FROM THE SCHOOL RECORDS TO VERIFY SOME OF THE INTERVIEW INFORMATION 167

LIST OF TABLES

TABLE 1:	INTERVIEW SCHEDULE	18
TABLE 2:	THE RESEARCH DESIGN	27
TABLE 3:	SUMMARY OF ANSWERS TO QUESTIONS 1 TO 4	64
TABLE 4:	SUMMARY OF ANSWERS TO QUESTION 5	65
TABLE 5:	SUMMARY OF RESPONSES TO QUESTIONS 6 AND 7	66
TABLE 6:	SUMMARY OF RESPONSES TO QUESTIONS 8 AND 10	67
TABLE 7:	SUMMARY OF ANSWERS TO QUESTIONS 11 AND 12	68
TABLE 8:	SUMMARY OF ANSWERS TO QUESTIONS 13 AND 14	70
TABLE 9:	SUMMARY OF ANSWERS TO QUESTIONS 15 AND 16	71
TABLE 10:	SUMMARY OF ANSWERS TO QUESTIONS 17 AND 18	73
TABLE 11:	TEACHING SEXISM AND EMPATHY	74
TABLE 12:	SUMMARY OF ANSWERS TO QUESTIONS 19 AND 20	75
TABLE 13:	SUMMARY OF ANSWERS TO QUESTIONS 21 AND 22	77
TABLE 14:	SUMMARY OF ANSWERS TO QUESTIONS 1 AND 2	78
TABLE 15:	SUMMARY OF ANSWERS TO QUESTIONS 3 AND 4	79
TABLE 16:	SUMMARY OF ANSWERS TO QUESTIONS 5, 6 AND 7	79
TABLE 17:	SUMMARY OF ANSWERS TO QUESTIONS 8, 9 AND 10	80
TABLE 18:	SUMMARY OF ANSWERS TO QUESTIONS 11, 12 AND 13	80
TABLE 19:	SUMMARY OF ANSWERS TO QUESTIONS 14, 15 AND 16	81
TABLE 20:	SUMMARY OF ANSWERS TO QUESTION 17	81
TABLE 21:	SUMMARY OF ANSWERS TO QUESTION 18	82
TABLE 22:	SUMMARY OF ANSWERS TO QUESTIONS 19 AND 20	83
TABLE 23:	SUMMARY OF ANSWERS TO QUESTIONS 20 AND 21	83
TABLE 24:	SUMMARY OF ANSWERS TO QUESTION 22	84

TABLE 25:	SUMMARY OF ANSWERS TO QUESTIONS 1 AND 2	85
TABLE 26:	SUMMARY OF ANSWERS TO QUESTIONS 3 AND 4	86
TABLE 27:	SUMMARY OF ANSWERS TO QUESTION 5	87
TABLE 28:	SUMMARY OF ANSWERS TO QUESTION 6	88
TABLE 29:	SUMMARY OF ANSWERS TO QUESTION 7	89
TABLE 30:	SUMMARY OF ANSWERS TO QUESTION 8	90
TABLE 31:	SUMMARY OF ANSWERS TO QUESTION 9	91
TABLE 32:	SUMMARY OF ANSWERS TO QUESTION 10	92
TABLE 33:	SUMMARY OF ANSWERS TO QUESTIONS 11 AND 12	93
TABLE 34:	SUMMARY OF ANSWERS TO QUESTIONS 13 AND 14	94
TABLE 35:	SUMMARY OF ANSWERS TO QUESTIONS 15 AND 16	96
TABLE 36:	SUMMARY OF ANSWERS TO QUESTIONS 17 AND 18	97
TABLE 37:	SUMMARY OF ANSWERS TO QUESTION 19	99
TABLE 38:	SUMMARY OF ANSWERS TO QUESTION 20	100
TABLE 39:	SUMMARY OF ANSWERS TO QUESTION 21	101
TABLE 40:	SUMMARY OF ANSWERS TO QUESTION 21	102
TABLE 41:	SUMMARY OF ANSWERS TO QUESTIONS 1, 2 AND 3	103
TABLE 42:	SUMMARY OF ANSWERS TO QUESTIONS 4, 5 AND 6	104
TABLE 43:	SUMMARY OF ANSWERS TO QUESTIONS 7, 8 AND 9	105
TABLE 44:	SUMMARY OF ANSWERS TO QUESTIONS 10, 11 AND 12	105
TABLE 45:	SUMMARY OF ANSWERS TO QUESTIONS 13, 14 AND 15	107
TABLE 46:	A SUMMARY OF GENERAL COMMENTS MADE ON THE HISTORY CLASS	108
TABLE 47:	PROBLEMS ENCOUNTERED BY LEARNERS AND SUGGESTIONS	109
TABLE 48:	THE ROLES OF THE TUTOR AND LEARNERS DURING HISTORY LESSONS	109

ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
CCE	Centre for Continuing Education of the University of the Witwatersrand
ELP	English Literacy Project
OBE	Outcomes-Based Education
TRC	Truth and Reconciliation Commission
RAU	Randse Afrikaans Universiteit
WITS	University of the Witwatersrand

CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The issue explored in this research centres on the methods of teaching history to grade 12 adult learners at a major rural adult education centre (run by the Sisters of Mercy of the Roman Catholic Church), called D.W.T. Nthate Adult Education Centre, in the Winterveldt. This chapter explains why the issue being researched merits attention. The chapter also provides the aims of the research as well as the limitations of the study. The major themes of this research are: the historical context of adult education in South Africa; the place and importance of history in education; principles of teaching adults; approaches and methods of teaching history; participatory methods of teaching adult learners, and an overview of curriculum change in South Africa (Curriculum 2005).

1.2 BACKGROUND TO THE PROBLEM

The provision of education at grade 12 level* at the adult education centre where this study was conducted is under the South African structure of formal education. The education provided is formal in the sense that the school buildings resemble those found in a formal education system. The method of instruction and delivery of the content and administration of the examinations are the same as in the formal system. The adult learners in the adult education

*In this context a Grade 12 (adult) learner would be studying year 12 history (formerly known as Matriculation or Standard 10, being the level required to enter a South African university).

centre and the grade 12 learners in formal schools write the same external examinations (that is, the same papers).

The grade 12 history tutor in the adult education centre where this study was conducted was faced with the complex situation of teaching history to a group of 90 adult learners who were mixed in terms of age, ability, maturity and level of knowledge. Before this study was conducted the grade 12 history tutor at the centre indicated that some of the learners in his class had failed grade 12 many times at formal schools. Some learners had failed grade 12 at this adult education centre. Others had left school several years previously and then returned to complete grade 12. Only one learner is studying grade 12 for the first time. The age of the learners ranges from 18 to 40 years.

The tutor had the challenge of being the only history tutor at the centre and was faced with the task of teaching 90 adult learners. The most difficult task faced by the tutor was selecting teaching methods that are appropriate to all the members of his group as each adult learner has different needs and abilities. In order for the tutor to meet the needs of all the learners, it is important for the tutor to consider learners' differences and the best way of accommodating them in the teaching-learning process. Selecting and using appropriate teaching methods are the most important components of teaching as teaching methods are used to drive the learners and the tutors to achieve their objectives. Teaching a group of 90 different age-group learners, each having different knowledge, maturities and skills, is a challenge to any history tutor. Teaching history is especially challenging because the subject involves structured argument, based on critical analysis of information. In teaching history tutors need to ensure that all teaching helps the learners to develop the critical qualities of objectivity, fairness, tolerance and intellectual courage on which good citizenship is built.

In contrast with what the teaching of history offers, the history tutor at the adult education centre indicated that the lecture or teacher-centred approach is used when teaching the grade 12 adult learners history. This approach positions the tutor at the centre of the lesson and the learners become receivers rather than creators of knowledge. The tutor reported that the adult learners with whom he works are generally "passive by nature" and therefore they are unable to be active participants in the teaching-learning process. The question which the researcher posed of the history tutor was "how can you expect your learners to be active when you do not involve them in the teaching-learning process by using teaching methods and activities that allow participation"? In answering this question the tutor said that he had tried to involve the adult learners as active participants in the process of teaching and learning, but he had failed. That is why he had opted to revert to the traditional way of teaching.

This study focuses on this particular history tutor not because he is special, but the researcher believes that because of the old system of "Bantu education" some adult education centres continue to experience problems as the Bantu education system encouraged "traditional" teaching whereby learners were neither given an opportunity nor encouraged to think critically. Instead learners were encouraged to receive the knowledge that the tutors reproduced from textbooks. History is a subject that allows participation, especially in the classroom situation, because it involves argument, reasoning and problem-solving. In the past the teaching of history has been based on memorisation and "cramming". That is why the majority of learners view the study of history as the study of names of people, events and dates of occurrence. The researcher also realised that although the new curriculum introduced in South Africa (Curriculum 2005) encourages learner participation, some tutors are still inclined to follow the traditional way of teaching because they are not used to a learner-centred approach. The researcher realised that there is the need to develop minimum essential guidelines for teaching to help history tutors move away from

the traditional way of teaching towards a participatory way of teaching. The minimum essential guidelines are developed focusing on a specific situation in order to address the problem directly.

The adult education centre where the study was conducted is not significantly different from other adult education centres. It was chosen because of its background, which will be discussed later. The centre is situated in a rural area, and it is the only school in the area. The researcher has chosen this centre bearing in mind that perhaps there are other rural-based adult education centres which experience similar difficulties with regard to teaching adult learners history. This developed an interest in the researcher as to how the teaching of history can be made participatory in a rural adult education centre with inadequate resources in terms of teaching and learning aids.

Given the above background to the problem, this research explores the possibility of making the teaching of history more interesting and participatory to grade 12 adult learners in the context of a specific study. By finding out how history is taught in this class and by exploring a range of methods of teaching history, minimum guidelines will be produced for teaching history to grade 12 adult learners having different ages, abilities, maturities and levels of knowledge in the specific situation of inadequate resources. The study intended to show that history is an enjoyable and lively subject that can involve both the learners and tutors actively in the classroom. Even though teaching and financial resources may be limited, it is still possible to make the teaching of history interesting, participatory and effective.

1.3 THE AIMS OF THE STUDY

The aims of the proposed research were, firstly, to assess the extent to which participatory methods of teaching history to grade 12 adult learners are used in an adult education centre in Winterveldt. Secondly, this study explores the ways

and means of making the teaching of history to grade 12 adult learners more interesting and more participatory in a complex situation of different adult learners. Lastly, this research is aimed at producing minimum essential guidelines for teaching history to grade 12 adult learners in a similar context. The research is being guided by the research questions in Chapter 1.4.

1.4 RESEARCH QUESTIONS

1. What are the methods used in this adult education centre to teach history to grade 12 adult learners?
2. To what extent are these methods participatory by nature?
3. If these methods are not participatory, is there the possibility of making history teaching in a complex situation of different adult learners more interesting and more participatory?
4. Is there any difference between adult learners in grade 12 and grade 12 learners in formal schools?
5. What do adult learners think of these teaching methods?
6. What minimum essential guidelines are needed for teaching history to a specific group of grade 12 adult learners in this context?

1.5 SIGNIFICANCE OF THE STUDY

The importance of this study is that it should be seen as a study that contributes to the field of adult education, and specifically to the body of knowledge on teaching methods. Secondly, there is limited South African literature dealing specifically on the teaching of history to adult learners. Therefore, this study opens the way for further research into appropriate methods of teaching history

to adult learners in South Africa. Lastly, the minimum guidelines developed from this research for teaching history to grade 12 adult learners in the specific situation of this context will serve as a guide to all practising history tutors and open up areas for further research and development on this topic.

1.6 THE SCOPE OF THE STUDY

This study focuses on the methods of teaching history to grade 12 adult learners at the D.W.T. Nthate Adult Education Centre in a rural area called Winterveldt. The focus is specifically on the grade 12 class (the tutor, the learners and the teaching-learning process). However, this study will also involve three tutors from other adult education centres to give value to the information.

1.7 LIMITATIONS OF THE STUDY

Some of the more important limitations of this study are:

1. The researcher lacks experience in the teaching field.
2. The researcher is younger than the participants in the study.
3. The tutor who was observed is more experienced than the researcher.
4. The original plan of collecting data was to distribute the questionnaire to a group of ninety (90) history adult learners and to observe history lessons six times for different topics. Owing to various reasons explained in the research design chapter, it was impossible to carry out the original plan.
5. Sources of information may have provided the information to please the researcher or to protect themselves and the information may thus be inaccurate.

1.8 BACKGROUND AND LOCATION OF THE D.W.T. NTHATE ADULT EDUCATION CENTRE

The D.W.T. Nthate Adult Education Centre is situated in Winterveldt, in the North West Province. Winterveldt is a rural area to the North West of Pretoria, near Mabopane and Soshanguve. Maps showing the location of the D.W.T. Nthate Adult Education Centre are given in Appendix A.

1.8.1 HISTORICAL BACKGROUND OF WINTERVELDT

The historical background of Winterveldt contributes to the reasons the researcher chose this adult education centre from twenty-two (22) centres in the Mabopane circuit. Winterveldt was sold to Black people in the 1930s and it was privately owned. In the 1940s people came to Winterveldt as a result of forced removals. Others moved in to be near workplaces such as Pretoria, Johannesburg and Brits where they were not allowed to live because of the influx control regulations. Most residents in Winterveldt are from Zambia, Mozambique, Zimbabwe and areas of South Africa where violence was rife, such as Alexandra, Natal, Soweto, East Rand and Transkei. Large numbers of Winterveldt residents are there illegally and have not registered their families. As a result, thousands of Winterveldt residents have neither birth certificates nor identity documents. In the "eye of the law" they do not exist. They were unable to attend school, own a house or apply for a pension fund. These people were oppressed because the majority of them are not Tswana and they were incorporated into the former Bophuthatswana against the wishes of the Batswana. The majority of the people in Winterveldt come from deprived backgrounds where unemployment is the norm and there is little or no money [Winterveldt Community Authority, 1998].

1.8.2 D.W.T. NTHATE ADULT EDUCATION CENTRE

D.W.T. Nthate adult education centre is run by the Sisters of Mercy of the Roman Catholic Church. The Sisters of Mercy have been involved in Winterveldt activities since 1981, starting with membership of the Winterveldt Action Committee which was made up of various church denominations from the local community. Education and development were among the concerns of the committee.

In 1994, D.W.T. Nthate Adult Education Centre started a small learning centre, focusing mainly on literacy, numeracy, crafts and teaching standards 8 to 10 (grades 10 to 12). This basic education took place in a neighbouring government school, which also operated as a night school. In 1985, a plot of land was purchased with the purpose of establishing a large adult education centre.

At grade 12 level, the majority of learners are studying history. The history class in 1998 had 90 full-time adult learners and 6 part-time adult learners. This centre is the largest adult education centre in the Mabopane circuit because in 1997 the centre had 1 954 adult learners and 76 adult education tutors. In 1998 there were 968 adult learners and 62 adult education tutors. Since then, most of the tutors have been retrenched (in line with the Department of Education's right-sizing programme) and many of the learners have registered with Technikons and Technical Colleges. The rest of the adult learners are self-employed or use their skills, for example, knitting, crafts, carpentry and bricklaying, to generate an income [D.W.T. Nthate Adult Education Centre Documents, 1998].

1.9 ASSUMPTIONS OF THE STUDY

Adult learners are not passive by nature. Their role as active participants during history lessons depends on how their tutors involve them during the lesson. It also depends on the activities the tutors design for the learners and on how they

engages the learners through those activities. Since the learning abilities of adult learners may be affected by what is pre-prepared (grade 12 syllabus) for them, it is important to involve them in designing and making the pre-prepared material by conceptualising and designing learning and teaching activities and programmes. However, in the context of this study, it is very difficult for the learners to be involved because they write external examinations for which the syllabus has been pre-set.

History tutors at adult education centres may be assisted by looking at the perceptions, problems and interests of the adult learners. From these factors, the tutors may then be able to identify the causes of the problem and therefore be able to deal with it. Learners' abilities to learn, levels of knowledge, their maturities, the subject itself, the tutor himself / herself, and the learning environment are all factors that can inhibit learning.

Participatory methods of teaching history depend on the identification of the adult learners' needs to learn, and what they want to learn. This will make what they are learning more meaningful and more interesting. In this context history will be "alive" to them.

1.10 THE STRUCTURE OF THE RESEARCH REPORT

Chapter One is an introduction to the study and presents an overview of the research project. It offers an explanation of the research problem, and the aims and purpose of the study.

Chapter Two is the research design which is the vehicle of this study because it provides the important information. This chapter gives a clear account of how the research data were gathered. It describes the role of the participants in the study as well as the methods and techniques used to collect data. It also

describes the analysis of the collected data, and weaknesses and strengths of the research design.

Chapter Three provides a detailed review of the literature that relates directly to the topic of this research. Different history methods, participatory methods of teaching adult learners and different approaches have been explored. Appropriate ways of using these methods to make the teaching of history to adult learners more interesting and participatory have been explored, as well as the advantages and disadvantages of the presented teaching methods.

Chapter Four presents how the participants responded to the questions of this research. Their responses have been summarised in the form of tables.

Chapter Five presents the discussion of the results and the production of minimum guidelines for teaching history to grade 12 adult learners in this specific context.

Chapter Six contains a summary of the findings and the implications for the application of the suggested minimum essential guidelines in the classroom situation in a teaching environment with inadequate resources. It also contains recommendations for further research in the area of teaching history to adult learners in South Africa.

CHAPTER TWO
THE RESEARCH DESIGN

2.1 INTRODUCTION

The previous chapter presented an overview of the research. It offered an understanding of the background of the study, and of the value and limitations of the study. The aim of this chapter is to present the researcher's philosophical approach to education and research; the research approach; the research methods used to conduct the study as well as the techniques utilised to collect the data. This chapter also includes how the information gathered will be presented and analysed (in Chapter Four); discussed and minimum guidelines developed (in Chapter Five), and disseminated.

2.2 PHILOSOPHICAL APPROACH TO EDUCATION AND RESEARCH

Research plays an important role in education because it can reveal hidden problems. It can help to solve and avoid many everyday problems encountered in the field of education Research can develop new ideas and promote progress in education. In this study, research was used to look at the problems of teaching within the formal educational framework of adult education based on the principles of adult education.

The philosophical approach to this research is eclectic because it borrows from Liberalism, Radicalism, Progressivism and Humanism. However, this research is more strongly linked to the theoretical framework of the Progressive-

Humanistic approach. Like the Liberals, the researcher believes that history should be recognised as a valuable subject that develops the human mind. Like the Radicals, the researcher believes that people can change the environment in which they are operating, and that change can be brought by education. Looking at the problem researched by this project, the researcher believes that the tutors and the learners have the potential to change their teaching-learning process to make it meaningful to them.

The reason this research is more grounded within a Progressive-Humanistic approach is that, like the Progressivists, the researcher believes that adult learners are part of the environment and they have many valuable experiences to contribute. Therefore, their experiences should be considered in the learning process. Like the Progressive-Humanists the researcher believes that education should be learner-centred and participatory. The aim of education should be to develop adult learners through their experiences and develop their individual potential and self-actualisation.

The philosophy with regard to the history syllabus is that it should consider that adult learners are different from (younger) children. Therefore, the content should be relevant to their own experience. The researcher aligns herself with the basic assumption about the nature of knowledge outlined by Darkenwald and Merriam [1982:55]. Like these writers, the researcher believes that knowledge cannot be separated from changing experiences because knowledge is an experience which is reflected and acted upon by the learner's everyday life. The researcher believes that history is a relevant subject because it is about human life and adult learners have knowledge of the past.

The philosophy concerning education and research is that research is one of the "best" tools that can be used to solve the problems investigated by research, which are located in teaching methods. The researcher believes that the teaching methods should be chosen considering the differences between adult

learners so that the teaching method can suit their needs to learn. Some teaching methods that can be employed are self-directed learning, teamwork, problem-solving, facilitation and case-studies. The "best" teaching method is one that emerges from situation experiences, because adult learners' knowledge is based on their previous knowledge and they are guided by experience. According to Darkenwald and Merriam [1982:57] the role of the tutors in Progressive thought is in some way similar to the facilitator's role in Humanistic thought, even though there are some differences.

The researcher believes that in teaching, the tutors should serve as facilitators and should guide the teaching-learning process. The learners should not only take what the tutors have said, but they should discover and create knowledge themselves. Discovering and creating knowledge can help both the tutors and the learners become active participants in the teaching-learning process. The researcher believes that teaching history can be made more interesting, more participatory, more challenging and more meaningful if it can focus on the learners' prior experiences and needs. The teaching methods employed should recognise the learners' individual differences and find a way of involving them as active participants. This does not diminish the traditional role of tutors because other topics can be best taught through more teacher-centred expositive methods.

2.3 RESEARCH APPROACH

The approach to this educational research is interpretive. According to Maxwell [1996:59-60] an "interpretive approach" involves the researcher's interpretation of what objects, events, and situations mean to the people involved. Maxwell also indicates that this is a matter of inference from the words and actions of the participants in the situation being studied. Castle [1991:93] indicates that in an interpretive approach the desired outcome of the research is a better

understanding of what is involved in the research, for example, human experiences in a specific context. In this research the researcher investigated the methods of teaching history to grade 12 adult learners in a Sisters of Mercy adult education centre, known as the D.W.T. Nthate Adult Education Centre, in rural Winterveldt. Through the use of a questionnaire, interviews, two observations and a class discussion the researcher was able to interpret the participants' actions, words, situation and the teaching-learning process in order to develop meaning and to gain a clearer understanding of the methods used to teach history to grade 12 adult learners at this centre for adult education.

2.4 QUALITATIVE CASE-STUDY RESEARCH METHOD

The case-study method was used to conduct this research because it allows the researcher to concentrate on a specific situation. In this study the focus is on the D.W.T. Nthate Adult Education Centre in Winterveldt and specifically on the grade 12 adult learners of history. This method was chosen because it is particularly appropriate for an individual researcher, as it gives an opportunity to concentrate on one aspect of a problem to be studied in some depth within a limited time-scale. Fraenke and Wallen [1990] indicate that much can be learned from this method because it is full of reality.

The case-study method used to conduct this study is qualitative because it provided an understanding of cognition and intentions of participants in the study, and of the events, situations and actions in which they were involved.

In this research a qualitative approach has been chosen to provide the natural setting as a source of data. Fraenke and Wallen [1990:368] indicate that, in this type of research, the researcher goes directly to a particular setting in which he / she is interested to observe or to collect data. In this research the researcher spent a considerable amount of time actually in an adult education centre collecting data with the aim of establishing the methods used to teach history to

grade 12 adult learners; why those methods are used, and what the participants think of those methods.

2.5 INFORMATION GATHERING TECHNIQUES

Information gathering techniques are the tools used to collect information for the research. According to Fraenke and Wallen [1990:47] the collection of data is an extremely important part of all research endeavours, because the conclusions of the study are based on what the data revealed. In this research, the instruments used to collect information are library searches, two observations, interviews, a questionnaire and a discussion with the class. The researcher considered and selected the methods with care in order to produce acceptable results. The questions asked by the researcher during the interviews and on the questionnaire are supplementary to the research questions because the research questions alone cannot make the participants give all the information required.

2.5.1. LIBRARY SEARCH

A library search was conducted for books, reports and other documents which have a bearing on the topic under review. Only passages relating to the topic of this research were sought. The passages found were then reviewed to establish how other researchers tackled topics relating to this research. The literature is reviewed in Chapter Three.

2.5.2 OBSERVATIONS

In this research the researcher observed the activities of the grade 12 history lessons without in any way becoming a participant. That is, the researcher did not take part in the activities observed, she was only the observer. Observations

were chosen because they provide the researcher with first-hand information / a first-hand view because they enable the researcher to witness what is happening during the observation rather than relying entirely on the information gathered from the completed questionnaire and interviews.

