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2011-11-29
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UNIVERSITY OF WITWATERSRAND

MASTER OF ARTS
ENGLISH LANGUAGE EDUCATION

An investigation into the kinds of innovative pedagogies involving Apprenticeship Learning Groups and Multiliteracies which support learning in culturally diverse classrooms in Johannesburg and the relationship between these pedagogies and the implementation of Curriculum 2005

A research report submitted in partial fulfilment of the requirements for the degree of Master of Arts.

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ABSTRACT

This research project explores what happens when a teacher creates different social structures in learning groups in teaching literature, and what happens when a teacher introduces multimodal tasks into these different social structures in the literature classroom.

The teacher/researcher experiments with different models of Apprentice Learning Groups (ALGs) and aspects of a pedagogy of Multiliteracies using Action Research to establish innovative pedagogies to support literature learning in culturally diverse classrooms. At the same time the relationship between these pedagogies and outcomes based education is investigated and the usefulness of a ALG/Multiliteracies pedagogy in the implementation of Curriculum 2005 is explored.

It was found that working with ALGs is extremely complicated and intricate and that for the ALG to support learning, issues of power, gender, race, attitudes and friendships should be taken into consideration. It was also found that the design of the task was central to the success of the ALG/Multiliteracies pedagogy. A strong relationship between an ALG approach combined with aspects of a Multiliteracies approach, and the OBE approach required by Curriculum 2005 was observed in that all the Specific Outcomes required by Curriculum 2005 were demonstrated using this approach.

Declaration

I declare that this research report is my own work. It is submitted in partial fulfilment of the degree of *Master of Arts in English Language Education* in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.



Lynette May Meyer

28 December 2000

ACKNOWLEGEMENTS.

I thank the following people without whom this research project would not have been possible:

- My husband Terry for his endless patience and his help with a very stubborn computer.
- My daughter Sharon, who scanned in my pictures.
- My supervisor, Pippa Stein, for her support and encouragement and for being always available to help.
- The principal and staff of Mondeor High School who acted as support systems and positive critics during the research process.
- The learners of Mondeor High School who acted as my research subjects and collaboraters.

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CHAPTER 1.

1. INTRODUCTION

1.1. Aim

The aim of the research is to investigate Apprenticeship Learning Groups (ALGs) and aspects of a pedagogy of Multiliteracies that have the potential to equip diverse grade 9 and grade 11 learners with the relevant skills and literacies to cope with the curriculum needs of Curriculum 2005. The research explores what happens when a teacher creates different social structures in learner groups in teaching literature and what happens when a teacher introduces multimodal tasks into these different social structures in the literature classroom.

1.2 Rearch Questions:

1.2.1. What kinds of innovative pedagogies support literature learning for culturally diverse learners in Grade 9 and Grade 11?
1.2.2. What is the relationship between these pedagogies and outcomes based education?

1.3. Background and Research Context.

I have been teaching languages for more than twenty years, beginning with Afrikaans and Zulu to English language speakers, but five years later changed to teaching English. I now teach English to a diverse group of both home and additional language learners. All my additional language learners speak either Afrikaans or an African language at home.

This research project began with a puzzle around poetry that I was trying to understand in my literature classes. When I began this research project, my initial interest was to explore pedagogies to improve my high school learners' understanding of poetry. The impending introduction of Curriculum 2005 motivated my interest in how aspects of the new curriculum could assist in adopting a new and more effective approach to teaching poetry. At the same time I had just been introduced to the work of the New London Group in the area of Multiliteracies and felt that this approach had

theoretical importance for the implementation of Curriculum 2005. I wanted to establish in my research whether this was true.

I decided to start by establishing how poetry had been taught to my learners in the past so that I had a starting point for my research. After some investigation involving by Grade 9 and 11 learners, I discovered that poetry had up until now been taught in transmission mode. Most teachers simply supply learners with a line by line explanation of each poem, which the learners learn and reproduce in the exam. I began to explore different pedagogies. It was reading about the Multiliteracies Group and Apprenticeship Learning Group arrangements that led to my supplying problem solving exercises involving *Multiliteracies* around the poetry and allowing learners to work in *Apprenticeship Groups*. This approach made a difference to their attitude towards and ability to make some meaning of the poetry. I also explored ways to refine the structure and approach to group work so that it is more effective and apply this approach to language, literature and writing at both Grades 9 and 11 level.

