

https://dspace.org/

An investigation into the impact of Culturally Sustaining Pedagogy (CSP) on students' learning and the teacher's practice in an adult English Second Language (ESL) presentation skills classroom

Ponnen, Michelle

2020
https://hdl.handle.net/10539/30025

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

Masters Research Title:

An Investigation into the Impact of Culturally Sustaining Pedagogy (CSP) on Students' Learning and the Teacher's Practice in an Adult English Second Language (ESL) Presentation Skills Classroom

Name:

Michelle Ponnen

Student number:

803083

Protocol Number:

2018ECE013M

Research Supervisors:

Dr. Maria Prozesky & Dr. Belinda Mendelowitz

Faculty/Department:

Applied Language and Literacy Education

Degree:

Masters in Education

Submission Date:

06 July 2020

Acknowledgments

Firstly, I would like to thank my family and friends for their support and encouragement.

Secondly, I would like to thank my school for giving me the opportunity to further my studies and for their collective guidance, help and advice.

Lastly, I would like to thank my supervisors, Dr. Maria Prozesky & Dr. Belinda Mendelowitz, for all their assistance and valuable insight.

Abstract

This study seeks to contribute to the field of second language instruction by investigating the impact of Culturally Sustaining Pedagogy (CSP) on students' learning and the teacher's practice in an adult English second language Presentation Skills classroom. The study aimed to discover the impact of CSP strategies on adult ESL students' learning of Presentation Skills, the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills as well as to ascertain the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies.

The study was conducted at a language school in Johannesburg with seven second language learners who were enrolled for a ten week English short course on Presentation Skills. They came from a wide range of linguistic, cultural, economic and social backgrounds and were between the ages of 29 to 60 years old. Data was collected using a questionnaire, a teacher's journal and the students' reflective paragraphs.

The findings indicated that CSP strategies increased the effectiveness of the Presentation Skills course as it facilitated getting to know the students better, the creation of a humanizing class environment, foregrounded the importance of critical teacher reflection and the development of a third space. Another key finding was the three affordances of CSP strategies for adult ESL students' learning of Presentation

Skills, which were grouped under the following three themes: the emergence of discourses of diversity, tolerance and respect; an awareness of cultural identity and the creation of a learning community. In contrast, there was one limitation of CSP strategies for adult ESL students' learning of Presentation Skill, a perceived weak cultural identity. Students indicated that they did not have a strong cultural background or identity and demonstrated a superficial understanding of culture, which resulted in surface level engagement. Furthermore, it was evident that the impact of CSP strategies in a Presentation Skills course was overwhelming positive as they positioned learners as a source of knowledge and skill and encouraged understanding of other cultures and people.

This research is of particular importance to language instructors, teacher trainers, curriculum developers and adult ESL learners as it highlights the importance of including the cultures of students in order to create an equitable learning environment that validates the experiences, identities and languages of learners which ultimately positively impacts the efficiency of learning and teaching. It would also allow teachers to be better prepared for the multilingual, multicultural and multiethnic reality of classrooms.

Declaration

This research report is my own original work. It is submitted in partial fulfillment of the requirement for a Masters in Education degree.

Signed: Michelle Ponnen 

Date: 06 July 2020

Place: The University of Witwatersrand, Johannesburg

Table of Contents

1. Introduction

1.1. Background p.10

1.2. Rationale p.15

1.3. Research Questions p.21

1.4. Aim of the Study p.22

2. Literature Review

2.1. The importance of culture in learning p.23

2.2. The impact of colonization on culture and schooling p.25

2.3. A brief overview of how culture, languages and literacies of communities of colour are viewed within the educational context p.26

2.4. The incorporation of culture in teaching p.27

2.5. Culturally Relevant Pedagogy (CRP) p.28

2.6. Critiques of Culturally Relevant Pedagogy (CRP) p.29

2.7. Culturally Sustaining Pedagogy (CSP) p.31

2.8. Language as symbolic capital p.33

2.9. Language and investment p.34

2.10. Language acquisition as identity acquisition p.35

3. Research Methodology

3.1. Nature of the study p.38

3.2. Site p.39

3.3. Contextual background information about the course p.40

3.4. Participants p.41

3.5. Ethical considerations p.45

3.6. Data collection tools p.46

3.6.1. Research journal p.46

3.6.2. Analysis of students' reflective paragraphs p.47

3.6.3. Questionnaire p.47

3.6.4. Data analysis tools p.49

3.6.5. Interventions p.50

4. Data Analysis

4.1. The impact of CSP strategies of adult ESL students' learning of Presentation Skills p.56

4.2. The effect on teachers' perceptions of the effectiveness of the Presentation Skills course with the use of CSP strategies p.68

4.2.1. Getting to know my students p.69

4.2.1.1. Activity 1: I am the author of my own story; introducing myself p.69

4.2.1.2. Activity 2: Stories of success and endurance; there's light at the end of the tunnel p.89

4.2.2. The creation of a humanizing classroom environment p.94

4.2.3. The importance of critical teacher reflection p.97

4.2.4. Development of a third space p.103

4.3. The affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills p.105

4.3.1. The emergence of discourses of diversity, tolerance and respect p.105

4.3.2. An awareness of cultural identity p.108

4.3.3. The creation of a learning community p.112

4.3.4. Perceived weak cultural identity p.113

5. Conclusion and Limitations p.116

5.1. Conclusions p.116

5.1.1. What is the impact of CSP strategies on adult ESL students' learning of Presentation Skills? p. 116

5.1.2. What are the affordances and limitations of CSP strategies for adult ESL students' learning Presentation Skills? p. 118

5.1.3. What are the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies? p. 120

5.2. Limitations p. 121

5.3. Directions for future research p. 122

6. References p.123

7. Appendices

7.1. Appendix A – Ethics Clearance Certificate p.130

7.2. Appendix B – Letter from University Registrar p.131

7.3. Appendix C – Organizational Consent Letter p.132

7.4. Appendix D – Sample of student information sheet & consent form p.133

7.5. Appendix E – Student Questionnaire p.135

7.6. Appendix F – Presentation Skills Assessment tasks & Rubric p.138

7.7. Appendix G – Edmodo Posts p.147

1. INTRODUCTION

1.1. Background

South Africa is a multicultural, multilingual, multiracial country, which has a checkered history of colonialism and racial discrimination through its apartheid policies (McKinney, 2011; McKinney, Carrim, Marshall & Layton, 2015). Despite South Africa having eleven official languages, English possesses a hegemonic position as it is viewed as the gatekeeper and requisite for access to education, employment, technology and upward mobility (Makalela, 2009; Kamwangamalu, 2001; van der Walt & Hibbert, 2014; Kembo, 2000). “English continues to be viewed as a powerful commodity and its position unassailable” (Makoe & McKinney, 2014, 670). The relevance and need for English are undisputed as evidenced by the following quotes. “English provides access to education and job opportunities, it also acts as a barrier to such opportunities for those who do not speak it or whose English is poor” (Branford, 1996 as cited in Kamwangamalu, 2001, p.367). Furthermore, “it is an important key to knowledge, science and technology…” (Masemola & Khan, 2000 as cited in Kamwangamalu, 2001, p. 367). Ramphele aptly pointed out, “the dominance of English as an academic language in institutions of higher education established English as an effective gatekeeper to academic success…” (Ramphele, 1995 as cited in Van der Walt & Hibbert, 2014, p. 207).

However, according to Statistics South Africa only 9.6% of the population speak English as a first language hence there is a strong need for training in English as a Second language. The low English proficiency in South Africa can be attributed to the education policies of the apartheid system, which impacted the language of instruction, the quality of teacher training and teachers’ language competency and language ability. “Also notable is that the IALs (*Indigenous African Languages*) were

used as languages of instruction for least up to Grade 8 under the Bantu education system" (Makalela, 2009, p. 173). Thereafter instruction was given in English.

The limited exposure to opportunities to practice English was a possible contributor to poor English proficiency. This thought is echoed by Pai Banya who states that language is a huge barrier to learning.

> It has always been felt by Africa educationalist that the African child's major learning problem is linguistic. Instruction is given in a language that is not normally used in his immediate environment, a language which neither the learner nor the teacher understands and uses well enough (Obanya, 1980 as cited in Brock-Utne, 2014, p. 4).

McKinney further emphasizes that language plays a key role in how one is perceived and positioned in the quote below:

> The ways in which people value language and speakers differently and frequently position each other differentially in relation to the ways in which they use language and the kinds of language they use is largely informed by their beliefs about language; what particular instances of language use index is similarly informed by language ideologies (2016, p. 19).

The reality in South Africa is that despite English proficiency facilitating access to power, status, employment and education, many adult South Africans have poor English language skills**.** Currently, many adults are registering for English as a Second language courses in an effort to improve their English proficiency for personal, professional and academic reasons. In addition, many black South Africans are now given more employment and managerial opportunities due to the political changes since 1994 with the implementation of Black Economic Empowerment (BEE), which aims to address the inequalities of the Apartheid system. Even though

BEE has positive intentions, many Black South Africans feel the need to improve their English language skills, as they have to communicate predominantly in English with their employees and subordinates, some of whom are native speakers. Furthermore, if we aim for education that is truly decolonially empowering, critical access to English is required as “not all languages, discourses or registers are equal in the linguistic marketplace: some are ‘more equal than others’ “(Pavlenko, 2018, p. 283).

However, given the vast differences in students’ cultures, languages, educational background, motivation and levels of proficiency, teachers are often faced with the challenge of providing meaningful, empowering and student-centered education that enables students to excel academically while utilizing their cultural funds of knowledge and the various identities. Moreover, other challenges include the various ways students are influenced by their race, language, ethnicity, social class and the plural ways they learn, behave and talk (Jabbar & Mirza, 2017).

This study presents Culturally Sustaining Pedagogy (CSP) as an approach to teaching these diverse, multicultural and multilingual students in a manner that views them from an asset-based rather than a deficit-based pedagogy. Culturally Sustaining Pedagogy has as “its explicit goal supporting multilingualism and multiculturalism in practice and in perspective for students and teachers” (Paris & Alim, 2014, p.90). Alim and Paris provide a succinct description of CSP below.

> CSP seeks to perpetuate and foster – to sustain – linguistic, literate, and cultural pluralism as part of schooling for positive social transformation. CSP positions dynamic cultural dexterity as a necessary good and sees the outcome of learning as additive rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than

> replacing deficits. ”In addition, the incorporation of culture and history into the classroom provides students with the platform to excel (2017, p. 1).

As South Africa is a multicultural and multilingual country, culturally sustaining pedagogy has fertile ground to sow seeds that enhance the cultures and languages of the students and create spaces for them to be utilized as tools for education and empowerment. South African students have been schooled in environments that adhere to colonial ideologies and approaches to teaching that have always foregrounded Western, colonial, monolingual and monocultural perspectives; this is evidenced by the continuation of English as the medium of instruction and Eurocentric assessment criteria and testing (McKinney, 2011; Makoe & McKinney, 2014). This approach to teaching can be defined as a deficit approach as it “views languages, literacies, and cultural ways of being of many students and communities of color as deficiencies to be overcome if they are to learn the dominant language, literacy and cultural ways of being demanded at school” (Paris & Alim, 2014, p. 87)

In contrast, CSP views the languages, literacies and cultural ways of being of students as assets and resources to deal with in a multilingual and multicultural world and essential for honoring and valuing communities (Paris & Alim, 2014). Secondly, CPS supports multiculturalism and multilingualism as a tool to enhance communication across local, regional and global boundaries. This is especially relevant and necessary in the current times as the five emerging national economies are Brazil, Russia, India, China and South Africa. These countries are not pre-dominantly English-speaking countries and in order to engage in trade and business, South Africans need to embrace multiculturalism and multilingualism and embrace their power to provide access and opportunities for power. I differentiate between cultural and linguistic flexibility and view the former as being conscious of and sensitive towards different cultural practices and cultural norms while I view the latter

as being willing to acknowledge various linguistic varieties as valid and to participate in them to foster meaning and communication. "Fostering linguistic and cultural flexibility has become an educational imperative" (Paris and Alim, 2014, p. 95). Paris and Alim sum up this idea best, as our future

> "shifts towards a majority multilingual, multicultural society of color embedded in an ever more globalized world, cultural and linguistic flexibility is not simply about giving value to all our communities; it is about the skills, knowledges, and ways of being needed for success in the present and future" (2014, p. 89).

The concept of success is very broad; in South Africa success within the business world is linked to proficiency of English as the majority of companies conduct business in English, schooling is conducted in English and access to tertiary institutions is determined by one's proficiency in English. Furthermore, one is perceived differently with regards to status and importance is one is fluent in English. However, this is at odds with the linguistic reality of South Africans and the changing demographics of the world. As the world's population increasingly becomes more diverse and there are shifts in economic power, the need for multilingualism and multiculturalism as essential tools for communication become increasingly evident. Hence success in the modern, global, technological and diverse world requires embracing multilingualism and multiculturalism.

Lastly, when "students are taught in an environment which is designed to help them succeed, students from ethnically diverse backgrounds find it empowering and liberating, leading to higher levels of achievement and student satisfaction" (Jabbar & Mirza, 2017, p. 36). If CSP is to be effective on the several levels at which it aims, it needs to adapt with sensitivity and profound receptiveness to the specific context as these students are adults, who are learning English language skills for a specific purpose, to improve their English communication skills within a business context;

within South Africa. This highlights the need to be aware of the specific history and demographics of South Africa**.**

1.2. Rationale

In this section, I will provide the rationale for my study by expounding on research gaps, real-world challenges and problems as well as general contextual background information.

This research seeks to address five pertinent gaps in the available literature on second language learning. Firstly, while there has been significant research done in the field of culturally relevant and culturally sustaining pedagogy by various researchers in multiple contexts**,** these studies have been conducted in countries such as the United States of America, the United Kingdom, Canada, Brazil, New Zealand, and Australia (Austin, 2017; Blair, 2017; Daly, 2017; Ford, 2017; Irizarry, 2017; Jabbar & Mirza, 2017; Jackson, Johnson, 2017; Joyce, 2017; Sachs, Clark, Durkaya, King, Lake & Limb, 2017; San Pedro, 2017; Wong & Pena, 2017). However, evidence from the literature shows a dearth in studies done in CSP on adult learners in the South African context.

In addition, Morgan and Ramanathan foreground the importance of research in non-western sites and the need for the discovery of decolonial ways of teaching English that can provide a broader set of identities for second language English learners. Since

> Western interests have an almost exclusive hold on the language teaching industry …much more attention needs to be put to the issues, problems and triumphs in language teaching in other than Western sites, and to how English language learners in those sites are positioned (cited in Norton & Toohey, 2011, p. 437).

In support, Norton and Toohey also state that understanding second language processes must be “enriched by research conducted in postcolonial and indigenous sites, where multilingualism is ubiquitous and language acquisition processes can be quite different from language learning experiences in the West” (2011, p. 436).

It is imperative to note that colonialism was integral in shaping and re-ordering the world as it brought the colonial power matrix, which is “ European, capitalist, military, Christian, patriarchal, white, heterosexual male” (Grosfoguel, 2011, p. 8). This matrix functions by creating racial, linguistic, pedagogical, media and informational and epistemic hierarchies which privileged the minority (Grosfoguel, 2011, Ngugi, 1986, Mbembe, 2015). These hierarchies impacted the education system through the medium of instruction, the teaching methods, the Eurocentric curriculum, exclusion of non-Western epistemological frameworks and languages and segregated schooling based on race which created disparate access to education and resources. The hierarchies also reinforced the dominance of Western knowledge and theory, languages and pedagogy (Grosfoguel, 2011; Ngugi, 1986; Mbembe, 2015).

Even though colonization has ended, these hierarchies are still at play in South Africa, 24 years after democracy and apartheid. This evidenced by the continuation of English as the medium of instruction in majority of schools, monolingual practices, a curriculum and content based on an Eurocentric epistemic canon, the disparate access to resources and dominant discourses by the different racial groups or ethnicities and disparate academic success. Furthermore, these hierarchies affect the identity of students, their levels of participation in classrooms and their capacity as meaning makers and consequently, reinforce dominant power and discourse structures (Mbembe, 2015; McKinney, 2015; McKinney, 2011; Makoe & McKinney, 2014).

Despite the diverse students who are multilingual and multicultural and the rapidly changing socio-economic and political climate, the pedagogy adhered to in schools is outdated, unjust, monolingual/monocultural and asymmetrical (McKinney et al., 2015; McKinney, 2011). The severe impact of this is made clear in this quote, " Monoglossic ideologies informing official language policy and classroom practice ultimately remove 'voice' from children in the sense of their 'capacity to be heard', resulting in a form of 'epistemic injustice' where individuals are undermined in their capacity as knowers" (McKinney et al., 2015, p. 105). The need for decolonial education is of paramount importance in redressing the past inequalities and current differential access to knowledge, resources and opportunities.

Secondly, the majority of the studies have been conducted on minority or immigrant students (Austin, 2017; Blair, 2017; Daly, 2017; Ford, 2017; Irizarry, 2017; Jabbar & Mirza, 2017; Jackson, Johnson, 2017; Joyce, 2017; Lake & Limb, 2017; Sachs, Clark, Durkaya, King, 2017; San Pedro, 2017; Wong & Pena, 2017). There have not been many studies done on students who are the majority in a country like African/Black students in South Africa. It is pertinent to note that an added concern could be the resistance that students display towards the inclusion of their culture in learning English as they might consider it counterproductive towards learning as English is often given a prized position and occupies the top tier in the hierarchy of languages in South Africa.

Thirdly, the majority of studies in this field have focused on interventions or research aimed at children or young adults within various levels of schooling (primary, secondary or tertiary) (Austin, 2017; Blair, 2017; Daly, 2017; Ford, 2017; Irizarry, 2017; Jabbar & Mirza, 2017; Jackson, Johnson, 2017; Joyce, 2017; Lake & Limb, 2017; Sachs, Clark, Durkaya, King, 2017; San Pedro, 2017; Wong & Pena, 2017). There have not been many studies aimed at adults who are already employed and

currently attending a short course designed to teach specific language skill sets. Adult students may have more concrete perceptions of themselves, their identity and English itself; they may not be open to the idea of including their cultures into English learning as they have been indoctrinated into thinking that learning English requires adopting a monolingual, Western, Eurocentric mindset. McKinney highlights the notion of *Anglonormativity* to describe "the dominant language ideology that makes proficiency in particular forms of 'standard' English compulsory*" (*McKinney, 2016, p.12*).*

Fourthly, in many of the studies conducted the researchers have been minority researchers who are interested in researching members of their own communities; there is a need for non-indigenous researchers to conduct research to assist indigenous learners in order to allow educators/researchers to take responsibility to identify and rectify areas of inequality in curricular and structural issues, understand the learners' cultural backgrounds, gain awareness of the plurality of learning styles, acquire a deeper understanding of the need and problems of indigenous learners and develop a broader understanding of culture and privilege (Pirbhai-Illich, Pete & Martin, 2017; Martin, Parbhai-Illich & Pete, 2017). I am not an African indigenous researcher; my learning about my students' cultures and languages will therefore be ongoing. This will add another layer of decolonial complexity as my positionality and conscientization will be ongoing. However, I believe Ladson-Billings makes a strong argument for teachers conducting research into their own practices in the following quote: "Teachers need not shy away from conducting their own research about their practice. Their unique perspectives and personal investment in good practice must not be overlooked" (Ladson-Billings, 1995, p. 163).

Fifthly, "present day post-apartheid South African has been described as an 'ontological hotspot' and as a 'laboratory for social change" (Soudien, 2014, p. 210-

211 as cited in McKinney, Carrim, Marshall & Layton, 2015, p. 10). This is especially apt given the recent “Fees Must Fall” movement and the push for decolonial education which have swept across various campuses of higher education in South Africa. Culturally Sustaining Pedagogy (CSP) is a useful tool for decolonial education and a potential way to attempt to redress the inequalities of the education system while achieving social justice as “the mythology of the “decolonization of the world” obscures the continuities between the colonial past and the current global colonial/racial hierarchies and contributes to the invisibility of “colonality” today” (Grosfoguel, 2011, p. 14). Culturally relevant pedagogy, which CSP has its roots in was born out of the need to “address the ways in which education in multicultural societies systematically disadvantaged students whose cultures are not reflected in mainstream pedagogies, curricula and organizational structures” (Pirbhai-Illich, Pete, Martin, 2017, p.13) and thus serves as a decolonizing practice. Jabbar and Mirza advocate strongly for the use of culture and history in the classroom as it “gives ethnically diverse students a platform to succeed. When students are taught in an environment which is designed to help them succeed, students from ethnically diverse backgrounds find it empowering and liberating, leading to higher levels of achievement and student satisfaction” (Jabbar & Mirza, 2017, p. 36).

In this section, I will highlight my personal, pedagogical and ideological motivation for this research. I am personally motivated to improve the learning experience and environment for adult learners in my classroom as I believe the course is poorly designed, decontextualized and seeks to limit and alienate students’ linguistic and cultural resources as it does not recognize the multiple literacies, languages, cultures and life experiences of the students. The current curriculum and course design are based on a Western, Eurocentric model and does not reflect my students’ multilingual and multicultural realities. This quote from Bomer is relevant as it highlights the need to focus on students and not only on grammatical forms, to

"examine everyday language practices: the ways they live in specific communities, the ways they change and the ways they differ from one another. … The educational purpose is to increase language democracy by investigating how language really works" (Bomer, 2017, p. 14). Furthermore, the course focuses on incorporating White, middle class, Angolonormative English norms as the desirable ideal. For example, students are taught strategies to speak more concisely and directly without regard to cultural speech features such as use of circumlocution strategies and use of descriptive and emotive language (i.e idioms and metaphors). Students are also taught strategies for capturing the audience's attention through using a quote or statistic but South African hooks such as praise singing, use of slogans and song and dance are omitted. Moreover, students are taught skills, speech patterns and strategies that focus on western/American audiences without paying heed to the cultural and linguistic make-up of South African audiences. Lastly, the course design does not incorporate strategies that are relevant to successfully presenting a presentation to South Africans in a relatable, contextualized manner, nor does it allow students to fully express their identities and cultures to convey meaning. In our current globalized, multicultural and multilingual world, linguistic plurality, cultural dexterity and flexibility should be maintained and encouraged. Education should include the culture of students, as Bomer argues, if we are "to loosen the paralyzing hold that a dominant culture working through a state sponsored institution state like a school can have on the free expression of other cultures, it is crucial that we convince ourselves and our students that the world is unfinished" (2017, p. 15).

Given the factors mentioned above, it is imperative that research be conducted on South African English as a Second Language (ESL) learners. It is my belief that this research is of the utmost importance and relevant to me personally as I am a facilitator and teacher trainer at a language school and teach English as a second language. This research will help me to improve the teaching practice of teachers,

trainers, tutors and mentors and provide insight into how to incorporate learners' cultures into the learning process.

In addition, it will provide meaningful and beneficial advice to the teachers I train and mentor and will have a knock-on effect on the effectiveness of their teaching to their students. "As educators, we have the power to determine whether students feel included or excluded in our schools and classrooms. By bringing students' languages from their home into the classroom, we can validate their culture and their history as topics worthy of study. Therefore, the role of culture in education in paramount" (Sachs *et al*., 2017, p. 93). Moreover, I believe this research could significantly improve the learning experience for students, as they will be given the tools, knowledge and autonomy as well as incorporate aspects of their culture into their learning in order to become lifelong successful learners. Lastly, this research project will also contribute to decolonizing South African education by disrupting the hegemonic claims of Anglonormativity and promoting English as an African language.

1.3. The Research Questions

The overarching research question is: What is the impact of Culturally Sustaining Pedagogy (CSP) on students' learning and the teacher's practice in an adult English second language Presentation Skills classroom? The sub questions that inform the main question include the following:

a. What is the impact of CSP strategies on adult ESL students' learning of Presentation Skills?
b. What are the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies?

c. What are the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills?

1.4. Aim of the Study

The aim of the study is to discover the impact of cultural sustaining pedagogy on English as a Second Language (ESL) adult South African students' learning as well as to ascertain the teacher's reflections about the effectiveness of the course and to ascertain what affordances and limitations the use of CSP strategies offer for the South African context, and for the wider goal of decolonizing ESL in South Africa and beyond.

2. LITERATURE REVIEW

2.1. The importance of culture in learning

Socio-cultural theories have foregrounded the importance of culture in language learning. Vygotsky argued that humans used symbolic and physical tools to act on the world and thus children acquire, "increasing control over the meditational means made available by their culture, including language for interpersonal (social interaction) and intrapersonal (thinking) purposes" (Lantolf, 2000, p. 8). From this perspective, learning is viewed as "a social process in which culturally and historically situated participants engage in culturally valued activities using cultural tools. They thus develop the sorts of behaviours required for participation, and in doing so change the activities and the tools" (Norton & Toohey, 2011, p. 419). Studies focused in this area emphasize the value of learners' access to cultural resources and how they possibly change those resources (Norton & Toohey, 2011).

Bomer defines culture as,

> a group of people's ways of life, all of their patterns of communication, systems of valuing, habits of being, and understandings of expression – a group's way of signaling membership and belonging through both minute and large scale interactions (2007, p. 11).

In addition, Bomer firmly states that literacy and education are culturally responsive and that learning and teaching is shaped by culture (Bomer, 2007). However, culture is often minimized within the learning environments (Colvin & Tobler, 2012; Hayes & Juarez, 2011). Frequently, the culture that is present in the classroom is one that is not responsive to that of the students' culture. Bomer aptly argues that the subject English, " disciplines most severely and subtractively those students who bring the richness of communities of color, of linguistic diversity, of repertoires of practice that could expand everyone's – even the teacher's – social and linguistic resources… There is an inescapable agenda in traditional English Language Arts to replace

students' language patterns, aesthetic tastes, literacy practices and composing practices with those of a dominating culture" (Bomer, 2017, p. 12). The role of teaching is essential to enabling multicultural and multilingual students to cope as evidence in the following quote, "Teaching is seen as imparting intellectual, vocational, and civic skills and students from different ethnicities should learn to adapt to the existing context" (Colvin & Tobler, 2012, p. 33). In addition, within the curriculum theory, schools are viewed as both instructional and cultural sites, "as places where knowledge and learning are deeply related to the different social and cultural forms that shape how students understand and respond to classroom work" (Giroux, 1990, p. 362). Schools are also viewed as sites for social reproduction (McKinney, 2016). Clearly, the importance of culture within education cannot be minimized.

However, it is also imperative that we avoid simplistic definitions and notions of culture, which view culture as essentialised, static and fixed. Hall distinguishes between two conceptualizations of cultural identity: the first position implies that all individuals with a shared history and ancestry share a cultural identity and views identity as an *essence*; he explains that*, "*our cultural identities reflect the common historical experiences and shared cultural codes, which provide us as 'one people', with stable, unchanging and continuous frames of reference and meaning, beneath the shifting divisions and vicissitudes of our actual history…"(1990, p. 223). In contrast, the second position implies that while people may share commonalities, differences exist and within this position identity is viewed as a *becoming*. Hall elaborates by stating that cultural identity in the second sense "belongs to the future as much as to the past. It is not something which already exists, transcending place, time, history and culture. Cultural identities come from somewhere, have histories. But like everything which is historical, they undergo constant transformation" (Hall, 1990. p. 225). The distinction between the two definitions of cultural identity is

significant as often one is positioned as either in possession of a strong or weak cultural identity without substantial thought given to the dynamic and shifting nature of identities and cultures and reasons individuals position themselves in a particular way. Hall aptly reminds us that cultural identity, “has its histories – and histories have their real, material and symbolic effects” (1990, p. 226). This notion of culture is also secondedby Jesson et al, remind us to cognizant that cultural practices are variable and shifting over time as individuals acquire new information or exposure. They firm state that individuals are not passive and their practices and beliefs are prone to change. Jesson, Parr & McNaughton aptly state that, “Both the commonalities and the diversity of practices within cultural groups can be attributed to the dynamic nature of ideas and actions of socialization agents” (Jesson et. al, 2013, p. 2).

2.2. The impact of colonization on culture and schooling

Unfortunately, not all cultures are equally visible, acceptable and valued; colonialism facilitated discourses about the “Other” which was a discourse of dehumanization amongst others, which resulted in dichotomies such as superior-inferior, civilized-uncivilized and human-savage. This discourse has had a devastating impact on education, the organization of schools, the curriculum, the nature of classroom relationships and assessment processes; all of which disadvantages these students whose cultures were not included in curriculums and pedagogies (Pirbhai-Illich, Pete & Martin, 2017). The following quote from Grosfoguel apts sums up the hegemony of Western thinking and colonialism,

> The history of Western civilization articulated in what I have called the “modern/colonial capitalist/patriarchal western-centric/Christian-centric world-system” – has privileged the culture, knowledge, and epistemology produced by the West inferiorizing the rest. No culture in the world remained untouched by European modernity. There is no absolute outside to this system. The monologisim and monotopic global design of the West relates to other

> cultures and peoples from a position of superiority and is deaf towards the cosmologies and epistemologies of the non-Western world (2011, p. 24).

This is increasingly problematic and of great concern, when one is cognizant of the role of schools as sites of social empowerment and critical thinking.

2.3. A brief overview of how culture, languages and literacies of communities of colour are viewed within the educational context

The cultural ways, languages and literacies of communities of colour have been viewed in a wide range of ways. During the 1960s and 1970, they were viewed as deficiencies to be overcome while in the 1970s and 1980s, they were viewed as differences and in the 1980s and 1990s, they were viewed as resources. The deficit approaches foregrounded dominant language, literacy and cultural ways of schooling, which were aligned to middle class, White norms. “The goal of deficit approaches was to eradicate the linguistic, literate and cultural practices many students of colour brought from their homes and communities and to replace them with what were viewed as superior practices” (Paris, 2012, p. 93). In contrast, difference approaches viewed them as equal but different; minimal focus was placed on maintaining the community practices or heritage of families and students (Paris, 2012). Resource pedagogies with the inclusion of concepts of funds of knowledge and the third space repositioned the literate, cultural and linguistic practices of students of colour and sought to honor, extend and explore them. In contrast, funds of knowledge refer to, “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll & Gonzalez, 1994, p. 133 as cited in Paris, 2012, p. 94). Whereas the third space which refers to “a curriculum and its pedagogy [that] are grounded in the historical and current particulars of students’ everyday lives, while at the same time

orientated towards an imagined possible future" (Gutierrexz, Baquendano-Lopez & Tejeda, 1999, p. 154 as cited in Paris, 2012, p. 94).