Direct observations were used because, in most cases, they enrich and supplement the information received. Cohen and Manion [1985:20] indicate that such direct observations allow the researcher to discover unforeseen and interesting information that was not on the observation schedule. According to Mulusa [1990:129] observations are used to check information derived from other research procedures in order to minimise unavoidable biases.

In this study an observation schedule (Appendix B) was developed which was established from the questions and themes of the research. This observation schedule was organised according to sub-topics that were relevant to the themes and questions of the research.

The researcher's intention about the procedure of the observation was to observe one grade 12 history class six times with the same tutor teaching different topics. A lesson on one topic would be observed twice, so as to allow the same tutor to complete the topic. For the first and second day, the observation was to be based on a topic for which it would be reasonable to expect a high level of participation from the learners, for example, South African history. On the third and fourth day the observation was to be based on a topic for which it would be unrealistic to expect a high level of participation from the learners, for example, European history. On the fifth and sixth day the topic was to be one which was allied to the first two topics, for example, African history.

Unfortunately, the original plan did not work. The revised procedure was: one grade 12 history class was observed twice for different topics. Both the grade 12 adult education tutor and the learners at the chosen centre were observed

during their history lessons. The first topic was "War Communism in Russia" which was selected from European / General history. The second topic was "South Africa 1948-1970" which was selected from African history. The plans of observation were changed because the tutor was not prepared to allow the researcher to observe the class six times but only twice (that is, once per topic). The researcher also did not anticipate that the tutor would take only one lesson (one hour) to complete the topic. Even though observations have been regarded as a useful tool to collect data, writers such as Nisbet and Entwistle [1970:136] and Mulusa [1990:131] argue that when individuals know that they are under observation, they change their behaviour to appear more positive to the observer. In this research, the researcher explained the purpose of the research and observations to both tutors and learners.

2.5.3 INTERVIEWS

Interviews were used to gather information to enable the researcher to gain knowledge about past events which the researcher cannot gain through observations. In this research interviews were used to obtain additional information that could have been missed during the two observations. The interviews were used to probe participants' responses, motives and ideas so that issues can be developed, clarified and understood. Interviews were also used to check the accuracy of the observations and responses to the questionnaire.

In this research focused interviews were used to obtain information from the participants. Focused interviews gave the respondents an opportunity to talk about a topic of central significance. This freedom gave the researcher an opportunity to gain additional insights. A frame-work was developed consisting of the topics around which the questions of the interviews were centred. These topics are detailed in Appendix C. An interview schedule and tape recorder were used to record interviews.

Interviews were focused on observations, research questions and themes. In questioning, order was established to provide an easy relationship with the respondents. This allowed the researcher to focus the respondents who were given an opportunity to talk more about the topic during the interviews.

TABLE 1: INTERVIEW SCHEDULE

PARTICIPANT	VENUE	DATE	TIME
Tutor A	Ga-Rankuwa	08. 09.1998	16:00 - 17:30
Tutor B	Winterveldt	05.10.1998	12:00 - 14:00
Tutors C and D	Mmabatho	20.11.1998	18:00 - 19:45
Vice-Principal	Winterveldt	11.10.1998	14:00 - 15:15
Methodologist	Mmabatho	20.11.1998	10:00 - 11:45

2.5.4 THE RESEARCH QUESTIONNAIRE

A questionnaire was used as being the best tool to gather information from the twenty-two (22) grade 12 adult learners of history as it allows for a reasonable sample size. The researcher's intention was to gather information from ninety (90) grade 12 adult learners. However during the times of the observations and completion of the structured, open-ended questionnaire only twenty-two (22) adult learners were attending the class. On enquiring why so few learners were present, the response indicated that drop-outs and absenteeism were the reason for so few learners being present. A questionnaire allowed the respondents to write frank answers to sensitive issues, especially because the

questionnaire was completed anonymously. A sample of the structured, open-ended questionnaire is given in Appendix D.

A structured, open-ended questionnaire was used to gather information from the twenty-two (22) grade 12 adult learners. This technique was selected because it enabled the researcher to gather information from the adult learners without their responses being influenced by the researcher. The researcher was aware that most of the learners might not be familiar with a variety of teaching methods. Nevertheless, she asked them questions about various teaching methods because she did not want to be presumptive as these learners may have been exposed to alternative teaching methods in other subjects.

When administering the questionnaire, the researcher gave the participants an opportunity to ask questions where they did not understand. This was helpful because most of the learners did not know about some of the teaching methods and the researcher was able to explain them. The questionnaire (containing the questions cited in Appendix D) was handed to the learners after the observations. The learners sat in the classroom and completed them, returning them to the researcher on the same day. Simple and comprehensible English was used in the questionnaire, and the learners were given an opportunity to ask questions which were discussed later.

2.6 CLASS DISCUSSION

The researcher did not intend to have a class discussion, but one was conducted with the learners after they had handed in their completed questionnaire. The learners asked questions after completing the questionnaire and this led to a discussion where issues were raised with regard to history teaching methods. This was very helpful because the learners were not asked questions about the impact of the method of instruction in the teaching of

history, but this issue was raised by the learners during the discussion. The researcher used a note pad in which to record the issues and comments raised.

2.7 THE PARTICIPANTS AND THEIR ROLE IN THE STUDY

2.7.1 PARTICIPANTS IN THE FIRST CATEGORY

The grade 12 adult education history tutor from the D.W.T. Nthate Adult Education Centre, the grade 12 adult learners of history at this adult education centre and the vice-principal from the same centre, have been placed together in the first category of participants of this study because they have been viewed as the primary source of information that relates directly to the problem of this research. That is, the problem of this research centres around them. Their role in this study was to help the researcher to realise and understand the causes of the problem being researched.

2.7.1.1 THE ROLE OF THE GRADE 12 HISTORY TUTOR

The grade 12 adult education history tutor at the adult education centre was interviewed and observed on two occasions only, whilst teaching different topics. The purpose of interviewing this tutor was to gather information and views which surround the problem of the research. This tutor played a major role in the study. The tutor can be regarded as the pillar of the study because the study focused directly on the tutor's class as well as on the teaching methods used. The tutor's responses to the questions of the interview contributed significantly to the understanding of other problems relevant to this study which were not part of the research problem.

2.7.1.2 THE ROLE OF THE GRADE 12 ADULT LEARNERS OF HISTORY

The grade 12 adult learners of history have been regarded as the vital instruments of this research because they have been studied to understand the causes of the problem of the research as well as to pave the way to the solution of the problem. These learners participated by filling in a structured, open-ended questionnaire (see Appendix D) and they were also observed. Their responses as well as the results of the observations contributed greatly to this study.

The understanding and meaning of the learners' specific learning context were further developed during the class discussion with the twenty-two (22) learners, after they had submitted their completed questionnaire. This information is presented (in Chapter Four) and discussed (in Chapter Five).

2.7.1.3 THE ROLE OF THE VICE-PRINCIPAL

The vice-principal of the adult education centre was selected as one of the respondents as she had sometimes monitored the history lessons. Her role was to report on what she usually observed during history lessons based on the class visits she used to conduct during the teaching / learning process. Focused interviews were conducted with her in order to gather information with regard to the history teaching methods, as well as to provide possible solutions to the problems of the research.

2.7.2 PARTICIPANTS IN THE SECOND CATEGORY

The participants in the second category are three grade 12 adult education history tutors from two other adult education centres. These three tutors have a record of 'effective' teaching (that is, 'successful', as their learners achieved a 70 % to 100 % pass rate) of history to grade 12 adult learners. The history teaching methodologist is also included in this category. These four participants

have been grouped together in this category because they were interviewed to obtain possible solutions to the research problem.

2.7.2.1 THE ROLE OF THE THREE GRADE 12 HISTORY ADULT EDUCATION TUTORS

Unstructured interviews were conducted with three tutors of history (from two other adult education centres) who have a record of effective teaching of history to grade 12 adult learners. The purpose of interviewing these three adult education tutors was to gain information on how they achieved the best results; how they viewed the problem of the study, and what they could offer as a solution to the research problem. Their responses have contributed significantly towards understanding the root of the research problem as well as in offering possible solutions to the problem.

2.7.2.2 THE ROLE OF THE HISTORY METHODOLOGIST

The history methodologist has been regarded as a specialist in this study because he specialises in methods of teaching history to young children and he is also an adult education tutor. An unstructured interview was conducted with the methodologist. This kind of interview was chosen to give him an opportunity to explore the problem. The purpose of interviewing the history methodologist was to gain information with regard to different and appropriate methods of teaching history to adult learners. His responses and contribution to this study were invaluable and greatly appreciated.

All the participants in both categories played different roles but they shared a common goal. That is, they were all working with adults and they were all answering the research questions which centred around the methods of teaching history to grade 12 adult learners.

2.8 ANALYSIS OF DATA

According to Maykut and Morehouse [1994:121] the process of data analysis takes many forms. In this research the analysis of data took the form of a fundamentally non-mathematical analytical procedure that involved examining the meaning of peoples' words and actions. The approach of this study is interpretive because the researcher interpreted people's actions, interactions and events in order to develop new insights and create new meaning. The participants do not speak for themselves, but quotations and speakers' words have been used where they are meaningful and add interest to the results.

Tables have been used to analyse the responses from both the individuals and the groups, to show how the participants responded to the research questions. The information gathered is organised according to the research questions which relate to the themes and sub-topics that emerged from those derived from the literature review. The qualitative information is analysed according to the summary of the themes derived from the literature; summary of the interviews; summary of the responses to the questionnaire; summary of the class discussion and summary of each item on the observational schedule. Issues have been related and discussed together. Trends in the patterns of the responses, such as differences and similarities, have been indicated and interpreted.

It is intended to distribute the results of this study to some of the participants involved. The results of this research will be accessible to the tutor of history at the chosen centre. The reason for choosing this research topic is that this study is trying reduce the problems that are encountered by history tutors at adult education centres with limited resources and learners with different knowledge and abilities. It is hoped that the findings of this research will help adult education tutors of history to understand the causes of the problems they encounter and provide some ideas as to how to deal with them. Consideration

will also be given to making the results available to some of the other participants in this study, such as the history methodologist and the three other tutors who were interviewed.

The researcher has realised that the literature on the methods of teaching history, specifically to adult learners, is limited. Therefore the results of this information will be made available to other educators (for example, through the library) to offer an opportunity for further research on this topic.

2.9 VALIDITY ISSUES

- The researcher was aware of factors that would have affected the results of this study, and she tried to minimise their negative effects on the study.
- Appropriate literature was used to review themes that are related to the topic of this research.
- Audio tape was used to record interviews to ensure accuracy and completeness of information. Interview schedules consisting of the sub-themes were used to help the researcher to formulate the questions she wanted to ask.
- Detailed observational notes were made in chronological order. Even though the direct observer cannot pass unnoticed, the observer was as unobtrusive as possible so that the observed behaviour remained as close to normal as possible.
- A "structured, open-ended questionnaire" was used to obtain information from the grade 12 adult learners without leading their answers.

- Three grade 12 adult education history tutors from other centres were interviewed in order to give additional input and add value to the study because there is only one history tutor at the chosen adult education centre.

- The main problem that can arise in using an interpretive approach is that of imposing one's own interpretation on rather than understanding the perspective of the people studied and the meaning they attach to their words and actions. To avoid this problem, the researcher ensured that leading questions were not asked.

- The questions used were structured to give the participants an opportunity to reveal their own perspectives. With regard to the selection of data, the researcher tried not to jump to conclusions by presenting what has been revealed by the data collected rather than what she would like to present.

2.10 GENERALISABILITY OF THE STUDY

It is difficult to say that the findings of this study can be extended to other adult education centres or subjects. The reason is that this study was conducted in only one adult education centre and only one group of adult learners of history was observed. It is not a representative sample of a province or country. However, it may be possible that some generalisations from this research may be extended to other adult education centres, which have a problem that may be characterised by similar factors that are affecting the adult education history tutor and the teaching of history at the D.W.T. Nthate Adult Education Centre. This researcher cannot assume that identical problems occur with other subjects, but she believes it could be possible.

The reason for not extending the generalisation to other centres is that this research focused on one adult education centre, and on one subject, namely history. Therefore, it was difficult to conclude that the results can be generalised as the sample is not large enough to represent a province or South Africa. However, the results are sufficient to represent the population of the history class involved in the study at the D.W.T. Nthate Adult Education Centre because all the learners of history are taught by the same tutor (although the results are not necessarily applicable to other subjects).

2.11 LIMITATIONS OF THE RESEARCH DESIGN

Of the ninety (90) adult learners of history only twenty-two (22) learners were present during the two observations and the handing out of the questionnaire. As a result only twenty-two (22) learners participated in the study. On enquiring why so few learners were present in the class, it was indicated that absenteeism and drop-outs were the reason for the diminished number of learners in the adult education history class.

Three tutors of history from other centres were interviewed only. This creates some doubts on the accuracy of their information. The reason for not observing their lessons and handing out a questionnaire to their learners for completion was that this case-study was for one adult education centre only. Extending these methods of collecting data to other adult education centres would have changed the research into a comparative study. In most cases there are no documents to support the participants' responses. In addition, some of the learners did not complete all sections of the questionnaire. The research design is summarised in Table 2.

TABLE 2: THE RESEARCH DESIGN

THE CENTRAL AIM OF THIS STUDY EXPLORES WAYS AND MEANS OF MAKING HISTORY TEACHING TO GRADE 12 ADULT LEARNERS MORE INTERESTING AND PARTICIPATORY IN THE COMPLEX SITUATION OF DIFFERENT ADULT LEARNERS

Research Questions	Sources of Information	Research Techniques	Validity and Reliability	Method of Analysis
1. What methods are used at this adult education centre to teach history to grade 12 adult learners? 2. To what extent are these methods participatory by nature? 3. If these methods are not participatory, is there the possibility of making history teaching in a complex situation more interesting and more participatory? 4. Is there any difference between adult learners in grade 12 and the matriculation learners in formal schools? 5. What do adult learners think of these methods? 6. What minimum guidelines are needed for teaching history to a specific group of grade 12 adult learners?	1. *Participating staff* - History tutor from the chosen centre. - Three history tutors from two other adult education centres. - Vice-Principal. 2. *Participating learners* - 90 Grade 12 adult learners from the chosen centre, of whom 22 attended the history classes and completed the questionnaire. 3. *History methodologist* - University of the North West History Department. 4. *Related literature* - CCE - WITS Libraries - RAU Library	1. Qualitative case-study. 2. Library search. 3. Literature review. 4. Two observations. 5. Interviews. 6. A questionnaire. 7. Class discussion.	1. Appropriate literature. 2. Related themes. 3. The use of audio tape. 4. Observational notes. 5. Answered "structured, open-ended questionnaire". 6. Alternative interpretations.	1. Interpretive analysis 2. Qualitative analysis according to the: - literature review summary - interviews summary - questionnaire summary - observation summary - class discussion summary 3. In the form of tables 4. Differences and similarities are presented

CHAPTER THREE
LITERATURE REVIEW

3.1 INTRODUCTION

The researcher has observed that recent writings on adult education have paid more attention to adult learners and learning rather than to tutors and teaching. In this research the literature review is constructed with the purpose of exploring the possibility of making history teaching more interesting and more challenging to grade 12 adult learners. The necessity of exploring the possibility of making history teaching more interesting and participatory was guided by the fact that the history tutor at the adult education centre where this case-study is conducted pointed out that adult learners are "passive by nature". The tutor said he opted to use teacher-centred methods of tuition because when he uses learner-centred methods, the learners are "passive participants" in the class. The literature review is organised in terms of a set of conceptual themes which surround the issue of this research. The themes are ***the historical context of adult education in South Africa; the place and importance of history in education; principles of teaching adults; approaches and methods of teaching history; participatory methods of teaching adult learners,*** and ***an overview of curriculum change in South Africa (Curriculum 2005).***

The abovementioned themes have been reviewed in accordance with their relevance to the research problem and they are presented in a sequence that allows for a logical relationship between the themes. The relationship between the main themes of this research is that the researcher investigates the methods of teaching history to grade 12 adult learners, assessing the extent to which

these methods are participatory in nature and in accordance with the principles of adult teaching, and the extent to which these methods meet the demands of the new curriculum (Curriculum 2005).

3.2 THE HISTORICAL CONTEXT OF ADULT EDUCATION IN SOUTH AFRICA

According to Horrell [1964:111] during 1951 the Department of Education, which was responsible for adult education in South Africa, decided to refuse grants-in-aid to new classes for Africans. Before 1951 this department was responsible for adult education for members of all racial groups.

In 1953 the South African government under the apartheid system introduced Bantu Education. The Bantu Education Act of 1953 brought about changes which affected the provision of all aspects of the education of Blacks, including the formal education of adults. de Vries [1989:4] indicates that because of the Bantu Education system, it became illegal to operate a school that was not registered with the Department of Bantu Education. Effectively this placed the control of non-formal education in the hands of the Department of Bantu Education, as all adult classes irrespective of their size and source of funds were subject to this ruling. This does not mean that there was no provision of adult education prior to that date but that date is a watershed which delineates the state's attempt to gain control of the provision of adult education.

In 1955 the Native Affairs Department took over the administration of African night schools. Horrell [1964:115] indicated that the person in control of an adult school had to be a White person. Night schools were not subsidised by the government and, therefore, the school managers were responsible for financing the classes.

The past policies of the apartheid system in South Africa fragmented education into different ethnic and racial sub-systems with unequal allocation of resources between Blacks and Whites. This, according to the Department of Education [1998:3], resulted in poor education in black schools and the condemnation of millions of adults to illiteracy which effectively limited the intellectual and cultural development of South Africa. The Department of Education [1995:5] further indicates that the apartheid system denied many people access to education and that learners were not encouraged to come up with new ideas and to take control of their learning situations and lives. Adult learners who were affected by this Bantu Education were largely those involved in "second chance" forms of schooling.

Horrell [1964:116] pointed out that educators of adults had to teach for several terms without any pay and, as a result, large numbers of teachers drifted away. Many schools were forced to close because of lack of educators. With regard to the syllabus Horrell [1964:116] indicated that there was no emphasis on rural conditions, tribal background and practical subjects for Blacks. The time allocated to the official languages and arithmetic was inadequate. With regard to books and other school equipment the writer also indicated that there was a serious shortage of equipment for classes in practical subjects, and library grants were pathetically inadequate. This educational system did not encourage or motivate educators and learners to be active participants in the teaching and learning environment and, as a result, there was a drop-out problem.

The English Literacy Project [1994:03] observed that millions of adults in South Africa need a basic education which will equip them (as adults) for a variety of life and work roles, and that for this education they should receive formal and recognised qualifications. On this note the Department of Education [1995:05] pointed out that their aim is to give adult learners a "second chance" to gain information, skills and experience necessary to develop their own lives and their own country. However, the English Literacy Project argued that the

financial and infrastructural resources that the national education system can provide for setting up and administering an Adult Basic Education (ABE) system will always be inadequate.

3.3 THE PLACE AND IMPORTANCE OF HISTORY IN ADULT EDUCATION

The role of the study of history in the facilitation of adult learning and its role as a subject of learning have been questioned and researched by many researchers. Mays [1974:1], Burston and Green. [1962:3] and Brown and Okedera [1981] believe that history has a place and an important role in education. Burston and Green [1962:3] regard history as a body of knowledge which the ordinary adult should acquire to enrich the mind. They regard history as valuable if applied to modern problems and the development of thinking about life and human nature. Mays [1974:112] indicates that history is a subject that can be more readily integrated with other subjects than most. The writer further indicates that its subject matter is so vast that it can encompass any other discipline, and it has something to offer them all. It is believed that studying history develops reasoning skills, interpretation, evaluation and analysing skills.

Mays [1974], Burston and Green [1962] and Brown and Okedera [1981] point out that history not only supplies data, but can contribute useful methods of study as well. It also helps in the understanding of time-scales, the understanding of causal relations, the framing of appropriate questions, the marshalling of interrelated facts, and the weighing of oral and written evidence.

According to Reeves [1980:3] nations and not only individuals can learn from the mistakes of history. Reeves believes that the experience of history is an essential element in the nourishment of the next generation. The value of history is that it teaches what man has done and thus what is man. Reeves [1980:42]

suggests that history should be an education in relation to power because it questions why things happened and why things are what they are.

The discipline of history according to Brown and Okedera [1981:164] can be used to illuminate the development of ideas about adult learning in different parts of the world. It can be used to examine similarities and differences in cultural and national backgrounds and to highlight models or forms which were important in the original development of adult education systems.

Peterson [1965:107] argued that if the study of history is pursued with understanding and therefore necessarily in a fairly limited field, it will help to develop the learner's capacity for interpreting and even judging human motives. This will also develop in learners some understanding not only of historical events as they are inter-related but also of the historian's art or technique.

3.4 PRINCIPLES OF TEACHING ADULTS

The aim of reviewing this theme is to look at what adult education principles say about the teaching of adults. This will provide a clear understanding of the principles of teaching adults, and will also help the researcher to understand whether or not the teaching methods used at the D.W.T. Nthate Adult Education Centre to teach grade 12 adult learners history are in accordance with the principles of teaching adults. In order to understand the principles of adult education it is important to have a clear understanding of the principles of adult learning. According to Brookfield [1986:26] the principles of adult learning that should be taken into consideration when teaching adult learners are that learning should be problem-centred; learning should be experience-centred, and the goals should be set and pursued by the learners.

Knowles [1990:67] emphasises that adult learners should be active, rather than passive learners. The writer says reinforcement is important in motivating adult

learners. In order for the learners to cope well, tutors should develop a habit of recapitulating what they are teaching in order to help the learners acquire good listening and memorisation skills. In adult learning immediate feedback should be provided.

Writers such as Brookfield [1986], Walkin [1990], Jarvis [1995], Rogers [1996] and others are in favour of applying the principles of adult teaching. These authors opine that is important to apply the principles of adult education when teaching adult learners because this will help their tutors to understand how the underlying principles of adult education, adult learning and teaching strategies can be applied in their work.

The writers suggest that tutors of adult education should consider the nature of the learners they have in order to select appropriate methods of instruction. That is, they should be aware of the abilities ages, maturities and knowledge of the adult learners to be taught, because each adult learner / group of adult learners is different. Therefore, when choosing appropriate methods of teaching adult learners, tutors should try to select the methods that will best meet the needs of the different learners. This can be done by assessing the needs of the learners and involving them in designing learning programmes and activities.

Knowles [1990:85] indicates that the learning environment should be characterised by a friendly and informal climate, physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression and acceptance of differences. According to Knowles, tutors should help the learners become acquainted with one another and should establish the type of social situation that is most conducive to adult learning. This can be achieved by ensuring that the physical conditions in the classroom are favourable. The arrangement of chairs, tables and equipment should take into consideration the comfort of the learners and the relationship among them.

The learners should be encouraged to participate and accept some responsibility for the learning process, because the more the learners take part in the learning process, the more they learn. Knowles [1990:87] opines that active participation and a sense of responsibility increases the learners' enjoyment of the process. The writer indicates that tutors should involve learners in developing the criteria and methods for measuring progress towards the learning objectives, and that they should help the learners to develop and apply procedures for self-evaluation by these criteria.

The principles of teaching adults emphasise that the learners should be encouraged to learn at their own pace. In this regard the emphasis is on individual differences. Knowles [1990:85] suggests that tutors should accept each learner as person of worth and respect his / her feelings and ideas. Tutors should seek to build a relationship of mutual trust and helpfulness among the learners by encouraging co-operative activities and refraining from inducing competitiveness and judgementalness. Knowles further suggests that the learners should be involved in the process of formulating the learning objectives in which the needs of the learners, methods of instruction, tutors, subject matter and the learners' cultures are taken into account. The tutors should share their thinking about options available regarding the designing and selection of materials, the methods of tuition and the involvement of the learners in deciding on these options jointly. On this note the tutors' task is to help the learners to organise themselves (into project groups, learning-teaching groups, independent study, etc.) in order to share responsibility in the process of mutual enquiry.