At the same time I was looking at Multiliteracies and its link to Outcome Based Education, particularly Curriculum 2005 in terms of the possible links between Multiliteracies and Curriculum 2005.

I spent 18 months investigating what happens when I introduce Apprenticeship groups and Multiliteracies in literature classes. This research project reports on some of my findings in relation to using these pedagogies. I have focused in this report on the use of the Apprenticeship Model groups and what occurred in these different groups. It was not possible within the space confines of this Report to do a detailed textual analysis of the multi-modal textual products produced in these groups.

I teach at Mondeor High School, which is a former model 'C' school located in Mondeor, South of Johannesburg. Mondeor draws its learners from Meredale, Naturena (both predominately black suburbs) and Soweto (a black township) in the West, Mondeor itself, which is a middle-class multiracial area, and Glenvista (a predominantly white, affluent area) in the East. The complex demography and geography of these classes results in these classes being extremely diverse. Many of

the learners are additional language learners from multi-lingual backgrounds. Learners come from a wide range of socio-economic backgrounds.

My research on the effects of creating different social structures in the classroom as well as adopting a Multiliteracies approach to poetry involves Grade 11 learners who are between 16 and 18 yrs old. The same research on the learning of literature, language and writing involves Grade 9 learners from the same school aged between 13 and 15yrs old. The Grade 9 class that I was working with when I did this project contained 38 learners, 8 'White' main language learners, 8 'Black' additional language learners, 4 Indian main language learners, 10 'Coloured' additional language learners and 8 'Coloured' main language learners. The Grade 11 class was similarly composed.

The learners' level of proficiency did not always depend on whether they were main or additional language speakers, but to a large extent on where they lived. Learners who had resided in the suburbs for a long period of time were generally more proficient than learners residing in the townships.

1.4. Rationale

1.4.1. Study Sample 1: Grade11

The first area I focused on was the teaching of poetry. The reason I chose this area for research was that over the last twenty-four years that I have been teaching I have found that the gap between the most proficient performers and the least proficient performers in poetry examination in my classes has become larger and larger. One of the greatest areas of concern is learners' ability to analyse, understand and appreciate poetry.

I was interested to see if using Apprenticeship Learning Groups and aspects of the Multiliteracies approach would narrow the gap between the learners' performance in this area and other areas in the English syllabus and the gap between the performance of the learners themselves. At the same time I wanted to establish the link between this approach and Curriculum 2005. According to the New London Group (1996:200)

the emphasis in the workplace is now on teamwork. They claim that this impacts on teaching in schools in that learners must now learn to be active and effective members of teams or groups. This type of teamwork depends to a great extent on informal, oral and interpersonal discourse. They propose that this can be acquired in schools through the use of effective group work projects. For information on effective group work I turned to Rogoff and her theory of apprenticeship learning which suggests that learners should be arranged in groups of diverse ability so that they can mediate each others' learning. I hypothesised that the use of diverse groups suggested by these theories could provide a model for the composition of groups or teams required by Curriculum 2005. Critical outcome 2 of Curriculum 2005 requires the learners to demonstrate the ability to act efficiently as a member of a group, team, organisation or community.

1.4.2. Study Sample 2: Grade 9

I had been looking for ways of 'levelling the playing field' in my grade 9 class that consisted of an extremely diverse range of performers. At the end of the first term that I taught them 12 out of 38 learners failed the end of term exam, while the 12 top performers attained A and B symbols. When setting group work projects previously, as with the Grade 11 group, I had thought that learners would work better if they were allowed to select their own groups. The result was that the high achievers were always in the same groups and the weak learners were always together. The results the groups attained ranged from 90% to 30%, the more proficient groups achieving the higher marks and the weak groups becoming more and more despondent and performing worse and worse. During Term 1, the marks of the weaker groups showed more of a decline than an improvement.

Based on the results of my pilot investigation, I decided to institute an Apprenticeship Learning programme by arranging my learners in groups of diverse ability. I wanted to see if some sort of mediation would take place in these groups which might result in a narrowing of the gap between the top and bottom performers. At the same time it would allow the learners the opportunity to demonstrate critical outcome 1 of Curriculum 2005 in terms of problem solving as these groups activities were to be learner centred and not teacher centred as in the past. Instead of the teacher being the only expert who provides all the 'correct' answers, each group would contain a

member who is more accomplished at the task than other members of the group and this member would provide modelling for the rest of the group instead of the teacher.