2.4. The incorporation of culture in teaching

Anthropologists and teachers have been interested in examining ways to improve the fit between the home-community culture of students of colour and teaching, and to develop viable teaching and learning environments. There have been numerous types of pedagogies aimed at the above such as *culturally appropriate, culturally congruent, culturally responsive, culturally compatible, culturally relevant* and *culturally sustaining pedagogies*. Au and Jordan (1981) refer to the inclusion of aspects of Hawaiian students' cultural background such as *talk-story*, a language interaction style, into their reading instruction, as 'culturally appropriate'. Similarly Mohatt and Erickson (1981) term the inclusion of mixed forms, a Native American and Anglo language interaction pattern of approximating the students' home cultural patterns, in the classroom 'culturally congruent'. Also, Cazden and Leggett (1981) and Erickson and Mohatt (1982) describe similar language interactions between the teacher with linguistically diverse and Native American students as "culturally responsive". Erickson and Mohatt suggest this can be perceived as the preliminary step for closing the gap between home and school. Then Jordon (1995) and Vogt, Jordan and Tharp (1987) explain the success of classroom teachers with Hawaiian children through using aspects of the children's cultural environment in the instruction and organization of the classroom with the term 'culturally compatible" (Brown-Jeffy & Cooper, 2011; Howard, 2001; Ladson-Billings, 1995; Ladson-Billings, 1992; Morrison, Robbins & Rose, 2008; Ladson-Billings, 1995; Young, 2010). Moreover, Gay views 'culturally responsive' as

> seeing cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families, and communities to guide

> curriculum development, classroom climates, instructional strategies and relationships with students; challenging racial and cultural stereotypes, prejudices, racism and other forms of intolerance, injustice and oppression; being change agents for social justice and academic equity; mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups" (2010, p. 31 as cited in Bomer, 2007, p. 12).

Ladson- Billings coined the term culturally relevant pedagogy (CRP) to support students to maintain their cultural practices and integrate their cultural experiences and values in the classroom (Ladson- Billings, 1995).

2.5. Culturally Relevant Pedagogy (CRP)

Ladson-Billings prominently coined the term culturally relevant pedagogy; which she defines as "a pedagogy of opposition not unlike critical pedagogy but specifically committed to the collective not merely individual empowerment" (1995, p. 160). She developed this pedagogy as a result of observing 8 teachers of predominantly African American low-income elementary students who were identified by parents and principals as being outstanding teachers. Three broad propositions emerged after her study that centered around the following: "the conceptions of self and others held by culturally relevant teachers, the manner in which social relations are structured by culturally relevant teachers and the conceptions of knowledge that were held by culturally relevant teachers" (Ladson-Billings, 1995, p. 478). In short, teachers believed among other things that: all the students were capable of academic success and teachers should facilitate learning through scaffolding, assessment should incorporate multiple forms and be multifaceted, students should learn collaboratively and be responsible for one another and knowledge must be viewed critically and not as static (Ladson-Billings, 1995).

CRP aims to do the following three things: produce students who can achieve academically, produce students who demonstrate and maintain cultural competence, and develop students who can both understand and critique the existing social order by challenging the status quo (Ladson-Billings, 1995). CRP also aims to include the cultures of students in the classroom as official knowledge in an effort to reduce the growing disparity between the racial and cultural characteristics of teachers and students; it requires students to maintain both academic excellence and cultural integrity. Furthermore, CPR aims to empower students "intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes" (Ladson-Billings, 1992, p. 382). It aims to reposition learners as "sources and resources of knowledge and skills" (Ladson-Billings, 2014, 79).
In addition, CRP recommends collective action grounded in cultural ways of knowing the world, understandings and experiences.

2.6. Critiques of Culturally Relevant Pedagogy (CRP)

Firstly, critiques of CRP have highlighted that while Ladson-Billings calls for the maintenance of cultural ways of students and encourages the critique of dominant power structures, the purpose and the outcomes are not clear as it is possible to be relevant without ensuring their continued presence. In a nutshell, it is possible to be relevant without being critical. Ladson-Billings also expressed disappointment after observing teachers who claimed to be using CRP strategies by incorporating cultural examples and analogues yet failed to "push students to consider critical perspectives on policies and practices that may have direct impact on their lives and communities. There was no discussion on issues such as school choice, school, closings, rising incarceration rates, gun laws, or even everyday school climate questions like whether students should wear uniforms" (2014, p. 78). Thus, teachers fail to be

critical or challenge the status quo; they omit the vital sociopolitical or critical dimensions. Hence, they are relevant but not critical.

Secondly, Paris and Alim point out that, “asset pedagogy too often draws overdeterministic links between race and language, literacy and cultural practices” (2014, p. 90). It fails to account for the evolving and dynamic nature of culture. Instead, Paris and Alim offer the concepts of *heritage practices and community* practices, which view culture as “dynamic, shifting and encompassing both past-oriented heritage dimensions and present-oriented community dimensions. These dimensions in turn are not entirely distinct but take on different salience depending on how young people live race, ethnicity, language and culture” (2014, p. 19). While Paris and Alim focus on young people, this approach is also relevant to adults as they occupy a rapidly evolving world and have more interaction with diverse multicultural individuals within their various spaces and these factors have an impact on their perceptions of and exposure to culture, language and ethnicity. Furthermore, as the world evolves, adults do and the skills that youth require, they do, too.

Thirdly, they point out that CRP overlooks the multilingual and multicultural world we occupy and the skills students need to be successful. In the past two decades, there have been monumental changes from shifts in global economic power on both the macro and micro levels and mobility across spaces, which have led to the reconceptualization of linguistic capital and language ideologies within multicultural and multilingual environments. Darvin and Norton state that, “moving fluidly across these unbounded spaces has necessitated a communicative competence that involves the capacity to shift effortlessly from one set of communicative norms to another… Because of the dynamic nature of these spaces and the increasing diversity of those who occupy them, the asymmetric distribution of power no longer rests on the simple dichotomy of native speaker and learner” (2015, p. 41). In

agreement, Paris and Alim firmly state that, “Pedagogies can and should teach students to be linguistically and culturally flexible across multiple languages varieties and cultural ways of believing and interacting” (2014, p. 96).

2.7. Culturally Sustaining Pedagogy (CSP)

Paris offers the notion of culturally sustaining pedagogy (CSP) as an alternative to culturally relevant pedagogy as he believes it “embodies some of the best past and present research and practice in the resource pedagogy tradition and as a term that supports the value of our multiethnic and multilingual present and future” (Paris, 2012, p. 95). They state that our literacies, histories, cultural ways of being people and languages are not pathological and that we must move away from assessing ourselves through the White gaze and White, middle class, monolingual and monocultural norms (Alim & Paris, 2017). CSP encourages us to view schools as sites for sustaining and valuing diverse cultural ways of students as well as utilizing them as ways to access power and success. Alim and Paris aptly state,

> the future is a multilingual and multiethnic one… For too long we have taught our youth (and our teachers) that Dominant American English (DAE) and other White middle-class normed practices and ways of being are the key to power, while denying the languages and other cultural practices that students of colour bring to the classroom. Ironically, this outdated philosophy will not grant our young people access to power; rather it may increasingly deny them that access (2017, p.6).

This is particularly relevant given the shifts in economic power and the reality of the changing communication needs; “we must understand that power is now based in part on one’s ability to communicate effectively to more than “standard” English monolinguals/monoculturals…” (Paris & Alim, 2014, p. 89). The goal of CSP is to

"perpetuate and foster – to sustain – linguistic, literate and cultural pluralism as part of schooling for positive social transformation. Moreover, CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits" (Alim & Paris, 2017, p.1). It resists notions of static and unidirectional culture and demands culturally inherited ways of navigating the world be sustained. Bomer aptly states that while educators have a tendency to perceive low income, students of colour as deficiencies,

> culturally sustaining pedagogy requires instead that we take an appreciative stance … finding and foregrounding the resources they already have, such as their language, and what they can do with it, their knowledge of stories and characters, their expanding expertise about varied things in the world, and the wealth of relationships that both sustain and challenge them" (2007, p. 13).

Adult ESL learners invest strongly in acquiring a second language, as they believe they will acquire more opportunities, material wealth and status especially within a South African context as English is the lingua franca and often a gatekeeper. The desire to learn English is a loaded one as frequently acquiring a language entails adopting a new culture and distancing yourself from your own language. Nonetheless, there are numerous reasons why students select to learn an additional language and excel in their language studies; however, student agency is integral to success. The link between the perceived benefits of acquiring a language for success, power and social mobility can be linked to the concepts of language such as symbolic capital, investment, imagined communities and language acquisition as identity acquisition (Bourdieu & Passeron, 1977, Norton, 2011, Lewis & Del Valle, 2009; Moje & Luke, 2009; Norton & Toohey, 2011). These concepts aim to understand why students seek to acquire additional languages and the perceived benefit they derive from them.

Similarly, this has direct ramifications within the classroom as it requires the teacher to adopt an appreciative as opposed to deficit approach to students, investigate and include various types of literacies and incorporate a curriculum that is permeable. It also foregrounds the need to create conversations that critique power relations, dominant culture and curriculum and explicitly focus on decentering white English norms, embracing racial, linguistic and cultural difference and encouraging linguistic plurality (Woodard, Vaughan & Machado, 2017; Bomer, 2017).

2.8. Language as symbolic capital

Bourdieu introduced the concept of capital, which, he stated, could function as power and takes three forms, economic, cultural and social; whose value is determined by ideological structures. Economic capital includes income, wealth and property, while social capital refers to connections to networks of power. Cultural capital refers to educational qualifications or credentials, appreciation of cultural forms and knowledge (Darvin & Norton, 2015). Of special interest here in the notion of cultural capital; cultural capital can exist in the following three forms: embodied state, the objectified state and the institutionalized state and can be converted into both economic capital and social capital (Bourdieu, 1986).”In the embodied state, i.e. in the form of long-lasting dispositions of the mind and body; in the objectified state, in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.). which are the trace or realization of theories or critiques of these theories, problematics, etc.; and in the institutionalized state, a form of objectification which must be set apart because, as will be seen in the case of educational qualification, it confers entirely original properties on the cultural capital” (Bourdieu, 1986, p. 47). The volume, composition and trajectory of an individual’s capital positions them in a social space; the form the different types of capital assume “once they are perceived and recognized as legitimate is what Bourdieu refers to as symbolic capital” (Darvin

& Norton, 2015, p 45). Bourdieu stated that language was a social and political practice and was impacted by power, which allowed the user to be recognized as either a legitimate or an illegitimate speaker and thus afforded them the right to speak and the power to impose reception. In a nutshell, “linguistic discourse is viewed as a symbolic asset which can receive different value depending on the market which it is offered” (Bourdieu, 1977, p. 651). Norton and Toohey, states that language is a gateway to being heard and speaking as evidenced in the following quote, “It is through language that a learner gains access to, or is denied access to, powerful social networks that give learners the opportunity to speak” (2011, p. 417).

2.9. Language and investment

Norton was inspired by Bourdieu’s concept of symbolic capital and this led to the concept of investment, which is a sociological construct and seeks to draw a link between the learner’s changing identities and their desire and commitment to learn a language (Norton & Toohey, 2011). Norton uses the term investment “to signal the socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it” (1997, p. 411). She elaborates that learners choose to invest in a language at particular times and places due to their belief that it will lead to them acquiring “a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital. As the value of learner’s cultural capital increases, so learners reassess their sense of themselves and their desires for the future” (2011, p. 420). This links to the concept of imagined communities that learners aspire to when they learn a language. Individuals interact with members of numerous communities on a daily basis; some of the communities they are affiliated to are communities of the imagination. A community of the imagination can be defined as, “a desired community that offers possibilities for an enhanced range of identity options in the future” (Norton and Gao,

2008, p. 114). With regard to communities of the imagination, "there is a focus on the future when learners imagine who they might be, and who their communities might be, when they learn a language" (Norton & Toohey, 2011, p. 422). These imagined communities could have a vast impact on learners' investments as learners adopt an imagined identity (Norton & Gao, 2008; Norton & Toohey, 2011).

2.10. Language acquisition as identity acquisition

Identities are "positions that we take up, temporarily, as though they are stable and cohesive. Identity represents ways of being and performing as members of certain groups as well as the way our selfhood is recognized by others (Lewis & Del Valle, 2009, p. 310). Lewis and Del Valle pertinently remind us, "identity…is not just an individual matter. It is a social, cultural, historical, institutional and political matter, and all of these conditions mean that identity has material effects related to lived realities in the form of resources, goods and emotional well-being" (2009, p. 308). The link between language acquisition and identity is of paramount importance and one that has become increasingly salient as identity theorists have highlighted the notion that language learners are situated in a social world and shed light on the diverse positions from which a language learner can participate in a social world. They have also accentuated the notion that identity is evolving, a site of struggle and multiple (Norton & Toohey, 2011). In addition, they have foregrounded the notion that, while, some "identity positions may limit and constrain opportunities for learners to listen, speak, read or write, other identity positions may offer enhanced sets of possibilities for social interactions and human agency" (Norton & Toohey, 2011, p. 414). In addition, Davies and Harre pointed out that while identities are shifting, context-dependent, contingent and often awarded by social structures or others, they can be negotiated by agents who wish to position themselves (1990). One should be cognizant that, "the larger social and cultural spheres determine to some degree, the identity constructs that are most needed and most often taken up at a given time"

(Lewis & Del Valle, 2009, p. 319). Identity has been conceptualized in three main ways throughout history; within the 1970s-1980s identity was theorized as unified, stable and constructed through cultural affiliation, while in the 1990s- 2000s identity was viewed as performative and negotiated and currently identity has been theorized as hybrid, metadiscursive and improvisational (Lewis & Del Valle, 2009). Moreover, while there are five metaphors for identity, difference, sense of self/subjectivity, mind or consciousness, narrative and position, all of them assume identity to be fluid and dynamic as well as socially situated, mediated and produced (Moje & Luke, 2009).

The literature touched on in this chapter is relevant to this research project as this research will be conducted in South Africa, which has a checkered history due to its colonial past and more recent controversial apartheid policies, where despite the majority of the population possessing a wide range of languages and cultures, the school culture has been alienating, excluding and predominantly Anglonormative in nature. This has resulted in many students being positioned as deficient; this research project aims to challenge this notion of deficient and highlight the affordances of students' cultures and languages within learning. In addition, the literature demonstrates the importance of culture in learning and expounds on the benefits of including the cultures of all students to improve learning and maintain heritage practices; this is especially pertinent given that the research project is being conducted in a place of learning with the explicit aim of improving students' learning of a particular course through the use of their cultures.

Furthermore, as the participants in this research project are all adult ESL learners who enroll for the course with specific goals in mind, the concepts of identity, capital and investment are pertinent; students have definitive ideas of how this course will enable them to achieve their goals, live out their various identities and gain membership into their imagined communities. Also, adult learners have more

concrete ideas about their various identities as they have had more life experience and exposure to various domains and thus may be more invested in their imagined communities. Lastly, as the world becomes increasingly globalized, multilingualism and multiculturalism have become increasingly valued; this research project aims to incorporate these concepts as tools for learning.

This section aimed to highlight the importance of culture in learning and within the schooling environment and draw attention to the impact of colonization on culture, schooling and the languages and literacies of communities of colour. It also specified how culture has been incorporated in teaching and paid particular attention to Culturally Relevant Pedagogy (CRP) and Culturally Sustaining Pedagogy (CSP). It then proceeded to detail the relationship between language and symbolic capital and describe the link between language and investment and language acquisition as language identity.

3. Research Methodology

In this section, I will discuss in detail the research detail and methodology. I will expand on the following aspects: the nature of the study, the site of the study, contextual background information about the Presentation Skills course, the participants in the study, ethical consideration of the study, the data collection tools used in the study and the data analysis method of the study. However, it is pertinent that I accentuate the tensions that existed in this research project as a result of my dual role as teacher and researcher as I had to balance the task of completing the specific and predetermined course outcomes and pursuing my research goals within a short duration of time – only ten weeks. Some of my concerns as a teacher included: not compromising the quality of the Presentation Skills course by spending too much time on my research goals as opposed to the course outcomes and not frustrating the students who had paid to acquire skills to improve their presentations by deviating too much from the course content. While some of my concerns as a researcher included: not spending more time investigating student replies and responses and getting students to engage more critically and deeply with the concepts being presented.

3.1. Nature of the study

The research was qualitative in nature. “Qualitative research which usually involves recorded spoken data (for example interview data) that is transcribed to textual form as well as written (field) notes and documents of various sorts” (Dornyei, 2007, p. 19). Furthermore, the aim of qualitative research is to “describe, understand, explain human perceptions, behavior, actions, attitude and values” (Zyl, 2011, p. 2). Moreover, qualitative research generally involves thick descriptions and is rich and complex as it aims to “make sense of a set of (cultural or personal) meanings in the observed phenomena” (Dornyei, 2007, p. 38). This research sought to combine data sources to study the same phenomenon and utilized triangulation methods. Denzin

foregrounds triangulation as a “way of validating hypotheses by examining them through multiple methods” (Denzin, 1978 as cited in Dornyei, 2007, p. 43). Secondly, the research utilized action research as a research strategy. Action research can be defined as, “a form of practitioner research that can be used to help you improve your professional practices in many different types of workplaces. Practitioner research simply means that the research is done by individuals themselves into their own practices“(McNiff, Lomax & Whitehead, 1996, p.7). Action research is defined by its focus on praxis, informed, committed and intentional action; worthwhile purpose and systematic nature. In a nutshell, “action researchers are intent on describing, interpreting and explaining events while they seek to change them for the better” (McNiff, Lomax & Whitehead, 1996, p. 12). Some of the benefits of action research are the contribution to the existing body of knowledge, the explanation of the link between existing and new knowledge, improvement of one’s practice and personal development as well as the enhancement the institution where one is employed. Some of the limitations of action research include its time consuming nature, tensions between the content that has to be covered and research goals as well as possible resistance from students. Another limitation is the subjective nature of action research as it represents the researcher’s viewpoints and could possibly lead to biased conclusions due to the insider status of the researcher. Furthermore, action research “emphasizes the importance of the person’s own interpretations and negotiation of events, which requires a form of thinking that sees all things in relation and accepts elements that often appear as contradictory” (McNiff, Lomax & Whitehead, 1996, p. 54).

3.2. Site

The setting is a language school affiliated to a university. The school offers among other courses, English short courses such as Presentation Skills, which form part of

the English Communication for Professional Development (ECPD) Unit. The courses are 10 weeks in duration and are run on Saturdays from 09:00 am to 13:00 pm. The courses range from NQF Level 2 to NQF Level 6. Students are placed in a level based on the results of an assessment test and progress through to the next level once they have achieved a minimum of 60%.

Table 1

A list of the courses offered by the language school and corresponding NQF level

Level	Course	NQF
1A	English Foundations, Part 1	2
1B	English Foundations, Part 2	2
2A	English Fundamentals, Part 1	3
2B	English Fundamentals, Part 2	3
3	Communicative Grammar	4
4A	Business Writing	5
4B	**Presentation Skills**	**5**
5A	Report Writing	6
5B	English for Critical Thinking	6

3.3. Contextual background information about the course

The Presentation Skills course is taught over a period of ten weeks and the course curriculum exposes students to various types of presentations such as: informative, process, motivational, researched and teaches students techniques for presenting prepared and impromptu speeches. In addition, the curriculum focuses on how to engage with PowerPoint, create an interactive, aesthetically pleasing and well organized presentation, deal with the Question and Answer session, understand, identify and apply correct English grammar as well as project confident body

language and public speaking skills. The course includes seven mandatory assessment tasks; two of which are written tasks and five of which are spoken tasks. It is imperative to note that one of my main critiques of the assessment tasks is the focus on speeches as opposed to PowerPoint presentations; of the five spoken tasks, only two tasks are formally assessed for the use of PowerPoint. I had opted to deviate from this in my classroom as many of students were unfamiliar with PowerPoint; my students were asked to create PowerPoint presentations for all their spoken tasks. It is important to bear in mind that this decision did not unfairly disadvantage my students; rather it provided them with an opportunity to enhance their PowerPoint skills and increased their comfort level and confidence engaging with technology. The course manual includes all the assessment tasks and the rubrics that would be used to assess them. I have attached the assessment tasks and rubrics in the appendices. (Appendix F) Students in the Presentations Skills course are assessed using the rubrics and their final grade is a combination of their seven assessment tasks and final summative presentation; their assessment tasks contribute 35% towards their overall grade while their summative presentation contributes 65% towards their overall grade. In order to achieve competence in this course and receive a certificate, students need to achieve an overall grade of 65%.

3.4. Participants

The research participants were seven English second language learners at a language school in Johannesburg who were enrolled for the Presentation Skills course. They were adult English Second Language (ESL) speakers from a wide range of linguistic, cultural, economic and social backgrounds between the ages of 18 to 65 years, learning English for a wide range of reasons ranging from personal to professional development. The participants occupy a wide range of occupations. My participants consisted of the following individuals; pseudonyms have been used:

Betty, a 55 year old, Tswana, South African, female who is employed as an Office Assistant at the City of Joburg.

Anna, a 45 year old, Tswana, Motswana, female who is employed as a Court Interpreter at the Department of Justice.

Demi, a 31 year old, Zulu, South African, female who is employed as an Integrated Reporting Specialist at Afrocentric.

Emily, a 34 year old, Tswana, South African female who is employed as a Human Capital Business Partner at Standard Bank.

Francy, a 44 year old, Pedi, South African female who is employed as an Assistant Director of IT at the Department of Communications.

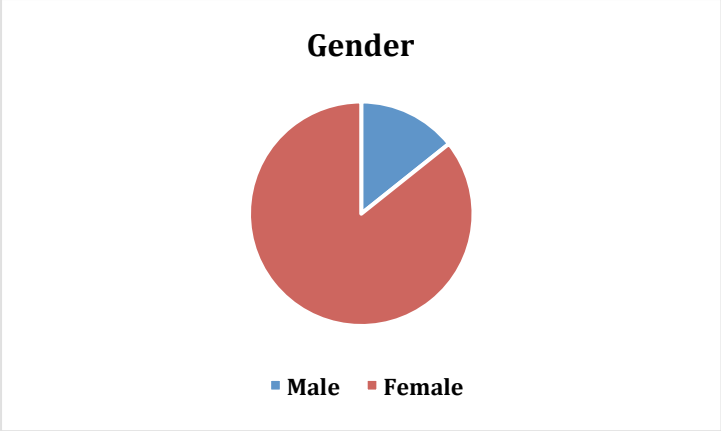
Cate, a 40 year old, Tsonga, South African female who is employed as an Assistant Director within the Finance Department at the Department of Human Settlements.

Gary, a 49 year old, Venda, South African male who is employed as a Team Leader at City Power.

The Presentation Skills course is aligned to NQF Level 5 and students who are assessed or progressed into this level should have a good grasp of English grammar and be able to express themselves clearly, concisely and coherently. Betty, Anna, Cate and Gary have completed other courses, such as Communicative Grammar and Business Writing, within the language school whereas Demi, Emily and Francy are new students to the language school and this is their first course. It is also imperative to note that the computer literacy and PowerPoint skills of the participants vary from excellent (Demi, Emily and Francy) to average (Cate) to poor (Lydia, Anna and Gary); this is of importance as their skills have an impact on their learning of presentation skills.

Graph 1

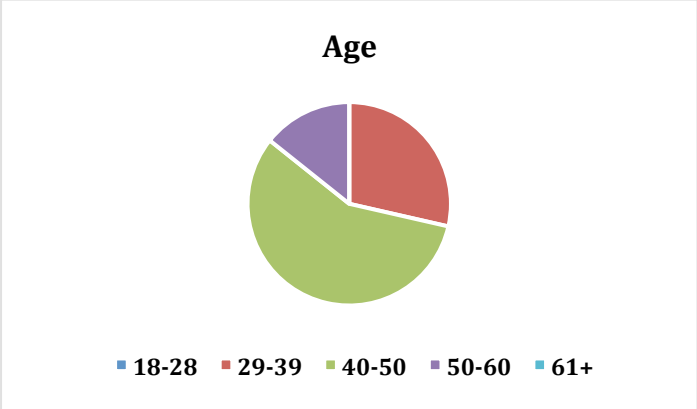
Gender Distribution



The sample consisted of seven participants. As Graph 1 illustrates, there were six female participants and one male participant.

Graph 2

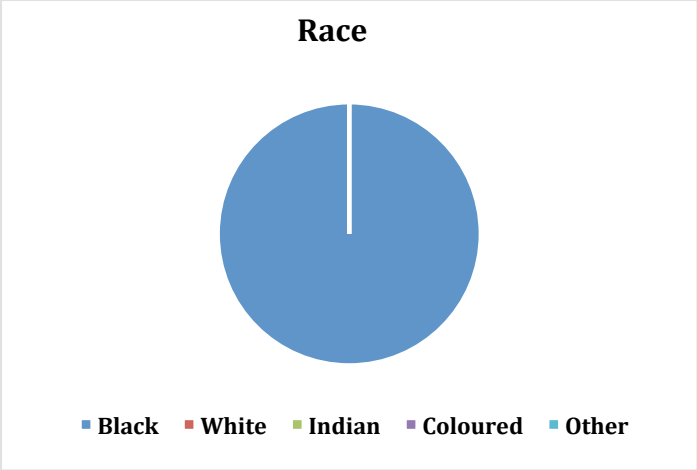
Age Distribution



In addition, Graph 2 illustrates the age distribution of the participants. There were four participants between the ages of 40 and 49, two participants between the ages of 29 and 39 and one participant between the ages of 50 and 60.

Graph 3

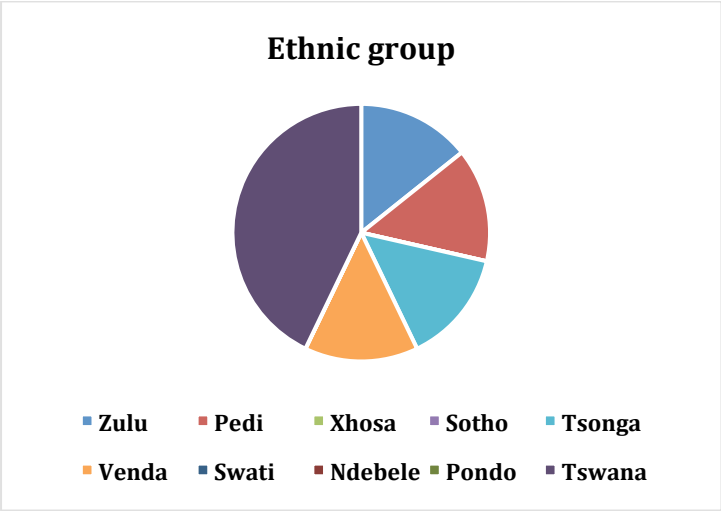
Racial Distribution



Graph 3 illustrates the racial breakdown of the participants; all participants were Black. Of interest is that six of the participants are South African and one of the participants is Motswana.

Graph 4

Ethnic Distribution



Graph 4 illustrates the ethnic group of the participants. Of the seven participants, three were Sotho, one was Venda, one was Zulu, one was Pedi and one was Tsonga.

Participants were selected through convenience or opportunity sampling as I had easy access to them and they were all available at the same time as they were students in my class. “Convenience sampling occurs when people or things are selected as a subset because they are available or convenient to access” (Scott and Morrison, 2005, p. 221). Although it is imperative to note that “convenience samples are rarely completely convenience based but are usually partially purposefully which means that besides the relative case of accessibility, participants also have to possess certain key characteristics which are related to the purpose of the investigation” (Dornyei, 2007, p. 99).

3.5. Ethical considerations

“Social research – including research in education- concerns people’s lives in the social world and therefore it inevitably involves ethical issues” (Dornyei, 2007, p. 63). Ethics is concerned with beliefs around what is right or wrong, good or bad, proper or improper. The following ethical considerations were put into place when engaging with the participants; they were informed that they have the right to choose to participate. If they chose to participate, they were assured of confidentiality and anonymity; the information obtained from the reflective writing pieces and questionnaire would be used for the purpose of the research project only and the participants’ responses would be coded; their names would not be used. Participants could choose to refuse to answer the questionnaire or withdraw at any time from the research.

Furthermore, the risk of participating in the study was low and could be described as inconvenience to the participants because they needed to fill in a questionnaire. However, mitigating strategies were put into place. Participants were able to fill in the questionnaires in a comfortable environment at the language school and the administration of the questionnaire was efficient.

The research project was subject to the approval of the Wits Ethics Committee. Moreover, permission to conduct research at the language school was granted from both the head of the language school and the university registrar. In addition, participants freely consented to participate in the research and signed a consent form. The consent form from the head of the language school, the university registrar and the participants' consent form and information sheet can be found in the appendices. (Appendix A -D)

3.6. Data collection instruments/tools

Data was collected via a research journal/field notes, an analysis of students' reflective paragraphs and a questionnaire.

3.6.1. Research Journal

"Research journals are diaries kept by the researchers themselves during the course of a research project rather than by the participants of a study concerning the topic of investigation" (Dornyei, 2007, p. 159). Hammersley and Atkinson state, "The construction of analytic notes… constitutes precisely the sort of internal dialogue, or thinking aloud, that is the essence of reflexive ethnography. And the vehicle to transform private knowledge, by reflection and analysis, into potential public knowledge, is the researcher's journal." (Hammersley and Atkinson, 1995, p. 191-2 as cited in Dornyei, 2007, p. 160). A research journal was kept to track my thoughts, challenges, observations, and aimed to reveal the development of my thinking processes, recall significant detail and assist with my reflection, interpretation and analysis. The research journal was used as a triangulation method to fill in gaps and confirm observations from the other methods.