RECOGNITION OF PRIOR EXPERIENCE

Many writers in the field of adult education emphasise the recognition of prior knowledge. Adult education tutors are advised to understand that adult learners value themselves and see themselves as people who already have certain skills

and knowledge to contribute to their own education. Therefore, teaching methods should be relevant to their prior experience. According to White [1996:10] the theory underpinning this theme is the notion that what people enjoy and believe is often determined by what people do, how well they do it, and the way they spend their time. Many of the things that they do are sources from which they acquire skills and areas of knowledge.

The recognition of prior learning is seen by Knowles [1990:86] as being of great importance in the teaching of adults. Knowles believes that adults learn by associating a new experience with a previous experience and, therefore, the tutors should encourage their learners to exploit their own experiences as resources for learning. The writer also indicated that this approach would help the tutors to gear the presentation of their own resources to the level of experiences of their particular learners. By doing this, Knowles [1990:87] says that the learners will be able to apply new learning to their experiences, and thus make learning more meaningful and integrated. Jarvis [1995:103] and Rogers [1996:60] observed that adult learners are in a continuing process of growth, not at the start of a process. They come to educational processes with intentions and they bring expectations about the learning process. The writers indicate that adult learners have competing interests and they already have their own set patterns of learning. However, the tutors should be aware that some adult learners will bring a good deal of experience and knowledge whilst others might bring substantially less.

Jarvis [1995:103] concluded that in order to use adults' prior experience as a source of knowledge, adult educatic tutors as well as adult learners should structure the process of teachir and learning together so that the content, activities and methods may be relevant to their need to learn. It is important for the tutors to make sure that what is being taught is relevant to the learners' experiences because, as Daines and Graham [1988:06] indicate, new ideas are sometimes difficult to grasp.

Adults expect tutors to approach teaching in a professional manner and they also expect to be treated as adults. That is, the tutors should be aware that the importance of self-estimates of ability, self-concepts and self-perceptions in learners' approaches to learning cannot be underestimated. These principles should not be used in isolation but when considering the nature of the group a tutor is teaching.

3.5 APPROACHES AND METHODS OF TEACHING HISTORY

Leinhardt *et al.* [1994:213] indicate that in teaching and learning history, tutors and learners establish the relative emphasis of the causal relationships among events, the story of people, the system of the social structures and the institutions, qualitative analysis of the patterns of movements or production, and the themes of human struggle and development. That is why Burston and Green [1962:1] argued that teaching is not simply a relationship between a tutor and learners but it is to be seen as a threefold relationship between teacher, subject and skill, and learners.

In teaching history Rogers [1993:215] suggests that the tutors need to discover what the learners know about the subject matter; to explore how the learners feel about history; what they perceive as its value to them, and the way they perceive its relevance and significance to their lives. The tutors should be aware that adult learners are old enough to see time in depth and use their own experience to interpret past events. Brown and Okedera (1981:164) argued that not all adults are historically minded, but in general they have enough experience to provide at least a starting point for history studies. The teaching of history should be learner-centred and the content should be relevant to the learners. According to Jones [1973:37] the tutor's intention is to generate some historical thinking to arouse learners' interests and that the tutor's essential skills in teaching history are the ability to use documentary evidence.

Rogers [1996] believes that in teaching history tutors should relate history to the present to make it meaningful and real to the learners. For example, a local history tutor can treat the learners as local historians rather than simply listeners or readers who benefit from the work and knowledge of others but who are excluded from finding out new knowledge by and for themselves. What has been observed by Peterson [1965:108] is that too many history tutors talk too much because they concentrate more on the material than on the way it should be presented. Chaffer and Taylor [1975:56] also suggest that tutors should be aware that history teaching methods, thinking and attitudes are more important than facts, and should try to bring history to the present.

According to Brown and Okedera [1981:165] an adult education class in history can find great satisfaction and add to human knowledge by accumulating material for a history of their locality or of the dominant local crop, or of the factory in which they work. They have their own collective knowledge as a starting point. The writers indicate that this sort of adult education research project has been tried successfully in East Africa.

Effective procedures for teaching have been presented by McDonald and Nelson [1978:163] as the teachers' effort in helping the learners to understand the interpretation of man's role in today's society because it is important to study the historical relationships of the past and present. Tutors should also provide the learners opportunities to study about people of different races, religion and cultures in all parts of the world and in every historical period, and to appreciate their contribution to the development of civilisation.

When supporting the notion that history has a great value in education, McDonald and Nelson [1978:163] argued that, as a subject, history is not primarily concerned with the intentions and actions of human beings and the ways in which these purposes interact and influence each other. In making history an active, rational subject, the writers believe that the understanding of

the importance of empathy as a dimension of every history topic and situation would do a great deal to underline the humane quality of history as a subject

Netherton [1993:5] is in favour of applying the principles of teaching adults in the teaching of history. Like the principles of adult teaching he believes that learners like to have something to show for the work they have covered in history, and questions and activities are ideal to achieve this. The questions and activities should be designed to be genuinely accessible to all abilities. The activities of history learners are to organise their historical ideas and findings; to ask their own questions; to collect and record information, and to present their results using a range of different techniques.

According to Brophy and van Siedright [1997:24] the image of good history teaching is one that is grounded in subject matter. The writers believe that it is a disciplinary concept of history teaching that presupposes that one major goal for teaching history is the communication of historical knowledge, that is, the central facts, concepts and ideas of the discipline - and the nature of the methods employed by historians, for example, the role played by interpretation and narration.

Gordon [1996:31] pointed out that perhaps the point which emerges most clearly from his investigation of teaching methods is that teaching methods need as much attention as teaching content. He says that tutors may have exciting syllabuses dealing with recent and world history; tutors may issue the glossiest and latest textbooks, but all this can achieve no more than the most reactionary of courses if the teaching methods used fail to illuminate. It is observed that tutors are still wedded to techniques which tend to deaden rather than inspire, and as long as they believe that learners should be told rather than discover for themselves there is little possibility for uncovering the learners' potential for creative and divergent thought.

Gordon [1996:48-9] suggests that the move to empower history teachers by giving them a real stake in the training of future recruits may be one way of ensuring the survival of history in schools. The learners and the tutors should work together in constructing history and making sense of the past.

METHODS AND SKILLS OF TEACHING HISTORY

History writers such as Peterson [1965] and Lomas [1993] suggest the following methods of teaching history:

The ***oral method*** has been suggested as an effective method that can be used to teach history. This method is the use of questions and answers. Peterson [1965:108] indicates that the oral method encourages the learners to exercise their minds by using or remembering what has been taught. This can be done during and after the presentation of the lesson.

Lomas [1993:14] favours the ***simulation method***. According to the writer, this method enables the learners to make decisions by integrating factual knowledge with the practice of new skills. The decisions made by the learners in the simulation can be linked to the discussion of historical events and situations. In simulations the learners should be allocated enough time so that they can test their own views.

Another method suggested by Peterson [1965:105] is ***note-making***. The writer indicates that note-making by learners is a method that can be used by the tutors to encourage their learners to be active participants in their work. The writer has suggested that notes should be prepared by the learners themselves in advance on the basis of a plan prepared by the tutor, and perhaps guided by the duplicated summary which has been explained and understood beforehand. Abbott [1996:67] supports that note-making is essential because notes are aids to concentration, comprehension and memory and they enable the learners to

express, organise and control information and ideas. The tutors need to show their learners how to make notes from sources so that their notes can be accurate because they are among the key components from which the learners construct written and oral assignments and exam answers. Notes should be easy to trace back to their source and be written in learners' own words.

The ***classroom discussion*** method has been indicated by Peterson [1965:105] as an effective method of teaching history. The writer says that the class discussion method encourages the learners' participation and leaves enough opportunities for them to use their initiative. By using this method, other opinions are encouraged. The discussion should be controlled by the tutor to ensure that some learners do not dominate the discussion.

Case-studies can also be used to teach history because they are very effective in involving learners in their work. According to Peterson [1965] this method presents different groups / individuals with different interpretations and allows discussion and debate to ensue.

HISTORICAL INTELLECTUAL TEACHING SKILLS

The following historical intellectual teaching skills have been regarded by Gunning [1978] as very effective in teaching history. ***Translation*** is a skill that can be incorporated into the note-making method. Here the learners can be asked to summarise a chapter of a textbook or write an historical passage in their own words. This skill is used to test the learners' comprehension. The ***interpretation*** skill is used to ask the learners to explain what is happening in a cartoon or picture. ***Closed questioning*** of pictures is often regarded as a useful device that can be used to foster learners' understanding. In history ***evaluation*** can be used to make or communicate judgement, based on historical evidence.

The following intellectual skills have been regarded by Lomas [1993] as being of importance in teaching history. ***Detective work*** can be used by asking the learners to use evidence to explain events. The follow-up work can involve discussion where facts are connected to the historical situation which would obviously be of importance. ***Factors and facts*** may be used by the learners to identify causes and consequences.

HISTORICAL TEACHING SKILLS

Manyane [1996:10] pointed out that historical teaching skills are important in the teaching of history because when approached in a professional manner they can make history teaching more exciting and real to the adult learners. When presenting his lecture, Manyane [1996] indicated that there is a link between the following historical skills: controversy, historical evidence, time, chronology, causes, consequences and sexism. The relationship or the link between these skills is that given a passage about a past event, the learners can learn why this event happened (causes); what were the results (consequences); when did it happen (time), and which small events led to this big event (chronology). This task may lead to argument (controversy) between the learner and the learner's peers and everyone will use proof (historical evidence) to support his / her argument. One realises that most of the historical passages about past events present males' points of view. Learners may also argue about "why events are always presented from a male's point of view" (sexism). By looking at this example one can see that it is possible to make history interesting, real, meaningful and participatory to adult learners.

Simply, ***controversy*** refers to a discussion or debate on a topic about which people disagree or argue. ***Evidence*** in history may refer to any information which answers the questions of the historian. That is, evidence is used to back up one's argument or story. The relationship between "evidence" and

"controversy" is that evidence can be used to support controversy in order to settle the dispute. We know that disagreement in a debate needs evidence to support argument.

Controversial issues and the use of historical evidence can increase the adult learner's critical skills and their attitude towards history. The use of these skills will help the learners to learn not only about past events as they happened but they will be able to question and obtain answers to the questions "why", "how" and "what". They will be able to differentiate facts from opinions and learn not to accept statements without having proof (historical evidence). In history there is often disagreement but if the tutors can teach their learners that there is seldom a single, correct answer to some of the questions in history (because sometimes people can twist evidence), and as long as they can support their answers with clear, relevant and reliable evidence, their answers would be acceptable.

Time in history is usually taught in terms of years. ***Chronology*** is the ordering of events in such a way that the earliest events are presented first and the most recent ones are presented last. These two skills can be taught by giving the learners chronologically mixed up events and asking the learners to arrange them in chronological order. Mostly the ordering of events will be guided by the years in which the events occurred.

Causes refers to the factors that led to a thing or event taking place and ***consequences*** refer to the results of the event. These can be taught by asking the learners to give causes that lead up to an event, or to give the results of an event or to match the causes and results of an event.

History is full of male points of view. By teaching ***sexism*** in history learners will learn about gender inequality, sex bias and sex discrimination. This will help the learners to discuss change in society, continuity and time. For example, looking

at South Africa today, the learners will understand why the government is trying hard to promote the role of women in the country. The tutor may ask the learners to give examples of past events which discriminated against women and the situation in their own communities [Manyane, 1996].

3.6 PARTICIPATORY METHODS IN ADULT EDUCATION

Participatory methods of education have been explained by Rogers [1996:123] in terms of an interaction between the tutors and the learners; and also between one learner and another. These methods are said to be learner-centred as they put the learner at the forefront of the teaching and learning process. According to Walkin [1990:31] the term "learner-centred" learning describes learning situations in which learners are expected, within reasonable limits, to take responsibility for identifying and agreeing objectives; planning and implementing their own learning activities, and appraising learning outcomes with the tutor.

Behr [1977] also indicates that in a learner-centred teaching method more attention is given to individual and group work, where the learners are required under guidance to seek solutions to problems, and where they are stimulated to produce and develop their own ideas. Significant emphasis is placed on learner-centred activities, especially those in which the learner participants engage with the tutor and with the material.

The Department of Education [1997:39] refers to the process of teaching and learning in adult basic education as the development of transferable thinking and learning skills, and of a broad conceptual base as a foundation for critical thinking, problem-posing and problem-solving which can only be achieved if "empowering", if "participatory", and if "learner-centred" methods are used.

According to Rogers [1996:234] the question of "participation" is not just a matter of what the learners in the classes and learning groups do in the process

of learning, but it is also about getting others to take advantage of the learning opportunities on offer. This will lead to an experiment on new approaches to the subject-matter that will be more appropriate to different groups of learners, with restructuring the content and methods, to try to overcome the barriers that still exist in all societies. However, Rogers [1996:193] argues that participatory methods of teaching do not mean that the traditional instructional activities are inappropriate to a teacher, but that the teacher needs both types of skills, depending on the topic of the lesson.

ACTION STRATEGIES

Seaman and Fellenz [1989:93] are in favour of ***simulation games*** because simulation games arouse the interest of participants and enhance their involvement in learning activities. These writers believe that learning for adults involves change and that change is usually risky. A simulated situation provide a safe environment in which to test newly formed insights or conclusions. However, Jarvis [1995:128] argues that simulation games are difficult to play in some instances and it is hard to evaluate their effectiveness. Another disadvantage of this method is that passive learners might not participate.

"***Role play***, as an effective educational strategy is particularly effective in helping participants understand the motivation behind their own behaviour and that of others plus the emotions that can be aroused by such behaviour" [Seaman and Fellenz, 1989:101]. According to these writers, role play encourages learner participation; it is often fun; it promotes reflection on interpersonal skill, and is conducive to demonstrating principles that may be difficult for the group to understand.

Case-studies are process-centred rather than content-centred. They tend to involve learners in the learning process. According to Seaman and Fellenz [1989:112] case-studies develop and sharpen problem-solving skills; promote

independent study; provide ways of gaining insight into one's own way of viewing reality and making decisions, and are valuable in evaluating what has been learnt by the learners. Jarvis [1995:127] also supports the view that case-studies allow the learners to learn by doing and by using practical methods. Seaman and Fellenz [1989] emphasise that tutors should ensure that the learners see the case-study as a problem because if it does not appear meaningful to the learners, it may be difficult for them to put more effort into the analysis of their case.

PRESENTATION STRATEGIES

Presentation strategies relate more to "telling". In some situations these strategies foster effective adult learning. In using these methods of tuition, the successful tutor should simply know when and how to use them correctly.

Kahler *et al.* [1985:79] refer to the ***lecture method*** as a quick way to present material. This method makes use of notes and it can move from one thought to the next in a logical fashion. This method can also be made more effective by the use of visual aids and printed materials. When criticising this method, Jarvis [1995:118-9] argued that the lecture method can be less effective because tutors may use this method to complete a lesson without ensuring that the learners learn something. Seaman and Fellenz [1989] indicate that the lecture method of teaching can be made effective if the content fits the available time; the tutors vary the mode of presentation; use appropriate examples and visual materials; follow a logical sequence; use illustrations; provide opportunities to ask questions, and provide an appropriate ending.

"A ***debate*** is a structured discussion during which two sides of an issue are presented and argued by two or more individuals within a given time period" [Seaman and Fellenz, 1989:65]. According to Jarvis [1995:123] "a debate is a useful method of presenting the learners with sharply constructing viewpoints

and demonstrating how the presented opinions can be analysed and assessed". The writer stressed that the tutors should ensure that the learners understand and research the topic. On this note the learners should only present important facts to strengthen their position. Even though Seaman and Fellenz [1989] support the view that learning occurs more easily from debates, the writers argue that the debate method of teaching is not for everyone but, when used properly, it can be an effective strategy for adult learners.

Jarvis [1995:126] refers to the ***interview method*** as an effective method of teaching adult learners because it helps in clarifying issues; the provision of information; exploring and analysing problems and can even stimulate interest in a topic. The writer indicated that through an interview knowledge can be communicated more effectively than when presenting a lecture because interviews help to articulate an idea in response to direct and relevant questions. Seaman and Fellenz [1989:71] opine that interviews accommodate a variety of content and can also be used to clarify issues and develop interest in a topic through the knowledge and the enthusiasm of the resource person. However, the writers warn that if the tutors do not possess interview skills, some important information may be omitted if the correct questions are not asked.

INTERACTION STRATEGIES

Group discussion is regarded by Kahler *et al.* [1985:88] as a method that gives each learner an opportunity to present a personal viewpoint. Group discussions force each learner to think clearly and come to a definite decision. One of the most important values of the discussion method in adult education is that it provides a co-operative means of bringing together facts and opinions. When using this method the tutors should consider the responsibility of the group leader, desirable physical arrangements and the extent and nature of the members of the group. Jarvis [1995:124] indicates that what is important is for

the teacher to select a topic in conjunction with the learners. The tutor should make sure that a few learners do not dominate the group.

According to Jarvis [1995:124] the ***fish-bowl*** technique is a useful discussion tool which allows the participation of as many people in a group as possible to discuss their views on a topic. The fish-bowl technique is best used in a room large enough to accommodate all the members of the group in a circle. Jarvis recommends that the size of the group should be limited to a maximum of twenty participants. Seaman and Fellenz [1989] believe that this strategy provides immediate feedback and that it can be used effectively if the task is understood well by the adult learners.

A ***buzz group*** is a group of two to six learners. Jarvis [1995:123] regards this method as a useful technique to use in conjunction with the lecture method, especially to help divide the session and retain student concentration. When criticising this method Seaman and Fellenz [1989] say that some learners may be threatened by the implied expectation of them to hold discussions with people they do not know well.

Brain-storming is a form of creative thinking. Jarvis [1995:123] explains brain-storming as an intensive discussion where ideas are produced and potential solutions are offered to a problem. The writer suggests that when using this method tutors should ensure that there are no criticisms of others' ideas because criticisms may lead to inhibitions in the learners contributing to the topic of discussion. When criticising this method Seaman and Fellenz. [1989:134] argue that "the brain-storming method has no quality control and that it is usually undirected".

No matter which interactive discussion method is selected, time should always be allowed afterwards for the tutor / facilitator to recapitulate and summarise what was discussed and the outcomes.

APPROACHES TO ADULT TEACHING

It is not wise to look at participatory methods of teaching adults without looking at how to approach these methods, how to select them and how to apply them in the learning situation. Therefore, approaches to these methods and strategies for using them will be reviewed in depth.

According to Rogers [1996:234] teaching adults is not a question of "selling" something. Rather it is a matter of setting up a programme of activities, study and practice, encouraging and enabling the learners' to join in. The learners should do the work and arrive at the goal. Rogers indicates that tutors cannot introduce changes in learning - only the learners can do this. The writer agues that the learners need to be actively involved in their own learning because they need to achieve something regularly in order to build up and maintain a sense of success.

Daines and Graham [1988:7] warn that planning and preparation are prerequisites for teaching an event, before, during and after the event. There are no shortcuts. Adult education tutors who neglect to carry out these requirements invite "classroom disaster". Tutors need to analyse what it is that learners are to achieve and for what purpose. They should realise that adult learners' opinions are an important part of the process. From such analyses, tutors will be able to identify what they will need to teach, what methods to employ and what equipment and materials to use.

When tutors start to plan a lesson, they need to make decisions about the methods that can be employed to meet the identified objectives, and handle the content with which they wish to deal. The methods to be chosen should suit the nature of the group and individuals who are to be taught, to utilise the resources they have as well as to fit the environment. According to Rogers [1996:51] it is important for adult education tutors to consider the general characteristics of adult learners. The writer indicates that the learners' differences will help the

tutors to become more conscious of what they are doing when they draw up a profile of their learners, to see which items do not apply to a particular group and to identify other characteristics specified on their teaching context. It seems that adults change and develop mainly by experience and by the exercise of abilities.

Rogers [1996:198] also observed that groups of adults comprise a wide range of variables in terms of age, existing knowledge, skills, attitudes, maturities, learning abilities, and experience and willingness to learn from that experience. This situation of mixed abilities can be regarded as an advantage because it widens the teaching opportunities for tutors.

To support Rogers [1996], Walkin [1990:29] indicates that it was concluded that individual differences in adults' learning styles, abilities and needs would inevitably create a need for teachers to apply a range of teaching strategies according to the nature of the class being taught. The writers indicate that the objective here is not to make all learners alike, not to bring them all up to the same 'high' standard, but to enable them to get the best out of themselves, each at their own level. Knowles [1950: 32] also opines that provision should be made for individual differences.

Walkin [1990:323] and Rogers [1996:193-4] stress the importance of the role of attitudes of both the tutors and learners in the teaching-learning process. These writers believe that tutors should be aware of their attitudes towards the learners' while learning and their sensitivity. The tutors should support attitudes of flexibility and innovation. It has been realised that academic success depends on a co-operative attitude from the learners and on the attitude, style, personality, awareness and sensitivity of the teacher, together with knowledge of and skill in using teaching methods which promote learners' involvement.

The International Bureau of Education [1993:01] emphasises that it is important to use attitudes and knowledge of the learners as the point of departure for the

learning process, and that different methods of teaching should be used to tap into and make use of what is already known. In order to achieve this, Zietsman [1998:40] pointed out that the tutors will require specific skills to relate teaching methods to the learners' personal experience. Daines and Graham [1988:9] indicate that teaching methods may be determined by the structure and content of the subject, and partly by the fact that certain teaching methods are particularly effective in helping students learn and achieve. Rogers [1996:179] supports that methods and content together make up the curriculum. The writer believes that it is the curriculum that brings the content and teaching methods of the subjects close together. But the link between teaching methods and the content of the teaching-learning encounter also depends upon the approach that tutors adopt towards their subjects.

The selection of suitable teaching methods demands that tutors should investigate a number of questions. In order for the tutors to make appropriate decisions about their teaching methods, Stephens and Roderick [1974:15] and Daines and Graham [1988:09] suggest that tutors should ask themselves the following questions:

- What is expected from the class by both the tutor and the learners?
- What teaching methods can the educator use which will motivate and encourage adult learners to learn?
- Are these teaching methods appropriate for the subject the educator wants to teach?
- Will they [illegible]mbers of this particular group?
- W[illegible]ethods selected be effective in helping the memb[illegible]oup to learn and achieve?

- Do these teaching methods take into account the factors which affect adult learning?
- What can the educator do to ensure that the teaching methods will be effective?
- What are the specific management issues which will arise from using these teaching methods with this particular group?
- Does the educator have the necessary skills to implement and manage the teaching methods he / she has chosen?
- Is the educator happy to use these teaching methods?
- Do they suit his / her style of teaching?
- Has the educator asked the group which teaching methods it prefers?

Rogers [1996:187] indicates that tutors need to think about and identify different teaching methods, to experiment with them and to select those that seem to suit the tutor and the learner participants for each particular purpose. The tutor should test whether the selected teaching method fits the students' learning practices and, if not, choose another one. The writer indicates the determination of the approach most appropriate to the particular teaching-learning situation depends on a number of factors, such as the:

- area(s) of learning involved (whether it is primary skills, knowledge, understanding or attitudes),
- need to engage the learners actively in the process of learning,
- learning styles of the students participating (that is, how the learners learn),

- demands of the subject itself and the availability of resources.

Decisions on all these matters can and should often be taken jointly by learners and tutors, rather than by tutors alone.

By structuring the process of teaching and learning, tutors and learners should be able to make the learning process relevant to the theory problems and needs that created the desire or need to learn. Jarvis [1995:109] pointed out that this will help tutors to be flexible and to adopt teaching styles relevant to the teaching and learning transaction. What has been realised is that adult learners have developed their own learning styles. Therefore, tutors should realise that different learning styles exist, and they should encourage the learners to develop effective and efficient learning.