The focus of this project is to investigate what happens when different models of apprentice learning in diverse groups of grade 9 and grade 11 learners are used. In order to do this I use some aspect of Multiliteracies. The Multiliteracies pedagogy is mainly in the form of multimodal textual tasks and products which are used to accommodate the learners' Multiple Intelligences and celebrate their diversity. These Multiliteracies are only described and commented on and not analysed, as they are not the main focus of the research. I have chosen the use of Action Research as my method of investigation as it involves trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning. It is a way of working which links theory and practice into one whole (Kemmis:1992).

CHAPTER 2

2. LITERATURE REVIEW

This research draws on the following areas of enquiry:

2.1. Outcomes-Based Education;

2.2. Apprenticeship Learning;

2.3. Multiliteracies Pedagogy;

2.4. Multiple Intelligence Theory;

2.5. Approaches to Literature Teaching, including Poetry Teaching

2.1. Outcomes-Based Education.

The current government is in the process of reforming education. During this transition phase teaching approaches are moving away from the dictatorial and teacher-centred approaches to an Outcomes-Based approach which is more learner-centred. Outcomes-Based Education (OBE) is the system currently used in Australia, the USA, Britain and a number of other democratic countries.

OBE is much more learner-centred and democratic than the previous system, giving the learners more say over what they learn and how they learn it. The three basic premises of OBE according to Spady (1997) are that all learners can learn and succeed - but not on the same day and in the same way, and that successful learning leads to successful learning, and conversely, poor learning leads to poor learning. He also maintains that schools control the conditions of success.

Spady(1997) further states that the four OBE Power Principles are clarity of focus on learning and not on the learning material. Expanded opportunity and support should be provided to ensure learning success. This means that if the learners do not do well the first time, they must be given another chance. There must be high expectations for ALL to succeed and the teacher should design down from the ultimate culminating outcomes. Spady maintains that 'OBE is the consistent, systematic, creative and spontaneous application of these four power principles.'

Spady mentions 'outcomes' in the last power principle. These outcomes need to be selected by each country in accordance with the needs of that country. In South

Africa two sets of outcomes have been proposed. The first set is known as 'critical outcomes' and these are cross-curricular. Every teacher in every subject should be aiming at empowering his or her learners with these skills.

The second type of outcomes is known as 'specific outcomes'. These are specific to the learning area being taught. English falls into the Curriculum 2005 category of Language, Literacy and Communication and therefore the specific learning outcomes for English teaching come from this category. For each specific outcome there are a number of performance indicators which are tasks that the learners must carry out in order to demonstrate the specific outcome.

The pillars of outcomes-based education are assessment, activity, reflection and planning. The teacher is required to assess where her learners are, then design activities to advance these learners. Once the activities are complete, the teacher should reflect on the effectiveness of the activities in demonstrating that the learners have acquired the skills or demonstrated the outcomes. On the basis of this reflection she will plan the next step in the cycle.

According to Gultig (1999) the starting point of OBE education is a clear statement of intended learning outcomes and their associated performance indicators. When these are clearly and publicly stated and then used as the foundation of all other decisions about teaching and learning, we have an OBE system.

The broad critical cross-field outcomes set for an education system as a whole 'map' the kind of society and citizens that a particular country wants its education system to work towards. Post-apartheid South Africa has noted that society is changing rapidly. Countries are increasingly inter-connected: ideas, trends, and work processes are communicated across the world rapidly. The advances in communication have created what has been called a 'global village'. These phenomena - rapid change, an interconnected world, and a world dominated by information and communication - have enormous implications for societies and the education system.

Outcomes based education is not only much more learner centred than previous systems, but it places much more emphasis on teamwork. Teamwork is used in

problem solving exercises. The group acts as a guide and support to its members. When the teams selected are made up of learners of diverse ability it can result in apprenticeship learning taking place.

2.2. Apprenticeship learning

A theory of learning as a socio-cultural practice emphasises the inherently socially negotiated character of meaning making and the interested concerned character of the thought and action of person-in-activity. A theory of social practice emphasis the relational interdependency of the learner and his/her world that includes other people and objects in the world as well as the activity involved in the meaning making which leads to a particular type of learning and knowing.

