

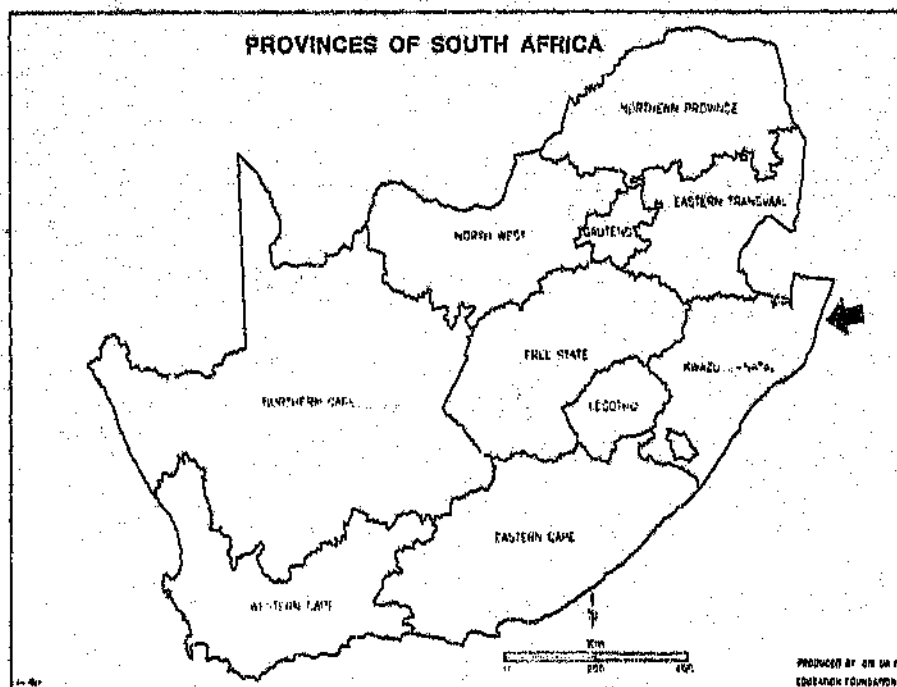
controlled as much as possible by the participants rather than by the researcher alone. The educational component of research should form part of an empowering process. In addition, there is no objective truth. Rather, there is an integrated truth developed from a range of constructs.

The research methodology is qualitative and grounded in a fourth generation evaluation approach.

#### **Context of the study:**

The study focuses on selected tutors and learner groups in rural state adult literacy projects in the Ubombo circuit of Maputaland.

Ubombo is a flat region, bordered by the Lebombo mountain range and the Indian Ocean, and is in the north-west of the Province of KwaZulu/Natal. Most of the land is owned by traditional authorities and not privately held.



**Map 1: Provinces of South Africa**

- 2) Contribute to ABET delivery in Department of Education adult learning centres that more effectively meets learner needs, and,
- 3) Help develop an understanding of how desirable tutor characteristics can be developed, for the purposes of proactive tutor training, and,
- 4) To contribute to tutors' understanding of research techniques that are relevant to their practice.

The results of the study will inform the curricula and processes of literacy tutor-training and development programmes used by Operation Upgrade and the National Literacy Co-operation (NLC) in rural areas. Operation Upgrade is a national non-governmental organisation (NGO) that has been involved in developing ABE tutors in the workplace, community-based and state sectors in South Africa since 1966. The National Literacy Co-operation began as a collective of NGO's, and has now taken on a firmer organisational identity in an endeavour to inform policy development and provide coherent delivery of ABET. I am the National Director of Operation Upgrade, and, through this organisation, am linked to the NLC.

The research questions are:

1. What constitutes an effective literacy tutor in rural Ubombo?
  - 1.1. How do literacy tutors evaluate their teaching?
  - 1.2. How can identified effective tutor qualities/skills/actions/understandings be developed by rural literacy tutors in Ubombo?

The limitations of the study are that it focuses on specific groups of tutors and learners in one geographic area and in one delivery context. Constructs and conclusions may not be transferable to other rural literacy projects or to urban-based projects. The nature of defined criteria may also be limited by the extent of the training and exposure of the tutors to a range of training styles and materials. The question of what constitutes an effective literacy programme is beyond the scope of this study.

The assumption of the researcher is that research should be an inclusive and empowering process done with people, and not on people. The process should be

# **Chapter 1 INTRODUCTION**

There is a lack of clarity about what constitutes an effective literacy tutor, particularly in a rural context. This lack of clarity surrounds tutor qualities, actions, skills and understandings, and is important to study in terms of informing the selection of literacy tutors and in guiding the personal and trainer-development of tutors, longer term in-service programmes, and also in terms of improving literacy delivery in rural areas.

There has also been insufficient Adult Basic Education and Training (ABET) tutor assessment and consequent support. A criticism made by tutors is that there is seldom tutor involvement in the assessment process, and little is gained by those being assessed. The principles of self-evaluation and peer-evaluation are important foundations of evaluation, which, with the inclusion of learner evaluation of the learning process, should result in meaningful development of teaching-learning activities. By identifying a means of evaluation, and developing related skills, literacy projects in rural areas can be assisted to develop tutor skills in a truly empowering manner.

It is unclear how tutors develop those skills and behaviours that are considered desirable. By informing people in the field about instances of development of desirable qualities, this study can impact meaningfully on the development of tutor skills through appropriate means. This study may also have relevance in the selection of tutors, but this raises ethical questions that would need to be explored in greater depth.

The aims of the study are to help identify the skills, qualities, actions and understandings of tutors who have been identified as effective literacy tutors in the context of Department of Education adult learning centres in rural Maputaland in KwaZulu/Natal, and thereby:

- 1) Develop a means of helping tutors to better understand what is desirable in themselves as adult literacy tutors, and,

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## **DESCRIPTORS**

\*Adult Basic Education; \*Adult Educators; \*Rural Education; \*Rural Needs;  
\*Teacher Effectiveness; \*Teacher Training

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Mr. T.H.E. Mdletshe, interpreter, co-researcher and friend, needs to be acknowledged for his integral part in making this study possible, along with all of the co-researchers in the Ubombo circuit.

## DECLARATION

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

*Author* \_\_\_\_\_

19 day of September 1995.

## **ABSTRACT**

The purpose of this study was to profile what constitutes an effective adult literacy tutor, with particular reference to the rural context of Ubombo, KwaZulu Natal.

Constructs were developed through the process of fourth generation evaluation, with its key dynamics of participation, discussion and reflection. Twenty-three state adult education tutors, two groups of fifty learners each, and five NGO and university based experts were interviewed. The study took place in Ubombo, KwaZulu Natal, in March, April and May 1995.

The constructs demonstrated that it is possible to develop a profile of an effective rural literacy tutor. The effective rural literacy tutor should be a critically reflective practitioner, who continually considers the issues related to desirable tutor qualities and skills. Qualities, such as warmth and responsiveness, were considered important in developing effective classroom relationships, demonstrated by inclusiveness, respect for learners and freedom to communicate. Skills, such as being reflective, having a developed rationale for practice, knowing how to teach reading, writing and numeracy, and being able to plan learning processes effectively were highlighted. The constructs raised issues to be considered by a rural adult literacy tutor, and are not intended as a prescription for success. Issues of paradigm, context and learner-needs all impact on an individual tutor aspiring to be effective.

How tutors determine the effectiveness of their practice relates to the issue of tutor effectiveness. Tutors need to take their own values and learner needs into account. Tutors have additionally become sensitive to key indicators that help them to determine their personal effectiveness, such as learner participation and attendance. In a context of high unemployment and learner needs for employment-related skills training, there is a demand for integrated education and training. Educational continua are not a priority. While the National Qualification Framework (NQF)-derived and Independent Examination Board (IEB) standards are important, questions are raised about appropriate assessment of learners in a context that will enhance tutor effectiveness by meeting learner needs.

# The Effective Rural Literacy Tutor:

A study of adult literacy tutors in Ubombo, KwaZulu Natal

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**ADED 503: Research Report**

**M Ed (Adult Education): Coursework**

**September 1995**

It follows that adult education, as an organised system of delivery, making use of technical formulations, could then serve to undermine critical powers of insight and imagination within both learners and tutors. A rigid system and technical formulations are obsessions that undermine the need for reflection in adult education and the need for a reflective and responsive practitioner. Ironically, the reflective practitioner, with the characteristic of being responsively critical, is considered likely to be an effective tutor, in terms of Collins' critique (1991).

A tutor's understanding about what s/he is engaged in is important. Brookfield (1986) supports my concern about being preoccupied with refining teaching techniques, without tutors understanding the rationale for those techniques, and without an understanding that a technique can only be meaningful if placed in the context of a central social or human context. Technique should be seen as a means to broader ends, and there should be an initial purpose to that with which the tutor is engaged. There should be a clear definition of the activity, a number of general intentions, and a set of criteria by which success can be judged. These criteria will allow us to reflect on our own practice, and determine what is effective in terms of quality, skills and actions. Successful tutors should then be able to help learners appreciate the nature of knowledge, and know that the values and beliefs that inform their actions are contextually constructed. It is these understandings that provide the foundation for developing effective tutoring qualities, skills and actions to meet the range of learner needs.

Teaching practice, incorporating a continuous and careful reflection on its activities, and attempting to improve performance, may have difficulty with the restrictive apparent rationality of competency-based formats and the concept of ideal action. It can therefore be argued that standards, particularly in rural contexts, should be derived from study of the needs of contextually-based problems and circumstances, as opposed to being universal such as suggested by the Independent Examinations Board (IEB). The relevance of this contextualisation, and the requirements of the task at hand, will guide the reflective tutor to suitable standards against which tutor effectiveness could

any definition inevitably represents a generalisation and will not be valid. Collins (1991) feels that the notion that the qualities of an adult educator can be reduced to a determined number of measurable competencies, encompassing various levels of behaviour, knowledge, and attitudes is problematic. He argues that this notion emerges directly from an ethos of technical rationality, and incorporates all the artificiality and shortcomings of a technicist orientation, and the dominant Western paradigm previously defined by Apps (1985). I feel that this criticism is valid in terms of a possible view that human beings, contexts and needs are constant and unchangeable, and are not as complex as they are. What is effective for a group may not be effective for certain individuals within the group. What is effective today may not be effective tomorrow. What is effective in Durban may not be effective in Johannesburg. So it continues, with a range of contextual variables such as needs, age, gender, race, class, language, and culture.

Collins (1991) fears that overconcern and reliance on technique, as is inferred by a study such as this one, means that the adult educator does not have to invent, does not have to state a position, and does not have to be critical. He argues that adult learning situations managed by technical formulations become artificial and detached from real life and everyday experiences. Formalised adult education can therefore be transformed into the technical planning of instruction, and becomes a supply-driven activity that effectively hinders the learners' and tutors' abilities to think critically, and to evaluate everyday experiences. Furthermore, in the absence of a sustained reflective social critique, he proposes that modern adult education practice steered by technical rationality serves the needs of an advancing neo-conservative political ideology. He suggests that a crisis has developed in adult education world-wide that is based on an obsession with technique and shortfalls in practice. I agree with this to the extent that it can be disempowering, and indeed meaningless, if competencies are narrowly defined and decontextualised. Conversely though, it can be argued that, while a sustained reflective social critique is important, it is also important to respond to the educational and other needs of learners, regardless of the apparent political ideology that is seen to drive this.

paradigms. No paradigm has greater value than another, and any attempt to define tutor characteristics would need to respect this.

Apps (1985) also asserts that by critically analysing our teaching approaches and our understanding of adult learning, we can gain insight into our practice. Such critical analysis of how we teach, and the assumptions that underlie why we teach as we do, provides a platform from which to view ourselves as practising adult literacy tutors. Tutors, therefore, need to have a developed critical capacity that enables them to analyse their practice and assumptions within the context of the paradigm in which they function, although a tension may exist between the extent to which a critical capacity is required and the extent to which tutor training and the context encourages its development.

Each paradigm is important, because underlying assumptions guide the selection of aims for continuing education, and how the tutor views the teaching and learning processes and practises as an educator. As such, these assumptions are important in terms of identifying effective actions, skills and qualities in a literacy tutor. What is considered effective by tutors will be based on their training, experiences and assumptions and how learners identify an effective tutor will be based on their own needs, experiences and assumptions.

Characteristics of effective tutors can be identified in an attempt to improve practice, but this necessarily needs to take into account and respect the paradigms and associated processes of learning that guide tutor practice and learner demands, as well as the context in which learning is taking place. The question of whether one should develop a profile of effective tutors needs discussion.

### **2.2.1 Should a profile of an effective adult literacy tutor be developed?**

There is a range of views about whether one can, or should, attempt to define a profile of what constitutes an effective literacy tutor. Elsdon (1975, in Campbell, 1977) proposes that there are no typical or ideal characteristics of adult educators. Stephens (1971, in Campbell 1977) also suggests that, because each tutor and context is unique,

they are satisfied with in terms of their immediate needs - mainly technical and practical learning - and a question as to the extent to which a commitment to emancipatory learning satisfies extraneous agendas. It is in the context of this that I have had an uneasy attachment to an emancipatory learning approach. According to Berger (1974: 13): "It is, in principle, impossible to 'raise the consciousness' of anyone, because all of us are stumbling around on the same level of consciousness - a pretty dim level." We all have our own views of this consciousness, and I do not believe any to be of greater value than another. Considering this position, I would argue that a profile of an effective tutor would need to be based very much on learner and tutor needs, beliefs and values, and less on what external consciousnesses demand.

Freire's (1970, in Apps, 1985) ideas about consciousness-raising place considerable emphasis on the social and political context in which education occurs, and educational programmes include consciousness-raising. Emancipatory learning also necessitates drawing widely from a variety of disciplines and points of view, from one's own experiences and feelings, and looks towards action to improve learner circumstances. This ability to draw widely from a variety of disciplines has relevance to tutor training programmes and will be reflected in effective tutor practice, and is important in terms of understanding the value and training base of tutors upon which any assessment of effective actions and skills is based. This paradigm is of particular importance since it has historically and in recent years, been subscribed to by non-governmental educational organisations such as Operation Upgrade, and the many non-governmental organisations within the National Literacy Co-operation (NLC).

Apps (1985) identifies a dominant paradigm in Western society, which places value on specialisation, reveres efficiency and considers the purpose of education to be preparation for a career. The dominant paradigm favours the first and second of Habermas's three approaches to teaching and learning - technical and practical - and discourages emancipatory education that challenges the status-quo. Tutors, learners and myself may operate within different paradigms. Each of us might view education in different ways, and consequently develop constructs that are informed by these

## **2.2 CAN A PROFILE OF AN EFFECTIVE ADULT LITERACY TUTOR BE DEVELOPED?**

To answer this question, of whether or not it is possible to define the characteristics of effective literacy tutors, one needs to have an idea of the conflicting paradigms which inform such activity, and to understand the role of the tutor within each.

Adult education theorists such as Knowles (1980) and Freire (1970) show that the tutor has a major role in influencing learner achievement. Knowles (1980) further proposes that the tutor is the most important factor determining the learning climate. The style of teaching conveys the tutors' attitudes about teaching and learning and their view of the adult learner. Bennett (1976, in Conti 1985) confirms that tutors have firm views on teaching methods, and that these relate directly to classroom practice. Skills and actions would therefore be based on what the tutor, and indeed learner, values and finds effective. Characteristics of effective tutors can be identified, but tutors and learners would need to be integrally involved in any attempt to determine what constitutes tutor effectiveness.

Habermas (1972, in Apps 1985) presents three categories of processes of learning - Technical, Practical, and Emancipatory. Technical learning concerns one's control of the environment, and is task-specific, often related to a specific job. Practical learning is more focused on communication and interaction, with a focus on deriving meaning.

Emancipatory learning has a critical, integrative and action perspective and involves questioning present situations, examining assumptions, challenging current ways of viewing the world, and analysing knowledge and our present ways of knowing. This is the process to which Operation Upgrade has been historically attached since 1991, and one to which I have had a commitment because of my belief that people need to be critical in order to grow and improve their circumstances, as well as to function socially and politically. As such, I would argue that, in terms of my values, an effective literacy tutor needs to encourage learners to question, examine and act. However, a tension exists between what learners actually seek in an ABET programme, and what

## **Chapter 2 REVIEW OF RELATED**

### **LITERATURE**

#### **2.1 INTRODUCTION**

Well-trained adult educators are the central component in successful literacy initiatives (Motala, 1992) although it remains unclear, however, what is meant by "well-trained," and the extent to which it is possible for tutors to develop those desirable attributes.

A majority of tutors (Chetty, 1993) feel that process-oriented appraisal and study are essential to their professional development (Carter, 1992, in Chetty, 1993). The principles of self-evaluation and peer-evaluation are considered important foundations of evaluation, which, with the inclusion of learner evaluation of the learning process, should result in meaningful development of teaching-learning activities. Literacy tutors and projects can be assisted to identify and develop "effective" tutor skills in a truly empowering manner, by practising a participative means of evaluation, and developing related evaluation skills in tutors and learners.

The review considers whether or not one can attempt to identify characteristics of effective adult literacy tutors. Such a review is necessary in order to understand the constraints and possibilities of developing tutor profiles, and to give a basis of understanding within the context of conflicting paradigms. The question of whether one should try to develop a profile of an effective literacy tutor is also discussed. The review presents specific positions on what effective adult literacy tutor qualities, skills, actions and understandings are.

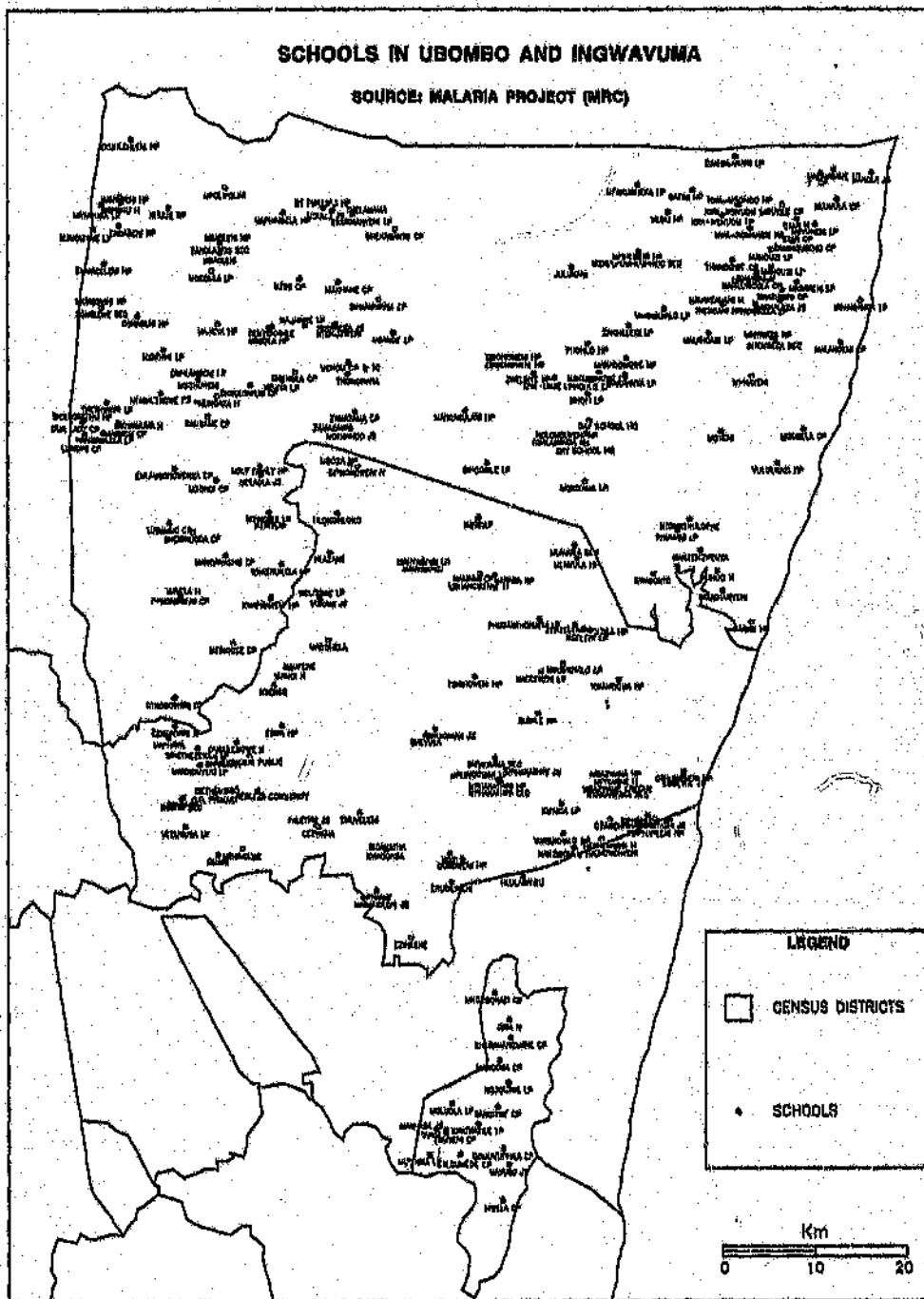
**Outline of the remainder of the study:**

**Chapter 2** contains a review of literature relating to the divergent views of whether one can and should develop a profile of an effective literacy tutor, and important components of such a profile.

**Chapter 3** gives an account of the research design, and provides a rationale for certain choices, as well as explaining how the study was conducted.

**Chapter 4** presents the constructs as developed by tutors and learners in Ubombo, class observations, postal questionnaires, and interviews with NGO and university-based trainers and academics.

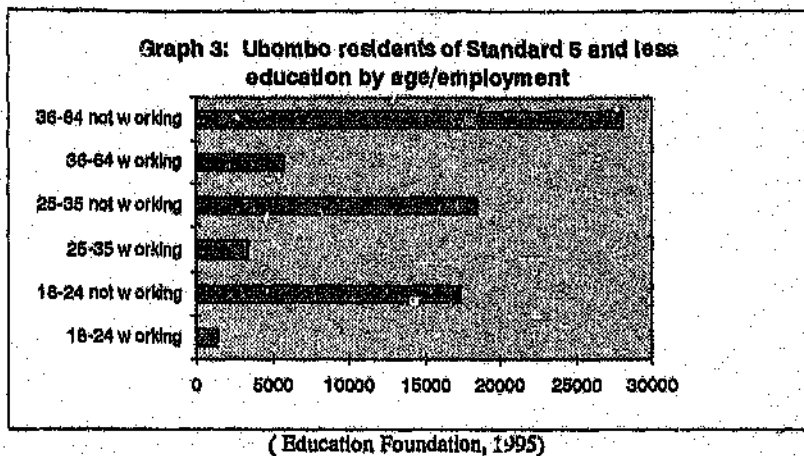
**Chapter 5** contains a discussion of the findings of the research and a reflection on the research design. It also contains recommendations relating to ABET delivery in rural areas.



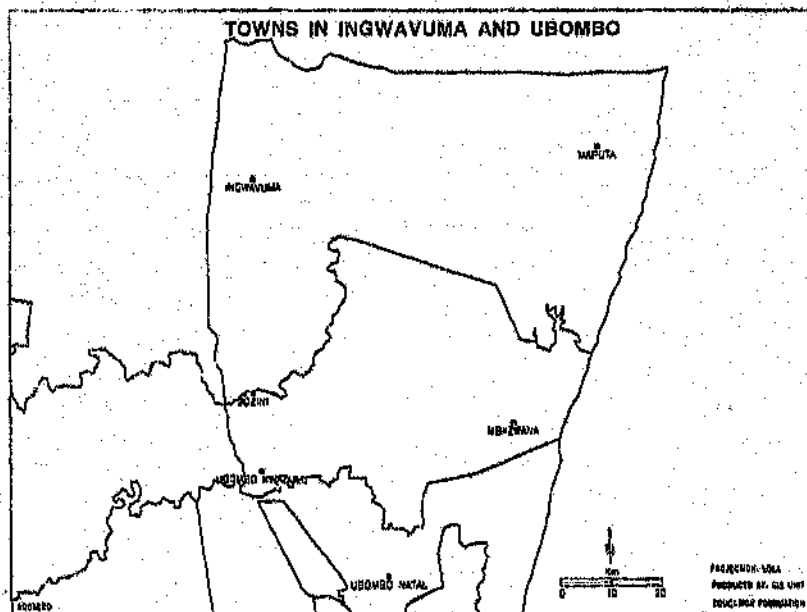
**Map 5: Schools in Ubombo and Ingwavuma**

There are fifty-two adult learning centres in Ubombo and Ingwavuma, mainly based at the government schools. These classes offer tuition from basic levels of literacy through to secondary school level, and are largely run by formal school teachers on a part-time basis. Of these centres, twenty-two are registered with the Department of Education, and tutors receive payment to conduct four two-hour classes per week. The remainder are unregistered because of budgetary constraints, and tutors conduct classes on a voluntary basis. Operation Upgrade has been involved in many of these projects in terms of preservice tutor-training of literacy tutors for eight days, and limited follow-up support in the form of workshops, seminars and learner activity days. These projects were chosen because they are active projects which are seen as successful by are Operation Upgrade and Department of Education, and which allow a focus on rural ABET facilitation in the context of effective state adult learning centres.

Learning centres generally operate between 16h00 and 18h00, although some function between 19h00 and 21h00. Classes can have between three and fifty learners each, and are generally within two kilometres of learner households.

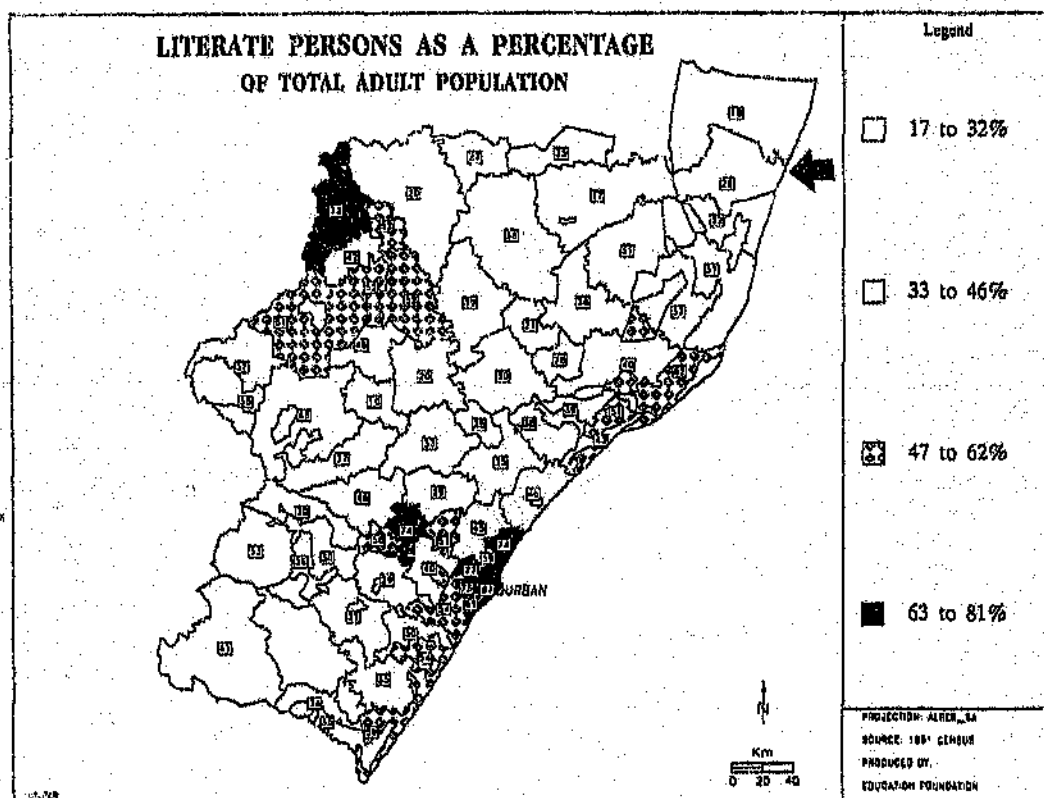


Malassi, (1976), suggests that in 1950, 64% of the world's population was rural and engaged in agricultural activities, and in 1970 the rural population of the world was still 52%. The importance of the rural population is identified in terms of the fact that, while its relative size is decreasing, its absolute size is increasing.



**Map 4: Towns in Ingwavuma and Ubombo**

According to the Education Foundation (1994), 22% of school-aged children in the rural area of Mbazwana, in the Ubombo district, are out of school - there are 10 812 children not in school, in an area with a total pupil enrolment of 35 623. The longer-term impact of this could be to increase the actual number of illiterate adults in an area where 25% of the school-aged population seem destined to become illiterate, and so contribute to the current 75% of the adult population who are illiterate (as determined by rates of completion of five or fewer years of primary schooling).