According to Knowles [1950:32] the methods of instruction should be varied. A good tutor is skilful in using all teaching methods, varying them according to the needs of the learners and the subject matter being taught. This helps to maintain interest, stimulate learners' participation and meet individual differences. The Directorate of Adult Education and Training [1997:60] also suggests that instructional methods should be specified and should be appropriate to the subject matter to be taught. Teaching methods and techniques of instruction should be appropriate for the size and ability of the group.

Rogers [1996:194] mentioned that tutors need to develop their teaching skills in order to enable them to make use of a greater selection of teaching-learning strategies and the effective use of learning resources. Tutors should also develop their subject knowledge and subject teaching skills to become and remain competent in the subject matter of the course. Walkin [1990:52] advocates that skill is needed in identifying and classifying those methods that

could be of use to the individual tutor and learners, and in evaluating the outcomes achieved.

Tema [1997:06] suggests that it is important to stress that every teaching method or approach has inherent dangers and needs careful handling. The writer indicates that, under certain circumstances, teacher-focused teaching may inhibit learning. Therefore, tutors need to exercise professional judgement when selecting a teaching approach to suit a learning activity. To achieve this Hutton [1992:104] suggests that when devising schemes of work it is important to set aims and objectives in the appropriate context and match teaching methods to content and learners' needs. Hutton argues that it is impossible to have a neutral method of tuition because methodology is a partly question of technique and partly a question of ideology.

THE ROLE OF ADULT EDUCATION TUTORS

Tema [1997:07] pointed out that tutors, as facilitators, should coach the learners towards achievement of the set outcomes. The tutors should coach the learners like a soccer coach does because a soccer coach does not offer the same coaching to all the players in the team. That is, he meets the needs of individual players. The coach does not play the game on behalf of the players but attempts to get each player to improve his / her skills. Therefore, the tutors' role is also to recognise individuals' needs.

The role of an adult education tutor is to provide opportunities for adult learners to reflect upon incorrect knowledge so that they can correct it for themselves, where possible. Tutors should promote active learning and interactive approaches, collaboration and co-operation, and reflective learning strategies. According to Zietsman [1998:40] as "role models", rather than "givers of information", tutors will need to implement a new framework for making teaching material "come alive" for learners.

Jarvis [1995:111] indicates that tutors should seek to create an awareness of a specific need in the learners to confront them, or to provide them with an experience and encourage reflection upon it. The writer maintains that tutors should not channel the learners' work along a path that suits the tutor's purpose rather than that of the learners themselves.

THE ROLE OF ADULT LEARNERS

Many writers in the field of adult education believe that adult learners should take part in designing learning programmes and activities. Castle [1991:200] believes that the syllabus should begin with the learners' choice of a topic. This will help the learners to realise their needs and desire to learn because they will be responsible for their own learning. Castle [1991:203] further indicates that by negotiating the syllabus to be followed tutors and learners can learn a great deal about planning and managing education.

Cockburn [1997:10] indicates that the role of the learners is to identify their natural talents and to develop them. Learners should also be partners in the progress of their own development. According to Mthembu [1998:27] the learners should also identify and solve problems, and make decisions using critical and creative thinking. The learners should work effectively with others as members of a team, group, organisation and community. The writer points out that learners should organise and manage themselves and their activities responsibly and effectively.

The learners should collect, analyse, organise and critically evaluate information. They should communicate effectively using visual, symbolic and / or language skills in various modes as well as demonstrate an understanding of the world as a set of systems by recognising that problem-solving does not exist in isolation. These skills will make adult learners responsible for their own learning.

ENGLISH AS A MEDIUM OF INSTRUCTION

There are some issues that arise from the teaching of adults, such as the role of English as a competency and the language of learning. It is well known that the medium of teaching history in grade 12 is English. However, the issues raised with regard to the use of English as a medium of instruction are not specific to the teaching of history, but they might affect the history learners too. The English Literacy Project (ELP) [1994:10] pointed out that the competency-based approach proposed in the new South African curriculum (Curriculum 2005), which requires a strong focus on cognitive processes rather than on subject-based content, will require a new level of conceptual understanding from learners. This conceptual understanding may well be blocked if learners are not given an opportunity to use their mother tongue in the learning process.

> "The research done in Applied Linguistics in recent years has shown that learners grasp new ideas and difficult concepts much more easily when they can grapple with ideas in their mother tongue than when the new information is processed in a second language. This has been shown to be true even for tertiary students" [English Literacy Project 1994:10].

The ELP argued that it is obvious that not all adults will want to learn English. Therefore, they suggest that curriculum needs to enable mother tongue as a medium of instruction in all the core subjects. But for those people who want to learn to communicate in English, the opportunity should be given to do so in a focused way.

The issue of the use of English as a medium of instruction was also raised by Lungisa [1999:13] in the "Sowetan" newspaper who observed that linguistic incompetence is the main reason that learners from previously disadvantaged schools not to do well in grade exams. The complainant argued that these learners do not fail because they do not read fluently, but because of the

standard of English used in the question papers. Lubisi *et al.* [1998] also indicate that when the standard of English in the question papers is high, it forces learners to read the questions and then to try to translate them into their mother tongue to enable them to understand. This translation is time-consuming and takes away focus. Lubisi *et al.* also point out that, in most cases, learners take time trying first to make sense of the question and thereafter they formulate their answers in their mother tongue and later translate them into English.

3.7 AN OVERVIEW OF CURRICULUM 2005

The aim of reviewing this theme is to help the researcher to develop minimum guidelines for teaching history to grade 12 adult learners. These minimum guidelines should be in accordance with the demands of the new curriculum in South Africa. The review of this theme focuses specifically on the methods of teaching history. According to the National Department of Education [1997a] Curriculum 2005 is regarded as the heart of change in the curriculum. This new curriculum was reviewed from 1995 to 1997 and was intended to be introduced in 1998 to replace the old system which is said to be characterised by passive learners and content-based approaches. The first phase of the new curriculum was planned to be implemented in 1998 in grades one and seven. In 1999 the Department of Education planned to add grades 2 and 8 and hopes to complete the implementation of grades 1 to 9 by the year 2000. Altenroxel [1997] indicated that grades 1 to 9 include all the years of compulsory schooling, known as General Education and Training. The Department of Education plans to implement grades 10, 11 and 12 at the rate of one grade a year by 2003. These last three years are referred to as Further Education and Training.

The Curriculum 2005 teaching guidelines do not provide a clear picture of the methods of teaching history in grade 12. Its focus is more on the critical outcomes. The major emphasis concerning teaching methods is on participatory

methods of teaching which encourage learners to be active participants and thinkers in terms of reasoning, reflection and action. In this context the learner is at the centre of the education process and the tutor is the facilitator.

SPECIFIC OUTCOMES OF CURRICULUM 2005

As has already been indicated, there are no specific guidelines for teaching methods. Accordingly, the focus here is on the specific outcomes of the new curriculum. The specific outcomes are what the learners should be able to do at the end of the learning process. The Department of Education [1998:15] has released guidelines regarding Curriculum 2005 that outline the components of outcomes-based education (OBE), which are the Learning Areas. In the "Learning Areas" subjects are combined into interrelated disciplines, which bring together different subjects under one umbrella. For example, history and geography have been combined under "Human and Social Sciences". The specific outcomes of Human and Social Sciences (which include history), are that the learners should be able to demonstrate a critical understanding of how African society has changed and developed; to participate actively in promoting a democratic and equitable society; to demonstrate an understanding of the inter-relationship between the society and the natural environment; to analyse forms and processes of organisations, and the use of a range of skills and techniques in the human sciences context [Department of Education, 1998c].

TEACHING AND OUTCOMES-BASED EDUCATION (OBE)

The Department of Education [1998c:01] indicates that the current system of education and training is changing to an outcomes-based education. The writers of their document pointed out that OBE focuses not only on what the learners learn, but on how they learn. This approach aims not only to increase the

general knowledge of learners, but also to develop their skills, critical thinking, attitudes and understanding.

According to Lubisi *et al.* [1998:37] tutors have to create an environment in which they watch their learners perform activities. For example, in history, the learners may be asked the following question "if you were a general in the English army that fought the amaZulu at iSandlwana, how would you have conducted your warfare?". The writers believe that this task assesses learners' ability to empathise with historical personalities. It also assesses the learners' understanding of events. This task demands that learners demonstrate a willingness and ability to empathise (attitude); an understanding of this history (knowledge), and the ability to relate past events to the present (a skill). Most importantly the above task requires learners to integrate the different aspects of learning.

According to Zietsman [1998:40], as curriculum developers, tutors need to be accorded enhanced status. As role models and 'givers of knowledge', tutors need to implement a new framework of making teaching materials "come alive" for learners. As active facilitators they should be able to utilise their skills creatively and initiate more than was the norm in the past. For the tutors to be part of the new curriculum, the writer suggests that they need to be trained to be fully equipped to deal with OBE techniques of teaching. The teaching methods will relate to the learners' personal experiences which will require specific skills from the tutor. The writer also warns that if the tutors are inadequately prepared, the innovative curriculum may be wasted.

According to the Department of Education [1998c:01] successful implementation of the new curriculum requires dedicated and motivated tutors who are willing to work closely with the learners to facilitate effective and empowering learning. On this note Zietsman [1998:40] argues that the paradigm shift to OBE not only requires the tutors to be trained, but it also requires a new type of learner. In this

context the learners are no longer passive absorbers of information from a single source but they need to be pro-active in collecting and utilising information from external sources.

Jansen [1997:01] has presented a powerful critique of OBE and its application in South Africa. The writer indicates that this new curriculum will fail and he based his argument on his concerns about the hopelessly overstated policy claims of OBE; the inaccessibility of the policy in part because of a burdensome and complex new curriculum vocabulary, and miscalculation by officials of the scale of under-preparedness in the environment into which this sophisticated policy would be introduced. Jansen [1997] says that the jargon and the structures of OBE are too obscure to allow most teachers to obtain a good grasp of their meaning, and apply them in a classroom situation. There is also no mechanism for bringing about the changes in the learners and teachers. However many teachers and educators who are prepared to implement this new curriculum have criticised Jansen for only criticising, but not providing solutions or suggestions.

In most instances the emphasis of the new curriculum is more on the younger children than on the adult learners. It seems as if the department ignores the fact that adult learners are different from younger children. Some of the teachers do not understand the language of this curriculum; they can read the specific outcomes but they do not have the approach to achieve this.

3.8 CONCLUSION

Themes of the research have provided a clear indication that there is room for teaching a mixed group of adult learners in terms of age, ability, maturity and level of knowledge. The writers indicated that there is a wide range of teaching methods which should be selected with care considering that adult learners are different from young learners. The strategies have been explained to show

tutors how to select appropriate teaching methods and how to implement them in class. The review revealed different methods and skills; the strengths and weaknesses of each method to enable the tutors to make the most appropriate choice, and how to deal with the weaknesses of the methods.

The information gathered from the reviewed literature shows that there is the possibility of developing basic guidelines for teaching history to grade 12 adult learners. The reason for this is that the methods, which are relevant to teaching history, are those which the writers in the field of adult education recommend as being effective in teaching adults. These methods are effective, participatory and they can make the learning situation interesting and challenging as long as they can be approached and implemented in a professional manner. These participatory methods are in accordance with Curriculum 2005. This means that in developing minimum guidelines for teaching history to grade 12 adult learners there will be no clashes between the methods of teaching history; the principles of teaching adults; participatory methods of teaching adults, and the new curriculum (Curriculum 2005).

CHAPTER FOUR
PRESENTATION OF THE RESULTS

4.1 INTRODUCTION

The previous chapter presented a literature review that was structured according to the themes of the research, which were aimed at answering the research questions. The literature offered different views from a number of authors who wrote about the issues surrounding the problems of the study. The present chapter presents the findings of the research. The researcher's intention in this chapter is to provide an honest account of the information she gathered.

The research findings are presented in the form of tables in order to summarise the individual responses of the participants in this study. Below each table there is a discussion of the findings that relate to that table. The research followed a process of qualitative data analysis that involves examining the meaning of the participants' intentions and actions. The approach of the analysis is interpretive because the researcher interpreted people's actions and events in order to develop meaning and new insights and create new meaning. The participants do not speak for themselves, but quotations and speakers' words have been used to add interest to the results.

The research findings are organised into four sections: interviews, completion of a structured, open-ended questionnaire, observations, and class discussion. The analysis of each section is guided by the research questions and the themes derived from the literature review. This chapter does not just present a discussion of the research findings, it also presents trends in the responses

(such as differences, similarities, doubts and confusions). The general discussion of the findings of this study will be found in Chapter Five, which also contains the developed minimum guidelines for teaching adult learners of history in the specific context of an under-resourced adult education centre in a rural area.

4.2 INDIVIDUAL AND GROUP RESPONSES

The individual responses and the group responses are presented in tabular format.

- The letters "A", "B", "C", "D" and "E" in the first column represent the participants interviewed.
- The responses are in the second column.
- The letter "A" represents the history tutor (who has a record of effective history teaching to adult learners) from a neighbouring adult education centre.
- The letter "B" represents the history tutor at the chosen adult education centre where the case-study was conducted.
- The letters "C" and "D" represent history tutors from another centre who have a record of teaching history effectively to grade 12 adult learners.
- The letter "E" represents the history methodologist for the University of the North West.

4.2.1 INTERVIEWS

The following responses were received from the grade 12 history adult education tutor from the chosen centre and the three other tutors who have a record of teaching history effectively to grade 12 adult learners, as well as the history methodologist from the University of the North West.

The history methodologist was chosen as a participant in this research because he is the history lecturer at the University of the North West and the tutor of young and adult learners at local schools. He used to conduct in-service training and workshops for adult education tutors and tutors of young learners.

Tutors C and D have been grouped together because they requested to be interviewed together as they teach the same group of adult learners.

The questions asked were centred around the issues relating to the problem of the research (Appendix C). The researcher, in summarising the interview responses in the form of tables, realised that the responses to the interviews did not automatically fall into tabular format, but they have been specially structured in this way to give a full idea of what the participants said.

TABLE 3: SUMMARY OF ANSWERS TO QUESTIONS 1 TO 4

Q. 1: Number of years the tutor has been teaching

Q. 2: The age group of the adult learners

Q. 3: Tutors' lowest pass rate

Q. 4: Tutors' highest pass rate

Respondent	Years of teaching experience	Age group of learners taught	Lowest pass rate	Highest pass rate
A	4	18-30	50%	70%
B	4	22-40	20%	40%
C and D	4	18-50	Not applicable	100%

The above table shows the number of years of the tutors have been practising; the age of the grade 12 adult learners of history being taught by the tutors who were interviewed, and the tutors' highest and lowest pass rates. From the above table, it can be seen that the "best pass rate" (from the time that these tutors commenced teaching adult learners) achieved by Tutor B's learners was 40 %. In contrast, Tutor A's "best pass rate" was 70 %, whilst that of Tutors C and D was 100 %.

TABLE 4: SUMMARY OF ANSWERS TO QUESTION 5

Q. 5: Preferred method of teaching adult learners

Respondent	Preferred method of teaching
A	Class and group discussions, debates, question-and-answer method and the use of cartoons
B	Class and group discussions, presentations and lectures. He allocates different topics for group and class discussions and allows the participants to use their mother tongue.
C and D	Variety of teaching methods, depending on the topic. For example, class and group discussions, debates, role-play, etc.
E	Action, interactive and presentation methods

On the question of which teaching methods are used at the observed adult education centre to teach history to the grade 12 adult learners, the tutor of grade 12 history at the centre (Tutor B) pointed out that he uses class and group discussions, presentations and the lecture method. In conducting the group discussions, the tutor said he divides the learners into groups of eight learners per group, with each group having its own topic for discussion. The learners are allowed to use their mother tongue and, after some in-group discussion, each group is expected to present its feedback. The tutor said he is not considering changing his method of tutoring but rather he would ask the tutor of English at the centre to be "more practical" and to encourage the learners to speak more English so that these learners would be able to participate more fully in the history class.

According to the history methodologist (Respondent E), the tutors should make use of action, as well as interactive and presentation methods when teaching adult learners history. Tutor A prefers class and group discussions, debates, the question-and-answer method and the use of cartoons over purely the lecture method of tuition. Tutors C and D indicated that they prefer a variety of teaching methods, depending on their suitability to the topic being discussed. For example, they found class and group discussions, debates, role-playing, etc., to be effective methods of teaching adult learners of history.

TABLE 5: SUMMARY OF RESPONSES TO QUESTIONS 6 AND 7

Q. 6: Tutor's preferred teaching approach
Q. 7: Involvement of the learners in designing teaching activities

Respondent	Teaching approach	Learner's involvement in designing teaching activities
A	Teacher and learner-centred	Not involved
B	Learner-centred	Not involved
C and D	Teacher and learner-centred	Through their experiences
E	Both learner-centred and teacher-centred	

Concerning the teaching approach the tutor favoured, tutor B mentioned that he favoured a "learner-centred" approach to teaching, but that he did not involve the learners in designing teaching activities. Tutor A indicated to the researcher that he "does not like a teacher-centred approach, because by using this kind of approach you will find yourself talking alone and you won't realise when you

reach your objectives. You will find that learners cannot do anything or answer any questions". Tutor A does not involve the learners in designing teaching activities. Tutors C and D prefer both teacher-centred and learner-centred approaches when teaching adult learners. Tutors C and D said that they involved their learners in the design of teaching activities through their experiences.

TABLE 6: SUMMARY OF RESPONSES TO QUESTIONS 8 AND 10

Q. 8: Language use (that is, use of English) in teaching history
Q. 10: The current history syllabus

Respondent	The use of English in teaching history	The current history syllabus
A	Negative impact. May inhibit learning	Inhibits learning
B	Inhibits learning	Not sure if it has an impact
C and D	Inhibits learning	Inhibits learning
E	It may inhibit learning	May inhibit learning

All the participants interviewed agreed that the use of English (which is the second or third language for these adult learners) as a medium of instruction may inhibit learning, because it may be difficult for the learners to understand English. All five (5) respondents felt that the learners may be afraid to participate in the history class because they are unable to express themselves well in English.

With regard to the current history syllabus, respondents A, C, D and E pointed out that the history syllabus may inhibit learning, because the syllabus is pre-prepared for the learners and therefore it is not developed according to the

learners' needs and desires as they were not involved in preparing the material. Respondent B felt that the use of English inhibits learning but he is unsure whether the current history syllabus has an impact on the learning of history.

TABLE 7: SUMMARY OF ANSWERS TO QUESTIONS 11 AND 12

Q. 11: Differences between adult and younger learners
Q. 12: Selection of teaching methods

Respondent	Differences between adult and younger learners	Selection of teaching method
A	There is a difference	It depends on the topic
B	There is a difference	It depends on the topic
C and D	There is a difference, but not that significant	It depends on the topic
E	There is a difference but they are all learning Adult learners might be more passive, depending on the learning experience	Methods should consider individual differences, should vary, be participatory and should produce good results. They should also be appropriate to the topic being discussed

All five (5) participants interviewed believe that there is a difference between adult learners and young children in the learning environment. Tutors C, and D and the history methodologist believe that the difference between the older and younger learners is not that significant because "they are all learners". On the question of learners' differences, the methodologist (Respondent E) mentioned that sometimes adult learners can be more passive than children, not because

adults are passive by nature, but perhaps because "the tutor himself is passive, or the discipline itself is difficult or maybe the textbook used is not understandable to the learners or tutor ... it could also be that adults are more inhibited than children during group discussions".

With regard to the selection of appropriate teaching methods, Tutors A, B, C and D believe that the selection of teaching methods should depend on the topic selected. The methodologist (Respondent E) believes the tutors should select their teaching methods considering the differences between adult learners and that these methods should vary and should be participatory. This respondent was emphatic that the teaching method should also be appropriate to the topic being discussed. He advocated that "the best teaching method is the one which produces the best results".

With regard to the question of the history teaching methods, the methodologist pointed out that the teaching methods should be coupled with the historical teaching skills, especially the intellectual skills. According to the methodologist when the tutor engages various teaching skills in the teaching of history, he is forced to think about the most suitable teaching methods first. For example,

> "When you are using a content-based approach, the only method you can think of is the lecture method because you are presenting the facts. But as soon as you begin to think about the skills you are forced to think about different methods".

Later, during the same interview, the history methodologist elaborated further that many tutors and learners consider teaching history as the teaching of names of people, dates and past events. According to him, history has a lot to offer in terms of teaching skills and can be made more interesting when it is related to everyday life. According to the methodologist history does not only teach people about dates, names of people and past events, but about the use of historical evidence, empathy, sexism in history, time, causes and

consequences. Some of these topics are explored more fully in Tables 9, 10 and 11.

TABLE 8: SUMMARY OF ANSWERS TO QUESTIONS 13 AND 14

Q. 13: Matching teaching methods and the content
Q. 14: Relating the past to the present

Respondent	Matching teaching methods and content	Relating the past to the present
A	Understand the topic and decide about the methods	By using present situations to explain the past
B	Look at the topic and decide about the methods	By giving present examples
C and D	Read the content - know the objectives – structure the goals and think about the methods	By using present situations to explain the past in order to relate history to everyday life
E	The tutor should master the content, decide on the teaching methods, decide on the activities and should try to make history real	By relating the past events to everyday life

From the interview with Tutors A and B, the researcher learned that when these tutors select their teaching methods for different topics they look at the topic and decide on the teaching approach. Tutors C and D indicated that, the tutor has to read, know and understand the contents of the syllabus keeping in mind the goals of the syllabus. Then the tutor should select the teaching method so that it is appropriate for the contents.

Respondent E (the methodologist) suggested that in matching the teaching methods with the contents the tutor should master the content, decide on the teaching methods, decide on the activities and should try to make history real. He gave the following example:

> "If the tutor is teaching about the Mineral Revolution, for exar .le, the discovery of gold in South Africa, one of the teaching methods which is probably relevant is to involve the learners in field-work so that they can really understand what is involved in the mining of this mineral and that would mean one way of trying to match the methods with the contents. This will help them to absorb the content and they can master it only if they understand what is involved".

TABLE 9: SUMMARY OF ANSWERS TO QUESTIONS 15 AND 16

Q. 15: Teaching time in history
Q. 16: Teaching the use of historical evidence

Respondent	Teaching time in history	Teaching about the use of historical evidence
A	By sequencing events and teaching chronology	Using arguments to support facts
B	By using time charts	Giving reasons to the answers
C and D	By teaching the role of time, sequencing of events, chronology and time charts	By using reasoning skills in terms of giving evidence to support points of view
E	Ordering of events Rearranging events Using time charts	Backing up the argument using historical sources

Tutor A indicated that he teaches the concept of "time in history" by teaching adult learners how to sequence events and to place them in chronological order. Tutor B says he favours the use of "time charts". Tutors C and D recommended teaching learners about "the role of time in history" and about the sequencing of events, chronology and time charts. The methodologist (Respondent E) believes that the ordering of events, the rearranging of events and the use of time charts are effective methods of teaching time in history.

Tutor A indicated that the best way of teaching learners about the use of historical evidence was to use arguments to support facts. Tutor B indicated that the best way to learn to use historical evidence was by encouraging learners to give reasons for their answers. Tutors C and D felt the most successful way to teach learners about the use of historical evidence was by using reasoning skills in terms of giving evidence to support various points of view. Respondent E advocated backing up an argument by using historical sources as evidence as being a good way of teaching learners about the use of historical evidence. The history methodologist suggests that the tutor may bring documentary evidence to the learners to be assessed, evaluated and debated by them. He pointed out

> "if you want to teach about the importance of Oral Evidence, it is going to mean that you involve them in collecting this kind of evidence. It is the kind of activity that will help them to learn how to use evidence, how to collect it from the members of the community especially local history. In teaching Evidence, a tutor may give an example of the Truth and Reconciliation Commission (TRC) where people support their statements. In the TRC evidence is used to heal the wounds of the past. The tutor should try to help the learners to see the connection of the past and the present".

