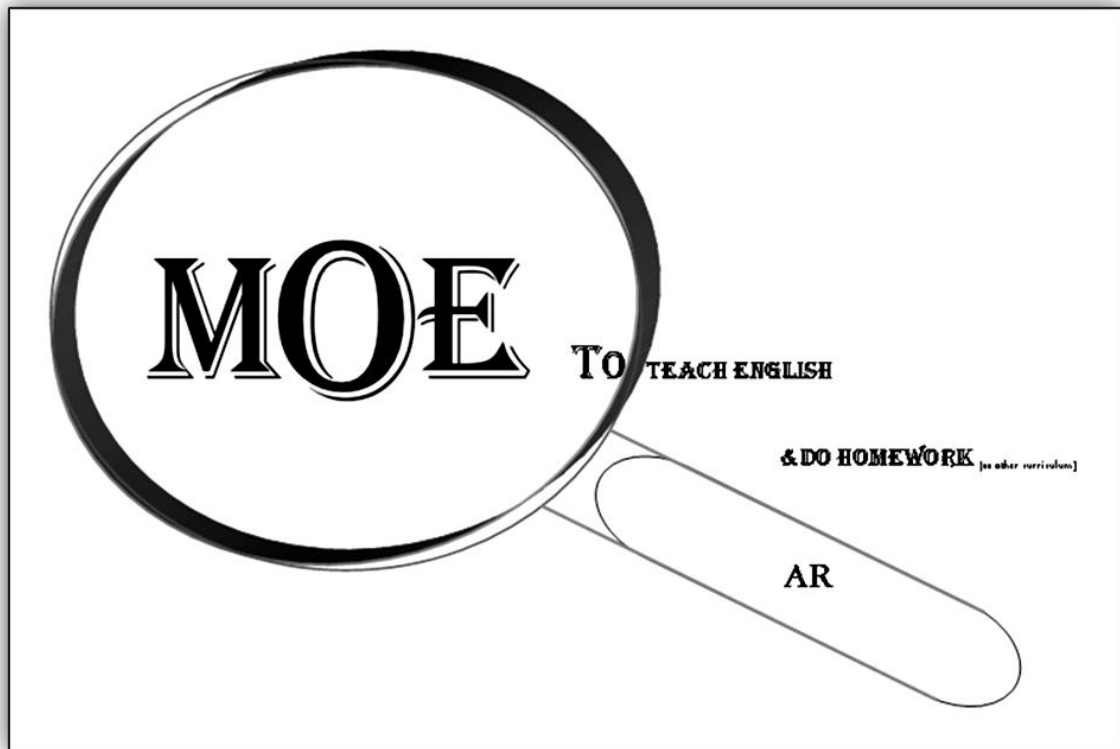


The refugee child equipped: An exploration of the English language acquisition through the Mantle of the Expert drama approach to build the language repertoire of children at Bienvenu shelter.



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Chapter 1: Getting to know the context

1.1 An introduction to the project

This research report explores the use of Mantle of the Expert (MOE) through the Action Research (AR) methodology. I had worked on a few Applied Theatre projects which led me to study the area. In my time as a student, I was introduced to MOE and was impressed by how engaged the learners were, how focussed and committed everyone was, and by the enthusiasm it created for both the teacher and the learners in the classroom. I saw learners becoming leaders in their learning and taking responsibility for their learning. I did not see the teacher trying to force understanding. The approach created the grounds for understanding to be developed and discovered. I decided to explore the approach with a group of refugee children for whom I ran informal drama sessions before this research started. Thus began my exploration of this drama approach with a community of children that seemed to appreciate the experience of drama and learning but also were a group of learners who exist on the fringe of society. First is an introduction to the community with which I shared the drama in education techniques.

Bienvenu is a shelter situated in Berea, Johannesburg. It supports migrant and displaced women and children who are largely from African nations outside of South Africa, although some residents are South African citizens. In the 2016 statistics, Bienvenu supported 169 women and children from the Democratic Republic of Congo (DRC), Burundi, Ethiopia, Zambia, Rwanda, Mozambique, Zimbabwe, Uganda, South Africa, Somalia, Lesotho, Angola, and Kenya. 45% of whom were from the DRC. 49 % of the residents were women and 51% children. Many of the women and children who resided at Bienvenu were expected to stay for about three months but some ended up staying for longer. Very few, 2% stayed for 22 months to 24 months (Bienvenu annual statistics, 2016). When residents left, many would find accommodation in the surrounding areas of Troyville, Bezuidenhout Valley and others nearby.

When my work as drama facilitator began at Bienvenu in 2016, the shelter provided support and training mainly to its residents and ex-residents. Support to the surrounding community (women and children who had never before resided at Bienvenu) was being explored more and more, to extend Bienvenu's reach. Many of

the women and children supported by Bienvenu (residents and not) were refugees and asylum seekers whose details on how they came to be supported by the shelter were not shared, in respect of their privacy. Bienvenu did, however, disclose that many of the residents had experienced very traumatic events that impacted them on very deep emotional and psychological levels. The directors indicated that the backgrounds of the people were difficult, ranging from escaping civil wars, witnessing the deaths of loved ones and community members to escaping political difficulties or moving away from environments with domestic violence.

Bienvenu offered various programmes to support the women and children. Homework Support was a programme that stopped running in early 2017 leaving the children to work through their school work on their own. It was mostly offered to the residents and ex-residents. Homework Support used to run on week-days with assistance provided on all the subjects the children had at school. Learners would be split into two groups. The one group was made up of the grade ones to threes and the second group included the grade fours to sevens. This grouping was based on the increased number of subjects the learners were required to take as they moved into grade four. Each group had approximately an hour with the teacher. The time allocated also depended on the number of children that attended from each group and the work that needed to be dealt with. The challenges the teacher encountered often concerned language. The children would find it difficult to understand questions and articulate answers. Another challenge concerned meeting the needs of all the children across different grades. It was difficult to give adequate attention to all the children who had different strengths and weaknesses.

Unfortunately, Homework Support was cancelled as the volunteer could no longer assist and a replacement was not found. With its end, some children and parents reported that the children began encountering difficulties in their learning. The end of this programme also resulted in more children attending the drama sessions. Some reasons for the increase were that parents and Bienvenu managers wanted the children to continue engaged in some kind of after-school activity, some parents thought these sessions replaced Homework Support and still provided some kind of homework assistance. Another reason is that children promoted these sessions as ideal to fill up their new-found free time. Some attended because they experienced

an acceptance and belonging to and in the group while others felt they learnt a few things in these sessions. As a result, the drama sessions began to slowly evolve into educational drama sessions but still with a very low focus on tackling school-work directly due to the diversity of the group (age and grade) and the associated complexities.

The support I offered to the children before Homework Support and the drama class merger was a drama class every Friday. Although I tried to bring educational activities into these drama classes, its main purpose was to provide ways to increase confidence levels among the children, while they developed drama skills. The drama classes had a recreational focus with a positive impact on the wellbeing of the children. The attendance was sporadic, with some parents seeing how their children benefitted from these sessions while others did not. My experience with the children, however, showed that drama for recreational means was not enough. The children sought educational support. I also became especially concerned with their difficulties in their English which sometimes made communication difficult. The end of homework support provided the opportunity to use drama in education methods to more deliberately help with the learning of the children. With this opportunity, I embarked on the research project.

1.2 The project rationale

In 2017 I had the opportunity to explore a research methodology called Practice as Research (PaR). It helped me understand why I was interested in teaching English. Firstly, it introduced me to Action Research (AR) and served as a methodology test. As Burns highlights, 'Doing AR can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching' (2009:7). Secondly, the PaR experience immediately highlighted the complexities of my research including, my personal drives. This eventually helped strengthen my skill as a drama in education facilitator. Thirdly one major concern revealed by the PaR process was that there are other languages besides English that are useful and important in the South African context, and so are the non-South African languages that the children speak. The PaR made me aware of the high status that English holds as well as the prejudice against it due to the historical issues with languages in South Africa. The English language has a

mixed-status in the country so I needed to make sure I understood both its value and the potential problems that could arise from it being taught. Despite the complexities of the language in the broader South African context, improving English had grown to be a desire of the children, their mothers and among some of the Bienvenu staff with whom I spoke. I found that the language was important for the children's communication in the shelter, at school and in their community as they were situated in a community with many internationals. This helped in deciding to focus on English.

In terms of the homework, different areas, themes or exercises could be planned into this research as MOE lent itself perfectly as a drama approach that looked at multiple subjects rather than one specific subject. I chose MOE for its power to offer the learners and teacher an opportunity to express and learn and critique without seeking to serve social norms. One of the norms being the teacher existing as the all-knowing and the learners gaining knowledge from this person, who also modelled to them, the status quo (Giroux, 1988). It would be an approach that offered a sense of power-sharing. It would also offer the chance to (re)evaluate and gain a better understanding of various subjects. Cecily O' Neil highlights this point in stating that, 'MOE encourages the student both cognitively and affectively and requires them to not merely reply and retreat their existing understanding but to see the world afresh' (Heathcote & Bolton, 1994: viii).

With MOE, the material explored could be looked at from different vantage points. Owing to all that was experienced, the research question developed.

1.3 Research Question

In what way can Mantle of the Expert be an effective language acquisition strategy?

The sub-questions:

1. What aspects of MOE are effective for language skills development?
2. How do these aspects effectively contribute to the development of language skills?
3. To what extent would the different aspects of MOE affect the performance of the children in completing their homework tasks?

In asking the extent of MOE's help in their English language development skills, I sought to identify how the children experienced MOE when doing their homework and what aspects determined an effective learning experience for the children. The objective was simply to understand the effectiveness of MOE as an approach to developing English language skills among a group of generally marginalised children. Having explained the background and context of the study and before delving into the practical side, a few key terms need exploring. They include English for second language [learners] (ESL), critical pedagogy and a deeper exploration of MOE.

Chapter 2: Literature Review and Theoretical Framework

2.1 Literature Review

This literature review considers the work already done in this area of research. It has been split into three main areas. Refugee children and their education, English Second Language (ESL) and Drama in Education (DIE). The first section gives an idea of the refugee group and educational experiences related to them. Information on ESL has been looked at as most of the children at Bienvenu are from non-English speaking nations but reside in South Africa. English dominates in their day to day lives, in interactions at school, at home, and in their social surroundings. This discussion then leads to looking at DIE.

2.1.1 Refugee children and their education [in South Africa]

The South African educational system is already at a deficit where 83% of her schools are considered 'dysfunctional' of which cater largely to people of colour (Elliott 2016:57). This is important to highlight as the background of children from shelters and orphanages, not forgetting that of children from normal households, are not considered when in school. Refugee children would encounter this situation once welcomed into South African school. South Africa has found itself playing host to many migrants and refugees for many years. Many of whom have migrated for economic reasons but also to escape social and political matters or escape conflicts. Their move to South Africa has caused a few difficulties for the country, one of them being in education (Brook Napier, 2011). Language is one of the educational concerns, as English is regarded as a strong medium used in schools in South Africa, and other African host countries. However, its use is juxtaposed next to the great desire for vernacular/ indigenous languages to be used for instruction instead. Brook Napier (2011) highlights that educators have to work around as many as eighteen different languages in Johannesburg schools. Due to the social stresses placed on South Africa and other receiving countries, it is advised that teachers and administrators in education get training and support to aid the management of the increasing demands of the diverse groups of learners (Brook Napier, 2011:10). Indeed this group is ever increasing. The number of refugees and asylum seekers has been on the rise from the 1990s. By the end of 2017, South Africa played host to 280,027 refugees and asylum seekers which gradually rose from 30,201 in the year

2000, but there was a huge spike of 1,22 million of refugees and asylum seekers in 2015 (UNHCR, 2017).

Many sources indicate that education that suits the needs of refugee children is limited. Granted, there are a few programmes that look to invite and include refugee children, but they sometimes lack support and even face being shut down (Meda, 2018). Others are more successful and create a useful support base for the children (Perumal, 2015). The education of refugee children in South Africa is an undertaking that faces a bit of a challenge. An example is the Three2Six programme that runs after the mainstream school hours. It runs between 3 pm and 6 pm and is offered to refugee children who reside in the surrounding areas of Yeoville, Berea and Hillbrow. It acts as a bridging programme with an adapted version of the South African National Curriculum that helps the children transition into mainstream public schooling. Maths, English, and Life Skills classes are offered to prepare the children for at least one year of primary school education before starting with high school (Perumal, 2013:679; Three2Six Website). Three2Six also has a focus on acculturation (Harris, 2011:34). Although programmes such as this exist, schools agree that educational support for refugee children is weak despite the right to education each child has (Meda, Sookrajh & Maharaj, 2012; Meda, 2018). It is mentioned that one of the challenges refugee children encounter in their educational experience is sustaining themselves at school. Some reasons for this are issues related to costs, adaption [and support] and marginalization (Meda, Sookrajh & Maharaj, 2012). Adaption has been linked to language and the grasping of a new curriculum. Support is linked to external support from parents or guardians, extra assistance regarding their subjects, and teachers effectively meeting the needs of the children.

Added to these, Dale's article 'Vocabulary Development of the Underprivileged Child' (1965), gives useful insight into how underprivileged children may be at a disadvantage in their educational experience. The focus is on vocabulary development. Dale gives a list of possible characteristics of the underprivileged.

1. They come from broken rather than intact homes. Often there is a non-existent or weak father figure.
2. They use a smaller number of less varied words to express themselves.

3. Their sentences are shorter and more categorical. There are more incomplete sentences.
4. Home tasks tend to be motoric, not motivated by distant goals. There is an emphasis on the immediate. (1965:779).

Although an old source, these characteristics still seem valid as the chief operating officer at Bienvenu once indicated that some of the Bienvenu children have these characteristics. Alongside these traits, refugee children are at a disadvantage in accessing quality education due to limited funds as education in South Africa is linked to income and social class. Even no legal documentation often prevents their access to education (Hlatshwayo & Vally, 2013:7). These too were highlighted as disadvantages by the chief officer. They exacerbate the underprivileged nature the children encountered.

It is hopeful to see that Dale's article highlights that an underprivileged child may hold skills that a middle-classed child does not. The skill to create metaphors is one of them (1965:782). Holding the skill to create metaphors is also hopeful because it highlights that there is a skill that the children already have. This skill can be worked with, in aiding the development of the children's English vocabulary. Freire's *Pedagogy of the Oppressed* (2009) suggests that we change society rather than the person. However, these children are in an environment where the proficiency in English and vernacular would be beneficial for them. Considering this, a point about refugees is that they are not the same, in that they come from different countries, regions and have diverse backgrounds. They also have varied experiences based on the support they currently receive, their past experiences but still carry unique knowledge (Matthews 2008:32).

Based on the literature, the research has been categorised under curriculum support as the participants are in school and used to get a form of assistance through the Homework Support programme. Not only is MOE the tool used for their English development, but these sessions also explore a means of curriculum support.

2.1.2 English second language learners

ESL involves teaching English skills to learners who are not native English speakers (Genesee 1994). When looking at ESL there needs to be a consideration of the

child's language and personal experiences. Considering their language and personal experiences creates opportunities for the child to develop language skills that concern abstract concepts, cognitive operations or experiences and create the grounds for the child to use language in socially appropriate ways (Genesee, 1994). Effective English learning comes when language teaching is integrated with other social and cognitive aspects of the child's development and of the child's schooling. Genesee (1994) describes the student's perspective of language learning is a means for social integration and success in their academic pursuits. The teachers, as a second language instructor needs to be seen as a facilitator of the students' goals. It is further adds that 'languages are acquired more effectively when they are learned in conjunction with meaningful content and purposive communication' (1994:9) Furthermore,

...meaningful content provides motivation for language learning that goes beyond language itself. Integrating language learning with meaningful and interesting content also provides a substantive basis for language learning. In other words, non-linguistic content provides "cognitive hangers" on which new language structures and skills can be hung. Similarly, authentic communication provides a real social context for learning communicative functions of the new language. In the absence of such authentic communication, language can only be learned as an abstraction devoid of conceptual and communicative substance (Genesee 1994: 9).

MOE offers a wide variety of opportunities to learn language skills through non-linguistic content. The learning happens by using the content as a setting in which the homework of the children is done. At the same time creating an opportunity to explore content and acquire some linguistic skills. Windle and Miller (2012) also agree that engaging in the learner's prior knowledge is important, although their focus in this article is on secondary school learners. They refer to the learners as LLRB, low literacy refugee-background (2012:318). They state that:

Creating a classroom context in which students' cultural knowledge is expressed, shared, and affirmed is motivating, but also helps to make language concepts more meaningful to students. It is also an important way for teachers to learn more about their students, including their language needs (Windle & Miller 2012:320).

ESL however, seems to be undergoing some scrutiny as the term, in its usage, does not consider the backgrounds and identities of learners, even though scholars

acknowledge the benefits of their knowledge. Shondel (2005) gives useful insight into the effect that language and identity have on ESL Pedagogy, which sometimes does not recognise that each learner comes with different knowledge and experiences. It is encouraged that the practice remains aware of the diversity each learner brings and uses it (Matthews, 2008; Sondel, 2005). It is also indicated that ESL pedagogy is 'culturally specific and based on teaching European and Asian migrants from literate backgrounds' (Matthews, 2008: 36). The term ESL is largely used to describe learners of English. Instead, English Language Learners (ELLs) would perhaps be a better fitting term for the children that are the focus in this research, as they are educated in English and communicate in English. Although not the standardised UK or American English, English is none the less often used in their interactions. A point to note is that the definitions related to English are often referred to as the standardised British or American (Shondel, 2005). Attention is drawn to how ESL pedagogy should be revised as there no longer is a standardised English out of the UK, USA, Canada, Australia and New Zealand but rather 'Englishes' which consider sociolinguistic realities across the world (Xiaoqiong & Xianxing, 2011:221). With this, English acquisition should not be about internalising the cultural norms of native English speakers but to enable learners to communicate their ideas and cultures to others (Xiaoqiong & Xianxing, 2011:223).