3.6.2. Analysis of students' reflective paragraphs

Students were required to submit two paragraphs during the course. In one paragraph, they were asked to reflect on the use of CSP strategies and the role of culture in the classroom as well as the affordances and limitations of CSP strategies while in the other paragraph, they were asked to reflect on how their community is perceived and to ascertain if it is a fair perception; their responses were then analysed. The advantages of utilizing reflective paragraphs are that they allow students time to reflect on the topic and provide their views, descriptions and interpretations. Furthermore, they allow a researcher an unobtrusive way of tapping into the students' perceptions. However, it is pertinent to note that the students' reflective paragraphs may not be an accurate reflection of their thoughts as students may have opted to engage only superficially with the paragraphs in terms of analysis and content or possess misconceived ideas regarding the teacher's expectations. In addition, the paragraphs may vary in term of length and detail. The reflective paragraphs were used as a triangulation method to fill in gaps and confirm observations from the other methods such as providing detail regarding their individual communities and their perspectives on the how CSP strategies impacted them personally.

3.6.3. Questionnaire

A questionnaire was also utilized and can be defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p. 6 as cited in Dornyei, 2007, p. 102). The questionnaire consisted of a combination of open ended and close-ended questions. The advantages of utilizing questionnaires include, "their efficiency in terms of the researcher time and effort and financial resources … and if the questionnaire is well constructed, processing the

data can be fast and relatively straightforward" (Dornyei, 2007, p. 115). Other advantages include its practical nature and the ease of which it can be quantified by either a software package or a researcher. However, the disadvantages of a questionnaire include students not responding truthfully or with sufficient thought to the questions or misunderstanding the questions. "Thus, questionnaire surveys usually provide a rather 'thin' description of the target phenomena (Dornyei, 2007, p. 115). The questionnaire was used as a triangulation method to fill in gaps and confirm observations from the other methods.

Data was collected using a questionnaire that was composed of three parts: a general information section, a questionnaire and an open-ended question section regarding the participants' experience of culturally sustaining pedagogy in an English Presentation Skills course. (Appendix E)

The first section, the general information section, comprised of five questions and was designed to collect demographic information. Of the five questions included in the general information section, four of those questions required the participants to choose from the options provided. Here are two examples of the questions:

1. Gender (Male or Female)
2. Ethnic group (Zulu or Pedi or Xhosa or Sotho or Tsonga or Venda or Swati or Ndebele or Pondo or Tswana)

The last question in the general information section was open-ended. The question requested the students' occupation.

The second section, the questionnaire regarding the participants' experience of culturally sustaining pedagogy, consisted of eight questions that were designed for a Likert scale response using five intervals of "1- *Always*", "2 – *Often*", "3 – *Sometimes*", "4 – *Seldom*" and "5 – *Never*". The participants were required to read

the eight questions and select an option that was most suitable for them. Here are two examples of the eight questions:

1. You enjoyed the inclusion of culture and cultural aspects in the course.
2. You were positioned as a source of knowledge and skill in the course.

The third section, the open-ended questions regarding the participants' experience of culturally sustaining pedagogy, consisted of six questions and included the following two questions:

1. Tell me about your experiences in the course and in particular, how did you feel about the inclusion of culture in the English Presentation Skills course?
2. What were the advantages of being able to see and use your culture as a learning tool in the English Presentation Skills course?

3.6.4. Data analysis tools

Data was analyzed using thematic analysis, which is a method of identifying themes or patterns within qualitative data. The objective of a thematic analysis is "to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it" (Maguire & Delahunt, 2017 p. 3353). Data from the questionnaire was captured using EXCEL and data from the open-ended questions within the questionnaire was analyzed to identify common ideas, which was later grouped into themes. Thereafter the data from the students' reflective paragraphs were analyzed and ideas were grouped according to themes. The data from the reflective paragraphs and the teacher journal were mined using the research questions as a guide. A benefit of utilizing thematic analysis is that "it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method…"(Maguire & Delahunt, 2017 p. 3352).

3.6.5. Interventions

The interventions formed part of the instruments that was used to facilitate the research. The interventions aimed to include aspects of the students' cultures, languages and experiences as legitimate sources of knowledge and thus are integral in the analysis of the limitations and affordances of CSP strategies. Their presentations reflected the impact of CSP strategies on their learning and aided in the analysis and collection of data.

The rationale for these interventions included the following:

1. To provide, "space for all participants' ways of knowing and associated funds of knowledge, languages and interest" (Colvin & Tobler, 2013, p. 233).
2. To view "cultural and linguistic talents and the realities students bring with them to the classroom as value added" (Durden, 2008 as cited in Colvin & Tobler, 2013, p. 235).
3. To recognize and acknowledge "Cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families and communities…" (Gay, 2010, p. 31 as cited in Bomer, 2017, p. 12).
4. To enhance the resource capital students bring into the classroom for example, "strengths such as understanding of family and community, speaking multiple languages, being able to dream beyond the present circumstances, enhancing social and community resource networks and challenging the status quo" (Weston Colvin & Tobler, 2013, p. 34).
5. To facilitate students challenging the status quo. "Teachers who practice culturally responsive teaching understand that education is not apolitical and as a result, they develop students to understand their roles as change agents in society" (O' Bassey, 2016, p. 1).

Table 2

A list of interventions with the corresponding rationale for each type

Type of intervention	**Rationale**
1. a. Introduction presentation about the student – students had to incorporate props of personal significance. b. Informative speech about student's culture – students had to incorporate cultural artifacts or dress. c. A show and tell activity where students had to depict a process by explaining the steps and using props. d. Incorporating more South African friendly content in the curriculum such as a poem, "The Dancer "by a South African author, Gcina Mhlope and allowing students to contribute to the curriculum by selecting their own poems to present without language restrictions. e. Incorporating multilingual content and opening up the classroom space to African languages through contrasting and comparing English and African tongue twisters and allowing students to translanguage or code switch.	To provide, "space for all participants' ways of knowing and associated funds of knowledge, languages and interest" (Colvin & Tobler, 2013, p. 233).
2. a. Comparison speech about the differences in	To view "cultural and linguistic

speaking practices in different spaces. Student should highlight the advantages and disadvantages of both. Students may utilize their linguistic repertoires. b. Discussions about the affordances and limitations of being multilingual and multicultural in the 21st century. c. An art show where multilingual artists were invited to showcase their paintings for the students. One of the artists conducted his speech and question and answer session in isiZulu while some students translated for their classmates and teacher who were not proficient in isiZulu.	talents and the realities students bring with them to the classroom as value added" (Durden, 2008 as cited in Colvin & Tobler, 2013, p. 235).
3. a. Students had to present their life journey and lessons they learned to young members of their community. b. Motivational speech to discuss the student's journey to the English classroom and the benefit if any of joining the class. c. Motivational speech about a South African/African who has inspired them	To recognize and acknowledge " Cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families and communities…" (Gay, 2010, p. 31 as cited in Bomer, 2017, p. 12)

4. a. Group discussions about what students have learnt in this classroom that they can use to assist other members of their community. b. Group discussions about how Black people are perceived in society, then an in-depth discussion of which of those perceptions are factual or myths and possible ways in which Black people can educate others about their communities/cultures. c. A motivational session hosted by the students of the English Presentation Skills class for local high school learners from their community.	To enhance the resource capital students bring into the classroom such as" strengths such as understanding of family and community, speaking multiple languages, being able to dream beyond the present circumstances, enhancing social and community resource networks and challenging the status quo" (Colvin & Tobler, 2013, p. 34).
5. a. Research presentation about problems within South Africa - students could draw on personal experiences when engaging with this topic. b. Group discussions about whether higher education should be free; students were respond to this question using their community and their own experiences. They were also asked to personalize their responses by drawing on the socio-political climate of South Africa and their racial and cultural backgrounds.	In order to get students to challenge the status quo. "Teachers who practice culturally responsive teaching understand that education is not apolitical and as a result, they develop students to understand their roles as change agents in society" (O' Bassey, 2016, p. 1).

4. DATA PRESENTATION AND ANALYSIS

In this section, I will present the data that was captured from the questionnaire, the participants' written responses and my teacher journal. The questions in the questionnaire were designed to provide insight into whether the key tenets of CSP pedagogy were being adhered to and to ascertain the impact of CSP strategies on adult ESL students' learning of Presentation Skills while the written responses were designed to provide insight into the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills. My research journal, my students' written responses and the questionnaire were analysed to provide detail and aid in recollection regarding the teacher's perceptions of the effectiveness of the Presentation Skills course with the use of CSP strategies.

The chapter is organized according to the three research questions and contains the following sub-points with the corresponding page numbers:

Question 1	**4.1. What is the impact of CSP strategies on adult ESL students' learning of Presentation Skills?**
p. 56-68	
Question 2	**4.2. What are the teachers' reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies?**
p. 69	4.2.1 Getting to know my students: Student Portraits

p.69-71 p. 71-73 p. 73-75 p.76-78 p. 78-80 p.81-83 p. 83-85 p. 85-88	4.2.1.1. Activity 1: I am the author of my own story: introducing myself Betty Anna Emily Francy Demi Cate Gary
p. 89 p. 90-93	4.2.1.2. Activity 2: Stories of success and endurance; there's light at the end of the tunnel Pearls of wisdom
p. 93 -97	4.2.2 Creating a humanizing class environment
p. 97-102	4.2.3. Recognizing the importance of critical teacher reflection
p. 103-104	4.2.4. Developing a third space
Question 3	**4.3. What are the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills?**
p. 105-108	4.3.1. The emergence of discourses of diversity, tolerance and respect
p.108-111	4.3.2. An awareness of cultural identity
p. 111-113	4.3.3. Creation of a community of learning
p.113-115	4.3.4. Perceived weak cultural identity

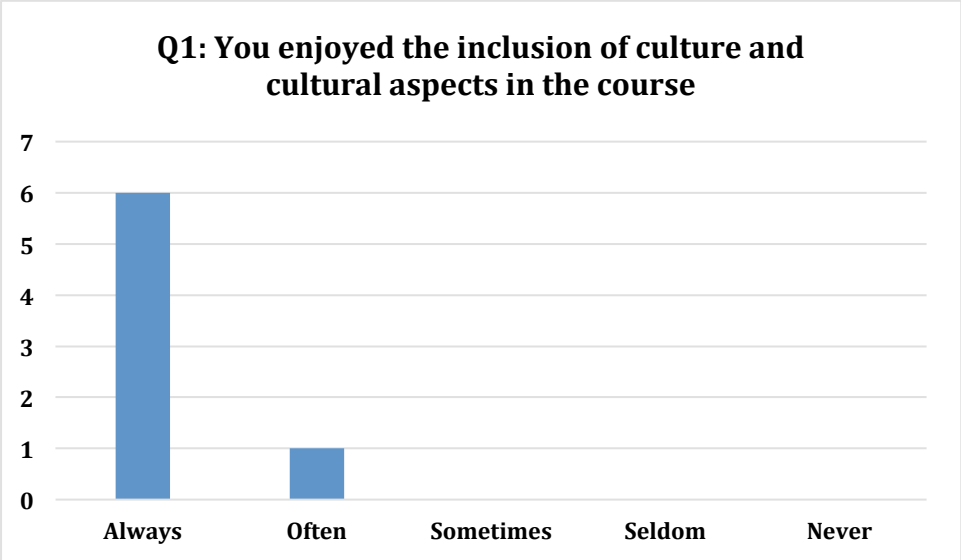
I will present this data and my analysis below.

4.1. What is the impact of CSP strategies on adult ESL students' learning of Presentation Skills?

In order to establish that the key tenets of Culturally Sustaining Pedagogy were being adhered to and to ascertain the impact of these strategies, participants were required to respond to eight questions; I will discuss all eight questions in detail to provide an overview of the impact of Culturally Sustaining Pedagogy on adult ESL students' learning of Presentation Skills because of the limitations of the anonymous questionnaire. However, I will establish the broad outlines within which my later discussion is situated in.

Graph 5

Students' enjoyment of the inclusion of culture and cultural aspects in the Presentations Skills course



Six out of seven students responded that they *always* enjoyed the inclusion of culture and cultural aspects whereas one out seven students responded that they *often* enjoyed the inclusion of culture and cultural aspects.

In the **open-ended section of the questionnaire**, students provided detailed responses to this question of how they felt about the inclusion of culture in an English Presentation Skills course. The following two key themes emerged: **1. Self, other and difference**: students were able to learn about themselves, others and the differences that existed and **2**. **Validation**: students felt validated and possessed increased confidence. Students also indicated how their classmates had become learning resources and scaffolds. The use of CRP enabled the class to be centered around the students' experiences and recognised students' cultures and cultural knowledge as valid and legitimate. In addition, it allowed students to fully and authentically perform their identities and be seen while increasing their knowledge of diversity. Their *anonymous* responses were as follows without any amendments or corrections made to grammar:

> ***Extract 1:***
>
> *I enjoyed the English Presentation Skills course. The inclusion of culture made the course* ***more meaningful and exciting****. I had an* ***opportunity to learn*** *about my classmates' cultural groups as well.*
>
> ***Extract 2:***
>
> *It was important to include culture in an English Presentation Skills, because we* ***learned about different cultures****. People presenting about their cultures gave us an idea of* ***how other tribes do thing and why they do things they do****. It is easy to judge how someone do things they do if you don't know why they are doing it.*
>
> ***Extract 3:***
>
> *The inclusion of culture in an English Presentation skills course was* ***helpful*** *to me, as I* ***have learnt from other students*** *about their cultures.*

Extract 4:

I really enjoyed being part of this class, I can talk to anyone without hesitating and not being afraid to be frown at. The inclusion of culture in the class was a good decision because I realized I was ***more confident*** *when I was talking about my culture more than when I was making class presentations.*

Extract 5:

I enjoyed this course. I initially didn't know what to expect. I appreciated the inclusion of culture. It was really ***refreshing to see and experience****.*

Extract 6:

I feel I have ***learnt a lot*** *of different cultures through these course. Above all, we may have different cultures but we have to live together.*

Extract 7:

*I l****earned*** *different cultures. Our country has become one, no longer segregation of other cultures.*

From the students' responses, the following trends began to emerge: students were becoming learning resources and scaffolds for each other where more knowledgeable students shared their experiences and knowledge with less knowledgeable students during class discussions and group work. Five students reiterated the idea of learning about others. The classroom space became a decolonial one where all types of language, knowledge and cultural capital were welcomed, valid and appreciated. Furthermore, the students were able to display their various identities within the classroom; they were able to perform their racial,

ethnic and cultural identities proudly and confidently. This was a change to previous school experiences where students' racial, ethnic and cultural identities were subdued due to the school culture. In addition, discourses of tolerance, respect and confidence emerged as students listened to varying viewpoints and experiences and were encouraged to critique, analyze and contrast and compare utilizing their life experiences, cultural knowledge and academic knowledge. This was especially pertinent given the historical legacy of segregation of ethnic groups in South Africa; this course enabled students to confront stereotypes about each other and render visible similarities rather than differences between ethnic groups.

This was illuminating, as I had assumed students would be resistant to the inclusion of culture in an English Presentation Skills classroom but it was evident that they found the inclusion of culture to be meaningful, relevant and empowering. This could be attributed to the fact that schools possess a culture and a curriculum that is often alienating to students. Giroux aptly states,

the English curriculum is someone's story, one that is never innocent and consequently, it has to be interrogated for its social and political functions. Thus we must examine what the curriculum, and its legitimating authority, includes we must also examine its 'articulate silences', the forms of knowledge, stories and ideologies that it refuses to acknowledge or represent (1990, p. 372).

In my opinion, this applies to the pre-existing Presentation Skills curriculum, which omits any African texts or forms of knowledge and hence the reason students found the inclusion of culture refreshing and educational. The inclusion of culture in the classroom and course also created a space for decolonial education. As Grosfoguel pertinently states,

> … the history of Western civilization articulated in what I have called the 'modern/colonial capitalist/patriarchal western-centric/Christian-centric world system' has privileged the culture, knowledge and epistemology produced by

> the West inferiorizing the rest….The monologism and monotopic global design of the West relates to other cultures and peoples from a position of superiority and is deaf toward the cosmologies and epistemologies of the non-Western world (2011, p. 66).

This Presentation Skills course specifically chose to focus on the culture and epistemologies of the students and their African world; it created a welcoming space for their languages, ways of making meaning, funds of knowledge and their identities and created a decolonial classroom where the students' knowledge was viewed from an asset based perspective. I will now present four graphs that present students' perceptions about how they were positioned and encouraged throughout the course and then analyse them together.

Graph 6

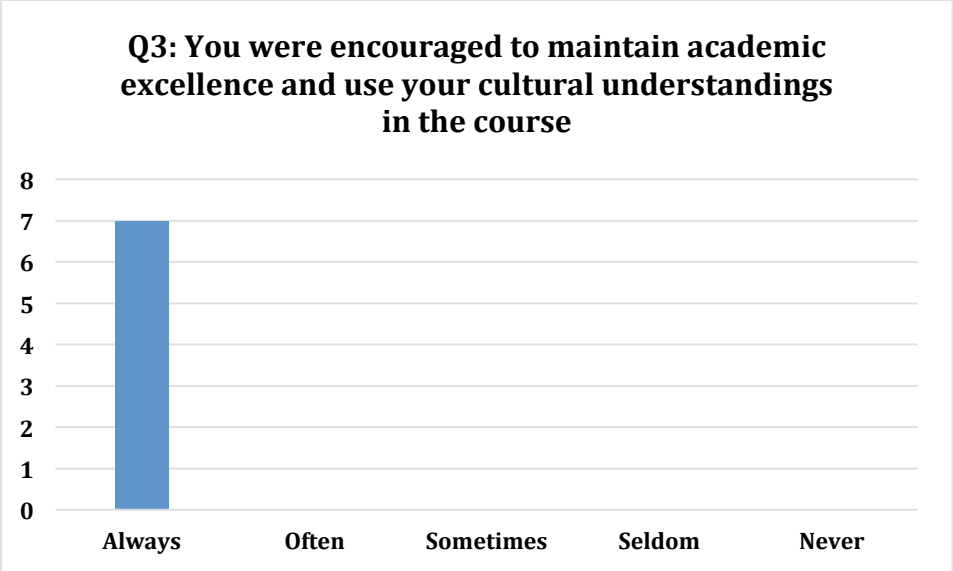
Students' perceptions of how they were positioned in the course



All participants responded that they were *always* positioned as a source of knowledge and skill in the class.

Graph 7

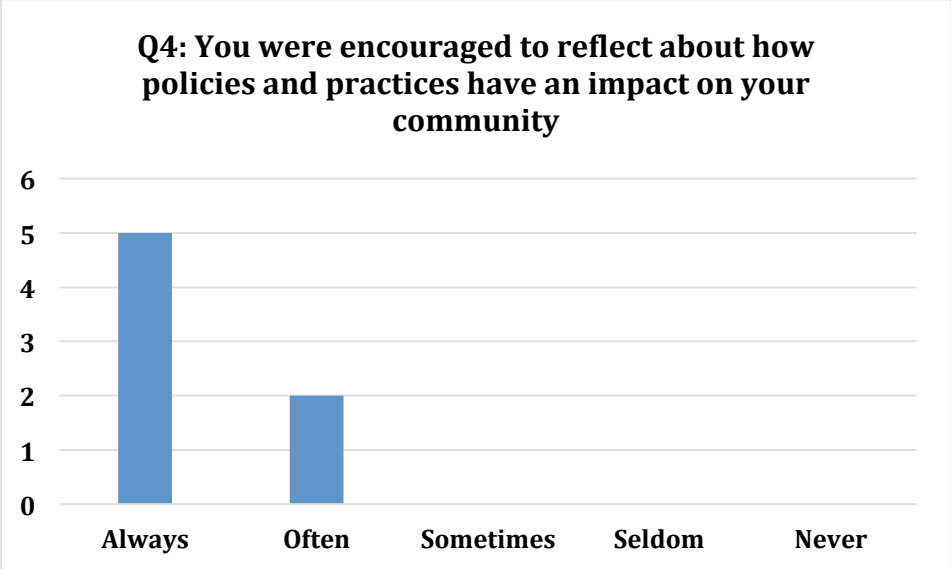
Students' perceptions of encouragement to maintain academic excellence and utilize their cultural understandings



All participants responded that they were *always* encouraged to maintain academic excellence and use their cultural understandings in the class.

Graph 8

Students' perceptions on how they were encouraged to be critical

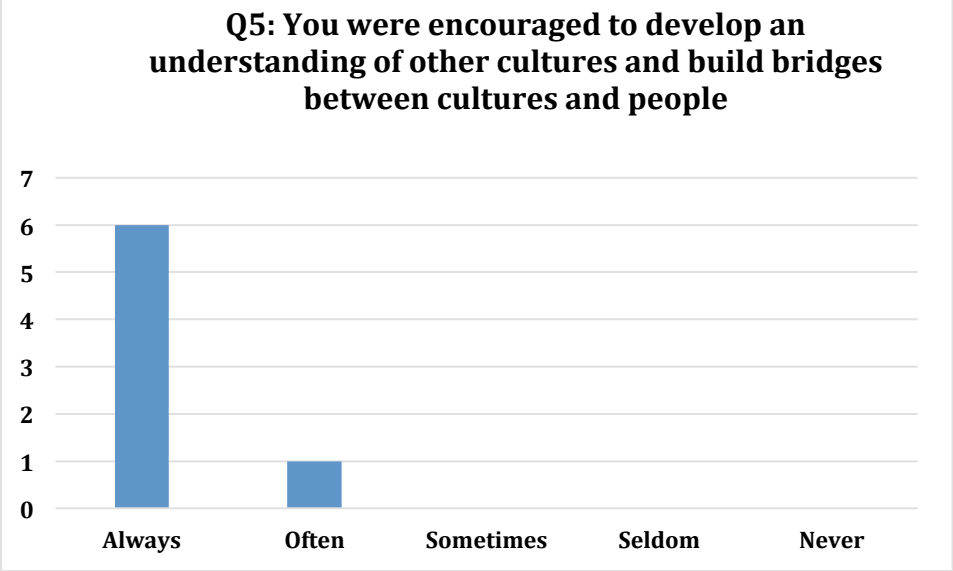


The majority of students, five out seven students, reported that they were *always* encouraged to reflect on how policies and practices have an impact on their

community while two out of seven students reported that they were *often* encouraged to reflect on how policies and practices have an impact on their community. This course aimed to encourage students' critical thinking and awareness of how policies and practices affect them in order to challenge stereotypes, the status quo and effect changes in schools, workplaces and the society. They were encouraged to draw on their life experiences and those of their communities to draw links between how policies such as apartheid or practices such as polygamy positioned them and affected their lives.

Graph 9

Students' perceptions of encouragement to develop an understanding of cultures and bridge differences between cultures and people

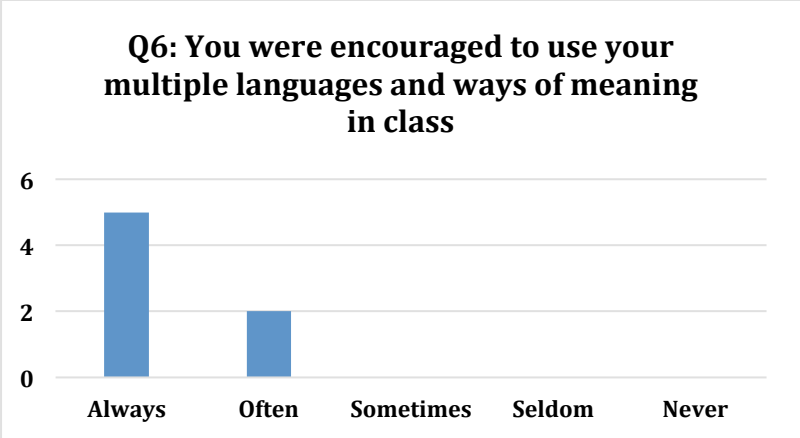


The majority of the students, six out of seven students, reported that they were *always* encouraged to develop an understanding of other cultures and build bridges between cultures and people. One out of seven students reported that they were *often* encouraged to develop an understanding of other cultures and build bridges between cultures and people.

This notion of understanding other cultures and building bridges between cultures and people is particularly relevant in the South African context as apartheid policies had a divisive impact on the various cultural and ethnic groups due to its Bantustan policies and separation of language groups (Makalela, 2015). In addition, the missionary linguists compounded this separation of culture and language groups by dividing the Sotho language cluster: Sepedi, Sesotho and Setswana into three different language groups. The language was separated as follows: Sepedi by the German Lutheran missionaries, Setswana by the London English missionaries and Sesotho by the Catholic Italian missionaries (Makalela, 2015). This had such a profound effect that "by the early 1940s, linguistic tribalization had already been entrenched to the extent that speakers of the same languages saw themselves as bounded and separated groups" (Makalela, 2015, p. 201). Furthermore, Dr. H.F. Verwoerd set in motion the Group Areas Act, which allocated different homelands for Africans based on perceived language differences stating, "Africans who speak different languages must stay in separate quarters" (Alexander, 1989, p. 21 as cited in Makaleka, 2015, p. 202). As per Verwoerd's decree, a legal division of the languages into ten homelands ensued. The ten homelands were as follows: "Sepedi (Leboa), Xitsonga (GaZuankulu), Venda (Republic of Venda), Setswana (Republic of Bophutatswana), isiNdebele (KwaNdeble), isiZulu (Zululand), isiXhosa (Ciskei and Transkei) Siswati (Kangwane), and Sesotho (Qwaqwa)" (Makalela, 2015, p. 202). This separation and division is still present in 2019; it was evident in classroom discussions when students surprisingly realized how similar their languages, beliefs and values were despite different names being utilized and engaged in a process of comparing and contrasting their cultures and languages.

Graph 10

Students' perceptions on encouragement to use multiple languages and ways of making meaning in the class



The majority of students, five out of seven students, reported that they were *always* encouraged to use their multiple languages and ways of making meaning in the class in contrast two out of seven students reported they were *often* encouraged to use their multiple languages and ways of making meaning in the class.

Students positively reported that they were encouraged to use their multiple languages and ways of making meaning in the class; which allowed them to draw on their full linguistic repertories as resources for learning. Students were able to work collaboratively in groups and pairs using multiple languages to make and share meaning. For example, in one of the interventions, local artists were invited to showcase their paintings and sketches; one of the artists was more comfortable speaking in isiZulu and conducted his address to the class in isiZulu. Students were able to interact with him using a combination of English and isiZulu and they proudly translated the artist's replies into English for other classmates. McKinney *et al*. raise valid arguments when they state that combatting the exclusionary effect on monoglossic ideologies requires,

> consideration of the individual as the locus of a repertoire of linguistic and other meaning-making resources that include their past, present and future trajectories…; and of the possibilities for enabling meaning making that come

> from movements across different linguistic resources as well as the use of integrated or mixed codes. It also requires consideration of what the space of the classroom enables and disables in relation to students' language and literacy practices (2015, p. 106).

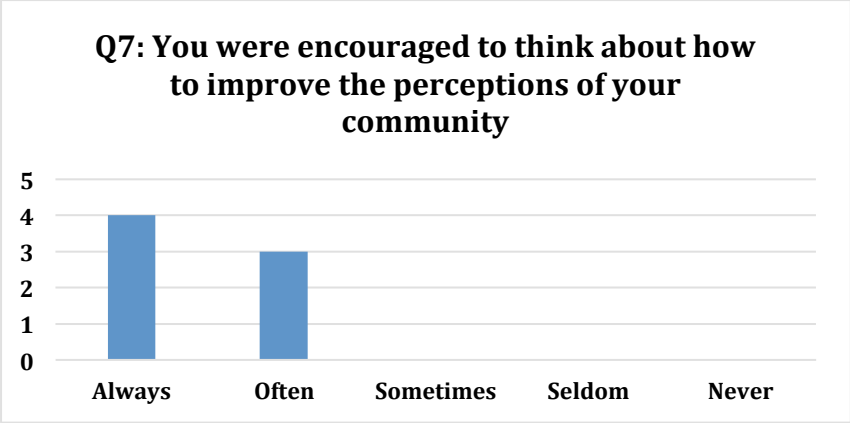
In another instance, students worked together using their multilingual skills to contribute to a class discussion centered around tongue twisters. Students were able to draw on their linguistic resources to share tongue twisters in their languages and provide translations for them. This is particularly relevant in an English medium classroom as students already perceive themselves to be deficient with regard to their language proficiency; a classroom space that enables them to contribute more actively and share their funds of knowledge by using their linguistic repertories constructively in meaning making is invaluable for knowledge acquisition as well as increasing students' confidence. In agreement, Mkhize cautions that "…the separation of languages disadvantages bi/multilingual students, as they cannot draw on all their languages to make meaning of their learning...Furthermore, monolingual frameworks fail to provide bi/multilingual students with affordances to develop their bi/multilingual identities, which are inextricably linked to their successful learning of a new language" (2016, p. 228). Mkhize also emphasizes the "leveraging students' diverse linguistic repertories fosters development of their cognitive and social functions, as well as multiple identities" (2016, p. 228). This was evident in extracts 1 to 7 on p. 54 and 55.

In addition, given the demographic of South Africa and the vast changes due to globalization, the views of Garcia and Sylvan who argue, "monolingual education is no longer relevant in our globalized world" resonates deeply (2011, p. 398 as cited in Guzula, McKinney & Tyler, 2016, p. 211). Concurring, Makalela states that, "globalisation, with its attendant movement of people within and between nation

states and the fast-paced movement of information across nations, has created a new sociolinguistic context of super-diversity, hyper-diversity and mobility and increased fluidity in post-apartheid and colonial South African. In this new dispensation languages can no longer be tied to space and time (spatio-temporal complexity); they overlap and leak into one another" (2016, p. 189). It is apparent that we can no longer separate languages or view them as bounded, static and stable; we must recognize that being multilingual is a useful resource, which can enable access to employment and foster easier communication across people, cultures and space.

Graph 11

Students' perceptions of encouragement to improve perceptions of their communities



Four out of seven students reported that they were *always* encouraged to think about how to improve the perceptions of their community. Three out of seven students reported that they were *often* encouraged to think about how to improve the perceptions of their community.

Graph 12

Students' perceptions of the value of their culture/s, languages and ways of meaning



Six out of seven participants responded that they *always* felt their culture/s, languages and ways of making meaning were valued while one out of seven students *often* felt that their culture/s, languages and ways of making meaning were valued.