**Map 2: KwaZulu Natal: Literate persons as a percentage of total adult population**

There are more women than men in the lowland areas of Ubombo, with more female-headed households because of the migrant worker system in South Africa.

Over 85% of the households have been established for more than twenty years. There is no history of resettlement into the area, and the community has been a stable one. The people are predominantly Zulu-speaking.

In terms of employment categories, male residents are generally employed on the mines elsewhere (31%), as labourers (17%) and construction workers (11%). In 1992, just over half of the households (52.7%) were receiving R500 or less per month, and the mean monthly income was calculated at R465 per month per household, according to Attwood (1993). The Household Subsistence Level in 1993 was R723, according to May (1995), which determined that in rural KwaZulu Natal, 63% of the African population lived in poverty. In addition, it is estimated that of the 74 438 adults between 18 and 64 years with less than a Standard five education, 10 554 are formally employed and 63 884 unemployed (Education Foundation, 1994).

Related to the high level of unemployment, and the demand for employment-related skills training, and the emerging pattern of self-employment activities in the area. In 1992, over 10% of households ran some form of business, with 80% involving only one person. 47.5% were engaged in running spaza shops, or small grocery outlets, to earn money from those who brought money into the area from formal employment in other areas, such as the mines. Very few people were involved in any production activity (8.5%) or agricultural production (4.3%). Agricultural production by local residents comprises maize (48.3%) and peanuts (20.2%) (May et al, 1992). Most farmers wanted to grow food crops, if suitable land could be obtained, but the soil is sandy and saline, with a very high water table.

The most common expenditure was on food, groceries and energy, followed by transport and medical expenditures. The highest mean expenditure was on food, followed by savings and pensions, accounts, durables and clothing for those households that spent money on these items.

Mezirow et al. (1975, in Camperell et al. 1983) showed that tutors who emphasised non-traditional subjects, such as consumer education, health education and coping skills reported fewer dropouts. Successful tutors also combined commercially prepared materials with tutor and learner prepared materials and they were also able to individualise instruction. A study by Orem et al. (1980) found that the lower the social background of the tutor, the greater the emphasis on the non-traditional areas of health and consumer education. This was also found in tutors with greater numbers of years' experience.

Stephens (1971) feels that the effective tutor presents information in a light accessible way that is not superficial, and needs to be actively prepared.

Chamberlain (1961, in Campbell 1977) suggests that a tutor's ability to communicate articulately in both speaking and writing is important. Campbell (1977) supports this by further proposing that the effective tutor should be articulate, audible and outgoing, while Soifer (1990) feels that tutors must be proficient with language, and should be attentive listeners, articulate speakers, regular readers, and thoughtful writers. This has implications for selection and in-service tutor development, in terms of a focus on development of communication skills.

### **2.3.2 Qualities of an effective rural adult literacy tutor**

Effective tutors are cited by Knowles (1980) as being people with specific personal characteristics, such as being able to elicit learner responses, able by their personal manner and personality to establish "effective" classroom relationships and meaningful human relationships that facilitate effective learning. Many different personalities seem to have been successful literacy tutors, according to Legge (1967, in Campbell, 1977).

Wlodkowski (1993) feels that we should see these desirable qualities as skills, and not as abstractions or personality traits. They can be learned and they can be improved upon through practice and effort. This would need to be studied in terms of how learners and tutors consider that effective qualities in effective tutors were developed.

In addition, Carter and Short (1969, in Campbell 1977) feel that the effective tutor should understand the practice and psychology behind positive reinforcement of learning. This is important for the tutor to understand, particularly in the process of helping to develop the self-worth of learners.

More specifically, Knowles (1980) proposes that tutors should be able to describe the differences between youth and adults as learners, and the consequent implications of this for teaching and learning, and be able to assess the effects of learning, within the context of an understanding of adult psychology, emphasised by Robinson (1962). This implies though that the educational approach for adults and children should necessarily be vastly different, and could reinforce ineffective teaching in the formal schools.

The tutor should also understand cognitive skill development approaches, creatively use a variety of approaches, and have skills-expertise in teaching, training, materials production, planning and programme evaluation (Motala, 1992). Tutors should, according to Legge (1967 in Campbell 1977) and Campbell (1977), know the rationales for choosing materials, methods and techniques, and be able to knowledgeably use a wide range of materials and methods to create a learning situation and to select those most suitable for the class at the time. Individual differences should be taken into account, and small group processes effectively used.

The skills needed by an effective tutor are proposed by Nunes (1987), who suggests that an effective tutor employs appropriate diagnostic techniques, groups learners according to test results, and employs appropriate evaluative techniques throughout the learning process. In addition, readability scales are used to evaluate materials, and curriculum is written for specific needs. This also requires that materials be evaluated and adapted for the adult learner and related to life experience. This evaluation would need to take into account emerging national standards, but also accommodate learner needs if these are different.

between what the learner is comfortable with, what the learning group may require, and what the tutor's rationale and values consider important. It is, for example, acknowledged that South African society does need transformation, both socially and economically, and is the essence of what the Government's Reconstruction and Development Programme (RDP) hopes to achieve. I have found that this need to transform is often an anxiety of planners and tutors, and not the initial motivating need of many learners who often simply need specific skills to enable better functioning in their particular contexts.

Elsdon, (1970: 97/8, in Campbell, 1977) feels that we need an understanding of the psychological and sociological processes underlying learners' decisions to join classes, of their learning activity within these classes, of their relationships with each other as learners and as members of a group, and of their relationships with the tutor.

Adult educators, along with other professionals, often suggest that competent performance is a matter of familiarising oneself with theories and then, of putting these acquired theories into practice as relevant occasions arise. "Putting theory into practice", as the problem is often characterised, carries with it the presumption that a particular theoretical model can faithfully represent a particular order of reality. This notion is possibly not appropriate for the human sciences, which focus on the problem of human performance. A knowledge of theoretical constructions is important, and it is more effective to think in terms of engaging thoughtfully with theory, then, putting ourselves into practice rather than putting theory into practice. In other words, serious engagement with theoretical models improves our potential as reflective practitioners, which in turn manifests itself in actual performance.

Knowles (1980) and Soifer (1990) suggest that the effective tutor needs to be able to describe, understand and apply modern theories including principles of learning and adult education, and results of analyses about the needs, interests, motivations, capacities, and developmental characteristics of adult learners. This would infer the need for effective tutors to understand and be able to practise basic research techniques, and support the inclusion of this in tutor training and assessment.

permissive, free environment wherein an interchange of the teaching-learning roles can take place, suggest Carter and Short (1969, in Campbell 1977). Tough (1979) feels that the tutor-as-learner is essential for innovation and quality. The tutor should be a good listener and sensitive to the verbal and non-verbal communication of the learners. This is supported by Elsdon (1970, in Campbell 1977), and tutors in a study by Graham (1982), who propose that the effective tutor would need to acquire and cultivate powers of observation, sensitivity, responsiveness, and the management skills required to make use of them in practical teaching situations.

Effective tutors will also be sensitive to divergent beliefs, values and opinions if actively involved in a range of community activities. Brookfield (1986) contends that one of the significant tasks of adult educators is "to nurture healthy scepticism toward ideologically biased explanations of the world" (p151). To accomplish this tutors must create an educational setting where diversity is valued and respected "where beliefs, values, and notions are externalised and subjected to collaborative analysis and in which participants are always ready to alter their lines of inquiry on the basis of newly realised insights or interests." (Brookfield, 1986: 217, in Soifer 1977). This can only be done if tutors themselves act with the same respect, and is potentially an extremely important issue in KwaZulu Natal, with its history of political intolerance and related violence.

The only way for tutors to be effective, and resist slipping into traditional roles unknowingly, according to Brookfield (1986), is to have a thoughtful rationale to guide practice. Tutors must know themselves, what they do, and why they do it. Shor (1987: 94) interestingly points out that despite "all my reasoning and ingenuity and good intentions...I have to regularly ask students to leave the course...I can't let them wreck my work...so I tell them to drop the course if they don't change." This highlights the conflict between what the tutor and learner consider effective, and raises the issue of whose values and expectations are right, "effective", justified, and should win the day. Do adult learners not have the right to be satisfied and demand an approach that satisfies their need for authoritarianism? I believe that they do, and their ultimate selection of effective provision should be respected. But a tension may exist

evaluating the programme. Freire (1987) however disputes the idea that learners and tutors can be truly equal. It is beyond the power of either to create this equality, but the difference should be acknowledged and not be antagonistic.

Learning procedures and outcomes must be understood, and suitable procedures need to be used. The experience of others is valued as a resource for accomplishing work and learning. The effective tutor should also be prepared to encourage the group to take risks in experimenting with new ideas and approaches, and view failure as something to be learned from rather than be defensive about.

The effective tutor should have a belief that most people have potentiality for growth, and have the ability to keep on learning. Madry (1963, in Campbell 1977) and Knowles (1980) support this with the view that within tutors there must be a conviction of the potentiality for growth of adults, and a strong personal commitment to adult education illustrated by the extension of their own education. The willingness to accept others' ideas, the encouragement of freedom in thought and expression is fundamental, as is a dynamic rather than a static view of the world of adult education. Aker (1963, in Campbell, 1977) proposes that the tutor must be actively involved in continuing study that will increase professional competence.

It seems to be true that, for most adult learners in most adult classes, learning is facilitated if the tutor can develop relationships which result in the class developing a collaborative, democratic community ethic as opposed to one composed of individuals competitively seeking the fulfilment of their own personal desires, according to the view of Stephens (1971, in Campbell 1977) and Carter and Short (1969, in Campbell, 1977). The tutor's task may be viewed as being to release the full potential of learners in a trusting environment, and this is more likely to happen if the tutor is an understanding, accepting person, respectful as well as respected, in a group which has attained both freedom and a social stability.

Reflective and effective tutors should have overarching views of themselves as learners, and are curious about many areas of knowledge, and facilitate an open,

centre-stage rather than those of the tutor, whose designated role is that of facilitator. The extent to which either tutors or learners find controlling structures problematic requires consideration. Self-directed learning takes cognisance of past experiences of adult learners, and their natural inclination to undertake learning projects of their own initiative is taken into account. Solfer (1990) suggests that a tutor who assumes a role of presenting information in an instructive way with the goal of getting desired answers from learners is not effective. More appropriate would be building lessons upon the learners' knowledge and experience, and helping them acquire the tools for lifelong learning. This development of the tools for lifelong learning may or may not result in engagement with controlling structures. This is a choice that learners need to make, in the context of their own conclusions and the nature of the environment.

The extent to which tutors adapt their lessons to a learner's levels of experience and skill development is important. Lessons need to be adapted, and learners need to be given things to do that are within their reach. The learning process needs to be matched to the abilities and experience of learners, whether it be materials, activities, assignments or discussions. The tension that exists though, is the extent to which this should be simply matched to their abilities, or introduce new experiences that will encourage further growth, as proposed by Vygotsky (1978).

Nunes (1987) considers it important for an effective tutor to recognise individual differences and thereby be able to identify individual limitations, vulnerabilities, and needs, including accommodating extracurricular responsibilities. In addition, he suggests that it is important that a tutor differentiates between individual learning styles, and involves the learner in the learning process. By incorporating life-experience, the tutor enables immediacy of application. It is also important that the tutor distinguishes between adults and other categories of learners.

Knowles (1980) and Tough (1979) emphasise that the effective tutor should meaningfully recognise the role of the learners as equals who deserve consideration and respect, and who should be involved in self-diagnosis of learning needs, and subsequent planning of goals, objectives and directions for growth, and conducting and

Shor (1987) sees the effective tutor as being one who withdraws as the director of learning. According to Brookfield (1986), and based on my own experience, many tutors place value on collaboration and responsive educational practices. Practice, however, exposes them to circumstances that may contradict their own philosophical positions and create a tension between what they want to provide and what is needed or demanded of them. Timetables, economic necessities, rigid curricula, public examinations, and norms of "what works," can all lead the tutor to become more instructive and authoritarian. The philosophical base may be further undermined by learners' needs for more direction and structure, less "ambiguity", and for greater tutor intervention in learning, through their own socialisation in society, particularly in the context of apartheid South Africa from which we are emerging.

Brookfield (1985, p284, pg. 25 of Collins 1991) views the effective tutor as:

...encouraging adults to perceive the relative, contextual nature of previously unquestioned givens. Additionally, the educator should assist the adult to reflect on the manner in which beliefs, values, and behaviours previously deemed unchallengeable can be critically analysed.

This assumes that the tutors have themselves developed such a capacity for reflection and perception, and Brookfield (1985) implies that this would necessarily be an important characteristic of an effective tutor.

Careful reflection of our practice is not automatic. It is difficult, and not always feasible, to put aside taken-for-granted positions as we go about our main day-to-day tasks. To be able to continually and carefully reflect is something that needs to be learned and reflection is needed to identify the most appropriate strategies at hand.

The focus of developing or encouraging serious engagement with controlling structures in society can rise in conflict with the notion of self-directed learning that has become a guiding principle for the practice of adult education in South Africa. With self-directed learning strategies, the needs and activities of the learner take

Lawson and Monette (1979, in Brookfield, 1986) both condemn the "service rationale" of many adult education programmes and tutors. By merely responding to needs, they feel that the tutors are not required to make value judgements about different curricular issues, which they should do as part of reflective practice. Moral and value choices are secondary, and learning can be purely needs driven. This raises the issue of whether learning should be completely responsive to learner needs, or partly driven by tutor values and assumptions that have been shaped by their world-views and by training.

Brookfield (1986) points out that the facilitation of learning is a value-laden activity, where tutors make choices about the curriculum and programme that reflect their values and beliefs about adult learners and learning. He proposes that the ultimate objective of education must be to develop the critical faculties and self-worth of learners, and any attempt to define an effective tutor would need to take cognisance of this. This infers that an effective tutor should rather be defined in terms of the extent to which learners have developed these critical faculties and self-worth, as opposed to a decontextualised tutor-focused profile. The latter form of study, however, is of value in terms of commonly understood qualities and actions that contribute to what Brookfield (1986) considers to be the ultimate objective, and the extent to which a particular type of tutor is able to more effectively develop the critical faculties and self-worth of learners.

The tutor role of social enabler, as identified by Graham (1982), helps people to control and adjust to change rather than to simply maintain the status-quo, and in a related way, helps learners develop the ability of critical thinking, according to Campbell (1977) and Brookfield (1986). In addition, the learning environment that the effective tutor helps develop, should encourage the learner freedom to search, through trial and error, without fear. Within this framework, Nunes (1987) highlights the importance of an effective tutor being willing to take risks. I feel that this freedom is important, and that the empowerment of individual learners involves the development of a critical capacity within a free environment.

in day schools have roles defined for them, by the community and necessity, and are asked to make paradigm shifts for the adult classes, which may be difficult. Mezirow et al. (1975 in Camperell et al., 1983) however, found that most successful literacy tutors, in his study of programmes administered by public school systems in the United States of America, were employed on a full-time basis as elementary school teachers. This suggested that effective tutors needed to have a core of experience in teaching reading and writing, and that this experience could be relied upon to tailor instruction to the needs and abilities of learners. It is possible that many formal school teachers make effective learner-centred adult literacy tutors, and that there would possibly be a more significant interference from their history as pupils than their current roles as teachers.

Equally problematic is the recognition and status given to different forms of knowledge, with knowledge from the school being legitimate, and knowledge from outside the learning environment illegitimate. This has obvious implications for the learning environment as different forces attempt to impact on curriculum and conduct.

Soifer (1990) also proposes that the effective tutor must be aware and interested in the many issues, topics, and concerns that are important to adults, and should have enough awareness to recognise timely information that is significant to learners, as opposed to being knowledgeable about things in depth. Tutors who are involved in political, social and economic activities are continually expanding their views, and will feel comfortable using current topics as the focus for lessons centred on authentic content in a realistic context. Knowledgeable tutors will bring a multitude of diverse resources to the learning situation and will introduce content that links with the learners' prior experiences and needs.

Freire understands that by having this knowledge, the tutor will have authority and be an authority, but that "freedom needs authority to become free" (1987: 91). Where authority denies freedom, it becomes authoritarianism. Authority must be used by the effective tutor within the limits of democracy to encourage empowerment, if learners allow this, and if the tutor has the skills to enable it.

opposed to one who places more value on a collaborative, learner-centred environment. The learners' world-views identify what is effective. Do effective tutors respond to possible learner needs for authoritarianism and dependency, or stand loyal to their own positions and help learners to become empowered and self-directed? The learner can be viewed as "the ironic messenger, inviting the liberatory teacher to fall back into rigid relations" (Shor 1987:94). Therefore the effective tutor may need to challenge learner expectations and thus interfere with their learned behaviours. This raises conflictual issues about which processes of learning individual learners may require to satisfy their needs at particular points in their lives. When judging a particular type of learning environment, one would need to understand the identified learner needs at that particular time, and assess the extent to which teaching style is able to meet these needs.

Apps (1985) feels that an approach based on the behaviourist model, is based on certain assumptions that the tutor has complete control of the learning situation, including what and how the learner will learn, and that teaching is sequential, with a definite beginning and end to teaching activity. It is possible to predict the outcomes of a teaching activity, and to measure narrowly the outcomes of a teaching activity in terms of learner performance. What learners learn is considered external to them, and learning means interacting with appropriate subject matter. Learners must be able to perform something as an indicator that learning has occurred. What the tutor and learner consider effective tutor behaviour in terms of this model, and why, can be understood in terms of the sociological background of South Africans, where the education system has historically vested much authority in the hands of tutors, and narrowly defined the curriculum. Any development of centrally-defined curricula would need to be sensitive to this.

Apps (1985) identified a form of interference in engaging such literacy tutors in emancipatory, or indeed any learner-centred learning processes. Previous formal schooling usually has a negative influence on the tutor's practice of emancipatory facilitation or responding to learner needs, and plays a major role in influencing learner expectations of the learning process and tutor behaviour. In addition, part-time tutors

## **2.3 WHAT ARE THE QUALITIES, SKILLS, ACTIONS AND UNDERSTANDINGS OF EFFECTIVE RURAL ADULT LITERACY TUTORS?**

### **2.3.1 Skills, actions and understandings of an effective rural adult literacy tutor**

Mee (1980) proposes that tutors function within certain structures, and it is necessary to look at their roles and the inherent conflicts within these structures. In particular, the role of individual tutors would need to be studied. This role of tutors will be viewed differently by different stakeholders, such as learners, the tutor and the organiser and each will have an idea of how the role should be best fulfilled in terms of their needs and values. Conflict between role and personality needs to be explored and understood, and is a basis to enable all stakeholders to participate in defining the nature of the learning environment and to determine how different parties act within it. It is therefore important to qualify any profile in terms of specific perceptions of the role of the tutor.

Graham (1982) identifies two tutor roles, that of subject specialist and that of social enabler, which does not meaningfully take into consideration what Knowles (1980) considers important - helping people to learn, rather than teaching subject matter. Considering the role of subject specialist, Robinson (1962, in Campbell 1977), Stephens (1971, in Campbell 1977), Campbell (1977) and Wlodkowski (1993), propose that an effective tutor should have a considerable measure of competence in the subject area being taught, and know something identified by learners as valuable, as opposed to simply having a skill that the tutor presents for consumption. Tutors, in a study by Graham (1982), perceived subject knowledge to be more important than did learners, either because of other emphases for learners, or because tutor expertise was taken for granted by the learners. The view that the tutor is the source of all knowledge is problematic because the learner is viewed as an empty vessel to be filled by the tutor.

Linked to this role of subject specialist, learners may identify an effective tutor as one who is authoritarian and who simply transfers information, skills and attitudes, as

be reviewed. As the effectiveness or failure of the teaching strategies is assessed, the question of whether or not appropriate standards have been met is addressed directly. The argument is therefore more in favour of the need for effective tutors to be reflective practitioners with access to a range of methods and continuously engaged in reflection of their activities and results.

Contrarily, Wlodkowski (1993) proposes that one can and should define universal characteristics of an effective tutor, and claims that effective adult educators are unique, with key common elements that form the foundation of their instruction. He suggests that these key characteristics can be learned, and controlled, by anyone who instructs adults. In my view Wlodkowski generalises rather uncritically about the characteristics which define an effective tutor, and pays insufficient attention to the contextual roots of any such defined characteristics.

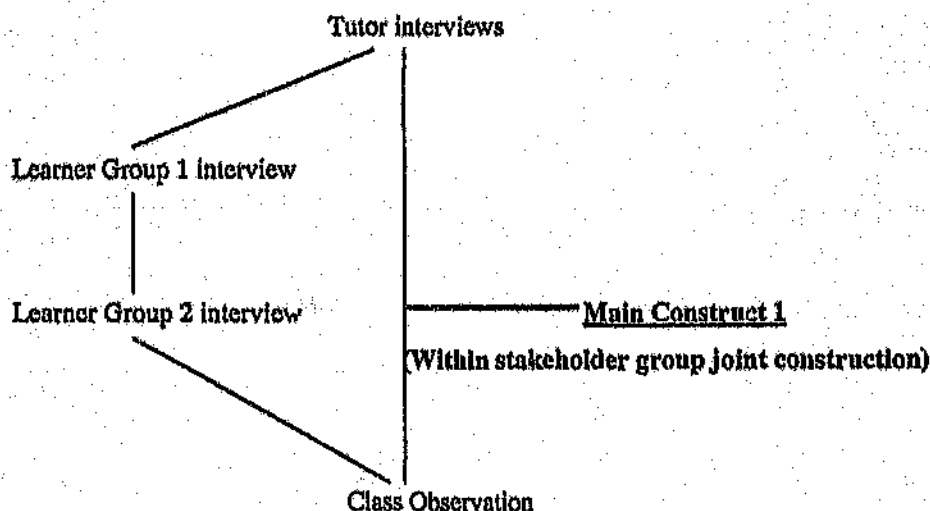
However, the educational reality of South Africa, with 15 million illiterate adults in need of ABET, and few opportunities for provision, could result in the adoption of solutions supported by UNESCO (1973), which suggest that in the event of there being a shortage of qualified staff, tutors should be recruited without any selection criteria, or reference to desired characteristics, beyond the requirement that they be able to read and write.

There is a need for a competent corps of adult literacy tutors, and I feel that it is possible and desirable to define the profile of an effective literacy tutor. This would necessarily need to be contextually bound, and rather suggest issues for consideration by a reflective practitioner, than prescribe a rigid list of desirable characteristics, actions and skills that should be imposed, with modification, to a range of contexts.

Two learner groups, associated with two of the identified effective tutors, were involved as groups, and two group constructs derived. This was considered important, in that any congruence between what learners and tutors considered to be important in an effective tutor needed to be exploited. Two groups of fifty learners each were interviewed. Mr. Mdletshe was used as a local interpreter where necessary. Mr. Mdletshe enjoyed a warm relationship with all participants, and enabled my rapid integration into the area.

Core elements of the constructs emerged as a result of consistent mention by participants. This allowed for commonly held issues to be synthesised, and points requiring further negotiation to be identified.

Process of Hermeneutic Dialectic Circles:



\* Developing within-group constructions and negotiation.

This process involved developing and enlarging the within-group constructions by introducing new or additional information and by enabling group members to achieve higher levels of sophistication by dealing with such information. In addition, resolved claims, concerns and issues were resolved, and unresolved claims, concerns and issues

\* Developing within-stakeholder-group joint constructions using the hermeneutic dialectic process, with a specific focus on claims, concerns and issues

The hermeneutic dialectic process is interpretive in character and compares and contrasts divergent views, while moving towards trying to achieve a higher-level synthesis of them. The process enables stakeholders to justify their own constructions, while questioning weaknesses in others, while seeking a common understanding to reach consensus where possible. Where consensus is not reached, an agenda for further negotiation is devised.

This process took place by individual and group discussion, inter-individual and group recycling of constructs, using open-ended interviews and non-participant observation. All stakeholders put at risk by an evaluation had the right to place their claims, concerns and issues on the table, within hermeneutic circles, for consideration, irrespective of the paradigm within which they functioned and taught.

The hermeneutic dialectic circle is an essential aspect of this type of research, and it was carefully conducted. As the parts of the constructs were examined, the meaning of some of these became clearer, and this clarity was enhanced by relating the parts to each other and to the whole. This process of "comparison led to a re-evaluation of the meaning of the whole, which in turn led to a new understanding of the components.

Three tutors were interviewed in an open-ended manner in order to determine the framework of an initial, emic construct, which would be the start of building the collaborative emic construct. The tutors were asked to provide references other tutors whom they considered to be effective, who may or may not have different styles or views to themselves. Through this process of referral by, a further twenty tutors were involved in individual and small group discussions. Constructs were introduced at the end of each of the follow-on interviews, although time did not allow detailed data analysis between interviews. This was a weakness in terms of not enabling a structured development of a joint construct, but was overcome by recycling. Constructs relating to the research questions were individually derived from tutors, and from small groups in the Maeleno area.

**\* Identifying stakeholders (Tutors, learners, co-ordinator, trainers)**

I selected the area of study based on Operation Upgrade training needs, and the fact that Ubombo was a "deep" rural community. Jointly with KWANADEDASS, literacy tutors and co-ordinators were identified who were considered effective by the Association's committee. Tutors were the most significant stakeholder group and were individuals most at risk by the evaluation in terms of possible implications for selection and training. In addition, the issue of being at risk was aggravated by the possibility of different stakeholders bringing different values to the process..

An alternative means of choosing successful tutors is proposed by Mezirow et al (1975, in Camperell 1983). He suggests a focus on learner retention and attendance figures as the yardstick to identify successful programmes and tutors. This is a possible approach to be considered in any further studies, but not possible within the constraints of this study.

Stakeholders included twenty-three state adult education tutors from the Ubombo circuit of Maputaland, in the rural north-eastern part of KwaZulu/Natal (Appendix A). Three tutors were initially identified as particularly effective by Mr. THE Mdletshe, Chairperson and part-time organiser of KWANADEDASS in the Ubombo circuit. Two groups of fifty learners each were involved as two stakeholder groups.

**\* Organising stakeholders**

Within the framework of an existing association structure, a group was established to help plan the study. This was not a stage proposed by Lincoln and Guba (1989), but I felt the need to add this. If the research was to be truly co-owned by the participants, it needed to take place within the ambit of a structure, and a committee of stakeholder representatives was established for this management function. There needed to be ongoing participation, and hopefully implications for longer-term practice.

therefore felt an obligation to involve co-researchers in the whole rationale of the research in which they were participating and to seek their free agreement to this rationale so that, internalising it as their own in a genuine sense, they could become autonomous inquirers with me. It was still, however, my decision where to conduct the study and the framework within which it would be conducted, which implied significant control, although the research questions were collaboratively defined with members of KWANADEDASS in terms of joint needs. In doing the study I provided conditions under which subjects could enhance their capacity for self-determination in acquiring knowledge about that which surrounded them and affected their lives and work in the literacy field. One of the ways I did this was by explaining different research methods, including fourth generation evaluative techniques.

Torbett (1981, in Reason, 1988) suggests the following assumptions of a collaborative inquiry, such as the fourth generation methods that were used in this research. The structure and variables to be studied should not be pre-defined, but may change through dialogue between the researcher and others. Conflict between different paradigms or models of reality and their proponents needs to be anticipated and welcomed as a means of testing the validity of assumptions and challenging the research process. To seek and offer information is appropriate and analytically valid. To a large extent this was encouraged, allowing participants to vigorously propose contradictory views in an unthreatening environment.

### **3.3 METHODS OF RESEARCH**

Fourth generation evaluation rests on two elements: responsive focusing (determining what questions are to be asked and what information is to be collected on the basis of stakeholder inputs) and the constructivist methodology.

Using Lincoln and Guba's (1989) proposals as a guide, I structured the stages of the fourth generation evaluation of the learning context and tutor as follows:

any explanatory model is the notion of the self-directing person, which is in accordance with adult education philosophy. We are social beings, and make a choice to relate to each other in accordance with certain norms and conventions. Thus for any aspect of social behaviour there may be distinct, yet related, levels of explanation, none of which are mutually exclusive.

Research behaviour is but one example of social behaviour to which the level of independent explanation applies. Thus the basic explanatory model for research behaviour is that of intelligent self-direction - commitment to purposes in the light of principles - combined with relative determinism. I was not able morally to apply to subjects a model that was logically at odds with the one to which I subscribed, and I needed to consider them self-directing and intelligent agents. Hence my "subjects" became my co-researchers. I felt that if they were not empowered with the research thinking underlying this study, then they would not be functioning fully as informed and self-directing agents, for self-determining people are those who generate, or take up freely as their own, the thinking that determines their actions.