It begs the question of what South Africa considers standardised. A keynote is to examine assumptions we hold as practitioners in the ESL area, as this affects the way we interact and influences how learners interact with each other. However, most importantly, that ESL work is about guiding and helping learners to communicate effectively in the language. It is clear that effective ESL work is reliant on the practitioner's/teacher's awareness of the diversity of the learners they work with and an acknowledgment of the knowledge each learner brings (Matthews, 2008). 'We should try to provide our pupils with the opportunities to develop communicative competence through negotiation and sharing meanings and not just a narrow linguistic competence' (Leung, 1993:178). The give and take between the teacher and the learner is important in fostering an engaging learning experience for the learner, rather than a top-down approach, learner centeredness.

In a study concerning the Early Childhood teachers and young ESL learners in Australia, a few issues regarding helping ESL children's early literacy learning and development was linked to the teachers' engagement with the learners, the monitoring of children's learning techniques, the level of teachers' personal knowledge of cultural diversity, and the teachers' cooperation and communication skills with the parents of the learners (Shuhuan, 2014:42). The coping strategies suggested mainly relate to the teacher encouraging better and more effective learning experience for the children by working more purposefully with the children. This is done by creating more engaging group activities in which a trusting relationship develops. This development happens by listening more and encouraging listening, even when the children speak other languages. The use of English is also encouraged by bringing a balance between child-initiated and adult-scaffolded learning. This supports the children. Another way is by learning about and being sensitive to the different cultures and ways of communicating and possibly using that knowledge in the class in conjunction with learning English. Another way would be by working collaboratively with the parents by learning about their cultures, planning learning programmes with parents and encourage their active involvement in the use of English with their children, and in having the parents actively learning about the progress of their children (Shuhuan, 2014). This harmonises with the idea that teaching English should consider unique cultures and acknowledge unique English varieties. 'An appropriate pedagogy for teaching English depends on professionals thinking globally but acting locally' (Xiaoqiong & Xianxing, 2011:227).

Drama comes in handy as it provides a platform where it is sufficient to build a rich linguistic environment through explanations, narrative storytelling or pretend talk, as long as they love talking and sharing their experiences with others. Storytelling practice, for example, acts as an organiser for children, who hold real experiences in mind and replay them through monologues. Thus, it is important to encourage ESL children to 'express themselves verbally, with them talking about areas in which they are knowledgeable or are passionate about' (Shuhuan, 2014:43). Shuhuan further expressed the benefit of drama in ESL learning because the teacher can play a range of roles where conversations are sparked through him/ her, listening, and encouragement or mentorship is given through a role chosen (2014:44).

An important factor is for the teacher to encourage rich conversation among the children. A way this would be done is by asking questions that suit the children's ages when appropriate language and clear speech is used. The results from the rich conversations, and balanced child-initiated/ adult-scaffolding are that the verbal and non-verbal communication and social interaction skills get enhanced through the group discussions (Shuhuan, 2014:44).

Coming closer to home and looking at the South African context, there is a language disadvantage that has been highlighted by Van der Berg et al (2011):

Learners who speak English as a second-language perform worse on average than their first-language English counterparts, but it is not clear why. It could be due to linguistic disadvantage, school-level factors, home background, or, more likely, some combination of all of these (2011:17).

The children at Bienvenu are not considered first language English speakers and are categorised with the South African non-English speakers who are at a disadvantage in the South African Educational System, from a language perspective. English, for a vast majority of South African learners, is not their first language and as a result, a great majority of them are also referred to as ESL learners (Pretorius & Spaull, 2016). Spaull (2015) reports that an essential part of learning, reading is in crisis in South Africa and has a negative effect on the progress of ESL learners. The majority of children cannot read for meaning in English by the end of grade 4 which is alarming as English is used for 80% of ESL learners from grade 4 and beyond (Spaull, 2015:45). This is unfortunate as reading gradually develops into an important and necessary skill for learners in South Africa. Unfortunately, many of South African schools are poorly resourced to help aid the transition to English as the main medium in educational spaces.

An interview with Professor Diane Larsen-Freeman, an expert in linguistics, offers a useful frame for language that can be considered in this research. Important in language learning are the three dimensions in every linguistic unit. Form, meaning, and use. They need to be taught for someone to be able to speak and use language accurately and appropriately (Larsen-Freeman, 2007:159). A useful example explaining this is given with the word 'house':

The *form* of 'house' is a common count noun, it is singular with the silent e, etc. It has a *meaning*, a place where someone lives. However, there are a lot of words in English that refer to a place where someone lives. Residence, dwelling, domicile, etc. So students have to learn to pick among them the appropriate word for the meaning that they want and for the context, *they use* (Larsen-Freeman, 2007:159).

However, these are learned differently. Along with the three dimensions, the teacher needs to pay attention to the students, their context, and what they may find difficult. A second keynote from Pérez-Llantada's interview is that Professor Larsen-Freeman believes, for pedagogical purposes, that psychological authenticity is more important than linguistic authenticity as the psychologically authentic activities provide learners with the chance to practice using language in more meaningful ways (2007:160). The last note would be to have a context-based approach. The teacher ought to do what suits the context best (Larsen-Freeman, 2007). With frame in mind this leads us to look at Drama in Education (DIE).

2.1.3 Drama in education

Since this research focuses on a DIE approach to aid the acquisition of English it is important to identify what DIE is all about. Warren Nebe describes it well.

Drama in education is a pedagogical approach to education that places the individual learner at the centre of the learning experience where meaning is not absolute but instead negotiated. Through Drama in Education, imaginary contexts are created in the classroom as metaphors of the real world. These metaphors function as bridges for learners to engage with the real world. The emphasis is on the process: how the drama is created; how the learners and the teacher explore symbolic worlds together; how the learners and teacher use different role and other dramatic media; how the story unfolds and what lessons are learnt from the story (2006:1).

The benefits of DIE are that the non-drama subjects offer the content that can be used in a make-believe context and the drama, through various drama strategies livens up the curriculum. Significance can be brought to the activity while a greater sense of enthusiasm about the subjects is created, along with more commitment to exploring the subject(s) purposefully. The added benefit is that the teacher and learner get to escape from familiar patterns of classroom language, into a world of possibilities that can challenge both, and result in developments that were previously

unobserved (O'Neill & Lambart, 1989). This is an indication that Mantle of the Expert (MOE), as a DIE approach, may be a useful approach. DIE allows the participants to experience a topic from many perspectives – to dig deep into meanings and feelings. It creates an atmosphere of exploration. In this way, it can be more meaningful, productive, and well-rounded experience (Davis 2008).

DIE holds great potential and MOE as a method seems to be particularly suitable to use as an approach in this research. MOE places children at the centre of learning where they develop a metaphoric cloak of knowledge, the mantle, which reflects their learning and understanding and is a collection of their progressive development (Aitken, 2013). This approach is elaborated on further in the theoretical framework. Heathcote and Bolton indicate why MOE, in particular, might be useful.

MOE provides a much closer experience to real play, which children invent for themselves and stop when they tire of it, than any of the fictional classroom dramas that lack the frame of "point of view" ...the trouble with a lot of classroom dramas is that there tends to be a strong group pressure to conform to whatever behaviour or attitude has peer approval, whereas in MOE work, with its small-group autonomy and the absence of the usual kind of "teacher talk," the student's readiness is demonstrated (1994:18 & 21).

Point of view refers to the learner's perspective, bringing along their knowledge and experiences which colour the perspectives they have with which they enter into the drama context. MOE diminishes a sense of pressure from peers but encourages an attitude of mutual contribution. With this in mind, it may be useful for drama to be used to aid the learning experience of the children at Bienvenu. Extended this to all South African learners in general could be done. Due to the diversity in the country and the challenges that the educational system has. Using Drama at Bienvenu is also a useful way to assimilate experiences for the children to interact with worlds in which English is used and which they have previously not been exposed. Their home languages should not be neglected and in fact, can be beneficial to the learner if brought to the classroom (Matthews, 2008). Having introduced MOE to the DIE talk, this leads into a further expansion of MOE, which then considers critical pedagogy and its link to ESL.

2.2 Theoretical Framework

The core concepts that determine the thinking in this research are Mantle of the Expert, critical pedagogy, and cultural agility. A basic definition provided by Gavin Bolton on MOE is that it is a form of drama which stresses the responsibility that goes with knowledge (1979:158). It is an approach out of DIE that empowers children to develop knowledge in a dramatic context that demands the participants to play roles where they take responsibility for the work done. Critical pedagogy concerns approaching education in ways that are questioning of the status quo in society, but is also empowering for learners and teachers as they create knowledge outside traditional educational frames (Giroux, 1988). Cultural agility concerns having adaptability with different cultures and being able to interact with a variety of people and communities. There is a strong cultural sensitivity that influences considerate interactions with a culture that is different from one's own (Caligiuri, 2012).

2.2.1 MOE

Dorothy Heathcote devised the MOE approach to learning in the 1980s. The approach places the child at the centre of learning where the teacher creates an environment where a 'mantle' of leadership, knowledge, competency, and understanding grows around the child. The approach is a progressive way of learning, which is made to suit the needs of the child (Aitken 2013:35). The approach draws on three teaching modalities. Inquiry learning, drama for learning, sometimes called process drama, and expert framing where the children are positioned as expert adults (Aitkens 2013:36). These three modalities could be done by setting up a scenario where questions need to be answered, and the children investigate the answers. Through the investigation and the answering of questions, the material is learnt. The investigation happens in a dramatic context. The context acts as a frame in which the learning happens. Learning also occurs outside the context. The children take on the role of investigators, and through the investigation, curriculum goals are met. For example, the children and facilitator/ teacher could be historians investigating the extinction of the Dodo. Their task is to research if the bird was a myth or real. An inquiry is encouraged about the bird itself, the environment in which it lived, the time, the people who encountered it, etc.

In this example the children would get the chance to learn about something in the history curriculum, they would be acquiring skills in their expert roles such as writing reports, critically analysing information, and researching. Things outside of history curriculum learning can also be explored. For example exploring the different perspectives of people who encountered the bird over time, go into geography and learn about the different parts of the world where the bird was met (either in its natural habitat or as a trophy), numeracy by working out the population size change of the bird over time etc. The possibilities are endless. Stepping out of the dramatic context could occur when a child needs assistance with how to properly structure a formal email or how to multiply for example. What is learnt outside the context can be applied in the context as a new skill acquired and necessary to continue playing the roles.

All the learning in the classroom would be done as if the class were a company or an enterprise. The children would be enrolled as experts within the company and then be enlisted, if the children so choose, to work on a project that served the needs of a client. The decisions concerning the learning in the company are based on the curriculum content. The language used between the teacher and the learners is a 'we' language rather than an 'I,' 'you' language (Baker 2008a). The whole class helps make the decisions concerning the tasks and responsibilities and not delegated by the teacher. The teacher does, however, come into the class with a few things prepared that encourage and propel the learners into getting more engaged and developing a greater commitment to their responsibilities as experts within this company.

MOE is not just about labelling the learners as experts then have them play out roles as experts, but about reinforcing the skills, they learn through practice over a period. The learners need to be conscious of their learning. They also need to recognise what they are learning and must take responsibility for what they are learning (Heathcote & Bolton 1994:16). However, learning is not student-led (Aitkens, 2013:35). The second element is that MOE is an approach to the whole curriculum and not just one subject or theme (Heathcote & Bolton 1994:16).

The benefits of MOE are multiple. For Bienvenu and the children it supports, MOE provides the children with a chance to have a sense of control over something.

Rather than being ordered around, which is possibly reflective of their day to day lives. There is a lot of problem-solving, speaking and listening opportunities, deep thinking, and chances to collaborate and develop skills of working together. This would be great to develop and apply in the real school settings the children experience, as these settings may lack the whole collection of benefits offered by MOE. The main difference is that this approach, in this research, is not explored in the classroom. Instead it is explored at Bienvenu, a shelter, a home and support centre.

2.2.2 Critical pedagogy

This research sits in critical pedagogy where an approach to teaching is reflected upon, reviewed and potentially restructured to empower learners and teachers alike, especially those considered to be from 'oppressed' groups (Giroux, 1988). Critical pedagogy states that traditional pedagogy claims to be objective and a carrier of knowledge that justifies no need to question its 'facts'. But as these traditionally "oppressive" and "undemocratic" ideas and structures persist, the freedoms of people remain controlled which, is called to be done away with (Girouze, 1988). Critical pedagogy considers approaching education in ways that are questioning of status quo in society but also empowering for learners and teachers as they create knowledge outside of traditional educational frames (Giroux, 1988).

2.2.3 Cultural agility

Cultural agility is another useful concept in this research. It refers to the ability to adapt to/ in different cultural settings and be able to interact effectively with people from different cultural backgrounds (Caligiuri, 2012). This concept is mostly explored as a beneficial quality for the workplace. It was considered as a quality useful for the teachers and children at Bienvenu to have, given their interactions with people from a range of cultural backgrounds at Bienvenu and in South Africa. The aim is to help the children increase their English repertoire, so there is no focus on measuring culturally agile children at Bienvenu, but to provide opportunities for the children to explore different worlds and context. By addressing Afropolitanism, cultural agility benefits are suggested.

To be Afropolitan is to be connected to familiar African communities [MOE can provide a tapping into these], nations and traditions; but it is also to live a life divided across cultures, languages, and states. It is to embrace and celebrate a state of cultural hybridity – to be African and of other worlds at the same time (Wawrxinek & Makokha, 2011:9).

Why is the Afropolitan important in this conversation? The children at Bienvenu come from all over Africa and are currently situated in a very diverse country. They also interact with a community (Bienvenu) that houses a hybrid of cultures. But they live in a country that still debates a history of difference and is still in the process of embracing its diverse identities. MOE provides the children with the chance to live across cultures while attending to the demands of the curriculum and developing/improving their English language skills.

2.2.4 The link between MOE and critical pedagogy

Although critical pedagogy is a useful area to explore in relation to MOE. Some authors consider it to be a tool for radical change in educational spaces (Freire, 2000; Giroux, 1988). Wink (2005) on the other hand expresses that critical pedagogy is a new way of approaching educational spaces which allow for the learners and teachers to question social, political, cultural, issues in our societies that have moulded the educators and the learners into thinking a certain way. The idea stems from Paulo Freire's *Pedagogy of the Oppressed* (2000). The intention of this research was not to critique pedagogy and reshape it for the oppressed. Instead, it acknowledges that the work through MOE could empower the children as they bring their own experiences and knowledge. This is a reshaping of their learning experience, just less radical. Like critical pedagogy reviewing various issues in society that have shaped our education and being, MOE looks at different subjects and themes as a whole, each contributing to the other. The following emphasises the connectedness MOE brings to different subjects and how this benefits the learners:

A unique feature of the MOE approach to education is that this dimension, this looking at a part of a subject [English language] in terms of the whole, is built into the heart of the method. Any one subject or learning area is both interconnected with a broad spectrum of knowledge, more important, understood by the learner to be so connected (Heathcote & Bolton, 1994:31).

Critical pedagogy calls for this. For learners not to recite what they have learnt rote style but to question, explore, re-imagine, reinvent. And MOE provides that platform.

We have explored a few key concepts and looked at the scholarship around them. Using MOE and embarking on this research would be academically valuable because a group of learners that exist on the fringe of society are the participants of this research. It is important to look at these concepts with this group since few scholars have done research focussing on the education of refugee children. This research project and the approach with its alternative processes, may be empowering for the group. Furthermore, their exposure to various cultures may aid their development in their cultural agility, or else, the research project would have the potential to facilitate this. Seeing the potential outcome of pursuing this research is based on the literature thus far explored. It is also based on the understandings drawn from the interactions with the Bienvenu community before starting. How these concepts appear in practice will be looked at as the report progresses. For now, the methodology is introduced with the research question.

Chapter 3: The Work!

3.1 Research Methodology

The research methodology I used was Action Research (AR). It was chosen to learn and improve my practice as a DIE facilitator primarily and to impact the participants' learning experience potentially. Mantle of the Expert was the drama approach used and explored. It acted as the method used within this methodology. The AR methodology offered a platform to observe and reflect practice and then consider a few changes in subsequent sessions where observations and reflections were made. Some characteristics of AR are that there is a cycle, it is reflective, the investigator acts as a participant, it is for theory for practice rather than about theory of practice and it has an orientation which can be understood as the intention of the researcher (Burns, 2009:6).

The AR cycle is divided into different stages. The [investigation], plan, action, observation, and reflection (Araki-Metcalf, 2008). Once the reflection is done, a second cycle can begin, which ends with a reflection. AR can undergo various cycles consisting of planning, acting and observing, then ending with reflecting. The AR cycle can also be split into two distinctions considered to be two classical approaches. The Reconnaissance where it begins with the collection of data about an area of interest, an investigation. It ends with a reflection and a plan for changed action is taken and applied in a subsequent cycle. The other is the exploratory change, which begins with acting and observing and ends with reflecting (Kemmis & Mcaggart, 1988:1). AR is self-reflective and shows the facilitator his/her process, which potentially results in an evolving practice (Araki-Metcalf, 2008). In AR, reflecting occurs at the end of each cycle but can also occur during the action phase. Changes can be made on the spur of facilitating a session. Facilitators or teachers using AR act as participants as well while they investigate their teaching. With this type of investigation, AR is considered to be a research methodology that focusses on practice and theory useful for it, theory helping it, theory evolving it, and the practice further informing the theory. Theory and practice are in a conversation with each other, helping bring clarity and understanding to both. This contrasts theory of practice which looks at the dos and don'ts and how-tos of a practice which is based on theory (Burns, 2004:14).