TABLE 10: SUMMARY OF ANSWERS TO QUESTIONS 17 AND 18

Q. 17: Teaching causes and consequences in history
Q. 18: Teaching controversial issues in history

Respondent	Teaching causes and consequences in history	Teaching controversial issues in history
A	By using charts to match causes and consequences	By teaching the learners to use evidence to support argument
B	By asking why things happened and their results	Looking how the writers state facts and choose the relevant ones
C and D	By making use of charts and historical skills to match causes and results	By teaching the learners to use evidence to support arguments
E	Teaching the learners to select causes and consequences from a set of given events and to match them	Using evidence to support the controversial issue

Tutor A responded that he found an appropriate way to teach learners about "causes and consequences" was to use charts to match the causes with the consequences. Tutor B favoured asking learners to answer "why things happened and what the results were". Tutors C and D preferred making use of charts and historical skills to match causes and results. Respondent E preferred teaching the learners to select causes and consequences from a set of given events and to match them.

Regarding "teaching controversial issues in history", Tutors A, C and D felt the best method was to teach the learners how to use evidence in support of their arguments. Tutor B encouraged the learners to look at the way various writers presented the facts and then to select the relevant ones. Respondent E suggested that "using evidence to support the controversial issue" was a good way to deal with the matter.

TABLE 11: TEACHING SEXISM AND EMPATHY

Respondent	Sexism	Empathy
A, B, C, D	Do not address this matter	Do not address this matter
E	Presenting females' points of view Presenting males' points of view Teaching about gender equality and sex bias	Role play and drama

Respondents A, B, C and D indicated that they are not familiar with the need to discuss or teach learners about sexism and empathy in history. They had not come across this aspect of history teaching previously.

In contrast, Respondent E believes that historically, history has been presented from a male's point of view. Thus he likes to present both the male's and female's points of view. He also touches on the subject of gender equality and sex bias in the history syllabus as he believes the learners should be aware of these short-comings.

Respondent E (the methodologist) uses role play and drama to address the issue of empathy in history. He believes that in teaching empathy the tutor should be able to put the learners into the "shoes" of the people in the past in order to explore and to work with their feelings. The methodologist indicated that this would help the learners to understand people who are different from them today, even those living in their own country.

THE FOLLOWING QUESTIONS DEAL WITH HOW TO MAKE TEACHING OF HISTORY IN A COMPLEX SITUATION OF DIFFERENT ADULT LEARNERS MORE INTERESTING AND MORE PARTICIPATORY?

TABLE 12: SUMMARY OF ANSWERS TO QUESTIONS 19 AND 20

Q. 19: Involving adult learners during the history lesson
Q. 20: Motivating adult learners to learn more

Respondent	Involving adult learners during history lessons	Motivating adult learners to learn more
A	By the question-and-answer method and learning activities, for example, discussions and revision of previous question papers.	By relating to them as adults, appraisals and by encouraging them.
B	By the question-and-answer method.	By appraising and encouraging them.
C and D	By the question-and-answer method; class and group discussions; debates and brain-storming, depending on the topic.	By considering them as adults; using their experiences; engaging them in learning activities, and encouraging them to learn more.
E	No particular method, but whichever method that produced good results.	By treating the learners as adults. Respecting and using the learners' experiences, prior knowledge and problems. By engaging them in active participation during history lessons.

Regarding involving adult learners during history lessons, Tutor A responded that he used the question-and-answer method to encourage learner participation. He also indicated that he used other learning activities, such as discussions and revision of previous question papers to engage the learners' participation. Tutor B said that he used the question-and-answer method to involve his adult learners. He did not elaborate further. Tutors C and D were quite expansive in their response. They advised that they used the question-and-answer method; class and group discussions, and debates and brain-storming, depending on which method was most applicable to the subject matter. Respondent E used no particular method to involve his adult learners, but whichever method produced good results.

Regarding how to motivate the adult learners to work harder and learn more, Respondent A advised that he believed in relating to them as adults, through appraisals of their skills and knowledge and by encouraging them. Respondent B advised "By appraising and encouraging them". He did not elaborate further. Respondents C and D believed the best way was by considering them as adults; using their experiences; engaging them in learning activities, and encouraging them to learn more. Respondent E responded enthusiastically "by treating the learners as adults ...respecting and using the learners' experiences, prior knowledge and problems ... and by engaging them in active participation during history lessons".

TABLE 13: SUMMARY OF ANSWERS TO QUESTIONS 21 AND 22

Q. 21: Problems encountered in teaching history

Q. 22: General comments

Respondent	Problems encountered in teaching history	General comments
A	Adult learners have other responsibilities.	The learning environment should be attractive, lively and conducive to learning.
C	Adult learners have other responsibilities.	Learners should know the importance of learning and be prepared to learn.
D	Adult learners have other responsibilities.	The tutors should be prepared to learn more about the topic they are going to teach.
B	They have little time for homework.	No comment.
E	They often submit their work late.	The teaching methods should vary and should be coupled with teaching skills. The tutor should use both teacher-centred and learner-centred approaches depending on the topics. English as medium of instruction, age, current syllabus and the learners' abilities and experiences may have an impact on learning.

Respondents A, C and D advised that adult learners sometimes encounter problems when returning to the learning environment. For example, they have other responsibilities. They did not elaborate further. Respondent B observed

that adult learners have little time for homework. Respondent E remarked that learners often submit their work late.

In their general comments, Tutor A noted that the learning environment should be attractive, lively and conducive to learning. Tutor C felt that learners should realise the importance of learning and thus be prepared to learn. Tutor D remarked that "the tutors should be prepared to learn more about the topic they are going to teach". Respondent B made no comment. Respondent E said that tutors should vary their teaching methods which should be coupled with teaching skills. The tutor should use both [teacher-centred and learner-centred] approaches of teaching depending on the topic being discussed. He also said that English as the medium of instruction, age, the current syllabus and the learners' abilities and experiences could have an impact on their learning.

VICE-PRINCIPAL'S RESPONSES

The following responses were elicited from an interview with the vice-principal from the chosen centre. The vice-principal was selected as a participant in the study because she visits the history lessons.

TABLE 14: SUMMARY OF ANSWERS TO QUESTIONS 1 AND 2

Q. 1: Years' service as a Vice-principal at the D.W.T Nthate Centre
Q. 2: Frequency of class visits

Years' service as a vice-principal	Number of class visits
Three years	Once a term

The above table shows that the participant has spent three years as a vice-principal at the adult education centre. The vice-principal said she usually visits history lessons once a term, that is, four times a year.

TABLE 15: SUMMARY OF ANSWERS TO QUESTIONS 3 AND 4

Q. 3: The teaching methods usually used
Q. 4: The activities usually done

Teaching methods usually used	Activities usually done
Lecture method	Class discussion

The vice-principal observed that the history tutor mainly uses the lecture method of teaching and sometimes the history tutor involves the learners in a class discussion. Very few learners (about 5) participated in these class discussions.

TABLE 16: SUMMARY OF ANSWERS TO QUESTIONS 5, 6 AND 7

Q. 5: The flow of the lessons
Q. 6: The beginning of the lesson
Q. 7: The pitch and pace of teacher talk

Flow of the lessons	Beginning of lesson	Pitch and pace
Logical	Introduction of the topic	Voice soft though audible Pace slow but good

According to the vice-principal the flow of the history lesson is logical and the tutor begins the lesson by introducing the topic. With regard to the pitch and

pace of the tutor's speech, the vice-principal observed that the tutor's voice is soft though audible, whilst the pace is slow but good.

TABLE 17: SUMMARY OF ANSWERS TO QUESTIONS 8, 9 AND 10

Q. 8: Questioning techniques
Q. 9: Language level
Q. 10: Lesson ending

Questioning	Language level	Lesson ending
Short questions after every five minutes	Simple and comprehensible English	Summarises everything taught by the question-and-answer method

The above responses show that the tutor uses short questions during the lesson after every five minutes. The vice-principal said that the language used by the tutor is simple, comprehensible English. With regard to the ending of the lesson she said the tutor summarises what he has taught in the form of questions and answers.

TABLE 18: SUMMARY OF ANSWERS TO QUESTIONS 11, 12 AND 13

Q. 11: Explanations
Q. 12: Transition from one activity to another
Q. 13: Variety of approaches

Explanations	Transition	Approaches
Explaining different concepts, for example, "Nationalism"	Only by the question-and-answer method	Only the lecture method, which is teacher-centred

During her class visits the vice-principal said she had observed that explanations of different historical concepts, such as "Nationalism", are provided. She said the

transition from one activity to another is made only by the question-and-answer method. With regard to the teaching approach the tutor uses the vice-principal said the tutor uses the lecture method which is teacher-centred.

TABLE 19: SUMMARY OF ANSWERS TO QUESTIONS 14, 15 AND 16

Q. 14: Arrangement of the classroom
Q. 15: The role of the learner during the lesson
Q. 16: The role of the tutor during the lesson

Classroom arrangements	Learners' role	Tutor's role
Traditional, formal arrangement of seating	Answering questions and very few are active	Lot of talking and asking questions

According to the vice-principal the history classroom is arranged in the traditional way. This means that the learners sit in ordered rows, as one would in a bus. This formal seating arrangement limits any interactive discussions that learners might have if they were sitting facing one another. Regarding the role of the learners and the tutor during the lesson the vice-principal said that "a few active learners answer questions in class. The tutor asks questions and does a lot of talking".

TABLE 20: SUMMARY OF ANSWERS TO QUESTION 17

Q. 17: Weaknesses and strengths of the learners

Weaknesses	Strengths
Learners are passive participants	Few can answer the questions asked

During her class visit the vice-principal observed that the adult learners are passive participants during the history lesson. She also observed that few of the learners are able to answer the questions asked during the lesson.

TABLE 21: SUMMARY OF ANSWERS TO QUESTION 18

Q. 18. Weaknesses and strengths of the tutor

Weaknesses	Strengths
No activities designed to involve learners Does not use a variety of teaching methods	He knows how to use the lecture method effectively

According to the vice-principal, the tutor's weaknesses are that he does not design learning activities that are appropriate for the learners so that they can be involved during the lesson. She also said that the tutor does not use a variety of teaching methods. One strength that has been observed by the vice-principal about the tutor is that although he uses one method of teaching (namely, lecturing) he knows how to use it effectively.

TABLE 22: SUMMARY OF ANSWERS TO QUESTIONS 19 AND 20

Q. 19: An overview of the whole lesson
Q. 20: Promotion of learner participation

Overview of the lesson	Promoting learner participation
The tutor is inclined to use the traditional way of teaching Learners are only receivers of knowledge	Learner involvement

The responses given show that the tutor is inclined to use the traditional way of teaching whereby the learners are the receivers of knowledge and the tutor is in control. The vice-principal said the tutor should ensure that he involves his learners during history lessons so that the learners are not only receivers of knowledge but so that they also become active participants in the lesson.

TABLE 23: SUMMARY OF ANSWERS TO QUESTIONS 20 AND 21

Q. 20: Making history more interesting
Q. 21: Motivating adult learners to be active participants

Making history interesting	Learners as active participants
Using different activities and approaches	The learners should be involved in activities
Making history "real" and meaningful	Taking into account the learners' differences

The above responses show that one way of making history teaching more interesting is for the teacher to use different teaching activities and approaches that are relevant to the topic he is teaching. This will make the subject more real and meaningful to the adult learners. According to the vice-principal, engaging adult learners in different teaching activities is one way of ensuring that learners take part during the lesson by making them responsible for their own learning and, as a result, they will be active participants. The vice-principal observed that the tutor should take into account the learners' differences in order to design learning activities that are suitable for each learner's level of knowledge and ability.

TABLE 24: SUMMARY OF ANSWERS TO QUESTION 22

Q. 22: Question of language (English), age and the syllabus

Language	Age	Syllabus
May inhibit learning	May inhibit learning	May inhibit learning

The above responses show that the vice-principal agrees that the use of English as a medium of instruction, the adult learner's age and the current history syllabus may inhibit learning. With regard to English, the vice-principal said many adult learners do not understand this language especially because it is not their mother tongue. The vice-principal also noted that "these learners are adults, and they do not learn very quickly like children". She said adult learners take time to understand what they are taught. The vice-principal also agreed that the current syllabus might inhibit learning because it is not what the learners want to learn about history and it is pre-prepared for them.

4.2.2 QUESTIONNAIRE

The following responses have been summarised from the questionnaire completed by the twenty-two (22) adult learners of history. The questionnaire was administered to twenty-two (22) grade 12 adult learners of history. The questions were centred around the problem of the research, with the aim of answering the research questions cited in Chapter One of this research report. Tabulations have been used to present responses. The tables are divided into columns. In most cases the columns present the responses of the individuals and the number of participants who responded to the same question in the same way. In some of the tables there are additional columns which present reasons for answers.

TABLE 25: SUMMARY OF ANSWERS TO QUESTIONS 1 AND 2

Q.1. Years spent studying history
Q.2. Years spent in grade 12

Number of learners	Years studying history	Numbers of learners	Years in grade 12
3	1- 2 years	13	2 years
14	3- 5 years	8	3 years
5	6-11 years	1	1 year

The responses to the questionnaire showed that the majority of the grade 12 adult learners of history have been studying history for between three and five years. Thirteen adult learners are studying grade 12 for the second time, whilst eight adult learners are studying grade 12 for the third time. Only one adult learner of history is in grade 12 for the first time.

TABLE 26: SUMMARY OF ANSWERS TO QUESTIONS 3 AND 4

Q. 3. Why these learners are studying history
Q. 4. About continuing history studies at a tertiary institution

Number of learners	Why learning history	Number of learners	Studying history at tertiary level
9	To know past events in South Africa	3	To become a social worker
5	To become a lawyer	6	To know about the past
6	To know about politics	5	To be open-minded
2	To become social workers	2	To become a politician
		2	To become a lawyer
		4	It is difficult and confusing

With regard to the question of "why they are studying history", nine (9) learners indicated that they are interested in knowing about past events in South Africa; five (5) learners indicated that they want to be lawyers; two (2) want to become social workers, and six (6) learners wish to know more about politics.

Eighteen (18) adult learners indicated that they want to continue studying history at tertiary level. Of these eighteen (18), three (3) learners indicated that they would like to become social workers; six (6) wished to learn more about the past; two (2) wished to become lawyers and five (5) wished to be "open-minded" (that is, better informed); two (2) wished to become politicians. The remaining four (4) adult learners said they did not wish to continue studying history at tertiary level because they found the subject "confusing and difficult".

WHAT ADULT LEARNERS THINK ABOUT THE HISTORY SYLLABUS

TABLE 27: SUMMARY OF ANSWERS TO QUESTION 5

Q. 5: About boring topics studied in history

Number of learners	Topic	Reason
5	Cold war	Difficult
3	Germany	Difficult
4	Russia	Difficult
5	European history	Difficult
Sub-total: 17		
1	Organisation of African Unity	Difficult
3	South African	Become angry
1	African	Difficult
Total: 22		

The responses to the questionnaire revealed that there are some topics in the history syllabus which the adult learners do not like or find "boring". The majority of the learners (17) find the topic of the "European History", in general, boring because they said it was "difficult". Five (5) learners specifically cited the "Cold War"; three (3) "Germany", four (4) "Russia" as being topics they found boring. Five (5) of the learners indicated that they do not like African history. Three (3) learners indicated that studying South African history made them "angry" when they learned about what had happened to their people.

TABLE 28: SUMMARY OF ANSWERS TO QUESTION 6

Q. 6: About interesting topics studied in history

Number of learners	Topic	Reason
15	South African history	Multiparty system, fighting of apartheid and understandable
2	European history	Political systems, teaches about places and different people
2	Russia and United States	Economic strategies
1	Russia and Germany	Politically up-to-date
1	African and United States	Interesting
1	European and South African history	-

The completed questionnaire also showed that the majority (15) of the learners find South African history interesting because the learners indicated that they like the way the people tried to fight apartheid. Regarding learning about European and American history, very few learners indicated that they like these topics. Those who did like the topics gave their reasons as being that European and American History are "economically and politically up-to-date".

TABLE 29: SUMMARY OF ANSWERS TO QUESTION 7

Q. 7: About relating the past to the present

Number of learners	Examples
2	Stalin's coup to Kabila's coup
1	1910 elections to 1994 elections
4	Lesotho coup to Russian coup
1	1922 miners' strike to present strikes
5	Economic depression
1	From apartheid to democracy
1	Nelson Mandela to the present
2	Elections in South Africa
5	No response

With regard to the learners' ability to relate what happened in the past to the present situation, the majority of the learners (that is, 17) showed that they are able to relate the past to the present. The examples given were "Stalin's coup and Kabila's", "the 1922 mine workers' strike is still happening", "Nelson Mandela from the past to the present", the "1910 South African elections" and "the 1994 elections". Five learners did not respond to the question.

WHAT ADULT LEARNERS THINK ABOUT THEIR HISTORY LESSONS

TABLE 30: SUMMARY OF ANSWERS TO QUESTION 8

Q. 8: Interesting issues about the history lesson

Number of learners	Interesting issues
1	Relating the past to the present
5	Using own experiences
3	Questioning
1	Learning difficult words
3	The way the tutor teaches history
1	Challenging issues
1	Discussions
1	Repetition when the tutor summarises the lesson at intervals. It helps me to remember.
1	The way the tutor narrates the events
5	No response

The completed questionnaires showed that one (1) learner liked the history lesson because it helps her to relate the past to the present. Five (5) learners indicated that the lesson allowed them to use their own experiences. Three (3) learners liked to ask the tutor questions relating to the topic. One (1) learner felt that history lessons helped him when "learning difficult words". Three (3) learners liked the way the tutor teaches them history. One (1) learner liked "challenging issues in history", whilst another learner liked "discussions during the history lesson". Yet another learner liked "repetition" because when the tutor summarised the lesson at intervals, it helped the learner to remember what he had been taught. One (1) learner liked the way the tutor "narrates the events". Five (5) learners did not respond.

TABLE 31: SUMMARY OF ANSWERS TO QUESTION 9

Q. 9: Dislikes about the history lesson

Number of learners	Dislikes about the lesson
2	Hard to learn names of different people and time
6	It is difficult to understand
1	Discussions and debates
1	Not given notes
1	The time of the class
1	The tutor talks more about politicians and apartheid
1	Noise, disturbance and waste of time
1	There are no examples
8	No response

With regard to the learners' dislikes about the history lessons, two (2) learners indicated that they find it "hard to learn names of different people and time". Six (6) learners found history difficult to understand. One (1) learner disliked discussions and debates. One (1) learner said that he disliked the history lessons because he was not given notes. One (1) learner did not like the time the history lesson was given (he would have preferred attending a morning class). One (1) learner indicated that the tutor spent more time talking about politicians and apartheid than focussing on the topic of the day. A learner finds the history class noisy, a "disturbance and a waste of time". One (1) learner says the history tutor "does not give examples". Eight (8) learners did not respond.

TABLE 32: SUMMARY OF ANSWERS TO QUESTION 10

Q. 10: The way the tutor teaches history

Number of learners	Tutor's way of teaching
9	Good
1	Full of jokes
5	Lecturing
4	Just fine
1	Best
1	Interesting
1	No response

The researcher realised that she should have asked the learners to explain why they gave these answers but she did not. In describing the way their tutor teaches them history, nine (9) learners wrote that their tutor is good. Others indicated that their tutor uses the lecture method and is full of jokes. The overall results with regard to the above comment are that, according to the learners, their tutor is good. Only one learner did not respond to this question.

TABLE 33: SUMMARY OF ANSWERS TO QUESTIONS 11 AND 12

Q. 11 and Q.12: Teaching methods liked by the learners

Number of learners	Teaching methods liked by the learners
21	The discussion method Observations and practical work Lectures Note-taking Debates
1	Any way except lecturing, presenting.

In Table 33, twenty-one (21) learners indicated that they like the discussion method of tuition; observations and practical work, lectures, note-taking and debates. Only one (1) learner said he liked any method of tuition, provided it did not include the tutor lecturing. This learner also disliked having to make a presentation to the class.

TABLE 34: SUMMARY OF ANSWERS TO QUESTIONS 13 AND 14

Q. 13 and Q. 14: Likes and dislikes about the group discussion method

Number of learners	Likes	Number of learners	Dislikes
1	To dominate the group.	1	Others dominating the group.
3	Understanding and remembering.	1	Too many ideas. Finds them confusing.
5	They encourage free participation.	3	A waste of time on irrelevant topics.
5	Group discussions are interesting.	1	Criticisms from co-learners.
6	Sharing views.	1	Hard to follow the discussion.
1	Likes studying alone.	15	No response
1	Group discussions are confusing.		

The responses to the questionnaire revealed that one (1) learner likes group discussions because he likes to dominate the group. Three (3) learners indicated that they liked group discussions because group discussions "provide them with a better understanding and it is not easy to forget a topic they have discussed". Five (5) learners indicated that group discussions help some learners to participate freely. Five (5) learners found group discussions interesting. Six (6) learners said that group discussions help them to "share views" (that is, opinions). One (1) learner does not like group discussions as he prefers to study alone. One (1) learner finds that group discussions "confuse" him.

Regarding the learners' disliked about group discussions, one (1) learner said that he disliked it when others dominate the group. One (1) learner indicated that he found the many ideas that emanated from the group discussions were confusing. Three (3) learners felt that group discussions were a waste of time as irrelevant topics were discussed. One (1) learner did not like to be criticised by his co-learners during group discussions. One (1) learner found it difficult to follow the thread of the discussion. Fifteen (15) learners did not respond.

TABLE 35: SUMMARY OF ANSWERS TO QUESTIONS 15 AND 16

Q.15 and Q. 16: Likes and dislikes about the class discussion method

Number of learners	Likes	Number of learners	Dislikes
3	Gaining a better understanding.	1	Like to study alone. Dislikes preparing for discussions.
7	Sharing ideas with the tutor.	1	Passive learners.
1	Learning how to communicate. Gives an opportunity to air his views and to gain different and relevant information from others.	1	Arguments which do not offer solution to problems Wasting time on irrelevant topics.
2	Free participation.	19	No response
4	Gaining more information.		
1	Dislikes class discussion.		
4	No response		

Three (3) adult learners of history, who like the class discussions, indicated that class discussions provided them with a good understanding. Seven (7) learners indicated that class discussions make study easier because the tutor is available to help where they do not understand. One (1) learner likes class discussions because they "enable him to air his views; to communicate through the medium of English; to gain different and relevant views, and to learn from others". Four (4) learners felt they "gained more information" from class discussions. One (1)

learner indicated that he "dislikes class discussions". Four (4) learners did not respond.

Of the adult learners of history who do not like class discussions, one (1) learner indicated that he "preferred to study alone because he does not want to work hard preparing for discussions". One (1) learner indicated that he does not like class discussions because of "the passive learners". Another learner disliked class discussions because of "arguments that do not offer solutions to problems and waste time on irrelevant topics". Nineteen (19) respondents did not answer the question.

TABLE 36: SUMMARY OF ANSWERS TO QUESTIONS 17 AND 18

Q. 17 and Q. 18: Likes and dislikes about case-study or projects

Number of learners	Likes	Number of learners	Dislikes
4	More time doing a task.	4	Do not know them.
2	Gaining information.	1	Meeting different people.
4	Discovering something.	1	Does not know how to ask questions.
2	Discover things on their own; enable them to work with others; teach them how to investigate; to realise their weak points and how to improve them. Obtain different views from different people.	16	No response
10	Unsure.		

The answers to questionnaire indicated that twelve (12) learners like case-studies. Of these learners, four (4) said that they allow the learners more time to understand the topic in detail. Two (2) felt that this was a "good way to gain information". Four (4) learners felt it was a means of "discovering something". Two (2) learners felt that a case-study afforded them an opportunity to "discover things on their own; enable them to work with others; teach them how to investigate; to realise their weak points and how to improve them" and "to obtain different views from different people". Ten (10) learners indicated that they are unsure whether or not they like case-studies.