Apprenticeship learning, which is a term coined by Rogoff (1990) is a theory of learning as a social practice involving more than simply allowing learners to collaborate in groups. Apprenticeship Learning Groups (my term) are arranged so that each Apprenticeship Learning Group (ALG) contains at least one learner who is skilled at the task set. The learner who is most skilled at the current task will be the 'journeyman' (my term) who will provide modelling or scaffolding for other members of the ALG who are not yet as skilled and who work alongside the journeyman in order to acquire the skill.

Bennett (1994:51) stresses the importance of the social setting in learning and emphasises in particular the role of negotiating and sharing in the classroom. Vygotsky (1978) suggests that individuals' higher cognitive processing be derived from the social unit of activity. The sociohistorical context is considered by Vygotsky to become accessible to the individual through interaction with other members of the society who are more conversant with the society's intellectual skills and tools. As Vygotsky(1978) argued, 'Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his peers.' Social interaction is assigned a central role in facilitating learning.

Vygotsky's concept of the zone of proximal development identifies the gap between what a learner can do alone and unaided, and what can be achieved with the help of

more knowledgeable others. He maintains that children progressed through zones of proximal develop (ZDP) in their cognitive development. The knowledge immediately within their grasp is positioned in their zone of proximal development. Only once they have obtained the knowledge in this zone can they go on to the next ZPD. However mediation which is provided by teachers, peers or texts is essential to assist the learner to move to the next zone of proximal development. Vygotsky (1978) emphasises the role of others. He claims that 'learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement." (Vygotsky, 1978:90) The child's mind develops as a result of some interaction with other people or in conjunction with his peers.

Vygotsky (1978) proposed that cognitive processes occur firsts on the social plane; these shared processes are internalised and transformed to form the individual plane. Thus the zone of proximal development is a dynamic region of sensitivity to learning the skill of culture, in which children develop through participation in problem solving with more experienced members of the culture. This means that the learners need another participant to provide them with what Krashen (1982) in relation to language learning and teaching theory has termed 'comprehensible input' in order to progress to the next level of competence. The input provided must be at the right level. Krashen describes this as (i + 1), where i is the current level of competence and 1 is one step beyond this, but within the reach of the learner. The most proficient learner in the group could provide the average learner with comprehensible input, and the average learner would in turn act as the mediator for the weaker learner. These levels of comprehensible input would be closer to Krashen's (i + 1) than what the teacher could provide.

Cole (1985) claims that in the zone of proximal development, culture and cognition create each other. Children and their partners appropriate from their interactions with each other a derived understanding based on their efforts to apply the tools of culture, with which each partner is likely to vary in skill.

Both Piaget and Vygotsky considered both social and natural processes in development. Piaget focused on the individual, sometimes interacting with others on logical problems with social origin, and Vygotsky focuses on children participating with other people in social order. Rogoff (1990) stresses the mutual roles of the efforts of the individual and of social partners in socio-cultural activities.

Rogoff is a Neo-Vygotskian who examined how individual thinking processes relate to the cultural context and how the social interactions of children provide guidance, support, direction, change, and impetus for development. She draws heavily on the theory of Vygotsky and refers also to that of Piaget in her discussion and thus keeps both the social environment and the individual in focus. In Vygotsky's perspective, joint problem solving occurs between partners, whereas in Piaget's view, individuals work with independence and equality on each other's ideas. Vygotsky believes that effective social interaction is joint problem solving with guidance by a person who is more skilled. Piaget's theory is that children revise their ways of thinking to provide a better fit with reality when faced with discrepancies between their own ways of viewing the world and new information gained from others. Vygotsky's theory is that social interaction is expected to promote development through the guidance provided by interaction with people who have achieved some skill in the use of those intellectual tools.

Vygotsky (1978) sees the model of most effective social interaction as joint problem solving with guidance by a person who is more skilled. Vygotsky's model for the mechanism through which social interaction facilitates cognitive development resembles apprenticeship, in which what Rogoff calls an 'apprentice' or novice works closely with an 'expert' (Rogoff:1990) in joint problem solving in the zone of proximal development. The apprentice is thereby able to participate in skills beyond those that he or she is independently capable of handling. Rogoff states that 'shared problem solving - with learners participating in culturally organised activities with a more skilled partner - is central to the process of learning in apprenticeship' (1990:39). The result is that the apprenticeship model includes more people than a single expert and a single novice.