The interventions and CSP strategies used in the course attempted to decolonize students' thinking about Presentation Skills. According to Mbembe, Ngugi tends to view decolonization as "a project of "re-centering". It is about rejecting the assumption that the modern West is the central root of Africa's consciousness and cultural heritage. It is about rejecting the notion that Africa is merely an extension of the West" (2015, p.16). Students were able to include their cultural knowledge of how to demonstrate respect, communicate with a varied audience, capture the audience's attention and deal with sensitive or taboo topic as valid and relevant in the classroom; they were able to relate their knowledge to the content. For example, when students were practising articulation, pause and pace, they were able to draw on their cultural knowledge such as praise singing, tribal gatherings and traditional songs and stories to compare how articulation, pause and pace are manipulated to capture the audience's attention and used as a tool for public speaking.

To sum up, it is apparent that the impact of CSP strategies in a Presentation Skills course was overwhelmingly positive and led to students being positioned as a source of knowledge and skill in the class and perceiving their culture/s, languages and ways of making meaning as valued. This is of importance as English is often perceived highly and is prized at the expense of African languages due to it being "constructed and positioned as cultural capital and as having currency within the linguistic market of school" (Makoe & McKinney, 2014, p. 664). Frequently students do not value their culture/s, languages and ways of making meaning as schools foreground monoglot ideologies and conflate English proficiency with intelligence (Makoe & McKinney, 2014). In addition, almost all students acknowledged that they were encouraged to use their cultural understandings in the class and enjoyed the inclusion of culture and cultural aspects in the course. Lastly, students positively reported that they were allowed to use their multiple languages and ways of making meaning in the class, which allowed them to utilize their full linguistic repertories.
I will now move on to discuss the effectiveness of the Presentation Skills course with the use of CSP strategies.

4.2. What are the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies?

In this section, I will outline my perceptions of the effectiveness of the Presentation Skills course with the use of CSP strategies using my teacher journal entries and the students' written responses as tools for recall. In my opinion, as the teacher of the course, CSP strategies allowed the Presentation Skills course to be more effective because it facilitated getting to know my students better, allowed the creation of a humanizing class environment, foregrounded the importance critical teacher reflection and fostered the development of a third space. I will expand on each of these four key concepts below.

4.2.1. Getting to know my students – Student portraits

In order to implement culturally sustaining pedagogy, it is essential that a teacher understands and gets to know his/her students. Ladson-Billings states culturally relevant teachers should maintain “fluid student-teacher relationships, demonstrate a connectedness with all students, develop a community of learners and encourage students to learn collaboratively and be responsible for each other” (1995, p. 480). Hence as a teacher utilizing a CSP framework getting to know my students was of paramount importance; while there were many opportunities to get to know my students, two particular incidents are prominent. The first was an activity designed specifically to get to know my students as individuals rather than a homogenous group of students and the second was an activity where the students addressed two learners from their community with the aim of inspiring them through providing detail about their lives. I will describe each of these activities in detail.

4.2.1.1. Activity 1: I am the author of my own story; introducing myself

As part of getting to know students and to facilitate good classroom cohesion among the students, it is a general practice for the teacher of this kind of course to ask students to introduce themselves. As a teacher this can normally be done in a variety of ways such as short speeches or presentations on PowerPoint. As the majority of the class were unfamiliar with PowerPoint, I decided to ask them to do a presentation about themselves using physical props. Students were instructed to bring a minimum of three props, which they would use to introduce themselves to the class. They were instructed that the props/items/artifacts would have to have some significance and symbolism. The goal of the presentation was to get know your classmates for the students and to get to know my students for me, the teacher. Students were asked to only reveal personal details that they were comfortable with sharing and no other guidelines were provided.

Unknown to the students, props are a key aspect of presentations, which can be used for a variety of purposes such as to create rapport with the audience, capture the audience's attention and draw a tangible link between the content and the presentation. In my prior experience teaching this course students are often uncomfortable using props and tend to use them superficially or artificially when they have to as part of the assessment criteria. This activity is designed to allow students to incorporate props seamlessly within their presentations without the general awkwardness. This activity is also designed to put students at ease and allow some of the focus of audience to be on their props rather than on them, their body language, voice projection and nervousness. It also aimed to position students as knowledgeable, confident and in control as they decide what props to utilize, what information to provide and how to structure their presentation. Furthermore, the use of this activity was designed to create a third space where the activity acts as a bridge between their home/community/peer practices to a more formal academic/professional space (Moje *et al*., 2004). Students are familiar with talking about themselves in a social setting but are significantly more anxious when doing so in an academic space. Lastly, as a researcher using CSP as a framework it was important for me to get to know my students and for them to be aware of my interest in them as individuals not merely students.

This is a breakdown of what each student brought along as their props; I have used pseudonyms. I have opted to present my students as portraits in order to more fully capture the richness and multidimensional nature of their lives as well as present them more holistically through engaging with their histories and life experiences which culminated in them enrolling for this course. In addition, this allows me to be more connected with my students and create a fluid teacher-student relationship.

Table 3

List of student props

Student	Prop
Betty	A branded Mother's Day mug, a pair of earrings, a watch and a candlestick.
Anna	A picture of her family, a bible and her business card – Smooth Transition.
Demi	A pair of glasses, a diary, a pair of pink baby shoes, make up, a purse and a book, *Love builds a house into a home*.
Emily	A graduation picture (Honours Degree), a picture of her first car, a picture of her and her mother and a picture of her two tattoos – a butterfly and the African continent.
Francy	A South African scarf, a photo of her car, her Masters Degree graduation photo and a picture of cables.
Cate	A picture of a traditional Tsonga outfit/jewelry, photos of her travels, picture of nature scenes and a picture of the a motivational book, *The Secret*, her natural African hair.
Gary	A picture of his qualification, a picture of his travels to Israel and a picture of his outdoor work site.

Betty

Betty shared a very personal and tragic loss with the class. She told us that she was the primary caregiver for her mother who died of first degree burns after a heater exploded while Betty was caring for her. Betty brought three props that reminded her of her mother: The Mothers' Day mug, which was a gift from a local restaurant to commemorate Mothers' Day and her last outing with her mother before her death as well as a pair of earrings and a watch, both of which were gifts from her mother. She

elaborated on her family's socio-economic status and its impact on her educational background and work experiences. She brought a candlestick to illustrate the limited funds her family had as they did not have electricity. She also explained that their financial situation often adversely affected her ability to complete her homework as she and her siblings were not allowed to use candles at night in order to save money. She stated that due to her family's limited finances she was unable to finish school and had worked at Woolworths to earn money, which she used to attend Damelin to complete her matric and finish a secretary's course. After spending 13 years being unemployed, she gained employment at City of Joburg (CoJ) as an office assistant. She also mentioned that the CoJ sponsored her studies at the school and how grateful she was for the chance to further her education. Betty is in her fifties and still hopes to further her studies.

Picture 1

Betty's artifacts



Betty's motivation for joining this class was driven by a desire to improve her confidence and employment opportunities as well as increase her social and cultural capital as she would like to procure permanent employment and become a member of an imagined community – a permanently employed receptionist at City of Joburg. Despite not viewing herself as equal to the other students due to her limited

educational qualifications and poor computer literacy skills, the use of CSP strategies created space for Betty to contribute meaningfully and equally by affording her speaking rights and incorporating her cultural capital as valid knowledge.

She blossomed with confidence in this class when sharing her opinions and experiences and embraced the opportunity to acquire PowerPoint skills as she had never utilized the program prior. In addition, the topics she selected for her presentations positioned her as well-informed with current news as she selected topics such as *femicide, drug mules and over-population*. Once she began to work on her presentations without external help, she was able to express herself both orally and within her slides clearly and concisely; although her poor computer literacy skills were an obstacle.

Table 4

Betty's presentations

Presentation type	**Topic**
Summarised speech	Drug mules
Informative speech	South Africa's population
Process presentation	How to buy a second hand car
Motivational speech	A 702 DJ and my former English teacher
Researched presentation	Overpopulation
Summative assessment	Femicide

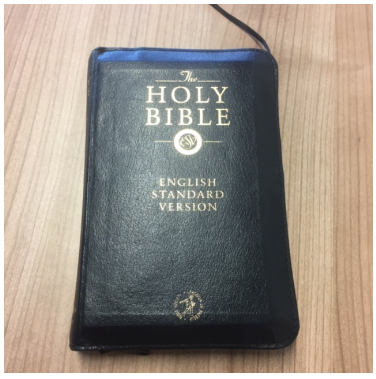
Anna

Anna hails from Botswana and is currently in South Africa on a scholarship from the Botswana Department of Justice; she has a scholarship to complete a Diploma in Legal Interpreting at Wits Language School. Anna chose to display a picture of her family as she is family orientated and has strong bonds with her immediate and

extended family. She is also a single mother of three; she became emotional as she described the hardship of being away from her family and friends and the loneliness and at times alienation of being a foreigner in South Africa. She is a staunch Christian; this was the reason she chose bring a Bible. Her faith sustains her through hardships and trials. When describing herself she chose these three words: family orientated, Christian and a hustler as she is an aspiring businesswoman in addition to working as a court interpretor. She embarked on her journey as a businesswoman by first opening up a small clothing store and then later registering her own company, Smooth Transitions, which is still in its infancy. This is the reason she chose to pass around her business card. She also told us that she had registered her company in her son's name as Botswana offers financial assistance to the youth to encourage enterpeurnship. Moreover, she wanted to create a legacy for her family and enable them to be financially secure. She also informed us that she had been hired by the Botswana Department of Justice as a temporary clerk without qualifications; she later moved on to become a court interpretor however she was overlooked for more senior promotions and raises as she was not qualified. After 15 years of employment and at the age of 43 she was offered a scholarship to acquire a Diploma. She expressed her excitement of the new opportunities that await her and her desire to improve herself and her family situation.

Picture 2

Anna's artifacts





Anna's motivation to join this course was primarily to increase her social and cultural capital and explore new identity positions as she believed that acquiring presentation skills would allow her to present her business plans confidently and be awarded a promotion. She oscilated between various identity positions within various communities such as: mother and single woman within a family community, Christian within a religious community, business woman and interpreter within a business or career community and a foreigner and student within the school community. Of interest is that each of those identities allowed her to express herself authentically as a complex individual. The topics of her presentations clearly reflected her; she chose topics such as, "*The importance of schooling"* and selected *Desmond Tutu* as a person who motivates her. Her dedication and commitment to the class deserve special mention as Anna did not possess a personal computer and had to travel to an internet café each week to prepare for the class. Her presentation skills improved gradually but was hampered by her poor computer literacy skills and limited access to a computer to practice.

Table 5

Anna's presentations

Presentation type	**Topic**
Summarised speech	Sharks
Informative speech	The importance of schooling
Process presentation	Getting a job
Motivational speech	Desmond Tutu
Researched presentation	Divorce
Summative assessment	Crime

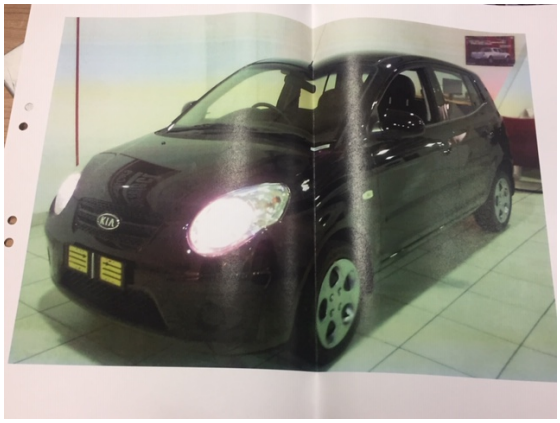
Emily

Emily was the only student who introduced herself using her indigenous/African name which had a lot of significance and blessings inherent in it. Upon reflection she felt that she was aptly named as she was the first in her family to attend and graduate from university. In addition, she was the first in her family to buy a car. She proudly displayed her Honours graduation picture (she had studied Industrial Psychology) and a picture of her first car. She elaborated on how her life and journey had not been easy as her mom was a domestic worker and her father did not complete matric but that she had performed well in her academic studies and received a bursary to further her studies. She also showed the class two tattoos that she had gotten; one of the African continent and the other of a butterfly and proclaimed that she was proud to be an African and wanted a tattoo of the African continent to remind her to stay grounded and be true to her roots. She also provided us with some personal detail by stating that she was raised by strong Christian women, her grandmother and mother, but also described herself as soft hearted and easily moved by emotion; so much so that she cries easily. Her strong bond with her mother was evident as she chose to display a picture of them together. She is currently employed at Standard Bank within the Human Resources Department as a Human Capital Business Partner.

Picture 3

Emily's artifacts





Emily was an enigma as she appears to be well-educated, proficient in English and in possession of a lucrative job, yet she struggled with her confidence especially when speaking in public. On the surface, she was not the ideal candidate for this course as she possessed strong English proficiency as well as excellent public speaking and computer literacy skills. However, the use of CSP strategies helped push Emily out of her comfort zone of Anglonormativity by pushing the boundaries of her cultural, tribal and racial identities and creating a space for her to experiment and redefine her cultural identity. She even used an isiZulu proverb, "***Wathint' Abafazi Wathint' imbokodo!***", which translates into, "***If you strike a woman, you strike a rock***" in her motivational presentation about *Peggy Sue Khumalo* to highlight the strength and resilience of women. This was surprising as Emily consistently maintained that she did not possess a strong cultural background and rarely code-switched in class; she opted to speak primarily in English. She embodies the idea of culture as dynamic, shifting and moving beyond the past and reminds us to avoid superficial notions of culture (Alim & Paris, 2014). In addition, this class created a space for her to up skill her PowerPoint skills, focus on creating aesthetically pleasing, uncluttered and concise slides as well as experiment with techniques to reach a diverse South African audience.

Table 6

Emily's presentations

Presentation type	**Topic**
Summarised speech	Trump
Informative speech	Depression
Process presentation	Project management
Motivational speech	Peggy Sue Khumalo
Researched presentation	HIV/Aids prevalence in South Africa
Summative assessment	Cancer

Francy

Francy described herself as blessed and fortunate. She explained that she was raised in a traditional family in a small village but her life and upbringing were far from what one would consider normal. For example, Francy shared that her maternal aunt raised her, away from her immediate family. She elaborated that her aunt was barren and desperate to have children so her mother "gave" her to her aunt and she was raised as an only child despite having five siblings. She also shared her strong religious beliefs with the class; she is a staunch Christian and proclaims proudly that she is a believer so much so that she journeyed all the way to Nigeria to visit a telly evangelist who has healing powers. She is also a proud South African who has a Masters Degree in Information Technology and owns her own car hence she chose to display a her Masters graduation picture and a picture of a car which she purchased in 2002. She has not changed her car despite it being old and out of fashion as it is still functional. In addition, she proudly displayed a scarf that resembled the South African flag through the colours used; she informed us that she takes that scarf with her on all her travels as she wants everyone to know that she is

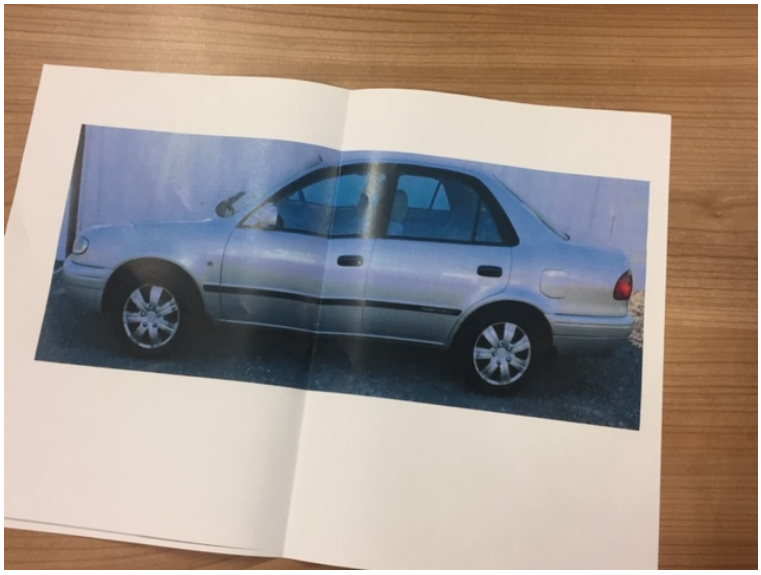
proudly South African. She told the class how she had travelled to the United States of America and France as part of her job and how in awe she felt the first time she travelled abroad as she had not had a passport before. She is still in awe of how her life has turned out. She also mentioned how she never thought she would have other opportunities and was grateful for her job. She was quite humorous as she claimed when she first had an opportunity to travel abroad, her first response was, “Who? Me? I never thought I would travel overseas”. She is currently employed by the Department of Communications as IT Network Manager and this is the reason she brought a picture of cables as they are a fundamental part of her work life.

Picture 4

Francy’s artifacts







Francy's main motivation for joining this class was to acquire social capital in the hopes of being promoted. She embraced the use of CSP strategies and the opportunities to codeswitch wholeheartedly and was the first student in the class to use a Sepedi proverb in her presentation titled "How to plan your dream vacation" as a hook. The slogan, "***Lesogana le le sa etego le nyala kgaetsedi***" which translates into "**If you don't travel, you will marry your own sister"** was appropriate and relevant for the context and excellently executed. Although she is naturally reserved, the topics she selected for her presentations and her excellent computer literacy skills gave us insight into her humourous personality; she selected the following topics: *Black Tax, Cannabis, Cyber Crime and Masingita Masunga*. Through the use of CSP strategies, her various identities became visible and her personality was revealed. Francy is a nervous yet dedicated student who is humorous and creative. She benefitted from the opportunities to present to an audience and experiment with her vocal ability and body language.

Table 7

Francy's presentations

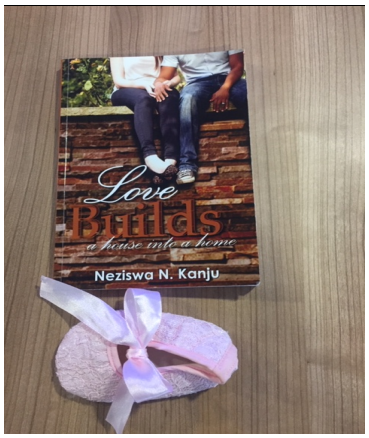
Presentation type	**Topic**
Summarised speech	Black Tax
Informative speech	Cannabis
Process presentation	How to Plan a Dream Vacation
Motivational speech	Masingita Masunga
Researched presentation	Cyber Crime
Summative assessment	4IR – Fourth Industrial Revolution

Demi

Demi chose to foreground her family in her introduction of herself as she professed to be “family orientated and romantic”. She substantiated this statement by telling us that she had her first child at the age of 21 but is a step mom to four children; in total she has five children. Her biological daughter is a fundamental aspect of her life hence she brought along a pink baby shoe. In describing herself she informed us that her father had passed on before her birth and that her mom and grandmother raised her. She also shared the tragic loss of her brother, followed by that of her grandmother – these were traumatic experiences in her life. She told us that growing up she was nerdy, chubby and very conservative as she had a strict curfew of 4 pm and loved reading and writing in her diary. She transformed her appearance once she started attending a tertiary institution hence she chose to display her make up and her skinny figure. She proudly explained that she has a Bachelor Degree in Environmental Health and had later studied Accounting to improve her job opportunities. She hinted at marital issues with her husband related to infidelity; her candour and honesty were surprising. This is the reason she chose to bring the book, *Love builds a house into a home* as she reads this book to become inspired and motivated. She also told us she is proudly isiZulu and hails from KZN, Port Shepstone. She is currently employed at Afrocentric as an Integrated Reporting Specialist.

Picture 5

Demi’s artifacts





Demi's primary motivation for joining the class was her desire to be more academically focused; she enjoyed the social interaction and the learning community and embraced the opportunities to present in class. She is the only student who was consistently well prepared for all presentations and who selected a wide range of topics which she had limited prior knowledge about such as *Silicosis, Carrot Production Process, Unemployment, Lobola and Nomzamo Mbatha*. Her secondary goal was to improve her spoken confidence using English; she is cognizant of the status and prestige that English is associated with and the potential social identities and capital it possesses for proficient speakers. Yet she is also proudly isiZulu and possesses a strong ethnic, racial and cultural identity which she is confident displaying hence she thrived in activities where CSP strategies were used as she could incorporate and critique all aspects of her identities; for example, she frequently mentioned that cultural practices of respect with regard to eye contact, body language and speaking rights often impeded her ability to speak freely and boldly within her workplace. She embodied the tensions that exist between the monocultural practices in the workplace and her isiZulu practices and performed identity. She was an integral member of the class as she acted as a resource on isiZulu culture for her classmates and enthusiastically embraced all activities and discussions; she even dressed up in her traditional isiZulu attire and cooked *phutu,* an African staple dish for one of her presentations!

Table 8

Demi's presentations

Presentation type	**Topic**
Summarised speech	*Lobola*
Informative speech	Silicosis
Process presentation	Carrot Production Process
Motivational speech	Nomzamo Mbatha
Researched presentation	Unemployment
Summative assessment	Woman – Be Unapologetically You

Cate

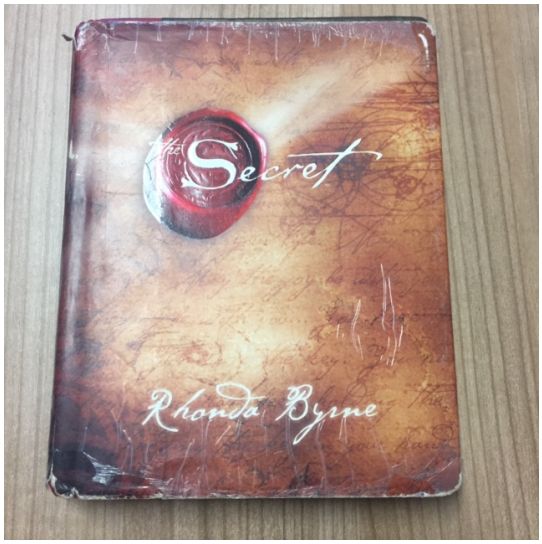
Cate proudly introduced herself as Tsonga and a proud African woman who loves her culture, traditions and people. She was born in a small village in Limpopo and was the second born. She describes herself as a strong, ambitious and proud woman. She brought along a picture of a traditional Tsonga outfit and boasted that she never uses wigs as she loves her natural African hair, which she styles frequently. She also loves wearing her traditional attire and frequently incorporates these styles in her work wardrobe. She explained that she was not a stranger to tragedy as her mom died when she was 12 years old. However, she maintained good family relationships with both her maternal and paternal relatives. She described herself as positive and showed us a picture of the motivational book, *The Secret* that she is currently reading. She also is a fan of traveling and loves going outdoors; she showed us pictures of the outdoors and nature scenes. She is a graduate from the Vaal University of Technology where she studied Accounting. She is currently employed by the Department of Human Settlements as an Assistant

Director in the Finance Department. She is happily married, a proud Christian and aims to be a Chartered Accountant one day.

Picture 6

Cate's artifacts





Cate's primary motivation for joining this class was her desire to improve her cultural and social capital as she aspires to climb the corporate ladder. While she has average computer literacy skills, she did not fully embrace the opportunities provided to her as she seemed to always prepare her presentations at the last minute, at times moments before her presenting them, and engaged with the topics very superficially; this could be attributed to her busy family and work life. She also selected simple topics such as *Teenage Pregnancy, How to Deal with a Break up* and *Divorce*. Of interest is her prominent and proud racial and cultural identity, which is always visible in her attire and hairstyles. Through the CSP strategies used in the class, she attempted to represent her community, culture and race in the best light. So much so that she selected Julius Malema, a controversial politician in South Africa, as the person who motivates her as she strongly believes that he is unfairly positioned and his flaws magnified in the spotlight; she opted to present him as a determined, family orientated and resilient revolutionary leader. Interestingly, this

presentation was her best as she researched the topic thoroughly, fulfilled the purpose of the presentation and delivered the content in a relatable and authentic manner.

Table 9

Cate's presentations

Presentation type	**Topic**
Summarised speech	My husband – a Gold Digger
Informative speech	Teenage Pregnancy
Process presentation	How to Deal with a Break up
Motivational speech	Julius Malema
Researched presentation	Divorce
Summative assessment	Rural Development Construction in South Africa

Gary

Gary described himself as a proud Venda man who comes from Limpopo. He is happily married and is the father of two sons: one who is a pilot and the other who is an engineer. It is evident that he is proud of his offsprings' achievements and the careers they have chosen. He is equally proud of his own academic achievements and chose to display his Electrical Engineering qualification and a picture of a typical work location. He proceeded to explain that he had worked part time while studying and had even worked before pursuing further studies as he had financial challenges. He is also a Christian man who loves travelling; he displayed pictures of his travels and highlighted that he aims to travel abroad once a year. He displayed pictures of his latest travels to Israel and showed us pictures of various places of spiritual significance. He also explained that he has been focusing on improving his English

language skills, as he did not possess a good English foundation as part of his schooling; it is impressive that this is his fourth consecutive course at the school. It is also evident that he believes improved English proficiency will hold him in good stead at work, as he has to liaise with mayors, community leaders and high profile stakeholders as part of his job. He is currently employed at City Power in a middle management position and has worked there for many years.

Picture 7

Gary's artifacts





Gary was a welcome addition to the class as the only male; his strong and proud Christian, cultural, racial, traditional and at times patriarchal identities enabled him to contribute to discussions from an unique perspective where he oscillated between colonial Christian and traditional African viewpoints. This was especially evident in discussions about polygamy and non-conservative attire such as "bum shorts or boob tubes". The use of CSP strategies and his responses to them highlighted the contradictions and challenges that South Africans live with where the legacy of

colonialism and the racialized context of South Africa place one's various identities in opposition with each other, as well as how individuals elect to live out their racial, cultural and religious identities. His motivation to join the class is primarily to acquire social capital, as he firmly believes that English proficiency is the key to success. Gary has poor computer literacy skills and did not fully embrace all the techniques taught in the class nor did he incorporate feedback regarding slide design and content organization. He appeared to engage superficially with the content and displayed limited critical thinking; he often made broad generalizations, which unveiled his prejudice and biases. For example, in his summative presentation he alluded to foreigners being criminals, unlawful and a burden on state resources yet positioned himself as a neutral immigration consultant; this was at odds with the content taught within the class.

Table 10

Gary's presentations

Presentation type	**Topic**
Summarised speech	Drought
Informative speech	Corporal Punishment
Process presentation	Conflict Management
Motivational speech	Miriam Makeba
Researched presentation	Diaspora
Summative assessment	Immigration

The introductions activity was enlightening as students not only shared details about their personalities but also details about their jobs/careers, their religious beliefs, families, upbringing, interests, their academic studies and their personal highs and lows. They explained how their backgrounds were not obstacles to their success and

boasted about their achievements and goals. The activity allowed me, as the teacher, insight into my students' lives and identities; through our discussions and interactions I became increasingly aware of how complex and at times conflicted their various identities were. The tensions within their identities played out as they described conflicts between personal achievements and success and perceived low English proficiency, as with Gary, or conflicts between being proudly South African and sociolinguistic posturing such as acquiring and modeling a "Model C/coconut accent", as with Emily. On the other hand, there was a strong sense of pride in their culture and an obvious identity linked with their cultural backgrounds, with Gary, Cate and Demi; they proudly declared their ethnic group affiliations with statements such as "I am Zulu/|Venda/Tsonga".

Furthermore, the various forms of capital the students possessed became evident and clearly visible; their cultural, economic and social capital were on display in the form of possessions, travels, qualifications and religious affiliations. Bourdieu conceptualizes capital as power which "extends from the material/economic to the cultural and social: *Economic capital* refers to wealth, property and income; cultural capital refers to knowledge: educational credentials and appreciation of specific *cultural forms*: and the *social capital* refers to connection to the networks of power" (Darvin and Norton, 2015, p.44). Furthermore, the items students had opted to display were indicative of the value they placed on economic capital such as cars which was a recurring indication of success and prosperity across the gender divide. Of interest was also the range of communities that the students belonged to and how they positioned and identified themselves as Christian, employees, tribal members, travelers or mothers and fathers, daughters and granddaughters.

In addition, it became apparent that the students have invested in their studies in the hopes of expanding their capital and becoming members of various communities;

they believe that improvement of their presentation skills and English proficiency will result in increased opportunities for promotions or higher salaries. This was insightful as I became more aware of the imagined communities my students aimed to be part of and their imagined identities. Norton advocates that these communities "offer possibilities for an enhanced range of identity options in the future …In essence, an imagined community assumes and imagined identity, and a learner's investment in the target language must be understood within this context" (Norton & Gao, 2008, p. 114). Norton's notion of investment emphasizes that "if learners invest in a language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power"(Darvin & Norton, 2015, p.37). This is paramount as often as teachers we do not understand our students' motivation for studying nor are we cognizant of their lives outside the classroom; we tend to view students as a group without recognizing their various identities, community affiliations and investments. It is possible that investments for adult learners are more well-developed than for other types of learners such as undergraduates.

4.2.1.2. Activity 2: Stories of success and endurance; there's light at the end of the tunnel

In the second activity, I invited three black high school students to our class to listen to the Presentation Skills students in order to inspire them through their successes and experiences. However, only two out of the three students were able to attend the session; nonetheless, it was a truly enlightening and rewarding experience. My students welcomed the younger ones in such a warm and genuine manner that instantly put everyone at ease. I had asked my students to motivate the high schoolers in the hope of encouraging them and sharing a little of their journey with them; we often hear success stories but very little about the actual journey. The

impact of this session on the high schoolers was significant and tangible. In the brief synopsis of each student's motivational address, it is evident that the students drew on their personal experiences as Black South Africans.