Brentano (1973, in Reason, 1988) and others have regarded purpose as one of the defining features of the intellect. We all have constructs and views about the present and past, and I needed to consult co-researchers as a group and as individuals to identify the extent of difference and similarity in constructs. But, when the co-researchers were acting within the research arena, consulting them about the validity of the research conclusions depended on the type of analysis being undertaken. If it was simply behaviours I was reporting on, such as gestures and basic movement, then my observations were likely to be reliable. But when I was interpreting these actions in terms of their more complex intentions and purposes, I needed to check my interpretation with affected stakeholders, for a person could have walked, talked or pointed to fulfil many different higher-order intentions, of which I could well have been unaware.

I feel that people, as autonomous beings worthy of respect, have a moral right to participate in decisions and processes that claim to generate knowledge about them. I

of the focus situations, are shaped by the values and experiences of the constructors, and are therefore real. The constructions are linked to the particular physical, psychological, social and cultural contexts within which they are formed.

The consensus that was sought in this study was to be the product of human conceptual exchange in the particular setting of rural state adult education centres in the Ubombo circuit of Maputaland. The study had an action orientation that defined a course to be followed, stimulated involved stakeholders to follow it, and generated and preserved their commitment to do so. It was important to note that the research was organised within the structure of the local branch of the KwaZulu Natal Adult Education Association (KWANADEDASS), and was defined by the Association members as being important to their work in the area. KWANADEDASS is a structured organisation of stakeholders, and the active involvement of the association gave participants greater control over the research process, and engendered a greater degree of mutual trust. This shared ownership of the study resulted in high levels of motivation.

I interacted with co-researchers in a manner that respected their dignity and privacy. People were able to decide if they wanted to participate in the research, and could regulate the extent to which they wished to participate. Full participative involvement was enabled, in which the stakeholders and others who could have been drawn into the evaluation, were involved as equal partners in most respects of design, implementation, interpretation and resulting action of the evaluation. This had the result of making the process a lengthy one, but had the advantage of contributing to the empowerment of all participants for longer-term research involvement in the area, and, I believe, enabled a deeper level of participation in the process.

### **3.2 WHY WAS FOURTH GENERATION EVALUATION APPROPRIATE?**

Heron (1988, in Reason, 1988) considers the philosophical basis for the new paradigm within which fourth generation evaluation is firmly placed, to derive from an argument about the nature of research. He proposes that research is a creative activity that cannot be restrained within an explanatory model of absolute determinism. Central to

## **Chapter 3    RESEARCH DESIGN**

### **3.1 INTRODUCTION**

In attempting to research what effective tutor qualities, actions, skills and understandings are, an appropriate research design needs to be outlined, along with a rationale for it.

As an adult educator, I felt that it was important to respect the tutors' and learners' experiences and values, and acknowledge the context in which they were teaching, learning and living, before any attempt could be made to evaluate tutor effectiveness. An attempt to assess this by a person with possibly contradictory values and from a different social background, and who could be oblivious to the context in which teaching and learning is taking place, could be limited. It was therefore important that this study include for consideration the views, or constructs, of the tutors and learners themselves, as well as the researcher and any other stakeholders. It was hoped that such a range of people could shed light on the nature of learning and all that impacted upon it, and provide a context in which to meaningfully evaluate the research questions. I therefore supported an open, transparent and participative means of research, with a central dynamic of negotiation and mutual-respect. "Fourth generation" evaluative methods, advocated by Lincoln and Guba (1989) were selected for this study because of its key dynamic of negotiation.

Fourth generation evaluation employs the methodology of the constructivist paradigm, by responding to the claims, concerns and issues of stakeholders. Its objective is to develop a judgmental consensus among stakeholders around specific issues. The process honours the contributions of the many participants, and allows all a measure of control over the activity and outcomes.

The evaluation outcomes are not simple descriptions, but rather represent significant constructions that are formed to make sense of situations in which people live and work. The findings are created through an interactive process that includes the researcher and stakeholders. These constructions, through which people make sense

explore mechanisms of integrating education and training. Tutors need to help further develop critical capacity in the context of political violence. The extent to which these skills and qualities are supported in tutor training and support programmes, remuneration and defined career paths is questionable.

Maintaining a sensitivity to the learning and community contexts, and the paradigms that inform tutor actions, behaviour and qualities and learner needs, the next chapter outlines the research design. Theoretical constructs of the effective adult literacy tutors will also inform the discussion of research results in chapter 5.

In terms of professionalism, Nunes (1987) believes that an effective tutor follows procedures and policies, is prepared for class, dresses appropriately for the situation, fulfils duties and responsibilities, displays leadership, and responds appropriately in situations of conflict. The management of the learning context, organisation, and logic of approach are also important for an effective tutor according to Nunes (1987). He proposes that effective tutors monitor and manage the classroom, materials and supplies, and manage time effectively. In addition, they plan effective lessons, manage well in crisis, prioritise information and tasks, and, foresee consequences and plan for contingencies. This is supported by Mezriew et al. (1975 in Camperell et al., 1983) who highlighted the importance of management skills to enable tutors to accommodate learners who entered programmes at different times and who had irregular attendance patterns.

## 2.4 CONCLUSION

Views differ about whether or not one can or should try to list qualities, skills, actions and understandings of effective literacy tutors. I consider that all views do directly, or indirectly ascribe certain attributes to effective tutors, whether these be generic behaviours, or more abstract qualities, such as being reflective about their educational practice.

Any attempt to define an effective tutor would need to be contextually informed, taking into account the values and experience of learners and tutors, and the nature of the learning environment. It would also be important to consider and respect the paradigms of tutors and learners, and acknowledge any demands placed by one's own paradigms. It is only through studying these issues through the many different perspectives that exist, that one can determine why certain actions, qualities or skills may or may not be effective for different learners and tutors at specific stages of their lives and educational development.

Huge demands are made of adult literacy tutors in terms of their skills in the classroom and personal qualities. In an area where the majority of people are unemployed and poor, tutors are expected to meet a range of learner needs and

With expertise, empathy combines to make the tutor a powerful and caring person in the eyes of the learner, who would, however, need to avoid a relationship of dependency.

Empathy in instruction can be viewed in three parts:

Firstly, the extent to which the tutor has a realistic understanding of a learner's needs and expectations for what is being offered needs to be understood. Grabowski (1976, in Wlodkowski, 1993) found that the competent adult tutor understands and provides for the needs of adult learners.

Secondly, the extent to which we continuously consider our learners' perspectives must be assessed. The effective tutor continuously considers the learners' perspective, and this is effectively an attitude and a skill. The more that we mechanise and objectify the learning process, the more adult learners need to know we care about them as human beings.

Thirdly, Wlodkowski (1993) highlights the importance of empathy as reflected in understanding and consideration. The more learner needs and expectations are not met by what and how they learn, the smaller the chance that they will be motivated to learn. He points out that entire motivational theories are based on need gratification (Maslow, 1970 in Wlodkowski, 1993), and any tutor of adults should look at these learners and see their world and what they need from it as they see it. Adult learners learn in response to their own needs and perceptions, not those of the tutors. Empathy is the skill that allows tutors to meet this formidable requirement for motivating teaching.

Creativity is important in effective tutors, according to Nunes (1987), and enables tutors to distance themselves from their own perspectives, uses familiar materials in innovative ways, and be familiar with and apply various theories on creativity.

Enthusiasm has long been closely related to increased learner motivation as well as achievement (Rosenshine and Furst, 1971, in Wlodkowski, 1993). Gage (1979, in Wlodkowski, 1993) and Nunes (1987) view enthusiasm as a universal tutoring behaviour of effective tutors. He suggests that the way in which tutors relay information will always take precedence over what is said. But, without substance or an ability to relate to learners, I feel that the over-spirited tutor may seem superficial.

High teacher enthusiasm can be measured against eight indicators as listed:

Rapid uplifting varied vocal delivery; dancing, wide-open eyes; frequent, demonstrative gestures; varied dramatic body movements; varied emotive facial expressions; selection of varied words, especially adjectives; ready, animated acceptance of ideas and feelings; exuberant overall energy level, (Collins 1976, in Wlodkowski, 1993: 34).

An effective tutor, according to Campbell (1977) and Soifer (1990), is a humane person, with an interest in people as people, who enjoys working with them in solving a problem or in achieving some broader objective, and who takes pleasure in seeing them grow in their knowledge and understanding.

Nunes (1987) suggests that an effective tutor must be a warm, caring individual who functions as a friend and counsellor as well as an instructor. Fully cognisant of the learners' needs, the tutor should build on the learners' strengths, respect the learners' ways of life, and constantly work on raising the learners' self-concepts. S/he is down-to-earth in dress and conversation, and spends time before and after class in private conversations, providing individual attention, and displaying patience during the learning process.

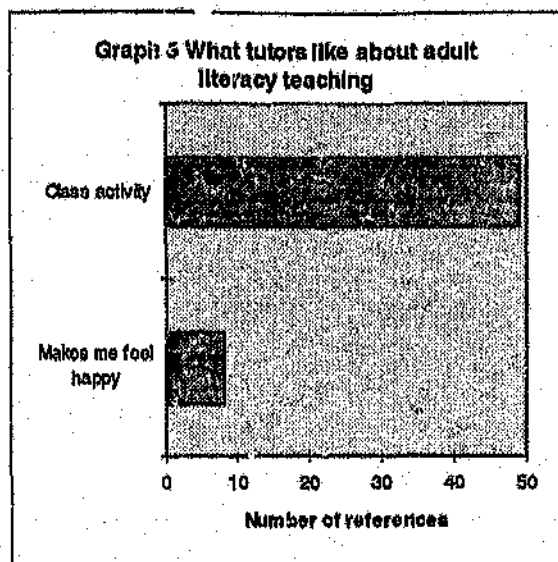
Listening (Grabowski, 1976, in Wlodkowski, 1993) is the single most powerful transaction that tells that person that we accept him or her as a human being. The way we listen, use of body language and the enthusiasm of elicitation (Nunes 1987), tells learners more than anything else about how much consideration we are really giving them.

Knowles (1980) emphasises that the tutor should have a genuine respect for the intrinsic capacity of adults to be self-directing, have a deep commitment to the involvement of people in organisational and educational processes, and have deep faith in the potential of educational processes for contributing to the solution of organisational and societal problems. Soifer (1990) however cautions that a person who consciously or unconsciously sees teaching primarily as a means for improving others' deficient skills or for providing them the "right facts" should be discouraged from working in an adult basic education programme as such a person does not respect the learner and the knowledge and experience the learner can contribute to the learning interaction, and in terms of this view cannot become an effective tutor.

Tutors should have a high degree of motivation. Campbell (1977) proposes that a strong commitment to adult education specifically is essential and not simply, according to Carter and Short (1969, in Campbell 1977) be seeking a second job. This is important in terms of assessing current, and in some cases, planned provision of adult education using part-time tutors of the formal school system, who may confuse the values, aims and philosophies of adult and child education, and who may have mainly a financial motivation.

Mansford (1983) proposes that in most educational settings, a highly motivated learner will learn regardless of whether or not the curriculum, materials or the teacher are particularly motivating or effective. A highly motivated teacher can, however, make the difference between success and failure of a broader range of ABE learners.

Stephens (1971, in Campbell 1977) and Wlodkowski (1993) place much emphasis on the importance of enthusiasm as a quality of an effective tutor. They suggest that enthusiastic tutors care about and value subject matter, and teach it in a manner that reflects those feelings, with the hope that learners will develop similar feelings. Emotion, energy, and animation are clearly evident during their teaching.



#### **4.1.3) What tutors dislike about adult literacy teaching?**

The over-arching issue was that of inconsistent learner participation, largely through absenteeism because of children being sick, meetings, cattle dipping, selling goods, pensions and transport. Both tutor and learner groups cited these as the main reasons for absenteeism. Absenteeism made it difficult to progress with the syllabus, as did late-coming and dropouts.

The fact that adult education was under-resourced was considered a problem insofar as there were not enough teaching aids, and not all helpers could be paid. Tutors felt that they were inadequately paid, and that the entire process was under-resourced leading to insufficient time for classes, particularly with those issues that required lengthy introductions. It was also felt that dedicated adult learning centres were needed, since adult needs were different to those of children. The lack of electricity was a problem, particularly for the classes that ran at night.

Classroom dynamics were a problem insofar as many of the learners worked in formal or informal employment, and were tired and unable to concentrate in classes that, through necessity, finished late. Because of this, many did not do homework. It was also a problem that some were noisy, and spoke while the teacher was trying to teach. Classes were sometimes difficult to manage. Some learners teased each other, and,

A strong national and Christian sentiment motivated some tutors to initiate and run adult literacy classes in their communities. One tutor expressed his concern that as a Christian, he must share what he had. A concern was expressed for those who were unable to develop their own views through being unable to read and write.

#### **4.1.2) What tutors like about adult literacy teaching?**

A common response to this question was that adult literacy classes made the tutors feel happy, fulfilled, and enabled them to give back to the community what they had had an opportunity to develop in themselves.

"When I have taught a mother, I have taught a child...they want to share their knowledge and skills with their children at home" (Miss B T Nxumalo)

Classroom activity was also a significant positive feature, and tutors noted that they liked classroom discussion, and being able to be free together without any need to hold back; adults were not afraid to contribute. This was contrasted with teaching children, who often did not contribute, perhaps through lack of experience. Tutors held that this discussion allowed for reciprocal gain, as adult learners are generally interesting and knowledgeable. Adults made the learning environment easier, in the sense that they were goal-oriented, motivated and conscientious. Learners tried hard to learn other languages, and used expressions learned within and outside the classroom. They also exerted themselves in applying their knowledge. The fact that learners were motivated was displayed when they showed their interest, happiness, friendliness and confidence when tutors introduced a lesson, and often complained of insufficient time.

Learners co-operated with others in the class, and had respect for their fellow learners and tutor. They asked when they did not know something, and made tutors help them solve problems. Learners often came back to thank tutors after classes and in different contexts. The fact that progress was clear and immediate was also motivating to tutors. Some learners made learning fun, and this also motivated some tutors.

## **Chapter 4    CONSTRUCTS**

This chapter presents the constructs that emerged from the study in Ubombo. Main Construct 1 is the initial construct that emerged from interviews and discussions with tutors and learners in Ubombo. This is presented in response to the key interview questions and highlights points requiring further negotiation, and includes graphically the rankings of different views.

The constructs developed through tutor observation and the questionnaires follow. The follow-up visit to Ubombo involved negotiation around unresolved claims, concerns and issues, and the outcomes of this negotiation are presented as a separate construct. This is followed by the construct developed by NGO and university-based tutor trainers and academics.

### **4.1 MAIN CONSTRUCT 1 - WITHIN-STAKEHOLDER JOINT CONSTRUCTION**

Main Construct 1 was developed through interviews and discussions in the Ubombo circuit of Maputaland in the period 13 - 18 March 1995. The language of the construct has been written in a manner as close to the translations as possible, to enable active engagement with the construct by English second-language speakers who participated in the study.

#### **4.1.1) Why tutors became involved in adult literacy?**

Tutors felt a desire to respond to needs in the community in which they lived, and this was motivated through being told of adult learning needs or by witnessing these learning needs while engaged in normal activities in the community, such as shopping. This need was brought to the attention of many of the active literacy tutors by groups of parents of the children that they taught in day-school, who approached them to arrange adult literacy classes.

Some of the tutors had experience of teaching adults and found it rewarding to the point that they sought out the opportunity to become involved in their present classes. Some of the tutors were products of adult education classes themselves.

questionnaire enabled a degree of methodological triangulation to take place. This was not used to verify the constructs developed by the hermeneutic dialectic process, but to determine if an alternative methodology generated similar constructs, as well as to contribute to the hermeneutic dialectic process.

The final effort in terms of validity, was the attempt to allow all co-researchers further opportunities to contribute to and question their own and other people's and group constructs, while taking into account of the views of relevant literature.

I attempted to achieve reliability by attempting to document the research process comprehensively, and specify the context.

### **3.5 CONCLUSION**

Research is essentially about power. Research can be empowering, and involve the various stakeholders, by using approaches that share power. It can be disempowering and vest all control with the researcher. I feel that there cannot be a contradiction between what the researcher is researching and how the research is conducted. If learner-centred, democratic learning environments are encouraged and valued in adult literacy classes, then research must mirror these principles and be conducted in a democratic, negotiated manner, that respects the views of all stakeholders.

The divergent nature of the stakeholder groups resulted in convergent and contextual validity. Observation and the range of interviews contributed to a number of different perspectives, and enabled views to be compared. The value of evidence from different viewpoints was compared and assessed, and actual words and quotations were recorded where appropriate.

Specific issues threatening the validity of the research were considered, discussed and guarded against. The initial three tutors chosen by Mr. Mdletshe as effective tutors, were employed at centres with funding and resource needs, and I was initially cautious about this influence on the choice of tutors and centres. In addition, as a person associated with the training organisation responsible for training many of these tutors, the process needed to guard against participants seeing the study as a training course recall exercise. I cautioned people about this and was honest about my personal views on issues that contrasted with some of the positions presented in the training course. There were also instances where tutors demonstrated an urgent need to try to impact on specific issues related to Operation Upgrade tutor and learner curricula, such as the need for linking with vocational skills training. I recognised this important need, and allowed opportunity for its discussion outside the research process.

Involving a local translator who was knowledgeable of the ABE field was important to the process, but presented its own problems in terms of personal needs and views. I was able to counter-balance this by de-briefing Mr. Mdletshe after each interview, and by verifying translations at various later points in the discussions.

Because of distance, many of the discussions took place in the evening when some participants were obviously tired. I feared that this may have resulted in an anxiety to hurry the process, and attempted to balance this by meeting with these people during the afternoon on my second visit to Ubombo.

The active involvement of KWANADEDASS in the process enhanced the validity of the process, as did the postage of introductory letter to all ABE tutors in the Ubombo circuit. This developed a genuine enthusiasm to participate, and the attached

affect relationships, and recognise what factors might threaten external validity, according to Lincoln and Guba (1989).

According to Reason (1981) there are a number of issues of validity relating to new paradigm research. He feels that if we want to develop validity in new paradigm research, we must base it on an interactive dialectical reasoning, such as that facilitated through the fourth generation evaluation process.

By viewing reality as a process, emerging through paradoxical development, validity must concern itself with a valid knowledge about relationships. This research design attempted to move towards an intersubjectively valid knowledge, which is beyond the narrow limitations of one construct. The hermeneutic dialectic process enabled this. The validity of the process was also linked to the extent to which stakeholders were able to declare and challenge their own assumption, could move to new constructs, or develop existing constructs more meaningfully.

Valid research therefore rests on a high level of awareness on the part of the co-researchers - awareness of one's own values and views, as well as understanding those of others. The need for high-quality awareness has been emphasised and supported, in addition, by the view that the discipline and thoroughness involved in this sort of research is considerable.

The research systematically used feedback-loops, and by repeatedly interviewing, theorising, feeding back theories to the next group and interviewing again, the group was able to refine, clarify, deepen and differentiate impressions, initial conclusions and concepts.

Validity was also ensured by the active and conscious attempt to deny, contradict and disprove the data that was available, and the ongoing proposals about that data that developed.

Main Construct 2

Superconstruct 1

Experts Interviews

(Individuals/Training NGO's)

Literacy expertise was additionally derived from interviews with: Elda Lyster (University of Natal- Durban), Sandra Land (University of Natal - Pietermaritzburg), Thabiso Moyo (Operation Upgrade), Pat Dean (Operation Upgrade) and Sandra Mahomed (Operation Upgrade), who were interviewed and also exposed to previously developed constructs. These individuals and organisations have a vast pool of experience in ABET, training literacy tutors in rural areas, and in evaluation. It was also important to understand the operating paradigms in which the training of the adult educators and tutors takes place, in order to determine its influence and to understand the effect that this would have on tutor behaviour and approach.

Findings of this research project will be distributed to all stakeholder participants, provincial education departments, NGOs and universities involved in the training of literacy tutors. Regional workshops are to be planned with Operation Upgrade training staff, KWANADEDASS, and the KwaZulu Natal Education Department.

Fourth generation evaluative techniques can be criticised for their apparent complexity, and the length of time to implement them, when seemingly easier methods are available. I feel that evaluation of the processes of a learning environment, and the tutor within it, will be less than meaningful if not conducted collaboratively as suggested by this approach.

### **3.4 ISSUES OF VALIDITY AND RELIABILITY**

The risk of being too focused on internal validity has the effect of compromising external validity. There does, however, need to be an awareness of the factors that

copy of the questionnaire and reply envelope, which improved the response to twelve tutors, or 22%.

It should be acknowledged that assumptions were made before the field visits, and leading questions were used insofar as tutors were asked what they considered the qualities or skills of a good or effective tutor to be. By implication, this would suggest that it is possible to define such a list, and possibly precludes an alternative view that it is not possible to define a good or effective tutor in such a tangible manner.

The results of the questionnaire were introduced, along with the class observation schedules, etc constructs of the experts, analects of the literature review and my own construction as an outsider to the community. These were openly critiqued by participants.

\* Developing a joint construction, or superconstruct and recycling within the group to confirm the validity of the constructs

Understanding consisted of circular and spiral relationships between the whole and parts, between what was known and what was unknown, between the phenomenon itself and its wider context, between the knower and that which was known. This is a dialectical process that could possibly have been infinite, although we finally rested at a point agreed to by all stakeholders as a consequence of agreement and acknowledged time-constraints.

The process of the hermeneutic dialectic involved identifying challenges, negotiating the constructs, and confirming these constructs through a process involving all stakeholders of the learning environment

The interviews accommodated an informal component while still covering predetermined key issues. This resulted in considerable depth, and the identification of broader issues that might otherwise have been overlooked. The depth was necessary for the purposes of comparison, to find points of congruence and disagreement, and to work towards developing a common construct.

Ary (1990) agrees with Kerlinger (1970) that interviews can and should allow for flexibility by having components that are open-ended. This is necessary to provide insight into whether respondents really have any information or, more importantly in the case of this research, clearly formulated opinions. It was for this reason that in the second series of interviews in Ubombo, more structured questions were introduced into the process, to focus on points requiring clarification or elaboration.

Questionnaires in isiZulu (Appendix F) were sent to all ABE tutors in the Ubombo circuit. Questions were asked, as follows:

- 1) What is it that makes a literacy tutor effective in a rural area, such as Ubombo?
- 2) How can literacy tutors evaluate their teaching?
- 3) How do effective literacy tutors develop the qualities, actions and skills that are effective?
- 4) Can you think of someone you think is a really effective literacy tutor, with whom I can speak?

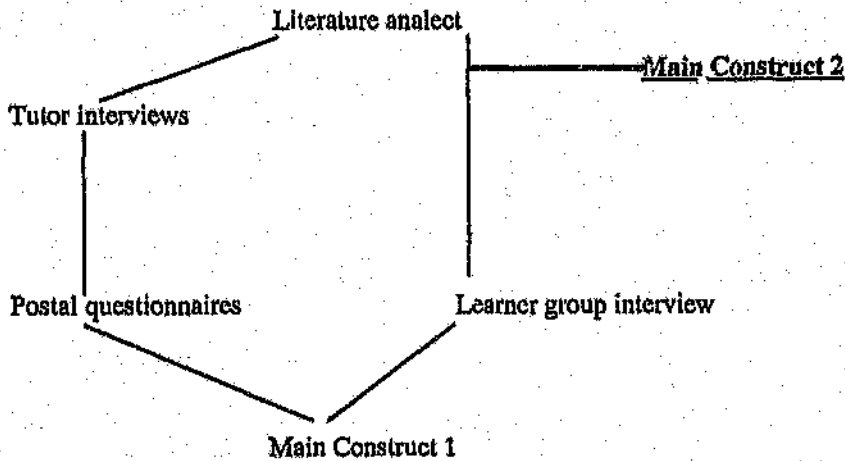
The questionnaires were posted two weeks before my visit to the area, and had the intended effect of developing a consciousness about the focus of my research. They also provided an opportunity for tutors to contribute to the study, particularly if they were not directly involved in the hermeneutic dialectic process. A covering letter in isiZulu, introducing myself and explaining the research, and questionnaires were posted along with a pre-paid return envelope to 53 tutors. (Appendix G). Seven tutors, or 13% of the tutors, responded to this questionnaire. A follow-up letter was sent with a

Observation studies are superior... if data is collected on non-verbal behaviour. The investigator can discern ongoing behaviour as it occurs and is able to make appropriate notes about its salient features. Because of extended time, a researcher can develop a more intimate and informal relationship with those s/he is observing, generally in more natural environments than those in which experiments and surveys are conducted. (Bailey, K in Cohen and Manion 1980:103).

Data-gathering through observation has acknowledged strengths. Ethical issues related to the observation of behaviour were considered, and the tutors and learners being observed were voluntary participants. In addition, all observed tutor behaviours were discussed with the tutors in order to determine motivation for their actions. I avoided undue coercion to participate, embarrassment caused by sensitive questions in an interview, or impositions on time.

In the initial series of interviews, a loosely structured interview method was used to determine the backgrounds, circumstances and needs of tutors and learners, and to determine what each considered to be the necessary components of effective literacy delivery. An interview schedule around each of the research questions was posed in order to provide a frame of reference for participants' answers (Appendix E). The phrasing of the interview questions was determined collaboratively by the KWANADEDASS Chairperson and myself.

Cohen and Manion (1980) suggest that open-ended questions have advantages in that they are flexible, and allow for greater depth of discussion around developing focus points, to explore views and misunderstandings. These questions also allow for the parameters of knowledge to be jointly determined, and may result in unanticipated answers that sometimes exposed unknown relationships and views. Lincoln and Guba (1989) support the use of unstructured questions at the initial phases of developing constructs, while the researcher attempts to elicit participants' etc constructions in their own terms.



Observations were made concerning insights developed during the hermeneutic dialectic process; about teaching approaches and styles used by tutors and, where possible, the needs of learners in the learning environment. Non-participant observation using an observation schedule devised by Allen (1980) (Appendix D) was used because of its focus on tutor behaviour and actions. Mr. Mdletshe and I observed one ABE Level 1 class as respectful and acknowledged outsiders. We engaged with the tutor and learners on a social basis before and after lessons, so that tutor and learners were comfortable with our presence. In addition, I worked from the centre where classes were being conducted and became known to the learners. The interpreter was well known to both groups of learners and the observed tutor, and this helped greatly in terms of putting participants at ease. We accepted that the mere observation of a group could have produced behavioural or emotional changes in tutors and learners that may not have occurred otherwise, and I hoped to obviate this by social engagement and more generic discussion with tutors and learners before and during the study.

Results of the class observations were introduced to the second series of the hermeneutic dialectic circle in Ubombo, and were used to contribute to the development of the superconstruct.

prioritised for further exploration. Information was collected on unresolved claims, concerns and issues from literature, further interviews and observation, and points of disparity identified for further negotiation.

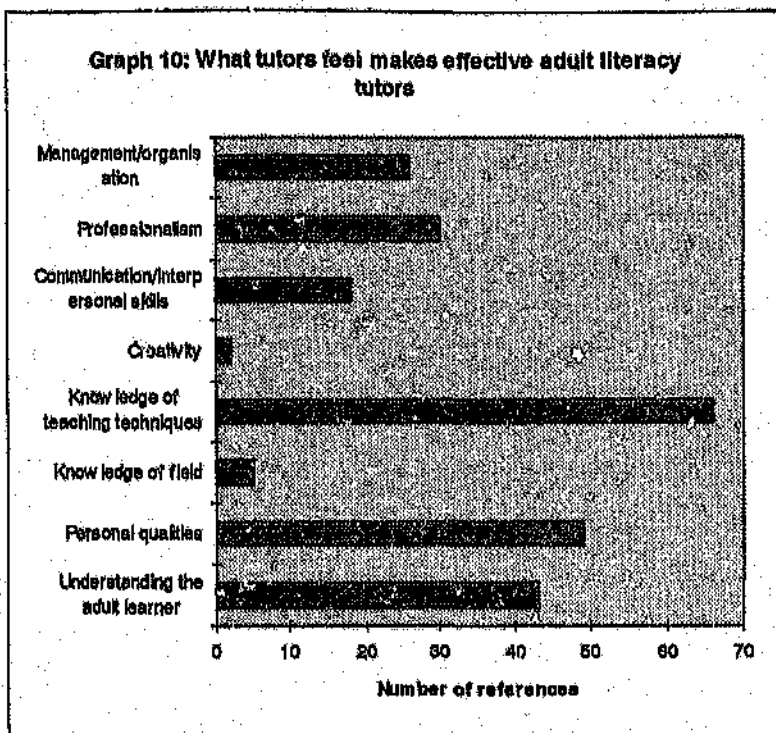
Information was introduced to inform constructions and develop a higher level of sophistication among group members. Information from literature analects, results of a postal questionnaire to all ABE tutors in the Ubombo circuit, and results from group discussions with the stakeholder group, were sources of information.