The four (4) learners who do not like case-studies indicated that they "do not know them", that is, they did not know what case-studies entailed. One (1) learner indicated that he disliked "meeting different people". One (1) learner did not "know how to ask questions". Sixteen (16) respondents did not answer the question.

TABLE 37: SUMMARY OF ANSWERS TO QUESTION 19

Q. 19: Likes and dislikes about debates

Number of learners	Likes	Number of learners	Dislikes
7	To be able to communicate	1	I like discussion
3	Express points and myself	1	Arguing about facts
1	Exchange ideas	1	Finding lots of facts
2	It is interesting	1	Not perfect in English
1	To argue points	18	No response
1	Increases my knowledge		
1	Challenging		
3	Experience something good		
3	No response		

The completed questionnaires showed that some of the learners like debates because they provide them with good experience. Debates help the learners to communicate through English, to express themselves, to exchange ideas, to think critically and to give reasons. Some indicated that debates are challenging

(1 learner), interesting (2 learners) and increase their knowledge (1 learner). Three (3) learners did not answer the question.

The responses to the questionnaire also showed that four (4) learners do not like debates. Of these learners, one (1) prefers discussions. One (1) learner, disliked debates because "he did not enjoy arguments". Another learner disliked debates because "he did not enjoy finding lots of facts". Yet another learner disliked debates because "he was not perfect in English". Eighteen (18) learners did not respond.

METHODS / ACTIVITIES USED AT THE ADULT EDUCATION CENTRE TO TEACH GRADE 12 ADULT LEARNERS HISTORY

TABLE 38: SUMMARY OF ANSWERS TO QUESTION 20

Q. 20. Activities they usually perform in class

Number of learners	Activities
10	Question-and-answer method
2	Assignments
2	Group discussions
2	Brain-storming
1	Debates
5	No response

TABLE 39: SUMMARY OF ANSWERS TO QUESTION 21

Q. 21: The activities (in Q. 20) the learners like and dislike most

Number of learners	Like most	Number of learners	Dislike most
1	Brain-storming	2	Class discussions
1	Role play	2	Presentations
3	Nothing	1	Case-studies
2	Class discussions	1	Research
3	Question-and-answers	2	Group discussions
1	Essays	1	Essays
2	Case-studies	2	All of them
2	Presentations	11	No response
7	No response		

The completed questionnaires showed that the activities in which the learners are usually engaged are questioning and answering (10 learners), brain-storming (2 learners), group discussions (2 learners), assignments (2 learners), and debates (1 learner). Five learners did not answer this question.

From the above activities the learners were asked to cite the ones they like most. They indicated that they like brain-storming (1 learner), role playing (1 learner), class discussions (2 learners), essays (1 learner), the "question-and-answer" method (3 learners), case-studies (2 learners) and presentations (2 learners). Three (3) of the learners indicated that they do not like any of the methods used but they want to be given notes and to study on their own. Seven (7) learners did not respond.

With regard to the activities they dislike most, two (2) learners indicated that they do not like class discussions; two (2) do not like presentations; one (1) does not like case-studies; one (1) does not like research; two (2) do not like group

discussions; one (1) does not like essays, and two (2) learners do not like any of the methods used. Eleven (11) learners did not respond to this question.

TABLE 40: SUMMARY OF ANSWERS TO QUESTION 21

Q. 21: General comments about history teaching methods

Number of learners	Comments
6	Do not enjoy lecturing
2	The tutor confuses us
2	The tutor talks too much and is short-tempered
2	The tutor does not accept our own views
5	The tutor's methods are good
5	No response

The overall comments of the learners show that six (6) learners do not enjoy the tuition methods used by the tutor (namely, lecturing). Two (2) of the learners indicated that the tutor "is confusing" (confuses them). Two (2) learners indicated that the tutor "talks too much" during the lesson and that he is "short-tempered". Two (2) learners wrote that the tutor does not accept their own views. Five (5) learners feel that the tutors methods of teaching are "good". Five (5) learners did not respond to the question.

4.2.3 OBSERVATIONS

The following tables present what the researcher has discovered during her two observations of the history lessons. An observation schedule was established from the themes of the research and the research questions. The schedule was organised according to the sub-topics that are relevant to the themes and the questions of the research. The procedure was: one grade 12 history class was observed twice. For the first day, the observation was scheduled for a topic on which it was unrealistic to expect a high level of participation from the learners,

for example, European history. On the second day, the observation was scheduled for a topic for which was reasonable to expect a high level of participation from the learners, for example, South African history. The topic of observation on the first day was "War Communism in Russia", taken from European history. The topic of observation on the second day from the South African history syllabus was "South Africa 1948-1970".

TABLE 41: SUMMARY OF ANSWERS TO QUESTIONS 1, 2 AND 3

Q. 1. The beginning of the lessons
Q. 2. Explanation of different concepts
Q. 3. Instructions during the lessons

BEGINNING	EXPLANATIONS	INSTRUCTIONS
Introduction of the topic.	The question-and-answer method was used to explain different concepts.	No instructions.

In both history lessons observed by the researcher, the teaching style and method were the same although the topics were different and not from the same sections of the syllabus. Introduction of the topics in all the lessons was through the question-and-answer method where three questions were asked as a means by which to introduce the topic to the learners. On the second day of each lesson, what was taught the previous day was used to introduce the learners to the new aspects of the topic in order to make them follow what was taught.

Concepts were also presented by the tutor for explanations. The tutor asked the learners for the meaning of the concepts. Examples of the concepts introduced were "Nationalism and Communism", "Consolidation", "Policy and Coalition" (part of the section "War Communism in Russia") and "Nationalism and Democracy" (part of the section "South Africa 1948-1970"). Thereafter the tutor elaborated by giving the correct meanings to any incorrect ones supplied by the

learners. He gave examples by relating the past (for example, "What happened in Russia?") to the present (for example, "what is happening around South Africa or the World?"). In this way, the tutor gave the explanations a deeper meaning.

Throughout the lessons no instructions were given to the learners in order to guide them on how to follow the lessons. For example, the objectives and goals of the lessons were not known to the learners. In other words they did not know what they should achieve by the end of the lesson.

TABLE 42: SUMMARY OF ANSWERS TO QUESTIONS 4, 5 AND 6

Q. 4: Questioning techniques
Q. 5: Activities done during the lessons
Q. 6: The teaching approach used by the tutor

Questioning	Activities	Approach
Short questions only	Questions and answers Class discussion	Teacher-centred

In questioning, the tutor used the same technique in all the lessons. Only short questions, which needed one word for an answer, were asked. Although sometimes the tutor probed the learners' answers, the responses remained one-word answers. In asking them questions the learners were called by name to answer. Only those learners who raised a hand were asked for a response.

The activities introduced by the tutor during the lessons were the lecture method of tuition, and the question-and-answer method of tuition. Often the tutor allowed class discussion which lasted for about five minutes. During these times, a few learners dominated the discussions (about three). Usually those who dominated the discussions ended up in a dialogue with the tutor or between themselves.

TABLE 43: SUMMARY OF ANSWERS TO QUESTIONS 7, 8 AND 9

Q. 7: Transition from one activity to another
Q. 8: Pitch and pace of the lessons
Q. 9: The level of language used during the lessons

Transition	Pitch and pace	Language
Logical	Slow and audible	Simple English

The transition from one activity to another was flowing and logical, but the relationship between the sub-topics or events was not established. The lesson flowed in a logical sequence although the lesson covered a period of a number of years. The pitch of the voice of the tutor was audible. The speech and pace of the all the lessons were very slow. The tutor used very simple and comprehensible English. The learners were allowed to mix languages (that is, their mother tongue and English) when answering the questions or presenting their own views. Therefore, the languages used by the learners were English interspersed with Setswana.

TABLE 44: SUMMARY OF ANSWERS TO QUESTIONS 10, 11 AND 12

Q. 10: The appropriateness of the teaching methods to the contents
Q. 11: The appropriateness of the resources to the methods
Q. 12: Classroom arrangements

Methods to contents	Resources to methods	Classroom arrangements
Relevant	Chalk and board	Rows

The tutor did not use a variety of teaching methods. He only used the lecture method which allowed him to do more talking than the learners. In other words, the approach the tutor used was mainly teacher-centred as there was less learner participation in the classroom.

With regard to the appropriateness of the teaching methods to the contents of the syllabus, it can be said that the teaching method and activities used were relevant. However more activities could have been employed, especially those which could make more learners become active participants. The question-and-answer method used allowed only superficial learner participation, whereas carefully structured questions could have drawn more participants into the activity.

The resources the tutor used were the (history) textbook, a piece of chalk and a chalk-board. The tutor used the chalk and chalk-board to demonstrate by drawing arrows on the board to elaborate on an aspect of the lesson. It was interesting to observe that for most of the lesson the tutor had the textbook in one hand and a piece of chalk in the other. The tutor wrote on the chalk-board, while talking to the learners. Whilst writing on the chalk-board, the tutor turned his back to the learners and while he was talking and writing some learners were whispering among themselves, while others were copying into their note-books what was written on the board.

With regard to the classroom arrangement, the classroom consists of desks and chairs which were arranged neatly in rows as one would find in the layout of a traditional, formal classroom.

TABLE 45: SUMMARY OF ANSWERS TO QUESTIONS 13, 14 AND 15

Q. 13: The role of the learners during the lessons
Q. 14: The role of the tutor during the lessons
Q. 15: The ending of the lesson

Learners' role	Tutor's role	Lesson ending
Ask questions	Talks too much	Used questions to summarise points
Argue points	Asks questions	
Answer questions	Gives examples	
Three dominate the discussions		

The roles of the learners during the lessons were to ask and answer questions and to air their opinions. Very few learners participated in the classroom. The majority were listeners and receivers of knowledge. In all responses the learners were not afforded a chance to relate the past to the present by, say, giving examples to demonstrate their understanding. Instead of participating the learners were copying down what the tutor was writing on the board.

The role of the tutor during all the lessons observed was that of a presenter. He talked a lot and asked the learners a few questions. The tutor did not try to engage the learners in activities so that more of the work can be done by the learners by way of learning. The tutor used the question-and-answer method to end the lessons, so as to summarise the topics taught.

TABLE 46: A SUMMARY OF GENERAL COMMENTS MADE ON THE HISTORY CLASS

Q. 17: General comments

The tutor was talking and writing on the board at the same time
Learners were not given a chance to relate the past to the present or to give examples
Very few learners participated during the lesson

4.2.4. CLASS DISCUSSION

The researcher conducted a class discussion with the grade 12 adult learners after they had completed and handed in the questionnaire. The discussion was based on the issues surrounding the topic of the research, which is the method of teaching history. The discussion questions were on the research questions (mentioned in Chapter One) and the research themes (discussed in Chapter Three). The discussion with the grade 12 history adult learners was more about the tutors and their role during the history lesson. Problems encountered in the teaching of history with regard to teaching methods were discussed. The learners provided suggestions as to how to make the teaching of history more participatory and meaningful to them.

LEARNERS' RESPONSES TO QUESTIONS REGARDING PROBLEMS ENCOUNTERED DURING THEIR HISTORY LESSONS AND THEIR SUGGESTED REMEDIES

Table 47 summarises the responses of the participants during the discussion. On studying Table 47 one realises that the responses are similar to the ones supplied in the learners' answers to the questionnaire.

TABLE 47: PROBLEMS ENCOUNTERED BY LEARNERS AND SUGGESTIONS

Problems	Suggestions
History is difficult	The tutor should change the method of teaching
Sometimes it is difficult to understand the English	The tutor should accept our own ideas
The subject is confusing	
We do not understand.	
The tutor talks too much about irrelevant topics	
History is boring	
The tutor does not accept our own opinions	
The tutor is lecturing	

TABLE 48: THE ROLES OF THE TUTOR AND LEARNERS DURING HISTORY LESSONS

The role of the tutor	The role of the learners
Speaks alone most of the time.	Listening to the tutor and at the same time copying notes from the board.
Asks a few questions.	Answering questions.
Speaks to us and at the same time writes on the board.	

Comparing the responses from the above tables with the questionnaire responses, one may have doubts about the learners' responses. During the class discussion the learners seldom agreed that their tutor is good (competent). All the learners present complained about the subject itself as well as about the tutor. On this note one may realise that the learners' responses given during the discussion are more reliable than their responses to the questionnaire because what the learners said confirmed the researcher's observations. This led to the researcher's belief that the learners were intimidated by the tutor's presence in the classroom when they were completing the questionnaire. Therefore the learners were not able to respond freely. The researcher had the feeling that the learners were not totally convinced that the questionnaire was being completed anonymously and that the answers could not be traced back to the respondents.

During the learners' discussion with the researcher, the learners were forced to tell the truth because they knew that if they were untruthful some of the other learners would disagree with them. The learners were not asked in the questionnaire about the use of English as a medium of instruction. Fortunately, they raised this issue themselves during the class discussion. Most learners complained that they usually fail their examinations, not because they do not know the answers, but because they do not understand the question / textbook / tutor on account of the "difficult language" used.

CHAPTER FIVE
DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

The previous chapter presented the information gathered from the interviews with four grade 12 history tutors, the vice-principal and the history methodologist; from the questionnaire completed by twenty-two (22) grade 12 history adult learners; observations of two history lessons, and from the class discussion conducted by the researcher and twenty-two (22) grade 12 history adult learners. This information has been presented in the form of tables, followed by a summary / analysis below each table.

The present chapter offers an analysis of the information gathered from the participants in this study. The analysis gives a clear interpretation of the participants' responses. It indicates where their responses are similar and where they are different from the literature survey. The research information has been analysed so that it both answers the questions of this research and addresses the issues related to the themes reviewed. The discussion of the results has been presented in a narrative way. It is organised in terms of the research questions which are closely linked to the literature themes reviewed. Suggested minimum essential guidelines for teaching history to grade 12 adult learners, in the specific context of a rural adult education with inadequate resources, are presented towards the end of this chapter.

5.2 WHAT THE RESEARCH INVESTIGATED

The problem which surrounds the grade 12 history adult learners at the D.W.T. Nthate Adult Education Centre investigated in this study, is that the tutor himself reported that adult learners are "passive by nature" and therefore they are unable to be active participants in the teaching-learning process. The tutor pointed out that he tried to involve his learners as active participants during history lessons, but he had failed. The tutor is faced with the daunting task of teaching a group of 90 adult learners who are different in terms of age, abilities, maturities and levels of knowledge. Some of the learners had failed grade 12 many times at formal schools, some had failed grade 12 at the D W T Nthate Adult Education Centre. Only one learner in this class is studying grade 12 history for the first time. The learners' ages range from 22 to 40 years old.

The researcher wanted to investigate whether the adult learners' age, abilities, maturities and different levels of knowledge and the methods of teaching the tutor is using have an impact on the grade 12 history adult learners (and, hence, on their examination results). The aim of this study was to find out the methods of teaching used at this adult education centre and whether they are participatory by nature and, if they are not, to explore the possibility of making the study and learning of history more interesting and more participatory to a group of adult learners with very different interests, ages, maturities and skills. From the literature and the information gathered from the research participants, minimum essential guidelines will be produced for teaching history to grade 12 adult learners in the specific context of an under-resourced rural adult education centre.

5.3 THE FINDINGS OF THE RESEARCH

5.3.1 METHODS USED TO TEACH ADULT LEARNERS HISTORY

One of the research assumptions was that the teaching methods used by the history tutor to teach grade 12 learners history may have an impact on the teaching of adults. This assumption was influenced by the tutor's response that adult learners are passive and that is why he opted to use a teacher-centred method of tuition.

The observations and the questionnaire responses revealed that the tutor uses mainly a teacher-centred method of tuition, although the tutor believes that the approach he is using involves the learners. This is different from the researcher's observations and from the learners' responses. In the lessons observed the tutor used the lecture method of teaching which is mainly teacher-centred. He was teaching holding a textbook in one hand and a piece of chalk in the other hand. Whilst talking to the learners, he was writing from the textbook onto the chalk-board. During this time the tutor's back was turned towards the learners and the learners were concentrating on transcribing the notes from the chalk-board to their note pads. Although sometimes the tutor asked questions, very few learners responded.

The tutor also indicated that he uses class and group discussions, but neither of these took place during the observations. It is interesting to note that the tutor was aware that the researcher was coming to observe his lessons but he was unable to / did not change his teaching methods to make them participatory. The researcher thinks the reason could be that this tutor is not used to using the teaching methods he said he was using. However, some of the learners indicated that they are sometimes involved in classroom discussions.

What happened during the observations and what has been said by the tutor and the learners at the adult education centre give the researcher reason to doubt some of the information provided because many responses given contradict each other. For example, the teaching methods the tutor claimed to be using were not used during the observations. The learners were asked to mention the activities and teaching methods used by the tutor in most cases and to select from those methods the ones they like most. The responses showed that the tutor's methods of tuition that the learners mentioned are different from those the learners like. They are also different from those the teacher claimed to be using.

The responses of other participants, including the history methodologist, showed that history teaching can be made more participatory and more interesting if it is made more meaningful to adult learners. The participants believe that history should be made real by relating the past to the present rather than teaching about the past events as they are, and about dates of events and names of people. They also believe that history has much to offer in terms of developing the minds of people. In history the tutor can teach about empathy, the use of oral and written evidence, time (chronology), sexism, causes and consequences. Although many learners complained that history is difficult, it is the tutor's responsibility to be aware of the learners' needs and desires to learn and of the importance of studying history and for the tutor to encourage the learners.

The history methodologist said there is no "best" method of teaching. He said "the best method of teaching history is the one which produces the best results". He also said

> "The most important thing in teaching is not only how you select the teaching methods, but it is how you match them with the contents considering the objectives you want to achieve. The teaching

methods need to be explored, studied and tried to be able to make the relevant choice".

Questioning was regarded as being of importance in teaching history. The researcher's observations showed that the tutor uses short questions only. History is one of the few subjects that accommodates different learners in questioning because questions can be formulated in various ways to suit different learners. During the observations the tutor used short questions like "mention...." and "define....". This type of questioning did not give the learners who like to talk an opportunity to air their views or present their arguments in class. That is why often, at lunch-time or after school, learners are to be found arguing strongly about the topic they studied in class. There are many ways that can be used to question the learners during a history class, such as "why?", "how?", "when?", "which?", "define", "describe", "mention", "select", "match", "discuss", "analyse", "agree / disagree".

The data analysed showed that the three history tutors (from the two other adult education centres), who participated in this study, and the history methodologist recommended the following methods would be relevant in teaching history. They are class and group discussions, field-work, case-studies, projects, brain-storming, role-playing, the question-and-answer method, presentations and investigations. The participants said that it is important for the tutor to organise and use appropriate teaching methods accordingly. These methods have been discussed in the literature review (Chapter Three). From the interview with the participants, the researcher learned that historical teaching skills are important in the teaching of history. Historical teaching skills are important in the development of reasoning, communication and problem-solving skills.

5.3.2 THE EXTENT TO WHICH THE TEACHING METHODS USED BY THE TUTOR AT THE D.W.T. NTHATE ADULT EDUCATION CENTRE ARE PARTICIPATORY BY NATURE

The information gathered from the two observations supports what the grade 12 history tutor at the centre said about his learners. The tutor said adult learners are "passive by nature" and he was referring to all the groups of adult learners he taught. Although the researcher does not totally agree with this tutor, she observed that during the history lessons the classroom atmosphere was tense. There was little movement or activity during the lessons. The researcher does not regard adult learners as passive participants, but the way the teaching was structured made the learners passive participants during their history lessons. This does not mean that the teaching methods used are not participatory by nature, but the way the methods were applied did not engage the adult learners as active participants during the teaching-learning process. The lecture method of teaching is not participatory, but it can be made effective if the tutors ensure they are not just presenting the lesson, but that the learners learn something. The lecture method can be made effective if the contents of the lecture fit the available time; tutors vary their mode of presentation; use appropriate examples and visual materials; follow a logical sequence; use illustrations; provide opportunities to ask questions, and provide an appropriate ending.

From the interviews with the various respondents; from the literature studied, and from the researcher's two observations, the researcher has established that there is a variety of teaching methods which could have been employed to teach the chosen topics. The teaching methods which are relevant for teaching these topics are group discussions, debates, the lecture method, the question-and-answer method and the case-study, to mention a few. The following is an illustration that can be employed to teach the topic of "War Communism in Russia":

> The tutor can give the learners the analogy that in traditional African communities and even in modern communities in some parts of our African countries where people work collectively on part of the land, they tend to share the profit (communal ownership). This is a way of relating the past to what is happening now. In this example, the learners will discover the meaning of history and this will also stimulate their interest and, as a result, encourage them to participate in the history lesson.

The researcher observed that there are insufficient teaching resources and materials to readily make the teaching of history to adult learners at the centre more effective. She also observed that the few resources they have, such as textbooks, newspapers and the use of older people as sources of information, can make history teaching effective. These resources should be coupled with using different teaching methods that have been carefully selected to match the content of the syllabus.

5.3.3 WHAT ADULT LEARNERS THINK ABOUT THESE METHODS

The researcher asked the twenty-two (22) grade 12 adult learners of history about the variety of teaching methods with which they were familiar as she was sure that not all the learners were familiar with all the teaching methods. Not surprisingly, very few learners knew about the existence of different teaching methods. Because the questionnaire was administered, the researcher was able to explain the various teaching methods to them. After the explanation about the existence of different teaching methods, the learners were able to give better-informed responses.

The information gathered from the completed questionnaire shows that the learners are not happy about the methods of teaching used by their history tutor. The learners expressed their dissatisfaction at the current teaching methods

used, and especially about lecture method of tuition. They described their dislikes and likes about the teaching methods currently in use. Through her observations the researcher learned that the tutor does not use a variety of teaching methods. Although the tutor used the lecture method of teaching, which was relevant for the topics he taught, he did not know how to match this method with the content and how to employ the method effectively in the classroom situation. The researcher's observations and the input obtained from the class discussion supported the learners' dissatisfaction about the teaching method their tutor is using.

The use of one teaching method for all topics covered in the history syllabus shows that the tutor does not consider the differences between the learners. Some of the learners complained that they do not like class discussions because a few learners dominate the discussion and it is a waste of time as they argue about irrelevant issues. The tutor also indicated that he used to organise class discussions, but because adult learners are passive he did not succeed. The learners' complaint shows the weakness of the tutor with regard to how he employs history teaching methods in the learning situation. The researcher believes that although she has observed only two lessons being taught, during which time the tutor did not incorporate classroom discussions, the learners' passiveness did not necessarily make the method unsuccessful. Rather, the tutor failed to organise and facilitate he class discussion. He did not give adequate guidance and instructions. Although the researcher did not observe this herself, the learners indicated in their responses to the questionnaire that the tutor also failed to direct the discussion so that a few learners did not dominate the discussion and discuss issues that are not relevant to the topic being discussed.

When asked about their favourite teaching methods, the learners indicated that they like discussions, practical work, note-taking, debates and activities other than the lecture method and presentations. Even though the learners were able

to answer questions about different types of teaching methods, the researcher realised that the learners' answers were not based on the way they enjoy these methods (debates, case-studies, role plays, buzz groups and brain-storming) for the teaching of history, but on what they know about them because, before the learners commenced completing the questionnaire, they knew nothing about different teaching methods except the lecture and class discussion methods.