According to Rogoff the apprenticeship system often involves a group of apprentices who serve as resources for one another in exploring the new domain and aiding and challenging one another. The apprentices are likely to differ usefully in expertise as well, therefore sometimes swopping roles of apprentice and journeyman according to the skills required by the task set. In any situation the expert is sometimes still developing breadth and depth of skill and understanding in the process of carrying out the activity and guiding others in it. The model, therefore, provided by apprenticeship learning is one of 'active learners in a community of people who support, challenge and guide novices as they increasingly participate in skilled and valued socio-cultural activity.' (Rogoff 1990:40)

Lave (1988:2) states that 'apprentices learn to think, argue, act, and interact in increasingly knowledgeable ways with people who do something well, by doing it with them as legitimate, peripheral participants'. Rogoff quotes John-Steiner (1985) who argued that 'development of a specific language of thought is fostered more by interacting with a knowledgeable person than by studying books or attending classes and exhibits.' Rogoff (1990) believes that apprenticeship learning provides the beginner with access to both the overt aspects of the skill and the more hidden inner processes of thought. 'It is only through close collaboration that the novice is likely to learn what the mentor may not even know: how he or she formulates a question or starts a new project" (John-Steiner 1985:200)

For Vygotsky, ideal partners are not equal, but the inequality is in skills and understanding rather than in power. For this reason, interaction with either adults or peers can bring about cognitive growth. But for cognitive development to occur in the course of interacting with a peer, the partner should be 'more capable' (Vygotsky 1978). In contrast, Piaget felt that children's discussions with adults are unlikely to lead to cognitive restructuring because of the unequal power relations between adults and children. Only when children are able to discuss problems as equals are they likely to take into account new ways of thinking. 'Interaction in which the adult has the power disrupts the condition of reciprocity for achieving equilibrium in thinking' (Piaget, 1977:165). However, both the theories of Piaget and Vygotsky share an emphasis on the importance of partners' understanding of each other.

Rogoff (1990) claims that children play a role as active participants in their own development. They need structure and even demand the assistance of those around them in learning how to solve problems of all kinds. She views 'the individual child, social partners, and the cultural milieu as inseparable contributors to the ongoing activities in which child development takes place.' (1990:141)

According to Lave & Wenger the peripheral participation of newcomers is by no means 'disconnected' from the practice of interest. 'Peripherality suggests an opening, a way of gaining access to sources of understanding through growing involvement.' (1991:37) They maintain that learning through legitimate peripheral participation takes place no matter which education form provides a context for learning, or whether there is any intentional educational form at all. Lave & Wenger believe that an analytical perspective of legitimate peripheral participation could 'inform educational endeavours by shedding a new light on learning processes, and by drawing attention to key aspects of learning experience that may be overlooked.' (1991:41)

Lave & Wenger (1991) who are proponents of the theory of 'Distributed Cognition' place emphasis on connecting issues of sociocultural transformation with the changing relations between 'newcomers' and 'old-timer' in the context of a changing shared practice. They believe that learning as increasing participation in communities of practice concerns the whole person acting in the world. Conceiving of learning in terms of participation focuses attention on ways in which it is 'an evolving, continuously renewed set of relations'.

According to Hutchins (1995:13) the emphasis on finding and describing knowledge structures that are somewhere inside the individual encourages us to overlook the fact that human cognition is always situated in a complex sociocultural world and cannot be unaffected by it. Distributed Cognition means that cognition is not to be found within the head only; rather cognition is distributed over other people and tools. People think 'in conjunction and partnership with others and with the help of culturally provided tools and implements' (Salomon, 1993:12).

Apprenticeship learning takes into account the theory of Distributed Cognition as learning in the apprenticeship model conceives of learning as 'a collective, participatory process of active knowledge construction emphasising context interaction and situatedness' (Cole & Engestrom:1993).