A second series of interviews in Ubombo was arranged one month after the initial interviews to focus on key positions incorporating diverse and conflicting claims, concerns and issues.

Eleven previously participating tutors were selected as those most vigorously proposing conflicting positions. One tutor was interviewed as an individual because of his geographical isolation, and a group of ten tutors met to discuss outstanding issues. In addition, a learner group of 35 learners was also revisited to consider conflicting issues.

On each of these occasions, participants were presented with the full range of positions, and discussions of their own positions were conducted in greater depth. In addition, summarised positions of class observations, literature review (Appendix B) and the previous group constructs (Appendix C) on the associated topics were presented to all participants, on paper and orally, and were discussed point by point. Acknowledged points of difference and consensus were noted. I feared that difficulty would be encountered in the criticism of analects, so these were introduced in a manner that did not acknowledge their source.

Information was recorded on the basis of observation schedules and notes from group discussion that resulted in individual and joint constructs. These reflect points of congruence and disparity in narrative form.

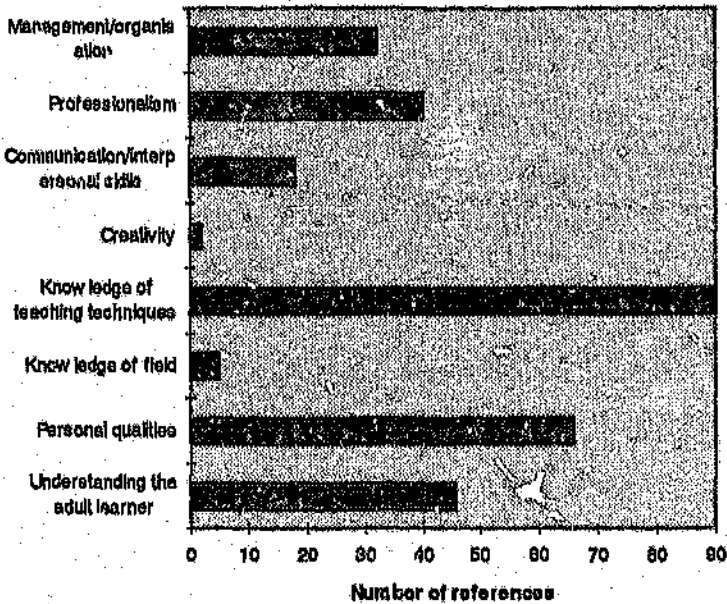


#### **4.1.7) How tutors assess their classroom practice**

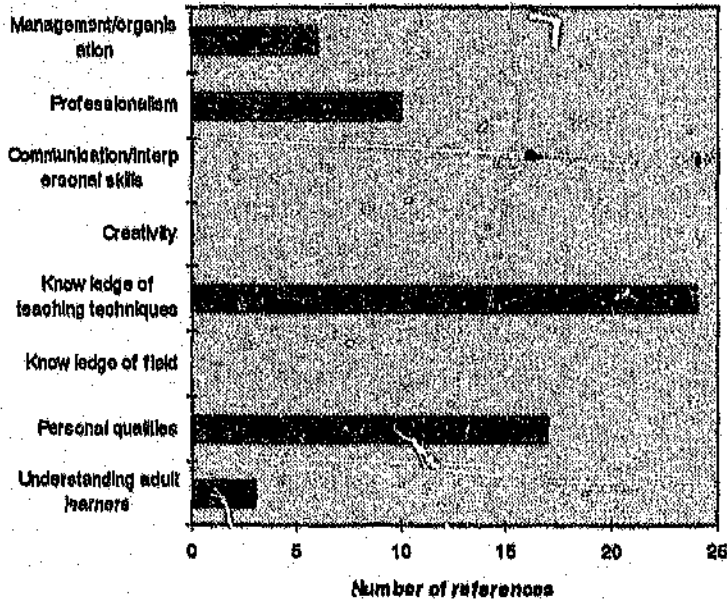
Most of the tutors depended on assessment and evaluation, which took the form of oral (through questions on the subject itself and revising work from previous lessons) or written tests. Tutor peer-assessment was conducted occasionally, but most ruled this out as a possibility because of time factors and a history of class inspections to identify negative activities and personal weaknesses. Ironically, it was felt by all that supervisors were necessary in a supportive role to observe tutors and introduce alternative tutoring techniques. Some tutors questioned learners about whether they did what they were taught, while others teased learners by doing something wrong and seeing if they corrected the mistake. Follow-up discussion with learners also showed levels of understanding.

Learner behaviour was also used by many tutors as a measure of success. Learner attendance, participation and openness were important factors. If learners were interested, and co-operated, then this was taken as a positive sign by the tutor.

**Graph 8: What makes effective adult literacy tutors**



**Graph 9: What learners feel makes effective adult literacy tutors**



A tutor should be supervised to enable tutors to receive appropriate advice and guidance. In addition, the tutors should be paid to avoid them becoming discouraged.

One group of tutors felt that the tutor should come from the community and be known to learners. This would better equip tutors to help solve learner problems and support their learning, because they would understand the community and culture, and know the problems and learners. An opposing position was that an outsider could be taught this, and could become a more effective tutor through having outside perspectives that could be important in dealing with recurring problems. In addition, a tutor from afar could be better in that the community may not know all the personal details of such a person and bear no historical grudges.

It was important that the tutor should not be tired from day-school, and it was better to have dedicated tutors. Age and status of tutors were not important. The effective tutor would result from someone with a suitable character and qualities. One group of tutors felt that it would be a problem for a woman to teach men because the woman's role in this society did not allow for her to assume a more knowledgeable dominant position than men.

Good administration was also considered essential for a tutor to be effective.

### Professionalism

Tutors needed to be organised by being well-prepared and conscientious in having the correct teaching-aids, schemes of work, and a logic in teaching that started at the beginning and explained everything in the first chapters that s/he introduced. This was highlighted as extremely important by both tutors and learners.

Learners and tutors agreed that tutors needed to dress well, and be neat and more smartly dressed than the learners, and should never wear shorts. It must be clear that they have come to teach and the clothes that they wear must indicate a level of respect for the learners. Tutors should also be punctual, and attend daily, never being late or absent.

There was a strong view that a tutor needed to be a role model and good example to learners about behaviour in the classroom and beyond the classroom. The tutor should be of sober habits, and not smoke or use vulgar language in the classroom. Some felt that this needed to extend beyond the classroom, but relented after discussion. The tutor should not be familiar, particularly across gender lines, and not whistle in class. Morality and honesty were required within and outside the classroom, and the tutor needed to engage in acceptable behaviour in terms of how the community defined this. It was also felt that tutors should not bring their own personal problems into the classroom.

Evaluation was a key issue, and learners were adamant that they only be passed when they deserved to pass, and that this should not just happen. Competency must be ensured. The tutor should be able to evaluate learners at the end of a course.

### Management/organisation

An effective tutor should have authority, and learners must respect that person and feel s/he should be there. This implied that the tutor should manage the class, and help learners learn what they have come to learn. A commanding personality was important in this regard.

should know certain things at this stage of their lives. They must treat the class as first-time learners, although the tutor should question and challenge learners, who hoped to be challenged and questioned, to check if they understand and to widen their horizons. A conflict developed between a view that a tutor should work narrowly from a local context, and a view that learning would need to work from a context, but not be limited to the immediate environment.

Learners suggested that the effective tutor would translate for them when necessary, and more specifically be able to teach them how to read and write. They said that tutors should have some knowledge of employment skills, English, sport, and be able to advise about needs at home and punctuality. It was considered very important by tutors and learners that a tutor taught learners to pray, and taught them about God. Most learners were Christian and such instruction would motivate them. They would feel well taught by such a person.

### Critical reflection and creativity

Tutors needed to be critical thinkers. A tutor should be able to think and be able to teach beyond the narrow curriculum.

### Communication and interpersonal skills

The participants felt that effective tutors should communicate articulately, in a clear and loud voice, and mix easily in a manner that enabled them to be part of the learning group. The manner in which the tutor initially presented him/herself on entering the classroom must build trust, and communicate a message that all have gathered to learn and not to be conflictual. The tutor should not be sarcastic or cynical and should correct learners in a gentle and polite manner. Learners should be praised when they achieved, and learners felt that the tutor should not remind learners of their problems at home.

It was also felt by learners and tutors that the tutor needed to be approachable and sociable, and should interact with learners, even outside the class. The tutor should have good conflict resolution skills, and help learners manage time.

proposed that one should rather employ a tutor with skills and then work on teaching desirable qualities.

A further group of tutors and learners was of the opinion that qualities and skills were completely inseparable in discussing an effective tutor.

### *Knowledge of field*

It was felt that a tutor should be knowledgeable, and be able to discuss current affairs and use this as a basis for some lessons. The tutor should know what was going on in the community and nationally, and also be knowledgeable about employment-opportunities. The tutor must know what to teach.

### *Knowledge of teaching techniques*

Teaching skills were considered important to help learners, and required that a tutor be able to effectively use charts and other aids relevantly and effectively. Other classroom skills, such as writing clearly, questioning and narrating were important, and the tutor should be able to use a variety of skills and select between them. Learners should be motivated through stories and rewards, and be given time to be introduced to difficult issues and to discuss progress. A tutor should spend time on each individual learner, and encourage them daily, especially with homework, and after lessons. Linked to this was the belief that a tutor should reiterate and repeat things, since time is limited and some learners did not grasp new concepts easily.

Tutors should tell learners of requirements, such as books, and use textbooks and give guidelines so that learners could consult their children at home for help. The tutor should introduce the lessons well, and make sure that learners were on the right page of their books before starting. The learning should, however, not be materials bound.

A tutor should have an informed view of adult learning, and start from the known and move to the unknown. Learners felt that tutors should accept that they have limited skills and that they need to start at the beginning. No assumptions should be made about what learners should know, and it was hurtful if tutors commented that learners

groups however felt, that the tutor should be cautioned about simply deviating for the needs of one learner.

An effective tutor also needed to be calm, considerate and patient. Enthusiasm as manifested through animated, energetic and emotional facilitation was considered most important by both learner groups and tutors. The tutor should also be open and trustworthy, and approachable.

Discussion around whether qualities or skills were more important led to conflicting views within the groups. Some felt that qualities are more important in an effective literacy tutor, and that this gave hope to learners that there was someone coming to help the learner with their problems.

If a tutor did not have pleasant qualities or a pleasant disposition, then s/he could show "gloom and provocation" and the learners would not like him/her, and would focus on the tutor and not what was being taught. The tutors needed to be an example to learners by their behaviour.

A conflicting view was that skills were important alongside personal qualities. Qualities may be inherent in a person, but can be underdeveloped, and it would be possible to teach or influence the development of qualities. Qualities were of no consequence if the tutors did not know the necessary skills to meet learner needs. Learner groups were emphatic that they were not in classes to analyse tutors' characters, but rather to concentrate on education and to learn. All tutors had some problems, so it was preferable to focus on skills, and accept that you may not be able to change a person's character. It was accepted though that it may be difficult to learn from an unfriendly, serious person that one was too scared to ask a question of. This group was of the view that one could train qualities, but that it took time and was best done through modelling. Skills and subject matter were all that should concern a tutor and learners. The group accepted that many people did not laugh, and that this was not necessarily indicative of a heartless person. One would therefore need to be cautious in trying to determine the qualities of effective tutors. It was therefore

"uthisha omuhle ophumelleayo wabantu abadala yilowo onazo zonke izimpawu ezidingwa ngabafundi bakhe" ("A good and effective tutor is the one who has all the qualities expected by his learners").

This view essentially encapsulates all of the positions that were proposed by the groups that learner expectations of a tutor would determine what would be effective.

It was felt that an effective tutor needed to be of a warm, kind, sensitive, gentle, compassionate, humane and friendly disposition. This would be manifested in actions such as smiling, speaking nicely, greeting learners, being soft-spoken, and correcting politely.

The overarching requirement was that the effective tutor should be committed to the adult literacy classes. This would lead to success in the other areas. The tutor should be involved with the learners and try to solve their problems, although a conflicting view in the construct was that a tutor should co-operate with learners to solve their problems, inside and outside the classroom, rather than solve problems for them.

While some of the group felt that an effective tutor needed to be humble and meek, others felt that a commanding personality was necessary.

Tolerance was important in an effective tutor, and a tutor should not be easy to annoy, be accepting and be sympathetic and welcoming with learners who may have logistical problems, such as being unable to arrive at class on time because of other responsibilities. Learners felt that a tutor needed to have experience and be an adult, not a matriculant, who is likely to "fidget, spend much time finding her feet, and be short-tempered".

Different groups of tutors could not agree whether a tutor should simply be reflective when the need arose in a lesson, or be "well-organised", and only deal with raised issues in a structured manner in subsequent lessons. A learner group did not see tutor flexibility as important, but other participants considered it extremely important. The

#### **4.1.6) What makes an effective adult literacy tutor in Ubombo?**

The response to this discussion resulted in a range of qualities and skills being identified which contributed to a profile of an effective tutor in the context of Ubombo Education Department adult learning centres.

#### **QUALITIES:**

##### **Understanding the adult learner**

It was considered important that the tutor accept learners as equals, respect learners and see their potential for growth. This would require that the tutors saw themselves as learners. This was given particular emphasis by the learner groups. Many of the learners were experienced people, and tutors should be eager to share knowledge with learners, and not be arrogant.

It was considered important that the tutors conduct relations with learners democratically, and this was emphasised by learner groups who pointed out that "we are old." Learners felt that, as elder members of the community, they deserved respect and needed to be consulted. They also had a range of experience that could contribute to the learning process that they felt they should be able to contribute to. The tutor would need to negotiate with them about needs, listen to learners' problems, and involve learners in choosing teaching aids, such as charts, and preparing schemes of work. This would require that the tutor be a responsive listener, although there was a tension with some in the group who felt that the tutor did have the right and duty to sift "truth from untruths", and that the class and tutor couldn't listen to all issues that were raised, since some learners could be influenced by more assertive members of the class. The tutor should only respond to what is sound. This was a tension within both tutor and learner groups. Both learners and tutors agreed that, within the context of this respectful and democratic environment, a tutor should not punish learners.

##### **Personal Qualities**

The view proposed by Rose Mthembu of the Sokhontl Adult Centre was that:

qualifications. To accommodate the needs of learners within a limited time-frame, it was felt that fewer subjects should be offered in the curriculum.

It was also considered important that the curriculum work from a local context and used trained and skilled tutors. The programme should respond to local needs through appropriate curricula and materials and incorporate suitable evaluation strategies.

The curriculum should have relevance to learners' lives, and should help people appreciate the environment. It should be presented in an exciting manner, using a range of activities, such as sports, drama, crafts, and drawing. Books should also include many pictures.

There were a number of spin-offs of an effective literacy programme, such as learners who were happy and motivated in life so that they would want to study further. Such a programme would also help make people more independent of one another, and help people concentrate and listen. The social behaviour and discipline learned by learners was considered as important as the development of their spiritual beings.

General provision issues are important for the development of an effective literacy programme. It was felt that programmes should help access resources, such as loans, to help learners implement learned skills. In addition, texts and stationery should be provided, and curriculum, exams and tutor-supervision be integral. More time was needed for classes, and adult learners should have their own tutors, books, and electrified classrooms so that they could study during the day and at night. More time for classes was needed. As part of an effective programme, it was felt that tutors needed to be properly paid, and that the programme should have an inclusive planning committee. Where classes were conducted in school premises, the school policy needed to be respected.

#### **4.1.4) Why adult learners want to learn?**

The main view expressed by tutors and learners was the improvement of employment opportunities for learners in either the formal or informal sector. Learning could improve their chances of finding a job, of promotion or of job-efficiency, so that adults could upgrade themselves. It could also provide skills to enable them to earn an income themselves, such as candle-making and sewing.

The learners' standing in the community was also a motivating factor. It was felt that learning would fill the social gap between illiterate adults and more learned members of the community. Many people considered illiterate adults as outcasts and they wanted to become integrated. They felt that they would get more respect and recognition as learned people.

The ability of literate people to function in society was an important factor that motivated the adults to learn. Such skills as reading and writing and being able to fill out bank and post office forms and write letters were important. The need to read the Bible and hymns was important, as was the need to be able to budget before buying. Learners expressed the need to be skilled in order to visit towns, and saw English as an important language to learn. Some tutors believed that the nutritional information learned through literacy programmes would assist families in terms of balanced diets.

Some learners were motivated to learn through curiosity, and wanted to know what education was. In addition, they perceived that educated people were happier people.

#### **4.1.5) What an effective Ubombo literacy programme does?**

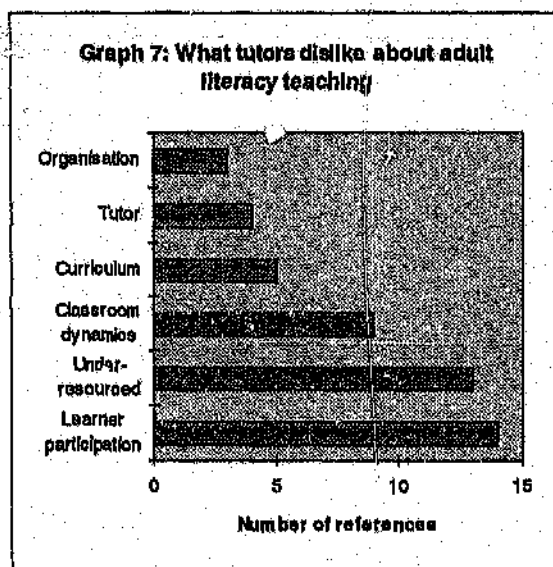
The issues of curriculum and training dominated feedback on this question, and participants felt it important that learners learn new things, such as reading, writing and numeracy skills. It was considered important that learners be trained for employment-related skills, such as planting gardens and vegetables, cooking, baking, sewing, block-making, knitting, candle-making, and not simply reading and writing. Learners strongly proposed that such skills were far more important to them than academic

because they were only beginning to learn skills, some learners wrote very slowly. Learners came to classes with hopes, and problems developed if learners were not intelligent or had learning difficulties. A final problem was that some learners drank and smelt - perhaps contributing to the disruption of some classes!

Curriculum issues were a further cause for discouragement, as tutors wanted to respond to needs by teaching employment-related, but had limited time. There was a lack of suitable exams, and the syllabus did not integrate education and training.

The attitudes of other tutors were also sometimes demotivating. A minority of tutors were only motivated by money, and only offered their services for adult literacy when money was offered. In addition, tutors became tired because of the adult literacy classes that they conducted, and these classes interfered with their domestic affairs. Tutors expressed a need for more ongoing training.

The organisation of adult education in the state sector was demotivating in the sense that the department did not seem serious about adult education, and organisation was too centralised with no support services or proper planning.



they become concerned with specific methods or courses. Part of this development required that tutors should learn about how they read, and use this to inform how they teach. A contrary view to this was also expressed by a trainer who felt that the methods used by the majority of tutors to read were objectives for learners, and were not relevant to them.

It is only with a general foundation that a tutor can become more resourceful and innovative. Tutors also needed to be trained in, and have a thorough understanding of, a range of methods. They should know exactly why they are using or not using certain methods and know the implications of this. Individual learners have a range of learning styles, and the tutor should endeavour to identify these. A tutor should, however, be aware of the impact of their methods on learners, and be able to critically evaluate their practice on an ongoing basis.

An effective tutor should not limit classroom technique to deriving sentences from picture codes, but would value discussion that allows solutions to problems surface, as well as allowing more time for processes that impact on learners' lives. Discussion should arise from learners' perspectives, and they should be able to identify problems, which the tutor clarifies, and around which further discussion is facilitated. Only once time has been given to explore this to a satisfactory solution, should language and sentences be dealt with.

Processes should be identified to help learners in the contexts in which they presently exist, and through this make it feasible for the learners to impact on local processes and so improve their lives. But the tutor should also create situations that the learners might not normally come into contact with. It would be important to pitch lessons slightly above the ability of learners, being careful not to frustrate learners, but enable growth.

Memory should be assisted through role-play and case studies, and learning should be fun.

processes. The effective tutor should present possible dangers to learners, and always be considerate of the safety of the learner. Empowerment is knowing what impacts on you, and knowing the extent to which you can control this. This was of particular importance in KwaZulu Natal because of the high levels of political intolerance and violence.

The tutor should be sensitive to learner perceptions and expectations, but should also have a clear rationale for what s/he is doing. These issues need to be balanced in a manner that meets learner needs, while also satisfying the tutor's values as an educator.

Tutors should not restrict their practice to the learners' paradigms, and it was felt that a degree of psychological maturity was needed in order to deal with conflicting positions. Tutors needed an awareness of the implications of learner expectations and of the best strategies they could adopt, although it should also be noted that people learn in spite of things that may impact on their learning.

Tutors should not have a need to dominate and convert, but should have a confidence that enables them to defer to learners' positions without abandoning their own. The learners' need for dependence is a lack of critical consciousness. But questioning social hierarchies can lead to conflict between the learners' social position and accepted social norms. The tutor needs to accept the learners' positions, and not assume that tutors have the right to challenge a learner's acceptance of a certain role in society. There is, however, a tension between this view and the view that, if learners are never brought to question social hierarchies, they may never become literate in the wider sense.

Tutors needed to be transparent about what they are doing if not working within a traditional paradigm, and should give learners constant demonstrations of their success.

It was felt that tutors needed to know how to teach reading, writing and numeracy in a sustained way, and should be trained in a generic manner initially. Only then should

qualifications of adult educators, especially in the United States of America. One academic also proposed that it should not be necessary to distinguish between the desirable attributes of an effective rural literacy tutor and one based in an urban context. There should ideally be no difference.

In addition to a general acceptance of the proposed desirable qualities, some felt that tutors should especially be patient, kind, tolerant, cheerful, enthusiastic, accommodating, flexible and creative. Most importantly they should have initiative.

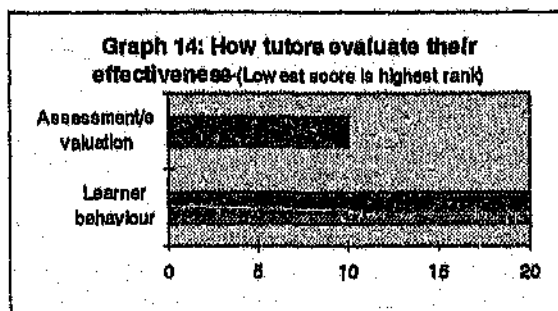
Ultimately, tutors should have the maturity and sensitivity to come to an accommodation with learners, or learners will leave. While this is important for an effective tutor on an ongoing basis, a study of desirable tutor skills and qualities is particularly important for training organisations, which need a concrete idea of these for training, selection and evaluation.

It was felt that effective tutors were less concerned with displaying their own knowledge and power, and allow the space for learners to develop their own status within the classroom. Tutors should view themselves as resources, and withhold their own knowledge, until this is drawn out by an identified need of learners. In addition, tutors should encourage learners to access resources.

It might be necessary for the tutor to assume a greater degree of control, and be commanding at the beginning of a programme. This should be viewed as a stage in the development of the class, and control should be relinquished as new roles develop. It is important that the tutor be concerned, but should be objective enough to refrain from becoming too involved in learner problems.

Tutors should not try to make people think the way that they do, believing that they are engaged in a process of conscientisation. Instead the tutor should focus on empowerment, which includes confidence building, motivation, and developing critical thinking. In a rural context, many learners are powerless, and this does not allow them to develop an understanding of their social positions and identify impacting

On the question of tutor peer-assessment, it was felt that this was important, and that tutors should engage with colleagues in a mutual development process. Time was the major factor that militated against it. Peer assessment would also need to be structured and sensitively handled by tutors who participate.



#### **4.5.3) What desired tutor qualities and skills can be developed?**

Qualities and skills could develop over time, if a person was willing to change. This could happen indirectly, through learning from others' experiences. It was important that tutors be mature, and have developed their own values and philosophies of life.

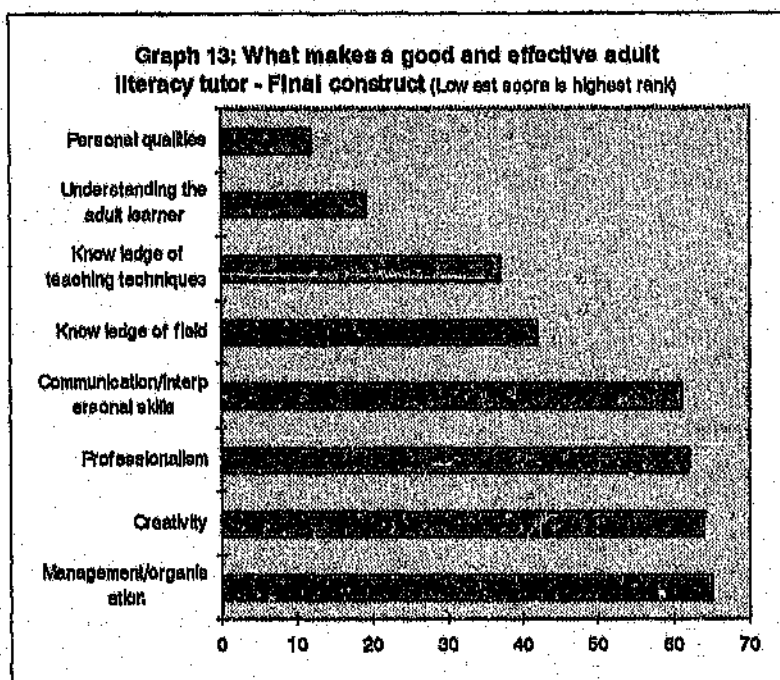
It was felt that some tutors were "born good but some were trained good". It was also felt that a tutor needed to be consistent in and out of the classroom and therefore needed to be a warm person. This group was of the opinion that inherent qualities were more important in an effective tutor, but that one could train specific skills. If the tutor "behaves well", then it would be possible to teach necessary skills. It was unlikely that such tutors would make mistakes because of their good qualities, which would help them overcome difficulties. It was felt that effective tutors were born with desirable qualities, and then developed new skills.

#### **4.6 CONSTRUCT OF NGO AND UNIVERSITY-BASED TRAINERS AND ACADEMICS**

The general view of participants was that it is possible to develop a general profile of an effective tutor, although this may be specific to certain contexts. International experiences should be treated with caution though because of the very high academic

many come from other areas. It is considered that more highly trained tutors are needed for the higher ABET levels.

As to whether or not a woman tutor could teach men effectively, the groups this time felt that this was inconsequential. Tutor effectiveness depended more on the character and the skills of the tutor, than on gender.



#### **4.5.2) How tutors assess their classroom practice**

The group felt that lower levels of literacy education engaged learners in groundwork for longer-term objectives and for life, and should not be purely exam-oriented. There should rather be a focus on learner needs, and practical assessment through the process of classroom activity. This is significant as it shows the dilemmas of tutors who feel that they have a need for structured assessment in order to be effective, yet do not see the place for any centrally devised public examinations at lower ABET levels that do not accommodate the broad and practical needs of rural learners.

agreed that there was room to be commanding, but only in terms of classroom or centre management, and on terms mutually agreed by tutors and learners. The parameters of the tutor's role needed to be mutually defined.

It was considered very important that the effective tutor be flexible. This was a quality of a leader, and tutors had a leadership role that required response to changing circumstances. This did not mean that the tutor should be permissive, but required necessary responsiveness. It was agreed that the tutor should be immediately responsive to learner needs. It was incorrect to deal with raised learner needs in later lessons on the pretext of being organised. "He may die before the next lesson and his questions will remain unanswered" was one view.

The question of whether or not skills or qualities were more important in an effective literacy tutor needed to be resolved. It was agreed that these were inseparable in an effective tutor and both needed to be developed or selected for in a tutor.

#### Knowledge of teaching techniques

One view was that tutors needed to work from a context in which learners are based, and another that teaching should not be limited to the immediate environment. Learners needed to be exposed to contexts other than theirs, and thus be empowered through an increased range of exposure. It was felt that a tutor should work from a context that was known to the learners and move to one that was unknown. It was agreed that little learning would take place if learning was restricted to the immediate environment, and that learners needed new information about outside contexts.