MOE holds value as both a project method and a research method under the AR methodology. As a project method it offers a creative framework in which learning can be done where learners have a sense of responsibility for their learning, there is a sense of power-sharing with their peers and the facilitator/ teacher. As a research method, the AR cycle is used. There is planning, action, observing, reflecting in the midst of the process, and after the process. The reflections impact a second cycle which begins with planning again, which impact another cycle and so on. As a research method data is created, captured, analysed, and worked through (in the reflections). In this process of analysing the data, trends about the teaching practice are noticed, strengths and weaknesses discovered, changes can be made, learning can happen, and improvements can occur. Thus becoming the evolved practitioner (Araki- Metcalfe, 2008). The other value of MOE as a research method is that the practitioner is encouraged to be self-reflective, a strong trait in AR.

This research developed into multiple cycles which were represented by the beginning and end of each session. Each began with planning and ended with a reflection which affected the plan of action sessions that followed. In the report below, verbatim descriptions about each session are given. The action taken during each session is reported. Sometimes the action taken deviates from the session plans (Appendix A), and sometimes the session plan is followed with a few changes. A reflection follows the end of each session's description. The reflection considers the overall approach of this research. Although audio and written reflections were done straight after each session, the reflections in this chapter sometimes consider actions from other sessions, or consider some of the theory, and do not only reflect the post-session reflections done immediately after each session.

The experience brought the theory to life. The research took on a means and teacher orientation and even though Bienvenu was the area of interest, the research was more of an exploratory change approach focused on making changes in the use of the MOE approach. The value of having the various MOE elements at play was noticed. Moreover, MOE invites the teacher to be a participant, which resulted in a happy marriage with the AR methodology. This has the investigator simultaneously act as a participant who explores her personal teaching context and style (Burns, 2009: 2).

There were five sessions. Appendix A contains the session plans of each session, which may be useful to compare to the actual action taken in each session. To conceal the identities of the children, pseudonyms, which were the drama names of each participant, were used. The four children worked with were three girls, Cinderella-Barbiegirl-Elsa (CBE), Princess Sofia and Graça, and a boy, Boo.

3.2 The Saturday Sessions

3.2.1 Saturday 1

The action taken

I went through Participation Information Sheets (PIS) with the moms and children and got them signed for consent. We were ready to begin with the project. The first step was for us to layout our rules and set expectations of how we would be working together. I asked the children:

“What do we want to do for us to work well?”

No answer. I asked a second question as a way of clarifying the question,

“What do we need to do so that we work properly together?”

Boo responded,

"We could have a lot of paper and make a house. We would paint it together. We'd choose any colour and put it out in the sun. We come back another day, and all of us would be happy."

I affirmed his answer, thanked him for it but realising this question was not giving me the answer I was looking for, I put my session plan aside and decided to create a contract in an embodied way. I asked the children to stand up in a circle. As we stood up, I announced that we would make a yummy plate of 'pap' (a soft food made from maize meal). The children got excited at the sound of that. I emphasised that it would be our own unique kind of pap and that it didn't matter what ingredients were put into it, or how it looked, or what kind of pap it would be. I asked the children what we needed to make our pap.

“Oil! Salt, flour, soup, vegetables!”

I asked them to collect the things that we needed and put them in one corner. When that was done, I checked with the children if we collected our ingredients. One of them indicated that we forgot something. Meat! I asked that she get the meat. Then another remembered that we needed water and went to get the water. To keep control, I called their attention and said that we could start making our pap soon. With all the children back at the circle, I asked what we needed to make our pap.

“A pot!”

One called.

“Yes. One big pot.”

We all helped each other carry this huge pot to the circle. As we dropped the pot and a child indicated that we needed fire. I asked where we would get it. She answered, outside. A child walked to the counter to take some serviettes to use. I quickly stopped her and asked that we all avoid taking things from the counter, and to just use the space and our imagination going forward. The group agreed and I went back to asking about what else we need.

One of them explained that we would need to put the wood together and light the flame. The child explained this, without the words to describe wood or matches, but by describing the process. I affirmed and asked that we tell each other what we were doing so that we understood a sequence of things, and so that we knew we were not repeating a completed task. Some children went off to collect more items. I asked one of the children what she brought. She responded:

“There’s it.”

I asked what it was, and after thinking for a few seconds, she said that they were sticks. I asked her to put them on the ground. Some of the children helped her. I asked another child what he got for us, and he responded that he got matches. Okay, I said and invited him to light the fire. As he did so, I alerted the rest of the group to be careful. The group quickly jumped away from the pot as the fire was being lit. Then a child indicated that the pot could now be put on the fire. So I called on the whole groups' assistance to help him carry the pot. In a surprised way, I told the group that we haven't put anything into the pot yet. I asked what we had to do and

reminded that one of us said we needed water. A child exclaimed, water and pap. We put water before the pot burned. As a group we poured in the water, making sounds of it flowing. I called out for a spoon! Princess Sofia gave a short shrill scream as she frantically got the spoon while CBE got the pap and started pouring it in. A few children stirred the pot, and I joined in with the statement that it was getting thick. As we continued stirring, I mentioned that we needed to remember the other ingredients. The oil, the salt, we bought meat, we bought vegetables. Some moved about to get these items. As they started putting them into the pot. CBE called out that we shouldn't put them all in at once. She stated that we needed to put the oil in first and then salt. I asked the group who would pour the oil. All the children said I would! CBE looked around and decided, we all would. I asked if we were helping each other. I heard Boo suggest that Princess Sofia and Graça put the oil in. CBE agreed with Boo's recommendation for Princess Sofia and Graça to pour in the oil.

As this was being done, Boo wanted to move somewhere. Princess Sofia called his attention, indicating that he was getting inside the fire. He jumped away in response. A child then chanted for fruit (perhaps meaning vegetables) to be put in. Then CBE said that it was ready. I responded that it could not have been ready, and asked if we had put everything in it? Boo mentioned the meat was left then CBE suggested we take another pot and we cook soup. I exclaimed that we only had one pot. So I asked how we would do that if we only had one pot. Boo and CBE suggested we go buy another pot. Purchasing the second pot sparked the beginning of another process of cooking soup.

Once we finished eating our pap and soup, I drew two pots on a sheet of paper. While I drew the pot outlines a child, Graça, who I had never worked with before, remarked that this game was nice. As I finished drawing the pots, a child remarked that we needed to put something inside, draw the contents of the pots. I asked the children which pot was which and then told them to go ahead and draw the different ingredients in the pot. In the pap, oil, flour, water, salt. In the soup, tomatoes, oil, carrots, onion, meat, water, salt. Each child drew something.

The children were asked to decide on a name for their dish. After some deliberation, *Pap and Meat* was the name given. A process of making the soup linked to rules then began. The children were asked what we needed to make the pots. The items were

named. They were asked how we worked together when making the two dishes. No answer.

“What do we need to do when you are playing a game together?”

The responses were, we laugh, we have fun, and we play. In order to explain working well together, they were asked about what was needed when we played hopscotch, for example. A child explained that we needed a stone; we would have to throw it in turns and let each child play.

“Yes.”

I then asked if they liked it when people didn't listen to them while they were talking. They all responded no. Princess Sofia said that people would be sad when people talked over each other. The children were asked if they did not want to be sad. They all responded, yes. CBE began listing, no bullying. What was meant by bullying? Kids named fighting, just taking away things from each other by force, calling people names and smacking each other. A child suggested there be no naughtiness.

The drawing of 'rules' was put aside for a moment. An announced to the children was being made where they would be doing a project related to doing better in their English, but this prompted Princess Sofia to tell a story about children who talked Zulu and got into trouble for talking Zulu at school. CBE then asked if I could teach them to learn English because they did not know English, according to her. The response given highlighted that she was speaking English. She responded that she did not know proper English. They were asked what languages they spoke, Swahili, Amharic, French, IsiZulu, Portuguese, and Afrikaans. These were written down on a sheet of paper. I invited the children to take a colour pencil and circle the language they knew how to speak. As they circled the words, they began claiming to know all the languages except Portuguese.

Noticing the limited time, I told them what we would do for next week with examples. I asked them:

“What does a teacher do?”

A child responded, she shouts and beats (hits). I responded by saying that we would act like adults with jobs, for example, like a teacher, but without hitting each other or being mean. I asked what a nun does,

“They shout-”

“They talk to us.”

“They help us.”

I asked if they acted like children. No was the answer. So I told them that we would be acting like adults in a job but we will do it in a fun way. The idea of playing an expert role seemed clear to the children, so I went on to get their assent forms signed, which I left for the end of the session. As the children signed, they were congratulated by telling them well done. I signed each child's sheet where it asked for the facilitator. Then we went back to the moms to sign under the parent(s). Each child excitedly asked their mom to sign. Princess Sofia congratulated her mom for signing. CBE copied her sister and congratulated her mom as well.

Reflection

An embodied contract was made, as the discussion was not working. I did not think about setting a contract as I had worked with most of the kids before. Creating a contract was a deviation from the original session plan. However, I also realised that Graça was new and would not know all the rules we had been applying in our drama classes. I quickly figured, new project, a new participant in a group that was otherwise familiar with each other, therefore new set of rules needed to be developed by this new group. Having the children sign their own assent forms, was used to begin the process of having the children do things as experts, as responsible individuals. Signing is usually and most often done by adults. The children got to do an ‘adult’ thing for themselves. They got to decide for themselves instead of their mothers and they responded with great excitement.

While making the pap and stew I asked questions about where things were placed and how things would be done. In reflection I found that all these questions were not always necessary. In fact, they were more for my understanding of what the group was offering. There were moments where the children understood the offerings of the

group and played along. I tended to ask, thinking it would help the rest of the group but actually, it was for myself and in some instances to have a sense of control. I was also sometimes surprised by the responses the children gave because they were not what I expected or assumed would be an answer. Such as a teacher hits and shouts rather than a teacher teaches or helps. This was telling of the experiences they had and that I had to be aware of entering a session with assumptions.

3.2.2 Saturday 2

The action taken

A new girl joined the group. After she was welcomed by the group, I shifted to meet their eye level and gestured for the group to huddle in a little closer. In a curious tone, I asked the children what they would do if they worked as someone who created travel for other people. I got an answer about pretending to be a ghost. And as the girl continued answering some children started talking with each other while another seemed to have his attention elsewhere. The group of girls also seemed to give a lot of attention to the new girl. I felt I needed to do some housekeeping, so I tried to reintroduce the rules through a reflection of the Pap and meat dish the kids made at the last session.

I asked:

“What happened when we made the dishes?”

A child announced:

“We listened to each other!”

The first rule was given. Another answer,

“We worked together, and we had fun.”

I affirmed their answers and encouraged that we listen to each other so that we know what we are doing as we work together. I then reminded the children that we spoke about languages. At various moments their attention was focused on entertaining and playing host to the new girl, who was neither engaged with the work we did so far. I decided that she could not participate as the pace and engagement of the group was getting compromised.

After leaving the girl with her mother I asked the children if they would like to have drama names and use them in the sessions. The children responded excitedly and came up with names. I got the group to stand in a circle and encouraged a huddle. I told the children that I wanted them to imagine they were travel agents. I asked them what they would do as travel agents. No answer. I asked the children to grab colouring-in pencils and asked them to draw pictures of what they thought when they heard the word travel. One child responded that he thought of people moving, people carrying bags, and going through water. They would call for help when one was far. He continued to describe swimming, being saved, and living at home. After affirming his answer, I asked for the other children's thoughts. No answer. I asked the children if their drama characters could go somewhere, where would they go. The children started naming places. I asked them to draw a picture of these places. As the children drew their pictures, I went to the child who had made the most progress first. I sat close beside CBE and asked her in a whisper, a few questions with intrigue. Where is your person going? What can be found there? What do they eat there? What language do they speak there? I then moved onto the next child, asking her the same questions. I noticed some pictures were not reflecting a place but just had the characters drawn. I asked if the children knew what travel was. Only one gave a confident yes while other responses were a mixture of unconvincing yeses.

I told the children to stop with their drawings and to stand up and collect at one wall. I invited the group to walk calmly, as a group, to the wall opposite us. Once we arrived, I asked the group to walk to the wall on our right at a fast pace. Then to the opposite wall slowly. I then asked that we walk to the wall where we started in a funny way. Then to jump to the opposite wall like frogs, then crawl to the wall on our right and roll to the opposite wall. The group was invited to walk from wall to wall imitating one of the children who would take the lead. We watched the first volunteer and copied as he watched us join him. The next child took the lead until all, including myself, had taken the lead. I invited the group to do a second round like this. Each of us taking turns to lead and be copied. I then invited the group to walk from wall to wall naming each wall, A, B, C, and D. I invited the children to a circle in the middle of the room and explained that when we travel, we move from different places. The children agreed that we moved to A then to B then to C then to D. I asked the children what we do when we travel. The children's responses were:

"We move together to the same place."

"We go to the wall."

"We go to the mountain."

"The ocean."

"We go to different places with a map."

"We look at the map to see which way we go."

"We go to Joburg."

"Moria!"

I affirmed all these responses and added that we look at the map, and we see where we are going. It sometimes tells you to go straight or backward, this way or that way.

After a toilet break, I took 20 minutes to work with the children on their homework. One homework task was on communication. I asked the girl whose homework it belonged to if she understood what communication was. She gave a doubtful yes. I explained that communication was giving information. How? It could be done by sending a letter, by talking, by phoning, through signs. Understanding this she added that some people talked with their hands, people who could not hear and people who could not see would use paper that had bumps on it. I continued to help the girl match the picture of a form of communication with the label. We took a mini-tour to the office to show how fax worked. The next task I helped the girl with was to match national emblems in South Africa with a sentence that described it. Next was to help one of the youngest girls to complete some sentences. The two older children began helping out with spelling the three-letter words. When we were done with her homework, I wrote a couple of three-letter words and had the children read them. I also called out a few words and had them write them down. A thing that stuck out was when I asked the kids to describe a mat, and Boo described a net. I then wrote this word out and explained what a mat was with examples from their living spaces.

Reflection

The core intention of this research was to teach English. It seemed I had a greater focus on how the MOE process would pan out rather than on the learning that was

done by the children. The step by step process described in the animal park session plan, an example of MOE in use, may have been a useful guide. I was, however, presented with challenges where the children did not understand a term that was key to the session. Travel. This was an important word considering I chose it to be a core concept for the drama. It was also important due to the envisioned progress the children would make as they became expert travel agents. I just seemed unable to find a way that helped all the children understand the concept or show an understanding thereof.

I did not pay much attention to what grabbed the interests of the children. Playing and drawing were some things the children presented, in the previous week, as being interests. Instead, I relied on talking about things, with a group that I ironically described as being a weak English speaking group. This was also an indication of my comfort to speak. I seemed to have a strong drive towards fulfilling my session plan in its entirety. Yet time was not in favour of the plan. I attempted encouraging inquiry among the children even though a commitment to a dramatic context had not been formed. The dramatic context was in itself poorly constructed.

Although the nine elements of MOE do not have to be presented in a specific chronological order, developing the foundational elements and perhaps spending more time with the foundational elements would have been helpful. In some cases, it seemed I preferred my answer to the answers the children gave and did not take the chance to explore what the children offered. When I asked what the children understood by travel, Boo described moving away from a conflict area. I thought of this statement:

Heathcote did not want to protect children from experiences, she wanted to protect them into them. We have to step carefully and be mindful of the age of the children, but we shouldn't cosset them and keep them away from anything they might find difficult' (Taylor, 2016:54).

Using the example of fleeing conflict was a potentially useful thing to explore in terms of travel and highlighting the different reasons for traveling. I thought there would be potential harm to the children if I chose to explore travelling due to conflict. I needed some flexibility, patience, and innovation based on what the children offered and for the practical development of the session.

There was a change when I decided to have the children move between the walls to help them understand the concept of travel. Here the session plan was completely set aside. It resulted in the children giving answers about travel that related to movement. At the end of this exercise, jotting down new words learnt or getting the children to apply the new words by using them in a conversation, would have fallen in line with the research aim of successfully retaining the new words. The drama strategies and conventions were used when the participants were invited to move at different paces and in different styles, which played on the use of the available space and levels. Inviting the children to take the lead with the movement between walls, was a way of introducing the idea of them taking the lead and moving together as a team. I tried to keep in mind that MOE was an approach that provided the creation of opportunities to experiment with what it would be like to be people with power (Taylor, 2016: 53).

3.2.3 Saturday 3

The action taken

I began the session with a greeting circle, where we chose to greet each other in French. I asked the French-speaking children how we greeted in French, and Graça responded. In a circle, we went around greeting each other in French as a welcome to the session. I then invited the children to walk around the room, and I joined them. As we walked around the room, I let CBE know that we would use Amharic in the following week. I then called out freeze. After two more rounds of getting the group to walk then freeze, I told them to scan the room and see where everyone had stopped after the 3rd freeze. I asked them to try to keep a distance between each other as they walked. I called out walk again then freeze. After seeing a child jump to where they wanted to freeze. I jokingly said that they should just stop, not jump somewhere then freeze. The speed levels were then introduced. 1 slow, 2 normal, 3 fast. Different levels were explored after the different numbers were called. Sometimes the children would follow me, especially when moving at level 3, as if chasing me. So they were reminded about walk their own paths. I also noticed that there was more laughing and excitement when they moved at level 3 or 1, really fast or really slow. After calling out 1 for the last time, I slowly walked to a wall and invited the children to stand with me.

The next activity was introduced, and it was explained that we would move according to the syllables in our names. I made the example with the name of an imaginary person named Rethabile. I explained that we would take a step on each syllable in this name and that something uniquely different with each step. I demonstrated with Re-tha-bi-le and asked the children to mirror the four different actions I did. I turned to the children and told them they could use their drama or real names. I invited a child to start, and we all mirrored each other until everyone had a turn. I then applauded everyone's efforts, and the children joined in the applause.

After the applause, I stated that I would tell them a story. Amidst the noise from the excited chatter that began, one child heard this announcement and started jumping up and down, chanting story! Story! Story! By the third chant, the rest of the group joined in on the chant. I repeated that I would tell the group an interesting story and motioned for us to sit down. I motioned for the group to huddle in and make a tighter circle as I explained that I would be telling a story about five friends that travelled together. Graça would sometimes try mime what I was going to say but sometimes still be caught in a conversation with CBE and Princess Sofia. I kept quiet and waited for the girls to listen. As they stopped talking, I said in a gentle voice.