Pearls of wisdom

> ***Anna*** *encouraged the students to pursue their academic studies by using herself as an example and shared that she had only begun her academic journey at the age of 43. She emphasized the notion that within certain spaces, academic qualifications grant you access, material rewards and opportunities!*
>
> ***Betty*** *confided in the students that she had only completed her matric at the age of 37 due the financial difficulties but she had never given up. She proudly stated she was 53 years old and still in school! She encouraged the students to not to be discouraged by obstacles.*
>
> ***Cate*** *advised the students to stay focused on their studies and self-improvement and to not be distracted by friends or boyfriends by sharing her personal experience of joining a bad peer group and the impact of that! She firmly stated romantic relationships should not be a priority!*
>
> ***Emily*** *shared her learning journey as a bursary recipient. She stated that funding is available for academically gifted and financially needy students; she outlined how companies recruit interns and award bursaries from her experience in HR. She even referred students to websites and companies.*
>
> ***Gary*** *took on a fatherly role by congratulating the students on their English proficiency and public speaking skills. He highlighted the difficulties of his*

academic journey but foregrounded the fact that he is still studying. He informed them that funding opportunities are available and recommended that students consult his company's website for advertised bursaries.

***Francy** was quite entertaining, outspoken and humorous as she told the students of her determination to attend a tertiary institution without funding or even a plan. Luckily, she received a bursary to study although she didn't get much money for luxuries. Ironically, she had failed Mathematics in the course of her studies but had eventually majored in Mathematics. She expressed that she is still looking for love at the age of 44; she encouraged the students to focus on their goals and not compromise on the life they have imagined for themselves!*

While listening to the students talk, I become more cognizant of the importance of telling your story; often people are boxed and labeled without their experiences defining and setting them apart as individuals with goals and pasts. In that moment, as a teacher I became more aware of all the different identities my students possess and the reality of their multi-dimensional selves. I felt as if I saw them for the first time as proud, determined, successful women/men, mothers/husbands, wives, employees, Africans, South Africans and leaders of an era of change. As a researcher, I was also reminded of the metaphor of identity as position, which allows "for people to tell stories about themselves, to represent themselves in a narrative, but also to shift positions and tell new stories. At times, identity as position seem to make identities fragmented and in tension, but at other times coherent, dependent on the particular space, time, or relationship in which one is situated, recognized and named" (Moje & Luke, 2009, p. 431). My students had identities linked to the past and new identities linked to the present and future. They cannot simply be labeled as English language learners as they are also successful, proficient individuals who live

full lives. The use of CSP strategies allowed me to fully meet my students and their various identities as well as gain insight into why they were in my class. This could be characteristic of CSP with adults as they have had more life experiences and opportunities to develop various identities and investments.

I was also reminded of a TED talk by the Nigerian author, Chimamanda Ngozi Adichie about the danger of a single story, which my students and I listened to as part of a classroom activity. As I listened to her talk and reflected on my teacher's journal, it became evident to me that often we hear a single story of the experience of black people, one marred by poverty, colonization, segregation and subjugation that we forget the stories of excellence, tenacity and resilience. In that motivational session, my students were giants who conquered the monsters of poverty and hardship and realized their dreams of becoming members of their imagined and *now real* communities. My students shared stories of hope, resilience, patience and survival against the odds. However, it is imperative to highlight that they also seemed to be drawing on shared narratives of adversity overcome.

This is a part of her speech that really captures the need for teachers to get to know their students and their stories or else we will continue to perceive our students as all sharing a single story.

> "So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become. Power is the ability not just to tell the story of another person, but to make it the definitive story of that person. The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start with, "secondly". Start the story with the arrows of the Native Americans, and not with the arrival of the British, and you have an entirely different story. Start the story with the failure of the African state, and not with

> the colonial creation of the African state, and you have an entirely different story. The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story" (Adichie, 2009).

The CSP approach challenged the notion of a single story for my learners as they were able to draw on how colonialism, apartheid and their cultural backgrounds impacted their opportunities for access to education and to generate wealth. In addition, it afforded them the opportunity to share their stories of success and endurance and create new diverse stories that are in the process of becoming epic novels. Through the CSP approach my students were able to transcend the stereotypical notions of Black people as uneducated, inferior thinkers and poverty stricken.

Lastly, as I reflected on my teacher's journal, the honesty of the students' motivational speeches was indicative of the caring and trusting relationships they had built with each other and the concern they had for the younger generation. It also reminded me that a classroom space should be built around maintaining a sense of trust and a caring, humanizing environment. Ladson Billings also advocates for this in order facilitate collaborative learning and a learning community. San Pedro sums this sentiment aptly, "The development of trust impacts the stories we are willing to share (or not share). As such, Respect, reciprocity, responsibility and the importance of caring relationships impact who we are and how we reveal that authentic self to and with others" (2017, p.112).

4.2.2. Creating a humanizing classroom environment

Humanizing the practice of teaching pertains to focusing on the interpersonal dimension and requires teachers to include the experiences of all students and thus

use a pedagogy, which “emphasizes the richness of teacher- student relationships” (Huerta & Brittain, 2010, p. 385-386 as cited in Doucet, 2017, p.196). It also requires that teachers possess teacher political clarity which Bartolome defines as a “deep awareness of the matrix of power and privilege that shapes society, centering the experiences of White middle and upper-class individuals and relegating the experiences of others to the margin” (1994, p. 178 as cited in Doucet, 2017, p. 196). This is especially pertinent as often schools and educational institutions are viewed as culture free, apolitical or neutral. However, this is not the reality most students face. The culture of many schools are alienating and centered around middle class, English speaking, White students; it can be attributed to the idea that “epistemological origin of school knowledge, values, culture, content, examples, analogies and practices is heavily steeped in a Eurocentric and patriarchal worldview, experience and ideology, it thus omits the experiences, history, contributions and culture of people of color, the poor and women” (Howard & Rodriguetz-Minkoff, 2017, p.10). Bissonnette reminds that, “all education is political, instructing from a neutral teaching platform is impossible” (Bissonnette, 2016, p. 12). Often students’ funds of knowledge and experiences are not considered valid within classroom spaces.

This was especially evident in the Presentation Skills manual, as it is not designed for a South African context. It is imperative that I state that I am critical of the manual; the manual was designed prior to my teaching this class and as a teacher I was expected to teach the content set out within it. My key critiques are centered around the choice of content which is Eurocentric and does not include any reference to African cultures, experiences and history. However through the CSP interventions, I was in the position to make changes to the curriculum by researching the cultures of my students, developing relationships with them and attempting to link their lived experiences with the Eurocentric strategies and techniques foregrounded in the

curriculum. I was able to include more relevant content such as African short stories, poems and songs. Moreover, I was also able to include content that was multilingual such as music videos and talks. (Appendix G). **"**Banks advocates for the integration of non-mainstream content into traditional, Eurocentric curricula as essential for the creation of a multicultural curriculum. His argument surmises "school learning must be connected to all students' identities in order to make learning relevant for children" (Morrison, Robbins & Rose, 2008, p. 437). I argue that it is equally relevant in adult education as well. Furthermore, as a teacher I was able to tap into my students' experiences attending traditional events or watching the news to point out how praise singers and tribal leaders effectively utilize their body language and voice. We were also able to effectively practise key public speaking features such as pace, volume and tone by selecting content that the students could relate to and select the appropriate emotion to display. Lastly, students were also positioned as knowledgeable when they had to present poems of their own choosing; they were able to select multilingual and cultural content.

The use of CSP strategies in the Presentation Skills course allowed the students and me, the teacher, to share role of learner and teacher with regard to sharing ownership of knowledge and expertise and allowed me as the teacher to develop the role of a researcher and ethnographer by learning more about my students' families, home lives, cultures and practices. Through learning more about my students, I become more cognizant of the dangers of static interpretations of culture; my students were products of a dynamic shifting culture. For example, traditional practices were being replaced by modern, Western practices such as: instead of slaughtering a cow for a traditional ceremony, individuals now buy meat from a butcher. Traditional practices such as *lobola* where cows were given to the bride's family are now being replaced by monetary gifts and in some cases the gender roles

in *lobola* are reversed, the bride can pay *lobola* for the groom. In addition, with the movement of people away from rural homelands, communal households where different generations share a space are no longer popular.

In addition, as part of developing a political clarity and an understanding of how colonialism, racism, injustice and political polices have unfairly positioned Black South Africans, it was imperative that I addressed the issues of race and oppression and the impact they have had on the identities of my students. Using the tenets of CSP, which include instilling in students a sense of self and political consciousness, we were able to address how students were positioned in society and how systemic inequalities have unfairly disadvantaged them.

> Culturally relevant teachers work hard to help students engage in meaningful projects that solve problems that matter in their lives. They also work to help students develop a critical consciousness that allows them to question the veracity of what they read in classrooms and pose powerful questions about social, cultural, economic, political and other problems of living in a democracy that attempts to serve a diverse populace (Ladson-Billings, 2017, p. 146).

As a class we were able to discuss current, contentious issues in South Africa such as land grabs, affirmative action policies, crime, racism and free education. Students were encouraged to develop critical thinking and to share their opinions without judgment while I as the teacher was challenged to reflect on how I viewed my students and what biases I possessed.

Through creation of a caring and supportive relationship, the students and myself were able to discuss these issues transparently and honestly. This quote by San Pedro accurately sums up my sentiments: “Hearing, seeing and feeling the visual and verbal stories of others – and having their stories valued and validated by

another – fosters a classroom community in which future discussions of race, colonization, and the oppression can be discussed meaningfully and dialogically" (2017, p.112).

4.2.3. Recognizing the importance of critical teacher reflection

A key tenant of culturally relevant pedagogy is the rejection of deficit-based thinking regarding culturally diverse students and the recognition that these students possess valuable cultural capital. This was especially relevant for me as in the Presentation Skills class we generally focus on how to present to diverse audiences but rarely include the cultural knowledge or capital that students bring to the class. By tapping into their rich cultural capital and bearing witness to the improvement in students' confidence and body language, I as the teacher began to see their cultures as resources and gained insight into my students' lives and lived experiences which resulted in an enhanced global perspective. In order to construct pedagogical practices that are culturally relevant, meaningful and racially affirming, teachers must critique and analyze issues such as culture, ethnicity and race and acknowledge their impact on the learning experience of students. The importance of critique and analysis cannot be minimized as race and culture have had real material effects on the lives of my students from how they are perceived by others and themselves, to how much access they were afforded to education and opportunities, to how their identities have been fragmented and distorted to be accepted in their various lifeworlds and communities. All of these factors have resulted in my students' distinct personalities and attitudes, which have real consequences for their learning journeys. Furthermore, teachers must possess an in-depth understanding of the cultures of different ethnic group as well as their own in order to grasp their impact on teaching and learning behaviours (Gay & Kirkland, 2003). This was particularly pertinent in my classroom as gaining insight into my students' cultures allowed me to be cautious of mislabeling respect for shyness or timidness or confidence and pride for arrogance

and disrespect. It also propelled me to consciously include students in class discussions as in some cultures individuals only contribute if specifically asked to and in others only after the elders have spoken; I had to be sensitive to the various ages and cultural practices and view them as factors when analyzing my students' learning behaviours rather than making superficial generalisations. Teachers, especially in South Africa, must concede that their students will frequently possess contrasting linguistic, social, cultural, ethnic and racial backgrounds from them. Therefore, it is increasingly evident that teachers must engage "in honest, critical reflection that challenges them to see how their positionality influences their students in either positive or negative ways…Teachers must acknowledge how deficit-based notions of diverse students continue to permeate traditional school thinking, practices and placement, and critique their own thoughts and practices to ensure they do not reinforce prejudice behaviour" (Howard, 2003, p. 97). It is apparent that we cannot adopt a neutral, one size fits all approach to teaching diverse students as Horton and Freire aptly state: "There can be no such thing as neutrality. It's a code word for the existing system. It has nothing to do with anything but agreeing to what is and will always be – that's what neutrality is. Neutrality is just following the crowd…" (1990, p. 102). The importance of critical teacher reflection cannot be overstated as it aids in improving the educational opportunities and relevance of teaching for diverse students and reminding teachers that teaching is not a neutral act and to not create reductive notions of culture. "It is a process of improving practice, rethinking philosophies, and becoming effective teachers for today's ever-changing student population" (Howard, 2003, p. 201).

To highlight our hidden biases and to interrogate how we perceive people, I will briefly describe a classroom activity: my students were asked to think about how their communities/Black people are perceived by society. Students were first asked to list the words/phrases on the whiteboard that would describe how their communities are

perceived. Thereafter, I asked the students to use a green marker to circle all the positive qualities and a red marker to circle all the negative qualities. Lastly, I asked students to look at all the negative qualities and decide if those qualities were facts or myths; if they were facts/truths, they should put an asterisk next to the word.

I have listed their words and phrases as they had without amendments below:

Table 11

Perceptions of Black people by Black people

Positive	**Negative**	**Negative but true**
Too much sympathy	Unskilled	Unskilled
Very fertile	Very fertile	Financially illiterate
Black don't crack	Not adventurous	Uneducated
Hard workers	Financially illiterate	Shopaholics
Religious	Religious	Polygamists
Ubuntu	Like protests	Polluters
Beautiful	Thugs	Criminals
Cultural	Unfit	
Respectful	Trouble makers	
Educated	Uneducated	
Voluptuous	Polluters	
Kind	Gullible	
Strong/strength	Shopaholics	
King makers	Gold diggers	
Forgiving	Polygamists	
Supportive	Haters	
Creative	Criminals	
Accommodating	Cheaters	

	Poor	

This was an enlightening exercise as students had fixed and strong beliefs about how they were perceived. I was most interested in the negative qualities that they perceived to be true; when I probed for detail, students foregrounded the socio-economic political and historical background of South Africa, which positioned black people as inferior, unskilled, uneducated. Unfortunately, many Black people have internalized these thoughts and consistently view themselves through the “white gaze”. For example, the class had a strongly contested debate over the term uneducated as Francy stated there are more young Black people with post graduate degrees than other races in her workplace and it was unfair to position Black people as uneducated.

In their second written response Gary, Cate and Emily also mentioned how unfairly Black people are viewed. It becomes apparent that Gary and Emily view their communities in relation to the other non-African communities whereas Cate views her community in relation to other African ethnic groups; irrespective, there is a constant comparison between us vs. them. Even though all students highlight the injustice of incorrect perceptions of their communities, Cate lists three examples of successful Tsonga men, a minister, a mayor and a businessman, to challenge the incorrect perceptions of members of her community. While both Gary and Emily foreground the continued negative impact of apartheid on their communities with regard to how their communities are currently perceived, Emily states how the more opportunities are becoming available for members of her community. She also accentuates the difficulty members of her community face due to misconceptions their ability, skills and knowledge. Their responses are listed below without any amendments:

Extract 8: Gary's second written response

I think the way others view us is not fair and real because we were disadvantaged by apartheid for a long time. I believe that our community are full of respect, good manners and love their culture.

Extract 9: Cate's second written response

It is not fair how my community is viewed because there are so many educated and successful Tsonga people in our country, for example, Minster of Finance: Mr Tito Mboweni, Executive Mayor of Johannesburg Mr Herman Mashaba and the owner of Masingita Group in Sandton: Mr Mike Nkuna there are so many of them I can't write all their names here.

Extract 10: Emily's second written response

During the apartheid era, Black South Africans were excluded from education systems and skilled occupations. This limited Black South Africans to hard labour occupations such as domestic work, gardening and farming. Black South Africans are now catching-up and are being given opportunities to occupy skilled occupations. However, we experience difficulty in climbing the corporate ladder as there is still the perception that we are uneducated, we don't belong in the corporate environment and that we should rather be doing hard labour occupation.

In addition, students highlighted that Black people were not adequately prepared for access to credit cards, bank loans and higher salaries hence debt is a looming problem as people do not possess financial management skills. Emily expanded on this idea in her second written response.

Extract 11: Emily's second written response

Black South Africans are viewed as "big spenders", a community that doesn't think ahead and make long-term financial plans. I believe that there is an element of truth as the Black South African community was not taught the value of money, how to budget, save for emergencies and retirement. Hence, we currently have an issue of people living beyond their means, we can't help but buy our dream cars and expensive clothes as our parents and family members never had the means to buy them.

This activity forced me as a teacher to confront the biases I held about my students and the biases they possessed about themselves; it facilitated a meaningful discussion on the generational impact of identity, race, culture and ethnicity of an individual. Many students continue to evaluate themselves by Anglornormative norms and appear to possess "double consciousness", "this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (Du Bois, 1965, p. 45). Moreover, it aided students to comprehend the true and continuing impact of colonialism, apartheid and the white gaze on their perceptions of themselves as students were challenged to substantiate, probe and critique their viewpoints. They were encouraged to move beyond superficial notions and were required to critique each other and engage robustly by drawing on their life experiences and identities. I think this quote sums up the role of education and a teacher especially with a multicultural and diverse classroom,

> education, at its best, hones and develops the knowledge and skills each student already possesses, while at the same time adding new knowledge and skills to that base…To achieve this level of teaching, Delpit articulates a

> balance between knowing what to teach our students and learning from them so we might better teach them (Kesler, 2011, p. 419).

4.2.4. Developing a third space

Moje *et al.* define the "integration of knowledges and Discourses drawn from different spaces the construction of "third space" that *merges* the "first space" of people's home, community, and peer networks with the "second space" of Discourses they encounter in more formalized institutions such as work, school and church" (2004, p. 41). This is especially relevant as third space attempts to build bridges between students' funds of knowledge and the type of knowledge required in formal spaces such as schools as well as provide increased opportunities for success in traditional school learning while simultaneously creating space for marginalized voices. Teachers and students should also work collaboratively to extend activities, knowledges and practices of the different domains/space in a forward-looking third space. Moje *et al.* believe the third space acts as a scaffold and

> with this scaffold, students would be able to better access and negotiate the privileged texts of upper level content area classrooms… building bridges is a necessary part of what makes third space because it helps learners to see connections, as well as contradictions, between the ways they know the world and the ways others know the world (2003, p. 44).

This is especially pertinent as often teachers adhering to the CSP framework expect and encourage academic excellence without providing the necessary support and scaffolding needed. Culturally relevant teachers should aim to support students in their learning through the following ways: modeling, scaffolding and clarification of a challenging curriculum; using students' strengths as instructional starting points, investing in and taking personal responsibility for students' success and creating cooperative learning environments (Morrison, Robbins & Rose, 2008).

The CSP strategies used in this study encouraged me to be a more supportive teacher who actively attempted to link new knowledge to current knowledge and actively improved the effectiveness of the course. For example, one of the assessment tasks required students to present a process presentation without teaching a process. In an effort to aid my students, we ran a "show and tell" activity, which required them to demonstrate a process; the students were instructed to use props to explain and model a process while utilizing specific time order words. This activity modeled a process presentation and eased students into the task. An added bonus was that the class was treated to some delicious treats such as *phutu*, an African staple! In another instance, one of the other assessment tasks required students to present an informative presentation without any guidance on how to conduct research, paraphrase or cite. I printed out three articles about peacocks and peahens and asked students to work in groups and highlight five interesting facts; each group was then asked to create a hook using the most interesting fact they encountered about peacocks and peahens. My favorite was, "Did you know that humans and peacocks share something in common? They are both polygamous!" We thereafter discussed ways in which to cite direct quotes and how to paraphrase; these alternate methods helped create a third space and improve the effectiveness of the Presentation Skills course.

4.3. What are the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills?

Students felt that there were numerous affordances of CSP strategies for adult ESL students' learning of Presentation Skills and these can be grouped under three key themes: emergence of discourses of diversity, tolerance and respect, an awareness of cultural identity and creation of stronger teacher/student bond. In contrast, there was one limitation that students highlighted, a perceived weak cultural identity. I have separated students' responses and will discuss them in detail under each key

theme. Data for this section was drawn from the students' open-ended responses from the questionnaires and written paragraphs.

4.3.1 The emergence of discourses of diversity, tolerance and respect

In the extracts below, no amendments were made to the student's writing and all spelling and grammar errors were kept intact.

> ***Extract 12: This was extract was taken from Anna's first written response***
>
> *When working with other people, it is important to have some presepective and understanding of their cultures. This* ***promotes engagement with others, increase tolerance and opportunities to come together*** *with others. As much as one whats his/her culture to be valued and respected, there is a need to know other peoples culture. It is important to incorporate culture in an English Presentation Skills class because when you present,* ***you have to adapt to your audience****. Demographic analysis is one of the aspects to take into consideration in presentation because it involves culture. It is also an advantage becuase* ***other people will understand your way of life and how you do things.*** *For example, one can* ***avoid doing things which are against other peoples culture.***

In this extract, there is a level of timidity and fear of offending others and this could be linked to Anna's nationality; she is Motswana. As a foreigner residing in South Africa, she could be more aware of the undertones of xenophobia and wish to avoid drawing any unnecessary negative attention to herself and seek ways to blend in.

> ***Extract 13: This was extract was taken from Demi's first written response***

> *Although, English is an international spoken language, South Africans have various cultural groups and practices. Therefore, it is* ***imperative to incorporate culture*** *as part of the English Presentation Skills class. This exposure will ensure that all* ***students gain an understanding*** *of the different cultural group – equipping them with the knowledge that will a****llow them to make an informed decision on how to treat each other****. Ideally, when we understand each other's culture and practices, we* ***gain mutual respect and appreciate the diversity*** *within our societies. I strongly believe that students* ***would become more comfortable and respectful towards each other*** *should teachers include aspects of students' cultures in the class.*

In this extract, there is a strong desire to create a respectful and understanding society. This could be linked to Demi's strong desire to maintain her isiZulu identity in her Western work environment. Demi stated that at times her cultural values and demonstrations of respect were misunderstood within her workplace and led to her being positioned as shy or insecure and as a result she was never comfortable at work.

> ***Extract 14: This extract was taken from Cate's first written response***
>
> ***Culture is a way of doing things****,* ***it influences the way people live, learn and behave****. Culture also make people* ***understand each other*** *better to the soul and* ***break down barriers****. It* ***helped us to learn*** *other people's different views, their values, their humour, their hopes, their loyalties and their worries and fears. It also* ***helped us to have some perspective and understanding*** *of other people's cultures.*

> ***Extract 15: This extract was taken from Betty's first written response***
>
> *Students in a class come from different cultures; so it helps them to know* ***each other's culture and be able to be comfortable and respect each other****.*

In these two extract, there is a strong understanding of the importance of culture in facilitating authentic relationships and building bridges between. This could be linked to both Demi and Betty's self identified dominant cultural identities at this moment in time, which are corner stones of their personalities and relationships.

The affordances of CSP strategies included exposure to various cultures and recognition of the value of understanding culture in order to be tolerant, respectful and mindful of different people/ tribes and their ways of being. In addition, through the incorporation of culture, students began to move away from stereotypical or reductive notions of race and ethnicity and began to be cognizant of the differences. **There was a clear articulation of discourses of tolerance, respect, understanding and collaboration around diversity**. Ladson-Billings defines culture succinctly in the following way,

> it involves every aspect of human endeavor, including thought, perceptions, feelings and attitudes. It is not merely the visible and tangible components of a community such as artifacts, foods, and customs, although these things are indeed part of a culture… culture encompasses worldview, thought patterns, epistemological stances, ethics, and ways of being along with the tangible and readily identifiable components of human groups (2017, p. 143).

The extracts show that the affordances of CSP strategies allowed students to grasp that coexisting with a diverse range of people requires sensitivity, adaptation and understanding and to be cognizant that "our languages, literacies, histories and cultural ways of being as people and communities of color are not pathological" (Alim & Paris, 2017, p.2).

In addition, by incorporating culture through CSP strategies in the classroom, Demi was able to articulate an awareness of the status and prestige of English juxtaposed with her different cultural identities, as English proficiency is associated with a desirable social and cultural identity and capital. This is similar to the conflict Gary experiences between his western and cultural identities; this perhaps points to students possessing hybrid identities. CSP often overlooks the hybridity of students' identities while encouraging students to maintain heritage and community practices. "Hybridity theory posits that people in any given community draw on multiple resources or funds to make sense of the world…Further, hybridity theory examines how being "in between" several different funds of knowledge and Discourse can be both productive and constraining in terms of one's literate, social, and cultural practies and ultimately, one's identity development" (Moje *et al*, 2004, p. 39). Both Demi and Betty also highlighted that the inclusion of culture aids individuals to be more comfortable; this could speak to the discomfort students experience in spaces that alienate and restrict their cultural identities and position them as deficient.

4.3.2 An awareness of cultural identity

> ***Extract 16: Cate's first written response***
>
> *It is very important to incorporate culture in an English Presentation Skills class because it* helps people understand *how people do things and it also helps those who are already practicing it to* ***maintain their identity of where they are coming from.***

This extract indicates Cate's strong desire to maintain her identity and cultural practices as well as have Tsonga people positioned in the best light. Cate had indicated on various occasions that Tsonga people are negative perceived by other tribes and are often viewed as ugly or stupid; her extract demonstrates her desire for her community to be better understood.

Extract 17: Emily's first written response

I believe that culture does have a space in this class as it is impossible for us separate ourselves from it. ***We are who we are because of our culture*** *and how we were raised as such it will reflect in everything we do.*

Emily's extract was particularly interesting as throughout the class she maintained she did not possess a strong cultural background. I believe her extract demonstrates her grasping a more nuanced understanding of culture and cultural identity. One of the key affordances of CSP strategies was its ability to render visible the resources students possess, to allow them to r*ediscover* the richness of their cultures and languages and to affirm their various identities, too. This thought is echoed by Gay who states that culturally relevant pedagogy uses, "cultural knowledge, prior experiences, frames of reference and performance style of ethically diverse students to make learning more relevant to and effective (for students)…It teachers *to and through* strengths of these students. It is culturally *validating and affirming*" (2000, p. 29 as cited in Howard, 2003, p. 196). The student should be the cornerstone of all instructions, and culture plays a key part since one cannot be separated from his/her cultures. Instructors must teach students to be culturally competent by helping students to appreciate and honour their own beliefs and practices, while acquiring access to the majority culture …" (Sachs, Clark, Kukaya, Jackson, Johnson, Lake & Limb, 2017, p. 93).

In addition, by opening up the classroom space to incorporate culture, educators are able to validate their students' cultures and languages. As Norton and Toohey concisely and aptly state, "If language educators recognize that diverse classroom practices offer learners a range of positions from which to speak, listen, read, or write, it is important for educators to explore with students which identity positions offer the greatest opportunity for social engagement and interaction" (2011, p. 429).

This was most pertinent with Cate's response as she states that the incorporation of culture in academic spaces facilitates the sustaining and maintenance of one's cultural identity. This is also in line with Paris and Alim's call for the sustaining of cultural and heritage practices.

> ***Extract 18: Anonymous response in the questionnaire***
>
> *The advantages were that, I was able to present myself in a way of who and where I come from. I was myself in every presentation. This really made all my presentations easy.*

A student highlighted that CSP strategies enabled her/him to be authentic and comfortable. It is apparent that we must affirm all student identities and support them to invest in their studies. Sachs *et al* state this most appropriately, "As educators, we have the power to determine whether students feel included or excluded in our schools and classrooms. By bringing students' languages from their home into the classroom, we can validate their culture and their history as topics worthy of study. Therefore the role of culture in education is paramount" (2017, p. 93). The inclusion of culture validates students' identities, embraces cultural diversity, fosters an understanding of various cultures and demonstrates an appreciation of different ways of knowing, communicating and doing (Howard & Rodriguez-Minkoff, 2017). In addition, inclusion of culture in education could potential improve the academic performance of marginalized students, Irvine and Armento maintain that,

> one of the primary reasons that, historically, White middle-class students have performed better in school than all other student groups is because the epistemological origin of school knowledge, values, culture, content, examples, analogies, and practices is heavily steeped in a Eurocentric and patriarchal worldview, experience and ideology, it thus omits the experiences, history, contributions, and culture of people of colour, the poor and women (2017, p.10).

Extract 19: Gary's first written response

It is unfortunate that our children turn to adopt western life style and ***forget their roots as well as their values****. It astonishes to reckon that our children could write and read English better than their mother tongue language...Some of our children who are born in towns struggle a lot when we visit our home land, they speak to their grandmother and grandfathers in English than their mother tongue language hence somebody need to interpret from our children to elders. I suggest that our youth should be taught both our cultures and western's one* ***so that they should not forget where they come from and where they are going as a nation****.*

This extract emphasizes the importance of culture and language as a tool for connections to one's community and heritage as well as illustrates the opposition between two sites and communities: one rural, heritage, elders, non-English speaking and the other, urban, modern, youth and English speaking. Gary articulates the uncertainty of how to negotiate the tensions and contradictions between these two identities. This also highlights the need for encouraging individuals to move away from assessing themselves through a white gaze. Often individuals believe to be successful and provide their children with an increased opportunity to succeed, they have to teach their children to speak English and to adopt an anglonormative type of English; this is at the detriment of their identities. The use of CSP strategies allowed the students to view the value of sustaining linguistic, literate and cultural pluralism as well as heritage and community practices.

4.3.3 Creation of a community of learning

A integral component of CSP is building a learning community where teachers use cultural scaffolding to teach; they utilize the culture and experiences of their students

and demonstrate culturally sensitive caring which places, “teachers in an ethical, emotional, and academic partnership with ethnically diverse students, a partnership that is anchored in respect, honor, integrity, resource sharing and a deep belief in the possibility of transcendence” (Gay, 2002, p. 109). This had important ramification for the students; they felt that their cultures were interesting, validated and worthy of pride. Students’ responses in the questionnaire indicated the following:

Extract 20:

In the past I always thought ***English-speaking people never cared*** *to know or had interest in my culture.*

This extract is especially pertinent as it demonstrates a shift in how the student perceives non-African people’s interest in her culture. Due to South Africa’s turbulent history of apartheid and colonialism, African culture was considered from a deficient perspective which needed to be eradicated however in this class culture was celebrated and individuals, including the teacher demonstrated a willingness and curiosity to learn about students’ cultures.

Extract 21:

It made me ***appreciate my culture more****. It is always* ***exciting to present*** *on my culture. The* ***interest in people’s eyes and curiosity made me happier*** *to share valuable information about my culture.*

Extract 22:

If culture is included everyone was able to be free an express ourselves more clearly and confidently being who you are.

Another of the affordances of CSP strategies on students’ learning of Presentation Skills was the creation of a community of learning where students acted as learning

resources for each other; through inclusion of culture students' identities, cultures and experiences were validated and welcomed, knowledge was shared and perspectives changed and positions of expertise were rotated.

On the other hand, with regard to the limitations, majority of the students reported that there were no limitations; two students stated there were limitations. I will discuss their responses below which can be grouped under a common theme of weak cultural identity.