#### Management/organisation

Conflicting views arose in connection with the question of whether or not a tutor should be selected from the community. It was felt that the tutor could be an outsider, but needed time to understand the people and the environment. It also depended on the level of the learners, and it was felt that it was better to get an outsider for higher levels of study. This needs to be seen in the context of general low education levels in Ubombo, and the fact that many higher-level teachers are trained outside the area, and

#### **4.5 NEGOTIATION AROUND UNRESOLVED CLAIMS, CONCERNS AND ISSUES**

Tutor and learner groups confirmed the nature of the construct as developed on the previous visits to Ubombo. This visit took place between 8- 10 May 1995.

(Appendix C). In addition, a summary of the literature analect was presented (Appendix B).

The discussion focused on key areas of dispute that developed during the development of Main Construct 1, and the literature analect was introduced into this discussion as another source to enrich discussion.

##### **4.5.1) What makes an effective adult literacy tutor in Ubombo?**

###### **QUALITIES:**

###### **Understanding the adult learner**

The issue of whether or not a tutor needed to be a responsive listener, or make judgements about what was being presented, and sift the relevant from the irrelevant and the truths from the untruths, was discussed. The common view was that the tutor should respond to the learners, assess the information, and at first accept all information, before expanding on everything and giving direction. It was not considered appropriate to undermine a learner's opinion, and all contributions deserved respect.

###### **Role of the tutor**

Whether or not a tutor should try to directly solve problems, or indirectly assist learners in helping themselves to solve their problems, both inside and outside the classroom, was an issue of difference, but it was accepted by all that the tutor should have a facilitative role.

A tutor needed to be a humble and meek person in preference to being a commanding personality, but it was agreed that the tutor should encourage learners in a firm way, and weigh up advantages and disadvantages of different educational strategies. It was

measure of success. A tutor would also be able to read the feelings of the learners in their eyes and facial expressions.

The extent to which a tutor based learning on context-related issues, and ensured that lessons were relevant to learners and related to everyday life, was also considered a measure of success.

The third issue commented on by respondents was how effective literacy tutors developed the qualities, actions and skills that considered were important.

It was felt that tutors developed through attending workshops organised by tutor trainers and being able to exchange views, ideas and methods with other tutors. Tutors needed to be committed to upgrading themselves, and in constant contact with training organisations. A love for learners will motivate this growth. They should also read the newspapers, conduct needs-analyses and develop skills that enable them to respond to these needs.

#### **4.4 COMMENT ON CONSTRUCTS**

The constructs developed by tutors and learners, and through classroom observation, focus of the qualities and skills of effective tutors in a real sense, as observed and experienced by the participants.

There is an emphasis on ABET programmes meeting a range of needs beyond what literacy programmes currently offer, and the socio-economic factors in Ubombo contributed to this. Desirable tutor skills are therefore closely aligned to this, and the organisational and teaching skills of the tutor, by both the stakeholder groups and the questionnaires. The classroom observations emphasised the role of the tutor's movement and fun in the class, as factors contributing to effectiveness.

Desirable tutor qualities focus on the personal qualities, such as being responsive and warm, that lead to the development of effective relationships within the classroom, such as freedom and understanding. This was commonly identified by all constructs.

The tutor should have specific classroom skills that enabled them to use the learners' context and experiences to achieve learning goals. They must prepare daily, and should also be able to change between methods, and select suitable words to teach reading and writing, and not teach for unnecessarily long periods of time. Learners should be gently corrected.

A warm relationship with learners was also identified as important, and a tutor should be punctual, welcoming and forthcoming with smiles to ensure that learners were relaxed and comfortable. The tutor should also keep learners' attention throughout lesson, and present lessons in an interesting manner that helped learners solve problems and develop a willingness to learn. A tutor should also identify problems of individual learners.

An effective tutor should prioritise their own professional development, maintain contact with tutor-trainers and work with other tutors.

Secondly, tutors were asked how they evaluated their success in the classroom.

Respondents emphasised that the visible progress of learners was the foundation of evaluation. Learner progress needed to be checked against work done through regular testing, with particular reference to reading, writing and language skills. A record of learner progress should be kept.

There was also informal measure of success that included using games in the classroom to check understanding, learner attendance - a record of which should be kept in a register-, their willingness to continue studies, and the extent to which learners respond to a tutor.

The extent of discussion between learners and tutors indicated success in one dimension, as did the extent to which the tutor worked together with learners and community. The extent to which learners used the skills being taught, is also a

phase of the lesson. The tutor quickly accepted the ideas and feelings of learners, and contributions were praised and encouraged and questions patiently clarified.

The overall energy level of the tutor was high and this was exhibited by the demonstrative nature of the lesson, and the humour introduced to relax learners and encourage participation. The tutor enjoyed a respectful and warm relationship with the learners, and encouraged their active participation in the class. In addition, she allowed the class to provide much of the direction around the non-traditional content of the lesson, while she managed the processes intended to meet the more specific literacy objectives.

Learner understanding was frequently checked through games and questioning, although this was made difficult by the large number of learners in the class. The tutor's language was descriptive and humorous.

Effective use was made of aids, such as picture codes and workbooks, to develop reading and critical skills, but, because of a large group, the tutor allowed insufficient time for learners to practise writing skills.

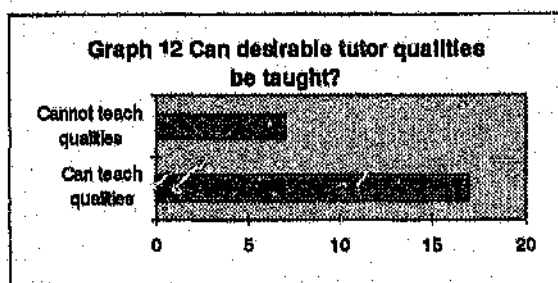
#### **4.3 QUESTIONNAIRES**

Firstly, the respondents considered what made an adult literacy tutor effective in Ubombo.

It was felt that a tutor should be someone with development-related skills, and be able to offer skills training.

In addition, tutors should be dedicated, and love their adult literacy jobs, and not simply want additional income. Tutors should love the learners and accept their ideas and views. It would also be important that the tutor be known and trusted in community, and be in a position to approach local authorities to lobby for establishing literacy classes.

The view of those that felt that you could not teach qualities, was that people were different and could not change. Some people were born with qualities that make them effective and good. This was not taught, and tutors should be selected on the basis of qualities, and be trained in skills. The view that one "can't teach an old dog new tricks" prevailed.



## 4.2 OBSERVATION OF CLASSES

The following construct emerged from observations of a structured language-experience lesson conducted by an identified effective tutor. The lesson focused on water-borne diseases.

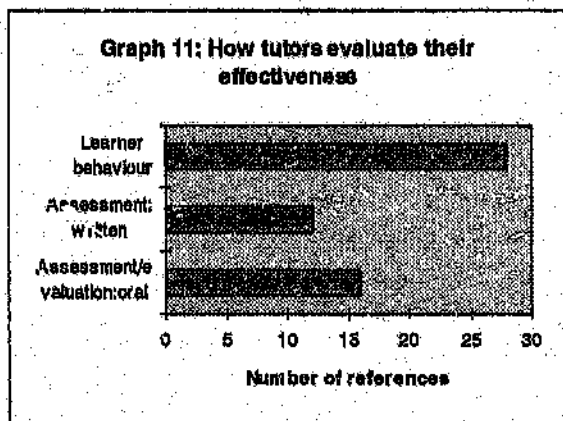
Using the observation schedule proposed by Allen (1980), the following was derived.

Vocal delivery involved large and sudden changes from rapid, excited speech to soft dialogue, and variation followed learner participation and the nature of class activity in a manner that maintained interest and excitement in learners. The tutor's eyes lit up frequently, and friendly eye-contact was maintained with learners. Gestures involved quick and demonstrative movements of the body, head and arms to elicit learner participation and to affirm responses. These gestures were also successfully used to manage the learning context in an informal and unspoken manner.

Body movements were energetic, and the tutor moved towards learners as help was needed, and points were intensely discussed. Facial expressions were vibrant and demonstrative. Emotions shown were surprise and happiness. Sudden changes in facial expressions were used in questioning and teasing of learners in the assessment

Learner actions after lessons, such as giving thanks and feedback to the tutor, being enthusiastic and asking for more work, also measured success in an informal way.

Tutors interpreted learners' facial expressions, such as smiling, seeming relaxed, happy, excited and nodding as gestures that indicated success. Learners that related life and learning problems to the tutor without fear, showed a trust in the tutor. Learners of effective tutors asked when they did not understand something. Learners wanted work corrected and given back immediately, and were dejected by poor results.



#### **4.1.8) What desirable tutor qualities and skills can be developed?**

A tension developed between tutors who believed that desirable qualities could be developed and those who felt that they could not be.

The view that qualities could be developed in any willing person had, as a major premise, the view that desirable qualities were inherent in a person but may be underdeveloped. A tutor needed to be told or influenced to develop desirable qualities through such processes as role-play, negotiation, modelling and lecturing. If a person did not change, there would be no point in persevering as this could be time-consuming. It would be easier to influence a person to change if they were with you for a long period. This could not be done over a short period. Development was a lifelong process, which was continuous for both learners and tutors. If it was accepted that learners could learn, then it was necessary to accept that tutors could learn as well.

expectations. This position suggests that the nature of an effective tutor can only be defined for individual tutors by the needs and expectations of the learners in a class, and the objectives of the programme.

Many traits were considered important for effective tutors. All participants proposed that an effective tutor needed to be warm, kind, sensitive, gentle, compassionate, humane and friendly, and this was supported in the literature by Soifer (1990), Nunes (1987), Knowles (1980) and Campbell (1977). These traits could be observed in tutor actions, such as smiling, speaking nicely, greeting learners, being soft-spoken, and correcting learners politely. It was also considered likely that such a tutor would be able to effectively respond to learner needs and respect their rights in the learning context.

An effective tutor needed to be calm, considerate, tolerant and patient. Linked to these qualities was the view that tutors needed to be empathetic, and these views are supported by Nunes (1987), Knowles (1980), (Rogers, 1969, p111, in Wlodkowski, 1993) and Chamberlain (1961, in Campbell, 1977). It was proposed that an effective tutor should continually consider learners' perspectives, and that this is effectively a tutor attitude and a skill. It was accepted that adult learners learn in response to their own needs and perceptions, not those of the tutors. Empathy is the quality that allowed tutors to meet this formidable requirement.

Tutors and learners proposed that the overarching quality of effective tutors was that they needed to be committed, motivated and enthusiastic, and that this led to success in other important aspects of their work as tutors. This is of particular relevance in the South African context, where it is estimated that 15 million illiterate adults are in need of literacy classes, and where the state has made little financial or organisational provision for adult literacy provision. Hansford (1983) agrees that a highly motivated tutor can make the difference between success and failure of a broader range of literacy learners.

history of political intolerance and consequent violence. It is also important to residents in rural areas, such as Ubombo, who are now being expected to make decisions within a democratic political environment. This is, however, a difficult principle to apply in rural KwaZulu Natal, where people who are considered anti-status quo, may be the subject of severe consequences. A tutor-trainer agreed that a tutor needed to be tolerant, and weigh up possible dangers while considering the safety of learners, before engaging in educational processes with strong ideological content.

### Personal Qualities

All the participants in the study believed that effective tutors are people with specific personal characteristics who are able, by their personal manner and personality, to establish "effective" classroom relationships and meaningful human relationships that facilitate learning. These classroom relationships define a role for the tutor, and include respect for the learner, creating a democratic and responsive learning environment, and having the confidence to develop a learning strategy with learners, and to then manage this process.

Tutors and learners ranked this the second most important attribute of an effective tutor in the first discussions in Ubombo, and tutors then ranked it the most important during the final series of discussions. Learners, and some tutor trainers, considered this important, but not as important as the literacy teaching skills used by a tutor to teach reading, writing and numeracy. Tutors initially believed that the successful practise of teaching skills depended largely upon the tutor's personality, but later resolved that this was inseparable from tutor skills.

One tutor felt that an effective tutor is simply one who has all the qualities that are expected by his or her learners. This view essentially encapsulates all of the tutors' positions on this issue, and highlights the possible tension that exists between a tutor who guides his or her practice according to a rationale or to a list of externally derived desirable qualities or actions, and the tutor who is purely responsive to learner

change as the context and stage in the learning process develop. Reflection needs to be continuous.

A dilemma developed around whether or not tutors should simply respond to learner needs, or manage and develop the educational programme in a manner congruent to their own values and educational beliefs. To what extent should the tutor be the social enabler, or subject specialist that shares information? One academic felt that the effective tutor needed to have a balance between these two positions. This tension was also identified by learners and tutors, who felt that the tutor's role was a sensitive one that encouraged the tutor to manage the educational process, but which also allowed learner control over curricular content.

Related to this, a tutor should also be able to create situations that learners would not normally come into contact with. Lessons need to be presented slightly above the ability of learners to provide the necessary challenges for learning to take place, as proposed by Vygotsky (1978).

The effective tutor helps people to control and adjust to change rather than to simply maintain the status-quo, and helps learners develop the ability of critical thinking, according to Campbell (1977) and Brookfield (1986). The empowerment of individual learners must involve the development of a critical capacity within this context. This is further supported by the learners and tutors of the study who felt that the effective tutor should assist learners in solving problems and critically responding to changing demands. This implies that tutors need to have the capacity to think critically, and have a sociological understanding of their contexts.

Brookfield (1986) cautions that one of the significant tasks of adult educators is "to nurture healthy scepticism toward ideologically biased explanations of the world" (p151). To accomplish this, tutors need to be able to create an educational setting where diversity is valued and respected. This is an extremely important issue in KwaZulu Natal, with its

All participants proposed that tutors should guard against trying to develop people to think the way that they do, and thereby confuse this with developing a critical consciousness. It was important that a tutor should help develop learners' awareness of their social position, but that any decisions the learners took to improve their circumstances, should be taken by them independently.

It was felt that tutors should be democratic, and that they have an overarching view of themselves as learners that would enable an interchange of the teaching-learning roles to take place. Participants viewed tutors as having potential for growth, and the ability to develop desirable qualities and skills in themselves. This reflects well on them as adult educators.

Learners specified many reasons for participating in ABET programmes. With the high levels of unemployment in Ubombo, learners wanted an ABET programme to develop skills that would empower them economically. This is identified by Habermas (1972, in Apps 1985) as being technical and practical learning. Most of the tutors were committed to helping meet these needs of learners.

Learners felt that the effective tutor is one who is collaborative and learner-centred and, allied to this view, Shor (1987) argues that the effective tutor is one who withdraws as the director of learning. Examinations, learners' needs for skills training, distance and lack of public transport, did however expose tutors to circumstances that led to contradictions with their own philosophical positions, and in some instances created a tension between what they wanted to provide, and what was needed or demanded of them. Their philosophical base was further undermined by some learners' stated needs for more direction and structure, less "ambiguity", and for greater tutor intervention in learning. Tutors need to be trained to accommodate these problems and to respond to learner needs, while still remaining true to their own ideals and values. They also need to understand that learners' needs are not static, and that needs and expectations

the importance of teaching techniques. Tutors evidently respected learners as equals, and noted the extent to which they could learn from learners in the classroom.

Despite this apparent mutual respect, both the tutors and Freire (1987) point out that equality is an ideal not easily attainable. It may be beyond the power of either group to create it. Differences in equality and power are real to learners and tutors, who feel that differences should be acknowledged. One tutor-trainer felt that tutors should be less concerned about presenting their own knowledge, and allow space for learners to develop their own status within the group. This would enable an initially commanding tutor, responding to learner expectations and needs for control and direction, to relinquish control as new roles develop. Tutors still need to actively develop learners' reading, writing and numeracy skills, but should not be unnecessarily assertive.

Learners were emphatic that a tutor should be an experienced adult with whom they could relate as an equal, and from whom they could learn. It was considered important that a tutor be close in age to learners so that experiences could be equally shared. This has implications for tutor selection, suggesting that learners should be consulted about tutor selection.

### *Role of the tutor*

University and NGO-based tutor-trainers felt that effective tutors should satisfy both their own needs to use certain educational strategies, and the needs of learners. Tutors should not only operate within learners' paradigms, but should have firm positions and the psychological maturity to hold opposing positions. They should also have the confidence to yield to learners' positions without abandoning their own. This assumes that the tutors have themselves, developed a capacity for reflection and perception, and implies that this would be an important characteristic to be developed in an effective tutor. The tutors who were engaged in this study were able to reflect on their practice, but some found it difficult to put aside taken-for-granted positions in going about their day-to-day tasks.

extent of similarity between sending and receiving contexts. In making transferability judgements, it is important to consider all descriptors of time, place, context and culture in which the profiles were found to be important. For this reason, I have tried to provide as much detail about the relationships, the activity and the area as possible, so that others can make transferability judgements based on a comparison of other potential receiving contexts.

### **5.3.2) Tutor qualities**

#### **Understanding the adult learner**

Tutors, and learners in particular, felt it was important that the tutor accept and respect learners' needs to be considered equals, which is supported by Knowles (1980) and Tough (1979). It was also considered important that learners be involved in the diagnosis of learning needs, and subsequent planning of goals and objectives, as well as in conducting and evaluating the programme. This requirement, that a great deal of control be given to learners, was evident in the class observations of a tutor who successfully enabled learners to influence the subject matter of the learning process.

This shared control of the learning process necessitates that tutors be confident about how they teach the skills of reading, writing and numeracy, but also requires a sensitivity to learners' needs. Responding to needs should be planned within the framework of delivery, and not simply be ad-hoc. A balance is needed between learner perceptions and expectations, and the tutors' own values and rationale for their teaching. This can only happen if tutors are confident about themselves and this rationale. Tutor training programmes need to place emphasis on helping tutors to develop a teaching rationale that can be practised with confidence, while developing the skills for them to be responsive to changes in the teaching learning environment.

Tutors ranked this understanding of the adult learner as the third most important characteristic of an effective tutor in both the first and second series of discussions in Ubombo. Learners ranked it fourth, and further implied its importance by emphasising

were enthusiastic about the study and were willing to participate, regardless of inconvenience. Discussions were followed by unsolicited letters from participants containing additional thoughts on the research issues. This enthusiasm spoke well of the participants as adult educators, who were genuinely committed to trying to answer the questions that were posed, and eager to develop themselves in the ABET field.

Participants developed an awareness and understanding of fourth generation evaluation, and of their own practice. This will hopefully have longer-term advantages of enhancing individual awareness of their own actions as ABET tutors, which is what emerged as a central characteristic of an effective literacy tutor. The use of fourth generation evaluation supported the need identified by Knowles (1980) and Soifer (1990), for effective adult tutors to have the ability to conduct analyses and be able to practise basic research techniques. This was therefore seen as a contribution by the study to developing effective tutors in Ubombo.

While the research design actively involved all participants, the development of participants' understanding of research methodology and the arrangement of interviews was difficult in an area with no effective means of communication. It might be suggested though that any similar study focuses on a smaller number of tutors in a more specifically defined context. This would enable a greater depth of study of both context and tutors.

Through the research process, the conflicts identified by adult education theorists became real. Participants' views were anchored in real-life concerns, such as time, payment and supervision, which are reflected in the literature. The research exercise was not an abstract vision, but a real process of looking at their practice as educators and participation as learners.

This study recognises the context-bound nature of the profile developed during the research process, and makes limited claims about transferability. Lincoln and Guba (1989) consider that transferability can only be considered as a consequence of checking the

were not contradictory, and the concept of developing a profile for the effective tutor to consider was considered desirable.

Chapter Three presented the research design, methods and procedures. Fourth generation evaluation was introduced and the rationale for selecting this approach was outlined. The design was seen to support the adult education principles of the tutors and myself, and was an empowering process that supported the research aim of developing research capacity in Ubombo. The methods of research, involving participant selection, and the process of the hermeneutic dialectic circles were outlined.

Chapter Four provided the outline of the constructs developed through interaction with tutors, learners, tutor-trainers, and university-based academics. It was agreed that a profile of effective tutors could be developed, and the profile developed around:

- \* Understanding the adult learner
- \* Personal qualities
- \* Knowledge of the field
- \* Knowledge of teaching techniques
- \* Critical reflection and creativity
- \* Communication and interpersonal skills
- \* Professionalism, and management
- \* Organisation

Tutors also explored the means used to assess their practice. This included informal measures of success in the classroom and raised issues related to formal assessment of learners.

### **5.3 DISCUSSION OF FINDINGS**

#### **5.3.1) Reflection on research design**

Difficulty was encountered in terms of the time taken to conduct the research, and in the translations from Zulu to English that made the process lengthy. Despite this, participants

## **Chapter 5    DISCUSSION**

### **5.1 INTRODUCTION**

The aim of this study was to develop an understanding of what constituted an effective literacy tutor in a rural context, with particular reference to Ubombo in KwaZulu Natal. In attempting to develop this understanding, it was necessary to note tutor and context-related issues which impacted on tutor effectiveness. The study identified a range of desirable qualities and skills which need to be considered by tutors, ABET planners, and ABET tutor-trainers. In addition, it contributed to ABET development in Ubombo by developing a deeper understanding of research techniques.

This final chapter includes a summary of the whole study, followed by a reflection on the findings. Implications and recommendations for enhancing ABET delivery in South Africa are suggested. Finally, possible areas requiring additional research are proposed.

### **5.2 SUMMARY**

The study was introduced with a rationale for the research. Many illiterate South Africans live in rural areas, and the majority are unemployed and live in poverty. Much of the research into literacy in South Africa has focused on urban and workplace needs, however this study, recognises the importance of the rural sector, and the central role played by the literacy tutor in effective provision. Learners and potential learners are subject to a range of pressures that hinder their participation in programmes, ranging from cost and accessibility, to social pressures. Within the context of shifting national educational policy, it is important to place emphasis on the profile of the effective ABET tutor.

Chapter Two provided a theoretical context to the study, and reviewed adult education theory as it pertained to tutor effectiveness. The role of the tutor was identified as central to success, and a focus developed around desirable tutor qualities and skills. A conflict emerged between the position that it was possible to develop a profile of an effective tutor, and the position that this activity itself detracted from effectiveness. These positions

#### 4.7 CONCLUSION

The constructs developed by tutors and learners, and through classroom observation, focus of the qualities and skills of effective tutors in a real sense, as observed and experienced by the participants.

The NGO and University trainers' and academics' contributions enriched the construct by questioning and exploring some of the key issues raised by other participants. Assessment and the role of the tutor in the learning process were two such issues.

ABET programmes should be meeting a range of needs beyond what literacy programmes currently offer, largely because of the socio-economic factors in Ubombo. Desirable tutor skills are therefore largely based on this, and the organisational and teaching skills were considered important in an effective literacy tutor, by both the stakeholder groups and the questionnaires. The class observations emphasised the role of the tutor's movement and fun in the class, as factors contributing to effectiveness.

Personal qualities, such as being responsive and warm, were considered important in an effective tutor, because they lead to the development of effective relationships within the classroom, such as freedom and understanding. This was commonly identified by all constructs.

The extent to which the constructs agree and differ needs to be explored in the context of the literature analect and their relevance to improving literacy provision in Ubombo. This is discussed in Chapter 5.

defining an educational path for them that they may not require. The context of learning was important, but whose reality should be considered?

An effective tutor should operate in a number of dimensions, using many criteria for assessment, including the NQF-derived standards, and what action the learners took as a consequence of classes that improved their quality of life. The NQF ran the risk of further marginalising people with lower educational levels. The training component was designed to meet economic needs, and not necessarily the needs of all learners.

It was felt that assessment, introduced by an effective tutor, should be designed to accommodate the lower literacy requirement of rural learners, and not be a mechanism of exclusion because of this and insufficient tutor training.

The identification of needs should be ongoing. The learners brought preconceptions to the learning context, and needs could not be identified up-front. Learners needed to be protected on the basis of identified problems that were depersonalised to allow learners to learn in an unthreatening context. One participant felt that needs are over-rated. To teach in response to needs, will make planning difficult and is unrealistic. The tutor should teach appropriately what is necessary and desirable, and should evaluate their teaching on an ongoing basis and be flexible within a predefined framework.

It was also proposed by one participant that tutors were more effective if monitored and supervised by a supervisor.

The participants felt that it was possible to develop desirable tutor qualities and skills. Any judgements about deficiencies in desired qualities or skills should not impact on tutor selection, but rather on any tutor development programme, which should be proactive in addressing these issues. The training environment should necessarily be a free one, to enable the development of the intangible qualities such as initiative and the ability to be critically reflective.

It was felt that a tutor should be able to introduce adult learners to the world of learning, and take their adult learners to lower-level literacy qualifications. They should enable adult learners to develop life-skills that will help them take action on development issues, and be able to establish and manage a literacy project in the absence of a project co-ordinator.

Specifically, an adult literacy tutor should know the differences and similarities in approach when providing adult education and education for children. Theories on how adults learnt and how these affected the tutor's behaviour in the teaching situation and in choosing themes and methods, were also considered important.

The tutor needed to understand how literacy fits into ABET, and be able to link literacy with development, after deciding with the learners on the goals of a literacy programme. Linked to this was the extent to which a tutor was able to analyse learners' perceived needs, extend these, and translate them into teaching themes. How to recruit learners and how to assess their literacy levels and their progress is important. Learners should also be taught how to evaluate a programme.

Tutors needed to develop critical thinking skills in the learners and themselves, since they are both partners in the learning process.

The tutor should, however, be able to plan and pace effective learning activity within a particular lesson and over a programme. Systems for administration of classes and literacy projects should also be developed. The learning processes should be based on the analysis of needs, and these cannot be objective needs, such as simply reading and writing. The tutor had a moral duty to help learners define how literacy may or may not help their lives in concrete terms. Syllabi and curricula should be integrated with development activities, such as income-generating skills. They should not necessarily be focused on certification as proposed in the National Qualification Framework (NQF). Tutors should be vigilant of the extent to which NQF qualifications actually disempowered learners by categorising them as lacking in certain competencies, and

studies conducted in various communities, and will make these available to tutors and fieldworkers.

Ideally, ABET delivery should take place in the context of broader developmental objectives, as defined by the community. Tutors would need to be trained to view ABET in this broad context by developing a sound understanding of development. In addition, ABET delivery agencies and tutors should also be able to lobby for the inclusion of ABET into development programmes, where appropriate.

Tutor-training programmes would also need to develop a critical consciousness in tutors to further empower them to assist learners with problem-solving. This would enable tutors to further develop powers of critical thinking through participatory pre-service training, and follow-up in-service training.

Tutor-training should necessarily be designed to meet local needs, such as an apparent need for only the lower levels of literacy skills in Ubombo. This literacy teaching should, however, take place within the NQF framework that allows for learner mobility, if desired. Learners, for example, were emphatic that their needs for employment-related skills training exceeded their need for advanced literacy development. This would suggest a need for only basic levels of literacy training, and further imply that tutor-training should equip tutors to meaningfully integrate the programme to meet education and training needs. In addition, learner curricula should focus on this integration at the lower literacy levels, and not have a purely educational focus.

In order to meet the needs for employment-related skills training, tutors will need skills training themselves, or the information to access agencies which provide relevant training. Tutor training should therefore sensitise tutors to the requirements of skills training, and show how this may be integrated with literacy teaching. Operation Upgrade, for example, is introducing tutors to the range of skills-training agencies during their pre-service and in-

Some tutors felt that effective tutors were born with desirable qualities, or the potential to develop these, and then were able to develop required teaching skills. While these qualities may be inherent in a person, they might be underdeveloped and it would therefore be possible to teach or influence their development. Tutors can be influenced to develop desirable qualities by processes such as role-play, negotiation, modelling and lecturing. Tutors also felt that it would be easier to develop a person if they were exposed to training for a longer period. It was accepted that development is a lifelong process, which should be continuous for both learners and tutors. This suggests that tutors need a longer-term mentoring and support programme to support their practice. In-service training and support were considered more important to consolidate experiential learning and to assist tutors evaluate the personal relations that they had developed in the classroom. This could possibly be achieved through peer-evaluations during training, and in the field, which would develop the tutor skills of reflection, as well as increase tutors' ease at having their roles critically evaluated on an ongoing basis. Pre-service training was considered important to provide the grounding that would enable tutors to formulate an understanding and rationale for their practice. Operation Upgrade will be focusing on both the pre-service training of tutors, which has been increased from eight to twenty days to accommodate the requirements of developing sound tutor rationales, and in-service tutor support. The latter is being facilitated through tutor networks that allow for peer support and responsive tutor development.