2.3. A Multiliteracies Pedagogy

An innovative pedagogy, which not only focuses on the social aspect of learning but also emphasises the use of classroom diversity as a teaching resource, is the Multiliteracies pedagogy produced by the New London Group (1996;2000)

The pedagogic mission for literacy envisaged by the New London Group is that learners should benefit from learning in ways that allow them to participate fully in public community and economic life. Differences of language, culture and gender must not be barriers to learning success. Multiliteracies focuses on the realities of increasing local diversity and global connectedness. Learners need to interact effectively using multiple languages, multiple Englishes and communication patterns which more and more frequently cross cultural, community and national boundaries. Literacy educators need to be active participants in social change and active design-makers of social futures. The emphasis in the workplace is now on teamwork. This impacts on teaching in schools in that learners must now learn to be active and effective members of teams or groups. Effective teamwork depends to a great extent on informal, oral and interpersonal discourse. This can be acquired in schools through the use of effective group work projects. Learners must learn to speak the language of the mainstream.

According to the New London Group (1996;2000), learners must have the opportunity to develop skills to access new forms of work through learning the new language of work. Learners need to develop the skills to speak up, to negotiate and to be able the engage critically with conditions of their working lives.

The diversity of communities and workforces and the multiplicity of discourses can be harnessed as a productive asset. Cross-cultural communication and the negotiated

dialogue of different languages and discourses can be a basis for creativity where the participants feel that their different backgrounds and experiences are genuinely valued.

National language standards used to be imposed by the school. Immigrants and indigenous people were assimilated to the standardised 'proper' language of the coloniser. According to the New London Group (1996;2000) schools must now service linguistic and cultural diversity. The most important skill students need to learn is to negotiate dialectic differences, register differences, code switching, interlanguages and hybrid cross-cultural discourses. Differences must be arbitrated and access to wealth, power and symbols must be possible regardless of identity markers. The New London Group see diversity as a classroom resource just as powerfully as it is a social resource in the formation of new civic spaces and new notions of citizenship. There is a cognitive benefit for all children in a pedagogy of linguistic and cultural pluralism.

Schools regulate access to orders of discourse or symbolic capital. They provide access to a hierarchically ordered world of work. They shape citizens and provide a supplement to the discourses and activities of communities and private lifeworlds. The curriculum now needs to 'mesh with different subjectivities, and their attendant languages, discourses and registers, and use these as a resource for learning. Schools must provide learners with access to symbolic capital - not writing over existing subjectivities with the language of the dominant culture. It must provide access without people having to erase or leave behind different subjectivities'. (Cope & Kalantzis, 2000:6)

In Cope & Kalantzis' paper (accessed 2000) the starting point for Multiliteracies pedagogy is an understanding of how production and reading of texts are historically and socially located and produced, how they are 'designed' artefacts. A metalanguage of meaning making centred on the concept of 'design' is proposed. There are three aspects of the meaning-as-design:

Available Design: the available meaning-making resources; patterns and conventions of meaning.

The Designing: the process of shaping emergent meaning which involves re-presentaton, recontextualisation. This never involves a repetition of Available Design. Every moment of meaning involves the transformation of the available resources of meaning. Reading, writing, seeing and listening are all instances of Designing.
The Redesigned: The outcome of designing, something through which the meaning-making has remade itself, a new meaning-making resource. We transform or recreate meaning, all the time. It is in this sense that we are truly designers of our social futures.
The New London group(1996;2000:78) have formulated a Multiliteracies Pedagogy which is composed of four elements:

- Situated Practice
  Immersion in experience and the utilisation of available discourses, including those from the learners' varied lifeworlds.
- Overt Instruction
  Systematic, analytic and conscious understanding. The introduction of an explicit language to describe the design of meaning.
- Critical Framing.
  Interpreting the social and cultural context of particular designs on meaning; standing back from meanings and viewing them critically in relation to their purposes and cultural context.
- Transformed Practice.
  Transfer in meaning-making practice, which puts the transformed meaning to work in other contexts or cultural sites.

These elements are not intended to be a rigid learning sequence. They are also not intended to displace what teachers are doing in the classroom, but aim to provide ideas and angles with which to supplement what teachers do. It is the Multiliteracies and Apprentice Group Pedagogy that forms the centre around which my research into the teaching of literature revolves.

The New London Group has identified six major areas in which functional 'grammars', metalanguages that describe and explain patterns of meaning, are required:

- Linguistic Design

- Visual Design
- Audio Design
- Gestural Design
- Spatial Design
- Multimodal Design, in which meanings are made in the relation of different modes of meaning.

A Multiliteracies Pedagogy emphasises the full spectrum of literacies such as the linguistic, visual, audio, gestural and spatial literacies. It recognises that individuals display a dominant literacy which is one in which they perform best. It also emphasises the social dimension of learning. Multiliteracies Pedagogy therefore seems to comfirm Gardner's Multiple Intelligence Theory.