The learners also complained about the history lesson itself. It is well known that a lesson is driven by the teaching methods. If the teaching methods employed are not relevant to a particular topic, the content is more likely to be meaningless to the learners. The learners indicated that they do not like history because of the various reasons given, such as "history is only about names of people, events and dates". "There are no examples to make us understand". "The tutor talks more about politics and politicians". "It is difficult for the learners to understand their tutor and they are not given notes". In this regard the researcher observed that the tutor does not make teaching "come alive" for the learners. This is the reason the learners find it difficult to learn history. The tutor does not provide relevant examples to make history meaningful and interesting. It is not desirable to give the grade 12 adult learners notes, but it is advisable to help the learners to construct their own notes and encourage them to make notes before the next lesson so that they can have an understanding of what is to be discussed and learned during their next lesson.

The learners' general comments on the completed questionnaire show that six (6) learners do not enjoy the lecture method at all; two (2) learners complained that the tutor does not accept their own views; two (2) learners complained that the tutor talks too much and he is short-tempered, and another two (2) said that they are always confused. Five (5) learners did not respond and only five (5) indicated that the tutor's methods of teaching are good. What brings doubt to the learners' answers is that they contradict each other. For example, fourteen (14) learners indicated that their history tutor is good when delivering the content.

However, the same learners in their answers to the questionnaire and from their classroom discussion complained about the tutor, his methods of teaching and the lesson. The researcher's observations were confirmed by the learners' responses.

5.3.4 THE DIFFERENCE BETWEEN ADULT AND YOUNG LEARNERS IN GRADE 12 (MATRICULATION)

The three tutors from the two other adult education centres who were interviewed and the history methodologist believe that there is a difference between the adult learners and the young learners at formal schools, but they think that the difference is not that significant because they are all learners. One of the principles of adult education is that adult education tutors should treat and consider adult learners as adults in terms of age, maturity, experience and responsibility. Adult learners usually have significant experiences in life and some of those experiences contribute to their need and desire to learn.

The researcher noted that the history tutor observed does not consider the principles of adult education, which are that adult learners expect to be treated as adults because they have experiences in life. The researcher observed that, in his teaching, there was no difference in the way the tutor treated younger or older adults. The adult learners were not given a chance to make use of their experiences in learning. It is important for the adult education tutor to consider that some of the adult learners had dropped out of formal schools for reasons known to them and that these learners do not expect to be treated like children because this can develop a negative attitude towards commencing learning again. The above observation was confirmed by the learners in their responses to the questionnaire and in the classroom discussion with the researcher.

5.3.5 THE FINDINGS ON THE IMPACT OF AGE, ABILITIES, MATURITIES AND LEVEL OF KNOWLEDGE ON ADULT LEARNING

Before conducting this research, the grade 12 history tutor who was observed told the researcher that adult learners are "passive by nature" especially in a classroom situation because they do not participate even if one does try to engage them in activities. On this note the researcher assumed that perhaps the learners' differing ages, abilities, maturities and their levels of knowledge are the factors that make the history tutor view his learners as passive participants. The researcher interviewed the grade 12 tutor who was observed, the history methodologist and the three grade 12 history tutors from two other adult education centres about the impact of the abovementioned factors on the teaching of adult learners. Even though the participants did not dwell much on this factor (namely, age), they agreed that the age of the adult learners may have an impact on teaching adults, and that this is because adult learners are different from younger children who are studying grade 12 in formal schools, even though the difference is not that significant.

One of the two grade 12 history tutors from another adult education centre, who were interviewed together, indicated that age is a factor that differentiates adults from children and it does not have a negative impact on adult learning, but makes learning more challenging to adults because adult learners have other responsibilities and commitments which, in most cases, clash with their school work. This tutor also mentioned that an important aspect that makes adult learning more challenging in terms of age is that younger children learn more quickly than adult learners even though adult learners are more experienced than children. The history methodologist mentioned that in order to help the adult learners learn more quickly, tutors should make what they are teaching more relevant to their everyday life so that the adult learners begin to use their own experiences in the teaching-learning process.

With regard to the adult learners' different levels of knowledge, the researcher learned from the questionnaire completed by the twenty-two (22) grade 12 history adult learners from the centre where this case-study was conducted that only one learner is studying grade 12 history for the first time. The rest of the learners are repeating grade 12 history for the second (or more) time. From these answers the researcher learned that some learners had left formal schools a long time ago and have come to the adult education centre to complete their studies. Therefore, one should realise that adult learners differ in terms of level of knowledge, of age, abilities, maturities and experiences. On this note the history methodologist suggested that in order to cope with a diverse group of adult learners, it is important for history tutors at adult education centres to be aware of all the differences and the (inadequate) previous knowledge the learners have. This prior experience will explain their differences in learning abilities, because one of the principles of adult education is that what is to be taught to adult learners should be structured according to their needs and experiences. The methodologist further indicated that by considering their differences, a tutor will be able to select the teaching methods that best suit each member of the class. This will make each of the learners have a sense of belonging because his or her needs will be taken care of. The flow of the lessons, instructions and questioning should also suit the learners' abilities and levels of knowledge. Failing to consider all of these may cause learning to "become a monster" to adult learners. This was confirmed by the classroom observations, because the researcher observed that the few learners who did participate in class were the younger adults. The older ones did not even attempt to answer questions.

5.3.6 THE MEDIUM OF INSTRUCTION

It is well known that the medium of instruction for teaching history at adult education centres, in all grades, is English. One of the weaknesses of the

researcher (and, hence, the current research) is that, in the questionnaire, she did not ask the learners about the use of English as a medium of instruction for teaching history. However, during the class discussion, which was conducted between the researcher and twenty-two (22) grade 12 history adult learners, the researcher learned that these learners speak different African languages (Setswana, Sesotho, Sepedi, isiZulu and Shangaan). At first it seemed as if the learners did not wish to participate in the class discussion but, after one learner contributed in his mother tongue to the discussion, many other learners started to participate using their mother tongues. Even though the researcher did not ask the learners about the use of English in teaching history, it was clear from the way in which the learners raised the matter in the classroom discussion and their responses to the questionnaire that they sometimes find it difficult to learn history because they do not understand English well and are not fluent in its usage.

The information (about the usage of English and the learner's familiarity with the language), obtained during the classroom discussion, was confirmed by the insight gathered from the interview with the grade 12 history tutor at the centre. In his response to the questions regarding the usage of English as a medium of instruction, the history tutor at the centre indicated that he sometimes gives the learners an opportunity to answer questions using their mother tongue to encourage the learners to participate. The tutor stressed to the researcher that he put the blame for the learners' lack of competence (and confidence) when speaking English on the English tutor because she is the one who is responsible for seeing to it that the learners speak and write English well. On this note the researcher realised that even though the use of the mother tongue can encourage the learners to participate in the history lessons, this might kill their confidence as the learners would continue to be unable to communicate effectively in English in future.

The history methodologist indicated that fluency in English cannot have a significant impact on the teaching of grade 12 adult learners because they have learned the language from grade 2, but the level and standard of language used by the tutors may have an impact on teaching and learning. To support the methodologist the researcher observed that the tutor was reading from the history textbook to the learners as his way of teaching. It could be that the language of the textbook may be difficult for the learners to understand. It is the task of the tutors to simplify the language used in the textbook. The methodologist further indicated that tutors can select and implement the teaching methods and activities effectively but as long as the learners do not understand the language used, they will be afraid to participate. He also indicated that the learners may be passive participants because they are afraid that others (their co-learners) will laugh at them if they express themselves poorly in English. The methodologist's opinions were confirmed by the researcher's observations during the classroom discussion, where the learners were able to (and did) participate freely using their mother tongue (Setswana).

5.3.7 THE GRADE 12 HISTORY SYLLABUS

The three history tutors (from the two other adult education centres) who were interviewed agreed that the syllabus and resource materials used may have an impact on adult learning. The history tutor at the centre indicated that he is uncertain whether the current syllabus is a factor that can affect the teaching of history to grade 12 adult learners. This statement demonstrates that this tutor could be unaware of this principle of adult teaching which says that adult learners should be taught in accordance with their needs and what is relevant to their prior experience.

What is happening with regard to the history syllabus is that the grade 12 adult learners are not provided with an opportunity to be involved in planning the syllabus because "everything is pre-prepared for them". This also applies to the

children studying grade 12 at formal schools because they write the same paper. The learners are controlled by the external examiners and the textbooks used. The textbook itself is regarded by the methodologist as perhaps being difficult to understand. This begs the question: "how can one participate in something one does not understand?". One of the principles of adult learning stressed the importance of involving adult learners in the structuring of the learning programmes and activities. That is, what is to be learned should be according to the needs and desires of the learners. The grade 12 history tutor at the centre said that he does not involve the learners in planning and organising learning-teaching programmes and activities. Three history tutors from two other adult education centres indicated that they do not involve their learners in planning and structuring the syllabus because it is pre-prepared for them. However, these tutors indicated that they do involve adult learners in structuring the adult learning programmes and activities so that the learners can decide what aspect of the syllabus they want to learn on a certain day and how and when they wish to study the topic. These tutors said that the learners' decisions helped them to plan their lessons, whilst taking into account the learners' preferences.

The information obtained from the twenty-two (22) grade 12 history adult learners shows that the majority of the learners find some of the topics too difficult to understand, for example, "the Cold War, German, Russian and African" history. On this note the researcher realised that the learners are not interested in these topics because they do not understand how they are relevant to the careers they intend to pursue. For example, some of the learners indicated that the reason they are studying history is because they want to become social workers.

5.3.8 THE TUTOR HIMSELF

The researcher did not consider the tutor's personality as one of the factors that could influence his teaching and adult learning. Unlike the researcher and the history tutors who were interviewed, the methodologist made it known that the adult learners' passiveness in the classroom may be attributed to the fact that they, too, might find a tutor's style of teaching difficult to understand. The methodologist considered this factor as being important because he indicated that if a tutor has a negative attitude towards the subject or a group of learners he / she is teaching, this can affect his / her teaching. He also pointed out that. if a tutor does not approach the teaching of adults and the adult learners in a professional manner; or does not know the subject well and how to select and implement various teaching methods, this can affect his / her teaching and, hence, the adults' learning. On this topic the researcher believes that tutors should have a positive attitude towards their work so that they can help the learners to develop a positive attitude towards learning. When tutors are motivated, they will be able to motivate their learners as the tutors' enthusiasm will "rub off" on the learners.

5.4 HOW HISTORY LESSONS AT THE D.W.T. NTHATE EDUCATION CENTRE CAN BE MADE INTERESTING

According to the history methodologist, history is mainly about past events, people and dates and there are plenty of teaching methods that can be employed to make the teaching of history to adult learners more participatory and interesting. The methodologist further indicated that if the teaching of history is made participatory it might change the way most people view the study of history. Most people regard the study of history as the study of dates, events and people. By using the relevant / appropriate teaching method in a professional way, people might then realise that history does not only teach us

about past events, but it also involves the study of skills, such as writing skills when writing essays; reading skills when reading historical documents for historical evidence; reasoning skills to back up one's argument and, if the learners are involved in the teaching-learning process as active participants, they are encouraged to do a lot more talking than their tutors and, as a result, their communication skills will improve.

The information gathered in this study showed that there is the possibility of making the teaching of history more interesting, real, meaningful and more participatory to the grade 12 adult learners of history at the adult education centre. The history tutors and the methodologist indicated the teaching of history can be made effective by using the following teaching methods: group and class discussions, buzz groups, brain-storming, lectures, debates, simulations, role playing, presentations, field trips, case-studies and other projects. In using these methods the two tutors who were interviewed together from the other adult education centre indicated that tutors at adult education centres should consider the following when teaching adult learners history:

- the group of learners being taught
- the learners' level of knowledge and their abilities
- involving the learners in designing learning programmes and activities
- mastering the content of the syllabus
- knowing and understanding the variety of teaching methods, strategies and activities available
- how to match the subject content with the teaching methods, and

- helping the learners to know how to relate the past to the present.

The researcher observed that the grade 12 adult learners of history observed at the D.W.T. Nthate Adult Education Centre do not play an active role in the classroom. It is important for tutors to take the above factors into consideration when planning a lesson because, by involving the learners, the tutors will be able to teach according to the learners' needs. The researcher also noted that in both the lessons she had observed, the tutor asked the learners short questions, necessitating the learners to mention only the names of the people involved, to give dates and define the meaning of historical terms (for example, "Nationalism" and "Communism"). According to the methodologist, history is a participatory subject which allows a tutor to engage his / her learners as active participants in class by asking them "who?", "how?", "what?", "when?" and "why?" questions. History also allows tutors to ask the learners to "describe", "analyse", "explain", "define", "illustrate", "mention", "select", "match", "argue", "discuss", "give reasons for", and "agree / disagree". These different ways of questioning are challenging because the learners are expected to elaborate on the issues concerned. When asking the learners the above questions it is important for the tutors to let them know that in the discussion there is not necessarily a "correct" answer. The "correct" answer is the one which is supported by relevant evidence and facts. That is, if the learners' facts are irrelevant, the tutors should try to know and understand why the learners gave this answer. This process of tutor / learner empathy will help the tutors to realise why the learners missed the relevant answer and, as a result, the tutors will be able to teach the learners constructively. This is where the "interview" method is relevant in teaching adult learners. It is also important for tutors to encourage the learners to ask questions and to air their view-points.

The information gathered from the interview with the methodologist and the three history tutors (from the two other adult education centres) of grade 12

adult learners shows that history involves past events. The use of case-studies, field trips and other relevant projects can make history exciting to adult learners. According to the participants in this research, these methods can give learners an opportunity to use their own experiences and allow them to use the older people in the community as sources of information.

The methodologist indicated that the use of various teaching methods should be coupled with relevant teaching activities; relevant learning aids; relevant materials and appropriate resources. The information gathered through the observations in this research shows that few effective teaching aids, such as the textbook, chalk and the chalk-board, were used by the tutor. However, these teaching aids were perhaps not used to their best advantage as the tutor was talking to the learners (teaching) while copying from the textbook onto the chalk-board. The problem that occurred was that the learners were not listening to the tutor, but copying notes from the chalk-board. The teaching aids the tutor used are relevant for the topics taught but they were not necessarily used to their best advantage. The researcher opines that tutors should use textbooks during the preparation of their lessons and then used the chalk-board for illustrations and examples. It is wise for tutors to ask the learners to prepare and organise their own notes, especially before each lesson, because this will enhance their comprehension as the learners will have some understanding of what is to be taught in the next lesson.

In teaching history, tutors can make use of different history textbooks relevant to the syllabus for that particular grade, historical documents, journals and articles, overhead projectors, slides, newspaper cuttings, maps, cartoons and other objects where necessary. However, the researcher observed that the centre where this study was conducted has very few resources. She suggests that old newspapers, posters, cartoons, the textbooks relevant to that grade, study guides and older people can make the teaching of history effective at

under-resourced adult education centres if these resources are used effectively and appropriately.

The researcher observed that the teaching methods the grade 12 history tutor was using to teach adult learners were not coupled with historical teaching skills such as translation, interpretation, "open" and "closed" questioning, evaluation detective work, time charts and factors and fact charts. From the interview with the history methodologist, the researcher learned that the use of historical teaching skills is important in teaching some of the historical aspects of history, such as time, the use of evidence, chronology, sexism, causes and consequences. This is because when these aspects are approached in a professional manner they can make history teaching more exciting and real to adult learners.

When illustrating the ways of using these skills, the history methodologist said:

> "There is a link between the following historical skills: controversy, historical evidence, time, chronology, causes, consequences and sexism. The relationship or the link between these skills is that, given a passage about a past event, the learners can learn why this event happened (causes), what were the results (consequences), when did it happen (time), which small events led to this big event (chronology). This task may lead to argument (controversy) between the learners and as a result every learner will try to use proof (historical evidence) to support his or her argument. It is well known that most of the historical passages about past events represent males' point of views. Learners may also argue about 'why events are always presented from males' points of view' (sexism)".

5.5 POSSIBLE MINIMUM ESSENTIAL GUIDELINES FOR TEACHING HISTORY TO GRADE 12 ADULT LEARNERS IN A SPECIFIC CONTEXT

INTRODUCTION

This section presents the development of minimum essential guidelines which consist of important elements in the teaching of history to grade 12 adult learners in the specific context of the study. The development of these minimum essential guidelines has been drawn from the themes reviewed from the related literature, and from the results of the observations, interviews, the completed questionnaire and class discussion conducted with the participants in this study. The minimum essential guidelines are based on the specific situation of adult education centres in rural areas with inadequate resources and lack of exposure of tutors to a wide range of teaching methods.

The minimum essential guidelines are presented in summary form. They are organised into seven topics related to the topic of this study and they are based directly on what the researcher observed at the centre. The topics discussed in the minimum essential guidelines are: the necessity for producing minimum teaching guidelines; the history syllabus; the language of instruction; possible effective history teaching methods and activities; the role of the participants (that is, the tutor and the learners) during lessons; the use of resources and materials when teaching history at an adult education centre with limited resources, and evaluation of the learners' competence. These topics were discussed bearing in mind the requirements of the new education curriculum, that is, Curriculum 2005.

THE NECESSITY FOR PRODUCING MINIMUM ESSENTIAL TEACHING GUIDELINES

The most basic needs that developed an interest in the production of these minimum essential guidelines centred around the participatory method of teaching history to grade 12 adult learners. The researcher realised that there is a need to develop some basic essential guidelines that will help tutors of adult learners in adult centres with limited resources, such as at the adult centre observed in this study, to make the teaching of history in this complex situation more interesting, meaningful and more participatory to grade 12 adult learners.

Before the process of learning and teaching begins, it is important for the tutors to consider that most of the adult learners came to the adult centres for a "second chance" at schooling. Therefore, it is up to the tutors to make sure that these learners do not regret their efforts to return to formal education classes. The tutors should try to encourage the learners to relax in the environment of adult education so that they are not reminded of their previous unsuccessful encounter with formal schooling where they failed to achieve their goals.

The basic principle of understanding an adult learner and how to deal with him / her in a learning environment is for the tutors to have a good knowledge and understanding of the principles of adult teaching and adult learning. In considering these two principles of adult education tutors should know that, in teaching adult learners, learning should be problem-centred, experience-centred, learner-centred and the goals should be set and pursued by the learners themselves [Brookfield 1986:26].

It is important for the tutors to know and understand the nature of the group of adult learners with which they are dealing. In other words, tutors should consider the differences between adult learners in terms of age, abilities, maturities and level of knowledge. Tutors should bear in mind that, unlike young children, adult learners have some responsibilities that can have an effect on their learning.

The tutors should not generalise the adult learners' abilities because each learner is different. The researcher believes it is not correct to make the blanket statement: "adult learners are passive by nature" as the tutor at the centre indicated. One of the ways of making the teaching of history to adult learners more interesting, meaningful and participatory depends on open communication between both the learners and the tutors. The learners should be responsible for their own learning. At the same time, it is the responsibility of the tutors to make sure that learning can and does take place.

THE HISTORY SYLLABUS

The current history syllabus is pre-prepared for the learners and the examinations are set externally. In other words, the learners are not involved in designing the study material. Therefore, what is to be taught is not necessarily structured according to the needs and desires of the learners, but is rather what has been imposed on them. Given that the grade 12 history syllabus is pre-prepared, it is probably unwise for the tutors to relax their teaching efforts and simply follow it. Tutors should rather try to involve the learners in designing their own learning programmes and activities that relate directly to the prescribed grade 12 history syllabus. This means that the learners would have a say on what they want to learn, when and how. It should be remembered, however, that it remains the responsibility of the tutors to ensure that every aspect of a topic is covered. Learners would have a greater degree of involvement and interest in learning history when the content is made relevant to their situation, needs and desires rather than when tutors search around for relevance, or when the learners request justification for topics on the syllabus. The syllabus should commence with the learners' choice of a topic. This would be one way of making adult learners active participants and a way of making them responsible for their own learning.

THE LANGUAGE OF INSTRUCTION

At the centre of every communication there is the use of language, whether it is verbal or sign language. One of the most important elements in making communication more effective is an understanding between the communicating parties which is brought by the language being used. This means that all the parties should know and understand the language being used. This is also applicable in the teaching environment.

The medium of instruction for the teaching of history to grade 12 adult learners at the D.W.T. Nthate Adult Education Centre is English. The researcher observed that the grade 12 history adult learners at this centre speak several different African languages. Given this situation, it is important for the tutors to use the language of instruction in a way that is relevant to the learners' level of knowledge. By encouraging the learners to participate in class and asking them questions the tutors will be able to know their weaknesses and strengths when using English.

It is not wise for history tutors to encourage adult learners in grade 12 to use their mother tongue during history lessons because the history resource materials are written in English and the examinations are in English. If the learners are encouraged to use their mother tongue in the history lesson, at the end of the year they will experience difficulty in understanding the question papers and also in writing essays. Therefore, the tutors should consider the following:

- Taking into account the learners' difficulty in using English.

- It is not the responsibility of the English tutors alone to ensure that learners develop a good command of the English language, but it is also the responsibility of the history tutors to structure their teaching activities to develop the learners' skills in writing, reading and listening.

- Encouraging learners to speak English instead of their home language during lessons because this will improve the learners' confidence when communicating with the rest of the world through the medium of English.

- Encouraging all learners to participate in class or group discussions.

- Ensuring that learners do not criticise or laugh at each other especially when a learner's comprehension or use of English is not good.

POSSIBLE EFFECTIVE HISTORY TEACHING METHODS AND ACTIVITIES

The researcher observed that the grade 12 history tutor at the adult education centre uses more of a "lecture method of tuition" when delivering lessons. The use of different / alternative teaching methods is not an onerous task, but it requires tutors to research and learn about the various teaching methods. History can be taught using a variety of teaching methods. Action, presentation and interaction strategies can make the teaching of history participatory. Even if the adult education centres do not have adequate resources to make the teaching methods effective, these methods can be effective themselves if they are selected and implemented in a professional way.

(A) ACTION STRATEGIES

The researcher observed that the tutor used none of these teaching methods in the lessons observed. The methods of teaching adults that fall under "action strategies" are simulation games, role-plays and case-studies. These methods allow the learners to discover history for themselves and to imitate or put themselves in the shoes of people who shaped history for a better understanding of the subject / topic under discussion. Simulation games involve the learners in the learning process and arouse their interest. Role-playing helps the learners to understand their own behaviours and actions as well as those of the people and events that made history. Case-studies sharpen the learners' problem-solving skills and promote independent study.

(B) PRESENTATION STRATEGIES

"Presentation strategies" involve lectures, debates and interview methods of teaching. These methods relate mainly to "telling". When using them the tutors should have a relevant and professional approach and should know when and how to use them. The researcher observed that the tutor used mainly the lecture method of tuition which is a quick way to present material but the tutor should ascertain that learning takes / has taken place. This method of tuition could have been more effective if it was coupled with buzz groups and some illustrations. It is not wise for tutors to allow the learners to copy notes from the board while they are lecturing because, at the end of the lesson, the learners will not understand what the lesson / notes were about. A "debate" involves argument and it is useful in presenting / constructing viewpoints and demonstrating how the opinions presented can be assessed and analysed. The "interview" method of teaching helps tutors to explore and analyse problems, and stimulate interest in individual learners.

(C) INTERACTION STRATEGIES

"Interaction strategies" involve group discussion, fish-bowl, buzz group and brain-storming methods of teaching. These methods allow the learners to work together and present feedback on a given topic. By using these methods of learning, the learners are at the centre of the learning experience and the tutor only gives guidance / acts as a facilitator. None of these methods was used during the lessons that were observed. "Group discussions" would give the learners an opportunity to present their own views about the topics being presented because they bring facts and opinions together. The "fish-bowl" technique is also a discussion tool that encourages learner participation. "Buzz groups" can be used in conjunction with lecture methods to retain the learners' concentration. "Brain-storming" is a form of creative thinking where an intensive interplay of ideas and potential solutions are offered to solve or develop a problem or theme.