"Once upon a time-"

"Time, story time!"

Replied Princess Sofia!"

I gave a smile and a joyful, yes. I said once upon a time two more times. Loudly then in a whisper and all the children responded with time story time loudly and in a whisper. I began telling the story (appendix B). Throughout the storytelling, I used different tones and would speak at varying speeds to help make the story more exciting or to distract children from complaining about things that I thought would be unnecessary distractions. I sometimes asked questions about things in the story, like if they knew what an advert was. Most of the children said that they did. I repeated the word a few times in the story which got CBE to ask what an advert was. I explained what it was taking examples from TV adverts and adverts on the radio. I then continued with the story. When I got to the part where the five children began travelling, I pulled out a drawn map to mark where on the map the group travelled.

This seemed to excite the children. I asked if we knew where places were and the children responded that it was a map for where people stayed. I asked them to put a dot on the map where we lived. They didn't know so I put the dot for them. I also indicated to the kids that we could draw on the map. When a child asked a question about something, they did not know I allowed for the whole group to help answer the question. If they did not know the answer, I assisted. Sometimes a child would add to the description of how the traveller felt and what the experience reminded the traveller (perhaps the child in reality) of.

Coming to the end of the story I asked the group what their favourite country was, and what they would do there. They all pointed to different places except Boo and CBE who both chose Antarctica. I told them that we would draw pictures with things unique to each of the places we chose. Before we got to that, I handed each child a box of crayons and asked that they write their names on a paper to then stick on the crayons. Lots of time was taken on the name writing. The children were not moving onto the task I wanted them to do. After trying to ask various questions that would hopefully lead them into taking on their expert roles. I got no feedback except a group of children who revelled in writing and designing their names. I gave in and helped some children spell out their names.

I kept on insisting on getting my question through:

"If you had a job where you created a way for people to travel, where would you tell them to go?"

I got one answer from a child.

"My home (Antarctica) to stop the snow."

I asked where they would go again, to the rest of the group and got no answers. I rephrased the question.

"If you had a friend that wanted to visit a place where would you say they could go?"

No answer. I brought out travel magazines and brochures and asked the group to look through them to see if we could find places we could tell people to visit. CBE asked what we were talking about. I replied by asking if we recognised words or pictures that looked like they represented their choice of country/destination. I looked

at a contents page, pointed at a word, and asked them what it said. It said Australia. I found another word and read it. Antarctica. CBE responded with excitement as this was the name of her choice destination. Although I was headstrong about my question about where they would suggest people go, I began asking different questions that would hopefully lead to my main question. I began switching through tasks thinking it would hopefully help my aim. I asked them to draw, then to look through magazines to draw or use the pictures only, then to write or draw on the map. I asked the two older ones to assist the two younger ones with finding pictures that related to their destinations.

I finally settled on getting the kids to search for and cut out three pictures from the travel magazines and brochures. I sat with them and took part in the same activity. I joined in searching for images that matched each destination but looked for images of things the children were unfamiliar with and asked about. For example the pyramids, camels, icebergs. The children also helped each other with images. For example CBE finding a snake that she handed to Princess Sofia to match with the Amazon. The pictures also got the kids to talk about them. CBE asked about who the mother was in a picture with two camels. I responded that I did not know then asked her what she thought. She chose the mother based on size. We found a picture of zebras which was not mentioned in our story but could be found in Africa. CBE asked about what would happen when a person approached a zebra. The children started offering different ideas.

I let the kids know that our time was up and I asked them to put all the pictures that related to the various destinations on the map, and to discard the pictures they thought were irrelevant. While we tidied all the writing material, Princess Sofia asked if I could help her speak English. I told her that she was already speaking English. She told me that the mothers would tell her that she could not speak English properly. I told her I would help and we continued packing the drawing material. When we were done with packing, I invited the group to come back to the map with a pencil to draw out the journey in chronological order as presented in the story and to name the countries. I asked what was done there. CBE would call out what we saw and ran to show the picture of the different things. I asked the children a few questions. What did they learn and what was their favourite thing to do was. Looking

for pictures was an answer, amongst a chatter that began. I then told the group we had to pack the map and started folding it up. CBE almost embracing the map, exclaimed:

“My home.”

We reorganised the room while CBE sang a thank you. She continued singing as we came to a circle to say goodbye. We said goodbye in Amharic and broke away. The next part of the session was to work on the homework with the children. One exercise was to count in pairs. I asked the children if they knew what a pair was. They said a lot. I responded, yes but that there are always two of something. I made an example. A pair of markers. There are two, and I held markers. One of the children said a pair of twins. I asked the group if they knew what that was. Boo explained through the example of a movie, that twins were two babies that looked alike. I acknowledged his example then drew three pregnant moms. One with two girls, the second with two boys, the third with a girl and a boy and we named the babies. A pair of girls, a pair of boys, a pair of babies. I asked if a pair was always the same. A child responded, sometimes. Using the twins' example. I explained that they did not always look the same, but there was something that was the same about them. The girl/ boy twins are not the same sex but they are both babies and still are twins.

I asked the group to show a pair of different things in the room. They showed two chairs, a nose. Boo pointed at his nose and excitedly said a pair of noses. With a smile I explained a pair of nostrils versus one nose versus two noses. To check their understanding, I asked each child to pick up a marker. I asked one to pick up a pair. She picked up two. I asked the next child for one. He picked up one. The next, a pair. As she motioned to pick up two with a little hesitation, the rest of the group assisted her by whispering two. I asked the next to pick up two. She picked up two. I asked the group that these could also be called a pair. I invited the group to stand round in a circle and look down at our feet. I asked them who in the group was wearing a pair of shoes. They called out the names. I asked who had a pair of feet with no shoes on. They call out the names but while they did this Boo quickly removed one shoe. Some children laughed, one exclaimed with shock and looked around then laughed. I asked the group to count the pairs of shoes on feet. They counted and discovered the left-over shoe (Boo's one shoe). This action by Boo was a useful lead into the

actual exercise that needed the kids to count the pairs of socks with some examples having a sock left over. When CBE asked if socks in a picture were a pair I invited the group to help her decide the answer. They all deliberated and decided the answer which was correct each time.

The next exercise was to complete the number line. The two older kids knew exactly what to do and immediately began explaining how Graça ought to do the exercise. They counted with her as they pointed at the different spaces with numbers until they got to an empty space and filled in the missing number. I agreed with them and did not need to help at all. They all seemed to enjoy the counting process as they did so in a rhythm. Once we were done, I invited the children to do a final tidying up of the space, and we left.

Reflection

This session was engaging for the children. There was a nice flow from the introduction (greeting in French), to the names exercise and moving around at different speeds, to the story. Even the homework exercise on pairs was engaging. The difficulty in maintaining a flow and keeping the attention of the children came from being headstrong about following the plan to the tee. All the activities provided great opportunities to develop their English further as well as work on the homework they brought along. As fruitful as this session was, I found it difficult to explore the question of MOE elements being useful to teach English, in the process. Telling the story was certainly a wonderful tool, but it was not used as fully and as strategically as it could have been. In discovering the potential of this session retrospectively, the use of MOE to teach English seemed most useful and possible. I discovered that learning would happen in the activities, not at the end of the activities.

In the moment, I was focused on reaching an end with an ideal outcome of the children overtly showing that they had picked up a few new words and could identify syllables in words and tell me about the countries/ regions they visited through the story. However, I also needed to guide this process to happen. In focussing on going through the session plan, I missed out on opportunities for the children to engage with a concept further. I forgot the potential to explore other curriculum areas and help them retain new concepts.

When I looked back to analyse this session, the learning happened during the activities. The children showed this 'overt' sign of learning while involved in the activities. CBE connecting with Antarctica as they drew and collected pictures, and the rest of the group with the 'pairs' activity. The biggest take away in this session was to identify moments that could have been used for learning, specifically new words or concepts as it related to my research question. How the words/ concepts are used, where they would be used, their relevance, why use them etc. I also discovered that I needed to work in segments with the children. It would have taken a little longer to finish the story but then a chance would have been given to engage with different things. New concepts and words, the new countries, each with differences and similarities. That way adding to their bag of knowledge where they have seen and learnt things from their perspective but also attached facts to each concept or destination. Short and was key.

I realised that a lot of time is necessary to prepare for sessions because the facilitator must be prepared in a way that they can help the children engage with the work as fully as possible. If I had read the story and asked myself what the children would probably want to know, I may have prepared to have images of various things. Perhaps sound clips of the different languages for the session. I also realised how much more could have been organised for the session, after listening to the session recordings and reflecting. It was definitely a great value to run the sessions and reflect afterward because I noticed what could be done better the next time. I needed to keep my aim top of mind. First, to help the children improve their English skills, second to identify what in the MOE approach made this possible and third, how to ensure the children did their homework through the MOE approach. That way, I may have been less focused on pursuing the imagined process, where the children eventually became travel agents.

This reflection showed that a useful way to incorporate the homework more into the MOE process was to do the homework in the first 30 minutes of the session rather than at the end. That way, the homework would be dealt with, but also some useful material from it could be used. For example, the complete the number line could have been used with the lines drawn connecting the different destinations on the map. The pairs could have been used to identify how many pairs of girls of boys were in the

group of travelling friends. Alternatively, for counting the animals in pictures that matched the different destinations.

3.2.4 Saturday 4

The action taken

The session began with a question about what the group remembered being done on the last session on Sat 3. I brought out the map, and asked if they remembered the names of the destinations. They didn't. I named the names and wrote all the names on the board. I noticed Graça copying what I wrote on the board in a small area on the board, and the others began doing the same. I then got them to stop writing so that we (I) could reflect more on what was done. I asked the kids if they remembered what languages each child spoke. Amharic and Swahili were named. Boo named Tawa, which I suspected was referring to the Japanese "Konichiwa." Boo kept on trying to 'speak' Japanese, claiming he could speak it when we travelled to Japan in the story. I asked what Boo meant by Tawa. He explained that he had an aunt who lived in a place with a name that sounded like Tawa and the language had the same name. I asked if he meant Taiwan and maybe Taiwanese. He was not sure. I asked what each child spoke. They named the languages, and we matched them with each character. CBE decided that she would be Burtikhan. I asked the children who they would like to pretend to be. This character would be visiting South Africa but did not know how to speak English. How would we help them? I listed the languages on the board, and added another language that one of the children was really interested in. Lingala was a sixth language added to the list of Swahili, Amharic, Chichewa, Portuguese and French. I asked that we imagine we were one of the five friends who spoke one of the languages who would meet people who helped them learn a few words to get around.

Boo and Graça chose to be the Swahili speakers. CBE and Princess Sofia chose Amharic. We started with the Amharic pair. I explained that the rest of us would be people who spoke really great English and we would help the Amharic pair. CBE asked how we would speak, and I responded that it could be anyhow. I said that they would learn from us, and we would learn from them, a few Amharic words and phrases. I told the children what roles we would play and where we would stand. It felt very directed and controlled. The Amharic approached us saying Ga-na-nesh,

and the English group, led by me responded that we did not understand. I tried to encourage a kind of dialogue by leading with statements about what the Amharic pair were saying, who they were, and that we did not understand. The sisters continued throwing phrases at us. Boo and Graça drifted away while I continued interacting with the Amharic. CBE, bothered by this, frustratingly asked Boo and Graça to join in and talk. I asked the group what they wanted to do then asked Graça what she was doing. Boo explained that she wanted to write another word. I gave up on running my plan of the language exchange as it was not playing out the way I envisioned. I then told the children to bring their homework.

The first homework task was a numeracy exercise. The question read: count to find these answers, three groups of eight. I asked CBE and Boo if they knew what they were meant to do. They could not explain. I asked CBE to draw three big circles on the whiteboard. I then told her to draw eight lines in each circle. I asked her how many lines there were altogether. CBE counted and got the right answer. While this was happening the two younger ones started counting. I invited Boo to work out the next question. I gave the questions from the exercise to CBE and made up questions for the other children and asked that they count and write the numbers down. All the children except Graça, for a brief moment, were focused on working out their answers.

I asked CBE various examples of her task to find out if she knew what to do.

“Can I have?” said Graça.

CBE told her that the correct way of saying it was to say can you please borrow me. I chose to say nothing thinking it was a way of allowing the group chances to be right with each other rather than I correct them all the time. At a later stage, I would hopefully find a way to help them discover the correct way of saying things. Princess Sofia began writing a couple of numbers with additions signs in between each number. She asked me to help her. So I gave her the example of $1+1+1$. I recommended she count on her fingers. She could not visualise the answer, so we used colour pencils instead. I put one down. Asked her how many there were.

“1.”

“Correct.”

"Plus 1," and I put another down and asked her how many there were.

"2."

"Correct." Another one written down while saying,

"Plus 1," and I asked her what the answer was.

She got the final answer correct. I did the same with $2+2+2$ and $3+3+3$, and she got the answers right.

The next part of CBE's homework asked what she noticed about each pair. I asked CBE if she knew what a pair was. She responded yes and explained that a pair is always two of something. If there are three, it is not a pair.

"Correct."

She had five questions to answer. Question A, which asked about three groups of eight and eight groups of three. Question B, seven groups of five and five groups of seven etc. I asked what was similar between the groups. The answers. What was different? The numbers were swapped. So I asked her what she noticed. I then realised I had to help her understand the word notice. I explained that notice could be seeing patterns that change or stay the same. CBE named what she was seeing in her question and said that the words and numbers were the same. However, time was running out, and I chose to tell her that no matter how the question was worded three groups of eight or eight groups of three, the answer would still be the same.

Reflection

I allowed external things to bother my focus. People were coming in and out, children coming in and out. This was an opportunity to expand on the use of a map and introduce solving a puzzle with words needed to travel to different places. The language exchange exercise may have been useful, but in reflection and perhaps during the actual session, I realised the children did not have a firm grasp of their ethnic/ home languages either. I noticed that the children had a different energy when doing their homework. There was a greater sense of calm and focus. Perhaps, as discovered in the reflection on Saturday 3, doing the homework first would have been helpful in the sessions. Not only because the homework would be done, but I would be able to incorporate it into our session.

3.2.5 Saturday 5

The action taken

Before the session started, multiple sheets of 1mx1m brown paper were put on the walls for the children to write on. After the welcoming, I got the group to start doing the speed walk around the room. We walked around in three different speeds, one, slow to three, fast. I then got the children to introduce themselves, calling out their drama names while doing an action of how they were feeling. To prompt this, I addressed them by their names and asked them with an excited voice how they were feeling? The group was then asked to mirror the action. When it was my turn, one of the children took the initiative to ask me how I was feeling. I answered with an action, and the rest of the group mirrored the action. She then asked the next child, with similar excitement to mine, how that child was doing. When it was her turn, I noticed the other children ask along with me. After this exercise, we quickly went through the rules of how we would work. The group was reminded that we needed to listen to each other. Boo stated that we were going to draw something and write as well as give some answers. I agreed with him. I explained that we would be writing on the brown paper and only use the whiteboard if we ran out of space on the brown paper.

I immediately asked if they all remembered the characters from the story. There were five doll-like outlines drawn on A4 sheets. Each doll represented one of the travellers. The children grabbed an outline and chose characters they wanted to be. I called out the names of the characters and matched them with the language they spoke. Boo said there was a Tawa person. I asked if he meant Kevin, and he agreed. Monica became an Amharic speaker, changed from Chichewa, by the request of one of the Amharic speaking children. We then called out the different countries. Antarctica and Japan as 'Tawa,' were remembered by the children. The others remembered the rest when I listed them. I asked if we could help these guys, the travelling friends, with communicating in English as they found it difficult communicating about their travels. Boo suggested we cut the outlines out, put them up, and have them face each other. We could make as if they were talking to each other (like puppets). This was a great idea. I continued with my instruction, and I told the kids that we would help them learn how to speak proper English. Princess Sofia responded with:

“Me, I don’t know.”

I replied back that we would now learn. Kevin was chosen to start. This character was turned to the 'Tawa' speaker by Boo's initiative.

I stated the dilemma to the children and said,

"One thing Kevin would say is, my brother, he is running."

"Ta tawa wa tawa ta ta," responded Boo, as if translating.

I said, okay and gave a new line Kevin wished to say.

"My brother is hungry."

"Tawa, ta ta ta tawa," was Boo's response.

I asked Boo if that was how he said it. I then told him that we also needed to write a letter to his friend, who only spoke English. We created a sixth character as a result of the Boo exchange. John, an English speaking friend from America. Boo recommended we have a sixth doll to represent John. I announced to the group that we would be writing a letter to this friend. I asked the children if they knew what a subject was. Boo's answer was a story about travelling to America then Tawa. I explained that a subject was about something. I gave examples based on what the children were doing in the room. Then CBE gave an example:

"Natasha is fixing her hair."

I affirmed the example then asked the children to stand up to make short sentences about what they were doing in order to explain a subject. I started asking pointing out things in the room and asking what they were. I asked for the names of different body parts. The children got really excited. I invited the children to take markers and draw a person on the brown paper that they would send a cell phone message to. I quickly scrapped the letter idea and said that they would send a message via their mom's phone. I made the example: I eat an apple. They were then asked whom we were speaking about in the sentence. I then made the example with Monica, and I wrote: Monica eats an apple. I discovered that the children were copying what I was writing and not giving me any feedback. I gave a few more examples with the hope that we would not have double nouns in a short sentence anymore. Two examples were made: the butterfly, it is flying, and, the teacher, he is teaching. Boo tried to give an

answer still referring to Tawa. I could not understand why this Tawa kept on coming up.