4.3.4. Perceived weak cultural identity

> ***Extract 23: Demi's first written response***
>
> *The disadvantage of having cultural discussions are that some* ***students really don't understand their culture****. This does come across as rather embarrassing to other students. However, those students can the platform to bridge the gap. The only disadvantage I noted was that some of the classmates did not know much about their culture – to the point that they don't even own cultural attire. However, this is due to the western practices we have adopted in the African communities.*

This extract indicates Demi's understanding of culture as an essence rather than a process of becoming as well as sheds light on the divisions within post colonial culture. Culture as a process of becoming recognizes, "that as well as many points of similarity, there are also critical points of deep and significant difference …we cannot speak for very long, with any exactness, about 'one experience, one identity", without acknowledging its other side- the ruptures and discontinuities" (Hall, 1990, 225). *While Demi states that cultural practices are dynamic and evolving and at times replaced by Western practices, her extract also accentuates how her view of culture is simplified as she views culture as static and fixed. She also implies that her culture*

is being replaced as opposed to being enhanced or developed. Furthermore, she also advocates for the preservation of heritage and community practices and suggests that students who do not possess strong cultural links can acquire knowledge and learn from others.

These responses highlight the necessity of not assuming everyone possesses a strong cultural identity or culture that they belong to. In addition, these responses indicate that culture and race cannot longer be assumed to linked and accentuate the shifting nature of cultural practices. This also resonates with Paris and Alim's notion of *heritage and community practices,* which are based "in contemporary understandings of culture as dynamic, shifting, and encompassing both past-orientated heritage dimensions and present-orientated community dimensions. These dimensions in turn are not entirely distinct but take on a different salience depending on how young people live race, ethnicity, language and culture" (2014, p. 90). **.** Moreover, it encourages us to understand the various ways people enact their race, literacy, language, cultural practices and ethnicity in evolving and traditional ways (Paris & Alim, 2014). Furthermore, Howard aptly advises, "Teachers must be careful to not allow racial classifications of students to be used as rigid and reductive cultural characteristics. A critical reflection process enables teachers to recognize the vast array of differences that can exist within groups…Teachers must avoid creating stereotypical profiles of students that may only do more harm than good" (2003, p. 201). In support Paris and Alim state the dangers of unidirectional correspondence between cultural ways of being, race, language and ethnicity leads to "an oversimplification of what teachers are seeking to sustain" (Paris and Alim, 2014, p.90).

Extract 24: Emily's first written response

I ***don't have a strong cultural background****… However, sharing the class with student that have the same cultural background as me gave me the opportunity to learn about their experience.* ***It was interesting to learn that our experiences were different.***

In the extract above, Emily seems to have a fixed idea of what culture is and perceive culture to be consistent across individuals hence it is imperative that we acknowledge that some students may be operating with a superficial and narrow understanding of culture and cultural identity. Hall reminds us that culture is neither static nor fixed but rather a process of becoming. Moreover, Hall affirms that cultural identity, " has its histories – and histories have their real, material and symbolic effects" (Hall, 1990, p. 226) and this is especially evident in my student's lives where often adopting a western culture/mindset led to material and social benefits such as promotions or invitations and acceptance into various communities.

5. Conclusion and Limitations

5.1 Conclusion

The aim of the study was to discover the impact of cultural sustaining pedagogy (CSP) on English as a Second Language (ESL) adult South African students' learning and the teacher's reflections about the effectiveness of the course and to ascertain what affordances and limitations the use of CSP strategies offer for the South African context, and for the wider goal of decolonizing ESL in South Africa and beyond. The goal of CSP is to "perpetuate and foster – to sustain – linguistic, literate and cultural pluralism as part of schooling for positive social transformation. Moreover, CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits" (Alim & Paris, 2017, p.1).

5.1.1. What is the impact of CSP strategies on adult ESL students' learning of Presentation Skills?

One of the key findings with regard to the impact of CSP strategies on adult ESL students' learning of Presentation Skills in this study indicated in general adult ESL students benefited from the use of CSP strategies in their Presentation Skills class as they were positioned as a source of knowledge and skill. In addition, they felt that the use of CSP strategies allowed them to learn more about each other and each other's cultures and facilitated collaborative relationships within the classroom where different ways of making meaning were valued. Furthermore, students felt their languages, cultures and funds of knowledge were included, appreciated and beneficial; this resulted in students having equal speaking rights in all discussions, demonstrating increased confidence and displaying their hybrid identities in their presentations which facilitated them coming across as authentic to their audience and enabled them to build rapport quickly and effortlessly in their presentations. The

use of CSP strategies in the Presentation Skills course also provided insight into how to present to diverse, multicultural, multilingual audiences respectfully, present taboo or culturally sensitive topics as well as how to avoid stereotyping the audience and focusing on differences between people which resulted in more culturally sensitive presenters who were mindful of their audience. This has important implications for the type of teaching activities that teachers can include in the classroom to create an inclusive, equitable and respectful classroom environment especially within a South African context where ethnic groups were segregated and differences magnified. It also compels teachers to purposefully think about how to include all students and grasp how significantly culture shapes students' engagement in classes.

However, there were challenges as not all the students in the class possessed personal computers and good computer literacy skills such as Anna and Betty, which impeded their ability to engage deeply with the preparation and research of their presentations. Moreover, the socio-economic and job profile of the students varied widely; some students had more access to resources such as data or opportunities to enhance their presentation skills due to the nature of their jobs such as Francy, Demi and Emily. In addition, there was a wide age gap in the class; the best performing students, Demi and Emily, were younger, possessed better computer literacy and English proficiency skills; they were more confident presenting in English and using the presenting tools such as the pointer, projector and the computer. Furthermore, students possessed different work ethic and priorities; for example Gary and Cate spent a limited amount of time preparing for their presentations and did not incorporate feedback given while Francy and Demi spent a significant amount of time researching their topics and designing their slides. To sum, up the vast differences in students' backgrounds and resources make having a significant impact on their learning of Presentation Skills in ten weeks difficult. Also, each student responded to the CSP strategies using their lives and experiences differently. For

example, Gary, Demi and Cate responded well to CSP strategies, as they possessed strong cultural identities, with regard to how they self-identified at that moment in time.

5.1.2. What are the affordances and limitation of CSP strategies for adult ESL students' learning of Presentation Skills?

A key finding with regard to the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills was the affordances of the CSP strategies on adult ESL students' learning of Presentation Skills, which can be grouped under three main themes: the emergence of discourses of diversity, tolerance and respect; an awareness of cultural identity; and the creation of a learning community. Through the use of CSP, students were able to create a learning community that they could fully participate in through utilizing their cultural knowledge and multilingualism as resources. In addition, CSP facilitated a bridge of relevance and meaningfulness between their school, home and socio-cultural realities and culminated in a deeper knowledge and appreciation of their cultural heritages**.** Moreover, this could be attributed to the changing socio-political and economic climate in South Africa and the global context where the narratives regarding culture and race are evolving as we embrace a multiethnic, multilingual and multicultural reality where the center of power is no longer white, monolingual and monocultural. In addition, as the vestiges of colonialism and apartheid are slowly fading and the call for decolonial thinking becoming louder, individuals are embracing their multilingualism and multiculturalism as resources and strengths. In contrast, one of the limitations of the CSP strategies on adult ESL students' learning of Presentation Skills was a perceived weak cultural identity. This could be linked to simplistic notions of cultural identity as an *essence* rather than a *becoming* and requires recognition that cultural identity is neither static nor fixed. Also, it is of paramount importance that one is cognizant that cultural practices are variable and

shifting over time as individuals acquire new information or exposure; individuals are not passive and their practices and beliefs are prone to change. Jesson, Parr & McNaughton aptly state that, “Both the commonalities and the diversity of practices within cultural groups can be attributed to the dynamic nature of ideas and actions of socialization agents” (2013, p. 2).

It is also imperative to note that cultural identity has its histories which have “real, material and
symbolic effects” (Hall, 1990, p, 226) and often individuals adopt or display a cultural identity that affords them the most opportunities especially given the socio-political and historical context of South Africa. In support, Ngugi proclaims that linguistic and cultural imperialism has created a “wasteland” on the global periphery and argued that:

> the biggest weapon wielded and actually daily unleashed by imperialism against that collective defiance is the cultural bomb. The effect of a cultural bomb is to annihilate a people’s belief in their names, in their languages, in their environment, in the heritage of struggle, in their unity, in their capacities and ultimately in themselves. It makes them see their past as one wasteland of non-achievement and it makes them want to distance themselves from that wasteland. It makes them want to identity with that which is furthest removed from themselves: for instance, with other people’s languages rather than their own (Ngugui 1986, p. 3 as cited in Christie & McKinney, 2017, p. 7).

This could potentially be a challenge to CSP with adults in South Africa due to pervading negative conceptions of various ethnic groups and deficit notions of African culture as well as students’ investments into certain cultural communities.

5.1.3. What are the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies?

Another key finding with regard to the teacher's reflections about the effectiveness of the Presentation Skills course with the use of CSP strategies was the teacher's perception that CSP strategies improved the effectiveness of the Presentation Skills course as it facilitated: **getting to know the students better, the creation of a humanizing class environment, foregrounded the importance of critical teacher reflection and the development of a third space.** This has pertinent implications for improving the learning experience for all students, the development of curriculum and teaching methodologies for multicultural students. The use of CSP strategies allowed the students to be authentic, display their various identities, unveil their imagined communities and prepare for a multiethnic, multilingual and multicultural world. Moreover, the use of CSP strategies created an inclusive classroom environment where cultures and languages were valid and welcomed and facilitated providing all students with equal speaking rights, This had numerous advantages such as: increasing student participation and engagement in class and with their assignment, minimizing fears of inferiority due to disparities in qualifications or status, facilitating the acquisition of new cultural knowledge as well as opportunities to share cultural knowledge.

> CRP encourages practitioners to care authentically, to tap into prior knowledge in a sustained and non-judgmental manner, to respect and learn youth literacies, and to see clear connections between how culturally diverse students navigate and understand the world and how that knowledge can serve as an invaluable bridge to mastering academic content and having positive school experiences (Howard & Rodriguez-Minkoff, 2017, p. 9).

The study and the inventions enabled me as a researcher to accomplish this and the positive reception of CRP strategies by adult learners as well as the invaluable

knowledge acquired about my students' cultures, experiences and lives are key contributions. Nonetheless, it is imperative to highlight that due to the small class size, I had the ideal situation for creating an inclusive space and encouraging critical thinking and the sustaining of cultural identities. In addition, I discovered more about the second and third tenet of CRP than the first tenet. While student were encouraged to excel academically, it was difficult to measure their progress with students from previous cohorts due to the varying levels of access, language proficiency, computer literacy skills and work ethic among students. In addition, students who join this course do not get their computer literacy and speaking skills measured prior to the course; they complete a written assessment. It would be of immense value if students' computer literacy and presentation skills were evaluated before the commencement of the course. Perhaps there needs to be a more systematic way to measure the affordances and limitations of CSP strategies for adult ESL students' learning of Presentation Skills. Despite these factors, it is clear that groundwork was laid through the creation of a CSP classroom environment which created space for everyone to speak, be heard and feel valued; all of which must feed into their presentation skills learning in important ways.

5.2. Limitations

One of the limitations of the study is the size of the study; this is a very small sample size, consisting of only seven participants, the majority of whom were female. In future, it might be of benefit to have a much larger and more gender balanced sample. In addition, the sample consisted of similar cultures; it might be of benefit to have a wider variety of cultures and a mixture of local and international cultures. Another limitation was the short duration of the course and the large number of assessment tasks; it might be beneficial to conduct this research over a longer duration where more time could be devoted to CSP strategies. In addition, a longer duration would allow for deeper discussions and unpacking of the notion of culture as

students held very superficial and static notions of culture. It would also allow students more time to think critically about issues surrounding power, social justice and equity. Furthermore, due to the anonymity of the participants' questionnaire responses, some extracts were neither fully meaningful nor rigorously engaged with. It would be of benefit if future research included other research tools such as interviews and video recordings, which would allow for the collection of more coherent data about each student. Moreover, it would be useful if shifts in learning of presentation skills were more systematically measured with adapted rubrics and computer literacy and PowerPoint tests. Lastly, as researchers in the field have argued that if, "the premise of culturally relevant instruction is to recognize the uniqueness of cultural knowledge, skills and dispositions that diverse students possess, its effects cannot be effectively measured with traditional evaluative tools and approaches" (Howard & Rodriguez-Minkoff, 2017, p. 21). It would be of benefit if the assessment presentation rubrics could be amended to include testing of CSP strategies such as multilingual delivery.

5.3. Directions for future research

Given the radical potential for using CSP/CRP in an adult ESL context, this type of study could form the basis for a doctoral study with a larger set or multiple sets of participants and a broader conceptual and methodological scope. In addition, this type of research could help create commercially available ESL courses for adults in a form that is not angolonormative but rather inclusive of adult students' cultures and identities.

References

Adichie, C.N., (2009). TED Talks. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript

Bissonnette, J. D., (2016). The Trouble with Niceness: How a Preference for Pleasantry Sabotages Culturally Responsive Teacher Preparation. *Journal of Language and Literacy Education*. *12*(2), 9-32.

Bomer, R. (2007). What would it Mean for English Language Arts to Become More Culturally Responsive and Sustaining? https://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0243-mar2017/VM0243Leading.pdf

Bourdieu, P. & Passeron, J. (1977). *Reproduction in education, society and culture*. London/Beverly Hills, CA: Sage Publications.

Bourdieu, P. (1977). The economics of linguistic exchanges. *Social Science Information*, *16*.6, 645- 668.

Bourdieu, P. (1986). Forms of cultural capital https://pdfs.semanticscholar.org/ca18/e562d34a1981662e33c5170669f221178393.pdf

Brock-Utne, B. (2014). Language of Instruction In Africa – The Most and Least Appreciated Issues. *International Journal of Education Development in Africa*, *1*(1), 4-18.

Brown-Jeffy, S., & Cooper, J. (2011). Toward a Conceptual Framework of Culturally Relevant Pedagogy: An Overview of the Conceptual and Theoretical Literature. *Teacher Education Quarterly, 38*(1), 65-84. Retrieved from http://www.jstor.org/stable/23479642

Christie, P., & McKinney, C. (2017). Decoloniality and "Model C" Schools: Ethos, language and the protest of 2016. *Education as Change*, *21*(3), 1-21. https://dx.doi.org/10.17159/1947-9417/2017/2332

Colvin, J. W., & Tobler, N., (2012). Culturally Relevant Pedagogy and the Public Speaking Classroom. *Journal of Experiential Education*, *36*(3), 233-246. https://doi.org/10.1177/1053825913489104

Colvin, J., & Tobler, N., (2013). Cultural Speak: Culturally Relevant Pedagogy and Experiential Learning in a Public Speaking Classroom. *Journal of Experiential Education*, *36*(3), 233–246. https://doi.org/10.1177/1053825913489104

D. Scott & M. Morrison. (2005). *Key Ideas in Educational Research*. Continuum International Publishing Group. London.

Darvin, R., & Norton, B., (2015). Identity and a Model of Investment in Applied Linguistics. *Annual Review of Applied Linguistics*. *55*, 36-56. https://doi.org/10.1017/S0267190514000191.

Davies, B., & Harre, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour, 20*(1), 43-63.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Doucet, F. (2017). What Does a Culturally Sustaining Learning Climate Look Like? *Theory Into Practice*. *56*:3, 195-204. https://doi.org/10.1080/00405841.2017.1354618

Du Bois, W.E.B. (1965). *The souls of black folk*. New York: Avon Books.

Gay, G., & Kirkland, K., (2003). Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education, *Theory into Practice*, *42*(2), 181-187.

Giroux, H. A. (1990). Perspectives and Imperatives Curriculum Theory, Textual Authority and The Role of Teachers As Public Intellectuals. *Journal of Curriculum and Supervision*, *5*(4).

Grosfoguel, R. (2011). Decolonizing post-colonial studies and paradigms of political-economy: Transmodernity, decolonial thinking, and global colonality. *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, *1*(1). http://escholarship.org/uc/item/211:6t3fq

Guzula, X., McKinney, C., & Tyler, R. (2016). Languaging-for-learning: Legitimising translanguagingand enabling multimodal practices in third spaces. *Southern African Linguistic and Applied Language Studies*, *34*(3). 211-226.

Hayes, C., & Juarez, B. (2011). There is No Culturally Responsive Teaching Spoken Here: A Critical Race Perspective. *Democracy and Education*, *20*(1). Article 1.

Hibbert, L. & van de Walt, C. (Eds). 2014. Multilingual universities in South African: reflecting society in higher education (Vol. 97). Multilingual Matters.

Horton, M., & Freire, P. (Eds). (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.

Howard, T. C., (2001). Telling Their Side of the Story: African-American Students' Perceptions of Culturally Relevant Teaching. *The Urban Review*, 33(2), 131.

Howard, T.C., (2003). Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection. *Theory into Practice*, *42*(3).195-202.

Howard, T.C., and Rodriguez-Minkoff, A., (2017). Culturally Relevant Pedaogy 20 Years Later: Progress or Pontificating? What Have We Learned, and Where Do We Go?. *Teachers College Record*. *11*.1-32.

https://www.researchgate.net/publication/265110112_Poststructuralist_Approaches_to_the_Study_of_Social_Factors_in_Second_Language_Learning_and_Use

Kamwangamalu, N.M. (2001). The Language Planning Situation in South Africa, *Current Issues in Language Planning*, *2*(4), 361-445.

Kembo, J. (2000). Language in education and language learning in Africa. *African Voices. An introduction to the languages and linguistics of Africa.* Oxford: Oxford University, 286-311.

Ladson-Billings, G. (1992). Liberatory Consequences of Literacy: A Case of Culturally Relevant Instruction for African American Students. *The Journal of Negro Education, 61*(3), 378-391. https://doi.org/10.2307/2295255

Ladson-Billings, G. (1992). Reading between the Lines and beyond the Pages: A Culturally Relevant Approach to Literacy Teaching. *Theory Into Practice, 31*(4), 312-320. http://www.jstor.org/stable/1476313

Ladson-Billings, G. (1995). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory Into Practice, 34*(3), 159-165. http://www.jstor.org/stable/1476635

Ladson-Billings, G. (1995).Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, *32*(3), 465-491.

Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*, *84*(1), 84-91.

Lantolf, J.P. (Ed). (2000). *Sociocultural theory and the sociogenesis of second language development*. New York: Oxford University Press.

Lewis, C., & Del Valle, A. (2009). "Literacy and identity: implications for research and practice" in Cristenbury, L., Boomer, R., & Smagorinsky, P. (eds) *Handbook of Adolescent Literacy Research*. New York & London: Guilford Press.

Maguire, M. & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholar. *All Ireland Journal of Teaching and Learning in Higher Learning, Aishne* –J, *8*(3), 3351-33514.

Makalela, L. (2009). Unpacking the language of instruction myth: Towards progressive language in education policies in Africa. *Multilingualism: An African Advantage,* 170-194.

Makalela, L. (2015). Moving out of linguistic boxes: the effects of translanguaging strategies for multilingual classrooms. *Language and Education, 29*(3), 200-217. https://doi.org/10.1080/09500782.2014.994524

Makalela, L. (2016). Ubuntu translanguaging: An alternative framework for complex multilingual encounters. *Southern African Linguistic and Applied Language Studies*, *34*(3), 187-196.

Makoe, P. & McKinney, C. (2014). Linguistic ideologies in multilingual suburban schools. *Journal of Multilingual and Multicultural Development*, *35*(7), 658-673.

Mbembe, A. (2015). Decolonizing knowledge and the question of archive .WISER paper. https://wiser.wits.ac.za/sites/default/files/private/Achille%20Mbembe%20-%20Decolonizing%20Knowledge%20and%20the%20Question%20of%20the%20Archive.pdf

McKinney, C. (2011). Asymmetrical relations of knowing: Pedagogy, discourse and identity in de(re)segregated girls' school. *Journal of Education*, *51*, 29-51.

McKinney, C. (2016). Language and Power in Post-Colonial Schooling: Ideologies in Practice. 1-41. New York, London: Guildford Press.

McKinney, C. with Carrim, H., Marshall, A. & Layton, L. (2015). What counts as language in South African schooling? Monoglossic ideologies and children's participation. *AILA Review*, *28*.103 -126.

McNiff, J., Lomax, P. & Whitehead, J. (1996). *You and Your Action Research Project*. London and New York: Routledge. ISBN 0-415-14475-2

Mkhize, D. (2016). Mediating epistemic access through everyday language resources in an English language classroom. *Southern African Linguistic and Applied Language Studies*, *34*(3). 227-240.

Moje, E.B., & Luke, A. (2009). Literacy and Identity: Examining the Metaphors in History and Contemporary Research. *Reading Research Quarterly*. *44*(4). 415-437.

Moje, E.B., Ciechandowski, K.M., Kramer, K., Ellis, L., Carrillo, R & Collazo, T. (2003). Working towards third space in content area literacy: An examination

of everyday funds of knowledge and Discourse. *Reading Research Quarterly*. *39*(1), 38-70.

Morrison, K., Robbins, H.H & Rose, D. G. (2008). Operationalizing Culturally Relevant Pedagogy: A Synthesis of Classroom- Based Research. *Review of Educational Research*. *86*(1). 163-206.

Ngũgĩ wa Thiong'o. (1986). *Decolonising the Mind: The Politics of Language in African Literature.* London: J. Currey: Portsmouth, NH: Heinemann.

Norton, B. (1977). Language, Identity and the Ownership of English. *TESOL Quarterly*, *31*(3), 409-429. https://doi.org/10.2307/3587831

Norton, B., & Toohey, K., (2011). Identity, language learning and social change. *Language Teaching*, *44*(4), 412-446. https://doi.org/10.1017/SO26144811000309

Norton, B., & Gao, Y. (2008). Identity, investment and Chinese learners of English. *Journal of Asian Pacific Communication*, *18*(1), 109-120.

O' Bassey, M., (2016). Culturally Responsive Teaching: Implications for Educational Justice. *Education Sciences*, *6*. 35. https://doid.org/10.3390/educsci6040035.

Paris, D & H.S, Alim, (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward. *Harvard Educational Review, 84*(1), 85-100.

Paris, D. & Alim, H.S., (2017). *What is Culturally Sustaining Pedagogy and Why Does it Matter? Pedagogies: Teaching and Learning for Justice in Changing World. Language and Literacy Series*. Teachers College Press. Teachers College: Columbia University: New York and London.

Paris, D. & Alim, H.S., (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World. (Language and Literacy Series)*. New York: Teachers College Press.

Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, *41*(3), 93-97.

Pavlenko, A. (2018). Poststructuralist Approaches to the Study of Social Factors in Second Language Learning and Use. https://www.researchgate.net/profile/Aneta_Pavlenko/publication/265110112_Poststructuralist_Approaches_to_the_Study_of_Social_Factors_in_Second_Language_Learning_and_Use/links/56abaa8108ae43a39809ade4.pdf

Pirbhai-Illich, F., Pete, S., & Martin, F. (2017). *Culturally Responsive Pedagogy Working Towards Decolonization, Indigeneity and Interculturalism*. Palgrave, MacMillan. https://doi.org/10.1177/2381336917719440

Rutherford, J. (1990). *Identity: Community, culture, difference*. London: Lawrence & Wishard.

Van Zyl, S. (2011). Types of Qualitative Research (Course handout)

Woodard, R., Vaughan, A., & Machado, E. (2017). Exploring Culturally Sustaining Writing Pedagogy in Urban Classrooms. *Literacy Research: Theory, Method and Practice*, *66* (1), 215-231.

Young, E. (2010). Challenges to Conceptualizing and Actualizing Culturally Relevant Pedagogy: How Viable Is the Theory in Classroom Practice. *Journal of Teacher Education*, *61*(3). 248-260.

Appendix A

Ethics Approval

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: 2018ECE013M**
PROJECT TITLE	An investigation into the impact of culturally sustaining pedagogy (CSP) on students' learning and on the teacher in an adult English Second Language (ESL) presentation skills class
INVESTIGATOR	Miss. Michelle Ponnen
SCHOOL/DEPARTMENT OF INVESTIGATOR	WITS SCHOOL OF EDUCATION
DATE CONSIDERED	20 May 2019
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	Date of submission of the project report

ISSUE DATE OF CERTIFICATE 27 May 2019 **CHAIRPERSON:** _____
(Dr. Paul Goldschagg)

cc: Supervisor: Dr. Maria Prozesky; Dr. Belinda Mendelowitz

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B

Registrar Permission letter

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

OFFICE OF THE DEPUTY REGISTRAR

07 June 2019

Michelle Ponnen
Staff number A0034386
MEd
Wits School of Education

TO WHOM IT MAY CONCERN

"An investigation into the impact of culturally sustaining pedagogy (CSP) on students' learning and on the teacher in an adult English Second Language (ESL) presentation skills class"

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

Ethical clearance has been obtained. (Protocol Number: 2018ECE013M)

Carol Crosley
University Registrar

Private Bag 3, Wits, 2050, South Africa | **T** +27 11 717 1204/8 | **F** +27 86 553 2271 | www.wits.ac.za

Appendix C

Organisation Consent Letter

Wits Language School
Expert Language Solutions

Professional Development Hub
Gate 6, 92 Empire Road, Braamfontein, JHB
Tel: 011 717 4208 ● **Fax:** 086 521 7332
Email: wls@wits.ac.za ●
www.witslanguageschool.com

1 June 2019

To whom it may concern

Permission to conduct research at Wits Language School

I hereby give consent for Wits Language School to participate in a research study conducted by Michelle Ponnen on the Impact of Culturally Sustaining Pedagogy (CSP) on students' learning and the teacher in an adult English Second Language (ESL) Presentation Skills class. I support this endeavor because the research is important to improve the quality of second language instruction and will greatly benefit both the teachers and students.

I understand that Ms Ponnen will require access to students who attend the English for Professional Development classes on Saturday mornings at Wits Language School. These students fit her research participants' profile as they are all adult second language students.

In giving consent, I am not guaranteeing that the students will participate. Their participation is voluntary and their decision whether or not to participate in the research will have no bearing on their study. In addition, the research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. Furthermore, there are not foreseeable risks in participating in this study; participants will not be paid for this study. Lastly, the names of the research participants will be kept confidential at all times and in all academic writing about the study. All research data will be destroyed between 3-5 years of completing of the project.

Kind regards

Prof. Beatrys Lacquet

Acting Head: Wits Language School

Appendix D

Student Information sheet and Consent form

Information Sheet
Adult ESL Student

01 June 2019

Dear Student,

My name is Michelle Ponnen and I am a student in the School of Education at the University of the Witwatersrand and currently doing a Masters degree in Education (MEd).

I am doing research on the impact of culturally sustaining pedagogy (CSP) on both myself as teacher and on my students' learning in an adult English Second Language (ESL) presentation skills course. Culturally sustaining pedagogy involves drawing on the home cultures of students in the classroom as resources to improve learning and teaching. My research project is a form of practitioner research, because I will research my own practice in the classroom. Being a participant in this research project will involve filling out a questionnaire, taking part in a focus group interview, and giving me permission to analyze the presentation slides and written responses that you will submit as part of your regular class work for the presentation skills course. The questionnaire, which is completed individually, will ask about your cultural background and your experience in the presentation skills class. It will take approximately thirty minutes to complete. The focus group interview will be a group discussion between me and all the class members who agree to take part in the research, in which we talk about your experiences with and views on culturally sustaining pedagogy within the classroom. This discussion will last no more than one hour, and will be arranged at a time that suits the participants. This focus group discussion will be audiorecorded so that our conversation can be transcribed, to ensure that your words are recorded correctly. Should you request it, this transcript will be emailed to you for confirmation. I will also require permission to include your class work, specifically your presentation slides and written responses, in the data I analyze for my study.

I would like to invite you to participate in my research. You have been selected because you are an adult English second language student who is enrolled in the Presentation Skills class that I will be teaching. This research will enable you to become more aware of how to include your cultural resources within the classroom as tools for learning, and gain more critical awareness of the role of multiple cultures in South African society.

I will use the information collected from the questionnaire, focus group and student work in my research project only. Your name and identity will be kept confidential at all times and in all academic writing about the study. If I discuss any of your answers in my research report, I will replace your name with a pseudonym so that no one can identify you. Your individual privacy will be maintained in all published and written data resulting from the study. All collected information will be stored safely and destroyed between 3-5 years after I completed my project.

I would like to remind you that this is not a test, it is not for marks and it is voluntary, which means that you do not have to participate if you do not want to, and you will not be negatively affected in any way if you choose not to. In addition, if you decide halfway through the study that you would prefer to stop, this is completely your choice and will not negatively affect you in any way.

I hope that you will volunteer to participate in this study and I look forward to working with you! Should you decided to volunteer to participate in this study, please fill in the attached consent form. Please feel free to contact me if you have any questions.

Thank you

Michelle Ponnen
The Manhattan, Ayr Road, Westdene, 2092
ponnen30@hotmail.com
0716 795932

Consent Form
Adult ESL Student
Protocol Number: 2018ECE013M

Please fill in the reply slip below if you agree to participate in my study called:
An Investigation into the impact of culturally sustaining pedagogy (CSP) on students' learning and the teacher in an adult English Second Language (ESL) presentation skills classroom.

My name is : _____

Permission for questionnaire	**Circle one**
I agree to fill in a questionnaire for this study.	YES/NO

Permission to collect documents/artifacts	**Circle one**
I agree that my presentation slides can be used for this study only.	YES/NO
I agree that my written responses can be used for this study only.	YES/NO

Permission to be interviewed	**Circle one**
I would like to participate in the focus group**.**	YES/NO
I know that I can choose to exit the focus group at any time.	YES/NO
I know that I don't have to answer all the questions asked.	YES/NO

Permission to be audiotaped	**Circle one**
I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO

Informed Consent
I understand that:

- my name and information will be kept confidential and safe and that my name will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- all the data collected during this study will be destroyed with 3-5 years after completion of the project.

Sign_____ Date_____

Appendix E

Student questionnaire

Student Questionnaire

This questionnaire is part of a research project on the impact of Culturally Sustaining Pedagogy on students' learning in an adult English Second Language (ESL) Presentation Skills course . Please spare some time to answer the questions as carefully as possible. This information will only be used for this research project.