For the above methods to be effective, tutors should explore them, match them with the content of the lesson, and know how and when to implement them in the classroom situation. These methods of tuition should be coupled with appropriate historical intellectual teaching skills in order to make history more real and meaningful to adult learners. The researcher observed that the tutor presented the history lessons by "telling" the learners about the past events as they happened without creating meaning from them. Historical intellectual teaching skills help the learners to understand not only the past events as they happened, but also to create meaning from them. "Creating meaning" from the lesson assists the learners to tell in their own words what happened in order to test comprehension (understanding and translation); to interpret cartoons and pictures related to the topic (interpretation); to communicate judgement based on historical evidence and to evaluate their own work.

Tutors should involve the learners as active participants not only through appropriate teaching methods and historical intellectual skills, but also through the use of history teaching skills. From the topics taught tutors could ask the learners to spot the similarities and dissimilarities from the facts presented. In most passages on historical events, the learners could spot controversial issues and they should be encouraged to argue their points based on historical evidence. Tutors could use "factors charts" and ask the learners to match causes and consequences. With regard to the study of chronology, or the order of events in history, tutors should encourage the learners to view history not as the study of the years in which events occurred. Rather tutors should teach the learners to understand the meaning of "time in history". Time charts can be used when teaching time in history. This will help learners to understand ordering of events, chronology and logic in historical events.

THE ROLE OF THE PARTICIPANTS DURING LESSONS

The researcher observed that during history lessons the tutor talked extensively and the learners were receivers and not creators of knowledge. It is difficult to say whether the learners were listening to the tutor because, while the tutor was talking, the learners were copying some notes from the chalk-board. In order to make learners active participants of a lesson, tutors should engage them in learning activities. Tutors should not be the sole producer of knowledge but should serve as facilitators. This would remove the tutors from the centre of the teaching-learning process but still allow them to provide guidance to the learners. The learners should be motivated to learn. The learners should be helped and encouraged to develop an interest in the subject they are studying so that they can realise their need and desire to learn.

THE USE OF RESOURCES AND MATERIALS WHEN TEACHING HISTORY AT AN ADULT EDUCATION CENTRE WITH LIMITED RESOURCES

The researcher observed that there are very limited resources at the adult education centre and the centre is far away from, and therefore inaccessible to, libraries. In both the lessons observed by the researcher, the tutor used a textbook, a piece of chalk and a chalk-board. No other materials or teaching aids were used. The most usual materials and teaching aids that can be used for teaching history are textbooks (prescribed and other relevant textbooks), study guides, journals and articles, a chalk-board, maps, charts, chalk, markers, an overhead projector and slides, radios, videos, and newspapers. Older people are often a neglected, but valuable, source of information.

Given the background of the centre, the researcher realised that it would be difficult for tutors to use participatory methods of teaching history to grade 12 adult learners in a situation where the resources are limited. This is because the various teaching methods available require a wide range of resources. However, the researcher suggests that tutors should avoid using a textbook in the classroom. They should rather come prepared for the lesson and refer to the textbook only when necessary, if at all. Given the situation at the adult education centre, there are some relevant resources that can be used for the teaching of history in grade 12. Examples are the prescribed textbooks (which were issued to all learners by the centre), relevant study guides collected by the tutors and the learners from former grade 12 history learners (especially from those learners who had studied history whilst attending formal schools), other relevant sources, such as older people and other members of the community, newspapers and other relevant articles or documents they might come across. Where appropriate, the teaching aids should be made available in the classroom. Care should be taken when laying out the classroom to ensure that the layout does not affect the learners' hearing and vision.

EVALUATION OF THE LEARNERS' COMPETENCE

In this section the weakness of the researcher is that, during her field-work, she did not ask to see the learners' and tutors' written work (class work, tests, home work and the tutor's questions and memorandums). Therefore, the minimum guidelines for evaluation will be based on the information gathered from the interviews, the two observations, the completed questionnaire and the class discussion.

The researcher observed that the tutor asked the learners short questions only. There are many ways that tutors could phrase history questions. Questions can be formulated from "why?", "how?", "when?", "what?", "describe", "illustrate", "explain", "define", "discuss", "present", "mention", "state", "give", "argue for / against", "agree / disagree", "analyse", "match" and "compare / contrast".

The grade 12 adult learners write external examinations at the end of the year. For the tutors to meet their long-term objectives, they should make sure that before the examinations commence they have completed the syllabus and revised it with the learners. Tutors should attend workshops and seminars organised by the external examiners and the material developers if there are any. This will help them to know and understand how the question papers are developed, the way to answer questions and the pass requirements. However, this still leaves one problem unaddressed: learners may fail, not because they do not know the answers, but because they do not understand the questions.

History involves logic, understanding, reasoning and argument. Through evaluation, history can develop skills in communication, writing, reading, the use of language, problem-solving and reasoning. It is important for the tutors to concentrate not only on what the textbooks say but on how facts and opinions are presented; the reasons given for answers; how the learners argue their views; how they use historical evidence (sources) and the learners' understanding of what they have been taught.

Assessment in history can include peer and self-evaluation, oral work or written work (assignments, class-work and tests). Assessment should be made, not only at the end of the year or during examinations, but continually. This will show both the learners and the tutors their strong and weak points at an early stage. This knowledge can, in turn, be used to provide an opportunity for analysing and remedying short-comings. History tutors should be aware of the curriculum developments in the country and know how these developments affect their subjects and teaching and learning styles.

CHAPTER SIX
SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

6.1 SUMMARY OF THE FINDINGS

The study investigated the methods of teaching history to grade 12 adult learners at the D.W.T. Nthate Adult Education Centre in the rural Winterveldt. The aim of the study was to find out whether the methods used at the centre to teach history to grade 12 adult learners are participatory by nature and, if they are not, to explore the possibility of making the teaching of history to the grade 12 adult learners in this centre more interesting and participatory. A further aim of this study was to produce minimum essential guidelines for use when teaching history to grade 12 adult learners in the specific context of an under-resourced adult education centre.

The researcher's interest in this topic was developed because she had heard a statement to the effect that adult learners are "passive by nature". This remark was made by the history tutor at the centre where the case-study was conducted. A qualitative case-study method was used to conduct this study. The information gathered for this research was obtained from interviews with the grade 12 adult education history tutor and the vice-principal from the chosen centre; interviews with three grade 12 adult education tutors from two other adult education centres and the history methodologist from the University of the North West; two observations of the tutor's history lessons; the questionnaire administered to and completed by twenty-two (22) grade 12 history adult

learners, and the class discussion conducted by the researcher with the twenty-two (22) adult learners.

The theoretical context of this study was established by reviewing the six major themes of this research which relate directly to the topic of this research. The six major themes are: the historical context of adult education in South Africa; the place and importance of history in education; principles of teaching adults; approaches and methods of teaching history; participatory methods of teaching adult learners, and an overview of curriculum change in South Africa (Curriculum 2005). The aim of reviewing these themes was not to rewrite what other researchers / authors have presented, but to position this study.

The responses obtained from the research participants were presented in the form of tables in Chapter Four. Summaries were presente ` below each table to expand on the information summarised in the tables. The responses were presented in the way the participants answered the questions. That is, the researcher presented the information as it was. Information was neither added nor subtracted.

The findings of the research were discussed in Chapter Five. The researcher organised the findings according to the research questions that relate directly to the themes of this research. Although the researcher made some assumptions concerning the research problem, the findings of the research revealed some additional information that was not considered at the beginning of the study. From the researcher's observations, she believes it is dangerous to say that the problem lies only with the teaching methods the tutor at the centre is using, and the learners' ages, abilities, maturities and levels of knowledge. Perhaps the tutor has insufficient knowledge about the content of the topic; the personalities of the tutor and learners; the medium of instruction; the lack of involvement of the learners in designing and implementing the learning programmes and

activities; the lack of adequate teaching and learning aids, and a lack of exposure to a wide range of teaching methods also contribute to the problem.

From the research findings, minimum essential guidelines for teaching history to grade 12 adult learners have been developed (in Chapter Five) to help grade 12 adult education tutors in the specific context of a rural adult education centre, which has limited resources and tutors and learners who have not been exposed to a wide range of teaching methods. The developed minimum essential guidelines have been drawn from the review of the themes that relate to this study, as well as interviews, two observations, the completed structured, open-ended questionnaire, and class discussion. These minimum essential guidelines are based on the findings in this research about the teaching of history in a specific situation of an under-resourced adult education centre. These findings cannot be generalised but the researcher believes that, because similar problems may be encountered when teaching history to grade 12 adult learners at other adult education centres, these results and minimum essential guidelines might be applied successfully at adult education centres where the situation is similar to that at the D.W.T. Nthate Adult Education Centre.

IMPLICATIONS OF APPLYING THE SUGGESTED MINIMUM GUIDELINES IN AN ADULT EDUCATION CENTRE WITH MINIMAL RESOURCES

The researcher is aware that it might be difficult to implement the suggested minimum guidelines especially in a South African situation where, like this one, many adult education centres have limited resources; adult learners are very different in terms of age, abilities, maturities and knowledge; and tutors have limited knowledge and historical teaching skills as to how to involve adult learners in structuring and designing learning programmes and activities. Tutors also generally lack familiarity with a wide range of teaching methods. These factors might be a barrier to making history teaching more participatory and interesting because effective teaching requires adequate teaching and learning

aids and materials; knowledge of a wide range of teaching methods and the involvement of both the tutors and the learners in designing and implementing learning programmes and activities. Given the situation at the D.W.T. Nthate Adult Education Centre, the developed minimum guidelines are not necessarily the best or only applicable ones, they are the researcher's attempts to help history tutors make history teaching more participatory, interesting, real and meaningful to grade 12 adult learners within a specific context of study. It is, therefore, recommended that further research takes place on this topic. The researcher is aware that change cannot take place overnight, but ongoing practice can make the teaching of history meaningful to adult learners.

6.2. RECOMMENDATIONS FOR FURTHER RESEARCH

Several writers, among others Leinhardt *et al.* [1994], Gordon [1996] and Lomas [1993], have researched and written about appropriate methods of teaching history. Unfortunately, there is limited literature on the teaching of history to adult learners. Most of the literature focuses on teaching children in formal schools. Even though there is not a significant difference between adults and children as learners, where they differ in learning is in terms of age, abilities, m ities, levels of knowledge and other responsibilities that can affect their learning. Therefore, the teaching approach should differ for adults and children. Research plays an important role in education because it can reveal hidden problems. It can also solve many everyday problems in the field of education. Research can develop new ideas and promote progress in education. In other words, there is a need for additional research on topics relating to the subject of this research. The researcher suggests that additional research be carried out on the topics researched in this study including:

- Involvement of the tutors and large numbers of groups (including learners) in the testing and adjusting of the materials to encourage creativity and critical interaction with the material.
- The current history syllabus and the new curriculum.
- Ways of involving grade 12 adult learners in designing and implementing learning programmes and activities for the pre-prepared syllabus.
- Factors contributing to learners' participation.
- The medium of instruction in teaching history.
- The organisation and planning of teacher training and support services to history tutors.
- How to make the teaching of history to adult learners more participatory and interesting in a situation where there are limited resources and lack of exposure to a wide range of methods.

Other topics which have not been mentioned here but which are relevant should also be researched. The researcher suggests that "action research" might be a useful research method to produce better outcomes because it allows the researcher to understand problems better and helps to find a way to solve them. "Action research" involves both the researcher and the participants actively during the research process. This kind of research helps improve teaching practice as the feedback loop is tighter and recommendations from observations can rapidly be incorporated into practice.

REFERENCES

Abbott, M. (1996) *History Skills: A Student's Handbook*. New York: Routledge Publishers.

Altenroxel, L. (1997) *Outcomes: all you wanted to know*. In *Pretoria News*, Thursday 3 April. Pretoria.

Behr, A.L. (1977) *A Textbook of Educational Method*. Pretoria: J. L. van Schaik Ltd.

Brookfield, S.D. (1986) *Understanding and Facilitating Adult Learning*. Oxford: Jossey Bass Publishers.

Brophy, I. and van Siedright, B. (1997) *Teaching and Learning History in Elementary Schools*.

Brown, L. and Okedera, J.T. (1981) *An Introduction to the Study of Adult Education*. London: University Press.

Burston, W.H. and Green, C.W. (1962) *Hand Book for History Teachers*. London: Croom Helm Ltd.

Castle, P.J. (1991) Developing a Numeracy Curriculum for Semi-literate Adults in South Africa. Unpublished MEd Dissertation. Johannesburg: University of the Witwatersrand.

Chaffer, J. and Taylor, L. (1975) *History and History Teacher*. London: George Allen and Unwin (Publishers) Ltd.

Cockburn, P. (1997) *Building a brighter future. Curriculum 2005: Questions and Answers for Learners, Educators, Parents and Governing Bodies*. Johannesburg: Department of Education.

Cohen, L. and Manion, L. (1985) (2nd ed) *Research Methods in Education*. London: Croom Helm Ltd.

D.W.T. Nthate Adult Education Centre (1998) *Adult Education Centre Documents*. Winterveldt.

Daines, J. and Graham, B. (1988) *Adult Learning Adult Teaching*. University of Nottingham: Department of Adult Education.

Darkenwald, G.G. and Merriam, S.B. (1982) *Adult Education, Foundation and Practice*. New York: Harper and Row Publishers.

de Vries, P. (1989) *A short History of Adult Education in South Africa: 1953-1986*. Historical Foundation of Adult Education. Volume 4, No. 1,2. A Bulletin of Research and Information.

Department of Education (1995) *A National Adult Basic Education and Training Framework*. Johannesburg: Gauteng Department of Education.

Department of Education (1997) Building a Better Future Curriculum 2005. Johannesburg: Gauteng Department of Education.

Department of Education (1998a) *Document Submitted to Johannesburg College of Education*. Johannesburg: Gauteng Department of In-Service Training.

Department of Education (1998b) *Assessment Policy in the General Education and Training Phase: Grade R to 9 and ABET*. Johannesburg: Gauteng Department of Education.

Department of Education (1998c) (2nd Draft) *Practitioner's Handbook*. Johannesburg: Gauteng Department of Education.

Directorate of Adult Education and Training (1997) *Curriculum 2005: Lifelong Learning for the 21st Century*. Gauteng: The National Department of Education.

English Literacy Project (ELP) (1994) *A Discussion Document on Adult Basic Education Systems that Deliver Sound Foundational Skills: A Response to the Centre for Education Policy Development's proposals for an ABE Curriculum Framework*. Johannesburg.

Fraenke, J.R. and Wallen, N.E. (1990) *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Publisning Company.

Gordon, P. (1996). *A Guide to Educational Research*. London: The Woburn Press.

Gunning, D. (1978) *The Teaching of History*. London: Croom Helm Ltd.

Horrell, M. (1964). *A Decade of Bantu Education*. Johannesburg: South African Institute of Race Relations.

Hutton, B. (ed). (1992) *Adult Basic Education in South Africa*. Cape Town: Oxford University Press.

International Bureau of Education (1993) *Concerning Teaching Methods*. Educational Innovation and Information. September. Volume No. 76.

Jansen, D.J. (1997) *Can Policy Learn: Reflections on 'Why OBE Will Fail*. A Paper Presented for the Joint CEPDEM and EPU (Wits) Education Seminar Series on Outcomes-Based Education and the New Curriculum, 29 July 1997.

Jarvis, P. (1995) (2nd ed) *Adult and Continuing Education*: Theory and Practice. London: Routledge Publishers.

Jones, R.B. (1973) *Practical Approaches to the New History*: Suggestions for Improvement of Classroom Methods. London: Hutchinson Education Ltd.

Kahler, A.A., Morgan, B., Holmes, G.E. and Bundy, C.E. (1985) (4th ed) *Methods in Adult Education*. Danville: The Interstate Printers and Publishers, Inc.

Knowles, M.S. (1950) *Informal Adult Education*. New York: Association Press Publishers.

Knowles, M.S. (1990) (4th ed) *The Adult Learner and Neglected Species*. London: Gulf Publishing Company.

Leinhardt, G., Beck, I.L. and Stainton, C. (1994) *Teaching and Learning in History*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Lomas, T. (1993) (revised ed) *Teaching and Assessment: Historical Understanding*. London: Historical Association.

Lubisi, C., Parker, B. and Wedekind, V. (1998) *Understanding Outcomes-Based Education*: Teaching and Assessment in South Africa. Learning Guide. Cape Town: South Africa Institute for Distance Education and Oxford University Press.

Lungisa, L.F. (1999) *Exam Papers' Language Creates a Double Bind*. In *Sowetan newspaper*. Wednesday 30th, Johannesburg.

Manyane, M.R. (1996) *A Presentation on the Historical Teaching Skills*. Mmabatho: University of the North West.

Maxwell, J.A. (1996) *Qualitative Research Design: An Interactive Approach*. London: Sage Publications, Inc.

Maykut, T. and Morehouse, R. (1994) *Designing Qualitative Research: A Philosophic and Practical Guide*. London: Falmer Publishing Co.

Mays, P. (1974) *Why Teach History*. London: University of London Press Ltd.

McDonald, B. and Nelson, L. (1978) (4th ed) *Methods that Teach*. Lowa: W.M.C. Brown Company Publishers.

Mthembu, T. (1998) *Education Guide* . In *Learning Press*. New Doornfontein: City Press. January 25.

Mulusa, T. (1990) *Evaluation Research for Beginners*. Germany: German Foundation for International Development Publishers.

National Department of Education (1997a) *Curriculum 2005 Document*. Pretoria: National Department of Education.

National Department of Education (1997b) *Curriculum 2005 Life-Long Learning for the 21st Century*. Pretoria: National Department of Education.

Netherton, G. (1993) *Discovering the Past: Britain and the Great War*: Teacher's Resource Book. London: John Murray (Publishers) Ltd.

Nisbet, J.D. and Entwistle, N.J. (1970) *Educational Research Methods*. London: University Press Limited.

Peterson, A.D.C. (1965) *Techniques of Teaching: Volume 2 Secondary Education*. New York: Pergamon Press Ltd.

Reeves, A.D.C. (1980) *Why History?* London: Longman Group Ltd.

Rogers, A. (1993) *Studies in the Education of Adults*. Vol. 25, No 2. England: National Institute of Adult Continuing Education.

Rogers, A. (1996) (2nd ed) *Teaching Adults.* Philadelphia: Open University Press.

Seaman, D.F. and Fellenz, R.A. (1989) *Effective Strategies for Teaching Adults*. London: Merrill Publishing Company.

Stephens, D.M. and Roderick, G.W. (1974) *Teaching Techniques in Adult Education*. London: David and Charles Publishers.

Tema, B. (1997) *Focus on Education Debate-Curriculum 2005*. Joint Education Trust Bulletin No. 7. Johannesburg.

Walkin, L. (1990) *Teaching and Learning in Further and in Adult Education*. England: Stanley Thornes (Publishers) Ltd.

White, D. (1996) *Building on Experience: A course in Recognition of Prior Learning*. Aris Bulletin, Volume 7, No. 1.

Winterveldt Community Authority (1998) *Documents Provided by the Bophuthatswana Police Service*. Mabopane.

Zietsman, D. (1998) *Making Tomorrow Happen Today - Curriculum 2005: What will make it Work?* Sage Education Trust.

APPENDIX A

MAPS SHOWING THE LOCATION OF THE D.W.T. NTHATE ADULT EDUCATION CENTRE

SOUTH AFRICAN MAP



Key:

1 = Western Cape
2 = Northern Cape
3 = Eastern Cape
4 = Orange Free State
5 = NORTH-WEST
6 = Kwa-Zulu Natal
7 = Gauteng
8 = Mpumalanga
9 = Northern Province

THE NORTH WEST PROVINCE



APPENDIX B

OBSERVATION ITEMS

ITEMS APPEARING ON THE OBSERVATION SCHEDULE

1. The beginning of a lesson.
2. Explanation of different concepts.
3. Instructions during the lesson.
4. Questioning techniques.
5. Different activities performed during the lesson.
6. The teaching approaches used by the tutor.
7. The transition from one activity to another.
8. The pitch and pace of the tutor's talk.
9. The level of the language used by the tutor.
10. The appropriateness of the methods to the content.
11. The appropriateness of the resources to the methods.
12. Classroom arrangements.
13. The role of the learners during the lesson.

14. The role of the tutor during the lesson.

15. The ending of the lesson.

16. General comments.

APPENDIX C
INTERVIEW QUESTIONS

SUB-QUESTIONS OF THE RESEARCH QUESTIONS

The following questions are not identical to those which the Vice-principal and the methodologist were asked. The questions were not put to the respondents in the way they appear on this interview schedule. They were phrased carefully to make the conversation between the researcher and the participants flow.

1. How long have you been teaching history?
2. What are the ages of your learners?
3. What is your lowest pass rate?
4 What is your highest pass rate?
5. Which methods of teaching do you prefer?
6. Which teaching approach do you prefer?
7. Do you involve your learners in designing activities?
   How do you manage that?
8. What do you think of the use of English as a medium of instruction?
9. What can you say about the use of the current syllabus?

10. Do you think there is a difference between adults and younger learners?

12. How do you select teaching methods for different topics?

13. How do you match the teaching methods with the content of the syllabus?

14. How do you teach your learners to relate the past with the present?

15. How do you teach the following intellectual historical skills: time, evidence, causes and consequences, controversial issues, sexism and empathy?

16. How do you involve adult learners during your lessons?

17. How do you motivate adult learners to learn more?

18. What problems do you encounter with regard to the teaching of history?

19. General comments.

APPENDIX D

QUESTIONNAIRE

QUESTIONS APPEARING ON THE QUESTIONNAIRE COMPLETED BY THE GRADE 12 ADULT LEARNERS OF HISTORY

1. How many years have you been studying history? _____

2. How many years have you spent in grade 12? _____

3. Why are you studying history? _____

_____

_____

_____

_____

_____

_____

4. Do you intend studying history at a tertiary institution? Please explain your answer _____

_____

_____

_____

_____

_____

_____

5. Which topics do you find boring in history? Please explain your answer

6. Which topics do you find interesting in history? Please explain your answer

7. Are you able to relate the past to the present? Please give examples

8. What are the interesting issues about the history lesson?

9. What do you dislike about the history lesson? _____

10. Describe the way your tutor teaches you history. _____

11. Which methods of teaching do you prefer most? _____

12. What do you like most about the group discussion method? _____

13. What do you like least about the group discussion method? _____

14. What do you like most about the class discussion method? _____

15. What do you like least about the class discussion method? _____

16. What do you like most about the case-study method/use of projects? ____

17. What do you like least about the use of case-studies or projects? _____

18. What do you like most about the debate method? _____

18. What do you like least about the debate method? _____

19. Which activities do you usually perform in class? _____

20. Which activities mentioned in (19) do you like most? _____

21. Which activities mentioned in (19) do you like least? _____

22. General comments. _____

CLASS DISCUSSION

After the completion of the structured, open-ended questionnaire, the learners and the researcher discussed the issues surrounding the teaching of history. Problems were presented and suggestions given. Issues were based on:

1. The teaching methods.
2. The use of English as a medium of instruction.
3. The use of the current syllabus.
4. The tutor himself.
5. Evaluation.

APPENDIX E

INFORMATION COPIED FROM THE SCHOOL RECORDS TO VERIFY SOME OF THE INTERVIEW INFORMATION

GRADE 12 HISTORY RESULTS - NUMBER OF LEARNERS WHO PASSED BY SYMBOL

Examination Year and Number of Learners Enrolled	Number of Gr 12 Learners who Wrote	Number of Gr 12 Learners who Failed	Number of Gr 12 Learners who Obtained a Pass Symbol in Each of the Following Categories				Overall % of Gr 12 Learners who Passed
			C	D	E	F	
1996 - 149	139	34	2	10	50	41	75 %
1997 - 111	100	41	1	4	24	30	59 %
1998 - 90	78	48	1	4	-	25	38,5%

5 May 1999

D.W.T. Nthate Adult Education Centre

Author Morake M E
Name of thesis Methods Of Teaching History To Grade 12 Adult Learners: A Case Study Of An Adult Education Centre In Winterveldt Morake M E 1999

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.