ABET tutors need to be responsive and understand the contexts in which adult learners live. Ubombo, like many other areas in South Africa, has high levels of unemployment, and learners express the need for employment-related skills training. A tutor should be trained to investigate with learners how best to meet these needs. Tutors would also need to be trained to conduct needs-analyses, and be trained in the skills of being able to research the socio-economic background of areas in which they work. Tutors need to be trained how to access broader socio-economic studies of particular areas, which would inform ABET delivery. Operation Upgrade is intending to develop a resource centre of

would presume that they were unable to grow and develop. Desirable qualities are important to identify, but are more important for individual tutors to consider as part of reflective practice.

Tutor enthusiasm and commitment underpin tutor effectiveness and these qualities can be identified by assessing the extent to which prospective tutors are engaged in other community activities. Tutor involvement in community programmes, and possibly in formal school teaching, could be used as an indicator in selecting someone likely to be satisfied, motivated and consequently effective as an ABET tutor. Enthusiasm and commitment should not, however, be selected for in any abstract sense, because this implies that tutors are not able to develop responsively. Tutor-trainers would also need to be enthusiastic and committed to ABET themselves, in order to help foster this enthusiasm in tutors.

Tutor enthusiasm and motivation, and the extent to which this is linked to professional identity and professional associations, must be considered. Tutor associations that assist in developing this identity, and provide structured avenues for professional development, need to be encouraged and assistance given to their formation where they do not exist. Operation Upgrade will continue helping two groups of tutors develop tutor associations in KwaZulu Natal and Gauteng. In addition, resources are to be made available to KWANADEDASS, which is proving to be a significant vehicle for in-service tutor support. It is proposed that tutors should be tolerant and consider the safety of learners before engaging in educational processes with strong ideological content. This has implications for tutor selection, and supports both the notion that learners should participate in this process, and the view that prospective tutors should ideally be involved in community activity involving the learners. Exposure to adult education theory in pre-service tutor-training, will also inform tutor rationales that may guard against strongly ideologically-based ABET delivery that are not responsive to learner needs.

observe tutors and show alternative tutoring techniques where necessary. This may have greater relevance to tutors who are not motivated in their work, and who do not have more desirable internal evaluation mechanisms in place.

#### **5.4 IMPLICATIONS FOR ABET TUTOR SELECTION, TRAINING AND SUPPORT IN SOUTH AFRICA**

The selection of effective ABET tutors is an important foundation for any ABET programme. There are a number of compelling reasons why learners should be centrally involved in this selection of tutors, although it should also be recognised that their stages of development could impact on this selection, and that other stakeholders should also inform this process. As part of Operation Upgrade's tutor selection process, it will be required that tutors have been identified and proposed by a learner group, or community-based structure.

Tutors should ideally be experienced adults of a similar age and level of experience as the learners. This suggests that making use of recently schooled youth, may be problematic to adult learners. The extent to which this is a problem for learners may be resolved through their involvement in tutor selection.

The view that tutors should have personal qualities that satisfy learner needs has implications for learner involvement in tutor selection. This could be problematic if a person is selected on the basis of certain qualities that do not provide a basis for sound educational delivery, or on the basis of learner understandings and needs, at a particular point in their development. It also does not take into account the need to challenge learners, or anticipate learners' needs at a later time. Despite these cautionary points, it is important to involve learners in informed tutor selection.

With respect to learners choosing tutors from their communities, learners would know prospective tutors, and select those with whom they felt comfortable. Tutors, however, correctly felt that too much emphasis placed on personal qualities in the selection process,

### Communication and interpersonal skills

The participants, supported by Chamberlain (1961, in Campbell 1977) and Campbell (1977), felt that effective tutors should communicate well with learners and that listening was also considered the single most powerful transaction between people in the learning context.

### Professionalism and Management

Learners and tutors were emphatic that an effective literacy tutor needed to be organised, well-prepared and conscientious. Tutors needed to prepare appropriate teaching aids and schemes of work. The participants also felt that good administration was essential for a tutor to be effective, and that this enabled tutors to monitor the progress of individual learners, and ensure that suitable materials were provided when needed.

In support of this, a university-based participant emphasised the importance of managing the learning process and learners' time. Tutors need to be able to manage the learning environment in a manner that benefits individual learners, and need to be trained to develop these skills.

Learners and tutors in the study agreed that tutors should dress appropriately, and be neat and more smartly dressed than the learners. This may be an expectation only in early stages of the learning process, but should be considered in the context of learners' needs.

Evaluation is a key issue, and one trainer suggested that tutors should be trained to elicit learner feedback. Learners should also be empowered and encouraged to evaluate tutors.

Tutors and learners also felt that tutors needed to be monitored and supervised in order to be effective. Tutor peer-assessment could be conducted occasionally, but most ruled this out as a possibility because of time factors and because of a history of negative inspectorial class visits. It was felt, however, that supervisors were necessary in a support role to

the level of developing a trusting learning environment and a measure of the nature of personal relationships, but is inadequate as a measure of success beyond that.

The extent to which tutors adapt their lessons to learners' levels of experience and skill development is important. Lessons need to be adapted, and learners need to be given activities that are within their capability. The learning process needs to be matched to the abilities and experience of learners, whether it be materials, activities, assignments or discussions. The tension that exists between the extent to which the learning process should be matched to learner abilities, and the extent to which new experiences should be introduced in a manner that will encourage further growth, as suggested by Vygotsky (1978). Learners emphasised their need to be challenged, so tutors should therefore be trained to plan progressive learning activities that meet this need.

Tutor-trainers felt that experiences from previous formal schooling could have a negative influence on the tutor's practice of responding to learner needs, and also played a major role in influencing learner expectations of the learning process and tutor behaviour. In addition, teachers of children in day-schools have roles defined for them, by the community and necessity, and are required to make paradigm shifts when conducting adult classes. Some found this difficult and expressed it as a problem. The implication of this is that effective tutors may need to be dedicated to adult education. Mezrow et al. (1975 in Camperell et al., 1983), however, found that most of the successful literacy tutors in his study were employed on a full-time basis as elementary school teachers. All of the identified effective tutors in the Ubombo study were junior primary or combined primary teachers.

Some formal school teachers are effective adult educators, others are not. It is important to consider tutors individually. One participant was of the view that this paradigm division between child and adult education was not a reality, and should not be perpetuated. This difference should only become an issue in the context of under-resourced education and limited teacher training, and is not necessarily a barrier to tutor effectiveness.

able to select appropriate course-materials based on this. However, the non-availability of alternative materials in Ubombo argues against tutors combining commercially prepared materials with tutor and learner prepared materials.

There is a movement within NGO's, funding organisations and Departments of Education for learner progress, and the evaluation of project effectiveness, to be based on the consultatively-derived standards specified in the examinations' curricula of the Independent Examinations Board (IEB). Policy makers have also pressed for the recognition of non-formal ABET courses by the NQF, the framework of which was established in 1995. Tutors in Ubombo were unaware of the NQF and IEB.

One tutor-trainer was of the view that curricula and assessment should not necessarily be focused on the IEB examinations, if this was not a real need of learners. The effective tutor needed to operate in many dimensions, using many criteria for assessment, including these NQF-derived standards. Ultimately, forms of assessment need to be determined by the context and learning objectives of individual learners, and an effective tutor should be trained to critically assess these. This is supported by Nunes (1987), who suggests that an effective tutor employs appropriate diagnostic techniques, and employs appropriate evaluative techniques throughout the learning process.

Tutors assess the effectiveness of their classroom practice at a number of levels, with most favouring oral or written tests. Learners were emphatic that assessment should be integral to ABET programmes, and tutors also highlighted this as an important skill of the tutor.

Informally, assessment methods included games that made lessons fun and encouraged learner participation. Learner behaviour was also used by many tutors as a measure of tutor success, with learner attendance, participation and openness being important factors. Tutors also felt that learners' facial expressions, such as smiling, seeming relaxed, happy, excited and nodding are all gestures that indicated success. These may indicate success at

Unlike a study by Graham (1982), where tutors perceived subject knowledge as more important than did the learners, learners in this study perceived knowledge to be as important as the tutors did.

### Teaching techniques and curricula

Learners and tutors frequently expressed the view that potential learners and themselves have broader needs, such as employment, that must be met by a range of interventions, including ABET. Techniques and tutor qualities should be seen as means to broader ends, and there should be an initial purpose to tutors' activities. The success of tutors and ABET programmes is measured in terms of the extent to which they meet learners' needs, such as providing employment-related skills training with literacy. These broader ends motivated learner involvement, and needed to provide a framework within which tutors could function effectively. This is of particular importance in Ubombo because of the high levels of unemployment.

Tutor-trainers agreed that effective tutors needed to go beyond simply deriving sentences from picture-codes, and to cherish and encourage the discussions that developed solutions to learner problems. Learners placed value on discussion, and the need for the learning process to contribute to solving problems such as unemployment, and supported the need for integration of education and training. Language and code-derived sentences in language-experience literacy classes, should be dealt with in the context of this discussion. Teaching should be based on the analysis of needs, which cannot simply be objective needs such as simply reading and writing, and should be integrated with development. Perceived needs should be translated into teaching themes. Learner needs are not static, and needs analyses should be ongoing.

Teaching skills such as writing clearly, questioning and narrating were considered important, and the tutor should be able to use a variety of skills and select from them. Tutor-trainers considered it important that effective tutors should not simply be trained in one course, but should have a deep understanding about what they were doing, and be

Up to now we have seen that learners need to have an understanding of the psychological and sociological processes underlying learners' decisions to join classes, of their learning activity within the classes, of their relationships with each other as learners and as members of a group, and of their relationships with the tutor. In addition, tutors need to have enough knowledge of the purposes and organisation of the institutional framework and community dynamics within which they work, to enable them to co-operate meaningfully with organisers and colleagues, and to provide learners with experiences that will enable them to look beyond a narrow framework to larger purposes. This is important when developing lessons and learning programmes and required that tutors have a broad knowledge of the community.

In order to be effective, and resist slipping into traditional or ineffective roles unknowingly, tutors should have a thoughtful rationale to guide their practice. They must know themselves, what they do, and why they do it, and encourage learner evaluation and feedback of what they do.

Linked to the view that an effective tutor needs to be reflective, some participants felt that s/he should be familiar with adult literacy theories and be able to put these into practice. Serious engagement with theoretical models would improve their potential as reflective practitioners, which in turn could manifest itself in actual performance.

University and NGO-based tutor-trainers agreed that tutors needed to have a rationale for their work. They needed to be aware of what the implications of learners' expectations were, and be able to choose the best strategies to meet these expectations, while satisfying their own teaching strategies. More importantly, they needed to know how to teach a learner to read, write and become numerate, and to plan this learning process at a number of levels.

Adult education in Ubombo is under-resourced and this demotivated tutors because there were insufficient teaching-aids, and not all helpers could be paid. Tutors felt that they were inadequately paid, and had insufficient time to prepare for classes. Learners were emphatic that tutors needed to be paid; only then could they reasonably make demands on tutors. This would also help them feel that they were valued as learners by the system. It was also felt that dedicated adult centres were needed, since adults' needs were different to those of children. Classroom observation showed how circumstances undermined tutors' attempts at being effective, simply because community pressures and the lack of resources resulted in unmanageably large classes. Learners were satisfied with part-time tutors, although the manifest tiredness of tutors at the end of the day also demotivated both learners and tutors.

Lack of electricity was a particular problem for the classes that ran at night, and the groups felt that tutor effectiveness could not be abstractly considered. The standard of classroom facilities clearly impacted on how effective a tutor could be.

It is noteworthy that issues such as payment, electricity, time and curriculum are raised in the context of effective literacy tutoring. While a range of attributes of effective tutoring was raised by all participants, the study was anchored in real-life concerns. It was recognised that effective tutoring could not be abstractly discussed, and needed to be viewed in the context of a poor physical and social environment.

### **5.3.3) Tutor skills, actions and understandings**

#### **Knowledge of field and teaching rationales**

It was felt by the groups that a tutor should be knowledgeable about the subjects being taught, current issues and opportunities for learners, and be able to use these as a basis for lessons. Tutors and learners agreed that a tutor from outside the community could be effective, but that they would need to be able to learn about community dynamics.

Emotion, energy, and animation were clearly evident during an enthusiastic tutor's teaching, and classroom observation showed this to consistently characterise those people considered effective tutors. Enthusiasm has long been closely related to increased learner motivation as well as achievement (Rosenshine and Furst, 1971, in Wlodkowski, 1993).

Linked to motivation is the issue of what tutors liked about adult literacy teaching, and what motivated them to continue. The most common response was that adult literacy classes made the tutors feel happy, fulfilled, and enabled them to give back to the community the skills they had learned themselves.

Classroom activity, such as discussion, sharing and the reciprocal gain of information, also motivated tutors. Tutors found adult learners to be interesting and knowledgeable. The extent to which adult learners are goal-oriented, want to achieve goals, and are conscientious, was found to make tutors' tasks easier.

When the issue of tutor motivation, in relation to tutor effectiveness, is discussed, it is important to understand what demotivates tutors. All tutors agreed that the over-arching factor that demotivated them was inconsistent learner participation, largely expressed as absenteeism. Learners attributed absenteeism to life-responsibilities, and programme relevance in the context of their need for employment. An ABET programme that was better able to satisfy their practical and functional learning needs would have been better attended, with implications for tutor motivation and effectiveness. Many issues related to tutor effectiveness are inter-related and impacted upon by the paradigms and expectations of learners and tutors.

Curricular issues were also a major cause for both tutor and learner demotivation. Tutors wanted to teach other skills needed by learners, but had limited time, inappropriate syllabi and a lack of suitable assessment tools. The syllabus did not integrate education and training.

Since motivation was considered important by tutors and learners, it became necessary to determine what motivated tutors to become involved in literacy teaching. The main reason for tutors' involvement in literacy classes was to respond to an immediate need that they witnessed in the community in which they lived. This suggested that an effective tutor would need to come from the community; a position later contested by tutors and learners, who felt that external tutors could learn about the community and function effectively. Many tutors were motivated by a strong Christian principle to help fellow members of the community, and to initiate and run adult literacy classes. Tutors and learners felt that it was important for the tutor to be Christian, and this possibly provides a basis for equality that differences in expertise and knowledge may not easily enable. In addition, learners considered it very important that they be taught about God. Tutors felt that most learners were Christian, and that the inclusion of Christian content would motivate them and develop their confidence in the tutor. Tutors and classes that have a Christian component to their activities should therefore be seen as responsive, and not simply missionary. This should be treated with sensitivity by tutor training and support agencies and considered by organisations involved in curriculum and materials development.

Linked to this point, and underpinning enthusiasm and motivation, is the degree to which tutors care about and value what they teach. A deep personal interest in adult education, reflected by time spent trying to understand it better and a willingness to learn from other tutors, was probably the clearest sign that adult education was important to the tutor. This was evident in the tutors' active involvement in KWANADEDASS. Most of the group of identified effective tutors was committed to adult education specifically, which is considered essential by Campbell (1977). They were evidently not simply seeking a second job, as many were unpaid, and unlikely to receive remuneration in the near future. Stephens (1971, in Campbell 1977) and Wlodkowski (1993) consider that enthusiastic tutors care about and value subject matter, and teach it in a manner that reflects those feelings, with the hope that learners will develop similar feelings. This is of particular importance in the classes being conducted by tutors out of Christian mission.

- teaching of understanding, friendly behaviour in contrast to aloof, egocentric behaviour
- enthusiasm
- emotion, energy, and animation
- gestures, animation, and eye contact
- An inner conviction that the work is worthwhile is all important (a volunteer?)
- "Rapid uplifting varied vocal delivery; Dancing, wide-open eyes; Frequent, demonstrative gestures; Varied dramatic body movements; Varied emotive facial expressions; Selection of varied words, especially adjectives; Ready, animated acceptance of ideas and feelings; Exuberant overall energy level" (Collins 1976, in Wlodkowski, 1993: 34)
- humane
- interest in people as people, who enjoys working with them in solving a problem or in achieving some broader objective, who takes pleasure in seeing them grow in their knowledge, understanding, or analytical ability.
- entice student response
- establish "effective" relationships
- democratic, compassionate, sensitive and flexible.
- qualities of a leader
- mature enough to be accepted by adults.
- initiative in programme development
- will like people,
- not be contemptuous towards students of limited ability;
- good humoured;
- tactful and fair, energetic and articulate, imaginative and adaptable
- humility, integrity and sensitivity.
- understanding of the adult educator himself
- makes a satisfactory assessment of the particular situation
- select the methods which help the students to learn most easily.
- understanding of the situation, perhaps a rather intuitive process.
- respect for the cultural values
- relate well to other adults.
- will view every class as a group of very varied personalities
- sympathetic and imaginative understanding of the students,
- sense what they are thinking or feeling, what their needs, difficulties and problems are, and some attempt by the teacher to see himself as the learners see him,
- empathy as reflected in understanding and consideration..
- understanding of our learners' needs and expectations
- adapted our instruction to our learner's levels of experience and skill development
- continuously consider our learners perspective
- Listening is the most important
- with expertise, empathy combines to make the instructor a powerful nurturing person in the eyes of the learner.
- knowledge of his own values, strengths, and weaknesses,
- open-mindedness
- knowledge of the purposes and organisation of the institutional framework and community dynamics
- makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.

## **APPENDIX B LITERATURE ANALYST**

### **What makes a good and effective tutor?**

(Bold type indicates congruence between literature and participant constructs)

## **TEACHER SKILLS, QUALITIES & BEHAVIOURS**

### **Understanding the adult learner:**

- recognises individual differences
- identifies individual limitations
- recognises individual vulnerabilities
- recognises individual needs
- differentiates between individual learning styles
- involves learner in learning process
- incorporates life experience in teaching process
- accommodates extracurricular responsibilities of students which may interfere with learning process.
- provides for immediacy of application.
- distinguishes between adults and other categories.
- have experience in working with adults
- derives greatest satisfaction from accomplishments achieved through others, as opposed to any more direct form of self-gratification.
- motivation in the task of working with adults
- commitment to adult education is essential.
- dedicated to the aims and philosophies of adult education, and not simply seeking a second job.
- belief that most people have potentiality for growth
- strong personal commitment to adult education exemplified by the extension of his own education.
- to accept others' ideas,
- respect for the intrinsic capacity of adults to be self-directing.
- must be actively involved in continuing study that will increase his professional competence.

### **Personal Qualities:**

- patience during learning process
- willingness to take risks
- energetic and enthusiastic manner
- motivated
- warm, caring
- builds on the student's strengths, respects the student's way of life, and constantly works on raising the student's self-concept
- is down to earth in dress and conversation, and spends time before and after class in private conversations (providing lots of individual attention)
- tutor can develop relationships which result in a class with a collaborative community ethic as opposed to one composed of individuals competitively seeking the fulfilment of their own personal desires.
- release the full potential of learners in a trusting environment,
- understanding, accepting person, respectful as well as respected,

|      |    |         |            |          |      |          |
|------|----|---------|------------|----------|------|----------|
| Mr   | TG | Null    | P O Box 44 | MBAZWANA | 3974 | 17/03/95 |
| Mies | MZ | Msoni   | P/Bag x512 | MKUZE    | 3965 | 13/03/95 |
| Ms   | O  | Mimbane | P/Bag 508  | MKUZE    | 3965 | 13/03/95 |
| Ms   | SP | Tombe   | P/Bag 7637 | MKUZE    | 3965 | 13/03/95 |
| Ms   | RB | Mihumbu | P/Bag 557  | MKUZE    | 3965 | 13/03/95 |

|         |  |             |            |          |      |          |
|---------|--|-------------|------------|----------|------|----------|
| Leamora |  | Sokhoni AO  | P/Bag 7637 | MKUZE    | 3965 | 13/03/95 |
| Leamora |  | Akashoni AC | P O Box 54 | MBAZWANA | 3974 | 15/03/95 |

# APPENDICES

## APPENDIX A LIST OF RESEARCH PARTICIPANTS

| Title | Initials | Surname    | Address                        | Town      | Code | Interview |
|-------|----------|------------|--------------------------------|-----------|------|-----------|
| Me    | NRO      | Magubano   | P O Box 85                     | NYONI     | 3802 |           |
| Mr    | LN       | Mngomozulu | P O Box 417                    | INGWAVUMA | 3868 |           |
| Mrs   | VS       | Mhlambo    | P/Bag 2237                     | INGWAVUMA | 3868 |           |
| Mr    | P        | Matuleka   | P O Box 180                    | INGWAVUMA | 3868 | 14/03/95  |
| Mrs   | RT       | Matuleka   | P O Box 248                    | INGWAVUMA | 3868 |           |
| Mr    | PS       | Mawoli     | P/Bag 2248                     | INGWAVUMA | 3868 |           |
| Ma    | PN       | Mqayti     | P O Box 142                    | INGWAVUMA | 3868 |           |
| Mrs   | JE       | Shongo     | P O Box 7                      | INGWAVUMA | 3868 | 14/03/95  |
| Mrs   | BHJ      | Mbuyisa    | P O Box 130                    | INGWAVUMA | 3868 |           |
| Mr    | AB       | Gumede     | P/Bag 2220                     | INGWAVUMA | 3868 |           |
| Ma    | GJ       | Nyawa      | P O Box 63                     | INGWAVUMA | 3868 |           |
| Me    | WT       | Nyawa      | P/Bag 2248                     | INGWAVUMA | 3868 |           |
| Ma    | NE       | Myoni      | P/Bag 2248                     | INGWAVUMA | 3868 |           |
| Ms    | FL       | Mabaso     | P/Bag 2254                     | INGWAVUMA | 3868 |           |
| Mr    | PG       | Mbambo     | P O Box 88                     | UBOMBO    | 3870 | 13/03/95  |
| Mrs   | NB       | Gobela     | P/Bag x602                     | UBOMBO    | 3870 |           |
| Ma    | VD       | Menukuzi   | P O Box 107                    | UBOMBO    | 3870 |           |
| Mr    | TA       | Nhleko     | P O Box 145                    | UBOMBO    | 3870 |           |
| Mrs   | J        | Myoni      | P/Bag x628                     | UBOMBO    | 3870 |           |
| Mrs   | CS       | Dlamini    | P/Bag x 615                    | UBOMBO    | 3870 |           |
| Ma    | T        | Nyathi     | P/Bag x604                     | UBOMBO    | 3870 | 14/03/95  |
| Ma    | T        | Thabede    | P/Bag x604                     | UBOMBO    | 3870 | 14/03/95  |
| Ma    | K        | Naumalo    | P O Box 88                     | UBOMBO    | 3870 |           |
| Miss  | BT       | Naumalo    | P O Box 193                    | MBAZWANA  | 3874 | 15/03/95  |
| Miss  | BL       | Nqubane    | Meseni Post Office, PO SIBHAYI | SIBHAYI   | 3867 | 15/03/95  |
| Miss  | TPO      | Naumalo    | Meseni Post Office, PO SIBHAYI | SIBHAYI   | 3867 | 15/03/95  |
| Miss  | MN       | Ndlovu     | P O Box 95                     | SIBHAYI   | 3867 | 15/03/95  |
| Mr    | THE      | Mdletshhe  | P O Box 174                    | MBAZWANA  | 3874 | 15/03/94  |
| Mr    | BS       | Mdletshhe  | P O Box 129                    | SIBHAYI   | 3867 | 15/03/95  |
| Mr    | TD       | Naumalo    | P O Box 34                     | MBAZWANA  | 3874 | 13/03/95  |
| Mrs   | ND       | Mdletshhe  | P/Bag 306                      | MBAZWANA  | 3874 |           |
| Mrs   | M        | Zikhali    | P O Box 14                     | MBAZWANA  | 3874 |           |
| Mrs   | TG       | Zikhali    | P O Box 306                    | MBAZWANA  | 3874 |           |
| Mrs   | NA       | Zikhali    | P/Bag 306                      | MBAZWANA  | 3874 | 17/03/94  |
| Ma    | HR       | Myoni      | P O Box 185                    | MBAZWANA  | 3874 |           |
| Me    | BB       | Mbonambi   | P O Box 154                    | MBAZWANA  | 3874 |           |
| Me    | J        | Naumalo    | P O Box 14                     | MBAZWANA  | 3874 | 17/03/95  |
| Ma    | BT       | Nyumalo    | P O Box 193                    | MBAZWANA  | 3874 |           |
| Ms    | KN       | Mthethwa   | P O Box 54                     | MBAZWANA  | 3874 |           |
| Mr    | MN       | Mbuyazi    | P O Box 14                     | MBAZWANA  | 3874 |           |
| Ms    | HZ       | Zikhali    | P O Box 132                    | MBAZWANA  | 3874 |           |
| Mr    | MO       | Mthethwa   | c/o P O Box 54                 | MBAZWANA  | 3874 | 18/03/94  |
| Mrs   | BL       | Mkomo      | P O Box 54                     | MBAZWANA  | 3874 |           |
| Mr    | CM       | Nyawa      | P O Box 54                     | MBAZWANA  | 3874 | 18/03/95  |
| Mr    | BN       | Gumbi      | P O Box 54                     | MBAZWANA  | 3874 | 18/03/95  |
| Miss  | BT       | Mkhonto    | P O Box 54                     | MBAZWANA  | 3874 | 18/03/95  |
| Mr    | CL       | Sikhali    | P O Box 34                     | MBAZWANA  | 3874 | 18/03/95  |

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## 5.6 CONCLUSION

The purpose of this study was to explore the dynamics of what constitutes an effective adult literacy tutor, with particular reference to the rural context of Ubombo, KwaZulu Natal.

It is possible and desirable to define the profile of an effective literacy tutor. Such a profile needs to be contextually bound and take into account the values and experience of learners and tutors, the nature of the learning environment, and the socio-economic climate. The paradigms of tutors and learners must be considered and respected. The profile suggests issues that a reflective adult literacy tutor needs to consider, and is not a rigid list of desirable characteristics, actions and skills that might be imposed on people in a range of contexts. The over-arching qualities, skills and actions of effective rural literacy tutors are the abilities to be reflective, critical and responsive, and to have a well-developed rationale for their practice of teaching reading, writing and numeracy.

Related to the issue of tutor effectiveness, is the manner in which tutors are able to determine the effectiveness of their practice, taking into account their own rationales and values, and learner needs. While the National Qualification Framework (NQF)-derived standards were identified as having a role in this regard, tutor effectiveness should especially be studied in the context of learner needs for integrated education and training and employment.

The effective rural literacy tutor should be a reflective practitioner, who takes into account desirable qualities and skills, and who develops a deep understanding of context and needs. It is possible to develop desirable tutor qualities and skills, but this is rooted in the tutors' abilities to reflect sensitively and critically on their own practice.

training courses need to sensitise tutors to these issues that undermine effectiveness, and suggest means whereby they can be dealt with.

Supervisors are important for programme success, particularly if their role is a supportive and mentoring one. In the context of state delivery, which relies on part-time tutors who derive a secondary income from ABET activity, supervision is important.

## **5.5 ISSUES FOR FURTHER RESEARCH**

A number of issues arose during this research which require further study.

The extent to which tutor effectiveness can be studied through the study of learner progress, and the extent to which the tutors' actions impact on the quality of learners' lives, bears investigation. This would be in contrast to a study that has focused largely on perceptions and experiences of tutor effectiveness.

The role of tutor training is vital to tutor effectiveness. The roles, qualities, skills and actions of effective tutor trainers need to be further explored.

A number of issues could impact on whether adult literacy tutors should be dedicated or part-time. In addition, the question of whether adult learning centres should be full or part-time also bears investigation.

The IEB and NQF place new requirements on tutors to develop learners to different levels of competence. The implications that this has for tutor training need to be studied.

The extent to which learner assessment and the integration of education and training impact on tutor effectiveness, bears investigation.

favour of providing tutors with access to a range of assessment methods and encouraging them to reflect continuously on their activities and results. This may, however, have practical problems in terms of the required intensity of tutor training and the required skill of tutors to implement such assessment. Assessment should, however, take place so-as to allow learners mobility in the NQF framework.

An area of great need lies in exploring how education and training can be meaningfully integrated, particularly in rural areas. Standards should be derived from the study of contextually-based problems and circumstances, as opposed to being general. The relevance of this contextualisation, and the requirements of the task at hand, will guide the reflective practitioner to suitable standards against which tutor effectiveness could be reviewed. As the effectiveness or failure of the teaching strategies is assessed, the question of whether or not appropriate standards have been met can be addressed directly.

The under-resourcing of ABET delivery must be addressed if tutor and programme effectiveness are to be enhanced. Tutors need to be recognised and paid appropriately. They need career opportunities in ABET that allow for full-time centres to be established where this is appropriate. This would also allow for sufficient time for tutors to prepare for and facilitate ABET classes. Similarly teaching-aids and materials need to be made available to learners, so that tutors and learners can make appropriate selections to satisfy identified needs.