2.4. Multiple Intelligence Theory (MIT).

Gardner's (1983) theory of Multiple Intelligences provides a possible explanation as to why some learners are more skilled than their peers at certain tasks and provides clues about how these 'intellgences' can be exploited and developed by the educator. According to Gardner there are seven recognised intelligences:

- Linguistic Intelligence

This is the capacity to use words effectively whether orally or in writing. It includes the use of rhetoric, mnemonics, explanation and metalanguage. Strategies which may be used to enhance this intelligence are storytelling, brainstorming, tape-recording thoughts so that learners can reflect on them to help problem solving, and journal writing.

- Logical-Mathematical Intelligence

This is the capacity to use numbers effectively and to reason logically. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include: categorisation, classification, inference, generalisations, calculation and hypothesis testing.

❖ Spatial Intelligence

This refers to the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to colour, line, shape, form, space and the relationship that exists between these elements. It includes the capacity to visualise, to graphically represent visual and spatial ideas and to orient oneself appropriately in a spatial matrix.

❖ Bodily-Kinaesthetic Intelligence

This involves expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things. This intelligence includes specific physical skills such as co-ordination, balance, dexterity, strength, flexibility and speed.

❖ Musical Intelligence

This intelligence includes sensitivity to the rhythm, pitch or melody and timbre or tone of a musical piece. For thousands of years, knowledge was imparted from generation to generation through the medium of singing or chanting. Advertisers have used musical jingles to help people remember their client's product.

❖ Interpersonal Intelligence

This refers to the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice and gesture. It includes the capacity for discriminating among many different kinds of interpersonal cues and the ability to respond effectively to those cues.

❖ Intrapersonal Intelligence

This involves self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself, awareness of inner moods, intentions, motivations, temperaments and desires and the capacity for self-discipline, self-understanding and self-esteem. For individuals with strongly developed intrapersonal intelligence, the intensely social atmosphere of the classroom can be somewhat claustrophobic. The teacher needs to build in frequent

opportunities during the day for students to experience themselves as autonomous beings with unique life histories and a sense of deep individuality.

According to Gardner (1983:46) each person possesses all seven intelligences. Gardner maintains that most people can develop each intelligence to an adequate level of competency. These intelligences usually work together in complex ways. That is, intelligences are always interacting with each other and cannot be seen separately in practice. In addition, Gardner states that there are many ways to be intelligent within each category. MI theory emphasises the rich diversity of ways in which people show their gifts *within* intelligences as well as *between* intelligences.

2.5 Literature and Poetry Pedagogy.

According to Allais traditional teacher-fronted pedagogies for teaching literature are still to be found in many literature classrooms in Johannesburg where 'the teacher is the authority as well as transmitter of knowledge with the learners being treated as depositories for knowledge' (Allais,J. 1996). Learners are silent unless responding to the teachers' questions. The teacher reads the lines of poetry or literature and then provides the 'right' interpretation, which the learners learn and reproduce in examinations. The result of this approach is that learners are often unable to work independently when approaching a new poem or piece of literature and interpreting it for themselves.

According to Cazden (1988) the most common pattern of teacher-fronted classroom interaction is the IRE pattern in which the teacher initiates (I), the student responds (R) and the teacher evaluates (E). In IRE sequence the teacher asks the questions, decides who will speak, and evaluates most answers with a consequent inhibiting effect on many learners. It is a situation of asymmetrical power relations in which the teacher makes most of the decisions. The learners seldom get an opportunity to give directions, explanations, think aloud or ask questions.

Widdowson (1975) finds it not surprising that these traditional approaches to literature have been perpetuated. The reason for this, he maintains, is that 'teachers of

literature are given little training in this area and so their only guide as to what and how to teach literature to others is what and how they were taught themselves'.

One alternative to the traditional teacher fronted approaches is Barnes' (1979) model of *group work.* He believes that it is in small group discussions, with peers whom they learn to trust, that true exploratory talk, with its potential for shaping meaning and hence knowledge, can take place. The absence of a teacher places control of the learners' strategies in their own hands. 'The more a learner controls his own language strategies, and the more he or she is able to think aloud, the more he can take responsibility for formulating explanatory hypotheses and evaluating them' (Barnes, 1979:29). Apprenticeship Learning Groups discussed in 2.2 demonstrate all the characteristics of the normal group, but in addition, learners are selected particularly for each task on the basis of their competence at that particular skills required to complete the task. The teacher will ensure that each group contains a more competent learner at that particular task who will act as a journeyman for the apprentices in the group.