I decided to give examples in a slightly different way. I got each individual, myself included, to each represent a word. The words were: the, man, talks, to, dogs. I put each person in the order where the words together read: talks, man, the, to, dogs, and asked if this made sense? They said no. I made another example using the method where a person held a word: we the apple eat cheese. Boo suggested we look at Chinese. In response, I recommended we start with English as I did not know Chinese. However, I noticed his persistence about Chinese and gave in, first with telling the group that the language was also called Mandarin. Mandarin was written on the board. I asked if they would remember this word. They responded that they would while Boo wrote in an alphabet, perhaps Tawa. Noticing the children's interest in what I wrote on the board, I started allowing them to copy what I wrote.

I went back to the sentence writing task and told the children that when we say something, we say a group of words. I referred to last week's counting exercise with groups of. As I spoke about this the children started bringing my attention to the words they were writing, but they were not writing anything that made sense. I just gave up and sat watching them. They continued to write and asked what they were writing. I watched the children writing and then asked them what everyone was doing. They all responded that they were all writing in silence. They told me that their peers at school did not like writing in silence. I decided just to let them be. Let them write away.

I wondered how I could capitalise on this and asked the children if they recognised an alphabet in a word about which Boo asked. They began saying an alphabet rhyme where they said the sound of a letter and words. For example 'ssss' for snake. When they were done with this rhyme, they went through the whole alphabet again, this time just calling out the letters. When they were done, they celebrated and cheered for themselves. I congratulated them and went back to asking about the questions Boo asked. What words start with b and p? I wrote ben and pen. I tried to explain the difference. It was difficult holding their attention, and I was getting more and more frustrated. I wrote a group of words. Cat, ben, pen, so, pet, hat. I asked them to write these words. CBE suggested we have a spelling test. The two older kids accepted,

but Princess Sofia insisted on taking the lead with me at the whiteboard. Graça just copied the words that appeared on the board and wrote them on her section of the brown paper. The list had the words I, see, happy, mat. As the children continued writing words on their papers, CBE, in a casual way, explained that she would sometimes see alphabets upside down or facing another side. Boo was intrigued to hear this and described his experience with the upside-down letter seeing matter. It seemed they described having dyslexia. Boo explained that when he read in a quiet environment though, without many people around, he read better. I asked if they told their teachers this was happening. CBE had not, but Boo said he was taken for an eye consultation where he was put upside down, and they knew how to help him. He explained that when they did a test at school, he would do a 2nd test when others left. CBE somehow still had writing a letter in mind, so she showed me a sheet where she wrote 'dear friend.' I decided to assist with this letter after we closed this session so that others could leave.

I announced that time was up and invited the group to stand in a circle to say goodbye to each other. We chose to say bye in all the languages. I started with French saying bye in a few different tones to make it a bit exciting. We did it in Amharic, a few times. We then did it in Portuguese. Boo suggested Chinese, and he said Tawa humorously. We copied him, and that was the end of the session

Reflection

The session plan fell through, and I tried to come up with different ways to revive it, but too many new things were introduced. Write a letter, write a cell phone message instead, working out what a subject was, how to avoid using double nouns in a short sentence, looking at Chinese, the politically correct way of calling the language Chinese, having a spelling test, and more. There was a lack of focus.

This session highlighted the trust that the children had in me, perhaps because I had worked with them as the teacher or because I am the adult in the room who must be all-knowing. The benefit of this realisation is if I had noticed their interest to write earlier, something more specific and in line with the research question might have been formulated for them to explore. The word order example: talks, man, the, to, dogs, was something I did not give the chance to expand. The children knew it did not sound right, but they were not given a chance to figure out the correct answer.

The downside of this trust was that I, as a facilitator, unknowingly relied on my 'all-knowingness' and began suggesting things without allowing the ideas of the children to be fully explored. This was also because of the time constraints and wanting to fulfill my session plan. I let the frustrations with the limited time, the mothers peeping in because they wanted their children, and the children's distractions with the writing material, get the better of me. It affected the sense of focus and direction in this session.

3.3 An overall Reflection of the five Saturdays

The greatest learning from these sessions is to have a smaller focus. I realised that improving on English was too broad, especially considering the little time I had. Had I gone into this research choosing a particular thing and focussed on that, then finding a way of measuring what was retained, may have given a clearer indication about the benefits of MOE in learning English. All the sessions were, however, beneficial as 'experience' runs. I walked out seeing how important understanding the participants was, to then tailor-make sessions appropriate for them, suiting their unique needs and embracing their strengths. I realised that there would be certain environmental constraints that would limit the kind of embodied work I wanted to do due to safety concerns or even due to the interruptions from the residents. I got it right by session five to have papers on the walls and have them play characters through dolls, but I struggled to bring a focus to the task. The idea of using the dolls as puppets was not even mine but one of the children's. It is in cases like this where the co-creation between the facilitator and the participants was magical and beneficial to the experience. I noticed how I relied on speaking. I was not sure how drawings would translate into a clear indication of the children's learning of new English words and concepts, other than if something was written.

Another important take away was to notice how the children engaged with the material. CBE was always sparked by Antarctica and Boo by Tawa. The story provided that and it continued until the last session. Unfortunately, these interests in Antarctica and Tawa were not fully explored. The two younger children were often sparked when the languages they spoke were mentioned. Graça was interested in writing, it was unexpected, and it all could be used more fully in the future. The reflections at the end of each session description were done after all the sessions

were conducted. They presented a perspective that was a little bit distanced from the practical experience. There were reflections made straight after the sessions, which impacted the planning of the sessions that followed. Reviewing the experience and the reflections contributed to the final reflections, which highlighted a lot of learning for the children and me. With the practical experience shared in this chapter, an analysis is presented in the next.

Chapter 4: Making Sense

This section looks at how the experience linked to the theory, with a close focus on MOE. The elements of MOE are explored, which then leads to a discussion on some trends/ themes that emerged. This chapter ends by looking at how the experience of running the research project and the literature relate.

4.1 MOE aspects: the nine elements

The aspects of MOE that were focused on in this research were the nine core elements as defined by Taylor (2016). They form three main groups. The foundational, core, and dramatic elements, all of which are not required to be used in a particular order. The grouping of these elements was developed from the experience and analysis of MOE by Taylor.

The nine elements		
Foundational Elements	Core Elements	Dramatic Elements
The fictional context	The Expert team	Tension
The narrative	The client	Different points of view
Inquiry	The commission	Drama strategies and conventions

Taylor (2016:34)

The detailed guide of these nine elements was discovered after the first two sessions with the children. Up until Tim Taylor's guide was found, the focus was only on the three core elements. The expert team, the client, and the commission. These three were going to represent the aspects that would answer the three sub-research questions. What aspects of MOE are useful for language skills development; how do these aspects effectively contribute to the development of language skills; and to what extent would the different aspects of MOE affect the performance of the children in completing their homework tasks? The choice to only explore the three elements was based on my interpretation and understanding of the information concerning the MOE approach. Taylor's guide was enlightening about the other six elements and their significance in MOE.

Before beginning the analysis process, I thought the three core elements were successfully implemented. It was, however, discovered that each element had been used. Sometimes successfully and sometimes not. Sometimes the successful implementation was accidental and sometimes planned. Another discovery was that these elements flow with each other, where one helps the other. Taylor expresses the interconnectedness between the elements, where the experience in running the research project made these connections evident and more so in the analysis. These elements would be planned in or happened based on the flow of a session but would develop in collaboration with the children. The exploration of these elements refers to specific instances from the Saturday sessions.

The first element concerns **the fictional context**. The teacher guides its creation, the exploration of it, and the exploration in it. The aim is for it to grab the interest of the children, which would then become the medium used to study their curriculum (Taylor, 2016:38). The successful use of this element was in the Five Travelling Friends story from Sat 3. The children were immediately excited by the prospect of a story being told. They immediately settled down to listen and stayed engaged in the story. A possible reason for this success was because of the connections made between the group of five travellers to the five of us, the four children, and me. Being included in the group of five travellers was an unexpected link the children made. After Graça heard that there were five in the story, she excitedly counted everyone present and was amazed at the similarity. It was planned for the children to make connections to the travellers based on the language each spoke, which resembled the languages everyone in the group spoke. An even stronger link was made by the two Ethiopian sisters who connected with Burtikhan. She spoke the same language they spoke and had an authentically Ethiopian/ Amharic name.

This story remained a link I would refer to for the sessions that would follow. Antarctica for CBE was a dominant referral and Japan for Boo. This way, the curriculum, in this instance, the new places learnt about, Antarctica and Japan, were studied in the constant referrals back to them. These referrals were either brought up by the children or by me. The success of the connections made may have also been encouraged by having the walking activities before the story. These were a way of contextualising travelling in an embodied way for the group. We walked at different

speeds then moved together in different ways while highlighting syllables in our names. These activities before the story had multiple purposes — the purpose of introducing travel subtly with unique experiences of walking in different ways and directions, and the purpose of incorporating the identification of syllables (the motivation behind the name and moving activity). In this case, the fictional context worked well to help teach the concept of travelling because it was fun and offered an experience that was memorable and easy for the children to tap into and refer back to the word 'travel.'

Another successful use of the fictional context was in creating the Pap and meat dish on Sat 1. We were in a fictional context where everyone contributed to the creation of the dish. There were opportunities to adapt, add, and change things, and the children seemed to enjoy the various moments of leadership. The activity of making this imaginary dish had the children completely engaged and committed to the process and kept them captivated by the experience. The success of this may have been a result of how the process was started. Making the Pap and meat was presented with excitement about creating this yummy dish in a super fun way, and we immediately started creating. A switch from trying to have a 'boring' conversation to doing the dynamic activity of creating was made. Another reason is that WE created. We all took part in the creation. I was not the only one directing the process. Every person directed and made contributions in a harmonious flow that were recognised and appreciated.

The fictional context was unsuccessful when I tried to break the process down into steps. Sat 2 is an example of this. The session plan had exact steps for the process, but precisely following these steps was tedious and difficult. The end vision for this session was to have a fictional context of travel agents at work attending to their daily duties in their office. Still, I wanted to direct the steps that would lead to this vision. There was also much explaining that just was not clear enough or suitable for the children to grasp. This description from Sat 2 highlights the steps I took but the failure to create a fictional world for the future travel agents, according to the plan.

The Language exchange activity on Sat 4 is another example of the fictional context not existing to effectively carry the activity. Boo and Graça were uninterested and unexcited about this activity. CBE and Princess Sofia, on the other hand, were open

to doing the activity, perhaps because of the stronger connection they had to the Ethiopian girl Burtikhan. Unfortunately for these two sisters, their peers needed to be involved in the activity for it to play out, but they walked away disengaged. No excitement was created for Boo and Graça. There was no strong personal connection for them.

The next element is **the narrative**. It helps set up the context in a way that invites the children in, from a perspective within the set context. The narrative makes the experience exciting with the context memorable and the curriculum easier to understand. This inviting of inviting the children in is done through an activity, a series of steps and tasks, or a sequence of events (Taylor, 2016:40). An obvious use of narrative was with the story of the Five Travelling Friends. 'Once upon a time.' These familiar words commanded their attention. Just mentioning that a story was going to be told generated a whole lot of excitement amongst the children maybe because they knew that they would go into a world of fiction and possibility beyond reality. Once upon a time represented an official welcome. Their acceptance was in their response, 'Time, story time!' The children even joined in telling parts of the story. They joined in offering explanations such as explaining what an advert could be or what a pyramid was. Sometimes the children tried to mime along. They did not know the words but watched my mouth as if in a trance. Some of the new places were memorable because of the relations made. Such as the connection between Antarctica and *Frozen* the movie. The story also evolved in small stages where a different destination offered different experiences and new things to learn. It was noticed that the more involved they were, the more engaged they were.

The Pap and meat creation was a narrative in which the children were actively involved. They were invited with an enthusiastic announcement that we would be creating a dish of our own. The children responded to this announcement with a question about how it could be made. The response, we had full creative right. Our pap could have whatever we imagined it needed. It could look however we wanted it to look. It could taste however we imagined it would taste. I asked the children what ingredients were needed, and the creation began. A significant contributing factor to the successful implementation of this element was how I communicated. Different tones of voice were used to either get their attention or recapture their attention. The

parameters of the activity were clearly set, and we began the process. Beginning the activity with a sense of excitement seemed to translate well to the children and fuel their enthusiasm. The children had a part in the creation, which may have also been why the prospect of doing the activity was appealing.

The unsuccessful implementation of narrative was on Sat 2 in the Let's create activity. There was no invitation extended, and as a result, nothing memorable could be experienced nor any particular learning. I tried to get the children to imagine a place that described with many words. There was nothing offered that was in their reach to grasp. In other words, something a bit more visceral than a series of words that they maybe could not fully comprehend. The task of imagining a place they could visit, as their pseudonym characters, was excitedly presented but they were not budging. Getting them to draw this place with their characters in it was meant to be a hook, but it was too stale.

The **inquiry element** was the next foundational element explored. It is described as the creation of opportunities for questions to be investigated by the children that help explore the curriculum. Important to note is that in MOE, everything is open to inquiry. With this element, the children work together finding possible answers and ideas with the guidance of the teacher (Taylor, 2016:45). The Five Travelling Friends story was a wonderful fictional piece that encouraged inquiry among the children. The children wanted to understand many things and helped each other make sense of what the characters encountered in the story. CBE wanted to know things about Egypt and Antarctica. Boo introduced *Frozen*, the movie, as something to relate to when he explained what the scenery in Antarctica was like. The pictures found after the story also got the children talking about each place that captivated them, making it clearer for some-what could be found there. CBE even asked about who the mother and child were in a picture with two camels. When the question was redirected back at her, she decided the mother was the biggest camel of the two. This answer showed her point of view as a child and maybe specifically the perspective of a child living at a shelter for women and children. The adults at the shelter were most often women, mothers who had smaller humans under their care. This speaks to Heathcote and Bolton's point of view concept (1994). The children also began helping each other more and more instead of wait for assistance with answers. Perhaps continually

asking the children what they thought was an answer got them to trust themselves in searching for answers to questions rather than entirely rely on the facilitator.

The opportunity for inquiry was most apparent when doing the homework tasks. An opportunity arose for a mini 'field trip' to the office, on Sat 2. A child asked what a fax was, so we took a brief trip to the office for the children to understand how fax worked. Unfortunately, the children would get shouted at if seen in the office, so fax was explained by pointing at the printer and phone, and email by pointing at the computer while they stood at the door.

The success of this element was generated by modelling a sense of inquiry through all the questions I asked, so answers were often sought from them. Getting the children to find pairs of different things in the space was a way of encouraging a further investigation into the concept and develop an understanding of its use. The encouragement of questioning was further helped when clear questions were asked. The opposite of this is also true, where its ineffective use happened when long and unclear questions were asked. The children would either have blank stares, pull faces of confusion, or not do the activity the way I expected. In some cases, it was a matter of breaking a concept down with a short activity. I discovered that the simplicity of getting the children to understand something was more in the doing and less in the saying.

On Sat 2 the Wall to wall activity helped the group learn what was meant by the word travel. Before the activity, there was an unsuccessful attempt at figuring out the meaning of the word through a conversation. After Wall to wall the children gave clear answers about what it meant to travel. They answered:

'We move together to the same place,' 'we go to the wall,' 'we go to the mountain,' 'the ocean,' 'we go to different places with a map.' 'We look at the map to see which way we go,' 'we go to Joburg,' 'Moria!'

The Expert team is the group of participants and the facilitator/ teacher holding common values and responsibilities. They have a sense of power and authority and play a role that assumes they have some experience or training. The experiences of the expert team, good, bad, challenges, and achievements, are also shared. The expert team represents the points of view of learners in relation to the context. This

relationship allows them to develop in the curriculum (Taylor, 2016:52). The expert team was evident in the Pap and meat process, where we were cooks preparing a meal. The Language exchange activity was also reflective of an expert team. The first activity reflected a successful use of this element while the Language exchange was a little less successful. The Pap and meat was successful in that we had the collective responsibility to cook a dish. We all had a sense of power in the creation as we brought forward our shared skills to cook. The experience was shared in that we worked together as a team and mutually created a dish. We also created a shared history of success in presenting the final product. The success can be attributed to inviting the whole group to contribute to the creation mutually. Each person's ideas for the process were also welcomed.

The Language exchange, on the other hand, was presented as a team effort, each pair potentially benefitting from the other. However, the value of the exercise was not shared. The two sisters jumped into the activity. Boo and Graça, on the other hand, were initially open to it but quickly lost the commitment to their roles. It was, however clear that they, we, would play expert teachers. Perhaps because some thought they were weak in, English, and maybe even their mother tongues, French, Amharic, and Lingala. A mutual value for the activity was not created. Boo, ironically, was excited about Tawa. A personal creation in which he was very confident. The other children welcomed this. I am sure because all other offers made in the group, fictional or real, were accepted. This Tawa was, however, difficult to accept. I always approached it from the point of confusion because it did not reflect Japan the way I thought it should. On Sat 5, I finally gave in to Tawa a little and Boo excitedly gave translations of sentences presented to the group.

The first problem that needed fixing was presented, and Boo assumed the role of a Tawa expert. Happily taking on this role may have happened because he was allowed to make connections to Tawa slowly but gradually. First Kevin from the story was a boy, the only one among the travelling friends which reflected the actual situation in the group. He was a French speaker like Boo and Kevin led the explorations in Japan. Somehow Japan and Taiwanese caught Boo's attention, and he held on tightly to the Tawa idea. Unfortunately, I could not make sense of this.

Creating an expert team of travel agents was a complete failure on Sat 2. This may be because the group did not know what a travel agent was, and a clear introduction to this profession was not made. I tried to get them to unpack what this role meant, but no connections were made at all. Having a conversation about a travel agent was unhelpful and not allowing the children to expand on their drawings of their drama characters also took away from reaching the end goal of creating a team of travel agents. To help this in a future attempts I would create an activity that introduces the profession in which my participants would be experts instead of relying on describing with words what they do.