Schools in Ubombo need to be electrified, particularly if classes are to be run on a part-time basis after school hours. Alternatively, provision would need to be made for classes during the morning, which was also a convenient time for many learners. In such instances, venues other than schools, such as clinics, should be investigated.

Effective tutoring needs to be viewed in the context of a poor physical and social environment. Planning of ABET classes would need to take this into account, and tutor

In addition, the effective tutor needs to be able to develop an openness with learners that will encourage critical feedback to better enable reflection. This needs to be central to any tutor-training course, and also has implications for tutor selection.

The role of tutor-trainers is identified as important. Tutor-training processes can, for example, develop desirable qualities and skills through modelling. Tutor-trainers have a central role in this development, and should therefore be carefully trained and selected to ensure that they are themselves sensitive and respectful in the tutor-training context. The motivation and development of tutor-trainers is crucial, and Operation Upgrade's trainers are currently engaged in university study around adult education, from which it is hoped that they will learn appropriate facilitation skills, as well as developing personal rationales for their practice.

Learner curricular and examination issues need to be addressed, since inappropriate curricula and examinations impact on learner motivation and restrain tutor effectiveness in meeting learner needs. In addition, tutors need support in developing appropriate curricula and assessment methods.

In an effort to meet the anticipated demands on the curriculum by the IEB examinations, organisations such as Operation Upgrade, are endeavouring to develop curricula and materials for a wide range of contexts, to assist learners prepare for these examinations. While centrally generated learning curricula, such as these perhaps undermine the effectiveness of tutors trying to meet the broader range of needs identified by learners, the organisation needs to develop them as a basis for delivery. It is possible that formal learning and examinations such as those prepared by the IEB will not play a significant role in an area such as Ubombo, with its high level of unemployment and need for employment-skills training. Many tutors felt that, at lower levels of literacy, they were engaged in groundwork for developing skills necessary for broader objectives, and that education should not be exam-oriented. The focus should rather be on learner needs, with practical assessment in the course of classroom activity. The research results argue in

involving different contexts. It is also unlikely that effective teaching will take place if the tutor lacks the skill to put methods into practice, and tutor training courses should allow for extensive practical demonstration of skills. In-service training and support may further develop these skills.

A Christian ethos in the classroom was considered important by learners, and tutors need to be sensitive to this. Pre-service and in-service tutor-training and support agencies, along with curriculum and materials development organisations, should respect this aspect of ABET delivery in certain contexts, and rather consider it an enabling strategy as opposed to a limiting strategy.

Where formal school teachers are used on a part-time basis for ABET classes, they should receive additional training that will develop their participative teaching methods for use in their formal school classroom activities. This is important in developing their skills as school teachers, but will also reinforce good ABET practice. The methods used in adult and child education, need not necessitate huge paradigm shifts. Operation Upgrade intends to negotiate collaborative geographically focused activity with NGO's engaged in the training of school teachers, and request a module in College of Education teacher training programmes.

Tutors should manage the learning process in a manner that benefits individual learners. This skill needs to form a component of pre-service training, though the preparation of schemes of work and lesson plans, and in-service follow-up support and training. Record-keeping should also be instituted that enables a tutor to track learner progress.

Tutors need an effective evaluation system, and to be appropriately trained in this system. An ethos of tutor-trainer evaluation should be central to any tutor-training course to assist tutors to develop a sensitivity to this process. The important capacity of tutors to be reflective and perceptive should be developed as a central component of preservice training, along with tutors' willingness to have their practice critically reviewed by others.

service training. There is a reciprocal arrangement for communities needing information on our services.

Tutors need to be trained in how to be responsive and manage an educational process that may or may not contradict their own values and rationales. This impacts on tutor selection and development, because, by implication, tutors would need to be sensitive, responsive people, who are able to question their educational strategies and clearly defined educational rationales, against the learner needs at different points of the learning process. Tutor-training programmes would need to develop in each tutor a personally developed rationale for practice. Tutors need to be shown that this rationale should not be static. They also need training to develop learning programmes around learner needs. Tutor-training needs to expose tutors to adult education theory, and help tutors relate this to their practice. In addition, the responsive and sensitive nature of interaction with learners can best be developed by example, through the tutor-training process, and through in-service support. The training and selection of tutor-trainers also need to take this into account.

Training should enable tutors to plan learning activities in a manner that provides the challenges needed for learning to take place. This skill could be achieved through case-studies and modelling through observing tutor-trainers through the process of tutor-training.

The core skills of being able to develop reading, writing and numeracy skills need thorough understanding and development. While addressing the range of skills and quality requirements of ABET tutors, the focus of any preservice tutor training programmes should be on developing these core skills.

Tutor training courses should endeavour to build on the understanding of their practice by exposing tutors to a range of course materials. These should be critically evaluated and possibly considered during pre-service and in-service training through case-studies

### Communication interpersonal skills

- \* Communicate well
- \* Mix easily, be part of them
- \* Mustn't remind learners of problems at home
- \* Way in which tutor shows himself on entering must build trust - come to learn and not to fight
- \* Not sarcastic/cynical
- \* Must not confront those who make mistakes
- \* Speak clearly & loud
- \* Praise learners
- \* Polite - talk and ask
- \* Articulate

### Professionalism

- \* Be organised - MOST NB
  - be well prepared /conscientious
  - teaching aids
  - otherwise will tell them stories
  - scheme of work - logic in teaching - start at beginning - explains everything in the first chapter that she introduces,
- \* Dress well (neatly, more smartly than the learners (model)/must be clear that they have come to teach, no shorts, must respect us
- \* Be punctual
  - attends daily
  - never absent/late
- \* Be a role model
  - must be exemplary - a good exam
  - not a drunkard
  - no whistling
  - no familiarity
  - no vulgar language
  - must not smoke/drink
  - acceptable behaviour in terms of what the community expects
  - moral,/ honest(in class as well as in community)
  - well-behaved
  - approachable/ sociable - must interact even outside of class
- \* Evaluation
  - passed when we deserve to pass - mustn't just happen (Competency must be ensured)
  - must be able to evaluate at the end
- \* Positively accepted by learners
  - if learners approach you - shows what kind of person you are - be selected
- \* Doesn't bring own personal problems to the classroom

### Management/organisation

- \* Must have authority
  - learners must respect you and feel you should be there
  - manage class
  - must know that they have come to learn

- write clearly
- not materials bound
- must accentuate us (reiterate, repeat) - time is limited - can't grasp well
- use textbooks so we can consult our children at home for help (MOST NB - learner group 1)
- conflict resolution -(most NB)
- introduces well - makes sure we are on right page of book before starting, give us guidelines to work at home
- tells us of requirements (e.g. books)
- spend time on each individual learner - must have time for us
- encourage us daily (esp. with homework), and after lesson
- give work
- teach learners to manage time
- give time
- give rewards

**\* Have experience**

- experienced adult, not a matriculant(fidget & finding feet & short tempered)

**\* Have an informed view of adult learning**

- start from known
- must accept that we have limited skill and that they must start at the beginning - it hurts if they simply say that we should know this or that - must treat us as first time learners
- must question and challenge us (does not tamper with my emotions - expect to be challenged and questioned to check if I understand - some words difficult - must question day after - widens our minds
- works from context - (most NB) vs. (but not narrowed to immediate environs)

**\* Critical**

**\* Develop a learning climate**

- create a healthy atmosphere - no tension

**\* Teach specifically:**

- teach us to read and write (names, parents names,
- teach us skills (Listed
- teach us ESL
- teach us sport
- teach us neatness at home and about time (punctuality)
- teach us to pray - Very important in a teacher, Tell about God(most are Christian - this will motivate them - they will well taught by such a person - creates good image with them)
- translate for us

**Creativity**

**\* Must think**

- go beyond narrow curriculum

- \* Calm
- \* Considerate
- \* Patient
- \* Enthusiastic (animated/energetic/emotion)
  - most important by learner groups 1 & 2
- \* Open
  - trustworthy
- \* Approachable (learner group 1)

Qualities are more NB - gives hope to learners that here is someone coming to help learner with their problems, some born good but some trained good, need to be consistent in and out of the classroom, qualities more NB, but train skills  
 Can show gloom and provocation - won't like me - will focus on ME and not what I'm teaching/must be an example by his behaviour - If behaves well, can teach skills - won't make mistakes because of good qualities..will come right - Born with qualities, and then develop new skills

vs.

Skills more NB (but qualities also) - qualities are in a person, but can be underdeveloped - can teach qualities/influence, qualities are no good if don't know skills, we're not here to analyse characters...but to concentrate on education/to learn (but can't learn from an unfriendly, serious person that you are too scared to ask a question of)/All teachers have some problems, so rather focus on skills/can't change a person's character, can train qualities but it takes time (modelling), skills and subject matter are all that concerns that teacher and pupils-not there to teach good qualities. Are people who don't laugh - doesn't mean that they are heartless

17 - Employ one with skills and teach qualities. Will get along with him - will understand his nature - have been in the world

vs. Qualities and skills inseparable

### Knowledge of field

- \* Must be knowledgeable
  - discuss current affairs & use as basis
  - must know what is going on in community and countrywide
  - knowledgeable about opportunities
- \* Must know what to teach

### Knowledge of teaching techniques

- \* Teaching skills important to help learners
  - use of charts- use aids relevantly and effectively
  - skilled - questioning, narrating, variety of skills - change between them
  - motivate through stories
  - give them time to show/discuss progress
  - use materials well (most NB)

## 6) What makes a good and effective tutor?

### **QUALITIES:**

#### Understanding the adult learner

##### **\* Accepts learners as equals**

- Respects learners and sees their potential for growth
- Tutor sees him/herself as a learner (seen as most important by a learner group), some learners are old and experienced
- Eager to share knowledge with learners - not proud
- Democratic- (Identified as most NB by learner group 2 "we are old")

##### **\* Conducts relations with learners in a democratic manner**

- Negotiates with them about needs
- Listens to learners' problems
- Responsive/listener ( vs. Although must sift truth from untruths...can't listen to all - some are influenced, and must only respond to what is sound (Learner group 1)
- Involves learners in choosing teaching aids, such as charts, and prepare scheme of work
- Doesn't punish learners

#### Personal Qualities

"A good and effective tutor is the one who has all the qualities expected by his learners"

- "uthisha omuhle ophumelleayo wabantu abadala yilowo onazo zonke izimpawu ezidingwa ngabafundi bakhe" (Rose Mthembu - Sokhonti AC)

##### **\* Warm, kind, sensitive, gentle, compassionate, humane and friendly disposition**

- smile, speak nicely, greet learners
- moderate voice, soft-spoken
- corrects politely

##### **\* Committed - leads to success in the rest, otherwise wouldn't be here - overarching**

- involved with learners - try and solve their problems vs. co-operate with them to solve their problems, inside and outside of the classroom
- motivated beyond immediate needs
- dedicated

##### **\* Humble and meek (vs. commanding personality)**

##### **\* Tolerant**

- not easy to annoy
- accepting
- reflective, vs. but must be well organised-question and only use info for next lesson)
- flexible - not important (learner group 1 vs. most important - may deviate for needs of one
- sympathetic, (must understand if we're late and welcome us - we have reasons)

- budget before buying
- learn English
- need to learn political tolerance
- progress in life
- need civilisation in families - a person who is learned defends his good name
- learn about nutrition for family

\* Curiosity

- like to know what education is
- for pleasure - think learned people are more happy

**5) What does an effective literacy programme do?**

\* Curriculum/Training

- learners learn new things
- learn to Read and write
- trained for work skills - plant gardens and vegetables, cooking/baking, sewing, blocks, knitting, candle-making, cooking, gardening - not just reading and writing (Skills more NB than a Std 10)
- learn to count /add/numeration
- helps them appreciate environment (Clean, neat and hygienic)
- works from local context
- trained, skilled tutors
- taught what helps them outside (e.g. health) - work must have a value
- activities (e.g. sports, drama, crafts, drawing)
- books must have pictures (esp. History)
- fewer subjects - not enough time
- must identify and respond to regional needs through appropriate curricula/materials
- evaluation strategies

\* Learner personal factors

- learners are happy
- motivates in life - they then want to study further
- makes us more independent of others
- social behaviour - discipline
- teach them to concentrate/listen
- to develop spiritual beings - learners want this

\* Provision

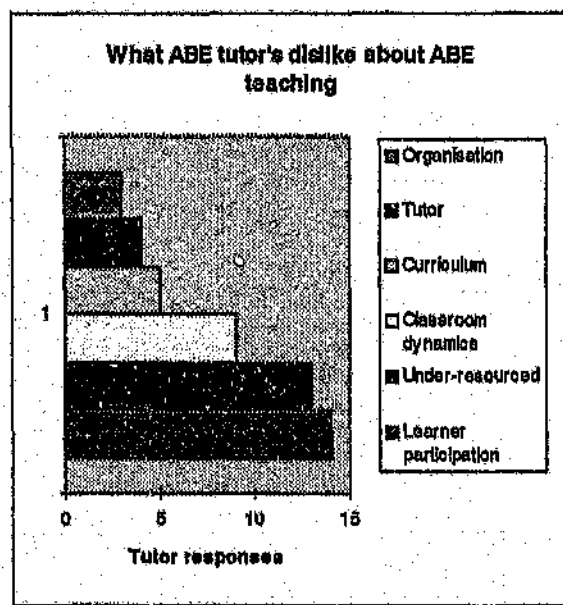
- help access resources (e.g. loans to help skills implementation) look at them in comprehensive way
- provides texts, stationery
- curriculum, exams, inspection
- respect policy of school
- must have ESL
- learn to fill in forms
- more time
- electricity
- own classrooms/teachers/books - would study during day
- tutors properly paid
- have inclusive planning committees

**\* Tutor**

- some tutors only have a love of money - couldn't recruit teachers until some were paid, then others came forward
- I get tired
- I need more training
- interference in my domestic affairs - is an extra job

**\* Organisation**

- department not serious - too centralised
- no support services
- need planning



**4) Why do you think learners want to learn?**

**\* Employment opportunities**

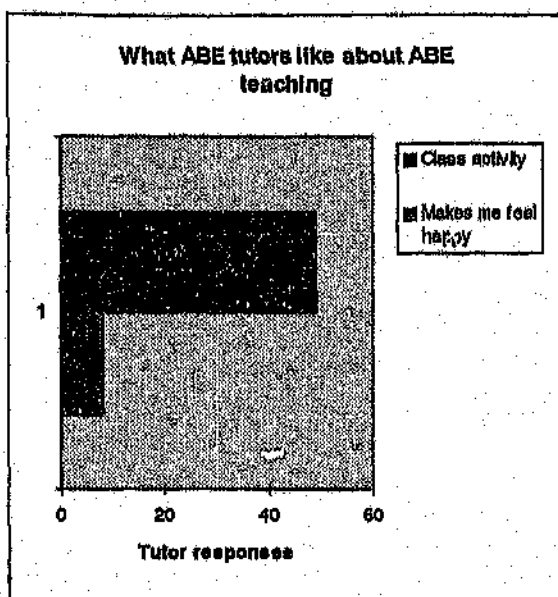
- improve chances to find jobs
- skills (e.g. candles, sewing (measurement))
- improve chances of promotion
- job efficiency - want to upgrade themselves

**\* Standing in community**

- fill gap between them and learned - think they are outcasts - want to become integrated
- think they will get respect and recognition as learned people

**\* Function in society**

- read & write - filling in forms (Post office and bank)
- read & write letters
- explore in towns
- read bible, sing (not common though)
- can't survive without education



### 3) What do you dislike/demotivates about adult literacy teaching?

#### \* Learner participation

- absenteeism (Because children are sick, meetings, cattle dipping, flood flats(Jozini), sell goods, pensions, untrained tutors, prepare and they don't come/ no transport - leads to absenteeism
- irregular attendance - new faces - can't progress with syllabus
- late-coming
- dropouts

#### \* Under-resourced

- not enough resources (aids)/can't pay helpers -demotivates me
- classroom setting
- need more money (me)
- limited time/Intros take a long time
- no electricity
- need own centre/classroom - learning is different to kids and need different

#### \* Classroom dynamics

- many are workers - tired and can't concentrate - classes finish late
- some are noisy, talk while teacher talking
- some tease each other
- some write notes very slowly
- don't do homework
- someone who is not intelligent but with high hopes
- some learners drink and they smell

#### \* Curriculum

- want to teach other skills (e.g. handwork ) limited time
- external exams
- no syllabus/irrelevant syllabus
- must integrate education and skills

## **APPENDIX C MAIN CONSTRUCT 1 - WITHIN STAKEHOLDER CONSTRUCTION**

1) The following construct (**Main Construct 1**) was developed through interviews, discussions and observations in the Ubombo circuit of Maputaland from 13 - 18 March 1995.

### **1) Why did you become involved in adult literacy?**

- \* Respond to a direct need in the community
  - told about adult learning needs
  - witnessed adult learning needs and
- \* Am a product of adult education myself
- \* Like to teach adults
- \* People approached me
- \* Love of our nation/community
- \* As a Christian must share what I have- people will be judged -what happens to those who can't read and write

### **2) What do you like about adult literacy teaching?**

- \* Makes me feel happy
  - I feel fulfilled
  - we are free together - don't have to hold back
  - giving back to community what I have
- \* Class activity
  - I like the discussion and talk - adults are not afraid to contribute (better than kids)
  - adults are interesting and knowledgeable -reciprocal gain - I learn
  - adults goal oriented - want to achieve goals/motivated/conscientious/
  - like their jokes
  - learners co-operative
  - love the teacher/respect teacher
  - make you help them solve problems
  - easily approachable
  - when I have taught a parent, I have taught a child - they want to share knowledge/skills with their children at home (Miss B T Nxumalo)
  - try hard to learn other languages - they use expressions learned in the classroom outside of the classroom
  - improvement/results are clear/immediate
  - ask when they don't know
  - come back and thank me
  - show their happiness, friendliness, confidence when introducing a lesson/interested
  - they complain that time is not enough
  - sometimes changes people's characters

**\*\* Knowledge of field content and methodology**

- Knows content and methods in appropriate field and is capable of adapting these for adult learner.
- Can design and/or implement evaluative procedures which measure participant capabilities and performance.
- Can design and/implement summative procedures which measure programme effectiveness.

**\*\* Employment of teaching techniques**

- Knows variety of teaching/learning techniques and utilises them in appropriate manner
- Knows function of motivation in learning process and implements appropriate motivational techniques

**\*\* Communication skills**

- Applies effectively the techniques of active listening
- Can imitate dialogue and call closure on process
- Uses appropriate language in oral and written expression

**\*\* Professionalism**

- Knows policies and procedures and dependably fulfils duties and responsibilities
- Keeps current in field
- Accepts criticism and negotiates conflict constructively
- Maintains professional appearance

**\*\* Management of Learning Environment**

- Plans lessons based on learners needs and content
- Manages time effectively in terms of preparation and delivery
- Allocates materials and supplies in an accountable manner

**\*\* Interpersonal skills**

- Facilitators behaviour which enhances self-worth of adult learner by demonstrating understanding, empathy, and patience
- Demonstrates enthusiasm and can maintain high level of energy through learning process.
- Instils confidence and pride in accomplishments of adult learner

Acknowledging the necessary personal qualities of the successful adult educator, training may help develop these only if an existing potential is there. Wlodkowski (1993) feels that we should see them as skills, and not as abstractions or personality traits. They can be learned and they can be improved upon through practice and effort.

- keep attendance records, update materials, and recruit students.
- caring

### **Professionalism:**

- follows procedures and policies
- is prepared for class
- dresses appropriately to the situation
- fulfils duties and responsibilities
- displays leadership
- keeps current in field
- responds appropriately in situations of conflict
- is self-directed
- accepts students as adults
- demonstrates pride in accomplishment

### **Management/organisation/logic of approach:**

- monitors and manages the classroom
- manages materials and supplies
- manages time effectively
- plans effective lessons
- manages well in crisis
- prioritises information, tasks
- foresees consequences and plans for contingencies
- well-developed logic of approach, which has developed through reflection over values, skills, theory and the learning environment.
- understand and declare his or her values
- the ability to translate known philosophy and knowledge into practice, and organisational and managerial skills is vital.
- teaching is an overrated activity which normally interferes with learning, the most important of which is generally a result of self-discovery as opposed to teaching.
- see themselves as guides, who encourage, guide, challenge, emphasise and support.
- not think of learners as being vessels to be filled or inert objects to be moulded.
- good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us
- stance of receptivity, of attunement, of listening.

## **TEACHABLE SKILLS**

### **\*\* Understanding the adult learner**

- Aware of ongoing research on adult development and its relationship to adults as learners.
- Recognises individual learning styles and correlative teaching methods.
- Understands relationship between life experience of adult learner and need for immediacy of application.
- Understands the social and professional obligations responsibilities of the adult learner and their impact on educational objectives and performance.

- compromises as appropriate
- writes effectively
- articulately communicate in both speaking and writing is important.
- proficient with language,
- listeners,
- articulate speakers,
- regular readers
- thoughtful writers.
- time set aside for questions/opportunity for learners to practice
- repeating things
- being easily understood and followed by most of the learners
- be proficient in the use of communication media,
- do public relations, promotional work, and organisational work
- considers him/herself a learner,
- curious
- facilitate an open, permissive, free environment
- good listener and sensitive to the verbal and non-verbal communication
- observation, sensitivity, responsiveness, and the management skills
- writing and speaking
- lead groups effectively,
- direct complex administrative activity,
- exercise flair in the development of programmes.
- group leader,
- understand group leadership and be able to work with groups.
- self-directed learning strategies,
- familiarising oneself with theories
- who knows a great number of methods to create a learning situation
- importance of creativity and the need to have multiple approaches
- presents information in a light accessible way
- actively prepared
- imagination in programme development
- practice and psychology behind positive reinforcement of learning.
- helping people to control and adjust to change
- helps learners develop the ability of critical thinking
- learning environment should encourage the learner freedom to search, through trial and error, without fear
- should identify potential leaders and help them to develop their potentials
- learners as an equal
- involved in self-diagnosis of learning needs,
- subsequent planning of goals, objectives and directions for growth, and conducting and evaluating the programme.
- rationales for choosing materials, methods and techniques, and be able to use a wide range of materials and methods.
- Individual differences should be taken into account,
- experience of others is valued
- encourage the group to take risks in experimenting with new ideas and approaches,
- should not be rigid, and be open to change.
- organisation skills and managerial skills, be able to manage time and plan,

- a broad understanding of the individual learners and the community
- tutor must understand the conditions under which adults learn, their motivations for learning, the nature of the community and its structure.
- understanding of oneself underpinned by a sustaining personal philosophy.
- sensitive to divergent beliefs, values and opinions if actively involved in a range of community activities.
- sensitive, responsive, and non-judgmental.

#### **Knowledge of the field:**

- employs appropriate diagnostic techniques
- groups students according to test results
- uses readability scales to evaluate materials
- employs appropriate evaluative techniques
- elicits feedback
- writes curriculum for specific needs
- evaluates and adapts materials to the adult learner
- applies adult learning theory to instruction
- competence in the subject
- has had experiences related to his or her teaching,
- can present case studies or theories,
- demonstrate processes
- know something identified by learners as being beneficial,
- liberally educated, flexible person, who is competent in many of the basic skills needed by the learners
- needs-responsive.
- describe, understand and apply modern theories, principles of learning and adult education, and results of analyses about the needs, interests, motivations, capacities, and developmental characteristics of adult learners.
- describe the differences between youth and adults as learners,

#### **Knowledge of teaching techniques:**

- employs group dynamics
- uses AV effectively
- combines techniques
- lectures effectively/appropriately
- simplifies as needed, complex concepts
- relates material to life experience
- elicits feedback

#### **Creativity:**

- steps out of own perspective as needed
- uses familiar materials in innovative ways
- is familiar with and applies various theories on creativity

#### **Communication/Interpersonal skills:**

- listens actively
- expresses self clearly (orally)
- employs appropriate body language
- elicits responses from students

**APPENDIX H PHOTOGRAPHS OF TUTOR AND LEARNER DISCUSSION  
GROUPS AND CLASSES**



Thisha

Ingama lami ngungu David Ensor, ngicela usizo esifundweni sami eng, senza e Nyevesi yase Witwatersrand. Ngisobenzela u Operation Upgrade e Thekwini sengike ngahlangana nabanye othisha bemfundo yabadala ngo-October 1994 e Mbazwana.

Injongo yaloluphenyo kufunda (Research) kwami ukuthi sikwazi ukhlithi sihole ubuciko, izindlela kanye nobuqotho buka thisha wemfundo yabadala eningathi uthisha owaziyo umsebenzi wakho futhi nonekhono lokufundisa. Lokho koba wusizo ekuqeqesheni othisha kanti nakwe minye imikakha. Kanti loluphenyo kufunda alwenzelwe ukuqhalanisa uf undisa komunye komunye, kodwa luzinze olwazini lwakho. Ngokufundisa abadala kanye nomphakathi wakini.

Ngicelako ungiphendulele lembuzo:

- Yini eyenza uthisha wemfundo yabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?

(Okungokuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

- U-Thisha yabadala azibona kanjani ukuthi umsebenzi wakhe usawenza ngendlela efanele?

(Ikhona yini indlela enisobenzisayo ukubona ukuthi wenza into efanele?)

- U-Thisha wemfundo yabadala ukwenza kanjani ukuthi athu thukise ubuchule ikhono kanye nokuziphatha okuthathela nlenzokuvj mpumelelo?

Nginethemba lokhlithi nizonginikeza isikhuthana esikhathini senu sokuthi ngxoxe nani. Uma-ke kungenzeki ukuthi sibonane ngizocela ukuthi ningiphendule lembuzo.

Thank you,

  
David Ensor  
Operation Upgrade  
P O Box 314  
DURBAN 4000

*Ngizabonga kakulu. Ngaphandle kosizo lwakho  
bayungike ibekhonar ampumlelo.*

## APPENDIX G INTRODUCTORY LETTER

Dear Tutor,

My name is David Ensor, and I need your assistance in a study that I am involved in through the University of Witwatersrand. I work for Operation Upgrade in Durban, and have met some of the literacy tutors in Mbazwana in October 1994.

I will be visiting Mbazwana and Ingwavuma from Monday 13 March - Saturday 18 March 1995 to discuss a number of issues that I am involved in researching.

The aims of the study are to help us all try to identify the skills, qualities and actions of literacy tutors who you may consider good or effective. This could be important for literacy tutor training, as well as for a number of other fields. The study is not going to compare anyone's teaching, but to ask for your assistance in answering the questions below, based on your experience of literacy teaching and your community.

I need your help in trying to answer the following important questions:

- What is it that makes a literacy tutor effective or good in an area like Mbazwana/Ingwavuma?  
(What are the qualities/actions/skills that you consider an effective/good tutor to have in an area like Mbazwana/Ingwavuma?)
- How do literacy tutors evaluate themselves?  
(Do you, as a literacy tutor, have any means of determining how you are doing?)
- How do effective/good literacy tutors develop the types of qualities/actions/skills that are considered effective/good?  
(If you know of an effective/good tutor, how do you think they developed that quality/skill/action that makes him/her effective/good?)

I hope that you will be able to make available a short amount of time for me if I am able to see you. If time does not allow for me to meet with you, I would still very much like to have your views on these questions, and have attached a questionnaire for you to fill in.

I hope that I am able to meet you, and thanks for your assistance.

Yours sincerely  
David Ensor

**3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanye nokuzipathia okuthatheka njengokuyi nipumelelo?**

**Your Name (optional):**

**Ngiyabonga. usungayiposa uscbenzise imvilophi efakwe phakathi.**

**David Ensor  
17 Berea West Rd  
WESTVILLE 3630**

**Tel: 031 - 862598**

**Other Comments:**

# IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemviophi:

Ngicela ke ungiphendulele lemibuzo:

**1. Yini evenza uthisha w mfundo wabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

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**2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

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**ENGLISH TRANSLATION:**

**THANK YOU FOR YOUR COMMENTS!**

- (What are the qualities/actions/skills that you consider an effective/good tutor to have in an area like Mbazwana/Ingwavuma?)

- (Do you, as a literacy tutor, have any means of determining how you are doing?)

- (If you know of an effective/good tutor, how do you think they developed that quality/skill/action that makes him/her effective/good?)

- 4) Can you think of someone you think is a really effective/good literacy tutor, with whom I can speak?.....