Thank you

This questionnaire is divided into three parts:

Part A: General Information

Part B: Questions about Culturally Sustaining Pedagogy

Part C: Open ended questions about Culturally Sustaining Pedagogy

Part A: General Information
Directions: Please fill in the following table.

A. Sex	
B. Tribe	
C. Race	
D. Age	
E. Occupation	

Part B
Please read the eight sentences below and select the answer that is most true for you.

1. You enjoyed the inclusion of culture and cultural aspects in the course.				
Always	Often	Sometimes	Seldom	Never
2. You were positioned as a source of knowledge and skill in the course.				

Always	Often	Sometimes	Seldom	Never
3. You were encouraged to maintain academic excellence and use your cultural understandings in the course.				
Always	Often	Sometimes	Seldom	Never
4. You were encouraged to reflect about how policies and practices have an impact on your community.				
Always	Often	Sometimes	Seldom	Never
5. You were encouraged to develop an understanding of other cultures and seek to bridge to build bridges between cultures and people.				
Always	Often	Sometimes	Seldom	Never
6. You were encouraged to use your multiple languages and ways of making meaning in the class.				
Always	Often	Sometimes	Seldom	Never
7. You were encouraged to think about how to improve the perceptions of your community.				
Always	Often	Sometimes	Seldom	Never
8. You felt that your culture/s, languages and ways of making meaning were valued in the course.				
Always	Often	Sometimes	Seldom	Never

Part C
Please answer the following six questions in as much detail as possible.

1. Tell me about your experience in this course and in particular, how did you feel about the inclusion of culture in an English Presentations Skills course?

2. What were the advantages of being able to see and use your culture as a learning tool in the English Presentations Skills course?

3. What were the disadvantages of being able to see and use your culture as a learning tool in the English Presentations Skills course?

4. Did being able to see and use your culture in your English Presentation Skills course have an impact on your learning and thinking about the value of your culture and your community? If yes, why? If no, why?

5. Which presentation did you enjoy the most in the class? Please provide detail about why you enjoyed it the most.

6. How did you feel about your teacher including your culture in the Presentation Skills course especially if she was not part of your culture?

Appendix F

Sample Presentation Skills Assessment tasks and rubrics



Oral assignment 2: An informative speech

This is an oral assignment. You will be giving a presentation in class. This assignment counts towards your final mark. Remember that you will only be able to re-do ONE spoken assignment to improve your marks.

You are required to deliver an informative **speech**.

Use the written piece you submitted for written assignment 2.

Take note: The **speech** you are to present in class should be between 4 and 5 minutes. You will be penalised 10% per minute (or part thereof) under the minimum time. You will be stopped after 5:00 minutes. Any part of the presentation not delivered will not be evaluated.

Your **speech** should be well structured and the primary purpose of this speech is to be informative.

You may only have one A5 page for notes. You may NOT read written assignment 2! The purpose of this assignment is to convert a written text into a spoken presentation.

When giving this speech, keep the following in mind:
You should speak clearly and audibly without shouting or screaming
You should make meaningful eye contact with the audience
You should state your main topic
You should state your subtopics
You should acknowledge the audience and try to build rapport with them
You should introduce yourself with relevant information regarding the content of the presentation
You should encourage the audience to listen to you
You should use a method of getting attention
The body of your speech should be informative and clearly divided into sections.
Your conclusion should not introduce new information and should provide a quick summary of the Body of the speech
You are encouraged to record your presentation in class and upload it to Edmodo for record keeping purposes
The rubric on the following page, should give you an indication as to what to focus on when you prepare for this assignment



Marking rubric for oral assignment 2: An informative speech

Your assignment will be marked according to the criteria as set out below.
You start with 0 marks and gain or lose marks according to the rubric.

Task response				
Presentation is within the time frame provided				0
Presentation is under time specified	1-2 mins: -9	2-3 mins: -6	3-4 mins: -3	
Presentation is not informative				-5
A significant portion of the presentation is read				-15
Statement of topic and subtopics				
Clear statement of main topic and subtopics with appropriate signposting				+3
Clear statement of main topic and subtopics, with mundane signposting/ without signposting				+2
Main topic or subtopics are not clearly identified				+1
It is unclear what the topic of the presentation is				0
Audience rapport				
Successful engagement of audience				+3
Clear attempt at engaging audience				+2
Minimal attempt at engaging audience				+1
No attempt at engaging audience				0
Eye-contact				
Meaningful, natural eye-contact with entire audience				+3
Eye-contact seems forced/unnatural/ focussed on certain individuals				+2
Very little eye-contact				+1
Clear avoidance of eye-contact				0
Personal Introduction				
Personal Introduction is short, to the point and relevant				+3
Personal Introduction is short, but not entirely relevant				+2
Personal Introduction is too long				+1
No personal Introduction				0
Getting attention				
Dynamic and interesting and relevant device used to get attention				+3
Very interesting device used for getting attention, but not clearly relevant				+2
Mediocre device used for getting attention				+1
No discernible device for getting attention				0
Content				
Information is well- organised and presented in an interesting way				+6
Information is well-presented, but not interesting				+4
Presentation is interesting, but information is not well-organised				+2
Information presented is too superficial				+1
Signposting and transitions				
Transitions between points in the Body of speech are clear and effective				+1
Transitions between points in the Body of the speech are not clear				0
Conclusion				
Conclusion gives a succinct summary of content, links to Introduction and has a strong ending				+3
Summary is too long /Conclusion does not link to Introduction. Conclusion has a strong ending				+2
Conclusion has a weak ending				0
Overall appearance				
Candidate seems relaxed and confident				+2
Candidate seems slightly ill-at ease				+1
Candidate is visibly uncomfortable				+0
Voice projection				
Clear voice and clearly audible throughout				+3
Generally audible, but hard to hear at times				+2
Barely audible, but some information missed, due to lack of projection				+1
Hard to follow presentation due to lack of projection.				0
Total				**/30**



Oral assignment 5: A process presentation

This is an oral assignment. You will be giving a presentation in class. This assignment counts towards your final mark. Remember that you will only be able to re-do ONE spoken assignment to improve your marks.

You are required to deliver presentation where you explain a process.

You can choose any topic for this assignment.
Take note: The presentation you are to present in class should be between 4 and 7 minutes. You will be penalised 10% per minute (or part thereof) under the minimum time. You will be stopped after 7:00 minutes. Any part of the presentation not delivered will not be evaluated.
Your presentation should be well structured and the primary purpose of this speech is to explain a process.
Your presentation should be accompanied by a well-planned PowerPoint presentation.
When giving this presentation, keep the following in mind:
You should speak clearly and audibly without shouting or screaming
You should make meaningful eye contact with the audience
You should state your main process
You should state your subtopics/steps in the process
You should acknowledge the audience and try to build rapport with them
You should introduce yourself with relevant information regarding the content of the presentation
You should encourage the audience to listen to you
You should use a method of getting attention.
The Body of your speech should be informative and clearly explain the steps in the process.
Your Conclusion should not introduce new information and should provide a quick summary of the Body of the speech.
Your slides should be neat and easily readable
Your visuals should be relevant to what is being discussed
You should smoothly progress from one slide to the next without looking at the screen behind you.
You are encouraged to record your presentation in class and upload it to Edmodo for record keeping purposes.
The rubric on the following page, should give you an indication as to what to focus on when you prepare for this assignment

	Marking rubric for Oral assignment 5: A Process Presentation Your assignment will be marked according to the criteria as set out below. You start with 0 marks and gain or lose marks according to the rubric.			
Task response				
Presentation is within the time frame provided				0
Presentation is under time specified		1-2 mins: -9	2-3 mins: -6	3-4 mins: -3
Presentation does not describe a process				-5
Statement of topic and subtopics				
Clear statement of process and steps with appropriate signposting				+3
Clear statement of process and steps, with mundane signposting/ without signposting				+2
Process and steps are not clearly identified				+1
It is unclear what the topic of the presentation is				0
Audience rapport				
Successful engagement of audience				+3
Clear attempt at engaging audience				+2
Minimal attempt at engaging audience				+1
No attempt at engaging audience				0
Eye-contact				
Meaningful, natural eye-contact with entire audience				+3
Eye-contact seems forced/unnatural/ focussed on certain individuals				+2
Very little eye-contact				+1
Clear avoidance of eye-contact				0
Personal Introduction				
Personal Introduction is short, to the point and relevant				+3
Personal Introduction is short, but not entirely relevant				+2
Personal Introduction is too long				+1
No personal Introduction				0
Getting attention				
Dynamic and interesting and relevant device used to get attention				+3
Very interesting device used for getting attention, but not clearly relevant				+2
Mediocre device used for getting attention				+1
No discernible device for getting attention				0
Content				
Information is well-organised and presented in an interesting way				+6
Information is well-presented, but not interesting				+4
Presentation is interesting, but information is not well-organised				+2
Information presented is too superficial				+1
Signposting and transitions				
Transitions between points in the Body of speech are clear and effective				+1
Transitions between points in the Body of the speech are not clear				0
Conclusion				
Conclusion gives a succinct summary of content, links to Introduction and has a strong ending				+3
Summary is too long /Conclusion does not link to Introduction. Conclusion has a strong ending				+2

Conclusion has a weak ending	0
Slide neatness	
All headings and Body text sizes are consistent throughout	+3
Text sizes and fonts are not consistent throughout, but with small justified variations	+2
Text sizes and fonts are not consistent throughout, for no apparent purpose	+1
Text sizes and fonts are inconsistent and inappropriate	0
Font choice and colour	
Font choice is aesthetically pleasing, easily readable and contrasts well with background	+2
Font choice is aesthetically pleasing, but is not easily readable or does not contrast well with background	+1
Font choice does not suit the topic of discussion	0
Visuals on slides	
Each slide has a different visual. Visuals are relevant and of high quality	+5
Each slide has a different visual. Visuals are not always relevant or are not of high quality	+4
Not every slide has a visual or visuals are not relevant	+3
More than half of the slides do not have visuals	+1
No visuals present	0
Words on slides	
100% adherence to 6X6 rule (no more than 6 bullets per slide, no more than 6 words per bullet)	+3
At least 1 slide not adhering to the 6X6 rule	+2
At least 3 slides not adhering to 6X6 rule	+1
More than 5 slides not adhering to 6X6 rule	0
Inappropriate number of words for topic	-3
Number of slides	
Number of slides completely appropriate for information conveyed	+2
Number of slides slightly inappropriate for content	+1
Number of slides completely inappropriate for content	0
Interaction with PowerPoint	
Smooth transition between slides without looking back at screen	+5
Generally smooth transitions or occasional looks back at screen	+3
Clear interruptions when advancing slides or obvious looks at back screen	+1
Slideshow not shown in full screen or disruptive interruptions or very frequent looking behand at screen	0
Overall appearance	
Candidate seems relaxed and confident	+2
Candidate seems slightly ill-at ease	+1
Candidate is visibly uncomfortable	+0
Voice projection	
Clear voice and clearly audible throughout	+3
Generally audible, but hard to hear at times	+2
Barely audible, but some information missed, due to lack of projection	+1
Hard to follow presentation due to lack of projection.	0
Total	**/50**



Oral assignment 7: A researched presentation

This is an oral assignment. You will be giving a presentation in class. This assignment counts towards your final mark. Remember that you will only be able to re-do ONE spoken assignment to improve your marks.

You are required to deliver a presentation where you discuss a fully researched topic.

You can choose any topic for this assignment.
Take note: The speech you are to present in class should be between 6 and 8 minutes. You will be penalised 10% per minute (or part thereof) under the minimum time. You will be stopped after 8:00 minutes. Any part of the presentation not delivered will not be evaluated.
Your speech should be well structured and researched. It should be accompanied by a well-planned PowerPoint presentation. Your PowerPoint presentation should also include at least two different graphs. You have to create your own graphs and discuss the graphs properly. Do not simply mention what is clearly visible on screen – You have to give reasons and explain the background information of the graph. Your graphs must be relevant to the main topic.
In this presentation your use of proper grammar will be evaluated as well.

When giving this presentation, keep the following in mind:
You should speak clearly and audibly without shouting or screaming
You should make meaningful eye contact with the audience
You should state your main topic and subtopics
You should acknowledge the audience and try to build rapport with them
You should introduce yourself with relevant information regarding the content of the presentation
You should encourage the audience to listen to you
You should use a method of getting attention
The Body of your speech should be informative, well-researched and clearly divided into sections (remember to mention your sources)
You must include at least two different graphs and discuss them properly
Your Conclusion should not introduce new information and should provide a quick summary of the Body of the speech
Your slides should be neat, easily readable and relevant to what is being discussed
You should smoothly progress from one slide to the next without looking at the screen behind you
You are encouraged to record your presentation in class and upload it to Edmodo for record keeping purposes.
The rubric on the following page, should give you an indication as to what to focus on when you prepare for this assignment

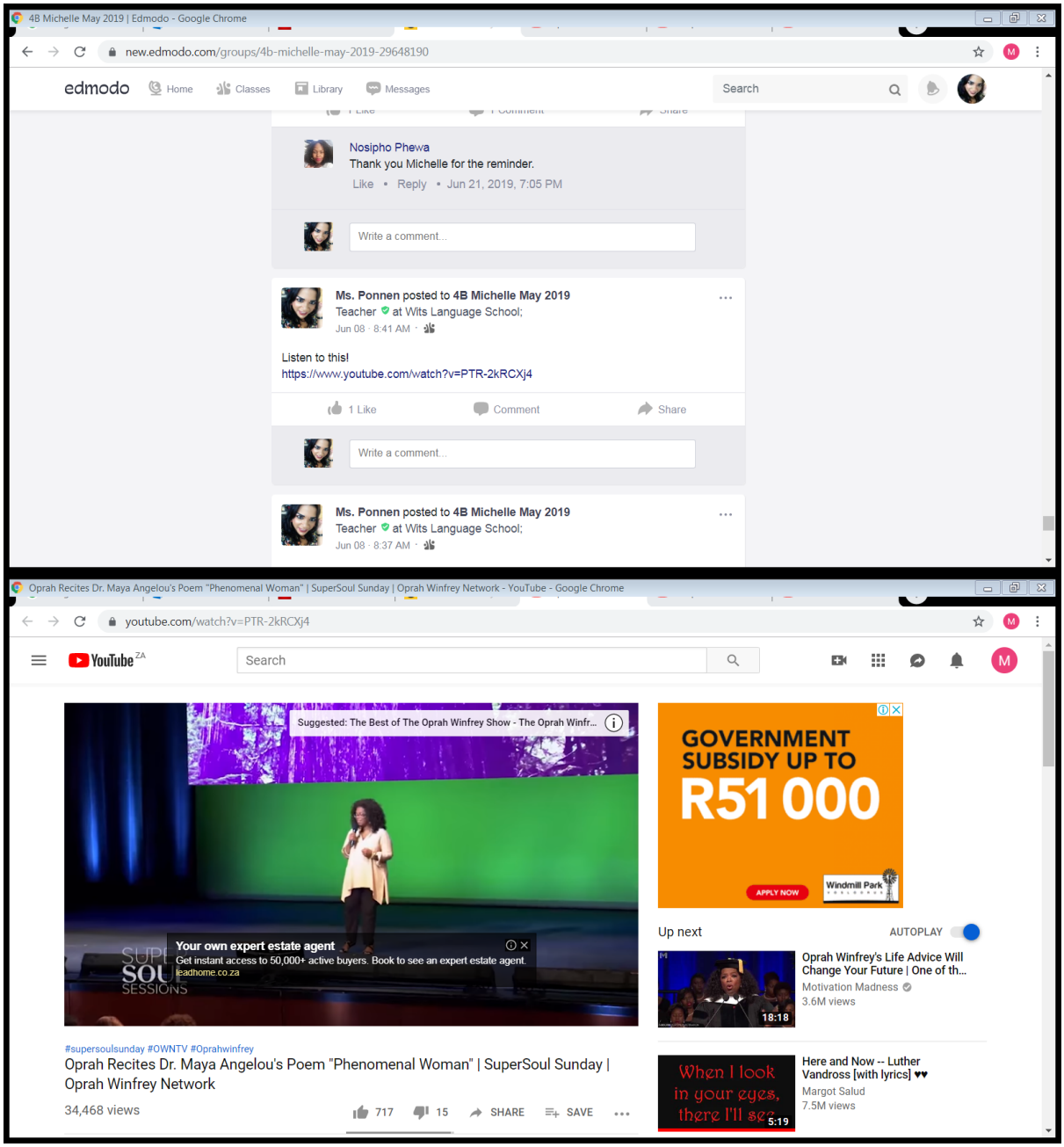
	Marking rubric for oral assignment 7: A researched presentation Your assignment will be marked according to the criteria as set out below. You start with 0 marks and gain or lose marks according to the rubric.			
Task response				
Presentation is within the time frame provided				0
Presentation is under time specified	3-4 mins: -9	4-5 mins: -6	5-6 mins: -3	
Presentation is not informative.				-5
Statement of topic and subtopics				
Clear statement of process and steps with appropriate signposting				+3
Clear statement of process and steps, with mundane signposting/ without signposting				+2
Process and steps are not clearly identified				+1
It is unclear what the topic of the presentation is				0
Audience rapport				
Successful engagement of audience				+3
Clear attempt at engaging audience				+2
Minimal attempt at engaging audience				+1
No attempt at engaging audience				0
Eye-contact				
Meaningful, natural eye-contact with entire audience				+3
Eye-contact seems forced/unnatural/ focussed on certain individuals				+2
Very little eye-contact				+1
Clear avoidance of eye-contact				0
Personal Introduction				
Personal Introduction is short, to the point and relevant				+3
Personal Introduction is short, but not entirely relevant				+2
Personal Introduction is too long				+1
No personal Introduction				0
Getting attention				
Dynamic and interesting and relevant device used to get attention				+3
Very interesting device used for getting attention, but not clearly relevant				+2
Mediocre device used for getting attention				+1
No discernible device for getting attention				0
Content				
Information is researched and presented in an interesting way, with sources cited				+6
Information is researched and presented in an interesting way, without cited sources				+5
Information is well researched, but not presented in an interesting way				+4
Presentation is interesting, but information is not well-researched				+2
Information presented is too superficial				+1
Signposting and transitions				
Transitions between points in the Body of speech are clear and effective				+1
Transitions between points in the Body of the speech are not clear				0
Graphs				
Two different graphs are present. Both are self-made, clear and neat.				+5
Two graphs are present. They are neat and clear, but too similar or not self-made.				+4
Two graphs are present. They are not very neat.				+3
Only one graph is present. It is self-made and neat / One graph is used incorrectly.				+2
Only one graph is present. It is not neat.				+1
No graphs present / Both graphs are used incorrectly.				0
Discussion of graphs				
Discussion of graphs is complete, original, well-presented and relevant. (Complete background information is mentioned)				+5
Discussion of graphs is not entirely relevant or not well-presented.				+3
Discussion of graphs is cursory and mentions little more than what is displayed on screen.				+2
Discussion of graphs is cursory and only mentions what is already visible onscreen.				+1
Graphs are not discussed at all.				0

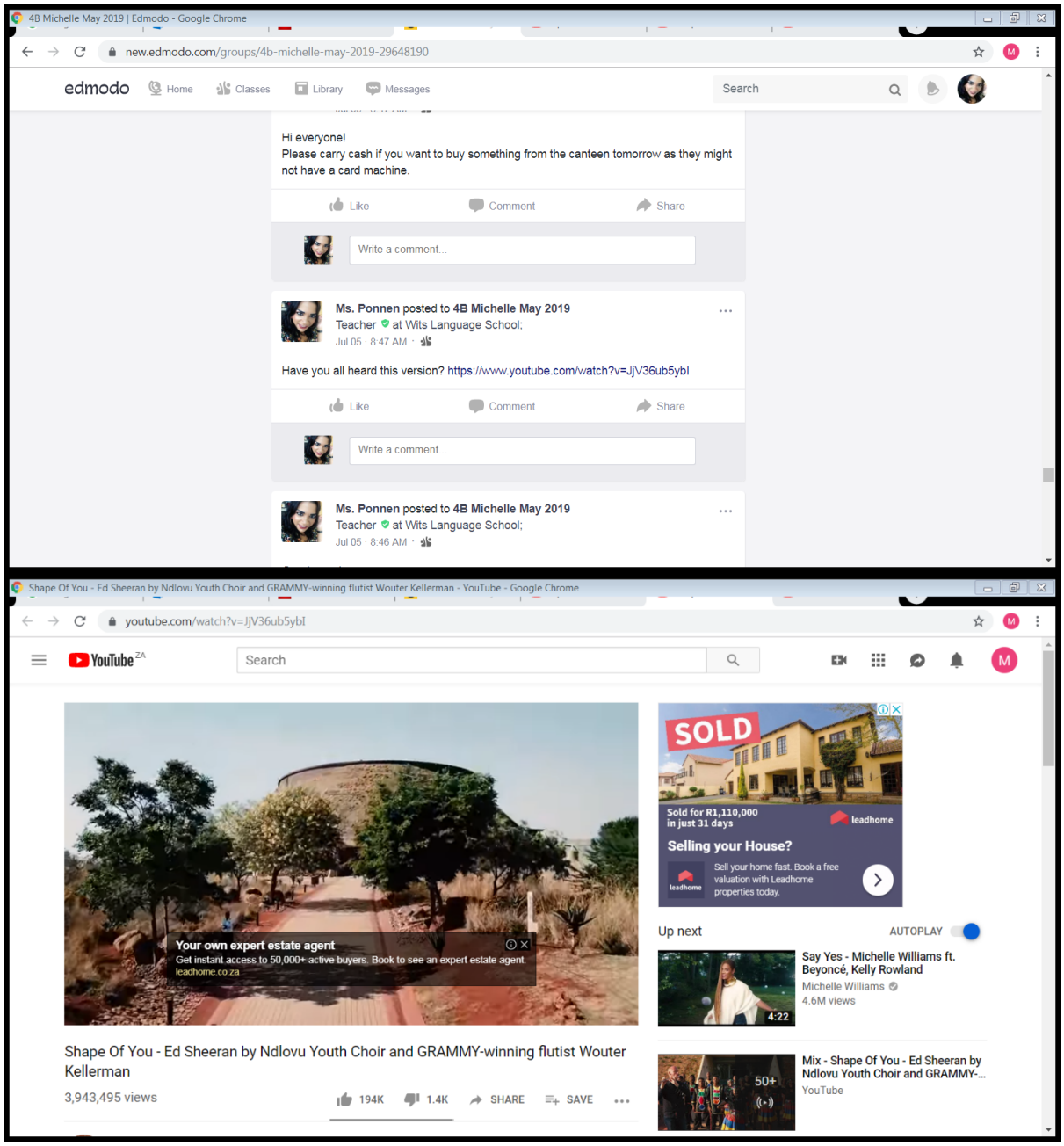
Conclusion	
Conclusion gives a succinct summary of content, links to Introduction and has a strong ending	+3
Summary is too long /Conclusion does not link to Introduction. Conclusion has a strong ending	+2
Conclusion has a weak ending	0
Slide neatness	
All headings and Body text sizes are consistent throughout	+3
Text sizes and fonts are not consistent throughout, but with small justified variations	+2
Text sizes and fonts are not consistent throughout, for no apparent purpose	+1
Text sizes and fonts are inconsistent and inappropriate	0
Font choice and colour	
Font choice is aesthetically pleasing, easily readable and contrasts well with background	+2
Font choice is aesthetically pleasing, but is not easily readable	+1
Font choice does not suit the topic of discussion	0
Visuals on slides	
Each slide has a different visual. Visuals are relevant and of high quality	+5
Each slide has a different visual. Visuals are not always relevant or are not of high quality	+4
Not every slide has a visual or visuals are not relevant	+3
More than half of the slides do not have visuals	+1
No visuals present	0
Words on slides	
100% adherence to 6X6 rule (no more than 6 bullets per slide, no more than 6 words per bullet)	+3
At least 1 slide not adhering to the 6X6 rule	+2
At least 3 slides not adhering to 6X6 rule	+1
More than 5 slides not adhering to 6X6 rule	0
Number of slides	
Number of slides completely appropriate for information conveyed	+2
Number of slides slightly inappropriate for content	+1
Number of slides completely inappropriate for content	0
Interaction with PowerPoint	
Smooth transition between slides without looking back at screen	+5
Generally smooth transitions or occasional looks back at screen	+3
Clear interruptions when advancing slides or obvious looks at back screen	+1
Slideshow not shown in full screen or very frequent looking behand at screen	0
Tenses and concord	
Appropriate tenses are used throughout with proper concord and subject-verb agreement	+5
Appropriate tenses are used throughout, but with some concord or subject-verb agreement errors	+3
Inappropriate tenses used at times and several instances of concord or subject-verb agreement errors	+1
The quality of the message is significantly impacted by incorrect tenses, concord or subject-verb agreement errors	0
Vocabulary and pronunciation	
All words used are appropriate and pronounced correctly.	+5
Up to 2 instances of words used out of context or mispronounced.	+3
Up to 5 instances of words used out of context or mispronounced.	+1
More than 5 instances of words used out of context or mispronounced.	0
Word forms and prepositions	
All word forms are correct.	+5
Up to 2 instances of incorrect word forms used or up to 2 incorrect prepositions.	+3
Up to 5 instances of incorrect word forms used or up to 5 incorrect prepositions.	+1
More than 5 instances of incorrect word forms or incorrect prepositions.	0
Overall appearance	
Candidate seems relaxed and confident	+2
Candidate seems slightly ill-at ease	+1
Candidate is visibly uncomfortable	+0
Voice projection	
Clear voice and clearly audible throughout	+3
Generally audible, but hard to hear at times	+2
Barely audible, but some information missed, due to lack of projection	+1

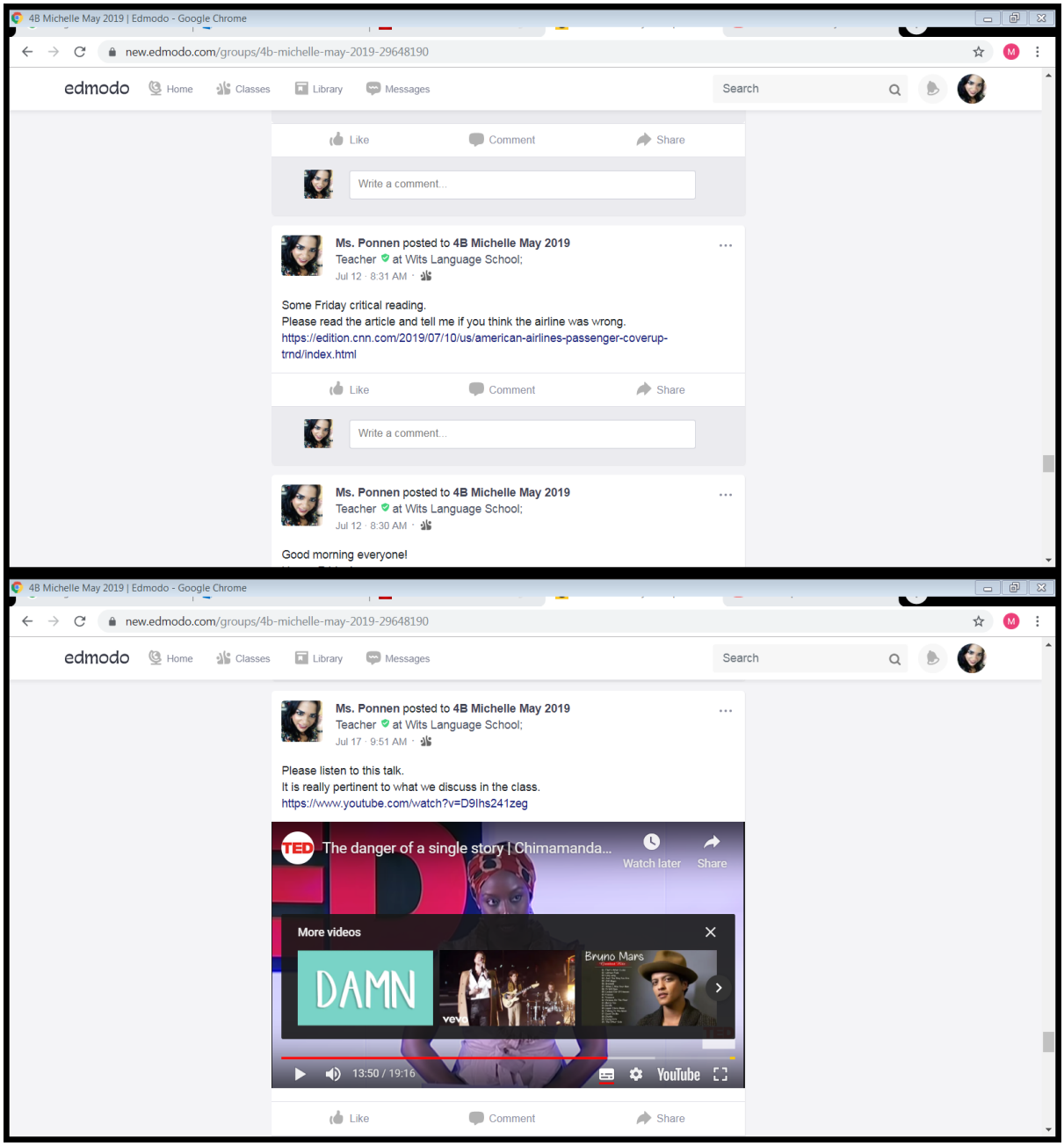
Hard to follow presentation due to lack of projection.	0
Total	**/75**