The client represents a focal point for the expert team's work. Meeting the client's needs, in some cases with deliberation about the strengths and abilities of the expert team, guides the quality and standard of the work. The teacher can present the client in role or it can be planned for this person to never interact with anyone face to face (Taylor, 2016:56). The client was not explicitly introduced but was an invisible someone(s) that would receive our services. This element was successfully used in the Pap and meat creation, where the children the whole group was the unmentioned client. The dish that was created was for us to consume then give the verdict of whether it was a successful production or not. In this example, it was clear what needed to be created. Simultaneously being playing the cooks (experts), and playing the client gave us the unique opportunity to evaluate the quality of the dish. Although it was not overtly stated that we were the client, it was understood that the dish was being made for someone.

The learners in the Language exchange who would also play the teacher was not successfully introduced. The two children who were meant to play the teachers were quickly disinterested in the activity. They did not give the two sisters a chance to play their roles as learners of English. These two sisters were more excited about teaching us Amharic and less about learning English, although they were committed to trying out the activity. The lack of success in this regard may be because there was no interest in the activity, which impacted the commitment and delving into their roles.

The foundational elements were quite helpful in setting up a context and arresting the attention and interest of the children. However, it may just be that there was no

interest to play this client role. Maybe because they needed to play a learner that may have represented not knowing as compared to the expert, a knowing someone.

The commission is a task/ service the expert team provides to the client. They give the students a focus, a goal to achieve and provide a sense of responsibility and community building due to this shared goal that the students are set to achieve. The teacher/ facilitator strategically plans in the curriculum aims that are masked by this commission set in the fictional context (Taylor, 2016:61). The Pap and meat activity had a clear goal. Make a dish. This goal was, however, meant to be linked the rules we would abide by in the sessions and not to their homework or learning of terms. This commission was successfully met because it was clear, straightforward, offered the children a focus, and offered the group a sense of commitment and responsibility to create the dish. The children were also excited about meeting the goal. Perhaps the success was also in the constant flow of excitement about the end product. The progress made was also very clear as the creation of this dish was a progressive process.

The commission was unsuccessful in the Language exchange perhaps because there was no way of measuring the progress that would be made, there was no clear goal, and there was no sense of commitment or sense of responsibility to achieve anything. A task that the children were interested in was not set up. To improve the implementation of this element, starting with what the children like and creating tasks that have an end with measurable progress, would be useful. The participants share in the realisation of the progress made and can still look forward to more because they are excited by the process and possible achievements. The Pap and meat process offered this. The Language exchange, on the other hand, did not. We learn words, and then what?

Tension is an element that helps make the MOE work exciting, meaningful, and challenging. It is used to heighten the flow of energy among the children. Tension can help enhance the engagement with the context and the work that is generated through the context. Tension helps to generate resilience, which creates opportunities for exploring behaviours and actions (Taylor, 2016:75). The Pap and meat process saw this element used well. Because time was limited, there was a sense of urgency about this dish being created. The children sensed this. Key

moments when tension was created was when I suddenly told the children to look out for the flame. They also introduced some tension when they communicated that the pot was hot, and when they forgot ingredients that needed cooking. Princess Sofia with great alarm alerted Boo about almost walking into the fire, and he jumped with fright. We were captivated by the process and would go on alert when something 'harmful' would happen. Another example of tension was when Boo removed his one shoe. This move was genius. The tension created was about whether this was allowed to be done or not. Some children responded to the shoe removal with shock. Boo smiled with pride at this wonderful challenge he presented. One child responded with a face and sounds that suggested he did something he was not supposed to and would get into trouble. Others responded with amazement. This action challenged the group; it emerged from the flow of walking around the room and identifying pairs and encouraged continuing engagement with the concept. Not only did this action help expand the understanding of the concept of 'pairs' but it may have gotten the children to re-evaluate the potential for investigating things in the sessions. Investigations about what they could do, how they could behave, what kind of response would/could be offered and that they could present and solve challenges.

The Five Travelling Friends, although captivating, there was no tension in the story. A reason is that it was not planned. The story was aimed to be a pleasant trip from South Africa, around the world and back. The story felt long, and the children started showing less excitement about the story as it progressed. What could have been done was bring in some tension by having one of the characters lose their passport? This would have reinvigorated a sense of drama and engagement in the story. Depending on what would happen, the story could develop into a more meaningful saga as the children had travelled various places in their personal lives. Travel for pleasure and not.

The element, **different points of view** was shown in the different, sequences of activities the children did. This element offers the learners the chance to look at what they have explored from different perspectives and expand on those perspectives or offer change or alternative options, which further highlights other perspectives and understandings (Taylor, 2016:68). With the Five Travelling Friends, the children had one point of view as listeners. Another, as storytellers, when they added to the story.

They then had a different point of view when they expressed their interpretation of the story through pictures and drawings. The group went from distant listeners and observers of the story to more involved participants who added their ideas and traced out the journey on the map. It became a closer involvement when they collected pictures representing their destinations. Each heard the same story, but each connected with and gravitated to different things. Because the group was aware of the destinations chosen and the questions asked while the story was being told, we also all shared pictures that related to the destinations others chose. Princess Sofia and Graça would share colourful pictures. Boo would help CBE develop an idea of Antarctica, CBE found pictures that she thought linked to Graça and Princess Sofia's choices. Pictures that helped answer some questions the children had about the scenery or the animals were also shared. Finding the camels for CBE, specifically because she asked what they were, was an example of this. The point of view element was evident in the different activities in which the children were interested. Stories and drawing.

Less successful was getting the children to play the character in the Language exchange. With this activity, they would be able to form their understanding from yet another perspective. It was not successful because the children had little to no interest and excitement about the activity. In the future, this element would be planned for in the exploration of different perspectives through tasks that the participants enjoy. There would also be more attention placed on and even the use of more of what the children offer. On Sat 5, it was recommended that dolls, representing each traveller, be cut out and act like a puppet through which the challenges with English were expressed. The solution would come from the American doll, John, or any other English speaking doll. Although this was a great idea, I wanted to get the explaining out of the way. After which this offer was forgotten.

Drama strategies and conventions are the last elements. They are described as tools that enable the teacher to create dramatic moments in the classroom (Taylor, 2016:80). 'They are subtle, artistic devices that both blend and contrast, using tension, character, and sign that can make exercises exciting and memorable' (Taylor, 2016:82). They can be used to stop a moment in time, unpack the moment

and search for meaning, which makes it possible for us to slow down fast events or speed them up, impossible in reality. That way, moments are studied, and experiments with various choices and outcomes can be done. Key is that all participants are involved in the creation of the work. They share in the experience of something exciting and engaging and get a chance to learn. An example of its successful use was when we walked from wall to wall on Sat 2 to explain the concept of travel. The exercise happened because the children could not understand the term through wordy explanations. In the more embodied activities, the term was better understood. Another very successful moment was when pairs were explained with the use of drawings of mothers carrying twins, to finding pairs in the room, to pairs of socks/ shoes worn by all the participants. This moment from Sat 3, was engaging and entertaining and even presented an interesting challenge where Boo removed one shoe and wore neither a pair of shoes nor a pair of socks. This was exciting as it was offered by one of the children. Another two moments were when the group was asked to freeze to get their attention to get them aware of something. The other moment was when the contract was developed through the creation of the Pap and meat dish. Because time was limited, moments were created where there was a sense of urgency, and the desire actually to create this dish got stronger. Eating the dish patiently then gave us the pause that led into matching the ingredients to rules. Each child was fully invested in this process and showed great excitement throughout.

This element was least successful on Sat 4 in the Language exchange. Boo and Graça had no interest to play out their characters. This was because nothing was captivating about the activity. The vision was for fun and engaging exchanges of words, but the two Ethiopian sisters' excitement to teach their language was not reciprocated by the two French and Lingala speaking children.

4.2 Emerging themes

A few trends emerged that have been referred to as themes. There was a growing sense of child-led activities with unique offers, unexpected moments of copying, and a clash between the vision and facing reality. The child-led activities and unique offers were dominated by CBE and Boo, who were seven and eight, respectively. CBE was in grades three and Boo in grade two. They were the oldest in the group.

They often led the way or helped with answers and even suggested options that encouraged a better flow of a particular activity. CBE began giving directions about how the Pap and meat should be cooked while Boo facilitated how the group could effectively work together. Boo often gave answers to questions but welcomed the insights of his peers. He explained to CBE that Antarctica was a place that resembled *Frozen* when everything froze up. He also would do things that sometimes deviated from the group. This was evident when he removed his one shoe while we did the pairs exercise. This was a unique and beneficial offer which challenged the group, excited us all and expanded the learning.

The unexpected moment that stood out was when the whole group copied the words I had written on the board and on the brown paper, on Sat 4 and Sat 5. Often initiated by Graça, the group would notice her copying letters and then do the same. Every time I wrote something, Graça would copy it if she had a pen and paper. In the session held on Sat 4, a few words were written on the white-board. Graça gravitated to the board and began copying the words. The rest of the group noticing her began doing the same. The most striking moment was when we did the speed walk. Every time we did the fastest speed, the group seemed to fall into a formation behind me. Perhaps this had to do with being recognised as a teacher and the children following what the teacher modelled. Alternatively that some activities encouraged mirroring and caused this trend of copying. There was a moment where the children began mirroring the group but kept their eye on the facilitator until after the third person's action was mirrored. There was lots of rolling on the ground with the Names and moving activity. Perhaps they took the queue from me, an adult, about how involved they could get. Also, many adults would generally shy away from doing such activities, so the children may have been curious about seeing how much of a participant I would be.

The clash between the vision and facing reality sometimes concerned being unable to fulfill the session plans. Sometimes the reality was having too little time or not being able to implement the core elements of MOE because the children were not interested. Other clashes were that they did not understand a concept or that an offer made swayed the direction of the session. Little time was constant in this project. Possibly a result of planning a complicated MOE experience and having little

experience with the approach. In some cases, the children made offers that were sometimes followed and sometimes overlooked. The main point was that there were many concepts central to a plan that were not realized. Sometimes they needed clarification before tackling the envisioned plan. An example of this was the word travel.

Another reality vision clash was related to their speaking patterns. They always used a double pronoun. For example, 'Me, I did' and 'You, you go'. They often gravitated to tasks that involved writing, especially among the two youngest, Princess Sofia and Graça, both aged six. How this clashed with the vision was that this project was meant to be more personalised to their needs. There was a stronger focus on helping unpack terms used in English, which was useful. Still, this pronoun matter, for example, was in their day to day interaction with English. There were other things noticed. They were ignored in order to understand the essence of what the children expressed, rather than always correcting them. I noticed their interest in writing a little late and only implemented activities that involved writing on Sat 4 and 5.

This is how the experience panned out in relation to the nine MOE elements and the emerging trends/ themes. With all the failures and success it was encouraging to know that MOE is a process of trial and error and is an approach that teachers and facilitators can get better at the more they use it (Taylor, 2016).

4.3 The literature and work in relation

This section takes a direct look at how the literature affected the study. There were instances where the experience seemed to resonate with the literature. There were, however, moments when the practical experience seemed to negate the literature. A few concepts from the literature are referred to (in italics). They are followed by actual examples from the project to help highlight the relation. The experiences that seemed to agree with the literature are considered first.

'Languages are acquired more effectively when they are learned in conjunction with meaningful content and purposive communication' (Genesee, 1994: 9).

Meaningful content showed in the form of some of the homework and the activities that generated the most excitement. The pairs exercises were homework tasks explained in ways where the children had an experience. They went looking for pairs,

inquired about their discoveries, and assisted each other with the answers. These activities made it meaningful, and so too was the communication between them. Needing to understand where and how pairs and groupings applied was a clear homework task that helped them communicate with greater focus. The Five Travelling Friends story also offered meaningful content in which Antarctica was clearly explained by using a film with which all the children were familiar. The most exciting part of this was that it came from the children.

'Creating a classroom context in which student' cultural knowledge is expressed, shared, and affirmed in motivation... is an important way for teachers to learn more about their students, including language needs' (Windle & Miller 2012:320).

Using greetings in their own language, always excited the children. Every time the children got the chance to share their unique knowledge in anything, especially the knowledge regarding their language, excited them. They got motivated to share and acknowledged each other. Boo and Tawa, on the other hand, was confusing, but this highlighted that he either had a keen interest in Japan or eastern culture or had actual knowledge to share about Japan/ eastern culture. Exploring this is something that could be useful in future work.

Drama strategies liven up the curriculum and result in developments that were previously unobserved (O'Neill & Lambart, 1989).

Learning, in the pairs activity was elevated when Boo challenged the group. Explaining travel was pointless until the Wall to wall activity was done and helped liven up this word.

Critical pedagogy calls for learners not to recite what they have learnt rote style but to question, explore, re-imagine, reinvent. MOE provides that platform.

This platform was provided with learning pairs as the children looked for them in different things and then ended with Boo's offer.

Critical pedagogy allows for the learners and teachers to question social, political, cultural, issues in our societies that have moulded the educators and the learners into thinking a certain way (Wink, 2005).

In reflection, the concept of 'good' English was in question. The original aim was to help the children develop a better sounding and more succinctly structured English. Working with the children and revisiting the literature revealed what was most needed. To help the children communicate more effectively and clearly and not to have a pretty sounding way of talking. It became about helping the children use English in a more meaningful way (Larsen-Freeman, 2007).

This research sits in critical pedagogy, an approach to teaching is reflected upon, reviewed and potentially restructured to empower learners and teachers alike (Giroux, 1988).

MOE in practice was sometimes empowering but sometimes stifling. It offered a chance of questioning and empowerment as learning was happening through a non-traditional frame. Following the plan precisely, though sometimes seemed more necessary which may have impacted the potential for learning. The experience and the literature indicate the dos and don'ts that could help improve future facilitation opportunities.

With some moments of resonance with the literature highlighted, there too were moments where some points, did not.

Important in language learning are the three dimensions in every linguistic unit: form, meaning, and use (Larsen-Freeman, 2007:159).

The importance of this was evident when working with the words travel, pairs, and Antarctica. The meanings of the words were offered. How they could be used was offered. The form, however, was not often explored. Based on the context and the group of children, learning the form was not at all necessary as the children were not at a level where the form could be learnt and understood.

Areas, where it seemed the theory fell short slightly, were mostly as a result of the impracticalities of following certain suggestions or due to the time constraints experienced.

A way to deal with issues regarding helping ESL children is for the teacher to work collaboratively with the parents by learning about their cultures, planning learning programmes with parents and encouraging their active involvement in the use of

English with their children. Also, having the parents actively learning about the progress of the children (Shuhuan, 2014).

Collaborating with parents would have been useful but was very impractical in this research project. Access to the parents was not always permitted or even possible. Spending time with the mothers was often impossible. Anything that had a direct and positive impact on their situation would always take priority. For example, attending skills development workshops. Understandably. Yes, teachers are encouraged to collaborate with parents, but this is not always practical or possible.

'It is important to encourage ESL children to express themselves verbally, with them talking about areas in which they are knowledgeable or are passionate about' (Shuhuan, 2014:43).

An atmosphere of trust and comfort already existed among the children. Perhaps groomed by the drama sessions or because they resided in and often did activities together at the same shelter. So verbal expressions of thoughts and ideas were not an issue. Yes, it was explained that the children often enjoyed sharing their ideas, especially in and about their languages. The difficulty was limited vocabulary or even the fact that some things shared made no sense, and there was no time to unpack the mysteries. Boo and Tawa is an example of a mysterious language being used.

MOE is about reinforcing the skills they learn through practice over a period (Heathcote & Bolton, 1994).

Reinforcing skills was impractical in the project due to delays in starting the work. More time was needed, especially to see the progress of the children. It was also useful to run the research project as this highlighted that a lot more time was needed to measure the progress made effectively.

4.4 How Action Research and MOE worked.

The way Action Research (AR) worked as a research method was by following its research cycle. MOE offered itself well as a way of working through a cycle where reflecting was necessary to end the cycle, and then plan for a new one(s). Indicated by Burns (2004:14), theory and practice are in a conversation with each other in AR. The research cycle created a platform for the theory and practice to be compared

and contrasted. The most significant was how the understanding of MOE got clearer. AR offered a great deal of data that was often difficult to work through, especially when focused on facilitation skills. The role of the researcher, facilitator, and participant was played. Looking at the participants, myself but more so the children, was the easiest. Analysing the facilitator was very difficult. Time passing by after doing the analysis was needed to break away from the personal impact of the project. The failures were a challenge to examine. Working as the researcher was very insightful. There was a constant conversation between the literature and what was being experienced. Still, with the immense amount of data, there was always a need to refocus and connect the experience to the research question.

Mantle of the Expert was useful in acquiring language. Through some of the elements, some concepts stuck out for the children. Had there been more time, perhaps more would have been explored to see what concepts truly stuck with the children. Due to the time allocated and the scope of this project, learning a few words without the chance to use them often in a range of scenarios, may not be enough proof that language was being acquired or improved. Although, the potential for this was evident. Indeed, a few words and concepts were clarified and learnt.

Looking at the literature in relation to the experience shows that MOE elements were useful. Planning a future project with close consideration of the time, experience, and the scope of the work would help MOE as a whole blend better and perhaps flow better. With this, we can look at the answers to the research questions.

Chapter 5: After It All

This section puts everything together by sharing the findings and looking at how they contribute academically. The limitations and challenges in this research project follow with final recommendations and a conclusion about the investigation. First is a look at the answers to the research question.

5.1 Answering the research question

The main question asked was, in what way can Mantle of the Expert be an effective language acquisition strategy? With three sub-questions that extended on this central question. First, what aspects of MOE are effective for language skills development; second, how do these aspects effectively contribute to the development of language skills; and third, to what extent would the different aspects of MOE affect the performance of the children in completing their homework tasks? The sub-questions are looked at first, then the main research question is answered, with a final look some general experiences with the approach.