Kutnick (1994) states that, in accordance with social psychological theory small groups enhance co-operation and allow for individual achievement through group incentives when each member is equally accountable for some part of the group's achievement. Webb (1998:22) adds that groups that use a high amount of explanation are more likely to achieve. Explanations that provide a high level of elaboration concerning a problem are most effective. Studies of co-operative and collaborative groups show that these group approaches are effective, but only with clear planning of tasks to suit that type of group (Kutnick:1994).

Leech (1969) believes that before learners are placed in groups the teachers should help classes to investigate the general characteristics of language, especially the English language, as a medium of literary expression. He suggests a study of language as 'a complement and aid to the study of literature'. He supports this idea with the fact that a literary work cannot be properly understood without a thorough knowledge of the language, which is its medium of expression. Furthermore, most critical discussions of literature revolve, at some stage, round appeal to linguistic

evidence such as the evidence of words and sentences, which actually occur of the printed page in literary texts.

Widdowson (1975) proposes that teachers of literature adopt an approach which seeks to show how the use of linguistic patterns creates a form of communication, which conveys the unique reality of the individual vision. To do this Widdowson states that the teacher must develop in the learner 'an awareness as to how literary discourse differs from conventional modes of expression' (1975:86). In this way learners are provided with tools for the analysis of literature and are not dependent on the teacher to analyse the text for them. The aim is to provide the learner with a way into an understanding that enables them to base interpretations on definite evidence whose discovery they can actively participate in.

CHAPTER 3

3. METHOD

My research involved working with groups of learners from two age groups - Grade 9 and Grade 11. I wanted to improve my understanding of how arranging the learners in Apprenticeship Learning Groups and setting multimodal task would effect the learning of these learners. To carry out this research I required a method that would allow me to try out my ideas in practice and reflect on the results of my research so that I could 'build' on my findings as I went along. What happened in earlier phases of my research would inform innovations in my approach for the next phase.

The method of research that suited my purpose most effectively was that of action research because in action research 'those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement' (Kemmis:1988:12). In my research my learners who acted as my collaborators at the same time, provided feedback on how the practice should be changed in order to improve their learning and in so doing contributed to the decision making about changes to be made in the next cycle.

3.1 Action Research

Kemmis (1988) sees action research as a form of collective self-reflective enquiry. This is undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. He believes that for this to be action research it must be collaborative. In my study the collaboration is between the learners as well as between the learners and myself, the researcher. My learners therefore take on the dual role of research subjects and collaborators as I felt that they were best positioned to decide on the effect of any group arrangement as they are insiders in the research process.

Action Research can take the form of Proactive Action Research or Responsive Action Research. Proactive Action Research consists of the following six steps:

Step 1: Try a New Practice

Step 2: Incorporate Hopes and Concerns

Step 3: Collect Data

Step 4: Check what the Data Mean

Step 5: Reflect on Alternative Ways to Behave

Step 6: Try Another New Practice.

In Responsive Action Research the data collection necessarily precedes the action. The six step responsive process is as follows:

Step 1: Collect Data

Step 2: Analyse the Data

Step 3: Distribute the Data and Announce Changes

Step 4: Try a New Practice

Step 5: Check others' Reactions

Step 6: Collect Data.

Although the two models of action research differ significantly, they differ primarily at the start up. Once a continuous cycle of actions research is underway, the two models both call for new action and new research followed by more new action and more new research and so forth. In both cases a spiral is formed. According to Kemmis and McTaggart (1988) a spiral involves:

- developing a plan of critically informed action to improve what is already happening
- acting to implement the plan
- observing the effects of the critically informed action in the context in which it occurs and
- Reflecting on these effects as a basis for further planning, subsequent critically informed action and so on through a succession of cycles.

All action research involves focusing on what one is personally doing, data collection, inquiry, problem solving, seeking continuous change, reflection and striving for development and planned change.

I believe that my action research is responsive as I began with a puzzle involving how to improve Grade 11 learners' understanding of poetry. I collected data in a pilot investigation about how these learners had previously been taught poetry and their