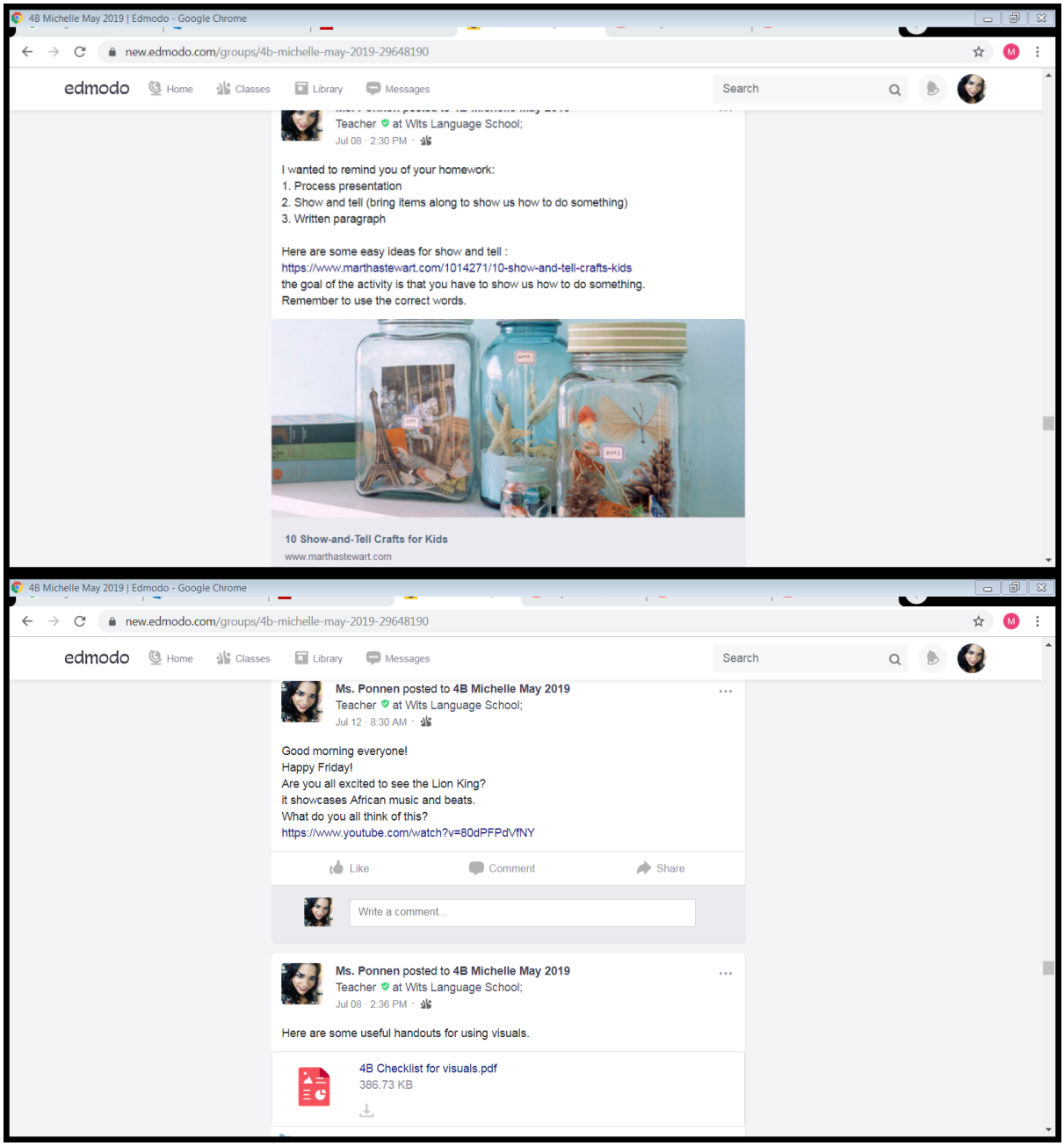
Appendix G

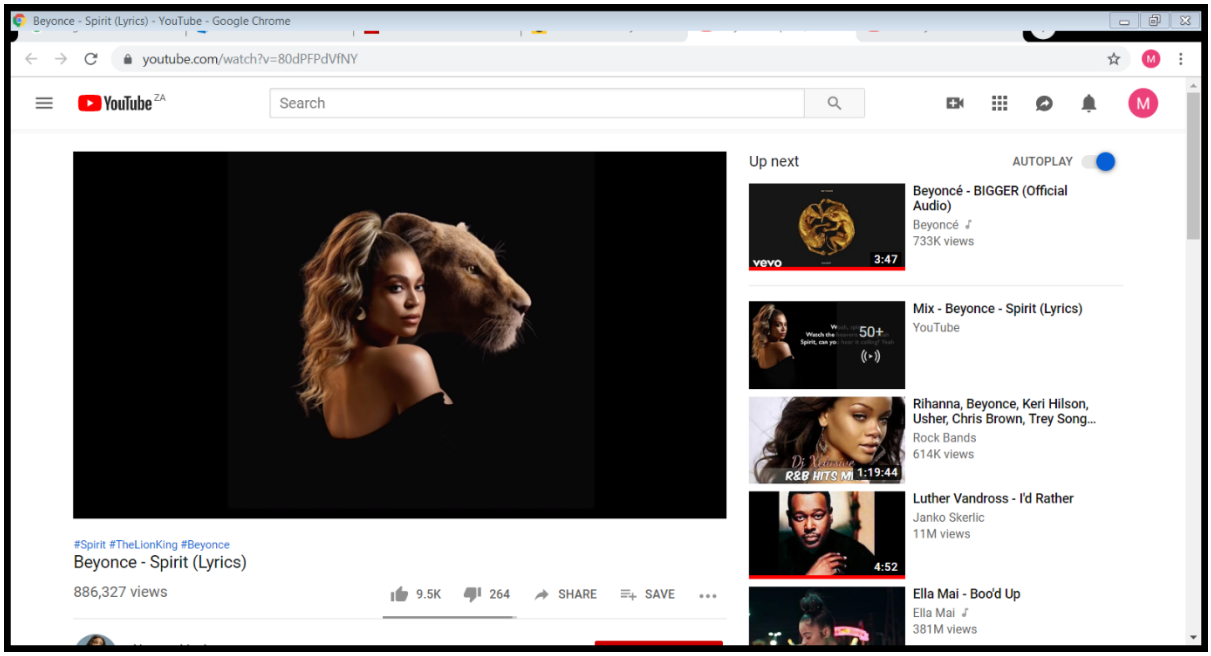
Edmodo Posts

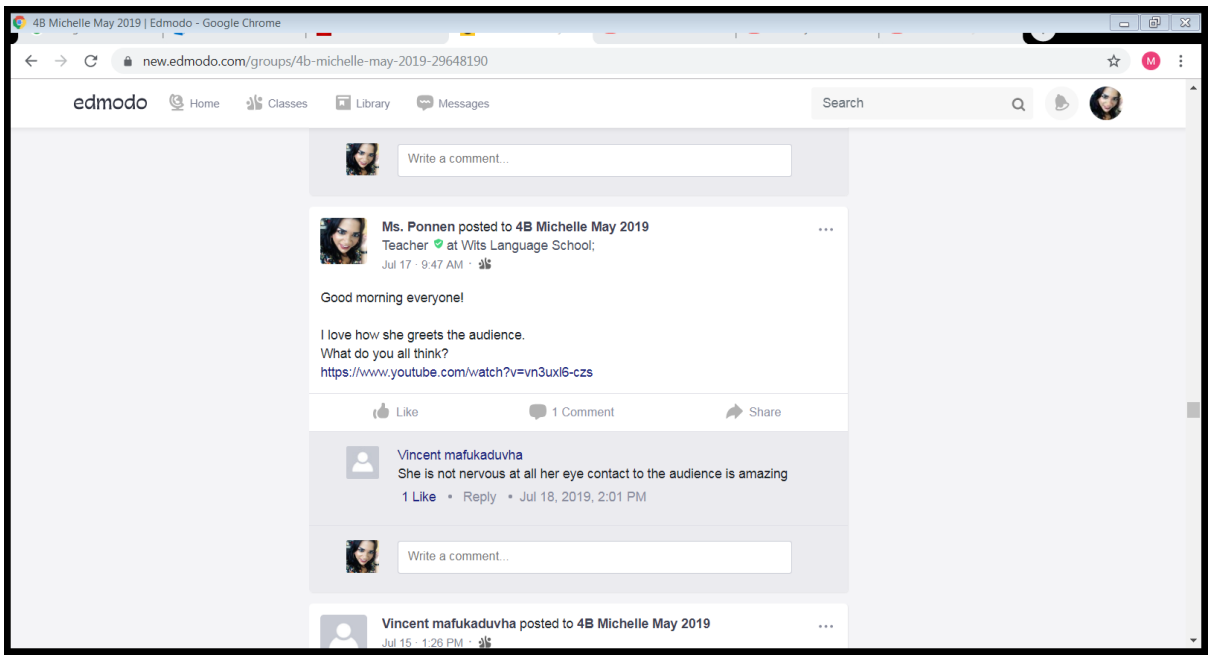


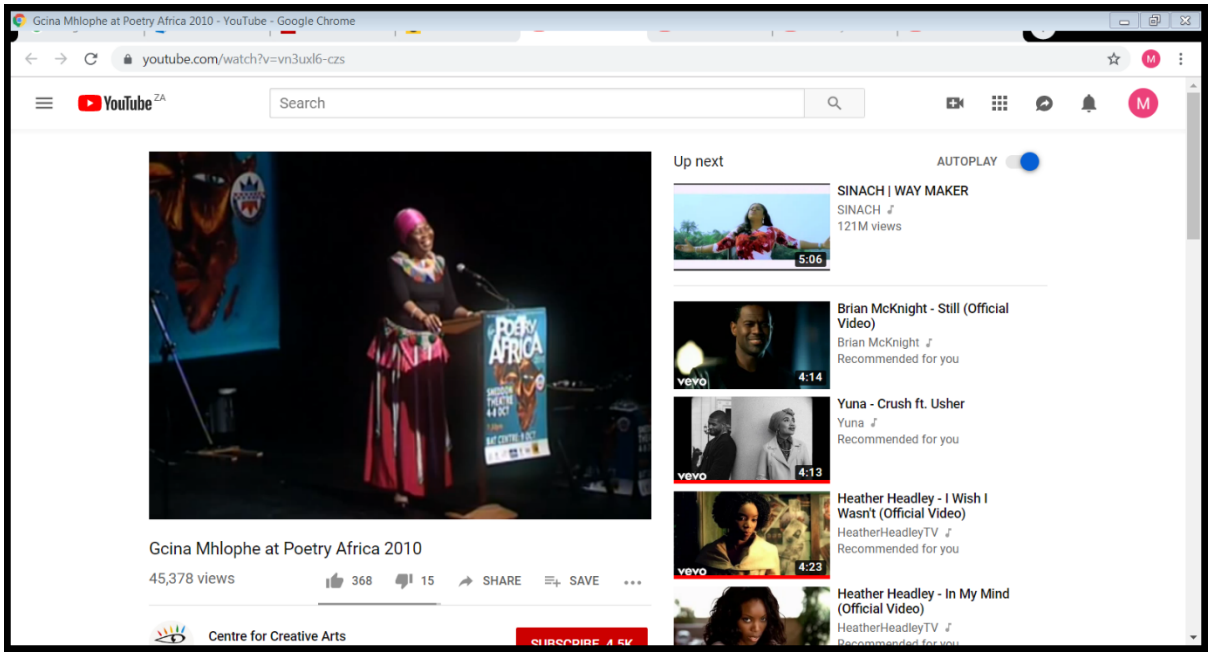

4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Hi everyone!
Please carry cash if you want to buy something from the canteen tomorrow as they might not have a card machine.
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 05 · 8:47 AM
Have you all heard this version? https://www.youtube.com/watch?v=JjV36ub5ybI
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 05 · 8:46 AM
Shape Of You - Ed Sheeran by Ndlovu Youth Choir and GRAMMY-winning flutist Wouter Kellerman - YouTube - Google Chrome
youtube.com/watch?v=JjV36ub5ybI
YouTube ZA
Search
Your own expert estate agent
Get instant access to 50,000+ active buyers. Book to see an expert estate agent.
leadhome.co.za
SOLD
Sold for R1,110,000 in just 31 days
leadhome
Selling your House?
Sell your home fast. Book a free valuation with Leadhome properties today.
Up next
AUTOPLAY
Say Yes - Michelle Williams ft. Beyoncé, Kelly Rowland
Michelle Williams
4.6M views
4:22
Mix - Shape Of You - Ed Sheeran by Ndlovu Youth Choir and GRAMMY-...
YouTube
50+
Shape Of You - Ed Sheeran by Ndlovu Youth Choir and GRAMMY-winning flutist Wouter Kellerman
3,943,495 views
194K
1.4K
SHARE
SAVE

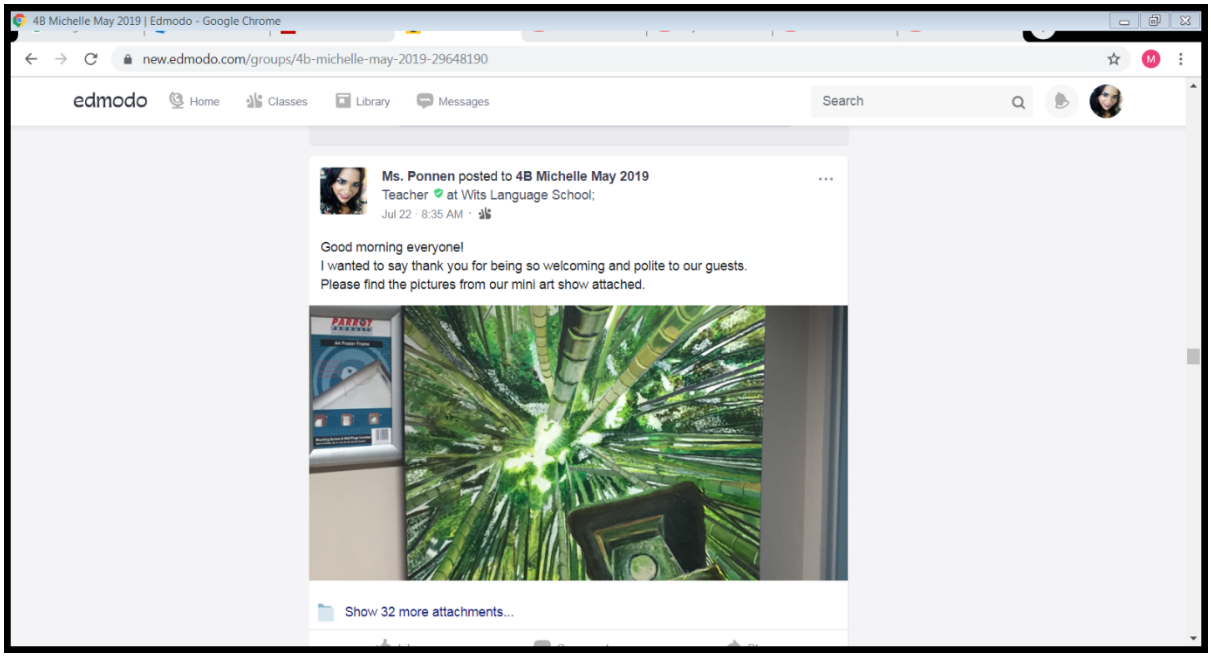

4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 12 · 8:31 AM ·
Some Friday critical reading.
Please read the article and tell me if you think the airline was wrong.
https://edition.cnn.com/2019/07/10/us/american-airlines-passenger-coverup-trnd/index.html
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 12 · 8:30 AM ·
Good morning everyone!
4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 17 · 9:51 AM ·
Please listen to this talk.
It is really pertinent to what we discuss in the class.
https://www.youtube.com/watch?v=D9Ihs241zeg
TED
The danger of a single story | Chimamanda...
Watch later
Share
More videos
DAMN
Bruno Mars
13:50 / 19:16
YouTube
Like
Comment
Share

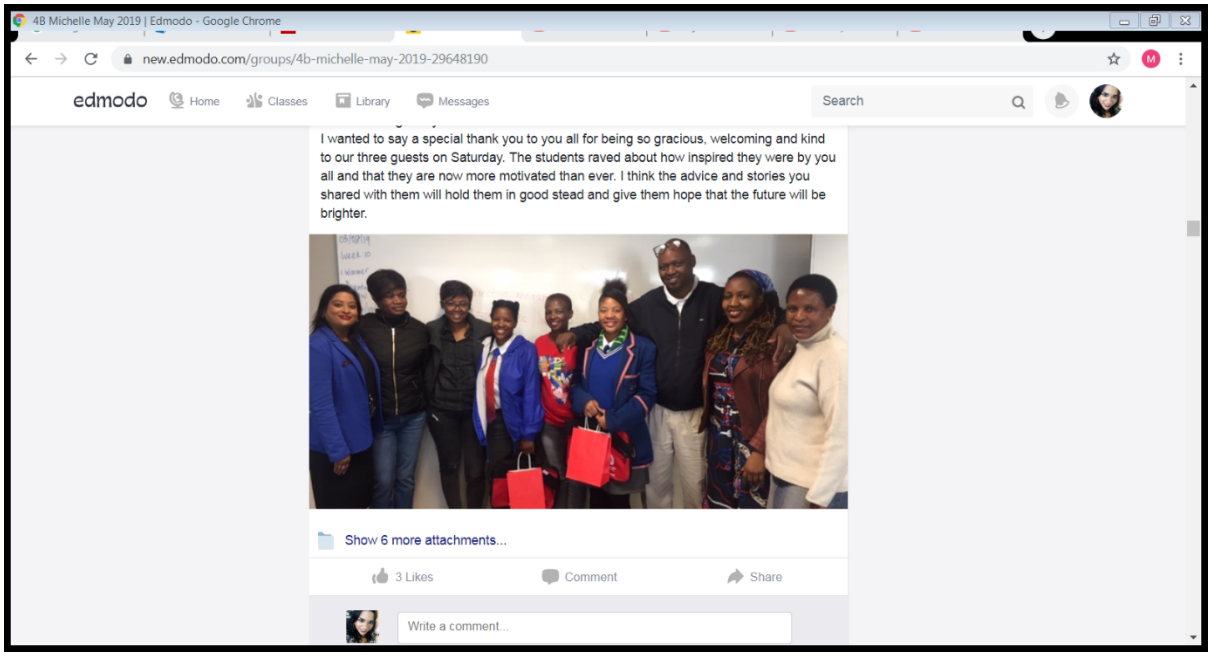

4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Teacher at Wits Language School;
Jul 08 · 2:30 PM ·
I wanted to remind you of your homework:
1. Process presentation
2. Show and tell (bring items along to show us how to do something)
3. Written paragraph
Here are some easy ideas for show and tell :
https://www.marthastewart.com/1014271/10-show-and-tell-crafts-kids
the goal of the activity is that you have to show us how to do something.
Remember to use the correct words.
10 Show-and-Tell Crafts for Kids
www.marthastewart.com
4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 12 · 8:30 AM ·
Good morning everyone!
Happy Friday!
Are you all excited to see the Lion King?
it showcases African music and beats.
What do you all think of this?
https://www.youtube.com/watch?v=80dPFPdVfNY
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 08 · 2:36 PM ·
Here are some useful handouts for using visuals.
4B Checklist for visuals.pdf
386.73 KB

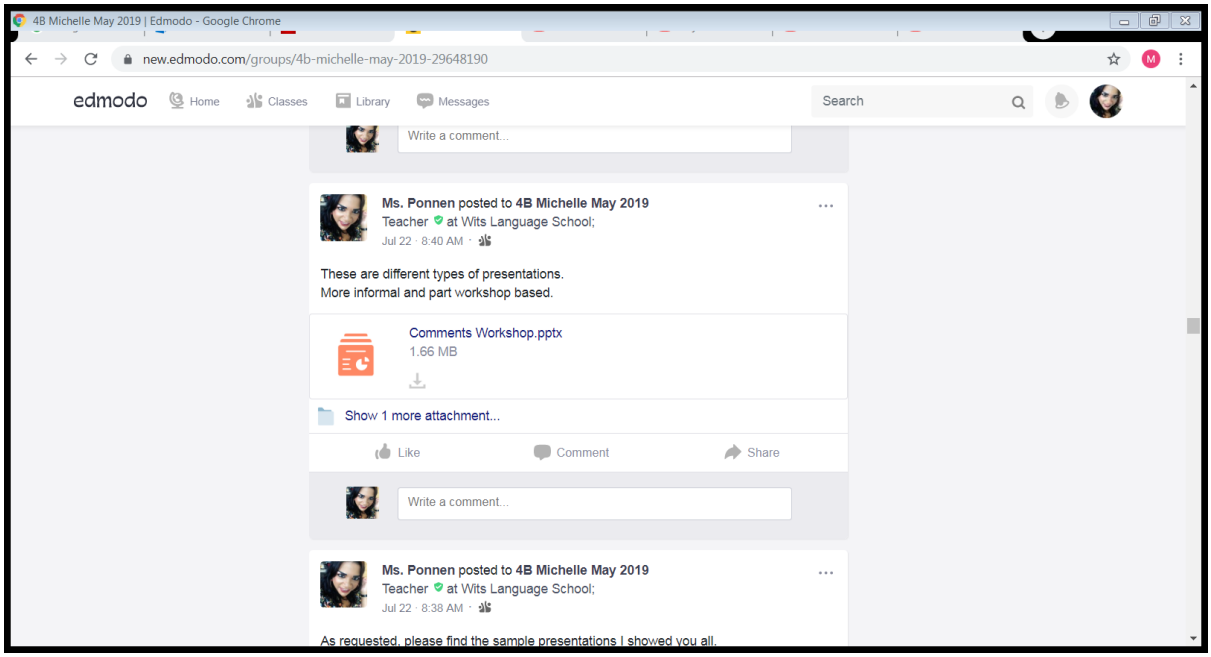

Beyonce - Spirit (Lyrics) - YouTube - Google Chrome
youtube.com/watch?v=80dPFPdVfNY
YouTube ZA
Search
Up next
AUTOPLAY
Beyoncé - BIGGER (Official Audio)
Beyoncé
733K views
3:47
Mix - Beyonce - Spirit (Lyrics)
YouTube
50+
Rihanna, Beyonce, Keri Hilson, Usher, Chris Brown, Trey Song...
Rock Bands
614K views
1:19:44
Luther Vandross - I'd Rather
Janko Skerlic
11M views
4:52
Ella Mai - Boo'd Up
Ella Mai
381M views
#Spirit #TheLionKing #Beyonce
Beyonce - Spirit (Lyrics)
886,327 views
9.5K
264
SHARE
SAVE

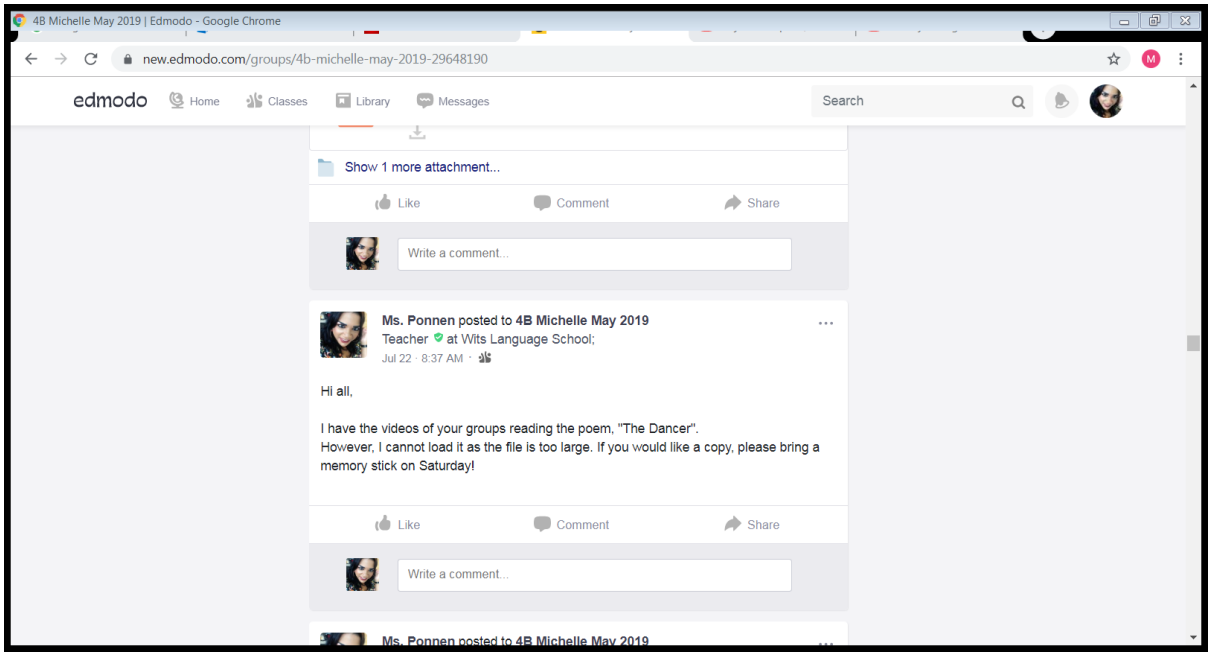

4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 17 · 9:47 AM
Good morning everyone!
I love how she greets the audience.
What do you all think?
https://www.youtube.com/watch?v=vn3uxl6-czs
Like
1 Comment
Share
Vincent mafukaduvha
She is not nervous at all her eye contact to the audience is amazing
1 Like • Reply • Jul 18, 2019, 2:01 PM
Write a comment...
Vincent mafukaduvha posted to 4B Michelle May 2019
Jul 15 · 1:26 PM

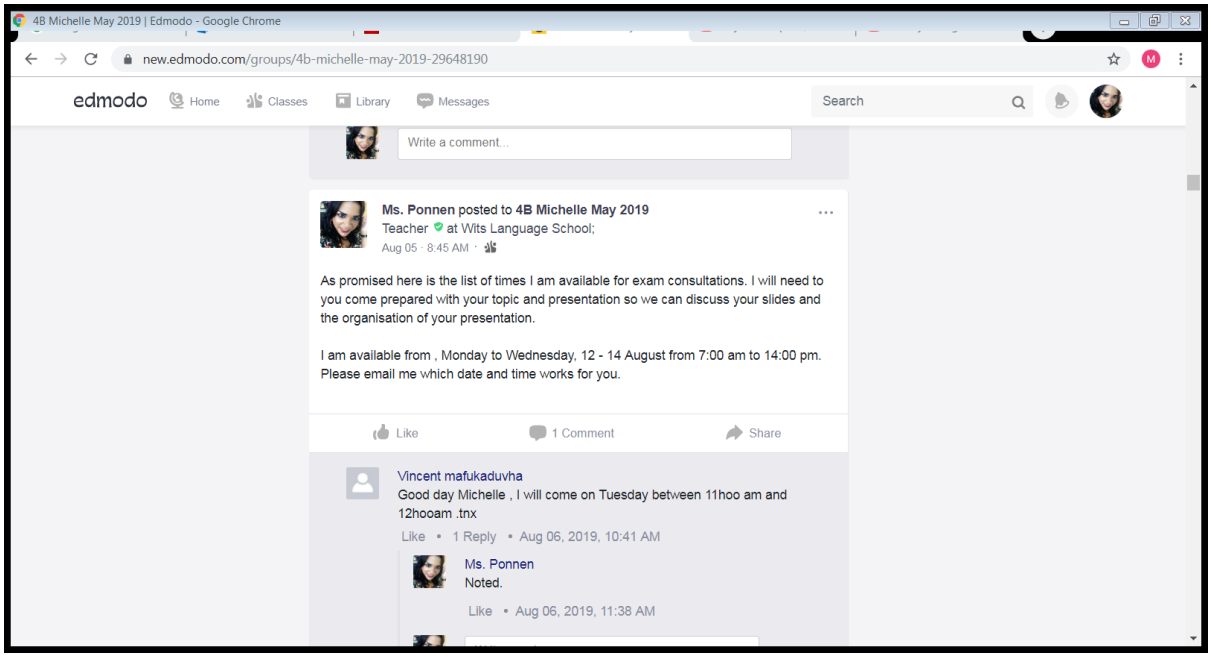

Gcina Mhlophe at Poetry Africa 2010 - YouTube - Google Chrome
youtube.com/watch?v=vn3uxl6-czs
YouTube ZA
Search
Gcina Mhlophe at Poetry Africa 2010
45,378 views
368
15
SHARE
SAVE
Centre for Creative Arts
Up next
AUTOPLAY
SINACH | WAY MAKER
SINACH
121M views
5:06
Brian McKnight - Still (Official Video)
Brian McKnight
Recommended for you
4:14
Yuna - Crush ft. Usher
Yuna
Recommended for you
4:13
Heather Headley - I Wish I Wasn't (Official Video)
HeatherHeadleyTV
Recommended for you
4:23
Heather Headley - In My Mind (Official Video)
HeatherHeadleyTV


4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 22 · 8:35 AM
Good morning everyone!
I wanted to say thank you for being so welcoming and polite to our guests.
Please find the pictures from our mini art show attached.
Show 32 more attachments...


4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
I wanted to say a special thank you to you all for being so gracious, welcoming and kind to our three guests on Saturday. The students raved about how inspired they were by you all and that they are now more motivated than ever. I think the advice and stories you shared with them will hold them in good stead and give them hope that the future will be brighter.
Show 6 more attachments...
3 Likes
Comment
Share
Write a comment...


4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 22 · 8:40 AM ·
These are different types of presentations.
More informal and part workshop based.
Comments Workshop.pptx
1.66 MB
Show 1 more attachment...
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 22 · 8:38 AM ·
As requested, please find the sample presentations I showed you all.


4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Show 1 more attachment...
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Jul 22 · 8:37 AM ·
Hi all,
I have the videos of your groups reading the poem, "The Dancer".
However, I cannot load it as the file is too large. If you would like a copy, please bring a memory stick on Saturday!
Like
Comment
Share
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019


4B Michelle May 2019 | Edmodo - Google Chrome
new.edmodo.com/groups/4b-michelle-may-2019-29648190
edmodo
Home
Classes
Library
Messages
Search
Write a comment...
Ms. Ponnen posted to 4B Michelle May 2019
Teacher at Wits Language School;
Aug 05 · 8:45 AM ·
As promised here is the list of times I am available for exam consultations. I will need to you come prepared with your topic and presentation so we can discuss your slides and the organisation of your presentation.
I am available from , Monday to Wednesday, 12 - 14 August from 7:00 am to 14:00 pm. Please email me which date and time works for you.
Like
1 Comment
Share
Vincent mafukaduvha
Good day Michelle , I will come on Tuesday between 11hoo am and 12hooam .tnx
Like • 1 Reply • Aug 06, 2019, 10:41 AM
Ms. Ponnen
Noted.
Like • Aug 06, 2019, 11:38 AM