5.1.1 What aspects of MOE are effective for language skills development?

All the elements effectively used together can be quite beneficial to language skills development. It may take work to plan them in, but it could work. The dramatic elements were found to be the strongest contributors to aiding some of the language skills development. Learning about pairs and the concept of travel was effectively done when we tapped into the elements in this category. Concerning pairs, the children went through a process then went back to their books to answer the questions with a new understanding of the word. The drama strategies and conventions were useful to make a closer connection to the word travel. The space was used in different ways; time was stopped, sped up, slowed down to observe, connect, and feel the meaning of this word. These three elements can be useful in their general use while the other elements could take a bit more planning to apply specifically. They are, however, still effective.

The foundational elements were great at creating a context in which to learn. With the use of some of the dramatic elements, opportunities for deep engagement were created. The fictional context offers a platform for learners to explore their skills excitingly while the narrative offers various matters to explore. These two, in

combination with inquiry provide unlimited opportunities to question, answer, understand, and expand. Discovering and learning about Antarctica was facilitated by these three elements.

The core element, although successfully used in some case, they were sometimes less visible. The children began taking more and more responsibility with answering questions and helping each other. Their understanding of various terms began expanding and deepening. Perhaps experiencing playing experts and clients as they cooked their Pap and meat dish. Although the Language exchange was a failure, it was still possible to see how the expert team, the client, and the commission could be effectively used. What was clear was if there was no interest generated, there was no engagement among the learners.

5.1.2 How do these aspects effectively contribute to the development of language skills?

These elements effectively contribute by making the activities fun, adventurous, memorable, and create a platform where anything can be explored safely. With inquiry, if the educator asks the learners simple and clear questions, there is better engagement. The teacher also models to the learners how to investigate and unpack and find ways of understanding, which the children picked up and started doing for themselves. They had moments where they explained things to each other and sought acknowledgment from the group and no longer from me, the facilitator only. The narrative becomes a map or a guide of some sort that we could look back to, to add new understandings about a concept. A shared value needs to be created for the expert team. This could be done by matching the interests of the learners and asking them what they value. The different points of view are useful when explored different activities which elicits different connections and helps deepen the learning. It is like a plate of food. Eating it satisfies the stomach, but if it tastes good, it satisfies the taste buds. The presentation, smell, texture temperature of the food add to the experience of the food. These are different perspectives, different components related to food, but they all add to the understanding and excitement associated with the dish. With concepts and words, they could be used in different settings provided by the foundational elements, different perspectives could be explored provided by the core elements, and these concepts could be twisted and played with provided by the

dramatic elements. All the elements are the ingredients that could be used or left out to serve a specific purpose.

5.1.3 To what extent would the different aspects of MOE affect the performance of the children in completing their homework tasks?

The 'pairs' concept was related to one of the homework tasks the children had. Unpacking the term pairs, facilitated completing the homework. The elements were instrumental in unpacking and breaking the questions down in order for the homework task to be completed. They helped to the extent of providing a sense of understanding about their work. The mini office tour offered an understanding of a means of communication that was otherwise foreign to the children. They had never used fax or email, so seeing machines in an office and seeing a little bit of how they worked contributed to their understanding, although not complete. MOE encourages shared experiences. The homework may have come from one person, but everyone benefited from the questions and the exercises. Inquiry is most useful when used in a way that matches the level of the learners. Asking long-winded questions is not effective for the learners I worked with but turning the inquiry into an active investigation that the learners can be a part of makes it exciting and more relatable. The commission offers a great opportunity to achieve tasks. If and when set with a sense of measurability and achievement. Tension was offered externally in the time crunch, which would help the learners focus through my focus and intent to get the homework done. Tension could also be useful when an interesting challenge is generated to provide the fuel to achieve a homework task. However, creating a space that accepts challenges and shows that they can be overcome is needed. Boos pairs challenge brought more understanding to the work. It shocked some children, but it added to their understanding.

5.1.4 In what way can Mantle of the Expert be an effective language acquisition strategy?

MOE is useful for creating a community of learning where all the participants contribute to the process of discovering, exploring, and understanding. It was discovered that all nine elements had value in helping effective language acquisition. Some were more successful than others. Reflecting on both the success and failures helped to work out whether certain elements would be useful. MOE can be effective as a language acquisition strategy firstly once there is an understanding between the facilitator/ educator and people in charge of the well-being of the children, about the benefits of this approach. This is necessary so that there is more support for the work and it is not regarded as a waste of time. Secondly, when the interests of the learners are used in the process. When something is boring or a challenge to understand, the elements are useful tools to apply to generate some excitement and engagement. Third, MOE is not only beneficial for the learners but also for the teachers where teaching can be more exciting. The teacher gets insight into the way the learners think and how they make language connections to the things to which they relate. This insight is valuable for the teacher to use and apply and make the learning experience even more worthwhile for the learners. The experiences created in the activities that are fun, engaging and memorable, can be used by the educator/ facilitator to refer back to and help their learners make deeper connections and remember them better. Lastly, MOE, in some cases, is also a faster and easier way for concepts to be explored. Learning the words travel and pairs in the simple embodied exercises was an example of this effectivity.

5.2 MOE in practice

In practice, MOE was sometimes difficult and sometimes easy to explore. There seemed to be a better flow when I was relaxed about the session plan, and even when it was entirely scrapped. It was sometimes useful to do a different activity to help the children get engaged in something or make a concept clear. At times I would stubbornly want every step in my plan to play out which often affected the process negatively. Facilitating the sessions and reflecting helped highlight all the nine elements of MOE as significant elements rather than just the core elements. In some instances, MOE was accidentally used but offered useful results. The aim of the Pap

and meat activity was not at all to explore MOE. The Language exchange specifically planned for the children to teach each other and play 'expert' teacher. The Pap and meat was fun and engaging while the Language exchange was stagnant and boring. Feeling disappointed about plans falling through sometimes masked triumphs in the sessions. Overcoming the disappointments was necessary to analyse the value of this approach in this research project.

These findings contribute to adding to the MOE and DIE dossier, but most important is the use of this approach with the fringe group of learners. Their status as refugees and as second language speakers but at the same time being predominantly English speakers added to the complexities in the research. This group of people would be an interesting group to do further research about but also to help develop educational policies that do not assume children have educational support after school.

5.3 Limitations and Challenges

It seemed challenging to complete the homework task outside of sitting at a table and helping the children answer their questions. Tapping into what had emerged from the activities was tricky. Having said this, learning what pairs were and applying it to different things in the room and our bodies worked superbly. Although most of the activities were planned to be held in one room, Sat 2's mini field trip generated some excitement for learning about the different communication methods.

Time and the relationship with the Bienvenu residents were two factors that had a significant impact on the progress of the research. Being allowed to only meet the children once a week for two and a half hours impacted the original plan. The original plan was to spend some time with the children during the week, help them with their homework then apply what was in their homework to the actual MOE sessions on the Saturdays. That way, they would have another look at what they tackled during the week at school. While this happened, they would be learning a few things that would help develop their English. What would be done in the future would be to aim for more time to spend with the participants. Some time would be allocated to identifying the children's weaknesses and strengths in English as well as learning about their interests. Time would go to tackle the homework with them, to then apply this in the sessions that would follow.

Regarding the relationship with Bienvenu, it was strongest with the managing staff and director who gave the go-ahead to do the work. However, the change in directorship resulted in a delay with starting the project by a few months, causing the time crunch. The management change also almost resulted in the research project being cancelled with Bienvenu. This was because this work seemed to be an unnecessary extra by the new director. It was also discovered that a relationship with the residents at the shelter needed to be developed, especially with the house mother. The space in the staff room could not be used as envisioned because the house mother did not want the furniture moved about, even with the permission of the director. Mothers would walk in and out of the room as they pleased and sometimes wanted to send their children on errands, which made the value of the work seem unimportant. Sometimes time got spent up when trying to negotiate the use of the staffroom versus an alternative room that was smaller and had too many things that could be damaged.

Unfortunately, the director change was beyond anyone's control. However, a valuable lesson was learnt. Developing a relationship with the residents is just as important as developing a relationship with the managers and director. The same way the managing staff are gatekeepers, the residents are even more powerful gatekeepers. Access to the staffroom was granted, but the residents, especially the house mother, had the power to shut the activities down or let them continue. Negotiating entry went beyond management. It involved the community of mothers who resided at Bienvenu. Another lesson was to sell the benefits of this work to the residents so that it could be better respected and valued.

What would do differently is to identify the key gatekeepers in a community. In this case, the director, managing staff, and the house mother. The benefits of this work would then presented to them while a relationship with them develops. An experience would even be created for them to see why disturbances like taking a participant away to run errands could deprive the participant of a worthwhile experience.

5.4 Final recommendations

The one main recommendation is that it would be quite a benefit for MOE to be implemented in South African schools. The participants had strengths and weaknesses that varied. Their strengths would be applied and benefit their peers

who were weaker or did not understand something. The approach encourages teamwork and helps the participants develop trust and an openness to each other's ideas and opinions. The teacher/ facilitator also gets to identify the strength and weaknesses of the learners and can then develop activities around these. MOE is useful for English development, necessary in South African schools but also among many refugee and asylum seeker children, who may not get access to schools until they have the necessary documentation and funds to attend school. Also recommended is to use MOE to help the bridging process into South Africa curriculum. It has the added benefit of helping them feel valuable in the community. The nine elements applied successfully could not only be beneficial to use in schools but also with more communities of children who are found on the fringes of society. MOE helps develop a cultural agility that would be useful for children who are new to the South African context but also help the South African peers.

5.5 Conclusion

Overall there were a few moments that were a successful use of MOE for English development, and working through homework tasks. The experience made me more aware of the participants and how they were inclined to operate based on their interests. A way forward would be to plan smaller, less ambitious activities and have 'test run' sessions to find things that uniquely suit the group's needs. MOE can be an effective language acquisition strategy in this way. If the teacher/ facilitator allows a flow in the work rather than force things to happen, a lot of unique and useful discoveries can be made that encourage deeper unpacking and understanding. When there was more deliberate action about using MOE [elements] versus explaining things with words, even with basic language, there was more engagement from the participants. The more direct the approach, the less effective it seemed in comparison to the more indirect approach, the elements seemed to offer. This resulted in a better understanding among the children. MOE is undoubtedly a useful drama approach that has shown its effectivity as a language acquisition and language development strategy.

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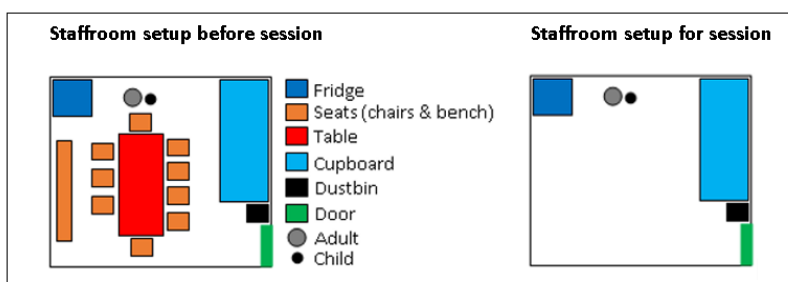
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Appendix A

Session Plans

I was granted permission to run my sessions for 2 hours and 30 for five Saturdays only. Each session was planned to run with the drama part first and a homework element second. The session plans are named Saturday 1-5. The plan was to work in a space where the table and seating would be removed. That way there would be more space in which to work and fewer potential hazards for the children. Below is the floor plan of the room before the sessions and set up for the sessions.



Saturday 1: Meet and Greet (10 February 2018)

This session was set up to formally introduce the project, for the participants to meet each other and get an understanding of the project, and for all the administrative duties.

Saturday 2: Introducing the travel agents (17 February 2018)

In this session was aimed to introduce the concept of travelling to the children, for the participants to begin to assume the role of travel agents and to set up the work environment before they began playing out their role as travel agents. This session was drawn up with reference to Animal Park.

Saturday 3: Getting into the fiction (24 February 2018)

This session aimed to play around with syllables, sounds, new words and pronunciation through the use of a story. I also aimed to expand on the concept of travelling and the benefit of various languages, especially English (for the purpose of my research) when one travels.

Saturday 4: Helping the travellers learn some English terms to help their journey (3 March 2018)

In this session the characters from the travelling story, who were linked to various languages would be played by the children. The goal was for each character to learn a few things that would help improve the little English they already knew.

Saturday 5: What have we learnt (10 March 2018)

This final session was set up to have a recap of what was done and to reflect on what stuck with the children.

Saturday 1

Informal meet & Greet

Session time: 90 minutes

Activity	Time	Process	Motivation	Tools
Introduction to the Project (mothers are present)	20min	-The facilitator welcomes the children and mothers to the space and invites them to sit. -The project in general is explained to the participants and the following is covered: what is the project about, who the participants will be, when will the sessions be held, how long will the project run for, what is the aim of the project. The participants are also given an opportunity to ask questions about the project. -Once the PIS is read, the mothers and children are asked to sign the consent and assent forms respectively.	This is done to help the group understand why they are a part of the sessions. It is also an opportunity for the participants to ask questions and inquire about the project.	Consent and Assent forms, writing material
Name & feeling circle (mothers are present)	20min	-The mothers and children are invited to stand and form a circle. -The facilitator explains that each person will get to introduce their name and then show a unique image of how they are feeling in their bodies, without words. The group is then invited to simultaneously repeat the person's name and mirror their action. The facilitator models this by saying her name and using her body to show how she is feeling. She then invites the group to mirror. A volunteer is selected to start and asked to indicate who will be next person in the circle and thus indicate the direction and order in which	To get the group to warm up to each other and start developing a connection among the participants. They share something unique about themselves and get acknowledged in the mirroring. This activity is also done with the mothers for them to get a taste of the 'fun' that the children will be experiencing. This would be done with the moms to encourage a sharedness in the	Nothing

		the participants take turns.	experience with their children.	
Brainstorm matters about English	20min	-The facilitator invites the group to sit and discuss what they experience in their learning and with English. The following questions are asked: How do you learn at school? What happens when you don't understand the words the teachers use? What do you think about English? How good do you think you are in English? What are some things you would like to learn in English? -The answers to the questions are recorded a the sheet of paper	This serves as a moment for the facilitator to gain some perspective about what she can focus on in the sessions to come. By asking about possible challenges in English the facilitator can aim to help the children through this.	Paper and writing material
Close: Feeling circle	10min	-The facilitator invites the group to a circle to close off the session. The group is asked to express, in their bodies, one at a time how they feel after this session. With each individual's showing, the rest of the group is invited to mirror back. Once everyone has shared their embodiment of their feelings, they are asked to say good bye to each other and head on home.	This feeling circle is done again for the participants to start getting used to sharing and acknowledging each other's contributions. It also serves as another opportunity for the participants to get good at one specific activity. This activity will serve as a check in and a check out that helps bring the participants focus to the space and help bring a close to these particular	Nothing

			sessions.	
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Saturday 2

Introducing the travel agents (sessions guided by 1st Animal Park session plan found)

Session time: 2hours 35min (including homework time at the end).

Activity	Time	Process (throughout the process new words are jotted down)	Motivation	Tools
Introducing the concept of travelling	30min	-A calendar is made to track the days used in this project. The facilitator indicates the number of days to be used and crosses the first 2 Saturdays. -The facilitator invites the participants to form a circle and discuss ideas around travel. Their ideas are jotted down, by the facilitator, on a mind map. The following guiding questions can be asked: 1: 'problem free' question = If <u>you</u> had a job where you create travel packages what places would you get people to go to? =what would you tell them to try doing? / What would be some of the fun activities they could do? 2: moving into the context =Do you think <u>we</u> should suggest they go to parks/ museums/ amusement parks/ shows =who do you think would want to travel to these places (children, families, people who do what kind of work, corporates, old people, can babies travel with) =how would we look after the people that visit that place? (think about food, where they would sleep, transport,	Crossing out the date is to help the children see how many days are left for the project. This is done for the children to get into the idea of creating travel packages. The children may end up being experts of a specific destination, where one is most knowledgeable about the activities offered, another about transportation, another an expert in setting up appropriate accommodation etc. Each step has a slight change in the language used. This helps the facilitator and the participants move into a place of co-creation and ownership over the work and their growing role as experts and colleagues working together.	Paper and writing material

		entertainment, emergencies, clothes washing, etc.)		
Let's create: The destinations The roles	30min	3:creating a destination package and starting a client profile The facilitator states, there are a lot of places people can travel to. I think it would help if we know which places we would get people to travel to. The facilitator brings out a map of the world for the participants to identify possible destinations and encourages the group to choose a destination(s) to explore. =what is this place? =what can we do at this place? =who would want to go to this place? =what would they do there? =what do we need to do to help these people who would go there? (With the tasks/roles identified the facilitator writes them down on cards. E.g.: inbound vs outbound, meeting the clients, dealing with pricing, marketing, making bookings etc.) =who wants to focus on a certain thing they would do? (Once each person has chosen a task/ role, the facilitator invites the group to brainstorm what each role entails. The facilitator will play the role of a personal assistant. Group is also invited to draw a picture of them playing their role 4: scaffolding their work As the participants draw their pictures the facilitator, in role, goes around the room and asks each participant about	We move into choosing possible destinations and brainstorm the possible tasks involved for travel agents. The purpose of this is to get the participants more invested in the work and create deeper meaning for themselves. This part of the session also aims to guide the participants into taking on and trusting themselves and the team in their/ its expert role(s).	Map of the world, paper, writing material, que cards with specific travel terms

		their work. This is done with care and awareness that they are working on the pictures but also as a way to guide them into playing their specific roles. =Excuse me, I understand you are very busy at the moment, but could you tell me a little bit about what you do?		
Let's create our work space	30min	-The facilitator invites the group to create their work space. The participants are shown where the material that can be used (in tools column) is and that the stuff that forms part of the staff room such as crockery and serviettes or books originally found there cannot be used. As the participants identify spots in the office the facilitator may ask about specifics such as where certain things the children may have identified the preceding activities would be. The facilitator takes care to find out about these and uses what the children offer. If nothing is offered and prompting is needed the facilitator can suggest some ideas about the space in a question about the possible need of it. For example, 'Do we think we have our work space? Should we have different rooms or just be in one big open space where everything happens?' Or. 'Where can we put our tools like a computer?' Or 'Are we using laptops?' Other prompts could be about where the waiting room for clients would be, where staff take breaks, where different departments can be found,	This guides the children into creating a more tangible work space that is representative of the fictional world. The children have a chance to create their work space as they imagine and gain a greater sense of ownership.	Paper, writing and drawing material

		computer stations, offices, our boss, Mr Frank's office, their own personal work space. As the work space is being set up the facilitator approaches different people and asks them about the use of the space. the facilitator finds moments in between the creating of the work space and the questioning to take notes of what is being created, what seems the most important to apply in the next session. The facilitator times the work space creating process and by using an alarm indicates the time left. The first ring meaning half the time has passed. The second ring indicating five minutes left the third ring indicating one minute. The fourth ring indicating that time is up. When the work space is created the facilitator asks the participants to take a walk around the space. The facilitator invites the participants to get into the space and in the body show how the space would actually be used.		
Close 5-4-3-2-1 Shake off	5min	The facilitator calls out freeze. She invites the participants to step out of the work space and to halt the play. The facilitator invites the participants to do a shake off where they shake one arm, then the next arm, then the one leg, and then the other, each for 5 seconds counting down. Then for four seconds counting down with each of the four limbs being shaken. Then for three seconds counted down, each limb is shaken off and so on until the shake for one second.	To help the children shake off the characters they may have created in the process of working out the work they do and creating their work space. This will help them get back to reality in a fun way.	Nothing