David Ensor  
P O Box 282  
WESTVILLE  
3630  
Tel: 031-862598

(Stamped, addressed envelope enclosed)

## **APPENDIX E INTERVIEW SCHEDULE**

- 1) What do like about adult literacy teaching?
- 2) What do you dislike, or find demotivating, about adult literacy teaching?
- 3) Why do you think adult learners want to learn?
- 4) What does an effective literacy programme provide?
- 5) What makes an effective literacy tutor effective?
- 6) Of these qualities and skills, what do you think can be developed, and how?
- 7) How do you assess how well you are doing in the classroom?
- 8) Can you think of someone you think is a really effective literacy tutor, with whom I can speak?

**Key points from previously derived constructs were introduced for discussion and comment.**

These were developed with preservice elementary teachers, they have also been used with vocational instructors (Allen 1980)

|                                     | Low<br>1 2 3                                                                                                      | Medium<br>4 5                                                                                                         | High<br>6 7                                                                                                                                      |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Vocal Delivery                   | Monotone, minimum inflections, little variation in speech, poor articulation                                      | Pleasant variations of pitch, volume, and speed; good articulation                                                    | Large and sudden changes from rapid, excited speech to a whisper; varies information and pitch                                                   |
| 2. Eyes                             | Looks dull or bored; seldom opens eyes wide or raises eyebrows; avoids eye contact; often maintains a blank stare | Appears interested; occasionally lighting up, smiling, opening wide                                                   | Characterised as dancing, snapping, shining, lighting up frequently, opening wide, eyebrows raised; maintains eye contact while avoiding staring |
| 3. Gestures                         | Seldom moves arms out toward person or object; never uses sweeping movements; keeps arms at side or folded, rigid | Often pointed, occasional sweeping motion using body, head, arms, hands, and face; maintains steady pace of gesturing | Quick and demonstrative movements of body, head, arms, hands and face                                                                            |
| 4. Body Movement                    | Seldom moves from one spot or from sitting to standing position; sometimes "pokes" seriously                      | Moves freely, slowly, and steadily                                                                                    | Large body movements, swings around, walks rapidly, changes pace, unpredictable and energetic, natural body movements                            |
| 5. Facial expression                | Appears deadpan, expressionless or frowns; little smiling; lips closed                                            | Agreeable; smiles frequently; looks pleased, happy, or sad if situation calls for it.                                 | Appears vibrant, demonstrative; shows variety of emotions and many expressions; broad smile; quick sudden changes in expression                  |
| 6. Word selection                   | Mostly nouns, few descriptors or adjectives; simple or true expressions                                           | Some descriptors or adjectives or repetition of the same ones                                                         | Highly descriptive, many adjectives, great variety                                                                                               |
| 7. Acceptance of ideas and feelings | Little indication of acceptance or encouragement; may ignore learner's feelings or ideas                          | Accepts ideas and feelings; praises or clarifies; some variations in response, but frequently repeats same ones       | Quick to accept, praise, encourage, or clarify; many variations in response; vigorous nodding of head when agreeing                              |
| 8. Overall energy level             | Lethargic; appears inactive, dull, or sluggish                                                                    | Appears energetic and demonstrative sometimes, but mostly maintains an even level                                     | Exuberant; high degree of energy and vitality; highly demonstrative                                                                              |

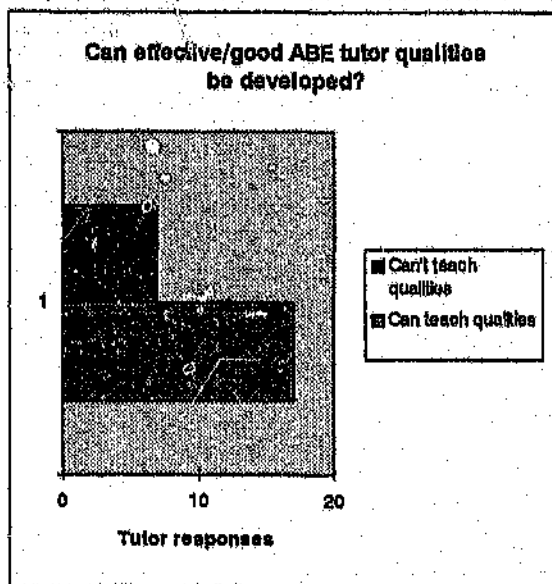
## 8) What desired qualities and skills can be developed / trained?

### \* Qualities

- can teach qualities - are in a person, but can be underdeveloped - tell/influence - role play, modelling, lecturing - rather select skilled people - some are beyond repair..cut them - need a contract - If a person is with you continuously, you can influence - if one off contact, can revert to old behaviour
- development is a lifelong process - We never find it - continuous for learners AND tutors
- can teach qualities by actions - see how I do it - modelling
- friendliness(NE) can be taught - if not then must be told to be friendly
- give written code to tutors
- can teach qualities by modelling (e.g. by example), but not worth the risk,
- can teach qualities - some I failed - can't be taught and can't accept because of personality
- can teach qualities by negotiation
- teach time-consciousness
- teach tutor to give each learner attention
- you can teach qualities if person is willing
- can teach skills (method and approach, manage) and qualities (e.g. love, talk)

vs.

- can't teach qualities - people are different - can't change - You come with what's got ... - not taught - choose the qualities
- choose right qualities and train skills
- select qualities and then train
- "can't teach old dog new tricks"



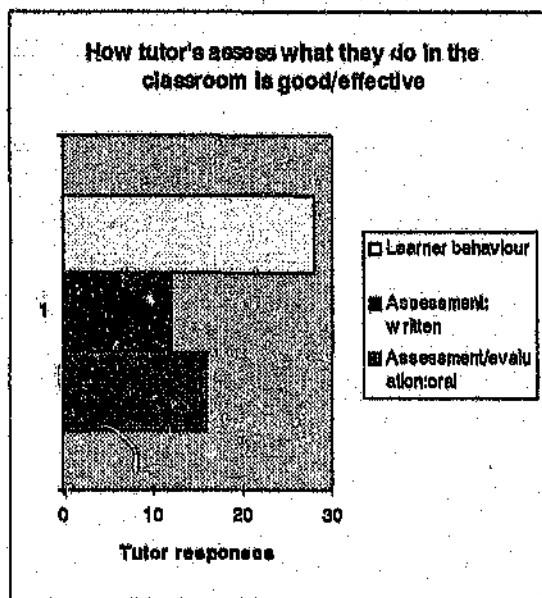
## 7) How do you assess that what you are doing is good and effective in the adult literacy classroom?

### \* Assessment/evaluation

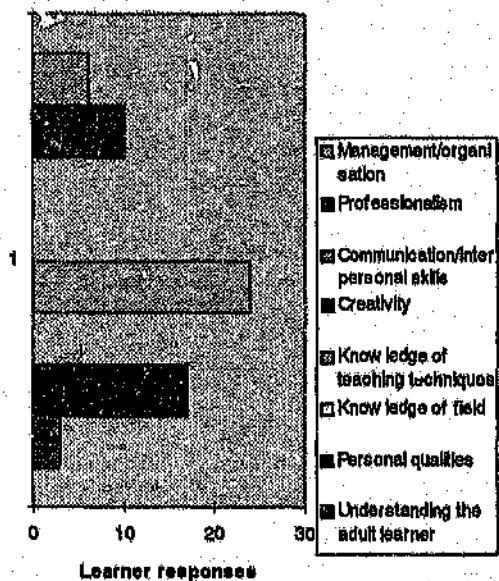
- evaluation - oral questions on subject itself/revise yesterday's work
- evaluation - tests (written) (but fear exams)
- peer assessment, supervisor vs. No time for tutor peer assessment
- the learners know when they know that they know
- you've taught when you've taught
- supervisor can check classes/observe/show
- do they do what I teach
- sometimes I tease them by doing something wrong and see if they correct me
- follow up discussions - show understanding

### \* Learner behaviour

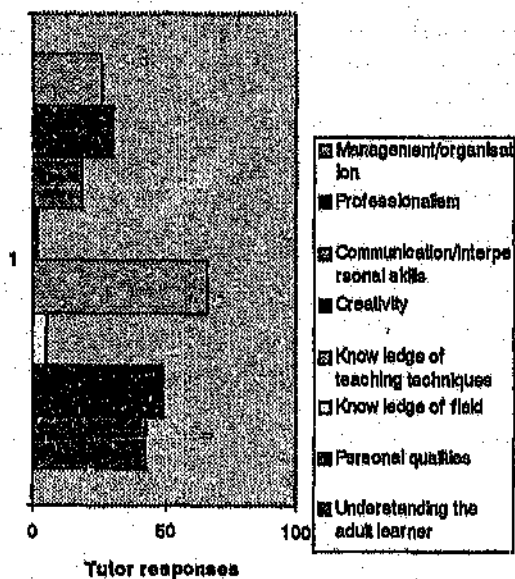
- learner attendance
- learner participation, openness
- gives thanks and feedback to tutor
- learners are interested, understand
- learners co-operate
- learners responses - facial expressions/smile/relaxed/faces are happy/excited/nodding
- relate life and learning problems to me without fear shows trust
- they tell me if they don't understand
- learner enthusiasm - willing to work- ask for homework
- learner behaviour improves
- want work corrected and given back - marked now!
- sad when get poor results



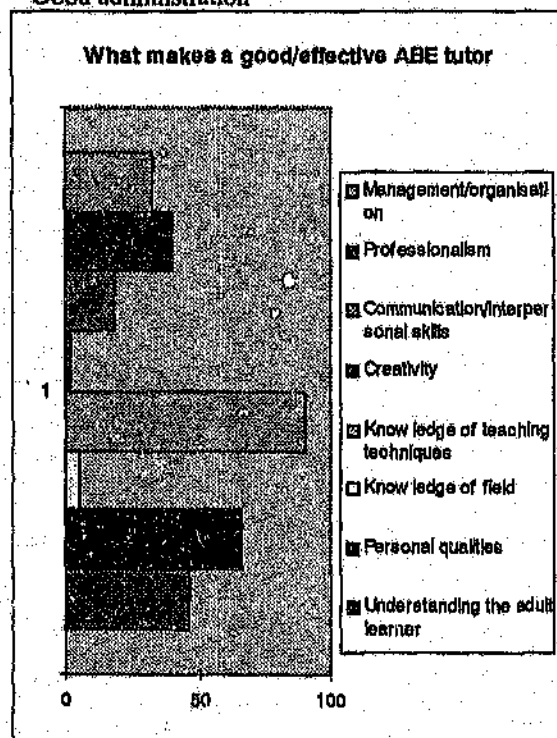
### What makes a good/effective ABE tutor: Learner responses



### What makes a good/effective ABE tutor: Tutor responses



- commanding personality important
- \* Must be supervised
  - must have a good supervisor to advise tutors/guide tutors
- \* Must be paid - or become discouraged
- \* From community and is known to the students
  - able to solve their problems and help their learning (not easy to learn as an adult)
  - understands community/culture
  - knows problems and learners ( But outsider can be taught about people and area - attitude is important) vs. outside perspective can be important in dealing with recurring problems /Teacher from afar can be better - may know ins and outs of a local teacher and bear a grudge
- \* Not tired from day-school
- \* Age, gender, and status not important - depends on character and qualities and if s/he is prepared to teach us vs. it is a problem for a woman to teach men
- \* Good administration



3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
lkhono kanve nokuzipatha okuthatheka njengokuyi mpumelelo?

Uthisha akaschumane nomnyango wegempundo yakudlala  
ngakwengeluleko nakupunda. Uthisha akabenge ababaleli  
befizwe bekululekile bathanda ukufundwa uma  
esebana ukuthi sebezimile esifundweni akababuyi  
ngendlela engabaphocisi angabakhambisi ukuthi  
sebenze iphutha ngakuphuma esifundweni.  
Kungabikho abanwazi ukuthi akazi, banye abanwazi

Your Name (optional): Mamtha Chris Mthethwa

Ngiyabonga. usungayiposa usebenzise imvilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

I received the letter on the  
10-02-03 - per problems

~~I received it on the 10-02-03~~

I received

## IMIBUZO

Ngiphendulele le mibuzo bese uyiposa. Sebenzisa le mvelophi:

Ngicelake ungiphendulele le mibuzo:

**1. Yini evenza uthisha wemfundo vabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha siithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Ukubambisana okuphakathi koThisha bebedwa kubafundi abadala kube nabudlelwano phakathi koThisha nabadala. Outhisha babhuka ipindawo yabamphandle bathola izemmeri kwezemfundo kagesizisana nomphakathi wengithanda imfuno wathambisa ukuthi bathanda nomakhono. Uthisha kufanele abazumele abadala abukushoyo isifundo basithule ngendlela ehehayo nekajabulisoyo umabontuleka ukusagubula intinga uthisha abaye. uthisha ngawo senke wathuthi ekagcine.

**2. UThisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela onsebenzisayo ukubona ukuthi wonza into efanele?)

Uthisha akathale imigwa yabadala ukuthi injani ngemva kwesifundo, akabafunde ekusweni ukuthi bakubiza kanyani ngesifundo. Amabhunga kanye ne Register anamisa uthisha wabadala ekugonchweni isithi nekuphuhlisa. Ukuphuhlisa kwakhe akugapheli ukuthi ukubhala phansi wiphumbapo ukuthi kule iphuhlisa kubo namadimi.

3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanye nokuzipatha okuthatheka nlangokuyi mamelelo?

Ukwenza amacourses ahambele  
amaworkshop afanele namabhunga  
kanye namaphelphi ukuzekwazi  
ukutholel' ukwazi lolizho.

Your Name (optional):

Ngiyabonga. usungayiposa usebenzise invilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lemibuzo:

1. Yini eyenza uthisha wemfundo wabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Ukugqesha esikutholisi kwisikho-  
kwa operation upgrade  
utwazi utwiziselisa abantu cibulala  
ngandleli eyenza beshesha kutwazi  
ukwizimela nokwizimela

2. U-Thisha wabadala uzibona kanjani ukuthi umsebenzi wakhe usawenza ngendlela efanele?

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

Uzibona ngokuthi uma esayinile  
enze isivivinyo kubantu abayinile  
sile abese etwazi utwazi ukuthi  
bayphenekisi kanjani imibhumela  
yebo injani uma bayphenekisi kakhulu  
ucabona ukuthi usebenzisa kakhulu

3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanve nokuzipatha okuthatheka njengokuvl mpumelelo?

Ngokuthi AXHUMANE NOMPHAKATHI  
AZI NGEZINKINGA ZABO NCAMUNYE  
NCAMUNYE EMVA KWALOKHO USEYOKWA-  
ZI UKUTHI YILowo NALowo UDINGANI  
UKWIZE ATHUTHUKE. NCALAYONDELELA UYOBE  
USEYAKWAZI UKUTHUTHUKISA UMPHAKATHI.

Your Name (optional): VICTORIA S. MNTAMBO

Ngiyabonga. usungayiposa usobenzise invilophi efakwe phakathi.

David Ensor  
17 Bera West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lomvliophi:

Ngicelake ungiphendulele lemibuzo:

**1. Yini evenza uthisha wemfundo vabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

SITHI WUTHISHA NGEMPELA NGOBA EZIHLONIPHA  
IMPHAKATHINI. EBAMBISENGE NABANTU ABANTU  
ABADALA FUTHI EKWAZI UKUZWELANA  
NABO EZINKINGENI ZABO.

**2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisenzisayo ukubona ukuthi wenza into efanele?)

UBONA NGESIKHATHI EBENZISA IMISEBENZI  
ESA MIDLALO EKLASINI.

**3. U-Thisha wemfundo vabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanye nokuzipatha okuthatheka nengokuyi mpumelelo?**

INYO ENKEZA UTHATHA WEMFUNDO YABADALA AITHI ITHUTHU  
NOKUNYANO UKUYALANDI KUKHANA IZIMFUNDO (LAWES)  
ZABADALA YILANDI AZITHOLA KHONA IMPUMELELO ENKEZANI  
WAKHUSI: UZIMHLELA IZINSIZA ZIMFUNDO NOTWAZI  
NINITHI ITHUTHU KUNYALANDI ANKHO ZENI. UMA UTHATHA  
ENKUNITHI KAKI UNYALANDI ANKHO UNKHO. UMA ANKUNITHI  
ANKUNITHI NATHI IMPUMELELO JOZIMHLELA.

Your Name (optional): T. A. NIKESK

Ngiyabonga. usungayiposa usebenziso imvilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

# IMIBUZO

Ngiphendulele lembuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lembuzo:

**1. Yini eyenza uthisha wemfundo yabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zonzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Okokubala, ukubhekisa kuka ithisha ukuthi umsebenzi  
Jini... Ngekwemvelo yakho. Loko kuboniswa uithana,  
uithana lomsebenzi wakhe kaniyo nasefunda. Bakhe  
Uma amakhosi ikhona kabi. Amakhosi kabi kubo wabhe  
umsebenzi wakhe nasefunda yaba ake. Kulendawo  
kulu kuni kakhulu. Ngeboni bakho. Abantu laba  
Bukhala abazi idini. Ngeboni yaba yakudala.

**2. U-uthisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

Amakhosi bona. Ngeboni bakhe. Ngeboni. Amakhosi  
mihana. Ngeboni bona. Ngeboni. Ngeboni. Ngeboni.  
Ngeboni. Ngeboni. Ngeboni. Ngeboni. Ngeboni.  
Yena kubo ukuthi ikhona yini. Ngeboni kubo  
umsebenzi wakhe.

**3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
lkhono kanye nokuzipatha okuthatheka njengokuvi mpumelelo?**

- kufanele ake abudlelwano nabantu  
(abangafundile).
- Abafundi bangamakhwazi alisha  
Bachulekile ukubiza
- Angabenzeli izingane abafundile
- Angaxi ngokukhulu ehabayo nabantu
- Uwe bamele umsebenzi

Your Name (optional): Thokozile Gladness Zikali

Ngiyabonga. usungayiposa usebenzise imvilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

①

## IMIBUZO

Ngiphendulele lembuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lembuzo:

1. Yini eyenza uthisha wemfundo vabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?

(Okungukuthi yini lena eyenza uthisha sihi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

- kidingo abantu abafundile ngabo umu-  
ngiliganisa u 80% abantu abafundile  
u 20% abafundile kuphele ngokubona kwami  
ngakho uthisha kubafundile abe nekhono.

- Nkheswela ukunikekela, ukulandela.

- Ukungabikela kwemfundo ngenxa yobuciko efund-  
wa imigwaga, ugesi, umanzi ech-  
ngokungazi iminyaka zihlanganisa luyo.

2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

- Ukubona kwabafundi ekilasini lakhe.

- Ukubhuma kwabo, baya ngokunopho.

- Ukuxhumana kubafundi ngokulandela  
ngokubikela kwami ngokulandela asetheniseke  
khona.

- Isivivinyo zeminyaka (mont'v'v'v')

## **APPENDIX I RETURNED QUESTIONNAIRES/LETTERS**



**3. U-Thisha wemfundo yabadala ukwenza kanvani ukuthi athu thukise abuchule  
ikhono kanve nokuzipatha okuthatheka njengokuyi mpumelelo?**

kumele.....uthisha.....wa bafadala akwazi  
ukuthi.....uthisha.....abazali bakhe  
kumele aqiniseke abangazithandi  
abazithukise nangengethango abo  
exoxisane ngesinto abangazithandi  
khona uthisha azizizweni kule  
kule. lokho kuvukuzi. ho kulekuthisha

Your Name (optional):.....C. M. NYAWO.....

Ngiyabonga. usungayiposa usebenzise imvilophi efakwe phakathi.

David Ensor  
17 Bora West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemyilophi:

Ngicelake ungiphendulele lemibuzo:

**1. Yini eyenza uthisha wemfundo wabadala ebe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

ukuthuthukisa umphahathi ngamathono  
nangabukhuthaza abadala bazimisele  
ukufunda, khunye kuyokuba abantu  
abadala batwazi ukuzenza izinto  
ngokwabo ngokuzatela izindlu  
zangasese bayathuthukise ngaphandle  
hokuthembela kwabanye abantu

**2. U-Thisha wabadala uzibona kanjani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

Jebeni ikhona uma izinga labafundi  
likhula futhi lisicima isikhalo kabo  
yiyona ndlela esibona ngayo ukuthi  
umsebenzi usezeka kakhulu ngokwabo  
sivoxisane ngazidanga zabo okho  
kuyakuthaza futhi kuyabonisa insebenzo.

**3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
lkhono kanve nokuzipatha okuthatheka njengokuyi mpumelelo?**

UThisha kufanele ahlalnganyele nabanye  
okusha kuma - (workshop) lapho oku-  
suke kukhona abaqeqeshi bezemfu-  
ndo yabadala. ukuse ahlale ulwazi  
lwabanye. nokuyithola amanye  
amakhono ukuzimisela nomqondo omu-  
sha ukuse afundise ngokuyi mpumelelo.

Your Name (optional): K.N. Mthethwa (Miss)

Ngiyabonga. usungayiposa usebenzisa imvilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo hese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lemibuzo:

**1. Yini eyenza uthisha wemfundo wabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Kufanele uthisha wabadala azinikele emsebenzini wakhe, awuthande umsebenzi wakhe wokuthuthukisa umphakathi wakubo odinga uku-  
khanyiselwa ngemfundo. Kufanele abe nobuciko bomlomo, okungukuy-  
khuluma kahle nabantu abadala  
abe nesineke ukuba nabo babe nelukhuluko le-  
mfundo.

**2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

U-Thisha ubona ngabo abantu abafu-  
ndisayo ukuthi bayahambisana tini  
naye. Kufanele konke akushtyele kubona  
engabaphutisi ahambusane nabo. Indlela  
efanele ukuthi abantu bavumelane  
naye kuthi konke abakwenzayo.

**3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thuklse ubuchule ikhono kanye nokuzipatha okuthatheka njengokuyi mpumelelo?**

## IMIBUZO

Ngiphendulele iemibuzo bese uyiposa. Sebenzisa iemvilophi:

Ngicelake ungiphendulele iemibuzo:

### 1. Yini eyenza uthisha wemfundo yabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Uthisha wemfundo yabadala, singamanye phela  
unaphakathi, ngaleyo ndlela unaphakathi uyamazi  
uyamathela, kukhona ukuxhumana okukhulu  
kumele futu i-environment akuya  
ayisebenzise, ukuze luthisha unaphakathi  
kufezise izinjongo zokufunda nokujikelelapha  
mvelo kanye namaziko amaphakathi.

### 2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?).

Abantu abadala ngabantu abaninzi kuzinto  
eziningi. Njengoba befunda kufuna ukwazi  
ukubhalwa nokufunda. Uma sebekwazi lekhona  
ababona bebona, bekhona ukufunda  
kufuneka phakathi. Indlela enjengayo ukubona  
ukubhalwa, ukubhalwa ngokufunda, ukubhalwa  
endaweni yabo, ukubhalwa ama 'charts' bafunda ukubhalwa  
babonani, lekhona ababonayo bese kubhalwa  
phansi, nabo kubhalwa.

**3. U-Thisha wemfundo yabadala ukwenza kanvini ukuthi athu thukise ubuchule  
ikhono kanve nokuzipatha okuthatheka njengokuvi mpumelelo?**

Uma sebebonakala benothando  
Uthisha azame ukubafundisa  
Inhlanzeka emakhaya, ukupheka  
ukwenza imisebenzi yezandla  
Abakhuthaze ukuba nabo basize  
ngokufundisa abanye njengoba  
nabo basizakele

Your Name (optional): Juliet Nxumalo

Ngiyabonga. usungayiposa usebenzise imvilophi efakwe phakathi.

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lemibuzo:

**1. Yini eyenza uthisha wemfundo wabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungokuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Uthisha wabadala bakacele  
imvumo enduneni yendawo  
uklahlanganisa umphakathi,  
achaze izidingo zokuba bafunde  
ukuze bazithuthukise mabakwazi  
ukufunda nokubhala nokuhlangana  
nabanye bacobelelane ulwazi  
nempucuko nendlela yokuzithuthukisa

**2. U-Thisha wabadala uzibona kanjani ukuthi umsebenzi wakhe usawenza ngendlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

Kumele uthisha wabadala  
afundise ngezinto abazibonayo  
nabazenzayo emakhaya nasemphakathini.  
Ahlale ngokufundwe, ashintshe  
izindlela zokufundisa.  
Abathande abakhombise ukuthi  
nabo banolwazi, amukele imibono yabo.

3. U-Thisha wemfundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanye nokuzipatha okuthatheka njengokuyi mpumelelo?

Ukuxhumana nokugqesha bemfundo  
yabadala kufanele utshu abe  
Nesineke ababekizelele abangaphu-  
meleli esikoleni isonto lonke, Uma  
befika khombisa ukubamkela. Uma  
ungakwenzi lokho, Phinde babuye  
esikoleni.

Your Name (optional): MKHONTO S. T. P.O. BOX 54  
MBAZWANA  
Ngiyabonga. usungayiposa usebenzise imvilophi efakwe phakathi. 3974

David Ensor  
17 Berea West Rd  
WESTVILLE 3630

Tel: 031 - 862598

Other Comments:

Mina njengomfundisi wabadala Nginesicelo  
nghubeka nokugqesha usizo lukhona.  
U Operation upgrade wasizizwa  
sicela aqhubeka noqeqesho lwakhe.

# IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lemibuzo:

## 1. Yini evenza uthisha wemfundo yabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?

(Okungukuthi yini lena eyenza uthisha sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Kutanele abhumane nabagqeshi botusha bemfundo yabadala. Utusha bebodwa nabaxhumane ukuze babhekane nomzabalazo wokufundisa abadala. Ukukhutshala kukatshisa afike ngesithathu esikoleni, abafikokugala abamkele ngendlela etokozisayo. Ubuso butsha tusha nobungo nyukubali, khombisa ukubakhande, Lokhokuzobiza abanye.

## 2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenza ngendlela efanele?

(Khona yini indlela onsebenzisayo ukubona ukuthi wenza into efanele?)

Ubona ngabo abantu abadala umq sebefundile bakhombise ukutshatsa baze basho batshu ghubeka tusha. Utusha uyazilungiselela phambi kokuba aye kubafundi (preparation) kanyalo iRegister ibalulekile wazi ukuthi abafundi bayenyuka nomq bayehlala.

**3. U-Thisha wempundo yabadala ukwenza kanyani ukuthi athu thukise ubuchule  
ikhono kanye nokuzipatha okuthatheka njengokuyi mpumelelo?**

humele isifundo sakho usigale  
ngandlela ezokheho kubafundi  
nezobenza balangazelele ukushu-  
beka kwesifundo ube nomoya  
omuhle kubo ungathethi ukuze  
nabo bangabulele isifundo sakho  
wena thisha.

Your Name (optional) Busisiwe Happy-Joice Mbuyiso

Ngiyabonga. umungayipasa usebenzis imvilophi efakwe phakathi.

David Ensor  
17 Beren West Rd  
WESTVILLE 3630

Tel: 011 - 862598

Other Comments:

## IMIBUZO

Ngiphendulele lemibuzo bese uyiposa. Sebenzisa lemvilophi:

Ngicelake ungiphendulele lemibuzo:

**1. Yini eyenza uthisha wemfundo yabadala abe nobuciko nekhono kulendawo efana ne Mbazwana/Ubombo/Ngwavuma?**

(Okungukuthi yini lena eyenza uthishi sithi wuthisha ngembela, zenzo zini, futhi buciko buni anabo, kulendawo yase Mbazwana/Ubombo/Ngwavuma?)

Uthisha sithi unquthisha ngembela ngoba ekwazi ukhuphumelelela umsebenzi wakhe nobuciko bokufundisa abantwana noma abafundi futhi abe nobuciko bokudansa imigongo yabafundi esayala nje isifundo zakhe.

**2. U-Thisha wabadala uzibona kanyani ukuthi umsebenzi wakhe usawenzi ngandlela efanele?**

(Ikhona yini indlela enisebenzisayo ukubona ukuthi wenza into efanele?)

Uzibona ngokuthi afundise cisphinda phinde into noma isifundo baze bayazi banke, ubabuza ukuthi bebulile kanjalo nangakusasa ubanikaze izivivinyo ukuze uzibone ingubekela phambili.

PIBAG 346

MBIZWANA

3174

03 April 1995

Dear David

I was very much happy to receive your letter on the 28th March 1995.

We have learned so much from you during your research. We've improve our knowledge very well. I thank you so much David, I wish that other white people will follow your foot steps to love each other as you do so.

We couldn't believe that you'll enjoy our meal. We thanks a lot for learning materials you gave us by the hands of Mr. M. Molelele. Many thanks for your kindness David. God bless on your way.  
Thanks

Yours Sincerely  
Nomsa Angelina ZIKHALI

**Author: Ensor D**

**Name of thesis: The effective rural literacy tutor- A study of adult literacy tutors in Ubombo, Kwazulu Natal**

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