Clean up	15min	The facilitator asks that as a group we help reorganise the room and put it back in the same condition as we found it.	This room is a staff room and needs to be in its original state.	Boxes to store the tools and creations used
Homework	45min	The facilitator uses the time that is left to assist the children with their homework.	This is done for the facilitator to get an idea of what the children are focusing on at school. This will be used to help plan in homework tasks into the next sessions.	Paper and writing material, white board markers

Saturday 3

Getting into the fiction

Session time: 90 minutes

Activity	Time	Process	Motivation	Tools
Speed walk	10 min	The facilitator welcomes the group and gets the 2 nd child to cross out today's date on the group calendar. The facilitator invites the children to walk around the room at three different speeds. She takes part in the activity with the children. Speed 1, slow, speed 2 a calm walking speed and 3 a fast walk/ run depending on the space in the room. The facilitator invites the group to walk around the space at their normal calm speed (2). She tells the group to freeze so that they can look around and see how they have spaced themselves. Anticipating that the children will clump up as they walk and/ or follow each other around, the facilitator asks them to try their best to fill in the gaps they see in the room, to try keep some distance between each other and to find a way of walking their own random paths instead of following each other. The facilitator then invites them to walk slowly. Much slower than their calm walk, filling in the gaps and trying to not follow each other. She tells the group to freeze and tells them that the	The calendar crossing out is done to help the children visually see when the days left in this project. To get the children to walk around the space and get acquainted with it. This activity introduces the children to the idea of travelling around. Travelling at different speeds in different directions to different places and looking around at the 'scenery' represented by the moments when they are asked to freeze and look around.	Nothing

		slow speed will be called number 1. The calm, normal speed, 2 and a faster walking speed number 3. She explains that she will just call the number and the group should know at which speed to move. She invites the children to walk at speed 3 for a bit. She calls out 2 then 1 then 2 then 3 for the children to feel the differences in the speeds. She sometimes tells them to freeze and have a look around them to observe how spread they are around the room and to see how people have posed. A few more minutes are used to have the group walk at the different speeds in different orders.		
Names and moving	15 min	The facilitator invites the children to stand at a wall and explains that we will be walking about in an interesting way in the room following the rhythm of our names (syllables). The facilitator makes an example with a name that does not belong to the group of participants. For example Rethabile as Re-tha-bi-le. Four syllables, four different movements forward. The children are asked to observe then copy. Where the group ends on the last syllable of a name, the next person uses his/her name. The facilitator helps the children with identifying the syllables in their names. He/she moves and says the name from the point the	This is introducing syllables to help them identify syllables and sounds in words. This would potentially be matched with spelling out words. The activity also provides the opportunity for children to take the lead and create but also work together as they try to imitate each person's offering in unison. This exercises introduces the idea of making a contribution, being recognised and validating the contribution through the movements.	Nothing

		group last ended. In the rhythm of his/her name's syllables. We watch then copy. The next person takes over then the next until everyone in the group, including the facilitator, has had a turn to lead.		
The travelling kids story (Appendix B)	20 min	The facilitator invites the group to sit in a circle and indicates that a story will be read to them.	The aim of the story is to introduce and explore in a fun way the concept of travelling and to learn new things about different environments with people who speak different languages.	A map of the world
Linking the story to work as travel agents	40 min	At the end of the story the facilitator asks the children a few questions to help guide the group through a process of eventually becoming travel agents. The group is asked to indicate on the map what they would do where. The group is invited to have a conversation where they imagine playing the role of travel agents helping clients. The following questions are asked as a guide: -if we had a job to make a travel package what place would we want people to visit? -what things could they do? -where in the world would it be? -what would they do? -what would they eat? -what would they wear? -how would they be looked after?	This segment offers the children the opportunity to express to the group their understanding of travelling the world and it also offers the group the chance to be creative as they begin to create potential options for future clients. The group also gets to practice presentation skills and working together in formulating a group recommendation of travel options. Through the presentation children are learning something from each other and gaining different perspectives and interpretations. This activity brings in the idea of the group making a contribution and being recognised for their contributions. It also gets the children to have conversations about their experience in/ with	Drawing material, paper and colouring pencils

		-who do we think would want to travel? The facilitator then asks the group to draw a picture of this place they imagine, showing the activities they would do. Once the children are done drawing they are asked to place their destinations on the map and give a brief presentation of the place, and the activities and how the people are to be hosted. The facilitator gives each child 1 minute to present their pictures to the group. After each presentation the group is asked to choose something they like the best so that we can mix in all out best ideas.	the story.	
Names and moving	10 min	The facilitator invites the children to stand at a wall to do the intro activity again. The facilitator reminds the group about how they did the activity using the Rethabile example. Re-tha-bi-le. Four syllables, four different movements forward. A person is asked to volunteer to begin. The next person takes over then the next until everyone in the group, including the facilitator, has had a turn to lead.	This activity reminds the group about syllables, identifying them and sounds in words. It is repeated so that the children begin to get really good at the activity. The repetition serves as a confidence booster as well as an opportunity to be creative with a familiar thing (their names in different ways.	Nothing

Saturday 4

Helping the travellers learn some English terms to help their journey

Session time: 90 minutes

Activity	Time	Process	Motivation	Tools
Swahili hello and Names and moving	15 min	The facilitator welcomes the group, invites the 3 rd child to cross off the Saturday on the calendar and gives a recap of what has so far been done. She then invites the group to a circle to begin the session with the greeting circle. The language left to use is Swahili. This time the children are invited to say hallo and call out the person's drama name with an action(s) that changes with each syllable. /for example: Hello (in Swahili) Re-tha-bi-le. The child or children who speak Swahili are asked how to say hello first and then we go round the circle welcoming each other to the session.	The calendar shows that there is 1 more Saturday left after today's session. Adding the action to the name in the hello circle is a chance to remind the children to use their bodies creatively to express themselves. This time creatively express hello to a person specific person in the group. The children have also experienced using their bodies to express their names when the syllable exercises was first done. So this is a reminder of that action but more of a twist to the simple greeting. Introducing actions with each name, changing with each syllable, leads into the next exercise where they will be exchanging words and concepts in the different languages the travelling friends speak, including English. Saying hello with the names is also a way of uniquely acknowledging each person in the group and	Nothing

			giving each a personal welcome. It's also fun and offers the kids the chance to be creative with the expression of words, in this case each other's names.	
Language exchange	60 min	The facilitator explains to the group that they have the chance to choose one of the characters from the story to play. As the character they will pretend that they are strongest speaking their mother tongue/ home language. They also choose a destination to be lost in and require local help to find their way about the country. The idea is for the tourist to meet locals who can assist in English. While a character is being played the rest of us plays locals who are able to speak English and assist the traveller. We will be sharing useful local words as well as English words that are useful for his/ her travels. The facilitator encourages them to work in pairs. It is expected that the two sisters, familiar with Amharic pair up and the two children who both speak a bit of French and Swahili pair up. Since there was one traveller representing one language, the children can be a different character but adapt the language spoken. For example Monica who spoke Chichewa can be an Amharic speaker. The facilitator expects the encounters between the travellers	This is an opportunity for the children to not only learn a few words and useful phrases and possibly how to pronounce words in all their unique languages but also a chance to find out how things are said in English. They also begin to take on expert roles of knowledgeable locals as well as knowledgeable travellers, and 'exchange' their language expertise.	Paper and writing material, laptop for research

		and the locals to take any direction. The traveller could experience being invited for dinner with the locals, to visiting a friend of the locals and doing an activity that the locals enjoy, to just being directed. The facilitator will however encourage a language exchange between them where the traveller learns some words key for their exploration but also gives the locals some useful words and phrases in case they ever decide to travel to a country where the traveller's language is spoken. The facilitator jots down words/phrases that can be reviewed between each unique language and traveller experience. With things that the group is unsure about such as the way of living in a particular country, they will be encouraged to do some research about this destination to then be played out between the traveller and the locals. The same applies to the words and phrases which we will be making a collection of.		
Close What was learnt Swahili Goodbye	15 min	The facilitator invites the group to a circle and asks each person to talk about the one new thing they learnt about the destination. Each participant gets a turn to say what they learnt and is asked to say something different from what each person says. The facilitator asks the group to share a favourite or most useful	This is a chance to see what stuck with the participants regarding the language exchange. A simple goodbye is said, still using the drama names so it helps close the drama session and they can walk out of the room as their 'original' selves.	Nothing

		word or phrase useful in the destination's local language. She asks that they each offer something different. The facilitator then asks the group to share a favourite or the most useful word or phrase in English that the traveller learnt. She once again asks that they be different offers. The session is brought to a close by inviting the group to a circle to say goodbye in Swahili including the drama name the person. This time without doing an action on the name.		
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Saturday 5

What have we learnt?

Session time: 90 minutes

Activity	Time	Process	Motivation	Tools
Speed walk	30 min	The facilitator welcomes the children and invites the 4 th and final child to cross out the last date. She reminds them that this is the last session and that there will be no more to follow. The facilitator then invites the group to one last walk around the room at the different speeds activity. When she calls out 1, the group walks around in a slow motion. 2, the group walks around at a medium speed/ their normal calm walking speed. 3, the group walks around fast. The walking activity is brought to an end and the facilitator asks the group to show how they are feeling. She calls each person by their drama name, asks how they are feeling today and they show an action. The facilitator also asks for the rest of the group to mirror the person who has embodied an action.	Crossing out the dates on the calendar and doing the activities that followed have served as a ritual to begin the drama sessions with. They have also become activities the children could get good at from doing them so often. With the Name and feeling circle, this is a way of having the group observe, recognise and appreciate each person that will be participating today	Nothing
Brainstorm matters about English	40 min	Brown paper has been put on the walls for the children to write things down that have stuck out for them in the 5 Saturdays we had been working together. The facilitator guides a potential conversation with a few questions. The children also have the option to draw on A4 sheets or to use the brown paper on the walls. What do you remember doing in the past 4 Saturdays? Who were the 5 friends that travelled?	This serves as a recap but also a way of seeing if the children have retained any of the new words/ terms or activities we have done over the 5 Saturdays.	Big brown paper, Paper and writing material

		What languages did they speak? What are a few words you learnt in the few Saturdays we worked together? What would you use again in the future? Give an example from the homework and the drama (e.g.: a pair)(working out number groupings) How would you use it? Why would you use it?		
Close Language-mix Goodbye	20 min	The facilitator invites the group to a circle to say their final goodbyes. All the languages that each participant speaks is used (in this case Portuguese, French, Amharic, Swahili and English). The person who speaks a unique language starts the good bye saying it with funny and unique voice. Everyone in the circle says good bye to the next person in that language, in the funny unique way. Then the next person does the same, this time in a different funny and unique way. The rest follow. This is done until all the languages we speak are used and until all the participants have led a goodbye in their or a language. In the case of people who speak the same language they can choose to use the same language or use one of the other languages.	This marks the end of the sessions and the project. It's a last recognition of their diversity in the group in terms of language	Nothing

Appendix B

The Five Travelling Friends

Once upon a time there was a group of 5 friends that travelled the world. Linda, Kembiya, Kevin, Burtikhan and Monica. They grew up together in the same city. They went to the same school and enjoyed playing similar games. How they met is the beginning of the adventure.

One day Linda came across an advert in the newspaper that invited people to go on a trip around the world. She was so excited. The travel package included 7 countries, 1 on each continent. The hot Africa, the adventurous Europe, the interesting North America, The tropical South America, the colourful Asia, the cold Antarctica and the dry Oceania.

But she had to find four other people to explore the world with her. She thought of going with Kembiya and Kevin who knew extra languages. Kembiya spoke Swahili and Kevin spoke French. All these languages would be useful, thought Linda. But Linda needed 2 other people to go with. Kevin thought, if having a group of people who speak different languages is useful, let's invite my 2 friends. Burtikhan who spoke Amharic and Monica who spoke Chichewa. With Linda who also spoke Portuguese, this group of 5 was a perfect match for a trip around the world. The 7 countries in the travel package were Egypt, the Netherlands, Brazil, Japan, Australia, Antarctica and the USA.

First stop, Egypt. The 5 were fascinated by the really big Nile River that cut through the brown dessert as they flew into the country. They had a lot of fun with the bumpy camel ride that took them to the pyramids. It was a little difficult to speak English but somehow Burtikhan could communicate a little bit with the Egyptians. Still Amharic was very different from Arabic. At least she tried! Finally they found someone who could help them find their way back to the city to catch their flight to the cool Europe.

In the Netherlands they were given a lot of cheese and saw many canals. It seemed everyone used a bike. And they spoke a language that sounded very much like Afrikaans but still no one could speak it. Luckily many of the Dutch spoke English and helped them explore the country for a few days. Monica loved seeing all the cows which always made her feel like having milk.

The next destination was Brazil. Linda was really excited because finally she could speak some Portuguese. The other 4 enjoyed hearing the people speak this language. Kevin noticed a few things sounded like French so he helped a little. The 5 got to explore the Amazon. It was full of different colours, animals, and very big trees. Kembiya didn't like the forest very much because of all the bugs and animals. She was afraid an anaconda would find them and eat them. So they spent the rest of the days at the beach playing volley ball. Kevin enjoyed this adventure so much he was very excited about the next destination. Maybe he could use his French there too?

Japan. Kevin learnt a few new words in Japanese and thought it was so cool to be in such a tech savvy country. So many new gadgets. So much cool food and temples that reminded him of all the ninja movies he watched. The group was amazed at how different Japan was from Johannesburg and enjoyed visiting the hot springs. But all the colour and technology were exchanged for some heat when they flew to Australia. Another place with snake scares. Kembiya wasn't too happy about that. At least it was a country where they spoke English so if she screamed help! Help! Snake!! She knew people would understand exactly what she needed. They got to see interesting animals like the Kangaroo. 3 of the friends even decided to swim in the Great Barrier Reef. Kevin, Linda and Monica saw a whole lot of sea creatures among plants and colours under the sea.

The next stop was Antarctica. A world made of ice, whites and blues. Really fresh air and super cold. For the first time, the 5 found themselves in thick jackets as they watched Penguins and Polar bears living on the ice. Their cruise past Antarctica got them to see whales in the waters and seals hunting. Luckily they had warm cabins to go to when they felt really cold. Monica didn't like the cold very much so she was happy that the final stop before home was the USA. She was so excited that she was going to the country where her favourite singer was born. Kevin hoped he would meet a WWF wrestler. He didn't. The five met a few cowboys though and even watched a rodeo. They got to wear cowboy boots and eat corndogs. Burtikhan's favourite was the fried chicken. Luckily they spoke English there too so it was easy to get around. The 5 visited this very tall building in Chicago where they looked down and could see the whole city. But they discovered that the USA was a really big country, they couldn't explore in 3 days.

The 5 really enjoyed their trip around the world and decided they would do another trip like that in the future. This time each one would choose the country and not get a travel package that chose the country for you. All the languages the 5 knew were not always used but it was a whole lot of fun.

Appendix C

Ethical Clearance Certificate



Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Bambo

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: H17/09/03

PROJECT TITLE

The refugee child equipped: An exploration of the English language acquisition through the Mantle of the Expert drama approach to build the language repertoire of children at Bienvenu shelter

INVESTIGATOR(S)

Miss N Bambo

SCHOOL/DEPARTMENT

Wits School of Arts/

DATE CONSIDERED

15 September 2017

DECISION OF THE COMMITTEE

Approved

EXPIRY DATE

11 January 2021

DATE

12 January 2018

CHAIRPERSON


(Professor J Knight)

cc: Supervisor : Dr P Jansen Van Vuuren

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we 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. **I agree to completion of a yearly progress report.**

Signature

Date



PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix D

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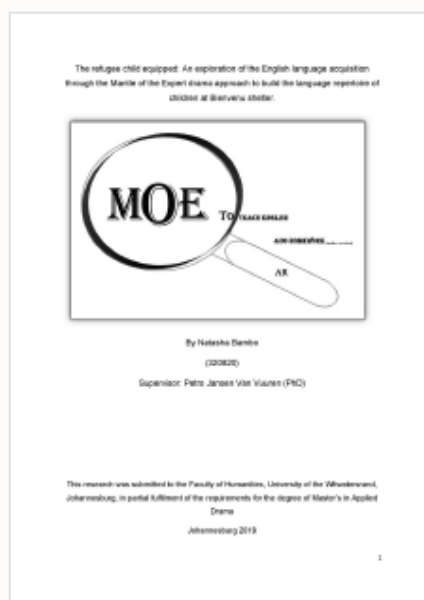


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